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AUTHOR Wilson, Robert C.; Gaff, Jerry G.
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ABSTRACT

As part of a study of faculty characteristics and their influence on students, questionnaires covering a wide variety of faculty attitudes, values, and behaviors were sent to over 1500 professors at six diverse colleges and universities. For this report, data were drawn from those collected on faculty attitudes toward student participation in campus governance. While the 1069 responding faculty were generally favorable toward student participation in the formulation of social rules and regulations, they were reluctant to share their academic power with students. Ninety-five professors thought that students should have an equal vote with the faculty on academic matters (equal vote group) and 41 others felt that students should have no role in the formulation of academic policy (no vote group). The remaining faculty fell between these two extremes. Both "extreme" groups were composed of committed and responsible teachers, but their responses to student participation in governance were found to be related to their educational philosophies, conceptions of and extra-academic contact with students, fields of study, political orientation, and involvement in campus affairs. The equal vote group had a liberal view of society and life and a positive view of students, and the no vote group was basically conservative and tended to believe that external control, motivation, and direction were needed in order for students to profit maximally from their education. (WM)

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STUDENT VOICE – FACULTY RESPONSE

CAMPUS CONFRONTATIONS over Black Studies programs, ROTC, and military research have attracted national attention this year. At the same time, in less dramatic and public ways, students have been applying continuing pressure for greater involvement in the governing processes of their campuses. Students have been asking not only for less restrictive rules governing their personal and social lives, but for a greater say in the formation of those rules. They have been asking not only for changes in the curriculum, but for a greater voice in planning the curriculum.

The attitudes of American college students about these matters have been well-explored in research studies. There have been few studies of faculty members, however. This is not to say that much has not been written about them. College faculties are freely accused of being the real enemies of progress, of being indifferent to students, or of being the fomenters of student discontent. But while much has been written about professors and their attitudes, little has been based on data obtained from faculty members themselves.

The purpose of this article is to present evidence about the attitudes of faculty members toward student participation in campus governance. As will be shown by the data, faculty are generally favorable toward student participation in the formulation of social regulations, but are generally reluctant to grant students a similar role in academic policy-making. The range of individual faculty opinions on both of these issues is great, however, and these opinions are related to other factors, including educational philosophy, teaching practices, type of contact with students, and general political orientation.

The data are drawn from a larger study of Faculty Characteristics and Faculty Influence on Students being conducted at the Center. Questionnaires covering a wide variety of faculty attitudes, values, and behaviors were sent to over 1500 faculty members at six diverse colleges and universities located in three states; usable returns were received from 70 percent, or 1069 persons. The institutions included a large public university, a large state college, a medium-sized private university, a medium-sized public junior college, a small private university, and a small private liberal arts college. While the questionnaire covered a wide spectrum of issues, it is those questions concerned with faculty attitudes toward the role of students in institutional policy-making that are of particular relevance here.

STUDENT PARTICIPATION IN POLICY-MAKING

Two-thirds of the faculty respondents were in favor of students having formal responsibility for formulating social rules and regulations. As Figure 1 indicates, 45 percent would give students an equal vote on committees, and another 21 percent would give students sole responsibility for their own social regulations. These results may reflect faculty disinclination to be directly involved in matters of dormitory regulation, student discipline, and student government; since they are primarily responsible for the intellectual life of students, faculty typically hold a laissez-faire attitude toward student activities outside the classroom. Moreover, in recent years, professionally trained personnel have assumed many of the faculty's former duties in regulating student activities outside the classroom.

