

DOCUMENT RESUME

ED 040 704

08

JC 700 172

AUTHOR Felty, John
TITLE A Feasibility and Planning Study for an
Experimental, Two-year Community College for Rural
and Urban Youth. Final Report.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau
of Research.
BUREAU NO BR-6-2357
PUB DATE May 69
GRANT OEG-1-6-062357-1548
NOTE 512p.

EDRS PRICE MF-\$2.00 HC-\$25.70
DESCRIPTORS Community Attitudes, Community Characteristics,
Community Cooperation, Community Leaders,
*Educational Opportunities, Experimental Programs,
*Junior Colleges, Negro Students, Puerto Ricans,
Racial Integration, Rural Education, *School
Community Relationship, *Student Attitudes, Student
Interests, *Surveys
IDENTIFIERS *New York

ABSTRACT

Expanding higher educational opportunity for both rural and urban youth (especially those from lower income families) through the use of a rurally-based, residential 2-year college was investigated. Identifying important factors such as means of financing, student needs, community interests, and commitment of local people to educational programs involving outsiders (some of whom are of different race or background), the study was begun in Clinton County, New York. Potential students, local community residents, and community leaders were the subjects of the survey and the major sources of data gathered by survey research techniques. Results indicated that the development of an experimental college program in Clinton County or in other upstate rural areas is a workable idea with potential benefits both to the area in which it would be established, and to rural and urban students. However, the high per-student cost would require financial support from somewhere outside the rural area. Benefits to New York City students coming into this area have not been explored; however, a high degree of interest among Negro and Puerto Rican students was clearly demonstrated. The experimental concept received strong endorsement from them all. No large degree of prejudice in this rural, predominantly white area could be discovered by any of the instruments used in the study. (Author/JO)

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Final Report
Project No. 6-2357
Grant No. OEG-1-6-062357-1548

A Feasibility and Planning Study
for an Experimental, Two-year Community College
for Rural and Urban Youth

John Felty
State University College

Plattsburgh, New York

May 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Acknowledgments

This study was accomplished with the support and encouragement of many individuals and groups. It would be impossible to name all of those whose help and cooperation were necessary to bring this to completion.

Special thanks must be given to the many public and parochial school administrators, counselors and teachers in Clinton County, to the administrative staffs of Canton Agricultural and Technical Institute and Adirondack Community College, and to the many administrators and teachers of City University of New York and the Community College of Staten Island, New York City, Bronx and Queensborough, who made possible the administration of the student questionnaires.

Dr. Claire Selltiz, and the City University Social Dynamics and Research Institute, provided invaluable consultative help, as well as assistance with staff and administration problems in New York City.

The State University College at Plattsburgh provided assistance which extended beyond original commitments and made possible the completion of the final phases of the project. Dr. William Lawrence, Dr. Stanley Johnson, and Mr. Rex Lamb all provided personal assistance at different phases of the project.

Appreciation is also due the hundreds of individuals in the schools and community who patiently cooperated by giving their time, thought and energy to questionnaires and interviews.

Those on the project staff who made special contributions were Miss Eunice Cooper, New York City Project Coordinator, Mr. Bruce Taub, Research Associate; and Mrs. Susan Johnson and Mrs. Marilyn Bobka, Research Assistants. Preparation of the final report was done by the Office of Institutional Research of SUNY, Plattsburgh. Mrs. Helen Rock and Mrs. Jean Morlock of that office contributed their own time, efforts and advice to the preparation of the final manuscript.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	xi
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
ABSTRACT	xxiv
Chapter 1 INTRODUCTION	1
1.1 Overview	1
Development as Related to Social Problems	1
Generality and Limitations of Outcomes	2
The Main Concerns of the Study	3
A Note on Methodology and Analysis	5
2.1 Review of the Literature	7
Types of Community College Programs	7
Community Involvement in College Planning	8
The Design for Living	8
Characteristics and Educational Needs of Students	9
3.1 The Setting	10
Clinton County	10

	Page
4.1 The Community College Controversy in Clinton County	14
5.1 Summary of Events During Survey	22
Preliminary Events	22
Administration to Clinton County High Schools	23
Administration to New York City Community Colleges	25
Administration of Questionnaires in Upstate Community Colleges	27
Administration of High School Questionnaires in New York City	27
Interviewing in Clinton County	28
 Chapter 2 THE STUDENT SAMPLE	 30
2.1 Chapter Organization	30
2.1.1 Overview of Chapter Organization and Analytic Methods	30
2.1.2 Analytic Procedures and Interpretive Tables	30
2.1.3 Sections and Sequences	35
2.2 Basic Background and Descriptive Information	39
2.2.1 The Distribution of Sex and Ethnic Characteristics	39
2.2.2 Religion	44

	Page
2.2.3 Family Occupational Characteristics	43
2.2.4 Occupation and Status	54
2.2.5 Sources of Family Income -- the Identity of the Chief Wage Earner(CWE) and Additional Sources of Income	59
2.2.6 Educational Attainment of Parents	62
2.2.7 The Intactness of the Household	71
2.2.8 Summary of Section 2 -- Basic Background and Descriptive Data	75
The New York City Community College Students (NYCC)	75
New York City High School Students from the Borough of Manhattan (NYHS)	77
Community College Students from the Six Northern Counties (USCC)	78
Clinton County High School Students (CCHS)	79
 2.3 Educational Status	 81
2.3.1 Enrollment in College Programs	81
2.3.2 Enrollment in High School Programs	81
2.3.3 Academic Ranking of High School Students	84
 2.4 Interest Expressed in Two-Year College Programs	 91
2.4.1 Interest in Liberal Arts, Profession- al, or Vocational Programs	91

	Page
2.4.2 Interest in Particular Vocational- Technical Programs	94
2.4.3 College Finances	100
2.5 Selected Ecological Preferences: Resi- dence Location and Density, Distance of College from Home, and Community Size	107
2.5.1 Residence Location and Density	107
2.5.2 Distance from Home and Size of Community for the College Location	114
2.6 Integration as an Issue in College Attendance	119
2.6.1 Description and Student Distribution	119
2.6.2 Interracial Contact and its Effects on Attitudes Toward Integrated College Living	122
2.7 Interest in Specific Aspects of the Experimental College, and in the College as a Whole	126
2.7.1 Introduction and Item Description	126
2.7.2 Write-in Statements of those Aspects of the College Liked Best	126
2.7.3 Student Expressions of Liking or Disliking for Eleven Specified Features of the College, or of College Life	138
2.7.4 Students Estimate of Parental Support for Attendance and Prob- ability That He Would Be Willing to Attend	142

	Page
2.8 Predictors of Attendance -- a Multiple Regression Analysis of Specific Features as Predictors of Probable Attendance at the College	148
2.8.1.1 Overview	148
2.8.1.2 The Relationship of Predictor Variables to "College Attendance" for the Total Group and for Various Subgroupings	149
 Chapter 3 THE CLINTON COUNTY SURVEY	 154
3.1 Determination of the Sample	154
3.2 Description of the Sample as Related to Census Data	158
3.3 Additional Demographic Statistics	171
3.4 Some Indicators of Actual and Perceived Respondent Effectiveness on Public Decisions	176
3.5 Educational Involvement and Attitudes Toward Education	178
3.6 Evaluation of the Features of the Experimental College	181
3.7 Contact, Information, Attitudes and Acceptance Indicators of Clinton County Residents Toward Negroes	185
3.8 Characteristics Associated with Five Respondent Groupings Based Upon Responses to Three Tax Questions	192
Summary of Tax Group Characteristics	196

	Page
Chapter 4 ATTITUDE OF COMMUNITY LEADERS IN PLATTSBURGH AND CLINTON COUNTY TOWARD THE COLLEGE	198
4.1 The Leadership Interview	198
4.2 Demographic Characteristics	199
4.3 Responses to General Questions of Community Needs as Related to the Establishment of a Two-year College	203
4.4 Responses of Leaders to the Idea of an Experimental College Program	210
4.5 Summary Responses of Community Leaders and a Few Quotations	218
4.6 Summary	222
Chapter 5 SUMMARY AND RECOMMENDATIONS	225
5.1 Introduction	225
5.2 Ecological and Demographic Character- istics	227
5.2.1 Description of Clinton County	227
5.2.2 The New York City Community College Students (NYCC)	229
5.2.3 New York City High School Students from the Borough of Manhattan (NYHS)	230
5.2.4 Community College Students from the Six Northern Counties (USCC)	231
5.2.5 Clinton County High School Students (CCHS)	232
5.2.6 Demographic Characteristics of the Families in Clinton County	232

	Page
5.2.7 The Characteristics of Community Leaders in Clinton County	234
5.3 Educational Backgrounds and Interests in College Programs	235
5.3.1 Student Educational Background	235
5.3.2 Interest in Liberal Arts and Vocational Programs	236
5.3.3 Interest in Specific Vocational Courses	238
5.4 How Students and Community Would Support the Experiment	243
5.4.1 Comparative Evaluations of Experimental College Features	243
5.4.2 Would Students Attend and Why	245
5.4.3 County Interest in Courses and Probable Support	248
5.4.4 Some Comments Regarding Education, Attitudes Toward Education, and Socio-economic Characteristics	250
5.4.5 Support Characteristics of Community Leaders	254
5.5 Social Acceptability	256
5.5.1 Integration as an Issue for the Students	256
5.5.2 The Effects of Contact on Inter-racial Attitudes	257
5.5.3 Findings from Other Sources Relating Contact and Attitude	258

	Page
5.5.4 Racial Attitudes in Clinton County	259
5.5.5 How Leaders Felt About Integration	262
5.6 Financial Need and Support	263
5.6.1 Student Financing	263
5.6.2 Probable Support of an Experimental College in Clinton County	264
5.7 Conclusions and Recommendations	268
5.7.1 Basic Assumptions of the Study	268
5.7.2 Student Availability and Attendance Interest, and Community Support	268
5.7.3 Demand for Programs	272
5.7.4 The Design of Living of the College	273
5.7.5 Social Acceptance	276
5.7.6 Student Financing and Costs	276
5.7.7 Summary of Findings	278
5.7.8 Developmental Guidelines, and an Alternative Method of Distributing Funds	279
REFERENCES	284
APPENDICES	296

LIST OF TABLES

Table		Page
2.1.2.1	Minimum and preferred sample sizes required to permit estimates of population proportions based upon binomial probabilities	32
2.1.2.2	Population sampling error for 25 selected sample n's, and four different proportions, at the .05 and .01 level of confidence	34
2.1.2.3	Minimum percentage differences necessary between two groups in order to establish population differences	36
2.2.1.1	Sex distribution for SBRG's	40
2.2.1.2	Ethnic distribution for NYCC and NYHS groups	42
2.2.1.3	Ethnic distribution for NYCC and NYHS groups cross tabulated for male-female characteristics	43
2.2.2.1	Religious preference for SBRG's in number and percent, with Chi-square test	45
2.2.2.2	Distribution of religious affiliation for two areas of Manhattan with known ethnic differences	47
2.2.2.3	Relationship between ethnic characteristics and religion for NYCC and NYHS group, compared with selected area statistics	49
2.2.3.1	A comparison of the job category of chief wage-earner in family, among the four SBRG's	50
2.2.3.2	Sample percentages for general occupational categories of chief wage-earners for SBRG's	51
2.2.3.3	Population percentages for general occupational groupings for New York City, 6 Northern counties, and Clinton County, from 1960 Census	52

LIST OF TABLES (continued)

Table		Page
2.2.4.1	A comparison of the occupational status of the chief wage-earner in the family among the four SBRG's	55
2.2.4.2	The distribution of status among ethnic groups for NYCC and NYHS combined	57
2.2.4.3	A comparison of the distribution of status for farm occupations for USCC and CCHS students	58
2.2.5.1	Identification of the chief wage-earner for families of students in the 4 SBRG's	60
2.2.5.2	Identification of the father as chief wage-earner for families of students in the three ethnic divisions of the NYCC and NYHS groups	61
2.2.5.3	Main supplementary income for the four SBRG's	63
2.2.5.4	Identification of the secondary wage-earner for the families of students in the three ethnic divisions of the NYCC and the NYHS groups	64
2.2.6.1	Educational status of fathers for the four SBRG's	66
2.2.6.2	Educational status of mothers for the four SBRG's	67
2.2.6.3	A comparison of fathers and mothers who had completed high school or had some college experience, for the USCC and CCHS groups	69
2.2.6.4	Frequency distribution for education of fathers and mothers for NYCC and NYHS students, with chi-square and C statistics	70
2.2.6.5	A comparison of survey statistics for fathers' and mothers' education	72
2.2.7.1	Household intactness of the SBRG's as indexed by the percentage of fathers and mothers living at home	73

LIST OF TABLES (continued)

Table		Page
2.2.7.2	Household intactness of the three ethnic divisions for the NYCC and NYHS groups as indexed by the percentage of fathers and mothers living at home	74
2.3.1.1	A comparison of major enrollment groupings of NYCC and USCC students for groups, sex, and ethnic characteristics	82
2.3.2.1	A comparison of major program groupings of NYHS and CCHS students for groups, gender, and ethnic characteristics	83
2.3.3.1	Ranked distribution of NYHS and CCHS students, according to probabilities of college acceptance	85
2.3.3.2	A comparison of male and female CCHS students in class standing	86
2.3.3.3	A comparison of academic rankings and college intentions for male and female CCHS students	89
2.3.3.4	A comparison of academic ranking and college intentions for male and female NYHS students	90
2.4.1.1	A comparison of the four SBRG's for interest in liberal arts, pre-professional, and vocational-technical two-year college programs	92
2.4.1.2	A comparison of males and females for the NYHS and CCHS groups for interest in transfer liberal arts/professional courses, or in terminal vocational-technical courses	93
2.4.1.3	Actual vocational enrollment compared with student interests in vocational programs for the NYCC and USCC students, partitioned according to racial and sex characteristics	95
2.4.2.1	Student choice of particular vocational-technical programs, for male and female, within each of the SBRG's	97

LIST OF TABLES (continued)

Table		Page
2.4.3.1	Comparisons of financial support expectations among the four SBRG's	102
2.4.3.2	NYCC students reporting expected college incomes of \$600.00 or more, distributed by race and sex	103
2.4.3.3	Comparisons of work hour expectations among the four SBRG's	104
2.4.3.4	NYCC students reporting work hour expectations of 15 or more hours per week, distributed by race and sex	106
2.5.1.1	Preference vs. acceptance housing comparisons for the four SBRG's	108
2.5.1.2	Preference and acceptance housing comparisons for NYCC and NYHS males for unsupervised private housing	110
2.5.1.3	Preference vs. acceptance housing comparisons for the four SBRG's	112
2.5.1.4	Preference score differences for the USCC and CCHS groups for room density for males and females	113
2.5.2.1	Distance preferences of the four SBRG's	115
2.5.2.2	Distance preferences for race for the NYCC and NYHS groups	116
2.5.2.3	City size preference of the four SBRG's	118
2.6.1.1	Effects of integration attitudes on probable college attendance for SBRG's	120
2.6.1.2	Effects of integration attitudes on probable college attendance for NYCC and NYHS groups, by race	121
2.6.2.1	Interracial contact distribution for the SBRG's	123
2.6.2.2	The effect of interracial contact upon attitudes toward integrated living in college for SBRG's and total	125

LIST OF TABLES (continued)

Table		Page
2.7.2.1	"Things liked <u>best</u> about the college" categorized from write-in statements in order of decreasing preference	128
2.7.2.2	"Things liked <u>least</u> about the college" categorized from write-in statements in order of decreasing preference	131
2.7.2.3	Classification of features of the college into types	135
2.7.3.1	A comparison of percentages of students indicating liking for a feature with those choosing it first for eleven specified features	139
2.7.4.1	How students reported that their parents would react to a decision to attend the college	144
2.7.4.2	Probable attendance at the college for SBRG's	145
2.7.4.3	Probable attendance at the college for sex and race subgroupings	146
2.7.5.1	Multiple correlations, beta weights, and beta contribution for selected predictors and the criterion for the total group and subgroups	150
3.1.1	Determination of sample size for survey	156
3.2.1	Age distribution of the sample compared with the age distribution for Clinton County in the 1960 Census, as expressed in percents	159
3.2.2	Last grade completed in school for survey respondents	160
3.2.3	Percentile distribution for different levels of education compared for the 1950 and 1960 Census and for the 1967 survey sample for Clinton County	161

LIST OF TABLES (continued)

Table		Page
3.2.4	General occupational categories for chief wage earners of the sample households compared with 1960 Census data for employed males	162
3.2.5	Detailed occupational classifications of general categories presented in Table 3.2.4	165
3.2.6	Rank order and percents of principal occupational categories for chief wage earners of Clinton County families	168
3.2.7	Comparison of income categories with U.S. Census data for 1959	169
3.2.8	Comparison of gross income groupings used in the survey analyses with 1949 and 1959 Census data	170
3.3.1	Birthplace of respondents in sample (Question 7)	172
3.3.2	Survey distribution of household membership	173
3.7.1	Socio-economic and influence characteristics of respondents (grouped according to answers on three tax questions)	187
3.7.2	Statements about educational opportunities and tax funding of respondents grouped according to answers on three tax questions	188
3.7.3	Experimental college attitudes of respondents grouped according to answers on three tax questions	189
3.7.4	Contacts and attitudes concerning Negroes	190

LIST OF TABLES (continued)

Table		Page
4.2.1	Leadership positions	200
4.2.2	Comparison of occupations of leaders with the Clinton County household survey sample	201
4.2.3	Comparison of religious affiliations of leaders with the Clinton County household survey sample	202
4.2.4	Comparison of place of birth for leaders and household members in Clinton County	204
4.3.1	Distribution of major problem areas in Clinton County mentioned by community leaders	205
4.3.2	Problems identified by leaders as the most urgent in Clinton County	207
4.3.3	Responses to Question 5	208
4.4.1	Community leader responses to an introductory statement about the experimental college	212
4.4.2	Community leader responses to statements about anticipated college costs and means of financing	213
4.4.3	Community leader responses to a statement about college programs	215
4.4.4	Community leader responses to a statement about racial mix and residence	216
4.4.5	Summary of community leader responses for college feature liked best and least	217
4.5.1	Community leader opinions about how others would respond to the idea of an experimental community college	219

LIST OF FIGURES

Figure		Page
2.2.4.1	Absolute percentile of status ranks for each occupational group for the four SBRG's	55a
3.1.1	Cumulative interviews collected between November 1, 1966 and March 15, 1967, showing rate of interviewing overtime	157

List of Appendices

	Page
Appendix A Statistical and Demographic Data for Clinton County	284
A1 1960 Census Data for Clinton County	285
Sections	
A1.1 Geography	A1-1
A1.2 Population and Relevant Statistics	A1-3
A1.3 Economics	A1-3
Tables	
A1.1.1 Number of persons in Clinton County, 1960	A1-2
A1.2.1 Clinton County: Number and percentage distribution of population by residence, 1920-1960, and percent change by decades	A1-4
A1.2.2 Clinton County: Age distribution by five-year age groups and by sex, from 20 years of age, 1960	A1-5
A1.2.3 Income of families 1959	A1-6
A1.2.4 Clinton County housing units, 1960	A1-7
A2 Survey Analysis for Age, Education and Other Selected Demographic Variables	293
Sections	
A2.1 Relations among sex, age, religion and education	A2-1
A2.2 Relations among sex, age and education of the interviewee and their affects on the occupation and income of the household	A2-8

Appendix A

Page

A2.3	Mobility	A2-14
A2.4	Effects of age and education on selected indicators of personal effectiveness	A2-18
A2.5	Educational involvement	A2-23
A2.6	Respondents satisfaction with educational attainments and interest in college courses	A2-33
A2.7	Evaluations of college features	A2-38
A2.8	Contact information, attitudes and acceptance indicators of Clinton County residents toward Negroes	A2-47

Tables

A2.1.1	The relationship between sex and age for Clinton County interviewees	A2-2
A2.1.2	The relationship between sex and religion affiliation	A2-3
A2.1.3	The relationship between sex and education attainment	A2-4
A2.1.4	Relationship between age and education	A2-5
A2.1.5	The effect of age and sex on educational attainment	A2-6
A2.1.6	Age and religious affiliation as determinants of educational attainment	A2-7
A2.2.1	Relationship between sex of interviewee and occupational classification of family chief wage earner	A2-10
A2.2.2	Relationship between sex of interviewee and income level of the household	A2-11
A2.2.3	Relationship between age and education of interviewee and occupational classification of the household	A2-12

Appendix A

Page

A2.2.4	Relationship between age and education of interviewee and income level of the household	A2-13
A2.3.1	Relationship between age, education and place of birth of the interviewee	A2-15
A2.3.2	Relationship between age, education and length of residency in Clinton County	A2-16
A2.3.3	Relationship between age, education and distance traveled from home	A2-17
A2.4.1	Relationship of age and education to non-church organizational affiliation and involvement	A2-20
A2.4.2	The relationship of age and education to voter registration	A2-21
A2.4.3	Relationship of age and education to interviewees feelings about his influence	A2-22
A2.5.1	One or more children in school for respondents below 60 years of age	A2-26
A2.5.2	Fact summary of local educational resources	A2-27
A2.5.3	Educational aspirations held for children in the family	A2-28
A2.5.4	Job aspirations held for children in the family by professional vs. all other occupations	A2-29
A2.5.5	Job aspirations held for children in the family by major occupational classifications	A2-30
A2.5.6	Reasons given for "becoming educated"	A2-31
A2.5.7	Preferred means of support for higher education	A2-32
A2.6.1	Satisfaction with educational attainment	A2-34

Appendix A	Page
A2.6.2 Opinions about colleges offering training courses for adults	A2-35
A2.6.3 Interests of men and women in particular types of college courses	A2-36
A2.6.4 Interests in particular types of college courses by age and education	A2-37
A2.7.1 Expressions of approval for features of the experimental college precoded questions	A2-40
A2.7.2 Expressions of approval for the idea of the experimental college as a whole	A2-41
A2.7.3 Summary of features of the college given as being most liked	A2-42
A2.7.4 Summary of features of the college given as being least liked	A2-43
A2.7.5 Reasons given for the experimental college being necessary or not necessary	A2-44
A2.7.6 Summary of responses given to three questions about tax support, and two about vote support	A2-46
A2.8.1 Contact with Negroes and knowledge of names of Negroes	A2-49
A2.8.2 Expressions of approval of Negroes and of interaction with Negroes	A2-50
 Appendix B Description of Scales and Indices	 345

Sections

B1 The Education Scale	B-1
B2 The Occupational Status Scale	B-1
B3 The College Integration Acceptance Scale	B-4

Appendix B	Page
Tables	
B1 Cross-tabulation of content and intensity for the five items of the College Integration Acceptance Scale	B-6
B2 Interpretation of data from Figure B1	B-8
Figures	
B1 Curve of intensity over content for five items of the College Interpretation Scale	B-7
Appendix C	359
Sections	
C1 Student Questionnaire	360
C2 Clinton County Household Survey	373
C3 Community Leadership Survey	389
Appendix D	404
Sections	
D1 Student Questionnaire Codebook	405
D2 Basic Variables for Student Questionnaire	434
D3 Clinton County Household Survey Codebook	439
D4 Community Leadership Survey Codebook	450

ABSTRACT

A FEASIBILITY AND PLANNING STUDY FOR AN EXPERIMENTAL, TWO-YEAR COMMUNITY COL- LEGE FOR RURAL AND URBAN YOUTH

Problem Description:

The problem was to determine the feasibility of a two-year college and conditions by which it should be organized, which would be located in a rural area, and would serve both rural and urban youth. The central problem was to determine whether educational opportunities for both rural and urban youth could be expanded, at the same time providing reasonable benefits to the local community by expanding educational resources.

Objectives:

There were two major objectives. The first objective was to resolve five specific issues: (a) The identification of demographic, situational and historical variations among respondent groups and subgroups which would be useful in the interpretation of other information, (b) probabilities of student attendance and of county support, (c) the types of programs and conditions which were most attractive to students, (d) student and county response to the interracial aspects of the college, (e) an estimation of costs and financing possibilities.

