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Politicalization of the Student at a Catholic University

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**POLITICALIZATION OF THE STUDENT
AT A CATHOLIC UNIVERSITY**

by

Phyllis J. Handelman

**A Thesis Submitted to the Faculty of the
Graduate School of Loyola University
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Arts**

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1972

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ABSTRACT

Politicalization of The Student at a Catholic University

A questionnaire study was designed in order to test the following hypothesis: That politicalization of students does occur in four years of college; that students political attitudes differ from those of their parents; and that students become more liberal during those four years.

The survey of students included 195 Freshmen and 187 Seniors. The questionnaire consisted of 38 questions. The first ten defined the sample, the remaining were to measure the different aspects of politicalization, parental attitude and liberalization.

The study concluded that although there is politicalization, liberalization and change from parental attitude these occur in moderation.

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I. Introduction

Statement of Problem

The present paper attempts to analyze the following hypothesis: That politicalization of students does occur in four years of college; That students political attitudes differ from their parents after four years of college; That students become more liberal in their thinking during their college years.

The study will attempt to compare two different groups, Freshmen and Seniors, at Loyola University in the Spring of 1971. The study is not a longitudinal one, therefore each group must be seen in its historical frame of reference.

It is the intention of this paper to examine politicalization, liberalization and change in political attitude from parents attitude by studying how students perceive the political attitude of their parents; attitudes of students toward parental political preference; student political preference; change (if any) in that preference; liberalization and when it occurs.

The study was conceived during the height of the controversies concerning "student protest". One of the major considerations in doing this paper was that Loyola did not show much evidence of a protesting student body. This tendency was consistent with other leading Catholic universities at the time.

The literature of the protest movement was multiplying at the time this research was being carried out, yet it did not supply the answers for what was happening at Loyola.

In an attempt to understand Loyola's students the

paper has included a survey of the literature on Catholic institutions of higher learning as well as a partial review of protest literature.

II. Survey of Related Literature

Survey of Related Literature

The study of politicalization and liberalization of students that was undertaken at Loyola was unique. It did not follow a pattern of a previous study so that when a survey of the literature took place it was found necessary to include studies that were done on the protest movement generally and studies that were related to Catholic institutions particularly. This study, as noted earlier, attempts to see if changes occur from the Freshmen year to the Senior year, although they are two different groups of students there are usually enough characteristics that make comparisons legitimate. However, Alexander Austin has pointed out that the really valid studies of students are longitudinal and study change of attitude.¹ This is debatable particularly when there is interest in current attitudes. This study therefore has validity when we measure change in groups considering time as a factor and considering changing events as well. This study can perhaps be justified, in Austin's terms, when the present group of Freshmen become Seniors.

The college environment varies from campus to campus in the sense that the small liberal arts colleges are usually

¹Alexander Austin, Protest, Editors Julian Foster and Durward Long, (New York: William Morrow & Co. 1970) p. 89.

secluded and not in the mainstream of everyday living. A university like Loyola, centered in Chicago does not offer much seclusion to the student--he is for the most part, still very much involved in city life and still very influenced by his family. Loyola, being a Catholic university, has largely a selected student population; it will, more often than not, be a first choice for a Catholic student.

The growth and individuation that occurs in the college years is due, not only to the influence of education, but to the composite factors that went into making the student the person that he is. He has come to the school with a religious identity, a familial political identification, a particular class environment, and a set of values that have taken some 18 years to develop. The student picks the University or college to attend because it fits either his or his family's image of what an institution of higher learning should be.

Feldman and Newcomb have shown that the college experience is varied, depending on the type of institution. However, in recent years the effects of higher education have meant that the student is less dogmatic, less authoritative, is increasingly sensitive to his aesthetic environment and has decreased his conservative attitude toward public issues. They note too, the obvious--that the type of institution the college is will largely determine the type of student who goes there. The major of the student is seen as having a significant influence on his ultimate

attitudes and his perceptions. The college has its effects on the student's values and will work toward either weakening or maintaining them. The impact of the faculty is not substantial except where there is peer influence that is reinforced by faculty thus complementing one another. "Campus-wide-impact" appears to have taken place where there is a lot of contact between students and faculty, outside of the usual formal lines. This almost automatically dictates action in the small, liberal arts college that has students in residence for four years. Obviously the impact that the college will have will be dependent on the background and the personality of the student. The attitude that the student has tends to persist beyond the college years, particularly when the student remains in a post-college environment. The characteristics that motivated a student toward a particular college will also be reinforced and condoned by the experiences he chooses within the particular environment.²

In Protest Robert Hassenger has pointed to the fact that "most Catholic Colleges and Universities were founded to fulfill the dual purpose of preparing a largely immigrant population to swim in the mainstream of the culture and to provide a set of spiritual waterwings that they would not lose their faith there."³ Students

²Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students (San Francisco, Calif., Jossey Bass, 1969), pp. 325-335.

³Robert Hassenger, Protest, ed. Julian Foster and Durward Long, (New York: William Morrow and Co. Inc. 1970) p. 484.

at Catholic Schools from immigrant backgrounds were seeking a better life or as Greeley phrases it, "Seeking visas to suburbia."⁴

There has not been much dissent on Catholic campuses. The students have become more concerned with rules and regulations in regard to personal rights. In a study that was carried out in 196 Catholic colleges 88% of these schools stated that the students were represented on at least some University committees, 14% of those schools indicated that students sat on most or all committees. The comparison was made to 32% representation in the major Protestant colleges, 76% in the Fundamentalist Protestant, 37% in the public institutions and 26% in the private secular schools.⁵

Here it is interesting to note that while faculty and administration are eager to generate student participation at Loyola there is a certain resistance. This apparently comes from the notion that any participation of students in joint faculty-student committees means that the student has joined the "establishment." Cooperation in certain areas is not looked upon favorably by the students. What evolves is a certain type of positive student identification that can only come from negating any positive type of student-faculty-administration-contact. It appears that as long as the student can maintain his identity as a student without the help of faculty-admin-

⁴ Andrew M. Greeley, The Changing Catholic Colleges, (Chicago, Aldine Publishing Co., 1967), p. 23.

⁵ Hassenger, Op. cit., (p. 486).

istration assistance he would prefer it that way. This is evidenced by the small number of students on the student council at Loyola--16 members.

Student governments or councils are becoming obsolete as students view their college experience as living rather than as preparation for life. It was an effective role playing tool when colleges were learning grounds. Today students are involved in the real world, particularly at a school like Loyola where college life is not even a total transition from daily living. Many students go from classes to work or vice versa, even in the arts and sciences, once the domain of the "full-time" student. Frequently, student governments reflect establishment desires and thus are undesirable to the student. In the past student government reigned over the extracurricular activities that today are seen to have diminishing importance. In the schools where students want power and a piece of the action student governments have adopted the technique of mass action.

Students had been represented on half the American colleges and Universities by 1967. Only 27% of the Catholic schools provided student representation. Almost half of these did not do so until 1967-68. At a third of the Catholic schools neither faculty nor students have been very influential in setting policies.⁶ This would reflect Emmett McLaughlin's theory that

⁶ Ibid., pp. 486-488.

students in Catholic schools are encouraged not to question or doubt.⁷

Protest in 1967-68 in Catholic colleges was centered about campus issues and student life. At only 12% of the Catholic schools there were demonstrations related to the war in Viet Nam, the draft, armed services or Dow chemical recruiting. Only 10% of the Protestant colleges had such demonstrating, but 28% of the public colleges saw such activity.⁸

However, one could argue with McLaughlin on the basis that students from conservative home backgrounds accept the attitudes that school and politics don't mix, this is certainly Lipset's view.⁹ Lipset goes on to say that in the United States Catholics and evangelical Protestants are among the most conservative groups in the Universities.