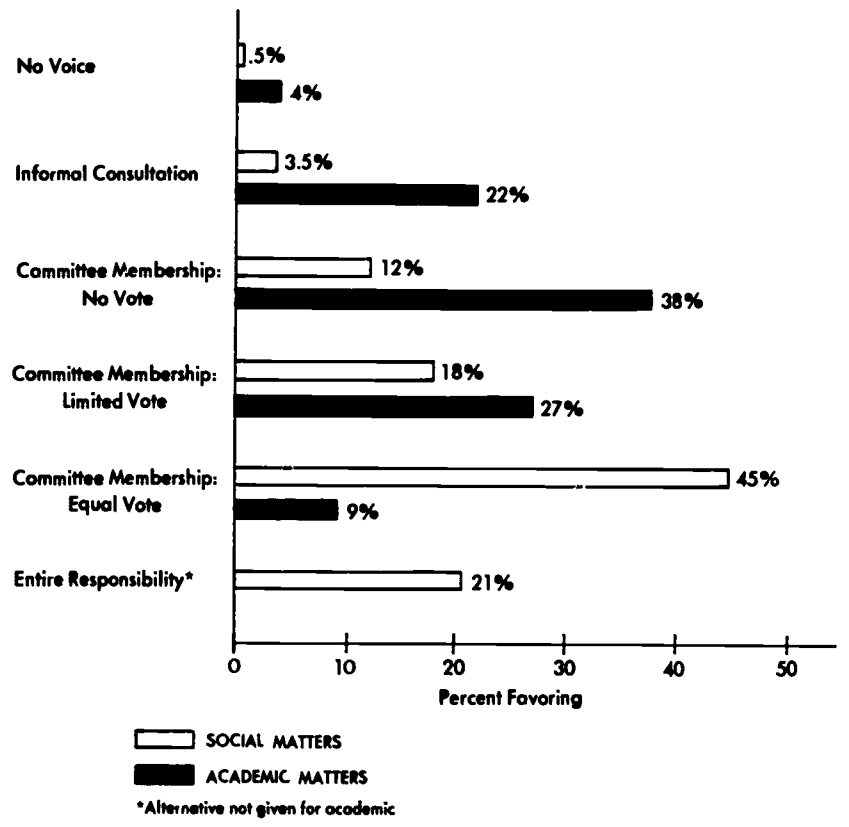
Indeed, from the faculty point of view, the concept of *in loco parentis* is a dead issue. The majority reported opposition to dress regulations, curfews in women's dormitories, restrictions on the use of alcohol, and strong college rules

against marijuana. Additionally, 65 percent of the respondents thought the college should not prohibit an unmarried student couple from sharing the same apartment.

Faculty response to student participation in setting academic policies is quite another matter. Although only 4 percent of the faculty said students should play no role in "formulating academic policies, such as graduation requirements, curriculum design, and related issues," it is apparent from Figure 1 that professors are reluctant to share their academic power. Sixty percent said students should have some voice, either through being consulted informally or being permitted to sit as non-voting members on "relevant committees to discuss the issues." A sizable minority of 36 percent would accord students a formal role by allowing them a vote on academic policy matters; only 9 percent, however, were willing to grant students "an equal vote with the faculty."

FIGURE 1

Faculty Attitudes About Student Participation In Decisions Regarding Social and Academic Policies



Faculty resistance to student involvement in academic affairs is also understandable. Demands for student participation in academic governance challenge faculty members in their areas of professional competence. One view is, for instance, that only a physicist knows what a physics curriculum should include. Further, faculties have fought hard to gain and retain power over these areas. Just as they have striven, historically, to preserve their prerogatives from intrusions by college administrators, boards of trustees, and state governments, so do they evidently wish to resist encroachment from students.

In the present climate of pressure for greater student power, and with the likelihood that this pressure will continue, it is of interest to understand the thinking of both those faculty who are supportive of student demands for participation in academic policy-making and those who oppose such demands. What is each group like? How do they differ from each other? Perhaps these differences can best be illustrated by focusing on some of the characteristics of the two "extreme" groups—those 95 professors in the sample who thought students should have an equal vote with the faculty and those 41 faculty members who believed students should have no role. On all the characteristics considered, faculty with more moderate views fell between these extremes.

EDUCATIONAL PHILOSOPHY

First, the two groups of faculty differ in their beliefs about the nature and goals of a college education. Faculty who would share their power with students believe college primarily should serve the expressive and self-developmental needs of students (Table 1). When asked about the most important goal of a college education they most commonly responded that the goal was to help students attain "self-knowledge and personal identity", very few favored such utilitarian or future-oriented goals as "knowledge and skills directly applicable to their careers," or "an understanding and mastery of some specialized body of knowledge." On the other hand, very few of the *No voice* faculty chose self-knowledge, preferring instead the career and specialized knowledge alternatives.