The second objective was to translate these findings into specific guidelines for college development.

Methods:

The methods used were those of survey research, supplemented by descriptive observational and historical records. Three basic interest groups were identified: (a) students, (b) rural area residents (Clinton County, New York) and (c) area community leaders. Questionnaires were administered to four student groups: New York Community College Freshmen, New York City High School Seniors, Northern New York Community College Freshmen and Clinton County High School Seniors. A random sample of 334 Clinton County residents were interviewed and 103 Clinton County leaders representing major leadership groups were also interviewed. A narrative record of County developments in two-year college education and of the progress of the research study itself contributed qualitative and interpretive information.

Summary:

The study has shown that the development of an experimental college program in a rural area, serving rural and urban youth, is a workable idea with potential benefits to both student groups and to the area in which it would be established. However, it would require a high per-student cost which could not be borne by the rural area, but would require extensive State and Federal commitments.

Negro and Puerto Rican students in particular expressed a high degree of interest, but more than two-thirds of all students interviewed found the concept acceptable. Integration was a positive inducement for most Negro and Puerto Rican students, and for most White students was not a matter of concern. County people also supported the idea. Their feelings toward Negroes were generally positive, but not many had experienced personal contact. The rural location was acceptable to New York students, but not favored as much as an urban setting. All student groups expressed strong interest in liberal arts transfer programs and in vocational programs, especially business-commercial courses. The number of potential student applicants in the rural area and in New York City far exceeded the facilities of the one such college program. Rural adults also expressed interests in courses, and in the same general curricular areas as students.

Recommendations:

- (1) The college would serve a need. It would work.
- (2) It should reach the people of the rural area it was located in through adult programs, coordinated with programs for regular students.
- (3) Although there would be more initial demand for vocational work, students should be enrolled in liberal arts programs whenever possible--the first year should offer as much academic and basic skills work as possible, with deferment of vocational specializations as long as realistically possible.
- (4) Accepting high-risk students would require a special first-year curriculum and extend student stay for an additional year. All students, both vocational and liberal arts, should develop basic social and educational proficiencies.
- (5) The curriculum should include at least liberal arts and business-commercial courses.

(6) The college must be aware of potential culture-induced stress. Student selection from New York City should consider such things as emotional stability, language fluency, and social adaptability. The college social and physical environment should emphasize informal, personal relationships. Additional academic and counseling personnel will be needed.

(7) The college should offer residential housing.

(8) Federal and State funding would be necessary to supplement local costs.

Introduction

1. Overview

Development As Related to Social Problems

This report is concerned with public reactions to an exploratory idea in higher education. The idea would restructure the typical two-year college so as to make it residential, rurally located, and serving both locally-based youth and youth from a larger urban area. There would be an additional emphasis on serving youth from low income families and providing funds for their education and maintenance.

This plan was developed initially in response to local problems in Clinton County related to the establishment of a two-year college. As in other rural areas in the United States, there were not quite enough students to provide a student body large enough for efficient college operation, nor was the assessed property valuation of the county large enough to provide operating capital.¹

There was seen, however, to be a kind of reciprocal relationship between these rural difficulties and the difficulties of providing higher education to high school graduates in New York City. Clinton County, with too few students and a relatively small tax base, had space and land available for college buildings and residences. New York City, with too many students, had very limited space and facilities available for the expansion of two-year college education.

The areas are also similar in two respects: each has a relatively large number of families on marginal incomes, and each has a relatively large number of youth who are urgently in need of the kinds of programs typically offered in the two-year colleges.

The perception of this combination of common educational needs and reciprocal assets between a rural and an urban area led to the development of the plan for the experimental two-year college. This was to be under the joint sponsorship of the State University of New York and the City University of New York. In the fall of 1965, these two institutions submitted a joint proposal to the Office of Education seeking funds for capitalization, operation, and research costs. Although this proposal was not accepted, it resulted in a second proposal,² which was accepted, for a study of the feasibility of the idea. This study began in June of 1966 and continued through September of 1967.

¹Since the original proposal, County growth has been such that it has been possible to establish a "traditional" community college, scheduled to open in the fall of 1969.

²The second proposal was submitted by the State University College at Plattsburgh, with a statement of support and cooperation from City University of New York.

Recent events in our large cities have revealed common patterns of poverty, unemployment, unemployability, reduced educational opportunity, and bitter feelings of isolation from the benefits of society. Still, the migration from rural area to large city continues as the small farm becomes increasingly unprofitable to operate, as many rural youth are unable to find compensatory training or employment in their own areas, and as movement of the southern Negro to the urban north continues to accelerate.

In rural areas the problem seems to feed upon itself. The industrial development which might hold youth, and provide an incentive for better training and education opportunity, is held back by the very conditions which it could improve. In a technological society, industry needs some assurance of the existence of adequate local educational and training facilities, both to provide it with better trained and educated local personnel, and also to provide an adequate social and cultural climate to attract employees from elsewhere. Business and industry do not typically flourish and progress without the dynamic growth of business and industry. The development of community college programs in rural areas could be a significant factor in movement toward healthy social and economic growth.

Generality and Limitations of Outcomes

One of the premises of this study is that there are some common aspects of the urban condition in New York City which might also apply, for example, to Chicago or Milwaukee, and some common aspects of the rural condition in upstate New York which might apply to other rural areas such as downstate Illinois or upper Wisconsin.

The application of the outcomes of this study to other areas, of course, would need to be cautiously attempted. First of all, in relation to the complexity of the total problem of improving opportunities for job training and higher education in our large cities and rural areas, the approach taken here is certainly only one of the many possible solutions which might be attempted at different educational levels, by different agencies, for different groups of students. Second, in relation to other geographic areas, the findings from this area represent only a single case study which must be interpreted elsewhere with regard to local needs and problems. Third, there are limitations in the interpretation of some of the data of the study in relation to the actual population involved, due partly to such things as sampling errors and item reliability, but due also to changes in the human condition which have occurred since the study was completed. Increases in racial tensions in the cities and increased probabilities for tax increases at national, state and local levels may have affected attitudes towards the issues under investigation in this report, and it is not possible to say with confidence that the students, householders, and community leaders who cooperated in this study would express precisely the same opinions now as they did in the months preceding the summer of 1967.

The Main Concerns of the Study

Given the conditions under which this college would be developed, several issues were identified early in the formative stages of the plan, the effects of which were felt to be particularly crucial to its implementation. First of all, in order to implement such a college, the cooperation and support of several different groups would be necessary. These were identified as (a) the students, (b) the population of the local community (Clinton County), and (c) the leaders of the community. These were designated as the three basic respondent groups (BRG's).

In the early, tentative discussions of the project with local citizens and community leaders, five types of issues were identified as arousing particular concern: (a) social acceptability, (b) types of programs, (c) conditions of attendance, (d) financing and (e) demographic, situational and historical variations among sub-groups.

Each BRG was asked a set of questions concerning the social acceptability of the project, including projected interracial aspects. It was initially planned that the college would be residential. With the student body equally divided between Clinton County and New York City, with an estimated 50% of the New York students non-white, the estimated total non-white student population would be 25%. This consideration prompted several questions. What effect would this have on the willingness of both white and non-white students to attend such a college, and on the willingness of local people to support such a college? How significant would be this factor to the students in relation to other aspects of college life such as program, costs, and location?

In respect to the community, to what extent might interracial attitudes form a "hidden agenda" if approval of the experiment, and possible additional tax money for implementation, were brought to the voters on a referendum? It is a fact that there are virtually no non-white residents in Clinton County apart from the inmates of Dannemora Prison, some students at the State University College at Plattsburgh, and some Air Force personnel. Contact with non-whites is not a regular or usual aspect of life in Clinton County for most people, but percepts are nevertheless formed through the indirect contact of various media. For this group (a random sample of Clinton County residents), it was felt desirable to understand the specific attitudes directed toward interracial features of the college plan in the context of more generalized interracial attitudes and contact.

The type of program was also an issue, with local public school counselors and administrators particularly concerned with developing liberal arts transfer programs, and many local business and industry leaders expressing a need for technical-vocational terminal programs. In addition, the results of planning research for the College Discovery Program of CUNY indicated that it might be necessary to relax usual admission requirements for some otherwise

deserving New York City students, and to give special emphasis to remedial work and to strong individual counseling programs. In general, except for limited special programs such as College Discovery, admission standards for two-year college entry in New York City Community Colleges are comparable to four-year colleges, and students with high school deficiencies have little chance of entry. We were, therefore, interested in the kinds of programs which New York City high school students would choose, as well as those chosen by college students.

A second set of questions asked of each BRG, therefore, was concerned with program needs and preferences. For the Clinton County interview sample, these questions were asked to determine the possibilities of support for different types of programs, and for the students, to determine the types of programs and courses in which they would be most likely to enroll. In the student questionnaires, these were preceded by questions related to general occupational plans.

The conditions of attendance made up a third set of questions. These may be further subdivided into conditions of general college location, residential type, and roommate preference. In respect to location, the underlying issues were: for students, the willingness of the New York City group to attend college in a rural area, and the interests of the upstate groups in staying in a rural area for college study; for the household and leader groups in Clinton County, the feeling of need for such a locally based college as related to the strength of their willingness to support it. Questions related to residence and roommate preference were offered as options, rather than as determined conditions. One concern which prompted these questions, however, was whether it would be acceptable to New York City students, particularly non-white students, if college residential plan were to include off-campus housing in the community.

Financing was one of the most critical issues in the establishment of this experimental program, since it was proposed that a high level of student support be offered for low income students, including such things as tuition, residence fees, transportation and meals. Thus, costs of plant acquisition, maintenance, and operation would also be much higher than for a typical two-year college. It was assumed at the beginning of the study that major cost increases related to plant and maintenance could not be born by the local community, but would require finding additional support elsewhere if the results of the study were otherwise favorable. The financial issue for the local household and leader groups, therefore, was first raised in respect to standard financial support for a typical two-year college, and then in respect to support for a college modified to incorporate the experimental features already described, at approximately the same local cost. For the student groups, attempts were made to estimate extra costs not included in the support package, and possible sources of money that students might draw on. A figure was estimated to encompass probable costs of clothing, recreation, educational materials, and incidental expenses ("approximately \$750 per year") and students were asked to

estimate outside support and possible personal earnings in relation to that figure.

Demographic, historical and ecological factors. The interpretation of research findings ultimately rests upon an understanding of the similarities and differences among the various BRG's of the study, and among their sub-groups. Among the students, the principal sub-groupings were: (a) location (NYC and upstate New York), (b) educational status (high school seniors and two-year college freshmen), (c) gender, (d) ethnic grouping (white, Negro, Spanish-American). This latter grouping was applicable only to New York City students because only a handful of non-white students appeared in the entire upstate sample.

Among the Clinton County household sample, the principal sub-groupings were sex, age and education. No such divisions were attempted for the Clinton County leader sample.

In addition to the demographic factors underlying these sub-groupings, questions were asked of students and householders related to present educational program and status, employment status, religion, family background, and present family composition. Clinton County householders were asked additional questions related to mobility, present social involvement, travel, income, vote registration, knowledge of local educational resources, and participation in local decision-making.

It should perhaps be explicitly stated that the selection of BRG's and of item categories was based primarily upon the following concrete requirements: given a set of conditions to satisfy in the development of an experimental college, and a descriptive statement of a college which, in general, would meet these conditions, to determine: (a) the kinds and numbers of students interested in attending, (b) the probable local interest and support, and (c) the over-all viability of the project for the Clinton County area. Further, to determine which of several programatic, curricular, and design-of-living options would be most useful and attractive to the groups involved.

While the selection of variables was not primarily dictated by existing theory and research, these considerations have had a fundamental role. They have provided guidelines for the selection of variables which would get at the issues involved in ways which would best enable the relating of findings to previous research and would best help to understand the findings in terms of background factors. A later section (Review of the Literature) summarizes selected references found useful in developing the project; throughout the report, wherever previous research is found applicable to the findings of the study, it has been duly related.

A Note on Methodology and Analysis

The techniques used were those of survey research. Sampling varied according to the nature of the reference group involved, the purposes of the outcomes (which mandated the degree of generality

needed) and practical limitations. The principal instruments were group administered questionnaires and individual interviews. The analysis was basically descriptive and classificatory, employing percentile distributions and chi-square tests of independence. Two multivariate devices have been used to examine causal relationships: the extensive use of crossbreaks, in which test variables have been introduced to refine relationships, and, to a lesser degree, the use of multiple regression techniques. The social distance questions were submitted to scale and intensity analysis. A certain amount of redundancy (in the sense that a particular answer to question x logically implies a particular answer to question y) was built into the instruments and provides a measure of internal validation. External validation for particular items can be inferred by the method of known-group comparisons. As examples, where differences between racial groups or groups of differing educational backgrounds have been well documented, and similar differences are obtained in this investigation, the items can be assumed to have validity in discriminating between these groups.

In general, the study has favored inclusion at the expense of precision because the issues involved are complex and multi-faceted. This decision to attend to the overall complexity of the issue rather than a few selected aspects in depth was deliberate, and consistent with the applied emphasis of the study, which required a wide knowledge of reactions to the varied aspects of the proposal, both in respect to preset conditions and choices among options. Practical limitations (related mainly to questionnaire and interview length) prevented obtaining data which had both breadth and depth. A number of one- or two-item indicators were used where the use of multi-item scores would have resulted in higher reliability. However, this study was not concerned with individual prediction, but rather with comparisons among broad population groupings in order to estimate probable minimum attendance and support characteristics.

The typical statistical presentation is in terms of percent response to various item categories for individual sub-groups, or for comparisons among sub-groups. Where appropriate, estimates of population parameters have been made as if respondent sampling was random. This assumption of random sampling is supportable for the Clinton County Household sample, and is unnecessary for the Clinton County High School seniors sample which consisted of 83% of the senior population. It is less supportable for other sub-groups, where respondent selection was largely dependent upon factors outside the control of the investigators, and where sample characteristics had to be evaluated in respect to known characteristics of particular sub-groups as based on existing studies, reports, and the subjective judgements of assisting public school and college personnel.

2. Review of the Literature

Various written sources have suggested areas of investigation and these are summarized in sections, as follows: (a) literature related to types of college programs, (b) literature related to the development of the design for living of the college, (c) literature related to community involvement in college planning, and (d) literature related to the characteristics of the students and their needs for both vocational-technical and liberal arts education.

Types of Community College Programs

The need for experimentation. Johnson (1966) has urged innovation and experimentation in two-year colleges and has indicated that at present there is little or nothing being done. He describes seven potential experimental programs, one of which is the college which is the subject of this report. Guavey (1966) has urged greater experimentation in the areas of general education, terminal programs, and college-community relations and coordination. Fallows (1966) views the entire two-year college movement as experimental, but gives careful and insightful attention to problems of low status, low income youth. Some of his observations are particularly relevant to this project: (a) the value gap between parent and student reference groups is high and transfer to college reference groups is impeded when students live at home, (b) such students typically require more support than might be indicated from family income figures alone, because parental values do not prescribe sacrifices for higher education, (c) work opportunities are important for such students, but many students will set unrealistic limits if financial needs are not met.

The need for vocational education. Many observers and researchers have pointed to the need for more vocational-technical colleges in order to serve a rapidly increasing student demand and to increase the diversity of curricular offerings (Conant, 1964, pp. 40-41, 126-127; Donovan, 1965; Educational Policies Commission, 1964, Harris, 1965; Johnson, 1965; Swanson and Kramer, 1965; Thornton, 1960, Ch. 1; USDHEW, 1964, pp. 160, 196-198; Williams, 1965). The need for federal support of these colleges was stated (USDHEW, 1964, pp. 261-262), as well as the need for controlled and theoretically relevant research studies of the college environment and its impact on the student. (USDHEW, 1964, pp. 196-198).

Terminal vs. transfer objectives. Schwartz (1964) felt that the attempt to meet both terminal and transfer objectives has created the most difficult problem of all for community colleges and that most community colleges are over-extended. Others recognize the problems of curricular diversity, but feel this to be an asset and a unique strength of the two-year community college program (e.g., Marsee, 1966; Merlo, 1964; Schenz, 1964).

The characteristics of the student body may indicate offering remedial, general studies, and liberal arts programs in addition to terminal vocational programs. Students entering community colleges seldom have clear occupational plans (Merlo, 1964) and do not typically end up working in the same occupational category that they anticipate as high school seniors (Kahout and Rothney, 1964). These findings point up a need for liberal education offerings and for strong counseling programs.

In respect to the unique population of the proposed college, authorities and research studies suggest that while vocational ends are important for culturally deprived non-white students, equally important are opportunities to develop a wider range of interpersonal skills, and the social skills and knowledges necessary to articulate their personal interests into social action (Kvaraceus, et al, 1965; HARYOU, 1964). The high achievement motivation of many deprived Negro students (Gurin and Epps, 1966; Clark and Plotkin, 1963) would indicate the desirability of planning transfer openings to four-year college degree programs, which are becoming increasingly important for access to higher level technical and professional jobs (Davis, 1963). Flexibility of programming, diversity of curricular opportunity, remedial offerings, and counseling are also indicated by Meister and Tauber (1965).

In summary, it would seem desirable to plan for both terminal and transfer objectives while recognizing that this may create many planning problems related to such things as administration, scheduling, grading, and curricular selection.

Community Involvement in College Planning

A number of applied and financial advantages of cooperative work-study programs are documented by Wilson and Lyons (1961, pp. 10-19). Ways of developing such programs are suggested by Kurtz (1963), Montag (1959, pp. 28-34, 41-51) and Wilson and Lyons (1961).

The community planning survey is given special attention by Harris, who proposes several survey guidelines (1962, p. 387), and the advantages of cooperative planning to the planners were stated by the Michigan Vocational Education Evaluation Project (1963, pp. 29-30). Rushing (1963) details several advantages to the community college of establishing a local citizens' advisory committee.

In summary, there seems to be agreement on the advantages of community planning for cooperative education and for general community involvement with the college. Careful planning is needed to realize these advantages. This survey of local needs, interests, and support motivation, is a desirable first step in community involvement.

The Design for Living

Design for living problems relate directly to the projected interracial nature of the student body. No literature has been

found which is directly applicable, although much research is suggestive. Deutsch and Collins (1951) and Wilner, Walkley, and Cook (1955), concur that increased interracial contact and residential proximity are very important in promoting better racial attitudes providing the interracial groups are not in sharp competition and perceive each other as having about equal status.

Two studies of non-white college students are suggestive. Selltiz (1963) found that foreign and American students developed more friendships in integrated residences and when involved in mutual social activities. Clark and Plotkin (1963) reported that Negro students preferred integrated colleges even though they were sometimes embarrassed or excluded from activities.

Williams (1964) has reported many findings relevant to the student-community interaction. Particularly significant are considerations about the importance of the development of interdependence and concensus between racial groups for harmonious living (pp. 220-222).

Characteristics and Educational Needs of Students

Characteristics of socially disadvantaged urban youth have been considered by Riesmann(1963), and HARYOU (1964). Characteristics of Negro college students have been considered by Clark and Plotkin (1963) and by Gurin and Epps (1966). In general the studies of deprived urban youth, especially Negroes, have accented the extreme adverse consequences of poverty on self-attitudes, social attitudes, and motivation. Studies of college youth have not obtained these characteristics, which may be explained by the selective nature of the college population. Direct studies of the New York City youth involved in the projected college program would seem to be necessary.

3. The Setting

The study took place in several locations in New York State: (a) Clinton County households and high schools, (b) New York City two-year colleges and one high school, (c) two rurally-located upstate community colleges. Particular attention will be given to a description of the Clinton County area because it is the main focus of the investigation.

Clinton County

Interstate 87 proceeds north from Albany, New York to Champlain at the Canadian border and continues 40 miles to Montreal, Quebec as Autoroute 15. It is part of a modern, divided four-lane highway system linking the New York Metro area with upstate New York, and is the principal highway between New York City and Montreal. The last section was completed in the summer of 1967 and was delayed because of the ruggedness of the Adirondack Mountains through which it passes. The completion was viewed with satisfaction by the people of the North Country because it represented a further step in piercing the Adirondack barrier which separates the rural north from the commercial south of the state.

Clinton County is in the northeast corner of New York State. Its northern border is the Canadian Province of Quebec; its eastern border is Lake Champlain, and to the south and west lie the counties of Essex and Franklin. Part of the northeastern boundary of the rugged Adirondack Preserve extends roughly diagonally from the southeast corner of the county in the Keeseville-Ausable area to the centrally located prison city of Dannemora, and thence west to about the center of the eastern edge of the county.

Historically, Clinton County has looked more to the north, to metropolitan Montreal, and across Lake Champlain to Vermont for markets and trade, than it has to the south and the metropolitan New York State areas.

The largest city in Clinton County (and in the entire northeast sector of the state) is Plattsburgh,¹ located on Lake Champlain 25 miles south of the Canadian border. Plattsburgh is the county seat and has long been "the city" to Clinton County residents, the center for shipping and industry for the area. The first railroad, the Plattsburgh and Montreal, connected Plattsburgh with Canada in 1852. Although Albany was connected by rail to New York City in 1831, passage through the mountains to Plattsburgh and the North Country was not made until 1875 by the Delaware and Hudson. Lake Champlain was the main highway from the south. Before this, lumber and iron were the main products shipped both north and south, with potash and farm products shipped mainly into Canada. Manufacturing developed in conjunction with the iron and lumber industries.

¹The approximate population of the city of Plattsburgh is 23,000 and of the county is 72,000. Thus, the city contains approximately one-third of the county population.

By 1900, the main architectural character of downtown Plattsburgh had been established and has changed little to the present date. In the last fifteen years, new housing has developed north and south along Lake Champlain and in the southwest section of Plattsburgh proper, but the majority of people in Clinton County still live in houses constructed prior to 1935. Most of the new residential construction in the county has occurred since 1950, is in the Plattsburgh city area, and is related to developments of the State College, the Air Force Base and general business growth.

The mid-century seemed to mark the beginning of a period of acceleration and change in an area which had lived comfortably with the trappings and traditions of the past. The completion of the two-lane Northway from Albany in 1952 improved travel conditions to the State Capitol. The development of the Plattsburgh Air Force Base in 1954 affected many of the local facilities, including housing and education, and pumped large amounts of money into the area. The State College, in 1951, began a period of major expansion as part of the general growth of the State University system. Highway improvements, and the expansion of state campsites and other public and private tourist facilities, have greatly increased tourism, especially from the densely populated Greater Montreal area.

These have been welcome economic changes to a rural area which has seen historically major industries such as mining, lumbering and farming decline in importance, and is faced with chronically high unemployment. On the other hand, the infusion of more or less transitory "outsiders" in the form of Canadian tourists, air base personnel and college students, and the more permanently settled college faculty, have presented challenges to traditional values. In particular, expressions of political and interpersonal liberalism of college faculty and students have occasionally clashed with the more traditional sentiments of the local residents. However, these are seldom direct confrontations. The usual battleground is the "letters" section of the editorial page of the Plattsburgh Press-Republican. There is no regular forum where controversial issues are aired through person-to-person dialogue, although citizens occasionally state their views on particular local issues at meetings of the County Board of Supervisors, the Plattsburgh Common Council, and the Parent Teachers Association. Service clubs invite speakers, some of whom are chosen to present divergent points of view, and the Unitarian Church (with a relatively small membership drawn mainly from State College staff, students, and other local professionals) frequently devotes meetings to controversial issues. The Plattsburgh Press-Republican sends reporters to various meetings and provides reasonably accurate and reliable coverage.