Lipset views activism on the part of students as a reaction to getting into schools. He feels that in America and Japan the pressure to achieve recognition through getting into the best schools puts a tremendous burden on the student, who then reacts to being released from the pressure of entrance anxiety. The upper-classmen that he studied tended to be more liberal in attitude but to give less time to overt activity. Lipset also feels that Freshmen students react to their new freedom by joining non-conformist activities. This

⁷ Emmet McLaughlin, American Culture and Catholic Schools, (Lyle Stuart, New York, 1960), pp. 17-38).

⁸ Hassenger, op. cit., p. 488.

⁹ Seymour Martin Lipset, Daedalus, "Students and Politics in Comparative Prospective." (Winter 1968) pp. 1-20.

new freedom is largely based on being away from home.

Lewis S. Feuer feels that it is distance which has caused radical reaction in Universities. By this he means separation of youth from their parents and other older members of society. He feels that isolated youth at a University cannot benefit from what has transpired in the past. He blames the Universities largely for this when he states that some schools limit the age of students, i.e., those over 35 may not apply.¹⁰

He has also indicated that in the past the intellectual student knew that upon finishing his schooling he could go out into society and be welcomed for his additional knowledge and for what he could contribute. The students' new ideas and new thoughts were encouraged by elders who had the same or similar experiences.

Where conservatism was an important element in society such as in the South, the student body of the colleges became equally as conservative. There students were as much against independent thought as was the rest of their society. Northern schools could not brag about liberal attitudes either. Students of Dartmouth and Harvard hissed and booed when Charles Sumner criticized slavery and when Ralph Waldo Emerson chided Webster for succumbing to Southern pressures.¹¹

An entirely different point of view is set forth by Robert Nisbet. He essentially puts the blame on the students for destroying

¹⁰Lewis S. Feuer, The Conflict of Generations (Basic Books, N.Y. London 1969), p. 321.

¹¹Ibid.

academic freedom. Nisbet sees the student revolution that started in Berkeley as being similar to Hitler youth in the 1920's--their desecrations, insults and obscenities made the comparison real to him. He felt that there was little basis for the revolution because American university students are almost solidly middle class. They are neither aristocracy nor working class like the revolutionaries of Europe. He blames the student revolution on the middle-class American child who has continued to want attention. He feels this dependence on love became extended, so the student cried out for relevance--to Nisbet this was a cry for attention, aimed at faculty and staff instead of parents. He feels that the student revolution was never really interested in academic reform but was an outthrust of political romanticism based on attention getting. Nisbet justifies his thesis by saying that the revolution was never committed to any values known to the academic world--that the student issues were Viet Nam, Civil rights, protection of minorities, etc., all problems of the greater society, not of the university. There was no connection between "aims and actual interest roots."¹² The real blow came to the students at Berkeley when they assumed they could mount their attack from the university and with university protection. When they did not get the protection they had anticipated the real revolution began.

¹²Robert Nisbet, "Who Killed the Student Movement" , Encounter, Vol. XXXIV #2 (February 1970), p. 14.

It is interesting to note that Robert Nisbet's attitude toward the black students is markedly different. He feels that black students had a real objective. He is saying, in short, that theirs was a revolution in substance as well as aspiration. To him the black students showed a hatred of the white revolutionaries that was greater than their hatred of the white establishment.

Along with his condemnation of middle class children went condemnation of middle class parents, particularly those who were leftist and who, he says, enjoyed vicariously the fact that their children were participating in a revolution.

The results of mishandling the problems of society as well as academia by the students brought about more power to the Universities. While students had early faculty support who felt they were deserving of protection, by the time the action quieted down the faculty returned to feeling that the University was a hallowed place and it deserved the protection of the students and should not be destroyed by them.

The re-alignment of power from students to university was the outcome of student activism. Apparently Nisbet does not like the power and the force that the University can now exert and blames it on the students for activating this new form of control.¹³

The studies of students who were politically aroused in

¹³ Ibid., pp. 13-17.

the past few years were centered at cosmopolitan universities; Berkeley, Columbia, Harvard, Chicago, etc. The larger the University the more impact on academia as well as the media. What was prevalent in all the studies was a similarity not only in the situations that arose with the students but amongst the students themselves--their backgrounds, their family life and their general milieu. Precisely because the difference is so noticeable is what has made the Catholic universities' lack of uprisings so obvious.

It was repeatedly evident that those who saw fit to challenge the establishment were the sons and daughters of the affluent, if not of the Establishment. Certainly they were the offspring of those who had succeeded in our very urbane culture.

The students at the larger Catholic universities come from a cultural milieu that frequently assumes a Catholic university is "safe" because it represents the Church.

The most recent definitive position of the Catholic university came in the Land O'Lake^s Statement in Land O'Lakes, Wisconsin, 1967, by various representatives of Catholic Universities.

The Catholic university today must be a university in the full modern sense of the word, with a strong commitment to and concern for academic excellence. To reform its teaching and research functions effectively the Catholic university must have a true autonomy and academic freedom in the face of authority of whatever kind, lay or clerical, external to the academic community itself. To say this is simply to assert that institutional autonomy and academic freedom are essential conditions of life and growth

and indeed of survival for Catholic universities as for all universities.

The Catholic university participates in the total university life of our time, has the same functions as all other fine universities and in general offers the same services to society. The Catholic university adds to the basic idea of a modern university's distinctive characteristics which round out and fulfill that idea. Distinctive, then, the Catholic university must be an institution, a community of learners, or a community of scholars, in which Catholicism is perceptibly present and effectively operative.¹⁴

This was the edict, as it were, of this group of leaders.

There are, however, differing viewpoints. One who disagrees is John Cogley who wrote the following in Commonweal in June of 1967.

The university is not a church...Its not an extension of the pulpit or the parish. It is not a political club, not an ideological boot camp. It is a community of scholars with a purpose and meaning and end of its own--a center of independent criticism. It does not exist either to save souls or to send them to their eternal perdition. It does not exist to preserve society or to revolutionize it. It exists to feed minds, to acquaint students with the best thought of the best thinkers, with as much thoroughness, understanding and empathy as the exponents of those thinkers can summon, and to sponsor dialogue between these exponents. It exists not to strengthen its students' earlier commitments but to make meaningful, informed adult choices possible. In doing so, it does not play with loaded dice.¹⁵

Somewhere between these two ideals is where Loyola falls.

The administration is concerned that it represent to the parents what they expect from a Catholic university, and at the same time

¹⁴Land O'Lakes Statement in The Catholic University, A Modern Appraisal, Editor Neil G. McCluskey, Jr. (University of Notre Dame Press, Notre Dame, Indiana, 1970) pp. 336-337.

¹⁵ John Cogley, The Catholic University, Ibid., p. 301.

keep in tune with the students. This frequently becomes a problem in extra-curricular activities, particularly where political speakers are concerned. The administration adopted the policy that any politically hot personality be presented with his opposite number. A student request to present Timothy Leary was countered with an administrative request to allow a medical doctor to speak on the same occasion, at the same rostrum.¹⁶

Perhaps one of the main reasons for lack of student activism at Loyola is that the general student body is too busy trying to "make it". The urban Catholic family is still working hard toward higher levels of achievement. A student who has to work to help put himself through school or one who sees his parents working for the same end will not be eager to abandon his chance at greater freedom, through education.

¹⁶ Interview with Dean Tinkel, Dean of Students, Loyola University, May 1971.

III. Description of Population and Methodology

General Characteristics

The current study was undertaken at the Lake Shore Campus of Loyola University, Chicago, Illinois in April and May of 1971. The population that was studied was drawn from the Arts and Science Division, they included Freshmen and Seniors. The number of students registered in this division for the academic year 1970-1971 were Freshmen 1,008, Sophomores 838, Juniors 842 and Seniors 825. The number of students who filled out valid survey sheets were Freshmen 195 and Seniors 187.

The age range of the population studied was 17 years to 26 years. The sexual ratio was approximately 63% male to 37% female. The religious preference was predominately Catholic. The students in both groups tended to be from the surrounding Chicago area, this was evidenced by both the number living at home and by verification from the Deans office as to place of permanent residence by those in the dorms. There was a large degree of homogeneity reflected in the backgrounds of the students in the study. It can therefore be assumed that this was a fair sampling of the student body of the Arts and Science Division of Loyola, at the Lake Shore Campus.