The *Equal vote* group also expressed a more positive view of students' academic motivation and capacity for taking responsibility for their own actions: 81 percent agreed that "class attendance should be optional," and 73 percent disagreed that "without tests and grades to prod them most students would learn little." In contrast, the *No voice* group held a more negative attitude on both counts; only 49 percent and 24 percent respectively gave those answers. On other questions a much larger proportion of the *Equal vote* group felt that colleges should afford their students the freedoms of adults, and that students would use these freedoms responsibly.

TABLE 1

Most important goal of undergraduate education, as selected by two disparate faculty groups, in percentages

An undergraduate education should help students acquire:	FACULTY GROUPS	
	Equal Vote	No Voice
Knowledge and skills directly applicable to their careers	7%	32%
An understanding and mastery of some specialized body of knowledge	4	22
Preparation for further formal education	1	7
Self-knowledge and a personal identity	42	7
A broad general education	35	29
Knowledge of and interest in community and world problems	11	3

Those who favored student participation in academic policy-making held more flexible views of classroom teaching and reported they involved students more in their teaching. Specifically, they were more likely to endorse the notions that class assignments should be tailored to the needs of individual students and that students should be encouraged to pursue their own intellectual interests in courses. Also, many more of

them said that they invite students to help make class plans and policy, that they solicit student criticism of their ideas, and that they ask for student evaluation of their courses.

More of the *Equal vote* group supported academic innovation in their college. Most of these faculty members thought that emphasis on grades should be decreased and that there should be an increase in the proportion of courses directed at contemporary social problems, the proportion of interdisciplinary courses, and the use of independent study. On the other hand, those who thought students should have no voice preferred the status quo; their most common response to each of these questions was that the situation should be unchanged.

Although all faculty were markedly permissive about regulations pertaining to students' personal lives, those who believe students should have an equal vote were the most permissive. They were opposed to dress regulations, dormitory curfews for women, restrictions on the use of alcohol, and strong college rules regarding marijuana to a vastly greater degree than their *No voice* colleagues. For example, 85 percent of the *Equal vote* group agreed that dress regulations have no place on a college campus, compared with 32 percent of the *No voice* group.

The above paragraphs summarize several dimensions of the educational ideology and teaching practices of faculty who are most and least hospitable to student participation in academic policy. Close examination of the several aspects of this ideology suggest a second level generalization: Faculty members who would share their power with students share an essentially positive view of the nature of students. That is, when the *Equal vote* group said that they had a positive view of student academic motivation, valued a flexible style of teaching, involved students in their classes, and favored many social freedoms, they seemed to be declaring faith in the ability of students to control and direct their own lives and to be expressing confidence that students can participate constructively in determining the nature of their own education. On the other hand, faculty members who were most opposed to student participation seemed to be turning the familiar slogan around and saying, "Don't trust anyone *under* 30." Their beliefs tended to stress that external control, motivation, and direction were needed in order for students to profit maximally from their education.

RELATED FACULTY CHARACTERISTICS

Faculty responses to student participation are not only related to their educational philosophies and their conceptions of students, but to other factors as well. Some clues to these are provided by other information gathered from the questionnaire. Among other things, the groups differed in amount of extra-academic contact with students. That is, 71 percent of the *Equal vote* group said that during the two weeks preceding their questionnaire responses they had helped a student resolve a disturbing personal problem, 76 percent indicated they had discussed a campus issue or problem with a student, and 87 percent reported they had socialized informally with a student. The comparable percentages of the *No voice* group were 47 percent, 46 percent, and 59 percent. These data bring to mind the old saying, "To know him is to love him."

A further observation is that faculty who favor equal student participation are disproportionately represented in the social sciences; only 17 percent of the total sample, but 30 percent of the *Equal vote* group are in these departments. Faculty in applied fields (a combined group including agriculture, business administration, engineering, education, physical education, and vocational training areas) were overrepresented in the *No voice* group. Other recent research studies (Astin, 1965; Gamson, 1967; Spaulding and Turner, 1968) have also found that faculty in different fields of study differ in their attitudes and personal characteristics.