There are, of course, other lines of direct influence radiating into the established community. One-hundred fifty to two hundred air base families have off-base housing (in 1964 the number was higher, but many families have since been recalled to the base or transferred). About 1000 of the approximate 3000 students

at the college are housed off-campus (this figure includes about 500 whose family homes are in the area). College faculty have homes throughout the community and participate in varied activities (with the apparent exception of political office holding). It is difficult to estimate the amount of influence of these encounters, but some generalizations are possible: (a) intergroup contacts are mostly restricted to the area of Plattsburgh and the immediate surroundings; (b) students, even those housed in the community, are basically a subgroup who interact with the community in economic ways but who are not otherwise greatly involved in community life; (c) faculty also tend to look inward, to associate mainly with other faculty, even on a purely social basis, although there are many exceptions to this general observation; (d) main faculty contacts would appear to be among those of relatively equal social status; e.g. among professional or business people in the community; (e) the extent to which air base families are involved in community life is not known, but except for the obvious and frequently discussed economic impact of the air base, the direct personal lines of influence would not appear to be great; (f) the influence of the Canadian tourist is also mainly economic. Many come from the Montreal area to shop in the Plattsburgh stores and, in the summer, to use the adjacent beach and camping facilities. During the summer it is not unusual to see more Quebec than New York license plates on the Plattsburgh streets. However, there appears to be very little personal encounter between tourist and native, perhaps because the Canadians are mostly French-speaking. Thus, the French-Canadian is a welcome source of income for the area, but seems to be evaluated on a personal level in respect to the problems he brings, such as congestion in the streets, sidewalks, stores, beaches and campsites. Superficial contacts under these conditions seem to have produced largely unfavorable stereotypes rather than enriched understanding and appreciation for another cultural group.

Economically, the area is moderately depressed and high in unemployment, and taxation is an obsessively recurring and frequently acrimonious subject of debate. Federal support programs are often a source of frustration, and debates over involvements in them frequently illuminate underlying value differences among the people in respect to such things as education, medical care, and welfare, and other government spending. The administration of such programs has also presented challenges to existing institutional authority. As examples, local city government declined to participate in a Federally-supported regional economic planning council, and newly-formed Federal OEO CARE Centers have occasionally conflicted with existing State welfare programs. Some Federal programs, such as Medicare and Medicaid, while providing extensive medical benefits to a majority of people in the County, have also required extensive local tax contributions and corresponding tax increases. They also have tended to place low-income groups in direct competition with higher income groups for professional services.

In summary, Clinton County is historically a relatively isolated rural area which has seen its traditional economy based on lumber, farming, and mining gradually decline, to be supplanted in part by increases in manufacturing, services to the air base and the college and tourism. Major developments for accelerated change began about 1950. In spite of the fact that the character of these changes has served to increase interdependence between the region and outside areas, there have not been great pressures exerted on County people to resolve divergent attitudes and values, nor significant opportunities to acquire new occupational or inter-personal skills. Plattsburgh is the focus of change (with the possible exception of Rouses Point, which has had an infusion of Canadian industry), but even in Plattsburgh most people are not directly involved with tourists, air base personnel, or college faculty or students on a personal level, nor do any of these groups appear to have significant influence on local politics except for occasional leverage exerted from outside the actual decision-making groups of the county.

4. The Community College Controversy in Clinton County

One of the challenging aspects of this research was its basis and parallel in practical action. The feasibility study was primarily concerned with determining facts and attitudes, but it was also hoped that the results could be implemented through the establishment of a local college. The two projects developed separately but concurrently: the development of the local college on the one hand, and the research project on the other. This section describes the development of the local college. It is a necessary part of understanding how the research project developed, and reflects attitudes that clarify some of the subsequent research findings.

Prior to August, 1966, the Regents of the State of New York had approved a charter for a two-year college in Clinton County; therefore, the actual establishment of this college was in no way contingent upon the completion of the subject investigation of this report. By early August, 1966, the establishment of the college was being debated and reported on in the press. The Clinton County Board of Supervisors decided to pursue the issue of financing through the appointing of a group of trustees to make a cost study. At that time, the Board of Supervisors also knew that the research feasibility study was underway.

The local newspaper, in a full page of editorial entitled "Let's Name Trustees to Get the Facts on College," immediately called upon the Board of Supervisors to name trustees as quickly as possible as: "This would pave the way for a cost study which we're confident would show that the county can not only afford a community college but would benefit immeasurably from one." The same edition of the paper carried the report that supervisors were divided on the establishment of the community college. The principle factor dividing the supervisors was the question of costs. Also revealed was a degree of opposition on the part of rural supervisors to the probability that the college was destined to be located in or near the City of Plattsburgh. While some supervisors outrightly opposed the community college, all who supported it made qualifications dependent upon cost. As one said, "I don't want anyone to get the impression I'm against one furthering his or her education. But I think this proposal all depends on cost. I would want it done here only if it is proven there is not going to be a terrific financial burden."

Between the time of this first meeting and the appointing of trustees, a period of less than two weeks, the local paper continued to carry editorials calling for immediate appointment of trustees and supporting the idea in general. The Plattsburgh Press-Republican is an influential voice in community opinion-making as it is the only daily newspaper in the three northeastern counties of the state. Thus, the editorials, especially when as specific as this, can be assumed to be influential. During this same period the paper carried a number of articles reporting how various

community and civic leaders all wanted the Board of Supervisors to conduct a study of the expenses involved in establishing and operating the college. Here, too, people were on both sides regarding the feasibility of ultimately instituting the college: cost and curriculum were the major contentions.

Between the time the trustees were appointed in August and the submission of their report seven months later, the paper continued to make sporadic references to the issue of community colleges. In January, 1967, the paper reported that the Vice President of Plattsburgh State University College, the superintendent of a school district, the principal of a rural school, and several of the guidance personnel from Clinton County had told the Board of Supervisors that Clinton County had clearly shown the need for a two-year community college and that the study being undertaken by the appointed trustees was taking too long. "The longer we wait," declared one, "The larger the number of people who will not be taken care of educationally." A county committee was set up by the Board of Supervisors to make a study of community college possibilities. The committee chairman concurred that the need existed, but again asserted that cost was a major limiting factor, going so far as to ask "How are you going to have a college unless you have enough to build and maintain it?"

Meanwhile the trustees proceeded with their study and the New York State Assemblyman from Plattsburgh introduced a bill in the State Senate to increase state aid to community colleges. All of this was duly reported in the press.

On Wednesday, March 22, 1967, it was announced that the Board of Supervisors would be voting on the community college at their next regularly scheduled meeting on that Thursday. If the proposed resolution asking approval of a plan to establish the college were passed, Clinton County Community College would be opened in the fall of 1968. By this time the trustees charged with the responsibility of determining expenses had submitted their report to the Board of Supervisors. The report of the trustees was specific as to curriculum, construction costs and operational costs.

At the scheduled Thursday meeting, the supervisors elected to delay a final decision pending further study of the proposal. It was revealed at the meeting that the college would cost Clinton County nearly \$100,000 per year, representing the county's one-third share of \$229,899 estimated for operating expenses and one-half of a \$38,643 capital budget.

Again the paper called for action by the supervisors and carried a conspicuous article under the heading "Area Leaders Discuss Community College." All of the leaders interviewed were favorable to the adoption of the resolution. These included a plant manager, a successful potato farmer, a rural school superintendent, Plattsburgh's mayor, the President of the Chamber of Commerce, and the Plattsburgh City School Superintendent.

Thus, by the time the issue came down to the actual vote, on Thursday, April 6, 1967, it had been highly publicized, debated, and supported in the local press. The report of this meeting in the Plattsburgh Press-Republican on Friday, April 7, is self-explanatory in revealing issues underlying the final decision.

Community College is Approved

By Forrest Cleland

Clinton County is going to have a community college.

At a meeting marked by outbursts of temper, repeated calls for order by the Chairman and occasional angry shoutings, the County Board of Supervisors passed a resolution making the college a certainty Thursday night by a vote of nine to six.

Cutting across party lines, the vote in favor of the college was carried by five Democrats and four Republicans.

Opposing the college were four Republicans and two Democrats, with one supervisor, Wallace LaFave of Altona, absent from the meeting.

.....

Before County Attorney Edward Trombley, acting as clerk of the board in the absence of Lorin S. Brooks, had an opportunity to poll the Board, Town of Clinton Supervisor Hugh Cavanagh sprang to his feet and accused Schuyler Falls Supervisor Melvin Bruno of personal interests in his offering of the college resolution.

"Here is a man with four kids," Cavanagh shouted, "and he's just looking out for himself. He wants a place to send his children to college for nothing."

"He's got a good paying job and can afford to send his own children to college."

Bruno, remaining seated, replied, "I have believed from the beginning that a community college is needed for the county and I have offered the resolution in what I believe to be the best interests of Clinton County."

Cavanagh: "Why don't you admit it? You just want to send your own kids to college free."

Bruno: "I believe I am an elected representative of the people of the Town of Schuyler Falls. Not only that,

I am speaking in the interests of the nearly 75,000 people in the County."

Cavanagh: "I don't think 16 men have the right to vote on anything that will cost the county that much. I want to see it brought before the people in a referendum."

Trombley reminded him that a resolution was on the floor.

Cavanagh: "Then I make a motion to put it to a referendum."

Conversation erupted, rising in volume until Chairman Arthur Twa had to rap his gavel several times, calling for order.

Trombley told the gathering: "As I understand it, Mr. Cavanagh has made a motion to amend the resolution now on the floor. Does anyone second the motion?"

Cavanagh again rose and looking around the room, asked for someone to second his motion. His search was fruitless, for as he sought to catch the eye of at least one supervisor to support his motion, heads were turned away and no one spoke.

Trombley informed him: "There is no second to your motion, Mr. Cavanagh."

"Then I guess it's defeated on the floor," Cavanagh said, and sat down.

Trombley proceeded to poll the board, and as they were called, many of the supervisors offered reasons for their vote.

Arthur Twa, AuSable: "Yes."

Harold Relation, Beekmantown, "No."

Black Brook, James George: "Before I vote, I want to state that I think education is necessary for young people. I know we are buying glasses by the gross, teeth by the bushel and sending people to the doctor as fast as we can under Medicaid. But we have to educate our young people, too. My vote is yes."

Champlain, Robert Bredenberg: "I want it understood that I do not oppose the college as such. I am in favor of education and always have been, but I think a community college at this time would be too much of a financial burden to the county. Therefore, my vote is no."

Chazy, Elwood Relation: "Yes."

Clinton, Cavanagh: "You all know my vote--no."

Dannemora, Donald Breyette: "I was in favor of a college from the beginning and I know very well how much it is needed in this county. But the cost of government has gone up to such an extent that I feel now that it is in the best interests of the county to vote no."

Ellenburg, Raymond DeCoste: "Yes."

Mooers, Walter Davison: "I don't know how the county could get the money to operate a college. I vote no."

Peru, Wilfred Rock: "I vote yes with the full knowledge of the financial condition of the county at this time."

Town of Plattsburgh, Bernard Amell: "I am voting according to the wishes of the people in my town. Yes."

City of Plattsburgh, Nicholas Corodimas: "The only real heritage we have to offer our children is education. I vote yes." (Corodimas was the supervisor who seconded the original resolution.)

City of Plattsburgh Aaron Scheier: "Yes, with no qualifications except that, as I always have said, as long as the people of the city aren't hurt, we should have the college. I would repeat that the statement of my colleague (Corodimas) the only heritage we can give our children is an education."

Saranac, Harold Manley: "No, for the same reasons as Mr. Breyette."

Schuyler Falls, Bruno: "I think my position is quite clear. I vote yes."

Trombley announced the results: "The resolution carries by a vote of nine to six."

Thereupon Cavanagh again rose, saying, "Well, you've got it, and good luck to you."

Offering his hand to Bruno, he said, "I'll even congratulate my opponent," and sat down.

In general, the supervisors voted along regional lines,¹ with those representing towns along the north and east boundaries of the county opposing, and those from the south and west, the area which includes the City of Plattsburgh, favoring. A factor influencing the vote, therefore, would appear to be distance from Plattsburgh, the expected college site. Economic factors in themselves (the reason most offered in opposition), are not positively related to supervisor stance. Indeed, the tendency was for those from the less prosperous towns to favor the establishment of the college.²

Following the favorable, if controversial, vote, a Board of Trustees was jointly appointed by the local supervisors and the State of New York, and in due course a president was selected. On September 14, 1967, the college trustees announced the appointment to this position of Dr. John Mears, Associate Dean for Two-year Colleges of the State University of New York. Dr. Mears was to assume his duties about November 1, 1967, to prepare for the opening of the college in the fall of 1968.

But the controversy was not ended. Between November and May, Dr. Mears and a small staff set up a temporary office in Plattsburgh and commenced admitting students, seeking faculty, and planning programs.

But the Board of Trustees and the County Legislators³ were unable to agree on a suitable site for the college. The issue was complicated by the question of immediate acquisition versus short-range leasing, and various possibilities of obtaining private donations of land or money which would reduce county costs. The consequence was an announcement on May 18, 1968, that the opening of the college would be delayed until the fall of 1969.

While Dr. Mears was helping registered students to obtain admission at other two-year colleges, articles and editorials in the Press-Republican cited controversy and recriminations among trustees and legislators, as well as criticism against Dr. Mears. The Board of Trustees was reorganized, and several members resigned and were replaced.

A four man liaison group between the legislators and trustees was subsequently formed, and on July 9, 1968, two years following the initial action of the county supervisors, the Press-Republican reported:

. . . .

¹The exceptions were the Beekmantown Supervisor, who voted no, and the Ellenburg Supervisor, who voted yes.

²Towns were ranked according to median family income as reported in the 1960 Census. The 8 supervisors from towns with highest income (above \$5,000) voted 4 opposed and 4 in favor, and those from towns below a median income of \$5,000 voted 2 opposed, and 5 in favor.

³The former Board of Supervisors, now reapportioned and renamed.

The move to name the liaison team followed charges and countercharges of a communication gap between the legislators and trustees during negotiations for a site for the proposed college.

In addition to determining a permanent site for the college, legislators and trustees had to agree on a temporary location which was stalled when state educators frowned on a temporary operation without a commitment on permanent facilities.

Several permanent sites are still under consideration, according to Rabin (Chairman of the Trustees) but he saw no immediate action on the matter, although he expected some progress toward a determination this week.

The issue of a suitable site for the community college was to become the main barrier to progress. Several free sites were offered to the county. The Legislators and Trustees agreed to accept a site at Schuyler Falls, a community approximately seven miles west of the City of Plattsburgh. The State, however, rejected this site because it judged the surrounding environment unsuitable for a community college, and too remote from the center of population, the City of Plattsburgh. Site centralization was evaluated as ultimately more important than initial land costs. The College Trustees and the County Legislators continued to press for the free Schuyler Falls location. The Legislators indicated that they would not approve any site purchase as long as a donated site was available (Press-Republican, December 18, 1968). There was a discussion at the December 18 meeting of the Legislators of the possibility of opening the college in September of 1969 in rented quarters.

In the middle of January it became apparent that the State was not going to hurry its decision on site approval. Concurrently, the County Legislators, on January 15th, approved a one-year renewable lease of a former Jesuit College ("Bellarmine") located on Lake Champlain just south of Plattsburgh. This lease agreement with the owners of the Bellarmine property thus assured the opening of the college in September, 1969.

This review of circumstances leading up to the opening of the college clearly reveals the dilemma that faced the County Legislators. They were pitting limited county resources against educational need. Some were doubtful of the value of high education for their rural constituency as measured against the possibility of a tax increase. On the other hand, they were goaded by pressure from certain interest groups to act. The forces in the community that eventually pried the college into existence were primarily educational and civic organizations acting with the support of the newspaper. The Legislators had sought every means possible to curtail the costs of the college (some of which threatened the existence of the college itself). These had the eventual effect of delaying the opening of the college by one year.

It seems reasonably certain from what happened in this developmental period that any kind of experimental program which might be attached to the college would have to be financially self-sustaining in order to meet with the approval of the Trustees and Legislators, and would probably succeed in proportion to the amount of money it might contribute to offset normal college operating costs. It would probably be too much to expect a relatively poor community, only reluctantly able to manage the minimum kind of higher educational commitment, to underwrite the costs of social experimentation, even though such social experimentation might meet with the passive acceptance, tolerance, or perhaps even approval of a number of people in the area.

5. Summary of Events During Survey

Preliminary events.

The questionnaire entitled "Student Survey for Planning a Community College" was developed with the assistance of local educators at Plattsburgh State University and the Social Dynamics Research Institute of City University of New York in late April and May, 1966, and received approval from the United States Office of Education on May 27, 1966. The preparation of 3,000 copies of this questionnaire was completed in early June, 1966. A third of the copies were scheduled for the distribution to high school seniors in Clinton County, and the remaining 2,000 copies were prepared for distribution to New York City.

Two developments arose at that time which delayed proceeding with the mailed questionnaire in New York City and also prevented the school administration of the questionnaire in Clinton County. The administration of City University asked that the mailing of the questionnaire to New York City students be delayed for at least two to three weeks. Upstate, on June 3, 1966 Clinton County school superintendents and administrators met with members of the Northeastern Guidance and Counseling Association to discuss the administration of the questionnaire within the Clinton County schools. They decided that it would be possible to assist in distributing the questionnaires after school reopened in the fall, but not during the remaining class time of that current school year.¹ On August 11, 1966 the student survey was administered to 78 high school juniors in the UPWARD BOUND Program at Plattsburgh State University College for the purpose of determining how well students were able to follow the instructions given in the questionnaire.

An analysis of these pre-test administrations, plus recommendations submitted by guidance counselors, principals and superintendents of area schools on the altering, deleting or adding of questions, provided valuable pre-test data about the questionnaire, and suggested certain modifications in directions and item format.

Therefore, although the delay modified the entire research plan, it had the serendipitous effect of strengthening the instrumentation. The situation looked good for a start in the fall of the year. Two additional professional staff were hired: A research coordinator for the New York City part of the project, and a research associate for the development and coordination of interviewing in Clinton County, both starting 1 September.

¹Two parochial schools did administer the test to 110 high school seniors. This provided valuable pre-test data.

Administration to Clinton County high schools.

The "Student survey for Planning a Community College" was originally planned to be administered to seniors in 16 Clinton County high schools. The sample included two village schools, four parochial schools, one city school, three union schools and six central schools. All but one of the schools taught general, commercial and academic courses (one union school did not offer general courses in its curriculum). On September 22, 1966 the Project Director attended a second meeting of the Northeastern Guidance and Counseling Association¹ to get their approval for administration of questionnaires. The meeting, which lasted about 50 minutes, considered two main issues: 1) a community college for Clinton County² and 2) the community college research project that is the subject of this report.

It was unfortunate that these two similar and tangentially-related projects were brought together in one meeting. This seemed to produce an almost indivisible fusion of the two issues in the minds of those in attendance which was to persist throughout the fall.

The first business discussed was the planned community college. It was noted that the County Board of Supervisors had appointed a Board of Trustees to make a study. This beginning of action toward establishing the college was noted with approval by the association, and attention was directed toward the research project.

The project was described to the group, they were asked to help with the questionnaire, and this began a frequently acrimonious debate. The guidance counselors were reluctant to back the research. They were concerned that the questionnaire itself would cause potential supporters in the community to believe that the local college would have to open its doors to racially mixed New York City students with the County paying the bill. It was felt that this would sabotage the efforts of the group to get a college established. The explanation that the project was not necessarily connected with the actual proposed community college for Clinton County did not seem to have much effect on the attitudes of those in opposition. Comments were made about such issues as interracial residences, student financial support, and the nature of New York City students. The following quotations illustrate several concerns of this meeting. These themes would repeat later in the year to cause further delays in the project.

"We don't want our students to have to live in dorms."
[referring to the interracial housing described in the questionnaire].
(teacher - public school)

¹The first meeting was the one held on June 3rd.

²This group was influential in exerting pressure on the County Legislators to act on the community college issue. See the preceding section.

"I feel superintendents [of school districts] and principals must be involved in this"
(counselor-public school)

"What if the outcome is favorable. Couldn't this be used outside Clinton County?"

"Dr. Felty is being punished for the sins of [named several local college administrators], all of whom have tried to use us."
(counselor-public school)

"Will the college have to pay most of the cost [for the students]?"
(teacher)

"In the instructions you imply that these students could transfer to a four-year college after two years. Isn't this bold? A selling point?"
(teacher)

"We can't compete with New York City students. We don't have cultural facilities, we admit it. Look at the State Regent Scholarships--they're on a county level. Letting New York City students in is gonna cut out our own people."
(Counselor-public school)

It seemed apparent that many of the Association members also felt that research concerns would dictate the organization of "their" college. This resulted in a mistrust of the research itself. It was finally decided to ask the County Superintendents to decide upon the issue of administration of the questionnaire.

A third meeting was held in late October with the four Clinton County School Superintendents present. Much misunderstanding of the project was still evident. Some of the questions were angry and accusatory. The group seemed divided and were debating one another. The final agreement was to abide by the individual decisions of the Superintendents.

The superintendents were then contacted individually by the Project Director. One agreed readily to go ahead with the administration. Another indicated that he would do so if everyone else did. Another wanted to poll his staff. The Superintendent of the Plattsburgh Public Schools took the issue to his Board.

On Wednesday, November 9, 1966 the Plattsburgh School Board in a tense meeting rejected the request to survey the high school students unless six questions on the survey dealing with racial matters were changed. An explanation was given that those questions were central to research interests. "In other words," said the school board attorney heatedly (and in some apparent confusion), "the Federal Government is making the college do something the Federal Government wouldn't do." An agreement was finally reached whereby the

questionnaires could be submitted to the Plattsburgh students without the six offending interracial questions. The decision affected about 150 of the 750 students who eventually completed questionnaires.

After hearing that decision, one other superintendent (who had earlier expressed indecision) wanted the questionnaires for his school modified in the same way. The other two Clinton County School Superintendents had meanwhile agreed to administer the questionnaire intact. Because of this the project director decided that no changes could be made other than for Plattsburgh High School for fear of jeopardizing the decisions of the two cooperating Superintendents. The reluctant Superintendent would then only permit the students at the high school under his jurisdiction to fill out questionnaires at home, at their discretion, to be returned to the research office by mail. Of 95 seniors at this school, only 17 mailed back a completed survey. Since this number was statistically inconsequential and represented an unknown bias, these students were excluded from the sample and the high school was not represented.

The questionnaires were group-administered by project staff members to the seniors of the remaining 15 Clinton County high schools between November 9 and November 30, 1966 with no further complications, six months after the originally planned administration date.

Administration to New York City Community Colleges

In the spring of 1960 it was determined that it would not be feasible to conduct a survey among high school seniors in New York City. Consequently, the emphasis was changed to permit gathering interviews from two-year college freshmen. This decision also changed the nature of the data-gathering methodology. It had been originally planned to select a smaller sample of high school seniors, and to then conduct personal interviews with the students and their parents in order to obtain a better prediction of the probability of two-year college attendance. Since the freshmen were already in attendance there was no longer a need for this kind of interviewing. It was then feasible to increase the size of the sample in New York City. Since interviewing in the City had posed many potential problems, this was felt to be a distinct methodological advantage. It was also felt that since the City University of New York was cooperating with the study it would be a relatively easy matter to gather data in the various City University colleges. This assumption proved to be somewhat in error.

Following the hiring of Miss Eunice Cooper as Project Director in New York City, attempts were begun to contact separate colleges to administer the interviews. Two types of administration were felt to be desirable. First, it was intended to contact by mail those students who had applied for admission but had been rejected. It was felt that these students would constitute an important segment of the student body that might be attracted by an experimental

college with somewhat reduced admission criteria;¹ second, to go directly into classrooms with group administered questionnaires for a large sample of the students who had been accepted and were in classes.

Preliminary clearance for the administration of the questionnaires had been arranged with Dr. Fretwell, Dean for Academic Development of the City University of New York, by the end of July, 1966. The issue was taken up at the September 13th meeting of the State University Administrative Council (Community College section) on September 13th, and on October 4th Dean Fretwell sent a letter to all Community College presidents requesting their cooperation with the administration of the questionnaire, and included in the letter copies of the questionnaire itself. Since the colleges were relatively autonomous, this was actually a notice of CUNY clearance and support, rather than a directive. Dean Fretwell also requested that the presidents notify his office if and when it would be possible to proceed with the administration. Following this, however, there was very little movement. Miss Cooper pre-occupied herself with securing the listings of rejected students and obtaining a research assistant.