Administration of Questionnaire

Representative classes of both Freshmen and Seniors were picked from among those registered at the Lake Shore Campus. The classes chosen were those considered to be the most well attended by Freshmen and Seniors in Liberal Arts.

Questionnaires were distributed to sections of Math, History, English, Political Science, Sociology, Philosophy, Economics, Biology, Chemistry, Languages, Anthropology and Classics. In not all cases were faculty members either willing or eager to encourage their students to fill out questionnaires. Some faculty viewed the questionnaire as prying and would not cooperate. However, at least 90% did agree to either distribute them or to allow them to be distributed. In all but one section the questionnaires were filled out while the testor was present, the one exception was returned at the next class meeting. There was no evidence of a discernable difference in this group.

The questionnaire itself was formulated with the intention of finding out if Seniors were more politicized than Freshmen and if they had become more liberal during their four years in college. How the student perceived himself/herself in relationship to his parents, his relationship to his parents, as well as how he thought his parents would react to his politicalization and active participation, and if indeed, he believed that he reflected his parents political views or if he had views of his own, all these were taken into consideration when formulating the questionnaire.*

*For questionnaire see Appendix C

Description of Sample

The following is a simple description of the sample that should help to identify the students in the discussion that follows:

Age

The majority of Freshmen were 18 and 19 years of age.

17 years-- 4%
18 years--60%
19 years--32%
Other----- 4%
Total-----100%

The majority of Seniors were 21 and 22 years of age.

20 years-- 9%
21 years--51%
22 years--26%
23 years and above--14%
Total----100%

Sex

Sex differential did not affect the sample.

Freshmen

Female--37%
Male----63%
Total--100%

Seniors

Female--37%
Male----63%
Total--100%

Religion

Religious preference indicates no difference in sample. Catholic is predominant with No religious preference being second.

Freshmen

Catholic--70%
No religious preference--24%
Other----- 6%
Total-----100%

Seniors

Catholic--73%
No religious preference--18%
Other----- 9%
Total-----100%

IV. Discussion of Hypothesis

Discussion

In a discussion of the results I shall attempt to test the following hypothesis:

- I That politicalization does occur during four years of college, therefore Seniors are more politicized than Freshmen.
- II That students political attitudes differ from their parents political attitudes.
- III That students become more liberal during four years of college.

Hypothesis I--That politicalization does occur during four years of college.

To measure this hypothesis the following questions were asked: Do you feel political activity belongs on campus? How would you identify your interest in politics? Do you feel that students who take active roles in politics are effective? Do you feel that as an individual you can have an effect on what the government does? Have you ever participated in a march or demonstration against our policies in South East Asia? Do you feel that demonstrations can have a positive effect? If you participated in a demonstration or a march in what year did it take place?

There was very little difference between Freshmen and Seniors in their feelings as to whether or not political activity belongs on campus. Over 80% of both groups feel that it does,

there was a slight increase among Seniors. It is apparent that large segments of both groups feel college is an appropriate setting for political action. Table 29. Student interest in politics definitely increases with continued time in college. Only 6% of the Seniors were not interested in politics while 16% of the Freshmen were not. There was a 20% increase among Seniors who were very interested. Table 22. Seniors interest in politics is probably due to emerging as adults. They have had three more years of exposure to political events.

Crosstabulation of degree of interest with major reveals the following unusual statistics, that Freshmen majors in Political Science and Sociology show a higher degree of interest in politics than do the Seniors in these fields. What must be noted, however, is the small numbers of the sample. The increase is slight but never the less present. Table 30. In seeking an explanation it can only be found by assuming that Freshmen excitement supersedes that of Seniors, with regard to interest. Perhaps Seniors have become involved with theoretical applications or else they have become disenchanted. This analysis also shows that there is an increase in those very interested in politics amongst Seniors in the humanities as well as the sciences. It also shows that all students in the humanities are more interested than those in the sciences. This result was anticipated based on the assumption that they have been exposed to more courses where political interest would be stimulated, as well as professors whose interest in politics is assumed to be greater.

When political interest was correlated with academic average a larger percentage of Seniors than Freshmen were found to be very interested in politics at each grade level. This would be a good indication that political interest increases with time. The largest group of very interested Seniors was found among the C students (60%). Enough information is not available on these students to surmise why. Table 31.

Approximately two thirds of the Freshmen and Seniors agree that students who take active roles are effective in politics. This would indicate that both groups see themselves as having the ability to exert influence and display some power. It would also indicate that they feel participation is meaningful and they do not reflect anomie. Table 32.

About 5% more Seniors than Freshmen feel that as an individual they can have an effect on what the government does. However, the majority of both groups feel that the individual does not have an effect and the 5% difference is not significant. Both groups see group action as effective, they see the individual as not having much power. This view certainly is reflective of real politics and shows they do not have any illusions as to what the individual can do. Table 33.

Participation in a march or demonstration is a clear indication of politicalization. It is not a passive activity, to participate in such a way the individual must feel some commitment. The fact that 54% of the Seniors participated in such activity would indicate they had been politicized, only 21% of the Freshmen took

part in such activity. Table 23. Although the Seniors had more time in terms of years to join such an activity when the year 1970-71 is studied (a year in which both groups were in school) we see that three times as many Seniors (27%) as Freshmen (9%) participated. Freshmen come closer to Seniors when measuring attitudes on the effectiveness of demonstrations. Eighty-six per cent of the Seniors indicated they thought demonstrations were effective while 68% of the Freshmen felt this way, still a 18% increase. Table 24. Freshmen are more resistant to participating even though a large number feel demonstrations, etc. are effective. This may be due to parental pressure, lack of independence, lack of awareness of political events, exposure as well as time appears to be key.

The theoretical considerations that are important are one, that most Freshmen at Loyola have not had much political exposure. If we consider the literature on Catholic schools we see that political activism is not particularly equated with Catholic secondary schools (see Survey of Related Literature). Two, that in measuring politicalization we never find that Seniors are 100% politicized either. What we see is that over a four year period there is increased political interest. Therefore this first hypothesis concerning politicalization is proved to be true, but it must be qualified. Students do develop more interest in politics as they get older, as they participate more often and as they are exposed more frequently to political life. Politicalization may be equated to a degree of maturation at the college level.

Hypothesis II--That students political attitudes differ from their parents, therefore Seniors will show a greater drift away from their parents attitude than Freshmen.

In an attempt to measure this hypothesis the following questions were asked: What does/did your father consider himself politically? What does/did your mother consider herself politically? If you were voting today would it be in accord with either of your parents? Do you feel that your parents political attitude is more conservative, about the same, or more liberal than yours? Would your parents be concerned if your political attitude was not the same as theirs? Would your parents be concerned if you joined a peace organization? Would you join an organization that your parents did not approve of? Would your parents object to your being part of a demonstration against present foreign policy? Would you consider your relationship to your parents as not so good, indifferent or good?

It was necessary to acknowledge the political preference of both parents in order to establish the background of the students to determine if a change had actually taken place. Approximately 50% of both parents (father and mother) of Seniors and Freshmen were Democrats. Within this group the highest percentage were moderate. Tables 5,6,7,8. The sample is seen to be homogenous in terms of parental political preference as perceived by the students.

Over 2/3 of the sample in each group would not vote like either of their parents. Table 9. However, 27% of the Freshmen and 20% of the Seniors would vote like both of their parents. It is significant that such large numbers of Freshmen and Seniors would not vote like their parents did particularly when we see from the Survey Research Center at the University of Michigan that, in the past, most people tended to vote as their parents did.¹⁷ The change in the voting pattern has come early to this group. The dissatisfaction with the political choice of their parents may be due to any one of the following speculative reasons: The party does not represent the students political views, the generation gap (the feeling that they are different from their parents); or the failure of that political party to bring about peace.