Political orientation is also related to faculty attitudes toward student participation. Seventy-eight percent of the *Equal vote* group checked the terms "liberal," "very liberal," or "radical" to describe their political position, 15 percent choosing the latter designation. Only 12 percent of the *No voice* group chose any of these three terms, but 78 percent said they were either politically "moderate" or "conservative." From these data, it would appear that faculty who subscribe to a "liberal" educational policy (i.e., involving students in academic policy-making) take that stance as a specific expression of their more general view of society and life.

Additional evidence indicates that the *Equal vote* group is more politically active. A fair minority of them said that the major sources of satisfaction in their lives included "participation as a citizen" in community affairs and "participation in activities directed toward national or international betterment." They appear to be even more involved in college politics; 76 percent of the *Equal vote* group said they had "discussed a campus issue or problem" with at least one student—21 percent had discussed such matters with five or more students —during the previous two weeks. These responses were significantly greater than for the *No voice* group. Collectively, the evidence suggests that the minority of faculty actively committed to co-equal faculty-student determination of academic policies is also concerned with campus reform, in keeping with their educational and political philosophies.

To counter any impression that the two groups of teachers are entirely dissimilar, several similarities between the *Equal vote* and *No voice* groups should be mentioned. First, both groups appear to be equally committed to teaching. About 9 out of 10 in both groups said teaching was one of the "major sources of satisfaction" in their lives, and the majority of each group thought effectiveness as a teacher should be "very important" in "decisions pertaining to promotion and salary matters." Second, the professors appear to adhere to what are commonly accepted as responsible teaching practices. Specifically, most of both groups reported that their classroom behavior included the following: "Describe objectives at the beginning of class"; "Relate the course work to other fields of study"; "Discuss points of view other than my own"; and "Mention reading references for points I make." Third, they do not differ with respect to advising students. Nearly all

faculty members said they usually keep office hours, and the majority of each group reported that within the previous two weeks they had seen students outside of class to discuss their academic programs and to discuss their future careers. None of these comparisons yielded statistically significant differences. In sum, both groups are composed mainly of committed and responsible teachers; as teachers, they simply differ in some of their conceptions of what effective teaching involves.

THE FUTURE

There is some evidence that the attention of the student activists is turning away from administrators and toward the faculty, away from social regulations and toward academic practices. Recent disorders already have touched upon academic matters, an area which traditionally has been regarded as the province of the faculty. These skirmishes typically have been won by students; faculties across the country have voted to end secret military research, remove ROTC courses from the curriculum, and sanction new Third World colleges or departments. Some observers believe that students, encouraged by these early successes, will increasingly question practices closer to the core of faculty concerns. It is likely that students increasingly will demand changes in course requirements, grading practices, and teaching methods. In short, where the confrontations of the past have pitted students against administrators over issues of all-university significance (e.g., support of the war, "racism," and student rules), now student activists are increasingly confronting the faculty over academic issues.

Concerning these future developments, Donald Bowles (1968), academic dean at the American University in Washington, D.C., has ventured, "As academic questions go, it seems unusually clear that greater student participation, as well as faculty participation, in the academic governance of a college or university should be regarded . . . as inevitable [p. 261]." This projection is supported by evidence from Richard Peterson's (1968) national survey, which revealed an increase in the incidence of organized student protest over academic issues in the past three years, especially at large public universities, and from Ann Heiss' (1969) contention that today's reform-minded graduate students will be tomorrow's new professors.

Support for a greater student voice in academic policy-making will come from certain kinds of faculty members, currently in the minority in this sample of institutions. Such faculty members tend to believe a college education should aid students in self-development, to have more faith in students' academic motivation and their ability to take responsibility, to involve students in the conduct of their courses, to advocate change and innovation in their colleges, and to hold relatively permissive views about the personal life of students. They are likely to have much contact with students outside of class, to teach in the social sciences, and to be both liberal and relatively active in politics, both on- and off-campus.

Faculty who oppose greater student participation tend to believe a college education should lead primarily to mastery of a particular body of knowledge or to preparation for a career, to feel students need considerable direction and supervision in their studies, and to be generally satisfied with their colleges' current academic practices. Such faculty members report relatively little nonacademic contact with students outside of class, and tend to be politically moderate and inactive.

Unless student pressure abates, or unless a larger number of faculty members become willing to share their academic authority with students, conflicts over academic policies seem destined to increase. In such an event, it is the two types of faculty members sketched in this essay who will undoubtedly help to shape the course of these conflicts and thereby determine the eventual role of students in the governing of the nation's colleges and universities.