A further difficulty concerned office space. It had been originally planned that an office for Miss Cooper would be made available through City University and no project funds had been allocated for office rental. However, CUNY facilities were over-taxed in the fall of 1966 and such space was generally scarce in Manhattan. Miss Cooper worked out of her own apartment while space was being sought. Eventually, the Plattsburgh College Business Office was able to make arrangements with the State Office Building in New York City, and on about December 10th the office was ready for use. Since Miss Cooper was only employed until January, however, the office was never actually used.

¹This sample of rejected applicants was never actually used in the analysis of the study. Approximately 900 questionnaires were sent by mail to a sampling of all of the students who had been rejected by the community colleges of New York City for admission in the fall of 1966, and one follow-up mailing was conducted. The total response was 200 completed questionnaires, of which 120 of the students indicated that they were actually in college. This left 80 students who had been rejected and had not found admission elsewhere. At this point questions arose in the minds of the staff which it was not possible to answer, and which led to the rejection of the entire sample; first, with such a limited return, what biases were associated with those who returned the questionnaire versus those who did not; second, why did such a large proportion (60%) of those who were rejected actually report that they were in college? We wondered at this point if our original sample (which had been given to us by Data Processing staff at City University) had actually been incorrect. By the time this information was fully apprehended, it was too late in the life of the project to reorganize the mailing. This portion of the project was then dropped.

During the month of October Miss Cooper made attempts to contact Deans and other college administrators in order to get them to express their willingness to Mr. Fretwell to proceed with the project. Four colleges eventually agreed to help: Queensborough, Bronx, New York City and Statton Island. Several of the colleges either refused to permit the questionnaires to be administered at all or would allow them to be administered only under conditions which were methodologically unacceptable. Miss Cooper's difficulties did not end there. Once permission was granted to go ahead she continued to have difficulty with the recruitment and training of personnel to administer the questionnaires. Administration was not completed until the end of the first week of December. Miss Cooper reported that: "getting personnel for the brief, sporadic assignments was very difficult. One person after another accepted, then called back a few days later to refuse. We could not get the help of several highly suitable persons because they were largely employed or unemployed and getting compensation benefits so that the outside 'profit' working for us would have been negligible and would have ended their continuous freedom to look for better and permanent work. Many graduate students who were called felt it was not worth their while (never have I been so impressed by the affluent society as a real thing)."¹

Administration of questionnaires in upstate community colleges

Three upstate community colleges were originally contacted for administration of the questionnaire in mid-October of 1966. This group had not originally been planned as part of the study, but was later felt to be necessary in order to compare responses of New York City college freshmen with those of a college freshman group with similar backgrounds to the High School seniors of Clinton County. In a sense, this group was selected to form a "bridge" between the Clinton High School and the New York City Community College Students. Of the three colleges contacted, Adirondack Community College at Hudson Falls, New York, and Canton Valley Agricultural and Technical College at Canton, New York, responded and agreed to help. No great difficulty was encountered with the administration of these questionnaires. They were administered by the Director of Admissions at Adirondack Community College and by the Dean of Students at Hudson Valley in late November and early December of 1966.

Administration of high school questionnaires in New York City

The marginal analysis of questionnaires from the New York City

¹The type of administration employed required people to work for periods of two to four hours at such hours as testing arrangements could be made. Since the questionnaire was complicated, even though designed for self-administration, the administrators needed to be trained to answer questions which might come up. There were also logistical problems in moving the questionnaires from one place to another and in locating the correct rooms within these large colleges for their administration, all of which contributed to the difficulty of obtaining a crew.

Community Colleges revealed that a relatively small percent were obtained from Negro or Puerto Rican respondents (Negro, 13%; Puerto Rican, 7%). It had been originally anticipated that minority groups would approach 50% of the sample. Since the responses of these ethnic groupings to the experimental college program were of major interest, it was felt that this low representation was a defect in the study. In mid-December, Miss Cooper indicated that there was a possibility that one high school in New York City had been found which would administer the questionnaires on its own and without reference to the action of other schools. An arrangement was made through staff of the Social Dynamics Research Institute of City University. It was not possible to proceed until January because of the Christmas holidays. In January an unfortunate incident occurred which delayed the administration even further. Three hundred questionnaires were shipped to Miss Cooper via Grayhound Bus and were misplaced by the company. These were the last of the questionnaires that were available without redoing the questionnaire multilith masters. A month went by before the bus company located the missing package.

When the questionnaires were eventually located and turned over to Miss Cooper (who had kindly offered to help with this final part of the project even though her contract had ended) the high school administration was still willing to go ahead with the study. Arrangements for administration were made with several Hunter College students, and this was completed without further incident in March of 1967.

Interviewing in Clinton County

The random sample of households in Clinton County is explained in Chapter 3 and will be omitted from this section. A brief explanation is necessary in reference to the student-parent interviews, however. It was originally proposed to collect a sampling of approximately 450 interviews of students and parents in Clinton County. In the original plan it was proposed to determine by follow-up interviewing of students and parents in their own homes how parental attitudes might affect the statements that the student had made. In April, 1967 a sample of 150 students was randomly selected from the high school seniors who had indicated on the questionnaire that they would not object to being further contacted at a later date for a follow-up interview. A questionnaire was devised and interviewers (State University College students) were hired and trained during April, 1967.¹

Interviewing began in early May of 1967. Two types of problems were encountered: first, scheduling appointments proved to be

¹This interviewing had been originally scheduled for November and December of 1966; however, difficulties of conducting interviews in the household survey (of obtaining and maintaining interviewers) prevented getting started on the student-parent interview until April of 1967. At this time it also became necessary to train an entire new group of interviewers since the previous interviewers had, for one reason or another, left the project staff.

difficult; two, the interviewers proved to be unreliable. It was found that many parents could not be reached during working hours, and since the interviews were conducted jointly with one parent and a student, scheduling was difficult. Some parents were unwilling to participate in this interview at all, and interviewers had difficulty in getting from one interview to another. Transportation outside the Plattsburgh City area presented great difficulties, because only one of the interviewers had a car. Finally, the interviewing schedule ran into preparatory work that the students were doing for their examinations during the last weeks of May and none of the interviewers were willing to work during this period. Following examinations, of course, school closed for the holidays and interviewers left the area. A total of 35 student-parent interviews were completed, not enough for adequate statistical analysis.

Summarizing the questionnaire and interview administrations, it is evident that the complexity of obtaining information from so many groups and under so many diverse circumstances was not thoroughly realized at the beginning of the project. The commitments obtained from the necessary cooperating groups were not binding, and sometimes did not include the consent of important people within the groups who could later refute any commitment that was made. All questionnaire administrations were delayed because of these factors. The difficulty of obtaining and training interviewers in the Clinton County area was also seriously underestimated.

Still a third factor which contributed to the delays was the problem of complex quantitative analysis. Here again, assumptions had been made about the rate of development of computer facilities at the State University College at Plattsburgh which were not realizable in practice. At the time when the project was supposed to have been terminated, data was still being gathered and work was going on to develop computer programs to analyze the data. Some funds remained to provide a partial staff for programming and data reduction through the Summer of 1967, but by the end of this time the data was still not in a form which was easily transferable to a report. Three computer programs had been developed, one for the preliminary counts and percentages of marginal distributions, another one for chi-square analysis, and a third for multiple regression analysis. The basic crossbreaks had been affected and a number of multiple regression and chi-square analyses had been done. At the same time, however, project funds had been depleted and the writing of the report continued on a part-time basis with the Project Director as sole operator on the data.

Chapter 2. The Student Sample

Section 2.1. Chapter Organization

2.1.1. Overview of Chapter Organization and Analytic Methods

This chapter will present information drawn from the four student basic response groups (SBRG's), and organized sequentially around the main categories of information elicited by the questionnaire. The report sequence will usually follow the item sequence of the questionnaire except for basic descriptive data such as gender, race, religion, occupational classification, and the like. This data will be presented first in the report, but were sequenced last in the questionnaire.

It will become evident that the four SBRG's were quite different from one another, both in respect to the degree to which they could be assumed to be representative of the populations from which they were drawn, and in respect to the characteristics of these populations as known from sources independent of the study and from analysis of the descriptive sample data itself. Therefore, a good case could have been made for presenting each group as a separate study rather than combining them into a total group. But this would have made between-group comparisons awkward. It was decided to present the totals for the combined groups as a guide for the evaluation of group differences, but simultaneously focus the study upon the SBRG comparisons with separate analyses of sex and race differences where appropriate.

Complete analyses for total groupings and subgroupings were done for each item or issue before going on to the next, until all of the items bearing upon a particular aspect of the study were examined. These constituted a section. It was hoped that this procedure would preserve the textual continuity of the questionnaire while permitting a continual examination of similarities and differences among SBRG's.

2.1.2. Analytic Procedures and Interpretive Tables

Methods of analysis were generally straightforward. They were mainly tabulations and percentages, with inter-group comparisons arranged in contingency tables and tested for independence by the chi-square statistic. Significant chi-squares should not necessarily be interpreted as significant population differences, because the relation of three of the SBRG samples to their respective populations was not precisely known (the exception is the Clinton County high school group), and sampling could not be placed directly under the control of the investigators. This problem has been discussed more completely in Chapter 1 and will be examined further in this chapter. There was evidence to suggest that the two community college groups were reasonably typical, but the small size of the New York City high school group presented special problems. It was clearly more typical of economically-depressed Central and East Manhattan students than of more affluent student

groups, and should be considered as a limited sample of a fairly large, but delimited, population of New York City high school students, best characterized by the main findings of the descriptive data (section 2, following).

In respect to population estimation, the investigators have followed the approach of Stouffer(1955, pp. 270-273) in the calculation of a table of probable sampling error given a particular sample size. Estimations of population proportions from specific item categories have treated each item as a dichotomy--i.e., the proportion in the category vs. the remainder--and population estimates were derived from the distribution of the binomial.

The statistical assumptions in all cases were that sample sizes were small in respect to population size ($n/N < 5\%$), that the characteristics being investigated were approximately normally distributed, and that sampling from the population was random. The estimates also assumed a sample $n > 30$. It has already been mentioned that sampling characteristics were not subject to experimental control, so the extent of agreement of the empirical data with the statistical model cannot be well known. The statistics were used as if the assumptions were met, but obviously must be interpreted with some caution.

Armour (1966), p. 288ff) provided a useful discussion of the minimum sample sizes needed to approximate a normal binomial population distribution. In general, he recommended sample sizes should be greater than 100 for cases in which the population proportion p is between .30 and .70, and greater than 500 for cases in which it is more extreme. However, he also indicated that population estimates can be made from smaller samples, and provided a guide for this minimal estimation. This is, that either p or q ($q=1-p$), whichever is smaller, multiplied by the sample size, should be equal to, or greater, than 5 ($np > 5$, or $nq > 5$). A simple calculation results, and was summarized for varying levels of p or q in Table 2.1.2.1 for minimum and preferred sample sizes required to permit population estimates based upon binomial probabilities (adapted from Armour, 1966, p. 292).

Table 2.1.2.1 Minimum and preferred sample sizes required to permit estimates of population proportions based upon binominal probabilities.

<u>Smaller of p or q</u>	<u>Minimum Sample Size N</u>	<u>Preferred Sample Size N</u>
.50	10	100
.45	12	"
.40	13	"
.35	15	"
.30	17	250
.25	20	"
.20	25	"
.15	34	500
.10	50	"
.05	100	"
.04	125	1000
.03	167	"
.02	250	"
.01	500	"

Table 2.1.2.1 provided a useful reference to determine whether reliable population estimates were possible in respect to particular response categories. Given these minimal sample sizes, and assuming the sample conditions previously stated, it was possible to estimate the sampling error for different sample n's and for varying population p's.

Table 2.1.2.2 was calculated for reference in determining the approximate maximum amount of population error given a specified sample size and a specified population estimate for p, using the general formula¹

$$E = \sqrt{\frac{z_{\alpha}^2}{n} \frac{p q}{n}}$$

where E = the maximum population error

α = the selected confidence level for z

p = the point estimate of the population proportion from the sample proportion

q = 1-p (i.e., the proportion remaining)

n = the number in the sample

¹ The formula for E was derived from the discussion of estimation and confidence intervals in Armore (1966), especially pp. 323-325. For the special case of population p = .5, q = .5, the formula is simplified to:

$$E = \sqrt{\frac{z_{\alpha}^2}{4 n}}$$

(e.g., see Bernstein, 1965, p. 89).

Table 2.1.2.2 Population sampling error for 25 selected sample n's, and four different proportions, at the .05 and .01 level of confidence. Areas above the line indicate fully adequate sample sizes, areas below the line indicate minimal sample sizes.

	p=.5, pq=.25 (Range=.30-.50)		p=.25, pq=.19 (Range=.15-.29)		p=.10, pq=.09 (Range=.07-.14)		p=.03, pq=.03 (Range=.03-.06)	
	$\alpha = .05$	$\alpha = .01$	$\alpha = .05$	$\alpha = .01$	$\alpha = .05$	$\alpha = .01$	$\alpha = .05$	$\alpha = .01$
2000	2.2	2.8	1.9	2.5	1.3	1.7	0.7	0.9
1000	3.1	4.0	2.7	3.6	1.9	2.4	1.0	1.4
800	3.4	4.5	3.0	4.0	2.1	2.7	1.2	1.5
600	4.0	5.2	3.5	4.6	2.4	3.2	1.3	1.8
500	4.4	5.7	3.7	5.0	2.6	3.5	1.5	1.9
400	4.9	6.4	4.2	5.6	3.0	3.9	1.6	2.2
350	5.2	6.8	4.6	6.0	3.2	4.1	1.8	2.3
300	5.7	7.3	4.9	6.4	3.5	4.5	1.9	2.5
250	6.2	8.1	5.4	7.1	3.7	4.9	2.1	2.8
200	6.9	9.0	6.0	7.9	4.1	5.5	2.3	3.1
175	7.4	9.6	6.4	8.4	4.5	5.8	2.5	3.3
150	8.0	10.5	6.8	9.1	4.8	6.3		
125	8.8	11.4	7.6	10.0	5.3	6.9		
100	9.8	12.7	8.5	11.4	5.9	7.7		
90	10.4	13.4	8.9	11.8	6.2	8.2		
80	11.0	14.1	9.5	12.7	6.6	8.7		
70	11.8	15.2	10.0	13.4	7.1	9.3		
60	12.6	16.4	11.0	14.5	7.6	10.0		
50	13.8	17.9	11.8	15.8	8.4	11.0		
40	15.4	20.2	13.4	17.6				
30	17.9	23.2	15.5	20.2				
25	19.4	25.5	17.0	22.4				
20	21.9	28.5	19.0	24.9				
15	25.3	33.2						
10	31.0	40.0						

Table 2.1.2.3 provided a means of determining probable population differences in comparisons of two samples of different sizes where the estimated population proportion p was equal to .5.

2.1.3 Sections and Sequences.

The findings were presented in seven sections (numbered 2 through 8) followed by a concluding summary and discussion session.

Section 2.2 included basic background and descriptive information, which consisted of both questionnaire data and independently derived descriptions of the subgroups. Included were such variables as: gender, race and religion; family interactions, insofar as fathers and mothers are reported to be living at home; reported educational attainment of parents; and occupational information, such as the reported identity of the chief wage earner in the family, his (or her) occupational category and status, and the source of any secondary income.

Section 2.3 was descriptive of the student's present education status. It included the type of college or high school program enrolled in, and, for high school students, actual plans for continuing education after high school. It also included an independently-derived ranking of high school students, based upon academic performance, obtained from school records.

Section 2.4 was descriptive of general college interests and intentions, and occupational plans. It included: interest in general college programs, with a sub-section on interest in specific two-year vocational-technical curricula (which included crossbreaks for race and gender); and, additional information about possible financing, including expected family support and desire for part-time employment.

Section 2.5 was also oriented toward general college interests, but focussed upon selected ecological preferences: the type of residential arrangement, both in respect to location and number of roommates; the distance of a college from the student's own home; and, the size of the community in which the college should be located.

Section 2.6 specifically examined racial integration in college living. It included a five-item Guttman-type social distance scale analyzed for both content and intensity. This was related to previous interracial contact.

Section 2.7 began the examination of specific aspects of the described experimental college. It included the analysis of both open-ended write-in statements of likes and dislikes, as well as pre-coded Likert-type responses to listings of different aspects of the college. It also included an analysis of the student's estimate of whether parents would approve attendance at this college, and the student's own interest in attending.

Table 2.1.2.3^a Minimum percentage differences necessary between two groups in order to establish population differences. Table values are based upon an estimated population proportion of p = .5 (pq = .25),^b and $\alpha = .01$. N₁ is the smaller group, N₂ the larger group.

N ₁	N ₂										
	15	25	50	75	100	150	200	300	400	600	800
15	47	42	38	37	36	35	35	34	34	34	34
25		37	32	30	29	28	27	27	27	26	26
50			26	23	22	21	20	20	19	19	19
75				21	20	18	17	17	16	16	16
100					18	17	16	15	14	14	14
150						15	14	13	12	12	11
200							13	12	11	11	10
300								10	10	9	9
400									9	8	8
600										7	7
800											7

To estimate population error at varying sizes for the smaller of p or q, the following multiplication conversion factors will provide reasonable estimates of the required proportion (or percentage point) differences:

if the smaller of estimated population p or q = approximately:	convert the tabled score above by multiplying by: (use tabled score)
.30 - .50	.8
.15 - .30	.6
.07 - .14	.4
.03 - .06	.2
.01 - .02	

^aThis table was derived from the general discussion of significant differences between two proportions in Ferguson, 1966, pp. 176-178. Values were calculated from the following formula:

$$p_1 - p_2 = z .01 (sp_1 - p_2), \text{ where:}$$

$p_1 - p_2$ = the proportion (or %) difference between samples,

$z .01$ = the normal curve value at the .01 confidence level.

$sp_1 - p_2$ = the standard error of the difference between two proportions.

For the special case of $p = .5$ ($pq = .25$), the formula may be simplified to:

$$p_1 - p_2 = 1.29 \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}, \text{ for } z .01.$$

^bAs demonstrated in Table 2.1.2.2 calculations based upon an assumed p (pop;) of .5 are at a maximum compared with any other

Footnote a - continued , Table 2.1.2.3

assumed value of p , and therefore tend to overestimate the percentage (or proportion) differences necessary to establish a true population difference for any other value of p . The calculations stated in Table 2.1.2.1 also apply in making decisions about the applicability of the polynominal distribution for comparisons between two samples. It is necessary to make an estimation of the population proportion, p (pop) of $\frac{f_1 + f_2}{n_1 + n_2}$, where f_1 and f_2 equal

the respective sample frequencies for the particular proportion, and n_1 and n_2 are the respective sample sizes. Also q (pop) = $(1-p(\text{pop}))$. The smallest sample (n_1 or n_2) times the smallest proportion (p or q) must exceed 5 (Ferguson, 1966, pp. 177-178).

Section 2.8 is a summary of a number of multiple regression analyses done for the total group for each SBRG, and for various subgroupings of sex and race. In each case the dependent variable was probable attendance at the college (for the high school students, academic rank was also included as a predictor).

Section 2.2. Basic Background and Descriptive Information

2.2.1. The Distribution of Sex and Ethnic Characteristics.

Both sex and ethnic characteristics were unevenly distributed in the SBRG's;¹ but according to expectation. Table 2.2.1.1 shows the distribution for gender, and Table 2.2.1.2 the distribution for race.² The approximate 50-50 sex ratio for both high school groups is consistent with national estimates (Bureau of the Census, 1966, page 111). Estimates of two-year college enrollment place the male enrollment at about 62% to 63% of the total (Blocker, *et al*, 1965, page 108; Bureau of the Census, 1966, page 131). Whereas the NYCC group was a reasonable estimate of this ratio, the USCC group was not.

Of the 315 USCC students, 225 came from Canton Agricultural and Technical College, 90 from Adirondack Community College. Information provided by the Canton registrar indicated that a male-female ratio of 70:30 was expected, since courses were primarily technical. Adirondack College, which emphasized both liberal arts and vocational programs, had a ratio of 61:39.³ The expected male:female ratio for the combined sample, therefore, would be 67:33. The sample ratio of 72:28 was within 5 percentage points, which was within the expected range of sample variation (see Table 2.1.2). Generalizations from the USCC group would be most appropriate to colleges which have a high vocational-technical emphasis, and it would be expected that comparisons with the NYCC group, which has a predominant liberal arts segment, would also be affected by this vocational orientation.

The ethnic distribution for the NYCC and NYHS groups was markedly dissimilar, as would be expected. The NYCC sample was from several New York City community colleges⁴ where competition for admission was keen and standards were comparable to state four-year

¹SBRG is the abbreviation for Student Basic Respondent Groups, and will be used throughout. References to individual groups will be:
NYCC = New York Community Colleges.
NYHS = New York High School.
USCC = Upstate Community Colleges.
CCHS = Clinton County High Schools.

²USCC and CCHS groups had too few non-white racial designations for analysis: for USCC, all but one female (American Indian) were white; for CCHS, the count was 734 white, 4 Negro, 4 oriental, 2 Spanish-American, 6 American Indian (i.e., 16 non-white, or 2.2%). This is consistent with the 1960 census expectations of 1 to 2% (see Table bb).

³A complete list of student names for 1966-1967 was provided by Adirondack Community College, which permitted a male-female count. The obtained ratio was consistent with national enrollment patterns.

⁴Participating colleges were Staten Island, New York City, Bronx, and Queensborough.

Table 2.2.1.1. Sex Distribution for SBRG's.

<u>Group</u>	<u>Male</u>		<u>Female</u>		<u>Total Number</u>
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	
NYCC	(417)	64%	(219)	36%	(636)
NYHS	(70)	50%	(69)	50%	(139)
USCC	(226)	72%	(89)	28%	(315)
CCHS	(370)	49%	(382)	51%	(752)
Total	(1083)	59%	(759)	41%	(1842)

colleges. Also, the distribution of non-whites among the various New York City community colleges was known to be unequal, and the college where the highest proportion of non-whites was expected would not permit administration of the questionnaire. Although precise figures for the actual proportion of white, Negro and Puerto Rican (or Spanish American) students were not available, subjective estimates of the distribution for the participating colleges were consistent with the sample (Negro, 15% to 20%; Puerto Rican, about 10%).¹ Original expectations were that the non-white proportion would be much higher, since these were predicated upon a college sample including a larger representation from the Borough of Manhattan.

The ethnic distribution for the high school was about as expected. At the time of the study, the counselling staff of the school estimated 50% Negro, 30% Puerto Rican (or Spanish American) and 20% white. One counsellor expressed marked pessimism about the opportunities available for post high school education in any form, saying flatly: "These kids do not get into college."² The high school from which the sample was drawn was in the Borough of Manhattan, and was considered by staff informants to be typical of other general program Manhattan high schools. It would appear, however, that the Negro and Puerto Rican proportions were higher than in most.³

The distribution of sex and ethnic characteristics together was also of interest. It has already been shown that more men than women are in the NYCC sample, and that this is consistent with two-year college expectations. However, the sample indicates that the ratio is not consistent for the three ethnic groups. Table 2.2.1.3 depicts this relationship.

¹Sheldon and Glazier, 1965, p. 106, summarized 1960 census data for New York City as white, 78%; nonwhite, 14%; Puerto Rican, 8%. The non-white population was increasing relative to the white population.

²Conditions appear to be changing. In July of 1968, a further discussion was held with a counsellor of the high school, who said that of the group who left high school in June, 1968, about half were under consideration for some kind of post-high school education. This was attributed largely to recent efforts to accommodate students of varying ability levels within the New York City area.

³Sheldon and Glazier, 1965, p. 117, report average statistics for all Manhattan high school grades for Negro, Puerto Rican, and other, for 1964-1965; as: Negro, 40%; Puerto Rican, 22%; other 44%.

Table 2.2.1.2. Ethnic distribution for NYCC and NYHS groups.