The majority of students in both groups feel that their parents political attitude is more conservative than theirs. Once again it is apparent that about 8% more Seniors than Freshmen feel this way. Table 10. We may speculate that since the parents are largely moderate Democrats and since the students would not vote like either of their parents that the students feel their parents are more conservative because they do not have the same political views. Moderate Democrats usually are fairly conservative in their political thinking and this is what may influence the students feeling this way.

Most students in the sample, over 70%, perceive their parents as not being concerned if their political attitude was

¹⁷Angus Campbell, Phillip E. Converse, Warren E. Miller, Donald E. Stokes, The American Voter, (New York, John Wiley & Sons, Inc. 1960) p. 147.

not the same as their parents. Table 11. This gives rise to question how well the students perceive parental attitude. One would suspect that parents who have conservative views would also be parents who were concerned about their childrens political attitude, this is not the case. The parents, as perceived, by the students would not be concerned over attitude in the abstract but when it comes to specific events they are concerned. This is apparent when we see how the students view their parents attitude in regard to them joining a peace organization. Table 12. The percentage of concerned parents goes up from approximately 30% to 46% for the Freshmen and from 22% to 39% for the Seniors. Parents of Seniors, as perceived by them, show less concern in both instances. These parents may have come to accept the political attitudes and preferences of their children, while the parents of Freshmen may still be attempting to influence them.

The Seniors, by a margin of 24% feel their parents would not object to their participating in a demonstration against present foreign policy. Table 13. This difference is probably due to age, the parents of Senior college students cannot control the political activity of their offspring, the parents of Freshmen still can object and expect to have some influence. While most students would join an organization that their parents did not approve of about 16% more Seniors would do so. Table 14. This would indicate a definite break with parental authority and would also indicate that most students act fairly independently. Despite the differences, whether great or

small, the vast majority of the students have considered their relationship with their parents to be good, over 80% of the Freshmen and 88% of the Seniors feel this way. It is interesting that despite the larger differences between Seniors and their parents they have very good relations. Table 34. The political differences and how students perceive them apparently does not reflect itself in the general relationship between them and their families. The fact that relationships are good would indicate that the political differences are real and do not just reflect conflict on an interpersonal basis.

I feel that this hypothesis was shown to be true and that there is a greater drift away from parental political attitude, as perceived by the students, by the Seniors. However, I think that the effects of school are even seen amongst the Freshmen, who at the end of their first year also showed a movement away from their parents perceived attitudes.

Hypothesis III--That students become more liberal during four years of college.

This hypothesis was considered key in measuring any differences that had taken place. To prove this the following questions were asked: Do you feel since coming to college your political attitudes have become more conservative, about the same, more liberal, more radical? When you entered college did you consider yourself Republican, Democrat, Independent, Other, No choice? How would you identify yourself today? Should Communists, Fascists, and members of SDS be allowed free speech on your campus?

Changing political attitudes is something that is anticipated during four years of college. The effect of education itself as well as the college environment is something that is hoped will give rise to serious thinking on the part of the student. The fact that almost 30% more Seniors than Freshmen have become more liberal indicates that whatever transpires in those four years has tremendous impact. Table 19. The political events of the years 1968 to 1971 were certainly heated. The course work of the students may have had an impact as well as the views and influence of professors. During this four year period a thought process is occurring and students are beginning to think for themselves and are formulating their own opinions. They are no longer exposed only to familial viewpoints. It is assumed that all these factors have an influence on their thinking.

The difference between political identity upon entering

entering and present political identity is significant. While Freshmen Independents only increased by 6% from when they entered Seniors increased by 26%. Tables 20,21. There is also a large decrease in the number of Seniors who had considered themselves Democrats when entering and who now say they are Democrats, from 40% to 18%. These tables would appear to indicate that while in college political identity does change. The assumption is that going from Democrat to Independent is a change to becoming more liberal. This change would be due to disenchantment with the party of choice when entering. The differences among Freshmen at the time of entering and at the time of the survey were not significant, indicating that for change or liberalization to take place time must elapse.

An interesting analysis can be made in regard to freedom of speech on campus. While approximately 10% more Seniors would allow Communists and Fascists to speak on campus both groups favor SDS members speaking. This indicates a certain sympathy amongst Freshmen for fellow students that they apparently do not have for outside radicals, whether they be on the left or right.

Liberalization as well as independence does take place during four years at college.

Summary

Summary

Studies conducted at universities across America since the first Berkeley revolt in 1964 have had one particular aspect in common, that is they have all been temporal. Their tone has been reflective of the most recent campus event or the most outstanding actions taken in Viet Nam or in other aspects of our foreign policy. The answers students give in surveys therefore must be viewed in light of recent events, at any given time. If they have been recently agitated by strikes, police or campus battles this must be taken into consideration as well as periods of quiescence, when all is calm. Thus Kenneth Keniston studying leaders of Viet Nam Summer or Seymour Martin Lipset studying students at Berkeley would find themselves among a highly politicized group of people.

This particular study undertaken at Loyola in the Spring of 1971 was conducted at a time that could best be described as a cooling off period. The only event, if it can be called that, was the 'one year later theme' that appeared on campuses to remember the Kent State Affair. This event was somewhat anti-climactic although it did elicit some activity from the anti-war groups. At the time Nixon was withdrawing ground forces from Viet Nam and his attempts to publicly 'wind down' the war was having its positive effects on campuses across America.

The academic year had been a quiet one at Loyola and the students as well as faculty appeared to enjoy getting back to

the books rather than encountering.

Although the reviews and journals had a flood of articles on student protest and strikes since the Presidential nominations of 1968 the reality of the situation was that only a small percentage of the total student population had taken part. It was to some extent reflective of the total American population.

This particular study at Loyola revealed the mainstream of the school. Many of the students at Loyola are representative of the white ethnic groups that are to be found in the Chicago area. Their families attitudes toward making it in America are frequently those embedded in the American Protestant ethic that hard work, financial stability and personal freedom are the right goals to pursue. Therefore, it was not expected among those students who filled out a questionnaire to find a hotbed of radical thought. The survey, however, did show the following tendencies: both Freshmen and Seniors consider their parents more conservative than themselves; since coming to college over half of the Freshmen as well as Seniors feel they have become more liberal. The most significant change that occurred was that large numbers of Seniors who considered themselves Democrats when entering college had become Independents by the end of their fourth year.

Given the background of most of these students the survey showed that time, their college experience and exposure, as well as political events contributed to their changes in political preference. While these students did not come from radical backgrounds they could not accept the political climate in which they found themselves. How-

ever, their changes have been cautious while some became Independents others became more liberal but few became radical.

It therefore appears that students at Loyola do become politicized, develop political attitudes different from their parents and tend to become more liberal with time. We may speculate that the interest in politics developed during the college years will greatly influence the political interest these students will hold in later years.

Appendix A

Tables

Table 1

Residence of Freshmen and Seniors

Question: Where do you live?

Year	Home or Relative		Dorm		Frat or Sorority		Off Campus	
	%	N	%	N	%	N	%	N
Freshmen (N = 195)	55.4	108	40.5	79	0	0	4.1	8
Seniors (N = 187)	40.1	75	19.3	36	211	4	38.5	72

Residence

Analysis of residence revealed the following: There is a significant move by Seniors out of the dorms; many Seniors liveⁱⁿ off-campus housing other than their homes; a high percentage of all students live at home; an insignificant number live in Fraternity or Sorority housing.

Table 2

Predominant Financial Support of Freshmen and Seniors

Question: Who is your predominant support at school?

Year	Family		Scholarship		Self	
	%	N	%	N	%	N
Freshmen (N = 195)	35.9	70	44.6	87	19.5	38
Seniors (N = 187)	28.3	53	39.6	74	32.1	60

Financial Support

Amongst Seniors there is a higher percentage who support themselves. Freshmen are more dependent on their families as well as school for financial support.

Table 3

Transfer Students

Question: Have you attended this school only or did you transfer?