Robert C. Wilson
Jerry G. Gaff

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Today's Graduate Student—Tomorrow's Faculty Member

In a study of doctoral education currently underway at the Center for Research and Development in Higher Education, substantial evidence is emerging to support the hypothesis that a new breed of professors is soon to appear on our college and university campuses. The ten institutions chosen for study were among those identified by Cartter (1966) as having the most prestigious graduate schools in the country. The data were gathered from interviews with graduate deans, academic deans, and department chairmen; questionnaire responses of 1600 graduate faculty and 3500 doctoral students; and responses to an attitude inventory administered to 1200 of the doctoral student respondents who agreed to participate in further studies. Twelve basic fields of study (biochemistry, chemistry, economics, English, French, history, mathematics, philosophy, physics, physiology, psychology, and sociology) were represented by the individuals surveyed. Since nearly two-thirds of the student respondents, whose opinions and attitudes suggested the concept of the new breed, were serving as teaching assistants, or holding teaching positions while pursuing the doctorate at the time the data were gathered (winter 1968), the research findings serve to describe many who have already joined the teaching ranks.

The point at issue—whether the traditionally socializing influences of academia will transform the newcomers into its image, or whether the institution's outlook and outreach will be revamped by their presence—has profound implications for the future of higher education. The chances are that both individuals and institutions will change. The young faculty member will doubtless assume some of the traditional academic values. And the institutions may forsake some.

According to their responses in this study, the new and prospective faculty members opt for change in the university —even for radical change in some areas—but they have respect, by and large, for what the university system has accomplished, and are not bent on uprooting that system. Rather, they want to see it structurally modified and substantively strengthened as a center for learning.

Approximately 30 percent of the students reported that they had been instrumental in effecting changes in their graduate programs or in their institution's policies with respect to graduate students. In doing so, they evidently had rarely taken a stance of militancy or confrontation. Eighty-nine percent who reported that they had acted as agents of change reported having used established channels or due process to achieve their goals. In most cases this involved conferences with a faculty member or with someone in a position to authorize change; most of the others had made their requests for change through a student-faculty committee or had signed petitions formulated by graduate clubs. In pressing for changes, students apparently had the understanding of the graduate faculty, 47 percent of whom believed that changes were needed in their departmental curricula and 40 percent of whom felt that radical changes were needed in the university's structures.

Asked to comment on the quality of their current doctoral students, graduate and academic deans, department chairmen, and graduate faculty were in general agreement that they were the best prepared students their university had ever attracted. When the interests and attitudes of this group of prospective PhD.s were measured by the Omnibus Personality Inventory (1968), a personality inventory devised by researchers at the Center, the favorable assessment made by their institutions was confirmed. A profile of the students' intellectual disposition revealed that, as a group, they were creative, highly attracted to the world of ideas, seriously committed to their particular disciplines, and deeply concerned about man's efforts to cope with his environment and relate constructively to his fellow man.

SOME CRITICISMS

For the most part, they were highly independent and autonomous individuals. Because they showed little evidence of what Kenneth Boulding has referred to as "institutionalized timidity," they viewed the university—and all other social institutions—as instruments to be used by man to enable him to achieve his own ends as well as society's. Responding to an open-ended question, many expressed the belief that the personal investment which they make in behalf of their self-development is at least as great as the financial outlay which society makes to support its educational programs. Holding that the contribution of a well-educated citizenry to the quality of life and to the economic well-being of the state is of major importance, some respondents argued that since money devoted to their education was invested, not consumed, they saw no need to ask for it with "hat in hand." Apparently viewing risk-taking as a natural aspect of any commitment, most of the graduate students in the sample felt free to criticize the shortcomings in their institutions, to demand that it give better service, or to attempt to push it out of its present shape so that it might be redesigned to new purposes.