<u>Group</u>	<u>White</u>		<u>Negro</u>		<u>Puerto Rican</u>		<u>Total (n)</u>
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	
NYCC	(513)	81%	(80)	13%	(43)	7%	(636)
NYHS	(23)	17%	(67)	48%	(49)	35%	(139)
Total	(536)	69%	(147)	19%	(92)	12%	(775)

Table 2.2.1.3 Ethnic distribution for NYCC and NYHS groups cross tabulated for male-female characteristics.

<u>Group</u>	<u>Ethnic Description</u>	<u>Male</u>		<u>Female</u>		<u>Total Number</u>
		<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	
NYCC	white (w)	(354)	69%	(159)	31%	(513)
"	Negro (N)	(38)	48%	(42)	52%	(80)
"	Puerto Rican ^a (PR)	(25)	57%	(18)	43%	(43)
NYHS	white (w)	(18)	78%	(5)	22%	(23)
"	Negro (N)	(31)	46%	(36)	54%	(67)
"	Puerto Rican (PR)	(21)	43%	(28)	57%	(49)

^a Puerto Rican was used to designate all Spanish-American. For the NYCC group, 25 (58%) designated Puerto Rico as the birthplace of self or parents. For the NYHS group, 37 (75%) designated Puerto Rico. The remainder were from various countries in Latin America, not classified.

Assuming a male-female ratio of 62:38 to be expected for the NYCC group, and 50:50 to be expected for the NYHS group, it is apparent that the sex distribution by ethnic groups departed from these expectations. For the NYCC group, there were a larger proportion of white males, and a smaller proportion of Negro males. For the NYHS group, there were a larger proportion of white males (the small number of NYHS white females (n=5) had precluded comparative analyses for this group). According to the high school counselling staff, the actual male-female ratio for white students was approximately 52 male to 48 female; therefore the obtained sample of 78:22 was apparently a sampling error.

2.2.2 Religion

The SBRG's also differed from each other in religious preference (Table 2.2.2.1). Of particular interest were the high proportion of Jewish and other (see footnote a, Table 2.2.2.1) in the NYCC group as compared with the negligible proportion in all other groups, and the difference between the USCC and CCHS groups for religious affiliation. Since the USCC's drew from a six-county area which was estimated to be distributed for religion approximately the same as Clinton County,² it would be expected that this ratio should be about the same for high schools and community colleges if both Protestants and Catholics attended according to expected population ratio. Since they did not (the difference of 20 percentage points exceeds the difference of 8 points calculated as the chance variation in Table 2.1.2.3) it would appear that, for the upstate population, Protestant youth were more likely to enter the upstate community colleges than were Catholic youth.³

Clearly, this relationship did not hold for New York City youth, in which the community college proportion was predominantly Catholic (61%), secondarily Jewish (24%), and thirdly Protestant (15%). In New York City as a whole, but especially in Manhattan, there appeared to be a strong relationship between ethnic character and religion (HARYOU, 1964, pp. 111, 112; Sexton, 1965, pp. 78, 79).

¹By reference to Table 2.1.2.2, it can be seen that, at the .01 confidence level, only the NYCC Puerto Rican (PR) sample was within population expectations. For the NYHS group, both the N and PR groups were within expectations. The differences also held among groups (see Table 2.1.2.3) and were supported by significant chi-square tests.

²The household survey for Clinton County revealed an almost identical ratio of Catholic, 72%; Protestant, 27%; Jewish and other, 1%. See chapter 3.

³Havinghurst and Neugarten (1967, p. 97) report a study of Connecticut high school graduates which found a higher proportion of Protestants (63%) making applications to college than Catholics (57%), which would be consistent with the findings here.

Table 2.2.2.1. Religious preference for SBRG's in number and percent, with Chi-square test.

<u>Group</u>	<u>Protestant</u>		<u>Catholic</u>		<u>Jewish & Other^a</u>		<u>Total</u>
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	
NYCC	(93)	15%	(371)	61%	(145)	24%	(609)
NYHS	(49)	41%	(70)	58%	(2)	1%	(121)
USCC	(136)	46%	(158)	53%	(2)	1%	(296)
CCHS	(190)	26%	(547)	74%	(4)	½%	(741)

Chi-square = 344.5, C = .404^b, d f = 6, significant beyond the .001 level.

^aJewish and other was further analyzed according to Jewish and all other religions. By groups, the Jewish proportion of the Jewish and other category, was: NYCC, .89 (n=129); NYHS and USCC, no analysis; CCHS, 1.00 (n=4). For NYCC, the distribution of Jewish by ethnic factors is: white, .98 (n=127); Negro and Puerto Rican, .02 (n=1 N., 1 P.R.). Also, for NYCC, the total Jewish (excluding other) is 21%, a figure slightly below that for New York City as a whole (about 25%).

^bComputation for Chi-square and the contingency coefficient (C) are discussed by Ferguson (1966, pp. 200ff., 234ff.), or see any standard statistical text. Since the sampling distribution for C varies according to the number of cells, tables with different cell totals are not directly comparable for this statistic (op. cit., p. 236).

In the two areas designated as Central Harlem and East Harlem,¹ for example, there were definite racial and ethnic contrasts. Central Harlem was almost entirely Negro, whereas East Harlem had a mixture of Negroes, Puerto Rican and white. The whites were predominantly older Italian families, although many Puerto Ricans also may have classified themselves in this category (Sexton, 1965, pp. 36, 77). Sexton reported that the Italians were primarily Catholic, and that: "Puerto Ricans are a swing group, part Negro and part white, part Catholic and part Protestant." She placed the ratio in East Harlem at approximately 41% Puerto Rican, 38% Negro, and 21% white (Italian and others), but noted that the Italians were being replaced by the Puerto Ricans and Negroes at a steady rate.

Table 2.2.2.2 summarizes the figures for ethnicity and religion for the two areas. Although the data are not in cross-break form, the relationship is clearly one of Negroes being predominantly Protestant, Puerto Ricans predominantly Catholic. Table 2.2.2.3 shows survey data for both the NYCC group (drawn from the entire city of New York), and the NYHS group (drawn from the Borough of Manhattan), as compared with estimates taken from Sexton (*op. cit.*, P. 76ff.) for selected areas of New York City from 1960 and 1962. Whereas the more affluent white Protestant and Jewish families had moved out to the suburbs, there had been an in-migration to selected areas of poor Negro Protestants and immigrant Puerto Rican Catholics. Although no precise data were found for the time of the study (in 1966-67), trends would suggest that New York City would be closer to a ratio of Protestant 20:Catholic 55:Jewish 25. Therefore, the CCNY group came close to representing the New York City population as a whole, but was somewhat lower than would be expected for Protestants (-8%), somewhat higher than for Catholics (+12%).

In respect to the NYHS group, however, the representativeness of the sample was difficult to establish. It appeared to be similar, racially, to the sample school expectations, but the school itself appeared to draw a larger concentration of Negro and Puerto Rican students than most Manhattan academic high schools. It apparently drew heavily from both Central and East Harlem, but

¹The areas are not completely separate, but appear to join and merge into one another. Boundaries of Central Harlem included by HARYOU (1964, pp. 97-99), and of East Harlem included by Sexton (1965, pp. 7, 8) overlap in a roughly diamond-shaped area extending north and east from Frawley Circle at the northeast corner of Central Park to the 3rd Avenue and Willis Avenue bridges on the Harlem River. Central Harlem extends directly north of Central Park, bounded on the northeast by the Harlem River, on the west by Morning-side, Nicholas, and Bradhurst Avenues, to an apex just above the polo grounds. East Harlem extends east of Central Park, bounded on the east by the Harlem River and on the south by East 96th Street.

Table 2.2.2.2 Distribution of religious affiliation for two areas of Manhattan with known ethnic differences.

	<u>Protestant</u> %	<u>Catholic</u> %	<u>Jewish & Other</u> %
Central Harlem (9% PR, 90% N, 1% W) ^a	76	19	5
East Harlem (41% PR, 38% N, 21% W) ^b	35	57	8

^a Taken from HARYOU (op. cit., p. 165) data for elementary school attendance as an approximation of the population percent.

^b Sexton, 1965, pp. 78, 79.

over-all was more like East Harlem than Central Harlem in composition. In religious affiliation, also, it seemed more typical of the East Harlem mix, although students attended from throughout Manhattan.¹

In broad outline, the sample seemed reasonably representative of Manhattan students, at least in respect to upper and east Manhattan, and such students exist in impressive numbers. In 1964-65, the enrollment in all Manhattan academic high schools was 28,970. For all New York City academic high schools, the enrollment was 198,724 (Sheldon and Glazier, 1965, p. 115). If about one-quarter of these were seniors, and even one-fifth of the seniors could profit by an experimental two-year college program, this would still represent a potential clientele from New York City of about 10,000 students per year. If only one in ten could profit, the potential clientele would still be 5,000 students. Population trends indicate that increasing numbers of these students will be Puerto Rican and Negro from the lower economic groupings, many in need of special programs.

2.2.3 Family Occupational Characteristics

The principal occupational classification which respondents assigned to the chief wage earners of their family are shown for the SBRG's in Table 2.2.3.1. Aside from farm occupations, the notable difference among groups was in the protective and service category. Approximately one-third of NYHS students reported that the principal supporter of the family was in this occupational grouping. This was significantly different from the two upstate groups (USCC and CCHS), but not from the NYCC group.² The NYCC group was also significantly higher than CCHS, and was marginally significantly higher than USCC. As a generalization, the two New York City groups were somewhat more concentrated in the service occupations than the two upstate groups,³ and, of course, were not represented at all in the farm occupations.

Table 2.2.3.2 further abstracted this data and included the subgroupings for white, Negro and Puerto Rican students. Although the numbers within these groupings were too small for tests to be significant (no significant chi-square tests were obtained for

¹Religious affiliation data for Manhattan as a whole was not found, so no direct comparisons could be made.

²Table 2.1.2.3 indicates that a difference of approximately 11 percentage points is needed for significance at the .01 confidence level with the smaller group n equal to approximately 125.

³NYCC is significantly different from CCHS (difference > 5%) but misses .01 significance with USCC (difference < 8%). The difference would be significant at the .05 level (> than 6%).

Table 2.2.2.3 Relationship between ethnic characteristics and religion for NYCC and NYHS group, compared with selected area statistics.^a

<u>Group</u>	<u>Ethnic Designation</u>	<u>Religious Affiliation</u>						<u>Total (N)</u>
		<u>Protestant</u>		<u>Catholic</u>		<u>Jewish and Other</u>		
		<u>(N)</u>	<u>%</u>	<u>(N)</u>	<u>%</u>	<u>(N)</u>	<u>%</u>	
<u>NYCC</u>	White	(39)	8	(316)	64	(138)	28	(493)
	Negro	(52)	69	(18)	24	(5)	7	(75)
	PR	(2)	5	(37)	90	(2)	5	(41)
	Total %		15%		61%		24%	
<u>NYHS</u>	White	(6)	28	(14)	67	(1)	5	(21)
	Negro	(40)	66	(18)	30	(3)	4	(61)
	PR	(4)	9	(42)	91	(0)	0	(46)
	Total %		41%		58%		1%	
<u>Central^a Harlem</u>		76		19		5		
<u>East^a Harlem</u>		35		57		8		
<u>New York^a City</u>		23		49		28		

^a Area statistics taken from Sexton, 1965, and HARYOU, 1964.

Table 2.2.3.1 A comparison of the job category of chief wage earner in family, among the four SBRG's.

	Blue Collar ^a			White Collar				No chief wage earner (n) %	Total (n)
	Farming (n) %	Protective & Service Work (n) %	Manual (not farm) (n) %	Clerk Office, Sales (n) %	Bus. Mgr. or Public Official (n) %	Business Owner (n) %	Profes-sional (n) %		
NYCC	(2) 0	(166) 26	(210) 33	(75) 12	(80) 12	(48) 7	(47) 7	(18) 3	(628)
NYHS	0 0	(42) 33	(37) 29	(17) 13	(11) 9	(6) 5	(8) 6	(8) 6	(121)
NSCC	(23) 8	(55) 19	(97) 32	(28) 9	(42) 14	(19) 6	(28) 9	(12) 4	(292)
CCHS	(47) 7	(131) 18	(214) 30	(63) 9	(109) 15	(57) 8	(75) 10	(23) 3	(696)

^a The term "blue collar" was used to designate those occupations which rely primarily on direct manipulation of tools or other objects, whether in a farming, service, protective, manufacturing or construction capacity, and "white collar" all other occupations.

Table 2.2.3.2 Sample percentages for general occupational categories of chief wage earners for SBRG's

<u>Groupings</u>		<u>Chief Wage Earner--Occupation</u>					<u>Total Number</u>
		<u>Blue Collar</u>			<u>White Collar</u>		
		<u>Farm %</u>	<u>Service %</u>	<u>Manual %</u>	<u>Clerical Sales %</u>	<u>Prof.-Tech. Managerial %</u>	
NYCC	ALL	0	27	34	12	27	(576)
	White	0	24	35	12	29	(471)
	Negro	0	37	31	13	19	(68)
	Puerto Rican	0	32	38	5	24	(37)
NYHS	ALL	0	35	30	14	21	(102)
	White	0	24	38	10	28	(21)
	Negro	0	37	23	21	19	(43)
	Puerto Rican	0	45	37	8	10	(38)
USCC		8	20	33	9	30	(304)
CCHS		7	19	31	9	34	(719)

^aSmall differences (in the order of 1 or 2 percent) were found between this Table and Table 2.2.3.1 due to the addition of ethnic cross-breaks. There were respondents included in Table 2.2.3.1 who could not be included in the Table because they did not answer the ethnic question.

Table 2.2.3.3 Population percentages for general occupational groupings for New York City, 6 northern counties,^a and Clinton County, from 1960 Census, adjusted for "head of household" (percents).

		<u>Blue Collar</u>			<u>White Collar</u>		
		<u>Farm</u>	<u>Service</u>	<u>Manual</u>	<u>Clerical Sales</u>	<u>Professional, Tech., Managerial</u>	
NEW YORK CITY ^b	Male	All	-	13	38	22	27
		Non-white	-	23	46	18	13
	Female	All	-	17	17	47	19
		Non-white	-	41	23	23	13
SIX NORTHERN COUNTIES (including Clinton) ^c		14	8	44	12	22	
CLINTON COUNTY		12	14	38	13	23	
CLINTON COUNTY "CHIEF WAGE EARNER" ^d		11	18	35	9	27	

^aThe counties were Clinton, Franklin, Essex, St. Lawrence, Jefferson and Lewis.

^bFemale occupational groupings were given for comparison with NYHS because of the large number reporting no father in the household (42% for the entire group; with white 22%, Puerto Rican 33% and Negro 54%). Statistics from New York were taken from HARYOU, 1964, pp. 129-130.

^cThe northern counties data were taken from Cornell Department of Rural Sociology, 1963, bulletins numbered 62-9 (Clinton County), 62-16 (Franklin County), 62-15 (Essex County), 62-40 (St. Lawrence County), 62-22 (Jefferson County), and 62-23 (Lewis County). The bulletins are arranged with identical format. For each bulletin the data were obtained from Table 17 for males, combined and adjusted for "head of household."

^dThis statistic was from the household survey (see Chapter 3), and was included to provide a comparison with data gathered concurrently with the student survey.

ethnic or sex differences) there were some interesting features. Data from "NYCC all" can be viewed as a cross-section of New York City two-year college youth--predominantly white, male, and Catholic. About 60% were from "blue collar" families (Table 2.2.3.2). Comparing this with New York City male "heads of households" (Table 2.2.3.3) suggests that the two-year colleges in New York drew disproportionately from this occupational grouping (about 50% for all New York City). There is evidence, however, to suggest that this may be a quite reasonable finding.¹ There is also evidence to suggest that this is not characteristic of four-year colleges, which draw primarily from higher socio-economic classes (Havinghurst and Newgarten, 1967, pp. 97ff; Clark, 1960, pp. 54, 186). By and large, two-year college students seem to represent a broad socio-economic spectrum, fairly typical of the areas they are located in, and this apparently held true for the NYCC sample.

An examination of the other college group, USCC, indicated that the survey blue collar-white collar ratio was very close to population expectations. The survey ratio was 61:39, the population ratio 66:34, for the six northern counties. The college group had fewer students from farm, manual, and clerical occupations than would be expected, and more from service and professional, technical and managerial occupations. Since service occupations represent the lower-level blue collar, and professional-technical-managerial the upper-level white collar, the occupational extremes appear to be somewhat over-represented.

The NYHS group was difficult to relate to census expectations because of the large number of students from poor Negro and Puerto Rican families, and the small size of the group. Occupational patterns among non-whites in New York City have been found to be essentially the same regardless of area of residence (HARYOU, 1964, pp. 129-130), but they are apparently markedly different between males and females, and markedly different than for whites.

In general, survey findings for all New York High School students were consistent with a median position between Census findings for non-white male and non-white female, except that the survey slightly underrepresented the clerical-sales occupations and over-represented professional-technical-managerial occupations. Findings for Negro students were generally consistent with expectations for non-white female heads of household. Puerto Ricans were high in service occupations (45%), and low in all white collar occupations (18%), but comparative statistics were not available for this subgroup.

¹This is similar to findings reported by Clark (1960, pp. 54, 186 for San Jose Junior College, in which 62% of the student body were from blue collar families, as compared with 57% of the population in this category. Medsker (1960, p. 20ff) also supports this view of the two-year college reaching into lower socio-economic groupings.

The CCHS group was compared with both 1960 Census data and household survey data collected concurrent to the school survey. It was a reasonable approximation of the household survey data, but tended to underestimate farm and manual occupations, and to overestimate professional-technical-managerial occupations. In respect to farming, one probable reason for the survey underestimate is that farm operators are an older group than the average. In 1960, for example, only 34% of the farm operators in Clinton County were under 45 years of age, whereas 66% of all adult males were under 45 years of age.¹ Farmers were, therefore, somewhat less likely than most to have children in high school or in first-year college.²

2.2.4 Occupation and Status

Occupations were also classified according to a seven-point socio-economic index. (The scale is described and discussed in Appendix B.) The seven-point scale was further categorized into three status levels for the following descriptive material: (a) Level 1 (actual scale level 1 and 2): professional-technical workers; upper level management, white collar, or sales; owners of large businesses (valued above \$30,000); or large farms (that maintain employees). (b) Level 2 (actual scale level 3, 4 and 5): a broad group which included semi-professionals; small to average-size business owners (valued between \$1000 and \$30,000); most clerical and sales workers; skilled manual and service workers; small farm owners, farm foremen, or tenant operators. (c) Level 3 (actual scale level 6 and 7): this included owners of very small businesses (valued below \$1,000), and unskilled or semi-skilled manual or service workers.

Table 2.2.4.1 reports the data for the four SBRG's. The groups differed from one another to a significant degree, but fell into two divisions--the New York City groups, and the upstate groups. Relatively fewer persons in the New York City groups fell into the high status category compared to those from upstate, with compensations mainly at the middle status level, secondarily at the low status

¹Cornell Dept. of Rural Soc., op. cit., pp. 13 and 17, provided base data for these calculations.

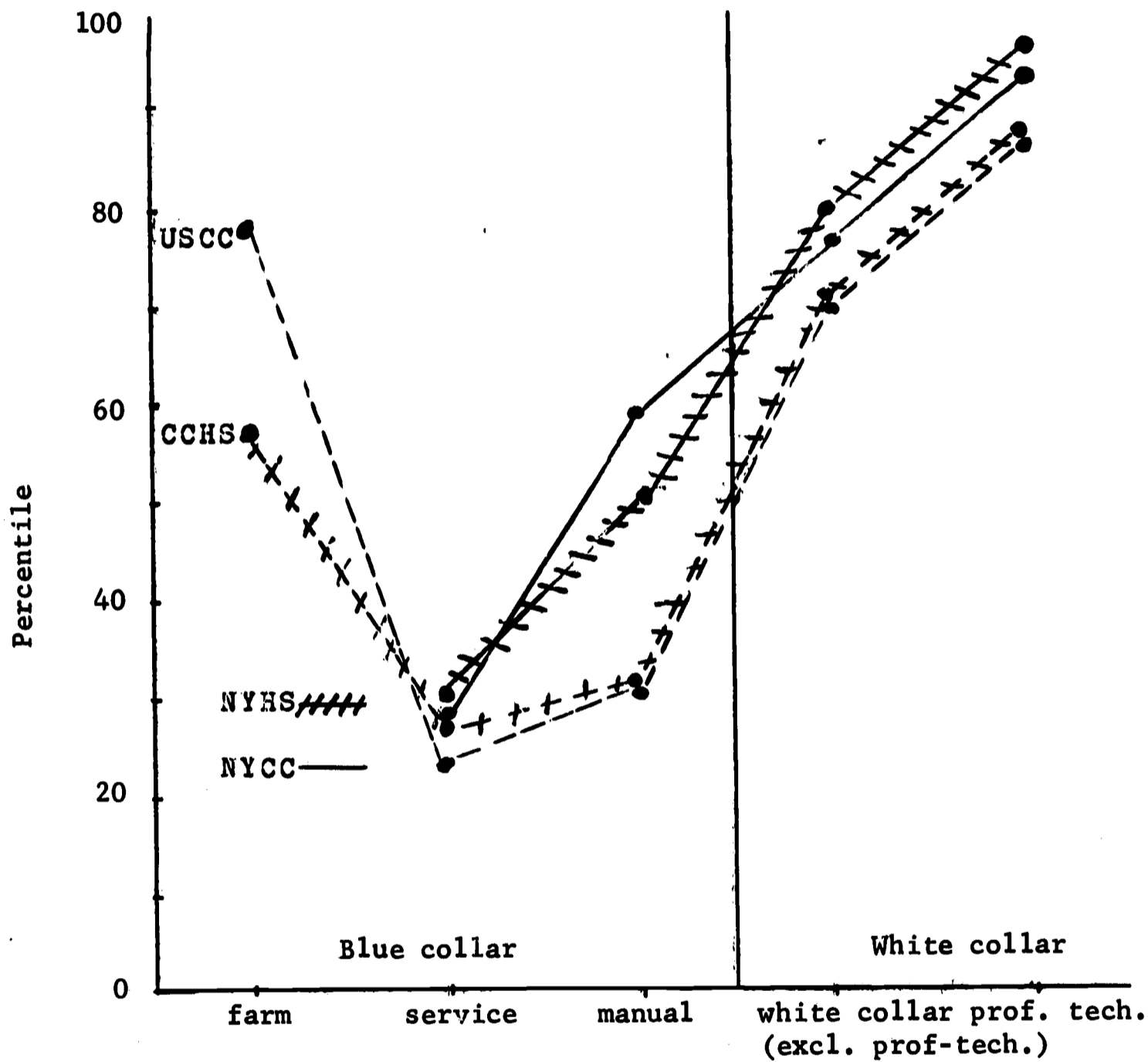
²Similar age statistics were not obtained for the other occupational differences. However, there seems little doubt that family socio-economic status and income are related to school retention, in the sense that low status and low income are associated with high dropout rates from high school and college, fewer enrollments in college preparatory programs, low expectations of college entry, and various other indicators relating family and student behaviors, attitudes, and concepts of the value of education to class and income. Students from professional, managerial and technical family backgrounds show the opposite characteristics (see, for example, Patricia Sexton's chapter on Senior High Schools for a convincing documentation. Sexton, 1961, pp. 151-211.)

Table 2.2.4.1 A comparison of the occupational status of the chief wage earner in the family among the four SBRG's.

	Status Classification						<u>Total</u> (n)
	High Status (Level 1 and 2)		Medium Status (Level 3, 4, and 5)		Low Status (Level 6 & 7)		
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	
NYCC	(95)	15	(403)	64	(131)	21	(629)
NYHS	(13)	11	(77)	64	(31)	26	(121)
USCC	(78)	26	(156)	54	(58)	20	(292)
CCHS	(186)	27	(401)	57	(109)	16	(696)
<u>TOTAL</u>	(372)	21	(1037)	60	(329)	19	(1738)

Chi-square = 44.02, c = .16, d.f. = 6, Sig. at .001

Figure 2.2.4.1 Absolute percentile of status ranks for each occupational grouping for the four SBRG's.