Year	This School		Transfer	
	%	N	%	N
Freshmen (N = 195)	97.4	190	2.6	5
Seniors (N = 187)	69.0	129	31.0	58

Transfer students

Out of the total sample 31% of the Seniors say that they are transfer students. Amongst the Freshmen there were 2.6%, it is not usual for Freshmen to transfer in the middle of the school year.

Table 4

Academic Average

Question: Please indicate academic average?

Year	A		B		C		D	
	%	N	%	N	%	N	%	N
Freshmen (N = 195)	11.3	22	44.1	86	43.6	85	1.8	2
Seniors (N = 187)	10.2	19	62.6	117	26.7	58	0.5	1

Academic Average

Academic averages range from A to D, the latter being insignificant. About 20% more Seniors than Freshmen are B students while there are about 20% more Freshmen who are C students.

Table 5

Political Preference of Fathers of Freshmen

Question: What does/did your father consider himself?

Freshmen (N = 195)	Republican		Democrat		Independent		Total	
	%	N	%	N	%	N	%	N
Conservative	9.2	18	13.8	27	10.3	20	33.3	65
Moderate	11.8	23	34.4	67	11.3	22	57.5	112
Liberal	1.5	3	5.1	10	2.6	5	9.2	18
Total	22.5	44	53.3	104	24.2	27	100	195

Political preference of parents

In a study of the political preference of parents there was a three party variable, Democrat, Republican and Independent. There were also three attitudinal variables, liberal, moderate, conservative. This resulted in the possibilities of nine combinations as seen in Tables 5,6,7,8.

Comparing Tables 5,6,7,8 we see there is no difference between the distribution of Democrats (47%-55%), Republicans (16%-23%), and Independents (24%-29%).

Table 6

Political Preference of Fathers of Seniors

Question: What does/did your father general consider himself

Seniors (N = 187)	Republican		Democrat		Independent		Total	
	%	N	%	N	%	N	%	N
Conservative	7.5	14	16.6	31	9.6	18	33.7	63
Moderate	12.3	23	27.3	51	16.6	31	56.2	105
Liberal	1.1	2	8.0	15	1.0	2	10.1	19
Total	20.9	39	46.9	97	27.2	51	100	187

Table 7

Political Preference of Mothers of Freshmen

Question: What does/did your mother general consider herself?

Freshmen (N = 195)	Republican		Democrat		Independent		Total	
	%	N	%	N	%	N	%	N
Conservative	8.2	16	16.4	32	9.3	18	33.9	66
Moderate	9.7	19	31.8	62	15.9	31	57.4	112
Liberal	1.0	2	6.2	12	1.5	3	8.7	17
Totals	18.9	37	54.4	106	26.7	52	100	195

Table 8

Political Preference of Mothers of Seniors

Question: What does/did your mother generally consider herself?

Seniors (N = 187)	Republican		Democrat		Independent		Total	
	%	N	%	N	%	N	%	N
Conservative	8.0	15	11.2	21	6.9	13	26.1	49
Moderate	7.0	13	35.3	66	20.4	38	62.7	117
Liberal	1.6	3	8.0	15	1.6	3	11.2	21
Total	16.6	31	54.5	102	28.9	54	100	187

Table 9

Political Agreement Between Freshmen and Seniors and Their Parents

Question: If you were voting today would it be in accord with either of your parents?

Year	No Resp.		Both		Father		Mother		Neither		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
Freshmen (N=195)	0	0	27.2	53	6.2	12	3.6	7	63.1	123	100	195
Seniors (N=187)	1.1	2	19.8	37	4.3	8	7.0	13	67.9	127	100	187

In a question dealing with political agreement with parents there are no significant differences between Freshmen and Seniors. In both groups about two-thirds would not vote like either of their parents. There was no particular preference for either voting like father or mother.

Table 10

Parental Political Attitude

Question: Do you feel that your parents political attitude is...?

Year	More Conservative		Same		More Liberal		Total	
	%	N	%	N	%	N	%	N
Freshmen (N = 195)	76.9	150	20.5	40	2.6	5	100	195
Seniors (N = 187)	84.5	158	13.4	25	2.1	4	100	187

Both Freshmen and Seniors consider their parents political attitude to be more conservative than theirs.

Table 11

Parents Concerned About Political Attitude

Question: Would your parents be concerned if your political attitude was not the same as theirs?

Year	Concerned				Total	
	Yes		No			
	%	N	%	N	%	N
Freshmen (N = 195)	29.2	57	70.8	138	100	195
Seniors (N = 187)	21.9	41	78.1	146	100	187

Parental concern over differing political attitude was not extensive. Neither Freshmen (71%) nor Seniors (78%) felt that their parents would be concerned if their political attitudes were different.

Table 12

Parental Concern Over Student Joining a Peace Organization

Question: Would your parents be concerned if you joined a peace organization?

Year	No Response		Yes		No		Total	
	%	N	%	N	%	N	%	N
Freshmen (N = 195)	0.0	0	46.2	90	53.8	105	100	195
Seniors (N = 187)	0.5	1	38.5	72	61.0	114	100	187

Of all Freshmen 46% indicate that their parents would be concerned if they joined a peace organization, this was true for 39% of the Seniors.

Table 13

Parents Objecting to Participation in Demonstration

Question: Would your parents object to your being part of a demonstration against present foreign policy?

Year	Yes		No		Total	
	%	N	%	N	%	N
Freshmen (N = 195)	53.3	104	46.7	91	100	195
Seniors (N = 187)	29.4	55	70.6	132	100	187

Parents of Freshmen (53%) would object to their participating in a demonstration much more than parents of Seniors (29%).

Table 14

Join Organization Without Parental Approval

Question: Would you join an organization that your parents did not approve of?

Year	No Response		Yes		No	
	%	N	%	N	%	No
Freshmen (N = 195)	0.0	0	71.3	139	28.7	56
Seniors (N = 187)	0.5	1	86.6	162	12.8	24

Over 71% of the Freshmen would join an organization that their parents did not approve. Of the Seniors almost 87% would join.

Table 15

University Activity Participation

Question: Do you participate in university sanctioned activities other than classes?

Year	Yes		No		Total	
	%	N	%	N	%	N
Freshmen (N = 195)	55.9	109	44.1	86	100	195
Seniors (N = 187)	57.8	108	42.2	79	100	187

Participation in university activities other than classes was thought to be a good indicator of anomie. Almost the same percentage of Freshmen (56%) as Seniors (58%) participated in university sanctioned activities other than classes. This would indicate that slightly more than half the students participate.

Table 16

Voice in Student Council

Question: Do you feel you have an effective voice in your student council?

Year	Yes		No		Total	
	%	N	%	N	%	N
Freshmen (N = 195)	21.5	42	78.5	153	100	195
Seniors (N = 187)	17.6	33	82.4	154	100	187

The majority of students both Freshmen (79%) and Seniors (82%) do not feel that they have a voice in the student council.

Table 17

Have a Say in the Way the University is Run

Question: Do you feel you have a say in the way the university is run?

Year	Yes		No		Total	
	%	N	%	N	%	N
Freshmen (N = 195)	29.2	57	70.8	138	100	195
Seniors (N = 187)	17.6	33	82.4	154	100	187

This feeling of having a say in the way the university is run is 12% greater amongst Seniors (82%) than Freshmen (70%).

Table 18

Communists, Fascists, SDS Members Speaking on Campus

Question: Should communists, fascists and SDS members be allowed to speak on your campus?

Year	Communists				Fascists				SDS			
	Yes		No		Yes		No		Yes		No	
	%	N	%	N	%	N	%	N	%	N	%	N
Freshmen (N - 195)	79.5	155	20.5	40	78.5	153	21.5	42	86.7	169	13.3	26
Seniors (N - 187)	89.8	168	10.2	19	87.2	163	12.8	24	88.2	165	11.8	22

A very large segment of the Freshmen (80%) and Seniors (90%) believe in the democratic principles of free speech. Although both groups appear to favor free speech about 10% more of the Seniors feel this way than the Freshmen, except in regard to members of SDS, the 10% difference disappears here.