In hundreds of statements written on the survey questionnaire, appended to it, or included in letters forwarded with responses, doctoral students expressed an awareness of the need for humanizing the doctoral program and for redefining the educated man. While they do not denigrate the search for knowledge as an intrinsic end in itself, many criticized scholars who isolate themselves from the problems of those who struggle to gain or maintain their dignity as human beings. In their free comments, students singled out and praised professors who show concern for the consequences of their discoveries and for those who hold out hope that science and technology, properly directed and controlled, can uplift man rather than debase him. They gave short shrift to those they characterized as "academic entrepreneurs," some of them writing:

> A large fraction of the faculty are, to put it mildly, too involved in research, consulting, government and private agencies to spend sufficient time and effort at education.
>
> To put it bluntly, all too many are hustlers—the younger faculty members are even worse. . . .
>
> Too many are empire builders interested in their own reputations.

The comments of doctoral students tended, on the whole, to be temperate. Criticisms were frequently qualified with an acknowledgment that society may be expecting the impossible from its educational institutions. Yet flashes of indignation were recurrent and sharp. Many criticisms focused on shortcomings in the larger social order, but many students nailed the responsibility for these shortcomings on the doors of our universities.

A distillation of their comments into categories revealed that the negative and positive statements expressed about graduate degree programs included the same basic elements. Thus, while poor faculty-student interrelationships, the impersonality or lack of warmth in their department, constraints and irrelevancies in the curriculum, and an overemphasis on research and scientism were most frequently cited as negative aspects of some programs, excellence or flexibility in these same areas were listed as positive strengths. In general, these categories appeared to provide an index of areas important to students.

Even though the majority of doctoral students were beyond the draft age, as teaching assistants they were generally in close contact with the age group which is subject to the vagaries of the Selective Service System. Respondents reserved their most biting comments for the military draft and for criticism of America's involvement in Vietnam.

Many observers believe that the solidarity exhibited by today's students is expressive not only of their common concerns but also of the generation al differences that exist between th n and their professors. These writers suggest that the differences between the educational backgrounds of professors and students, which range from the structured stimulus-response school of the 1930s to the "total environment" or "the-medium-is-the-message" experiences of the 1960s, make rapprochement between some students and some faculty members virtually impossible. However, among doctoral students, the response to the generation gap appears to be skewed. Graduate students reported a greater affinity and intellectual resonance between themselves and older scholars than between themselves and the younger faculty in their departments. This may flow from the condition of the young professor who, under pressure to make his way up the academic ladder within a few years or get off it, has little time to devote to students. In general, however, the students' responses expressed more tolerance of those who submit to these academic realities than of the system which creates them. The frequency with which they commented on the fate of excellent teachers who, lacking publications, had not been retained by the university provides a clue to their apprehensions about their own ability to survive the "publish or perish" dictum.

When those items in the questionnaire were analyzed which elicited the degree of their interest in securing status-conferring appointments, two major and seemingly polarized groups of students emerged: one composed of students who claimed to be indifferent to (or disdainful of) concerns about status, and one of students who stated they aggressively sought it. Each group sprinkled its remarks with generous amounts of cynicism, and both groups accepted as fact the notion that "rank bestows privilege," and that privilege in the community of scholars enhances the intellectual opportunities of those who possess it. Although most doctoral students in these prestigious institutions are socialized to this aspect of academic life, some reject it, and still others find themselves in conflict over it. The nature of the conflict was reflected in the words of one respondent, who said,

> I came to graduate school to prepare myself for teaching in the liberal arts. I have observed that teachers are second class citizens in the academic world. I now want to do research because I have learned that that is where the prestige is. I consider this a moral decline on my part.

In spite of this apparent dilemma, younger doctoral students often expressed a desire to teach in a small liberal arts college for two or three years before moving into a research institution. Some said that they planned to make teaching at the undergraduate level a lifelong career. While 62 percent decried the faculty's lack of interest in preparing students for this responsibility, 60 percent had found the experience of being a graduate teaching assistant meaningful and 71 percent said it had increased their interest in teaching.

It is another measure of how much the "breed" is changing that for the first time in the history of higher education, doctoral students in American universities are organizing or joining teaching assistants' unions in appreciable numbers. Ostensibly these have been formed to bring pressure to bear on the university to improve the remuneration and working conditions of the teaching assistant. In some cases the unions appear, however, to represent a type of counter-training organization, in which coalitions of students who are disaffected for one reason or another conjoin to commiserate as well as to promote the teaching assistant's cause. Some are primarily organized for the purpose of improving educational preparation for teaching.