	NYCC		NYHS		USCC		CCHS	
	(a)	b.	(a)	b.	(a)	b.	(a)	b.
Farm	--	--	--	--	(8)	78	(7)	57
Service	(28)	28	(38)	30	(20)	23	(20)	27
Manual	(36)	59	(33)	45	(34)	30	(33)	31
White collar (excl. prof-tech.)	(28)	76	(21)	80	(28)	70	(29)	71
Professional- technical	(8)	93	(7)	96	(10)	86	(11)	87

(a) = percent in occupational category
 b. = median status percentile for occupational category
 (translating status scores into absolute percentiles).

level. This was due in part to the high status accorded farming by students in the USCC and CCHS groups. A summary of status in relation to occupational category was reported in Figure 2.2.4.1. The data show that the NYCC-NYHS groups were generally higher in status for comparable occupational categories, particularly for manual occupations. This data, however, are shown as if respondents were equally distributed in each of the occupational categories. As previously indicated, however, a larger proportion of USCC-CCHS students were from the upper white collar, professional-technical occupations, which more than offset status differences in specific occupations. The NYHS group, in particular, were predominantly from low-status service occupations (38%).

Two specific comparisons were of interest: first, racial differences in the NYCC-NYHS groups; second, differences in farm status levels between the USCC and CCHS groups.

In respect to racial differences, the status distribution for Negroes and for Puerto Ricans in the NYCC group was essentially the same as in the NYHS group (non-significant chi's square); therefore, the two groups were combined for this analysis. Table 2.2.4.2 gives the result. Thirty-eight percent of the Negroes reported family occupations in the low socio-economic levels (unskilled or semi-skilled manual labor or service occupations), as contrasted with 18% of the whites, and 27% of the Puerto Ricans.¹

¹The white-Negro difference is significant beyond the .01 level of confidence (Table 2.2.1.3 indicates a difference > 11% is required).

Table 2.2.4.2 The distribution of status among ethnic groups for NYCC and NYHS combined.

	Status Classification						Total (n)
	High Status (Level 1 and 2)		Median Status (Level 3,4,&5)		Low Status (Level 6&7)		
	(n)	%	(n)	%	(n)	%	
White	(78)	16	(321)	66	(89)	18	(488)
Negro	(11)	10	(60)	54	(40)	36	(111)
Puerto Rican	(7)	9	(48)	64	(20)	27	(75)

In respect to farm status differences between USCC and CCHS students, data is presented in Table 2.2.4.3 in combined form.

Table 2.2.4.3 A comparison of the distribution of status^a for farm occupations for USCC and CCHS students.

	High (Levels 1, 2)		Low (Levels 5, 7)		Total (n)
	(n)	%	(n)	%	
USCC	(16)	70	(7)	30	(23)
CCHS	(23)	50	(23)	50	(46)
TOTAL	(39)	57	(30)	43	(69)

Chi-square = 2.76 (non-significant)

Because the Chi-square of 2.76 was non-significant, no statistical inferences can be drawn about the effects of status differences among farm families on two-year college enrollments. The two upstate groups, therefore, can be considered to be equal for status across occupational levels, although a larger sampling could conceivably have confirmed a difference.

^aOnly four status levels (1, 2, 5 and 7) were coded for farm occupations.

2.2.5 Sources of family income - the identity of the chief wage earner (CWE) and additional sources of income.

In most families in the United States the chief wage earner (CWE) is the father, with the mothers role that of care of the household and/or providing supplementary income. This role¹ differentiation is a key to family stability and organization. Table 2.2.5.1 realizes the expected pattern for three of the groups, with the NYHS group different. For this group only 59% of the students reported that the family CWE is the father, as contrasted with 82% to 86% for the other student groups. The composition of this group suggests probable ethnic differences underlying the divergence, and, for Negroes, this would be strongly indicated by other studies (e.g., HARYOU, 1964, pp. 124-136, 148-149; Lott and Lott, pp. 22-24, 37-38; Kvaraceus, et. al., pp. 19-20, 42-43). Puerto Rican families, however, were expected to be relatively intact because of greater emphasis on family cohesion (Sexton, 1965, p. 19).

Table 2.2.5.2 shows these relationships depicting the percent of father CWE's for each subgroup.

For white students in each group the relationship was as expected for all SBRG's; Puerto Rican father CWE's were also the same for each group, but significantly lower than for whites (65%). For college freshman Negroes, however, the proportion was high compared with high school senior Negroes (68% compared with 45%, a significant percentage difference), suggesting the hypothesis that family intactness, as indexed by having a father present as the primary wage earner, is associated with college entrance. The economic and social correlates of this are complex, but reasonably evident.

¹ Williams, 1963, pp. 59ff has a cogent discussion of women's occupational roles. One would normally expect a high proportion of mothers as chief wage earners only in families where there was a high degree of emancipation from normal maternal and household routines (both psychologically and physically), or where social exigencies had forced them into this role. Section 2.7, which follows the section on education, directly examines the question of family intactness through statements about the presence of the mother and the father in the home. It clearly indicates a higher degree of paternal absence from the home for Puerto Rican and Negro students in both the NYCC and NYHS groups, with NYHS Negroes having the most serious disruption.

Table 2.2.5.1 Identification of the chief wage-earner for the families of students in the four SBRG's.

	<u>Father</u>		<u>Mother</u>		<u>Other^a</u>		<u>Total</u>
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>
NYCC	(507)	83	(56)	9	(47)	8	(610)
NYHS	(78)	59	(33)	25	(21)	16	(132)
USCC	(255)	82	(28)	9	(29)	9	(312)
CCHS	(635)	86	(68)	9	(36)	5	(739)

^a "Other" included siblings and other relatives, the respondent himself, and public support (from welfare, or social security). A breakdown of this latter category yielded the following numbers and percentages for families receiving welfare, social security, or related funds: NYCC, (16) 2%; NYHS, (13) 10%; USCC (16) 5%; CCHS (32) 4%. The percentage for NYHS is significantly higher than that for NYCC and CCHS at the .01 level of confidence, and for USCC at the .05 level of confidence.

Table 2.2.5.2 Identification of the father as chief wage earner for families of students in the three ethnic divisions of the NYCC and NYHS groups.^a

	<u>White</u>		<u>Negro</u>		<u>Puerto Rican</u>	
	<u>(Total N)</u>	<u>%</u>	<u>(Total N)</u>	<u>%</u>	<u>(Total N)</u>	<u>%</u>
NYCC	(500)	87	(77)	68	(43)	65
NYHS	(22)	86	(64)	45	(46)	65

^aChi-square tests were done for sex and race crossbreaks for NYCC and NYHS separately. For NYCC, $X^2 = 31.43$ (significant above .001), with differences related to ethnic rather than sex characteristics; for NYHS, $X^2 = 9.89$ (significant above .05), with both ethnic and sex differences. White males were high (82% fathers), Negro females were low (42% fathers), with Negro males at 50%. No white females were included in this analysis for NYHS students because only 5 were in the sample; however, all five reported the father as CWE.

Another useful descriptor is the presence of supplementary family incomes, which may indicate either financial need or home instability or both (e.g., Lott and Lott, pp. 23ff.) Table 2.2.5.3 presents details of supplementary income for the four SBRG's. The groups were about the same in respect to the percent of families with supplementary incomes; however, the pattern of secondary employment differed for the NYHS group. For these students, a smaller proportion of secondary income was contributed by parents, and a larger proportion by siblings or other relations--income sources which are probably less reliable, and reflect lower occupational standing, than does parent employment. The students themselves were likely to have more support responsibility. Student, sibling, and "other relative" contributions made up the main secondary income for 27% of the families, as compared with 15% for NYCC, 6% for USCC, and 7% for CCHS. Clearly there was heavy financial responsibility for family support placed upon many of the young people of this group, which would make additional college costs a great burden.

Ethnic characteristics were also significant in respect to differential secondary contributions by parents, as contrasted with contributions by the student himself, siblings, or other relatives. Table 2.2.5.4 presents proportions in these categories for the three ethnic groups. The main differences were between NYCC and NYHS students, rather than between ethnic categories within groups. In particular, Negroes who were college freshmen were more likely to come from families where secondary income was earned by parents rather than by the youth of the family or by other relations.

2.2.6 Educational attainment of parents.

There were also group differences in respect to educational background, and again the NYHS students were the most atypical. The data is presented in Table 2.2.5.2 for fathers, and Table 2.2.5.4 for mothers.¹

1

The seven-point education scale is described and discussed in Appendix B. The tables in the text are reduced through combining categories of the original scale.

Table 2.2.5.3 Main supplementary income for the four SBRG's.

	No second income in family		Earned by father or mother ^a		Earned by the student		Earned by a sibling or other relation		Rec'd from welfare or Soc. Sec.		Total
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
NYCC	(325)	51	(192)	30	(53)	8	(42)	7	(24)	4	(636)
NYHS	(71)	53	(24)	18	(14)	10	(23)	17	(3)	2	(135)
USCC	(167)	53	(109)	35	(14)	4	(7)	2	(18)	6	(315)
CCHS	(398)	53	(266)	35	(27)	4	(23)	3	(40)	5	(754)

^a For mothers alone, the figures are: NYCC, (186) 29%; NYHS, (18) 13%; USCC, (102) 32%; CCHS, (238) 32%.

Table 2.2.5.4 Identification of the secondary wage earner for the families of students in the three ethnic divisions of the NYCC and the NYHS groups.^{a, b}

	White			Negro			Puerto Rican		
	(Total N)	Parent %	"Chil-dren & others" %	(Total N)	Parent %	"Chil-dren & others" %	(Total N)	Parent %	"Chil-dren & others" %
NYCC	(519)	32	15	(80)	29	15	(41)	22	22
NYHS	(20)	25	30	(67)	16	28	(49)	16	27

^aA chi-square analysis was done for the secondary wage earner categories as distributed among the three ethnic categories of the NYCC and NYHS groups. The chi-square was 32.47, $c = .20$, $df = 20$. This was significant at the .05 level of confidence. Table 2.2.5.4 summarizes the distinctive findings of this distribution.

^bPercents are presented only for (1) parents, and (2) siblings and other relatives, including the respondent. The comparisons for the other categories included in Table 2.2.5.3, but not included in Table 2.2.5.4 are approximately the same for each ethnic group as for the entire SBRG.

This data can be characterized in three ways: (a) for each group, the education of mothers and fathers can be compared; (b) fathers' education can be compared among groups; (c) mothers' education can be compared among groups.

(a) A comparison of significant differences in percentages for the education of mothers and fathers for each group (Table 2.2.6.1 vs. Table 2.2.6.2) suggests that:

(1) For NYCC students, more fathers had at least some college (F 20% vs M 14%) with mothers predominantly high school graduates (F 43% vs M 53%), and about the same for those who did not graduate from high school.

(2) For NYHS students, none of the percent differences between mothers and fathers were significant, although the pattern was similar to that for NYCC students.

(3) For USCC students, fewer fathers than mothers had graduated from high school (F 64%, M 75%). The educational advantage of the mothers was distributed over both the high school graduate level (F 40%, M 46%) and the college level (F 24%, M 29%).

(4) For CCHS students, parental differences were small and non-significant.

(b) An examination of Table 2.2.6.1 for fathers' education suggests that although the overall chi-square was significant, the differences among groups were not remarkable.

(1) Although it appears that the NYHS fathers had less education than the others, the difference was not large enough to be significant given the NYHS sample size of 112.

(2) There were small significant differences between CCHS and NYCC students, in that there were more CCHS fathers with college experience (27%) than NYCC fathers (20%), whereas the NYCC fathers tended to terminate at the high school graduate level (CCHS 37%, NYCC 43%).

(c) An examination of Table 2.2.6.2 for mothers education suggested several interesting differences:

(1) For the NYHS students, over 50% of the mothers had not completed high school, which was significantly more than any other group. They were also the lowest group for high school graduation (38%), although significantly different only from the NYCC mothers (53%). They had the least college experience (9%) of any group.

(2) Both NYHS and NYCC mothers had significantly less college experience than mothers of the two upstate groups (14% and 9% vs. 29% and 29%).

Table 2.2.6.1 Educational status of fathers for the four SBRG's.

	Some College or more		High School Graduate		Less than High School Graduates		Median ^a (in Yrs.)	Total
	(n)	%	(n)	%	(n)	%		(n)
NYCC	(119)	20	(268)	43	(229)	37	12.29	(616)
NYHS	(21)	19	(38)	34	(53)	47	12.08	(112)
USCC	(67)	24	(120)	40	(110)	37	12.32	(297)
CCHS	(195)	27	(258)	37	(248)	36	12.41	(701)

Chi-square = 19.83, c = .11, df = 6, significant at .01

^a The median was computed as unrounded data for "last year completed" and is thus comparable to U. S. Census data (Bureau of the Census, 1966, p. 113). The class interval was assumed to be discreet, with intervals as stated rather than representing a midpoint of a continuum. Thus, the high school graduation interval was a range from 12.00 to 12.99, rather than from 11.50 to 12.49, since graduation was assumed to require at least 12.0 years of school.

Table 2.2.6.2 Educational status of mothers for the four SBRG's.

	<u>Some College or more</u>		<u>High School Graduate</u>		<u>Less than High School Graduates</u>		<u>Median (in Yrs.)</u>	<u>Total (n)</u>
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>		
NYCC	(84)	14	(327)	53	(202)	33	12.32	(613)
NYHS	(11)	9	(46)	38	(65)	53	10.78	(122)
USCC	(83)	29	(135)	46	(73)	25	12.55	(291)
CCHS	(205)	29	(273)	39	(229)	32	12.46	(707)

Chi-square = 93.76, c = .23, df = 6, significant at .001

(3) USCC and CCHS mothers differed in that more USCC mothers had graduated from high school (75% vs. 68%).

(d) In respect to the two upstate groups, there was enough general similarity between the population of Clinton County and the larger population of the six-county area from which came the college students, to make an interesting cross-analysis. Examining only that proportion of parents who had twelve years of high school as in Table 2.2.6.3, suggests that the education of the mother may be a determining factor in two-year college enrollment. Although no similar comparison could be made between the NYCC and NYHS students because they were drawn from different populations, an examination of NYCC students alone revealed a non-significant tendency in the same direction (for high school graduation or more, fathers 63%, mothers 67%).

(e) Ethnic differences for education were found. Puerto Rican parents were reported to have less education than the other groups. The chi-square test was applied to NYCC fathers, NYCC mothers, NYHS fathers, and NYHS mothers in Table 2.2.6.4. In all cases (except for fathers of white NYHS students), the white and Negro ratios were similar and markedly higher in education than the Puerto Rican. Three of four chi-squares are significant at .05 or higher, the fourth (for NYHS fathers) nearly so. Medians were calculated for Puerto Rican fathers and mothers for NYCC and NYHS students combined, yielding values of 10.47 for fathers and 9.36 for mothers, from $1\frac{1}{2}$ to $2\frac{1}{2}$ years lower than were obtained in the NYCC and NYHS groups taken as a whole. This was probably associated with the recent emigration of so many of the "Puerto Rican" families from Puerto Rico and others areas of Latin America.

(f) Table 2.2.6.5 summarized and compared survey findings for education with that of recent censuses. Two statistics were included, percent of parents with college experience or graduated from high school, and median years of education. The top part of the table contains survey statistics, the bottom part census statistics. The statistics were not directly comparable for several reasons. Among them, (a) sample statistics were for parents only, (b) they reflect a restricted age group (about 37 years to 55 years of age), (c) they represent parents who have a child who is a high school senior or a college freshman, (d) census categories similar, but not identical, to the sample categories (no data was obtained, for example, which permitted adequate comparisons for Puerto Rican educational differences).

Two of these factors would cause the sample statistics to reflect higher educational attainment than those obtained in the census or other general population statistics: (a) the general increase in educational attainment of the population over time (the census statistics for 1960 to 1965 show a fairly constant increase in the "high school graduate or higher" category of about 7 percentage points), and the well-known relationship between family socio-economic status (as defined by such highly intercorrelated indicators as parent education, income, and occupation) and educational

Table 2.2.6.3 A comparison of fathers and mothers who had completed high school or had some college experience, for the USCC and CCHS groups (percents).

	<u>Fathers</u>	<u>Mothers</u>
USCC	64%	75%
CCHS	64%	68%

Table 2.2.6.4 Frequency distribution for education of fathers and mothers for NYCC and NYHS students, with chi-square^a and C statistics.

		Father				Mother			
		High School Grad. & over		Below High School Grad.		High School Grad. & Over		Below High School Grad.	
		(n)	%	(n)	%	(n)	%	(n)	%
NYCC	White	(295)	63	(172)	37	(320)	69	(142)	31
	Negro	(44)	67	(22)	33	(46)	67	(23)	33
	Puerto Rican	(17)	44	(22)	56	(15)	32	(26)	68
	(Chi-square and C)	(5.99 and .12)				(18.08 and .18)			
NYHS	White	(7)	44	(9)	56	(8)	57	(6)	43
	Negro	(30)	65	(16)	35	(31)	55	(25)	45
	Puerto Rican	(14)	40	(21)	60	(9)	26	(25)	74
	(Chi-square and C)	(5.67 and .23)				(7.89 and .27)			

^aFor each of the four chi-square tests, df = 2, significance at .05 = 5.99, and at .01 = 9.21.

attainment of children. Thus, in contrast to the population statistics, in which 50% or more parents are in the high school graduate category only for whites, and then only in the 1965 Census data, all sample groups, except for Puerto Ricans and the NYHS group of which they make up a sizable segment, reported 50% or more in the high school graduate category.¹

It is also noteworthy that in Federal Census statistics females were consistently higher than males in educational attainment, a difference that was particularly pronounced in the northern counties (for high school graduates 1960, M 32%, F 40%), and Clinton County (M 34%, F 41%). The same relationship was found for the parents in the study except for those of Negro and Puerto-Rican students, where the relationship was reversed.

2.2.7 The intactness of the household

This section presents information which is basic to the understanding of preceding information dealing with occupational patterns. Table 2.2.7.1 contains data for the SBRG's for both fathers and mothers. The higher proportion of "mothers at home" was consistent for all groups and reflected a general population pattern of children remaining with mothers when parents separate, as well as a generally longer life span for women.² The significant finding is the very low percent of "mothers at home" for the NYHS group, as well as the relatively low percent of "fathers at home" for the same group. Secondly, the two upstate groups were somewhat higher for both fathers and mothers living at home than were the New York City groups. The differences, however, appeared basically related to ethnic, rather than regional, characteristics. This data is presented in Table 2.2.7.2.

Ethnic differences were clear and revealing. For both NYCC and NYHS white students the percentages for parents living at home were comparable to those for upstate students. For Negro and Puerto Rican students, however, there were significant reductions in the percentages of fathers living at home, with Negro students the lowest (NYHS 46%, NYCC 60%) and Puerto Ricans next (NYHS 67%, NYCC 65%). NYHS Negroes were also the lowest of all groupings in percentage of mothers living at home (79%).

Since adult males are more likely to hold higher status, higher paying jobs than females, a family structure that places major

¹In respect to Puerto Rican families, Sexton observed that "In El Barrio and New York generally, about half of adult Puerto Ricans are disqualified from voting by English literary tests. Most are literate and could pass tests in Spanish, but not English (Sexton, 1965, p. 16).

²As an illustrative statistic from the population as a whole, of those infants born live in 1924, the following percentages were alive in 1964 (i.e., had survived to age 40): white males, 92.5%; white females, 95.4%; Negro males, 85.2%; Negro females 89.9% (interpreted from Bureau of Census, 1966, p. 54).

Table 2.2.6.5 A comparison of survey statistics for fathers' and mothers' education with selected statistics from other census or survey data for adults (over 25), expressed in percent of these with high school graduation or better, and in median years of education.

Student	Survey	Fathers: Per- cent Grad. (Median)	63 (12.3)	NYCC-NYHS			64 (12.4)	CCHS	
				NYCC Total	NYHS Total	USCC PR			
	Results		53 (12.1)	62 (12.3)	67 (12.3)	39 (10.5)	64 (12.3)	64 (12.4)	
		Mothers: % Grad. (Median)	67 (12.3)	47 (10.8)	69 (12.3)	62 (12.2)	32 (9.4)	75 (12.6)	68 (12.5)
		Total: % Grad. (Median)	65 (12.3)	50 (11.4)	65 (12.3)	64 (12.3)	36 (10.1)	70 (12.5)	66 (12.5)
				U. S. Population ^a 1965					
				White	White	Negro	NYC ^b 1960 White	Non-white	Central ^b Harlem 1960 (Negro)
Other Census and Survey Data		Male: % Grad. (Median)	51 (12.0)	27 (8.7)	42 (10.7)	20 (7.9)	-- --	-- --	Upstate Counties 1960 32 (9.4)
		Female: % Grad. (Median)	52 (12.1)	30 (9.2)	45 (11.2)	23 (8.5)	-- --	-- --	Clinton County 1960 41 (10.7)
		Total: % Grad. (Median)	51 (12.0)	28 (9.0)	43 (10.9)	22 (8.2)	38 (10.2)	31 (9.5)	37 (10.2)

^aSource data for computations taken from Bureau of Census, 1966, p. 113.

^bSource data taken from HARYOU, 1964, p. 131. Medians calculated from percents.

^cSource data taken from Cornell Dept. of Rural Sociology, Bulletins #62-9, 62-15, 62-16, 62-22, 62-23, 62-40, Table 20.

Table 2.2.7.1 Household intactness of the SBRG's as indexed by the percentage of fathers and mothers living at home.^{a b}

	<u>NYCC</u> <u>(Total</u> <u>n)</u>	<u>%</u>	<u>NYHS</u> <u>(Total</u> <u>n)</u>	<u>%</u>	<u>USCC</u> <u>(total</u> <u>n)</u>	<u>%</u>	<u>CCHS</u> <u>(total</u> <u>n)</u>	<u>%</u>
Father living at home	(626)	83	(131)	58	(313)	86	(743)	87
Mother living at home	(626)	91	(131)	88	(313)	94	(743)	94

^a Percents are stated for the affirmative only.

^b Chi-square tests were separately done for fathers and mothers among the four groups. For fathers, chi-square = 66.15, $c = .19$, $df = 3$, significant at .001; for mothers, chi-square = 9.15, $c = .07$, $df = 3$, significant at .05.

Table 2.2.7.2 Household intactness of the three ethnic divisions for the NYCC and NYHS groups as indexed by the percentage of fathers and mothers living at home.^{a b}

	Parent living at home	White		Negro		Puerto Rican	
		(Total n)	%	(Total n)	%	(Total n)	%
NYCC	Father	(506)	92	(77)	60	(43)	65
	Mother	(506)	93	(77)	79	(43)	88
NYHS	Father	(23)	83	(65)	46	(48)	67
	Mother	(23)	83	(65)	91	(48)	85

^aPercents are stated for the affirmative only.

^bChi-square tests for ethnic differences were done separately for the NYCC and NYHS groups, for fathers and mothers.

		<u>Chi-Square</u>	<u>C</u>	<u>df</u>	<u>Significant at:</u>
NYCC	Father	50.74	.27	2	.001
	Mother	17.76	.17	2	.001
NYHS	Father	11.02	.27	2	.01
	Mother	2.08	.12	2	--

responsibility on mothers, children, and "other relatives" for both primary and secondary sources of income is likely to have economic and social consequences which seriously undermine the possibilities for even low cost college enrollment regardless of the capability of the student. For many potential New York City and Puerto Rican students, college financing may need to go beyond considerations of the cost to the family of loss of student support. For some students, an adequate financing program may even need to include some form of "wage" returned to the family of the student during all or part of a period of higher education, if the potential of these students is to be realized.

2.8 Summary of Section 2 - Basic background and descriptive data

The four student groups were approximately, although not exactly, representative of their expected populations, as well as could be determined from comparisons of group sample characteristics with census and other source data. Certainly, these samples would represent large segments of their populations, large enough to make generalizations reasonable if interpreted conservatively. The geographical populations of the respective groups were as follows. The 636 New York Community College students (NYCC) were all freshmen in two-year colleges from the five boroughs of New York City. The 139 New York High School students (NYHS) were Borough of Manhattan high school seniors most typical ethnically of Upper and East Manhattan. The 315 upstate community college students (USCC) were freshmen in two two-year colleges drawn mainly from the six Northern Counties of New York State. The Clinton County High School students were all high school seniors in Clinton County.