Table 19

Change in Political Attitude

Question: Do you feel since coming to college your political attitudes have become more conservative, are you about the same, more liberal, more radical?

Year	More Conservative		Same		More Liberal		More Radical	
	%	N	%	N	%	N	%	N
Freshmen (N = 195)	4.1	8	56.9	111	32.8	69	6.2	12
Seniors (N = 187)	5.3	10	18.7	35	61.5	115	14.4	27

The fact that political attitudes change with time is apparent in Table 19. Almost 60% of the Freshmen have remained the same while only 19% of the Seniors have so remained. Twice as many Seniors have become more liberal since coming to college than Freshmen. Also twice as many Seniors have become more radical.

Table 20

Political Identity When Entering College

Question: When you entered college did you consider yourself Republican, Democrat, Independent, other, no choice?

Year	Republican		Democrat		Independent		Other		No Choice	
	%	N	%	N	%	N	%	N	%	N
Freshmen (N = 195)	6.7	13	19.5	38	44.6	87	1.0	2	28.2	55
Seniors (N = 187)	10.7	20	36.9	69	35.3	67	0.0	0	16.6	31

Political identity at time of entering college and at time of survey reveals the following: As time elapses there is a greater tendency to become independent and to forgo party identity. While there is little change that takes place in the first year of Freshmen there is significant change in the Seniors. Senior Democratic identity dropped from 37% when entering to 18% in their last year. There was a significant increase in the number of Seniors who became Independent, from 36% to 62%. (Tables 20, 21)

Table 21

Political Identity Today

Question: How would you identify yourself today?

Year	Republican		Democrat		Independent		Other		No Choice	
	%	N	%	N	%	N	%	N	%	N
Freshmen (N = 195)	5.6	11	17.4	34	50.8	99	2.6	5	23.6	46
Seniors (N = 187)	6.4	12	17.6	33	62.0	116	3.7	7	10.2	19

Table 22

Interest in Politics

Question: How would you identify your interest in politics?

Year	Not Interested		Slightly Interested		Very Interested	
	%	N	%	N	%	N
Freshmen (N = 195)	15.9	31	55.9	109	28.2	55
Seniors (N = 187)	5.9	11	46.5	37	47.6	89

Interest level in politics increases with time. At least 20% more Seniors were very interested in politics than were Freshmen.

Table 23

Participation in March

Question: Have you ever participated in a march or demonstration against our policies in South East Asia?

Year	Yes		No	
	%	N	%	N
Freshmen (N = 195)	21.0	41	79.0	154
Seniors (N = 187)	53.5	100	46.5	87

Table 24

Preference For Demonstrations Effectiveness

Question: Do you feel that demonstrations can have a positive effect?

Year	Yes		No	
	%	N	%	N
Freshmen (N = 195)	67.2	131	32.8	64
Seniors (N = 187)	85.6	160	14.4	27

Almost 20% more Seniors than Freshmen feel that demonstrations are effective. Although many Freshmen have not participated (67%) they still feel demonstrations can have a positive effect.

Table 25

Correlation of Entering Political Affiliation of Seniors

With Current Political Attitude

When entered	More Conservative		About Same		More Liberal		More Radical	
	%	N	%	N	%	N	%	N
Republican (N =20)	5.0	1	30.0	6	65.0	13	0.0	0
Democrat (N =69)	2.9	2	7.2	5	72.5	50	17.4	12
Independent (N =67)	7.5	5	26.9	18	55.2	37	10.4	7
No Choice (N =31)	6.5	2	19.4	6	48.4	15	25.8	8

Table 26

Correlation of Entering Political Affiliation of Freshmen

With Current Political Attitude

When Entered	More Conservative		About Same		More Liberal		More Radical	
	%	N	%	N	%	N	%	N
Republican (N =13)	0.0	0	53.8	7	23.1	3	23.1	3
Democrat (N =40)	7.5	3	60.0	24	32.5	13	0.0	0
Independent (N = 89)	3.4	3	56.2	50	33.7	30	6.7	6
No Choice (N =57)	3.5	2	57.9	33	33.3	19	5.3	3

Correlation of entering political affiliation with current political attitudes reveals that more Seniors, 73% of the Democrats and 55% of the Independents have become more liberal. Amongst the Freshmen who were Independent 34% have become more liberal as did 33% of the Democrats. Tables 25 & 26.

Table 27

Political Attitudes of Seniors Measured by Party Preference
When Entering and Party Preference Now

Now	Seniors (N = 186)		Upon Entering					
	Republican %	N	Democrat %	N	Independent %	No Choice %	N	
Republican (N=11)								
Conservative	10.0	1			100.0	1		
Same	50.0	5						
Liberal	40.0	4	100.0	1				
Radical	0.0	0						
Democrat (N=33)								
Conservative			4.3	1				
Same			8.7	2		60.0	3	
Liberal			73.9	17	100.0	5	40.0	2
Radical			13.0	3				
Independent (N=116)								
Conservative			2.4	1	7.0	4		
Same	11.1	1	7.4	3	29.8	17		
Liberal	88.9	8	71.4	30	54.4	31	50.0	4
Radical			19.0	8	8.8	5	50.0	4

Continued next page

No Choice (N=19)					
Conservative				14.3	2
Same			50.0	1	21.4
Liberal	100.0	1	100.0	2	50.0
Radical					7.1
Other (N=7)					
Conservative					
Same					
Liberal					25.0
Radical			100.0	1	100.1
				2	75.0
					3

Correlation of political attitudes by party preference when entering by identity today indicated a central tendency that showed a shift towards a more liberal attitude by the Seniors.

Table 28

Political Interest of Freshmen and Seniors Correlated
To Participation in University Sanctioned Activities

Degree of Political Interest						
Year & Participation*	Not Interested		Slightly Interested		Very Interested	
	%	N	%	N	%	N
Freshmen-Participating (N = 114)	9.6	11	54.4	62	36.0	41
Freshmen-Not Participating (N = 87)	23.0	20	57.5	50	19.5	17
Seniors - Participating (N = 108)	3.7	4	44.4	48	51.9	56
Seniors - Not Participating (N = 79)	8.9	7	49.4	39	41.8	37

* Participating answered yes to question: Do you participate in university sanctioned activities other than class.

Not Participating - answered no.

Table 29

Political Activity on Campus

Question: Do you feel political activity belongs on campus?

Year	Yes		No	
	%	N	%	N
Freshmen (N = 195)	81.0	158	19.0	37
Seniors (N = 187)	85.6	160	14.4	27

Table 30

Academic Major of Freshmen and Seniors Correlated
With Political Interest*

Major	Year	Political Interest					
		Not Interested		Slightly Interested		Very Interested	
		%	N	%	N	%	N
History	Freshmen (N=9)	0.0	0	44.4	4	55.6	5
	Seniors (N=28)	7.1	2	28.6	2	64.3	18
English	Freshmen (N=16)	18.8	3	56.3	9	25.0	4
	Seniors (N=30)	10.0	3	53.3	16	36.7	11
Political Science	Freshmen (N=14)	0.0	0	21.4	3	78.6	11
	Seniors (N=21)	4.8	1	19.0	4	76.2	16
Sociology	Freshmen (N=4)	25.0	1	25.0	1	50.0	2
	Seniors (N=36)	2.8	1	52.8	19	44.4	16
Psychology	Freshmen (N=27)	14.8	4	59.3	16	25.9	7
	Seniors (N=23)	0.0	0	65.2	15	34.8	8
Math	Freshmen (N=22)	0.0	0	77.3	17	22.7	5
	Seniors (N=23)	13.0	3	47.8	11	39.1	9
Philosophy	Freshmen (N=2)	50.0	1	50.0	1	0.0	0
	Seniors (N=3)	0.0	0	0.0	0	100.	3
Chemistry	Freshmen (N=13)	23.3	3	53.8	7	23.1	3
	Seniors (N=0)	0.0	0	0.0	0	0.0	0
Biology	Freshmen (N=38)	21.1	8	63.2	24	15.8	6
	Seniors (N=8)	12.5	1	62.5	5	25.0	2
Total	Freshmen (N=145)						
	Seniors (N=172)						

*All students not listed because of individual majors.