The phenomenon of the unionization of these future college teachers may be viewed as a portent of things to come. Forty-eight percent of the 3500 respondents in the Center's study said that they would join a teaching assistants' union if a chapter were available on their campuses. Approximately 6 percent said they were now members. Only 12 percent said that they were opposed in principle to a teachers' union. The remainder said that they were reserving judgment on the issue. The success of the unions will likely depend upon the manner and extent of the response of the various segments of the campus to the issues posed by their local chapters, and upon the manner and extent of the response of the various professional associations to issues that affect their general membership.

Evidently because of the climate of unrest that obtains on so many campuses, graduate deans were apprehensive about future sources of support for graduate study. Some indicated that the university is caught viselike in the eye of a hurricane created by campus agitators and by politicians who use the university to gain exposure for their own causes. The deans felt such individuals profane the essential nature of a university, ignore its great resources of reason and educated intelligence, force reason to submit to passion, and generate the image of the university as a hot-bed of radicalism. This in turn leads to withdrawal of support—especially from those who hold the university responsible for its inability to reprise, to defend itself against physical assault, or to respond effectively to raw power of any description.

CHANGING INTERESTS

According to the graduate faculty and department chairmen who were interviewed, there has been a noticeable change in the nature of the research problems doctoral students select for their dissertations. Essentially, advisors reported that an increased number of students were interested in research with a "mission orientation." Professors noted that as students thread their way through the selection and refinement of their research proposals, they appear to evince a need to justify the instrumental value of their research to society as much as its basic or intrinsic value to the disciplines. Although this quest for relevance varies from one discipline to another and appears to represent a primary interest in the utility of knowledge, it is found in varying degrees among the disciplines reviewed, and seems to be positively associated with students' efforts to clarify or formulate their values with respect to their future careers.

The fact that, of the students in the twelve departments surveyed, physics students in the sample showed the highest mean score on the scale in the Omnibus Personality Inventory which measures altruism may not be unrelated to the kinds of research problems with which they grapple. Their apparent sensitivity to the potential which science holds in its power for contributing to man's meaningful life—or meaningless death—suggests that this group of future teachers in science will be less likely than some of their predecessors to devote time and effort to research that lacks redeeming hope for mankind. Graduate students at Stanford, Berkeley, and across the nation recently played a major role in planning a public discussion in which leading scientists were asked to reassess the possibility that their research might lead to the development of technologies that threaten man's environment or his hope for survival.

In their free comments appended to the doctoral student questionnaire, respondents frequently expressed a need for a full and intensified dialogue on these critical issues. The failure or unwillingness of the university to take this risk was interpreted by respondents as a "blunting of moral intelligence." Hartnett's (1969) finding that trustees view themselves as "protectors of the public interest" rather than as "buffers between academic institutions and the general public" pinpoints one of the issues in the long and very cold war that has existed between those who produce knowledge and those who control it once it is produced. Trustees in prestigious private institutions evidently are more willing to make this a partnership decision than are those in public institutions: Doctoral students in private universities in the sample described their institutions as democratic and liberating, whereas those in public institutions more frequently reported that they had experienced institutional restraints. As graduate students, they believe that faculty and students should play an active role in academic decision-making. It remains to be seen whether this conviction will survive as these students join the ranks of the faculties.

Many researchers in higher education agree that if there is one characteristic which distinguishes students today from their counterparts in the past, it is that today's student has found his voice. Having done so, he uses it to demonstrate that his view of the world is not circumscribed by the counsels of perfection he learned from his elders, nor by values that were legitimated by dialogue transmitted in a straight line. As undergraduates or graduates, students spend from four to eight or more years learning to be critics of society and to ask the appropriate questions. They also learn to develop the analytical tools and techniques which prepare them to seek knowledge which contributes to social improvement. Their orientation to the history of man's struggle to gain independence and personal freedom has taught them to look for evidence, to accept laws as mutable, and to operate on the conviction that when the "unexamining mind meets the unevaluated idea," indoctrination, not education, results. As more and more college students emerge into full citizenship with this orientation, the level of our political awareness and cultural values will indubitably change. And the quality of life in America should improve, hopefully, as more of them become college professors. Look for them on the horizon.

Ann M. Heiss

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Omission Noted . . .