A brief descriptive summary of each group follows.

The New York City Community College students (NYCC)

The 636 New York City College students were predominantly male (64%), which is typical of two-year colleges across the country. Ethnically, they were predominantly white (81%), secondarily Negro (13%) and Puerto Rican (7%), the latter two figures somewhat lower than population expectations for New York City as a whole. However, the sexes were not proportionately represented among the three ethnic groups. 69% of the white students were male, as compared with 48% of Negro students and 57% of Puerto Rican students, a significant contrast which suggests that the effects of New York City social and economic conditions upon those factors which are related to motivation and readiness for college entrance may work more to the disadvantage of Negro males than Negro females and probably also more to the disadvantage of Puerto Rican males.

¹In no case were population parameters exactly known, but were estimated as well as possible from other data collected by the Bureau of the Census or by private research. For example, some of the 1960 Census data was weighted to account for population trends. Also, inferences were necessary to equate general population statistics with, say, the special characteristics of "chief wage earners," or those of parents of high school seniors and college freshmen.

As to religion, the students were mostly Catholic (61%), secondarily Jewish (21%) and thirdly, Protestant (15%) with 3% other than these. Religious affiliation generally followed ethnic lines with white students primarily Catholic (64%), and secondarily Jewish (25%); Negro students were primarily Protestant (69%), secondarily Catholic (24%); and Puerto Rican students were almost entirely Catholic (90%).

Occupationally, these students came mostly from "blue collar" families (61%)--from manual (34%) and service (27%) classifications. These figures actually over-represented the proportion of people of New York City in these occupational categories. Ethnically, 59% of the white students reported blue collar backgrounds, as contrasted with 68% of the Negro students and 70% of the Puerto Ricans. With occupations classified by status rather than type, white students were represented more in the high and middle status groups (92%), with Negroes the lowest in these groups (64%) and Puerto Ricans in between (73%).

For most of these college students, the home was intact. 83% reported that the father was living at home, and 91% reported mothers living at home. But there were also pronounced ethnic differences. For white students, the statistics for parents living at home were father 92%, and mother 93%; for Negro students, father 60% and mother 79%; for Puerto Rican students, father 65% and mother 88%. Thus, these Negro college students were more apt to come from homes with either the father or mother absent.

The employment pattern was equally revealing and consistent with the family structure. For the group as a whole, the chief wage earner was the father (83%), but for ethnic differences, fathers were the CWE's for 87% of white students, 68% of Negro students, and 65% of Puerto Rican students.

About half of all students reported supplemental family income (49%), most of which was ascribed to mothers (29%), but also to the student himself and his siblings (about 15%).

Ethnic differences were not so pronounced for status as for category. Only Puerto Rican students showed a tendency toward reduced maternal employment (22%), and a greater reliance on the children in the family for supplementary income (22%).

In respect to education, the students reported that 63% of fathers and 67% of mothers had at least a twelfth grade education. White and Negro patterns were similar (for white students, fathers 63%, mothers 69%; for Negro students, fathers 67%, mothers 67%), but for Puerto Rican students, only 44% of the fathers and 32% of the mothers were reported to have completed high school. Thus, Puerto Ricans, who tended to be in between white and Negro students in parental occupational analyses, fell behind in educational background. This may explain, in part, the increased reliance among Puerto Rican families on younger family members for supplementary income, although recent migration, language barriers and family cultural patterns must also be considered.

New York City High School students from the Borough of Manhattan
(NYHS)

The 139 New York City High School students were about equally divided into males and females. The ethnic distribution was white, 17%; Negro, 48%; and Puerto Rican (or other Spanish American), 35%. This was approximately the same as that for the entire school from which the sample was taken, but reflected a higher proportion for Negro and Puerto Rican students than for Manhattan high schools as a whole. The sexes were not equally represented among the racial groups, since 78% of the white students were male, whereas only 46% of the Negroes and 43% of the Puerto Ricans were male. The high proportion of white males was apparently a sampling error since the high school counselling staff reported an expected male-female ratio of 52:48.

The students were mainly Catholic (58%) and Protestant (41%), with only 1% from "Jewish or other" religious affiliation. About two-thirds of the white students were Catholic, and the remainder Protestant. The Negroes were approximately reversed, with 66% Protestant and 30% Catholic.

Most of the students came from "blue collar" families (65%--35% from service occupations, 30% from manual occupations). Twenty-one percent indicated that the chief wage earner of the family was employed in the professional-technical, managerial or business-owner category. Puerto Rican students reported the highest blue collar background (82%), nearly half (45%) coming from service occupations, and 37% from manual occupations. White and Negro students reported similar blue collar percents (white 62%, Negro 60%), but were approximately reversed within this category, with white students mainly from manual backgrounds (38%), and Negro students mainly from service backgrounds (37%). Negro students were also high in relatively low status clerical and sales backgrounds (21%).

With occupations classified by status, rather than type, white students were more likely to report CWE's in the higher status groups (high, 16%; middle, 66%; low, 18%), Negroes in the lower status groups (high, 10%; middle, 54%; low, 36%), and Puerto Ricans in between (high, 9%; middle 64%; low, 27%).

An outstanding characteristic of these high school seniors vis-a-vis the other groups was the large number reporting no father living at home (58%). The ethnic pattern was even more revealing. For white students, the statistics for parents living at home were fathers 83%, and mothers 83% (a figure only slightly below that for all SBRG's); for Negro students, fathers 46%, mothers 91%; for Puerto Rican students, fathers 67%, mothers 85%. Thus, less than half of the Negro high school students, and about two-thirds of the Puerto Rican students, came from intact homes.

The employment pattern was quite consistent with findings about family structures. For the group as a whole, 59% reported the father as the chief wage earner. For white students 86%, for Negro students 45%, and for Puerto Rican students 65%. About half of all students

reported supplemental incomes (47%), with 13% reporting incomes from mothers, 10% from the student himself, and 17% from siblings or other relatives. Principal supplemental earnings were therefore mainly secured through the efforts of the children in the family. These findings were approximately the same for all ethnic groups. Although the group as a whole relied heavily on the youth of the family for supplemental income, the ethnic groups differed in primary income: for white students, it was likely to come from the father; for Negro students, it was more likely to come from the mother or a brother or sister, or from welfare (about 10%).

In respect to education, these high school seniors reported that 53% of the fathers and 47% of the mothers had at least a twelfth grade education, a significantly low figure compared with the other SBRG's, but higher than national expectations for non-whites. White and Negro patterns were generally consistent with group expectations, but for Puerto Rican students, only 40% of the fathers and 26% of the mothers were reported to have completed high school, a distribution which was similar, although even more pronounced, than that for community college Puerto Rican students.

Community College students from the six Northern Counties (USCC).

The 315 Northern Counties college students were all white, and mostly male (72%). The male proportion was higher than would be expected for community colleges generally, but was consistent with the primary vocational-technical emphasis of the sample colleges. Slightly over half of the students (53%) were Catholic and 46% were Protestant, a lower Catholic percent than would be expected on the basis of population estimates.

The occupational background of these students was 61% "blue collar" (farm 8%, service 19%, and manual 32%), and 39% "white collar", of which 9% was clerical, 33% professional-technical-managerial occupations. The blue collar-white collar ratio was close to population expectation for the Northern County area (66:34), and appeared to draw more from the professional-technical-managerial occupational segments and less from farm and manual occupations than populations proportions alone would predict.

Rating of occupational status placed about $\frac{1}{4}$ (26%) of this group in the high status category, over half (54%) in the middle category, and $\frac{1}{5}$ (20%) in the low status category. A separate analysis of status rank by occupational category indicated that youth from farm homes were predominantly from large farms with paid employees, a highly placed status description. As a group, therefore, farm youth ranked just below youth from professional-technical families and above all others in status. There was an implication here that those farm youth who go to community colleges may represent a relatively select segment of the farming community, although the numbers were too small to definitely establish this.

USCC families appeared to be relatively stable and intact. 94% reported mothers living at home, 86% fathers. The father was the

chief wage earner for 82% of the students. 9% reported the mother as the CWE, and 9% relied on some other source of income (including approximately 5% on welfare, Social Security, or similar income). About half (47%) reported some supplementary family income, contributed mainly by working mothers (in 74% of the cases).

The educational level ascribed to parents was slightly above census expectations. 64% of the fathers and 75% of the mothers had graduated from high school (median years of school completed for fathers, 12.3; for mothers, 12.6).

These students, therefore, came from a typical group of Northern Counties homes, with some minor differences: they were predominantly blue collar (but more often from the higher ranked blue collar status levels), stable, and high school educated (although a little better educated than the average). More students were Catholic than Protestant, but not as many more as were expected. In most other respects, they were much like the Clinton County High School students described below.

Clinton County High School students (CCHS)

The 752 Clinton County High School students were predominantly white (98%), and Catholic (74%). The non-Catholic population was nearly all Protestant (only 0.5% were Jewish or other). This group, therefore, contained no appreciable racial or religious minorities such as were found among the New York City groups. The sex ratio was male 49% to female 51%.

The occupational background was 57% "blue collar" (farm, 7%; service, 19%; manual, 31%); and 43% "white collar" (clerical-sales 9%; professional-technical-managerial, 34%). As with the Upstate Community college students, the group was biased more toward the higher white collar occupations than would be predicted from census data (see Table 2.2.3.3).

The rating of occupational status placed more than $\frac{1}{2}$ (27%) of this group in the high status category, more than half (57%) in the middle status category, and about $\frac{1}{6}$ (16%) in the low status category. As a group, therefore, these high school seniors appeared to come from relatively high occupational status categories as compared with the other three groups, although differences from the upstate community college students were not large.

CCHS families appeared to be relatively stable and intact. 94% reported mothers living at home, 87% fathers. The father was the chief wage earner for 86% of the students, the mother for 9%, and only 5% relied on some other primary source of income (4% welfare, Social Security, etc., and 1% other). About half (47%) reported some supplementary source of income, contributed mainly by working mothers (in 74% of the cases). This was identical to findings for the upstate community college students, but at variance with the New York City groups.

The educational level ascribed to parents was slightly above census expectations. 64% of the fathers and 68% of the mothers had graduated from high school (with median years of school completed for fathers, 12.4; for mothers, 12.5).

Section 2.3. Educational Status

This section will examine some general educational characteristics of the four SBRG's with the two college groups included in the first analysis and the high school groups in the second analysis. The purposes are: (a) to describe the educational patterns of the groups and (b) to compare New York City and Northern County patterns for college and high school groupings.

2.3.1 Enrollment in college programs

Question 28 asked students to identify the type of program in which they were enrolled. The enrollment patterns differed markedly according to college location (i.e., N.Y.C. vs. Northern Counties), sex of student, and, for N.Y.C. students, race. A comparison of the two college groups (Table 2.3.1.1) showed that the USCC students were much more vocationally involved than the NYCC group, and that for both groups, among white students, females were more likely than males to be in Liberal Arts programs. For the New York City students, males predominated in both professional and vocational-technical programs. For the Northern Counties students, males predominated in professional programs, but the sexes were equally represented in vocational-technical programs. Among Negro students, males and females did not differ markedly in enrollment pattern; however, Negro students of both sexes appeared to be more heavily enrolled in vocational programs than white or Puerto Rican students. This pattern was not statistically significant because so few cases were in each racial subgrouping.

2.3.2 Enrollment in high school programs

For high school students, question 28 was worded so that the student could check vocational, business, general, or college preparatory programs. The meaning of the "general" program, however, differed between the New York City and Clinton County areas. In Clinton County, the "general" program was basically academic, being similar to the college preparatory program, but lacking a specific college entrance focus. In New York City, the "general" program was basically non-academic, being similar to the vocational programs. Therefore in the three-fold classification of programs into vocational, business-commercial, and college preparatory, NYHS "general" students were classified into vocational, CCHS "general" students into business-commercial. The findings were summarized in Table 2.3.2.1.

Enrollment in a particular high school program is a strong indicator of what can happen after high school. It reflects the students aspirations, his perception of his ability, and the school's perception of his ability. Taking the groups in total, the Clinton County students were much more college-oriented than the New York City students,¹ and were less likely to be in vocational

¹Chi-square significant at the .01 level. Differences between NYHS females and CCHS females were also significant at .01, and male differences were significant at the .05 level.

Table 2.3.1.1 A comparison of major enrollment groupings of NYCC and USCC students for groups, sex, and ethnic characteristics.^a

<u>Groupings</u>	<u>Liberal Arts</u>		<u>Professional Studies</u>		<u>Vocational-Technical</u>		<u>Total (n)</u>
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	
<u>NYCC Total</u>	(242)	36	(138)	21	(281)	43	(661)
<u>Male</u>	(115)	29	(98)	25	(180)	46	(393)
White	(97)	29	(86)	26	(152)	45	(335)
Negro	(11)	32	(6)	18	(17)	50	(34)
Puerto Rican	(7)	29	(6)	25	(11)	46	(24)
<u>Female</u>	(107)	53	(22)	11	(75)	37	(204)
White	(85)	55	(15)	10	(53)	34	(154)
Negro	(13)	38	(6)	18	(15)	44	(34)
Puerto Rican	(9)	53	(1)	6	(7)	41	(17)
<u>USCC Total</u>	(63)	21	(47)	16	(186)	63	(296)
<u>Male</u>	(37)	18	(40)	19	(130)	63	(207)
<u>Female</u>	(25)	29	(6)	7	(58)	64	(86)

^aThe totals of the cross-breaks did not equal the group totals because some respondents did not answer certain items, and were not included in the analysis. For example, total NYCC students were 661, but the total of the race-by-gender cross-break for this group was only 597, a loss of approximately 10% of students who declined to answer the question on race.

Table 2.3.2.1 A comparison of major program groupings of NYHS and CCHS students for groups, gender, and ethnic characteristics.

Groupings	<u>Vocational</u>		<u>Business- Commercial</u>		<u>College Preparatory</u>		<u>Total</u>
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	
<u>NYHS Total</u>	(46)	35	(37)	29	(47)	36	(130)
<u>Male Total</u>	(22)	34	(11)	17	(31)	48	(64)
White	(1)	6	(4)	25	(11)	69	(16)
Negro	(15)	50	(3)	10	(12)	40	(30)
Puerto Rican	(6)	33	(4)	22	(8)	45	(18)
<u>Female Total</u>	(24)	36	(26)	39	(16)	24	(66)
White	(2)	a	(2)	a	(1)	a	(5)
Negro	(14)	41	(15)	44	(5)	15	(34)
Puerto Rican	(8)	30	(9)	33	(10)	37	(27)
<u>CCHS Total</u>	(59)	8	(292)	41	(370)	51	(721)
Male	(35)	10	(105)	30	(210)	60	(350)
Female	(24)	7	(187)	50	(160)	43	(371)

^aThis group contained only 5 students. Percents not calculated.

programs. For both groups, however, males reported a higher college orientation than females, who were more likely to be in business-commercial programs.

Racial comparisons for NYHS students suggested that Negroes were most likely to be in vocational programs. However, the differences fell short of statistical significance because of the relatively small numbers of students in each racial sub-group.

2.3.3 Academic ranking of high school students

Class standings were obtained wherever possible for high school students. This measure was obtained independently of the questionnaire, and directly from school records and from information provided by the counseling staffs. Since names were not required on the questionnaire, some students could not be identified. It was possible to obtain rankings on 71% (539 out of 764 students) of the Clinton County students, and on 56% (93 out of 167) of the New York City students.¹ Student scores were classified into a five-category scale based on the probability of college admission, as follows:

<u>Level</u>	<u>Description</u>
1	College admission probably out of the question.
2	Probable admission to high risk college programs only.
3	Probable admission to two-year colleges.
4	Probable admission to four-year colleges, lower 50%.
5	Admission to four-year colleges, top 50%.

The high schools varied considerably in methods of calculating class standing, and in the proportion of students continuing to college. For each school, therefore, the counseling staff was asked to estimate the proportion of students going on to four-year and two-year colleges, and to estimate the cutting points for their own ranking systems which would normally discriminate among students accepted by four-year colleges by two-year colleges, and those who would not be accepted at all. This formed the basis for assignment of individual students into the five category scale.²

¹This illustrates two difficulties with the NYHS questionnaires. Not only were the students more likely to omit items of a personal nature, but they also seemed to have more difficulty in getting through the questionnaire because of inability to understand some of the items, and because of slow reading speed. The request for names was on the last page, and some students did not get that far.

²In New York City, the majority of students who could be identified were in the general or vocational program, and all of these were designated by the counseling staff as "no college possibility." The majority of "business-commercial" students were also so designated.

Table 2.3.3.1 Ranked distribution of NYHS and CCHS students, according to probabilities of college acceptance.

	1 No College		2 High Risk (Low 2-Yr.)		3 Two-Year		4 Low Four- Year		5 High Four- Year		Total
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>
NYHS	(66)	71	(15)	16	(9)	10	(2)	2	(1)	1	(93)
CCHS	(92)	17	(110)	20	(113)	21	(108)	20	(116)	21	(539)

Table 2.3.3.2 A comparison of male and female CCHS students in class standing (prediction of acceptance to college).

	1 No College		2, 3 Two-Year College		4, 5 Four-Year College		Total (n)
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	
Male	(56)	23	(98)	41	(85)	36	(239)
Female	(36)	12	(123)	41	(139)	47	(298)
Total	(92)	17	(331)	41	(224)	42	(537)

The distribution of scores for the two high school groups is shown in Table 2.3.3.1. The difference between the groups is obvious. Whereas 82% of the Clinton County students had at least some expectation (2, 3, 4, or 5 rating) of admission to a two-year or four-year college, only 29% of the New York City group had such an expectation.¹

A separate analysis for each group of the relationships between class ranks, and sex and race, yielded no differences for the NYHS students (comparing "no college" against all other ranks) but did yield a sex difference for the CCHS students, as shown in Table 2.3.3.2.² For this group, the girls had a somewhat better academic expectation than the boys of getting into some kind of college program. The difference was most pronounced for "four-year college" programs, where females held an eleven percent advantage.

Another interesting finding for CCHS students was the relationship between "academic rankings" and "college intentions" for males and females.

Table 2.3.3.3 gives the percents of students ranked as acceptable to two and four year colleges (columns 1 and 2) and the percents of those definitely planning on attending two and four-year colleges (columns 4 and 5). Columns 3 and 6 are two and four-year totals, and column 7 is the ratio of column 6 to column 3. Column 7 can be thought of as an index of the extent to which students plan to use their college potential. The higher the ratio, the more students would be planning to use their potentials for higher education.

Whereas over 3/4 of the males with college potential were planning to go on to college, only about half of the college potential females planned to go on. No reasons for continuing or not continuing were obtained, but such factors as cost, travel away from home, and attitudes toward the value of education for females could all be assumed to underlie this difference. A local community college would reduce cost and travel difficulties, and should have a strong appeal to those girls who have some interest in continuing but would receive only minimal family financial support and personal encouragement.

Table 2.3.3.4 contains comparable data for the NYHS group. About half of these students (48%) indicated some plans for college, a figure very comparable to that of the CCHS group (53%). For the NYHS students, however, the percent appeared unrealistically high, actually almost double the percent of these judged to have college potential. For many of these students, therefore, the statement of

¹ A chi-square was done with categories 2 and 3, and 4 and 5, collapsed. The chi-square value was 129.5 (C = .41), significant beyond the .001 level.

² The chi-square value of 13.88 (C = 0.16) was significant at the .01 level.

"college plans" may reflect a strong interest or intent which cannot be realized without a substantial upgrading of qualifications. The interest is clearly there, but were an experimental college to accept these students, it would have the considerable task of developing many basic academic proficiencies usually acquired in high school, or would be required to reject a large proportion of students for academic reasons.

This comparison of the NYHS and CCHS groups brings out an essential difference. The Clinton County students appeared somewhat "under-motivated"; that is, their plans fell below their potential. The New York students appeared "over-motivated" with plans exceeding potential. This would suggest that different strategies of recruitment and a considerable flexibility of curriculum would be needed to accommodate students from both groups, if a serious attempt were made to involve as many students as possible who (a) want education beyond high school, and/or (b) have demonstrated some potential for higher education.

Table 2.3.3.3 A comparison of academic rankings and college intentions for male and female CCHS students (percents).^a

	Academic Ranking ^b				College Plans			Potential Utilization
	1 Two-Yr. College Rating %	2 Four-Yr. College Rating %	3 Two-Yr. College Total %	4 Two-Yr. College Plans %	5 Four-Yr. College Plans %	6 2-Yr. 4-Yr. Total %	7 Col. 6/Col. 3 Ratio	
Males	41	36	77	26	34	60	.78	
Females	41	47	88	18	27	45	.51	
Totals	41	42	83	22	31	53	.64	

^aThe table is incomplete due to the omission of those students ranked below the college level, and those^b with no definite college plans.

^bAcademic rankings depended upon student identification by name, although 746 students answered the item about "college plans," only 537 could be identified for academic ranking.

Table 2.3.3.4 A comparison of academic ranking and college intentions for male and female NYHS students (percents).^a

	Academic Ranking ^b			College Plans			Potential Utilization		
	1	2	3	4	5	6	7	Ratio	
Males	21	5	26	31	28	59	2.3		
Females	31	0	31	33	3	36	1.2		
Totals	26	3	29	32	16	48	1.7		
								Col. 6/Col. 3	
								2-Yr.- 4-Yr. Total	
								% % %	
								Ratio	

^aThe table is purposefully incomplete because of the omission of those students ranked below the college level, and those with no definite college plans. Percents cannot be totalled to 100.

^bAcademic rankings depended upon student identification by name. Although 167 students answered the item about "college plans," only 93 could be identified for academic ranking. Since names were requested on the last page of the questionnaire, they were more likely to be omitted by those who did not finish, or who had reading difficulties; i.e., the academically less able. If the information is biased, it should be by over-inclusion of students with higher ability.

Section 2.4 Interest expressed in two-year college programs

2.4.1 Interest in Liberal Arts, professional, or vocational programs.

Question 4 asked students to indicate the type of courses (or programs) they would be most interested in taking in a two-year college; liberal arts courses, courses leading toward a professional degree (both transfer programs), or terminal vocational-technical courses. A fourth option permitted an expression of no interest at all. Data for the four SBRG's is reported in Table 2.4.1.1. The two high school groups were very similar, with about 30% interested in liberal arts transfer courses, 20% in pre-professional transfer courses, 40% in vocational-technical terminal courses, and 10% not interested at all. The NYCC group were about evenly split into liberal arts and pre-professional transfer courses (36% and 35% respectively), with about one-fourth interested in vocational-technical courses. By comparison the USCC group was about the same for liberal arts (34%), less interested in pre-professional (26%) and more interested in vocational courses (39%).

An examination of interests by sex and race for the two college groups revealed no patterns of differences (chi-square tests were all low and non-significant). The fact that these students were all two-year college freshmen may have had a levelling effect on their interests in other types of college programs.

The high school groups, however, did show different interest patterns for males and females, and, for the NYHS group, for racial differences. Omitting the "no interest" group (about equally selected by both males and females) and collapsing the two transfer programs (liberal arts and pre-professional), it is evident from Table 2.4.1.2 that for both high school groups the males were more interested in transfer programs, the females in terminal vocational-technical programs.

The racial analysis of the NYHS group suggests an extension of the obtained sex-difference pattern. White males were nearly all interested in transfer programs (15 out of 17), whereas about two-thirds of the Negro females were interested in terminal vocational programs (19 out of 30).¹

In the previous section it was shown that the female high school students were less likely to have college plans, even though they were somewhat more highly ranked academically than males. In this section it has been shown that the college interests of the females are also more limited, more oriented toward specific, terminal vocational college programs.