Table 31

Academic Average of Freshmen and Seniors
Correlated With Political Interest

Year	Average	Political Interest					
		Not Interested		Slightly Interested		Very Interested	
		%	N	%	N	%	N
Freshmen (N=195)	A	8.7	2	65.2	15	26.1	6
	B	16.7	15	54.4	49	28.9	26
	C	15.1	13	55.8	48	29.1	25
	D	50.0	1	0.0	0	50.0	1
Seniors (N=187)	A	15.8	3	52.6	10	31.6	6
	B	4.3	5	50.4	59	45.3	53
	C	6.0	3	34.0	17	60.0	30
	D	0.0	0	100	1	0.0	0

Table 32

Students Effective in Politics

Question: Do you feel that students who take active roles in politics are effective?

Year	Yes		No	
	%	N	%	N
Freshmen (N = 195)	61.0	119	39.0	76
Seniors (N = 187)	65.8	123	33.7	63

Table 33

Individuals Effect on Government

Question: Do you feel that as an individual you can have an effect on what the government does?

Year	Yes		No	
	%	N	%	N
Freshmen (N = 195)	39.5	77	60.5	118
Seniors (N = 187)	44.9	84	55.1	103

Table 34

Relationship to Parents

Question: Would you consider your relationship to your parents as:

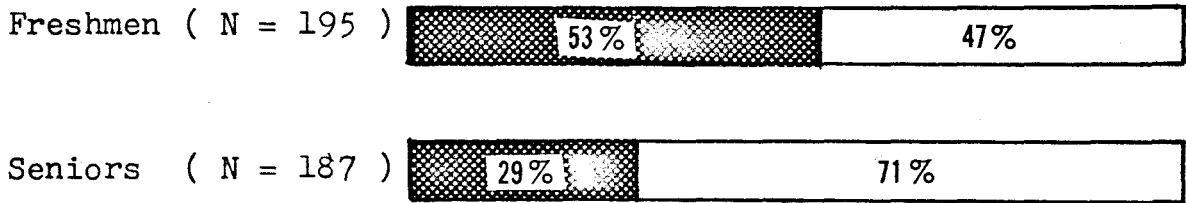
Year	Not so good		Indifferent		Good	
	%	N	%	N	%	N
Freshmen (N = 195)	8.7	17	10.8	21	80.5	157
Seniors (N = 187)	3.2	6	8.6	16	88.2	165

Appendix B

Graphs

Fig. 1

Parents Objecting to Participation in Demonstration



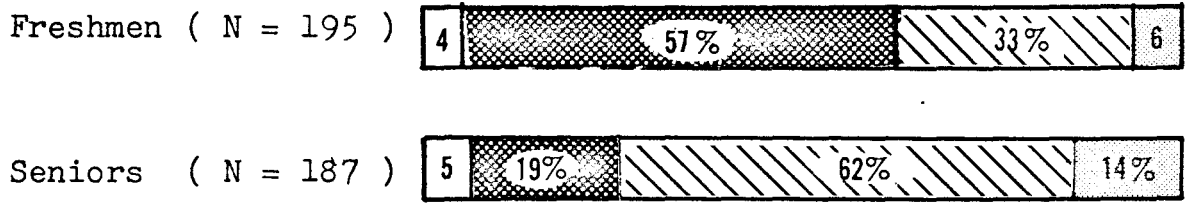
Object



Do not Object

Fig. 2

Change in Political Attitude



More Conservative



More Liberal



Same



More Radical

Fig. 3

Interest in Politics

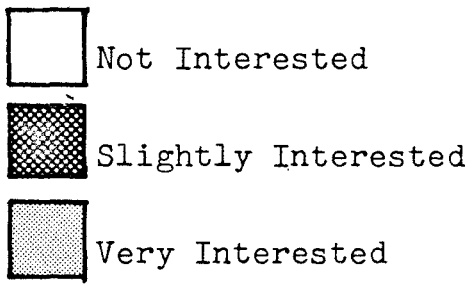
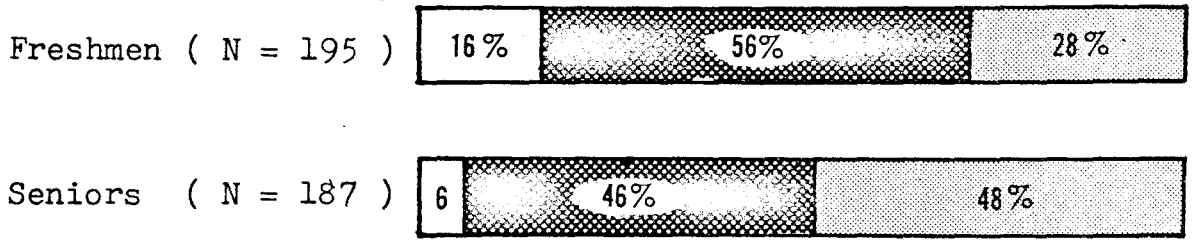


Fig. 4

Feel Demonstrations Have A Positive Effect

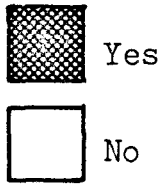
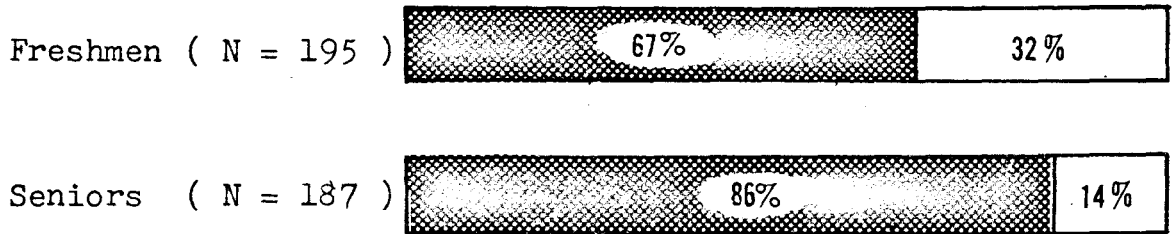


Fig. 5

Correlation of Entering Political Affiliation
of Seniors with Current Political Attitude