Terry F. Lunsford, project director of the Center's study on Administrative Orientations in the Large University, was the author of *Administrative Authority in the Large University,* which appeared in the last issue of *The Research Reporter* (*IV*, 1, 1969). Mr. Lunsford's name was inadvertently omitted from the end of the article.

Report Available on Educational Associations

Higher education associations have functioned importantly to preserve the autonomy of the decentralized education system in its deepening relationship with the federal government. This development has been described in *Higher Education Associations in a Decentralized Education System,* by Harland Bloland, just published by the Center.

Voluntary higher education associations proliferated shortly after World War II. Bloland interprets a trend for the associations to establish Washington, D. C., offices closer to the seat of federal influence, as indication of interest on the part of associations in shaping federal educational policy. This trend has not been without effect. In the political arena, associations primarily representing institutions have tended to promote *institutional* support for universities. In general, they have supported legislation allowing academic administrators maximum responsibility for the allocation of funds within the institution (for example, National Defense Education Loans); an increase in federal support in previously "deprived" areas, such as the humanities; and a reduction of the indirect cost tc universities themselves of housing federally funded research projects.

Discipline-oriented association interests have related primarily to advancement of knowledge in a discipline. Bloland describes them as more narrowly concerned with assuring adequate federal support for research in specific fields and with preventing the passage of legislative measures which restrict research autonomy as a condition of federal support.

The defense of academic status and autonomy within the university has fallen to organizations typed as faculty oriented, such as the AAUP. The AAUP has tended to focus its attention on legislation threatening to restrict the autonomy of faculty members as a condition for participation in federal programs. It has opposed disclaimer affidavits and loyalty oaths when these are appended to federal funds for research or other educational activities.

The special-task associations focus on specific problems or functions related to development, coordination, or support of higher education programs. The National Commission on Accrediting (NCA), for example, is vitally interested in education legislation which specifies the basis upon which federal funds will be allocated to selected institutions and programs, for it is in determining the eligibility of programs of higher education to receive federal funds that the government represents a potential threat to the American system of voluntary accreditation by private associations.

According to the author, the development of an effective strategy of intergroup relations has simplified the task of legislators and allowed legislative priorities in education to be established outside of government by those whom the legislation will affect most directly. Bloland asserts that if higher education associations had been unwilling or unable to provide leadership and an inclusive context for the determination of legislative priorities, the task would have fallen almost entirely to the federal government.

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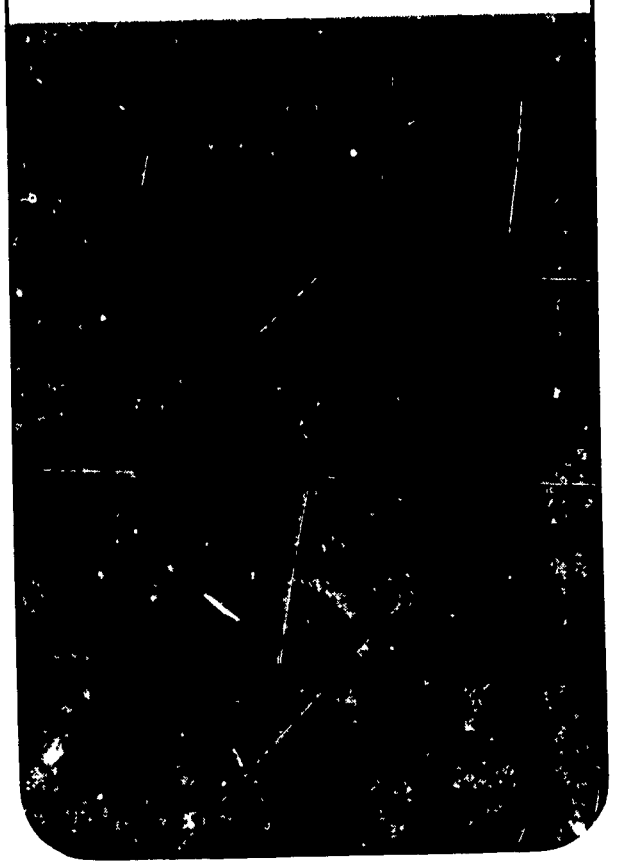

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