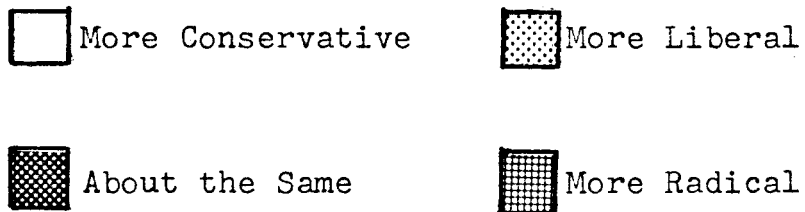
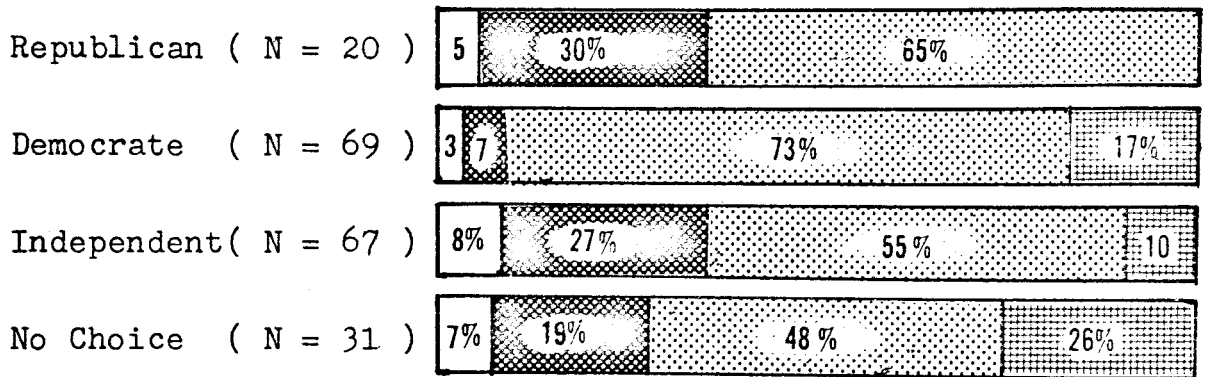
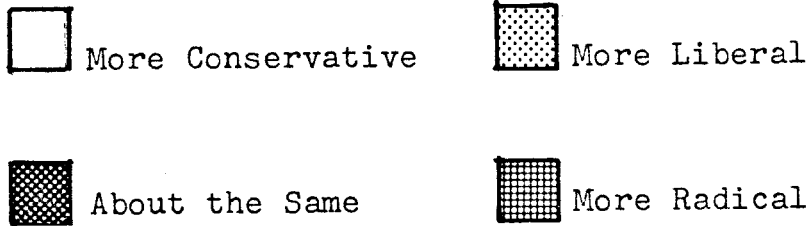
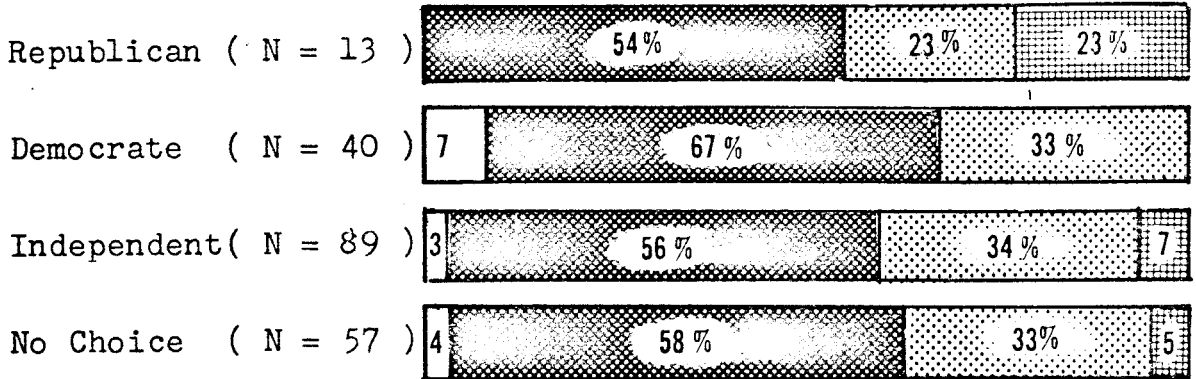


Fig. 6

Correlation of Entering Political Affiliation
of Freshmen with Current Political Attitude



Appendix C
Questionnaire

Questionnaire

Name _____

Telephone _____

1. Please list.
 - 1.) _____ Age
 - 2.) _____ Sex
 - 3.) _____ Year in school (Fr., Soph., Jr., Sr.)

2. What is your religious preference?
 - 1.) _____ Catholic Practicing _____
 - 2.) _____ Jewish Not Practicing _____
 - 3.) _____ Protestant Specify _____
 - 4.) _____ Other Specify _____
 - 5.) _____ None

3. Where do you live?
 - 1.) _____ At home or with relatives
 - 2.) _____ Dormitory
 - 3.) _____ Fraternity or Sorority house
 - 4.) _____ Off campus but not with relatives

4. Do you have a roommate?
 - 1.) _____ Yes
 - 2.) _____ No

5. Who is your predominant support at school?
 - 1.) _____ Family
 - 2.) _____ Scholarship or loan
 - 3.) _____ Self

6. Would you consider your family financially?
 - 1.) _____ Lower class
 - 2.) _____ Lower middle class
 - 3.) _____ Middle class
 - 4.) _____ Upper middle class
 - 5.) _____ Upper class

7. Where do you make your best friends?
 - 1.) _____ At school
 - 2.) _____ In your community

8. What does/did your father generally consider himself? Check one only
 Liberal Moderate Conservative

1.) _____	_____	_____	Republican
2.) _____	_____	_____	Democrat
3.) _____	_____	_____	Independent
4.) _____	_____	_____	Other; specify _____

9. What does/did your mother generally consider herself? Check one only

	Liberal	Moderate	Conservative	
1.)	_____	_____	_____	Republican
2.)	_____	_____	_____	Democrat
3.)	_____	_____	_____	Independent
4.)	_____	_____	_____	Other; specify _____

10. If you were voting today would it be in accord with either of your parents?

1.) _____ Both
2.) _____ Father
3.) _____ Mother
4.) _____ Neither

11. Have either of your parents ever participated in a political campaign in any of the following ways:

1.) _____ Worked for a candidate, party, or attended meetings
2.) _____ Contributed financially
3.) _____ Wore buttons or used bumper stickers
4.) _____ None of the above

12. Do you feel that your parents political attitude is?

1.) _____ More conservative than yours
2.) _____ About the same as yours
3.) _____ More liberal than yours

13. Would your parents be concerned if your political attitude was not the same as theirs?

1.) _____ Concerned
2.) _____ Not concerned

14. Would your parents be concerned if you joined a peace organization?

1.) _____ Yes
2.) _____ No

15. Would you consider your relationship to your parents as?

1.) _____ Not so good
2.) _____ Indifferent
3.) _____ Good

16. Please list your major

1.) _____

17. How do you view your college education?

1.) _____ As an educational experience
2.) _____ As the way to get a better job
3.) _____ As a social experience

18. Do you participate in university sanctioned activities other than classes?

1.) _____ Yes
2.) _____ No

19. Do you feel you have a say in the way the university is run?
1.) Yes
2.) No
20. Do you feel political activity belongs on campus?
1.) Yes
2.) No
21. Should Communists be allowed to speak on campus?
1.) Yes
2.) No
22. Should Fascist's be allowed to speak on campus?
1.) Yes
2.) No
23. Should members of Students for a Democratic Society be allowed free speech on your campus?
1.) Yes
2.) No
24. Please indicate academic average.
1.) A - (93 - 100)
2.) B - (85 - 92)
3.) C - (77 - 84)
4.) D - (70 - 76)
25. Do you feel you have an effective voice in your student council?
1.) Yes
2.) No
26. Would you join an organization that your parents did not approve of?
1.) Yes
2.) No
27. Do you feel your administration should be:
1.) More resistant to student demands for change
2.) Show proper balance toward student change
3.) Should be more sympathetic to student change
28. Do you feel that since coming to college your political attitudes have become:
1.) More conservative
2.) About the same
3.) More liberal
4.) More radical
29. When you entered college did you consider yourself:
1.) Republican
2.) Democrat
3.) Independent
4.) Other; specify
5.) No choice

30. How would you identify yourself today?
1.) _____ Republican
2.) _____ Democrat
3.) _____ Independent
4.) _____ Other; specify
5.) _____ No choice
31. How would you identify your interest in politics?
1.) _____ Not very interested
2.) _____ Slightly interested
3.) _____ Very interested
32. Do you feel that students who take active roles in politics are effective?
1.) _____ Yes
2.) _____ No
33. Do you feel that as an individual you can have an effect on what the government does?
1.) _____ Yes
2.) _____ No
34. Have you ever participated in a march or demonstration against our policies in South East Asia?
1.) _____ Yes
2.) _____ No
35. Do you feel that demonstrations can have a positive effect?
1.) _____ Yes
2.) _____ No
36. Would your parents object to your being part of a demonstration against present foreign policy?
1.) _____ Yes
2.) _____ No
37. If you participated in a demonstration or a march in what year did it take place?
1.) _____ 1971
2.) _____ 1970
3.) _____ 1969
4.) _____ 1968
5.) _____ 1967
38. Have you attended this school only or did you transfer?
1.) _____ This school only
2.) _____ Transfer

Thank you for your cooperation

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Approval Sheet


The thesis submitted by Phyllis J. Handelman, has been read and approved by members of the Political Science Department.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

5/15/72

Date


Signature of Advisor