¹ Although not presented in tabular form, the chi-square test for sex and racial differences yielded a chi-square = 13.07, $c = .32$, $d.f. = 4$. Significant at .05.

Table 2.4.1.1 A comparison of the four SBRG's for interest in liberal arts, pre-professional, and vocational-technical two-year college programs (percents).^a

	1		2		3		4		5
	<u>Liberal Arts</u>		<u>Pre-Professional</u>		<u>Vocational-Technical</u>		<u>No Interest</u>		<u>Total</u>
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>
NYCC	(256)	36	(249)	35	(192)	27	(14)	2	(711)
NYHS	(47)	31	(29)	19	(65)	42	(12)	8	(153)
USCC	(108)	34	(82)	26	(122)	39	(4)	1	(316)
CCHS	(211)	28	(138)	18	(324)	43	(79)	11	(752)

^aA chi-square test was done with the two transfer programs (L.A. and pre-professional, columns 1 and 2) collapsed. Chi-square = 129.3, c = .25, d.f. = 6. Chi-square significant beyond the .001 level.

Table 2.4.1.2 A comparison of males and females, for the NYHS and CCHS groups for interest in transfer liberal arts/professional courses, or in terminal vocational-technical courses (percents).^{a b}

		Liberal Arts, Professional Transfer		Vocational- Technical Transfer		Total
		<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>
NYHS	Male	(42)	68	(20)	32	(62)
	Female	(21)	40	(31)	60	(52)
	Total	(63)	55	(51)	45	(114)
CCHS	Male	(201)	61	(127)	39	(328)
	Female	(143)	43	(191)	57	(334)
	Total	(344)	52	(318)	48	(662)

^a The table omits those students expressing "no interest:" for NYHS, 8 students (12% of the total); for CCHS, 79 students (11% of the total).

^b A separate chi-square test was done for NYHS and CCHS students. For NYHS, chi-square = 8.56, $c = .26$, d.f. = 1; for CCHS, chi-square = 22.73, $c = .17$, d.f. = 1, both significant at the .01 level.

One further comparison involving the two college groups was of interest because it suggested a need for college curriculum flexibility, and careful attention to student advisement. More of the two-year college students expressed an interest in transfer programs than were actually enrolled in them. The measure consisted of a comparison of statements of actual program involvement with statements of program interest. The results were tabulated in percent form in Table 2.4.1.3. Comparing columns 1 and 2 revealed that for each sub-grouping of sex and race the percentage of students interested in vocational programs was less than the percentage actually enrolled. The relationships were summarized in column 3, which states the aggregate percent of students in terminal vocational programs who would prefer transfer liberal arts or professional programs.

About half of all students were enrolled in vocational-technical programs, whereas only one-third preferred such programs. Of all those actually vocationally enrolled, about one-third preferred some kind of transfer program. Looking at the subgroupings, it can be seen that there are no appreciable differences between males and females for the USCC students, but there are distinct differences for the white NYCC students. 42% of the white NYCC vocationally-enrolled males expressed preference for liberal arts or pre-professional programs, whereas only 8% of the females expressed such a preference, an indication that the males were relatively less satisfied and were probably more inclined to move into other programs.

It should be remembered that this data was obtained from freshmen in November following the September registration, and students had not an extensive experience with their courses. The inferred "dissatisfaction" with vocational programs, therefore, probably represented a restriction of initial enrollment options due to such things as student high school records (which may have restricted entry into liberal arts programs) or perhaps local college program options; e.g., one of the two upstate community colleges was a vocational-technical institution and students who obtained admission had no liberal arts options. The large number of vocational-technical enrollees (64%) reflected in part the character of this particular college, and some students may have enrolled primarily because of geographical and financial necessity, rather than primary interest.

2.4.2 Interest in particular vocational-technical programs.

Question 5 asked students who had expressed an interest in vocational-technical programs to indicate specific preferences from a range of 24 pre-coded courses of study.¹ The data were

¹The 24 course selections were a sampling of vocational-technical course offerings from two-year college catalogues, and were intended to provide a wide range of interest and technical levels without being overly esoteric.

Table 2.4.1.3 Actual vocational enrollment compared with student interests in vocational programs for the NYCC and USCC students, partitioned according to racial and sex characteristics (percents).

	1	2	3 ^a	4
	Enrolled Vocational	Desiring Vocational	Vocational Enrollees w/ L.A./Prof. Preferences	Total Number in group
	<u>% of Total N</u>	<u>% of Total N</u>	<u>Percent</u>	<u>(n)</u>
NYCC <u>Male</u>	45	26	42	(398)
White	45	27	41	(335)
Negro	45	32	29	(38)
Puerto Rican	44	16	64	(25)
<u>Female</u>	37	32	13	(205)
White	34	32	8	(154)
Negro	44	32	27	(34)
Puerto Rican	41	29	29	(17)
USCC <u>Male</u>	63	42	33	(207)
<u>Female</u>	64	41	36	(86)
Total NYCC-USCC	49	33	34	(896)

^a Column 3 percents were calculated by taking the aggregate difference between the number enrolled in vocational and those desiring vocational, and dividing by the number enrolled. The resulting figure is the percent of those vocationally enrolled who expressed preference for transfer liberal arts or pre-professional programs.

summarized in Table 2.4.2.1, and have implications for the types of curricular offerings most likely to be of interest to students. The greater female interest in two-year terminal vocational-technical programs has already been described in the preceding section. It is now evident that this interest was concentrated in what could be described as high level secretarial training ("secretarial skills and office management"), which was selected by 50% of all girls (this varied from 36% for NYCC females to 74% for the NYHS females) and was the most popular choice for females in each group. The second most popular choice among the girls was "nursing" (11%) which was also second most popular for the NYCC and USCC females, and third among CCHS females. Third most popular was "beautician," but it is of interest that this choice was basically a reflection of interest among CCHS girls (14%), where it was second in popularity to the "secretarial" category.¹ Other courses of interest to the girls were "bookkeeping" with possibly some interest in "art and design" courses, although this category was a combination of four different listed art and design programs.

The males and females were quite different from each other in their course choices, a finding which would be expected, but which nevertheless emphasized sex role differences in occupational course selection. Males were not so concentrated in one curriculum as the females. "Business administration" was the most popular choice (overall (17%)), followed by "engineering assistant" (11%), "mechanical drawing and drafting" (9%), and two trade courses, "electrician, electrical repair" (8%), and "machine operation" (8%) (admittedly a rather vague course description).

Males were, therefore, primarily interested in technical areas, secondarily in business-related areas, third in skilled trades. Females were primarily interested in business-related areas (basically secretarial), secondarily in acquiring personal service skills. The only specific courses to attract both male and female interest were "business administration" (male, 17%; female, 4%; total, 11%) and "bookkeeping" (male, 4%; female, 6%; total, 5%). Courses which would be most attractive to people from all groups of both sexes should therefore have a primary business emphasis; i.e., business administration, bookkeeping, and, for the girls only, secretarial. For boys, additional courses providing the acquisition of technical skills would be attractive; for the girls, courses leading toward nursing or other personal service careers. Other types of courses would be feasible, as the previous discussion has indicated, but would be likely to attract fewer candidates.

¹ Some of the classifications, such as "beautician" and those classified as "skilled trade" might be more properly taught within public school area trade and technical schools than within a two-year college. None of these courses, however, commanded the interest of as much as 5% of the total responding students.

Table 2.4.2.1 Student choice of particular vocational-technical programs, for male and female, within each of the SBRG's (percents).

	Total wanting to attend college (n)	Total stating vocat.-tech. choice ^a (n) %	1.		2.							
			Farm and Forestry		Skilled Trades							
			Farm 11.	Forestry 12.	Electrical 22.	Machine 25.	Other 27.					
^b	(n)	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	
NYCC												
Male	(398)	(108) 27	-- --	(5) 5	(17) 16	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Female	(205)	(63) 31	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
NYHS												
Male	(62)	(17) 27	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Female	(52)	(27) 52	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
USCC												
Male	(207)	(82) 40	-- --	-- --	-- --	-- --	-- --	(10) 12	(7) 8	-- --	-- --	-- --
Female	(86)	(34) 39	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
CCHS												
Male	(328)	(130) 40	(7) 5	(8) 6	(9) 7	(17) 13	-- --	-- --	-- --	-- --	-- --	-- --
Female	(334)	(199) 60	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Total ^c												
Male	(995)	(337) 34	(7) 2	(13) 4	(26) 8	(27) 8	(7) 2					
Female	(677)	(323) 48	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Total	(1672)	(660) 39	(7) 1	(13) 2	(26) 4	(27) 4	(7) 1					
Second Choice Totals ^d												
Male	(995)	(234) 24	(2) < 1	(19) 6	(19) 6	(18) 5	-- --	-- --	-- --	-- --	-- --	-- --
Female	(677)	(212) 31	(1) < 1	(1) < 1	-- --	(1) < 1	-- --	-- --	-- --	-- --	-- --	-- --
Total	(1672)	(446) 27	(3) < 1	(20) 3	(19) 3	(19) 3	-- --	-- --	-- --	-- --	-- --	-- --

^aThe figures are approximately the same as those reported in Tables 2.4.1.2 and 2.4.1.3. Differences apparently occurred because the questions were stated differently and required a different type of answer.

^bNYCC and NYHS figures for male and female were obtained by combining figures for racial subgroups for each sex. The numbers are therefore reduced because some students did not answer the racial question. The percent of vocational interest, however, does not appear to be substantially affected by the omission of this non-response group.

^cFor male, and female, and total figures, percents 5 or greater have been underlined.

^dSecond choice percentages were calculated as a percent of those who gave a first choice; e.g., for males, 337 gave a first vocational choice, only 234 gave a second choice. The 337 figure was used as the divisor for both first and second choice percentages. Since coding checks insured against identical first and second choices, a summarization of percentages for particular programs provides a further indication of course acceptability, going beyond that of first performance.

Table 2.4.2.1 - Continued

3. Service and Protective						4. Technical							
Nursing		Police, Corrections		Beautician		Computer Operations		Engineering		Mechanical drawing		Medical, Dental Technician	
31.		34.		35.		41.		42.		43.		44.	
(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
--	--	--	--	--	--	(14)	13	(21)	19	(10)	9	(15)	14
(13)	21	--	--	--	--	--	--	--	--	--	--	(4)	6
--	--	(3)	18	--	--	(3)	18	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	(4)	5	(11)	13	--	--
(8)	24	--	--	--	--	--	--	--	--	--	--	--	--
--	--	(12)	9	--	--	--	--	(11)	8	(8)	6	--	--
(15)	8	--	--	(27)	14	--	--	--	--	--	--	--	--
--	--	(15)	4	--	--	(20)	6	(36)	11	(29)	9	(15)	4
(36)	11	--	--	(27)	8	--	--	--	--	--	--	(4)	1
(36)	5	(15)	2	(27)	4	(20)	3	(36)	5	(29)	4	(19)	3
(2)	<1	(14)	4	--	--	(20)	6	(25)	7	(25)	7	(6)	2
(18)	6	(1)	<1	(24)	7	(7)	2	--	--	--	--	(16)	5
(20)	3	(15)	2	(24)	4	(27)	4	(25)	4	(25)	4	(22)	3

Table 2.4.2.1 - Continued

5. Business-Related Courses								6. Art and Design ^e		Other ^f	
Bus. Adm.		Food Services Mgt.		Office Mgt. Exec. Sec.		Book-keeping		All Programs Combined 61-64		Those below 5% in listed courses, or in #'s 17,21,32,33,36,37,45,57.	
51.	52.	53.	54.	53.	54.	61-64	61-64	61-64	61-64	17,21,32,33,36,37,45,57.	17,21,32,33,36,37,45,57.
(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
(11)	10	(6)	6	--	--	--	--	--	--	(9)	8
(5)	8	--	--	(23)	36	(3)	5	(4)	6	(10)	16
(3)	18	--	--	--	--	(3)	18	--	--	(5)	29
--	--	--	--	(20)	74	(3)	11	--	--	(4)	15
(19)	23	(8)	10	--	--	(9)	11	--	--	(14)	17
--	--	--	--	(21)	62	--	--	--	--	(5)	15
(25)	19	--	--	--	--	--	--	--	--	(33)	25
(9)	5	--	--	(99)	50	(13)	7	(13)	7	(23)	12
(58)	17	(14)	4	--	--	(12)	4	--	--	(61)	18
(14)	4	--	--	(163)	50	(19)	6	(17)	5	(42)	13
(72)	11	(14)	2	(163)	25	(31)	5	(17)	3	(103)	16
(27)	8	(11)	3	(5)	1	(17)	5	(19)	6	(5)	1
(25)	8	(9)	3	(26)	8	(35)	11	(35)	11	(13)	4
(52)	8	(20)	3	(31)	5	(52)	8	(54)	8	(18)	3

^eOnly 25 students from all groups combined chose art and design courses, as follows:

- 61 graphic arts n=12, or 2% of total
- 62 TV studio productions n=3, or <1% of total
- 63 theatre arts n=4, or <1% of total
- 64 interior design n=6, or 1% of total

^fFor clarity of exposition, the only courses of study listed in the analysis (a) were chosen by 5% or more of a particular group, or (b) 3 or more persons chose the category (applied only to groups with fewer than 60 persons). Ten courses of study failed to meet this criteria for any of the subgroups: #21, plastic molding, 0 total choices; #23, radio, TV repair, 4; #24, metal worker, 7; #32 occupational therapy, 4; #33, physical therapy, 9; #36, food services, (general), 0; #37, other personal or protective services, 4; #45, electrical technician, 2; #57, business-related courses, other, 3. None of these totals would exceed 1% of those interested in vocational programs.

Examination of second choices for programs tended to strengthen the above observations. It would appear that the large number of girls who initially chose secretarial work distributed themselves on second choice mostly among other business-related courses which showed first-to-second choice percentage increases (business administration from 4% to 8%; bookkeeping from 6% to 11%), and next in art and design courses which increased from 5% to 11%. The medical-dental technician category also increased from 1% to 5% for the girls. Second choices of service courses held at about the same percentage level as first choices.

The boys tended to switch among the same groups of courses that were preferred initially, with an increase in preference for "art and design" courses (from negligible to 6%) being the main exception.

2.4.3 College finances.

The questionnaire had no item that directly asked about family income. There were two items, however, that related to the amount of support the student could count on, and the amount of time he would plan to spend working to obtain supplementary income. The questions followed this statement.

This college would pay most of the costs, except for clothes, books and supplies, and personal expenses. These might cost about \$750.00 during the school year. However, a student could work up to 15 hours per week doing small jobs around the college, and make as much \$600.00 or even more if willing to work holidays and vacations.

Now, if this college offered the right kinds of courses for you, and it seemed the kind of place where you wanted to go to school, how would you plan to pay for books, supplies, clothes and other personal expenses.

The statement assumed that the basic costs of tuition and room and board would be provided through the college, (if necessary) and that other costs would be left to the student. The estimate of \$750.00 for such expenses was obtained from the student counseling office at the State University College at Plattsburgh, New York, which had previously collected data for typical freshman expenses. The fifteen hour-per-week work limitation and the amount of \$600.00 were calculated from typical Office of Economic Opportunity work-study limitations and payments. Question 8 asked the student to estimate the approximate amount of money per year he could count on getting from family, savings, friends, family friends, or any other outside source, and provided eight response options ranging from "none" to "more than \$1,000.00".

There were significant area differences, as well as different support expectations for the sexes (for the upstate high school seniors), and for both sex and race for the New York City college

students. The among-group findings are summarized in Table 2.4.3.1, with support expectations grouped into four categories: (a) under \$200.00, (b) \$200-\$599.00, (c) \$600.00-\$999.00, (d) \$1000.00 and over.

It is apparent that students from the upstate groups expected more financial support than those from the New York City groups. Taking the figure of \$600.00 per year as a minimum amount necessary, only 18% of the NYHS group would expect to equal or exceed this figure, as compared with 32% for the NYCC group, and 46% for each of the upstate groups.

For two groups, NYCC and CCHS, sex and/or race differences were obtained. For the New York high school students, one can conjecture that the general socio-economic conditions, and related level of expectation, were uniformly depressed. Differences probably did not occur because most of the students lived under similarly depressed economic conditions and shared a similar attitudinal climate about educational possibilities. For the upstate college students (USCC), however, it had been anticipated that males would expect more support, as was found for the NYCC and CCHS groups. A possible explanation is that the college students were making more immediately and realistically based statements about financial support than the high school students. It is likely that their expectations reflected actual support, whereas high school student statements reflected general family economics. It may well be, therefore, that for these upstate college students there were economic factors which required a certain support level, and girls did not enter college initially unless their families were willing to make this commitment. Families of students in New York City College may not have had to make as large a commitment to college costs, thereby opening college entrance to an economically more diverse student group.

The same rationale would apply to students from varying racial backgrounds. NYCC Negro and Puerto Rican students expected less support than white students and the differences were significant.¹ Table 2.4.3.2 gives the percentages of NYCC students reporting an expected income of \$600.00 or more. Clearly, both minority group membership and being female were accompanied by low college support expectations.

Turning to work expectation, it might be expected that this would have some inverse relation to expected income. Students who expected to receive less should have expected to work more. This formulation, however, was only partially correct. Table 2.4.3.3 shows the data for all groups. In order to realize the inverse

¹With income dimensions of below \$200, \$200 to \$600, \$600 and over; for sex, chi-square = 15.8, c = .20, df = 2 significant at .01; for race, chi square = 29.6, c = .24, df = 2 significant at .01.

Table 2.4.3.1 Comparisons of financial support expectations among the four SBRG's.^a

	<u>Under \$200</u>		<u>\$200-\$599,</u>		<u>\$600-\$999</u>		<u>\$1000 and over</u>		<u>Total</u>
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>
NYCC	(216)	31	(254)	37	(120)	17	(100)	15	(690)
NYHS	(73)	46	(55)	36	(18)	12	(9)	6	(155)
USCC	(59)	19	(106)	34	(81)	26	(60)	20	(306)
CCHS	(157)	22	(230)	32	(157)	22	(173)	24	(717)

^aChi-square equal to 91.51, c = .22, d.f. = 9. Significant at .001.

Table 2.4.3.2 NYCC students reporting expected college incomes of \$600.00 or more, distributed by race and sex (percents).^a

	<u>White</u> <u>%</u>	<u>Negro</u> <u>%</u>	<u>Puerto Rican</u> <u>%</u>
Male	41	27	12
Female	27	14	12

^a Percents do not sum to 100 because students below the \$600 figure were not included.

Table 2.4.3.3 Comparisons of work hour expectations among the four SBRG's.^a

	None		5 to 10 hours		15 or more hours		Total
	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>	<u>%</u>	<u>(n)</u>
NYCC	(115)	16	(260)	37	(333)	47	(708)
NYHS	(12)	7	(25)	16	(123)	77	(160)
USCC	(79)	25	(131)	42	(106)	33	(316)
CCHS	(91)	12	(246)	33	(417)	55	(754)

^aChi-square equal to 99.3, $\alpha = .001$, $df = 6$. Significant at .001.

relationship between outside support expectations and work expectations, it is necessary to consider another relationship; that is, that the college students expected to work less than the high school students. If the two high school groups and the two college groups are compared separately, the anticipated inverse relationship between amount expected and work hours is found to hold true. It may be that the greater understanding of the realities of college pressures made the college students more conservative in estimating work possibilities.

Sex and/or race differences in work interests were found for the NYCC group only (although there was an overall tendency for females to expect to work less than males); that is, for three of the groups the total group percentage distributions were approximately the same as the race and sex sub-group percentages taken separately. Table 2.4.3.4 presents the percentages of NYCC students expecting to work 15 hours per week or more. Percentages for the minority groupings and for white males were approximately the same. White females, however, were significantly lower (chi-square significant at .01 level) than the other sub-groupings.

To summarize the section on financial expectations, fewer than 50% of the students in any group expected to receive what was estimated to be a relatively low personal support figure (\$600), and about half of all students (51%) expected to work 15 hours per week or more. 85% expected to work 10 hours per week or more. In general, females and minority group members expected to receive much less support from home than white males. It seems a reasonable conclusion that some combination of financial aids and job opportunities would be needed in addition to basic tuition, room and board, for as many as 50% of the students overall, and this percentage would increase for non-white and female applicants.

Table 2.4.3.4 NYCC students reporting work hour expectations of 15 or more hours per week, distributed by race and sex (percents).^a

	White %	Negro %	Puerto Rican %
Male	55	47	63
Female	32	52	50

^a Percents do not sum to 100 because students below the 15-hour figure were not included.

Section 2.5 Selected Ecological Preferences:
Residence Location and Density, Distance of
College From Home, and Community Size.

2.5.1 Residence location and density.

Residence location preference was obtained through a set of five questions which combined location with the concept of college housing supervision. Four housing types were included: (a) a residence hall or dormitory at the college, (b) a private home supervised by the college, (c) student's family home, (d) an unsupervised home or apartment. The first four questions asked the student whether he would be willing, or not willing, to live in a given type of housing. The fifth question asked him to indicate which of the four he would prefer. Therefore, it was possible to compare preference with acceptance figures.

Table 2.5.1.1 shows the preference-acceptance housing comparisons for the four SBRG's. This information is of particular interest because it was the first indicator in the study of response to social implications of the experimental college. For all students combined, dormitories received first preference (35%) and the greatest acceptance (78%). This held true for all but the NYHS students, who expressed a distinct preference (38%) for living in their family home while attending college, with dormitories and unsupervised housing tied for second place (27% each).

Least preferred over-all was the idea of living in a private, but college-supervised, home (preferred, 12%; acceptable, 49%). However, for the CCHS students there was a marked split between the preferred (12%) and the acceptable (75%), indicating that the issue was not one of great importance. By way of contrast, this type of housing was preferred by only 8% of the NYHS students and was acceptable to only 39%, clearly a poor option for this group, with strong feeling attached to the issue. This housing option also received a relatively low preference (9%) and acceptance (55%) from the NYCC students.

All-in-all, housing choice appeared to be critical only to the NYHS group, and particularly in regard to housing in the community. Even in this group, however, 58% felt that dormitories would be acceptable, if not ideal. In each of the other groups, at least two-thirds found two or more logically possible options acceptable (e.g., family housing would not be logically possible for New York City students in an upstate college).

Sex differences were expected because of the issue of supervision, and race differences because of the issue of community involvement. Significant differences were found for sex and race separately; and, for the NYCC and NYHS groups, were found in interaction.¹

¹Chi-square tests were done separately for sex for all groups, and for race and sex for the New York City groups. All were significant at the .01 or .001 level. The differences were generally obvious.

Table 2.5.1.1 Preference vs. acceptance^a housing comparisons for the four SBRG's (percents).^b

		<u>Dormi- tory %</u>	<u>Supervised Pvt Home %</u>	<u>Parental Home %</u>	<u>Unsupervised Pvt. Home %</u>	<u>Total (n)</u>
NYCC	Preference	31	9	30	30	(715)
	Acceptance	76	55	76	67	"
NYHS	Preference	27	8	38	27	(162)
	Acceptance	57	39	58	44	"
USCC	Preference	38	19	13	30	(317)
	Acceptance	77	71	60	69	"
CCHS	Preference	41	12	22	25	(759)
	Acceptance	82	75	65	59	"
ALL GROUPS	Preference	35	12	25	28	(1953)
	Acceptance	78	49	68	63	"

^aPreference percents sum across to 100 since they were derived from a single question. Acceptance percents do not, because they represented acceptance scores from four questions. To many students, type of housing was not a critical issue and several types were considered acceptable.

^bChi-square differences are not reported, but all were significant for living in their family home while attending college, with dormitories tied for second place with unsupervised housing (27% each).

The two upstate groups were similar in pattern. More than 50% of the girls in each group preferred dormitory housing, compared with about 30% for males, who had a somewhat higher preference for unsupervised housing (33%). With one exception, 60% or more of both males and females of each group would accept any of the housing types; however, less than half (48%) of the CCHS females would accept unsupervised private housing.

The relationship between sex and race for the two New York City groups was complex. Sex differences were similar to those found for the two upstate groups in respect to dormitory and unsupervised housing (although there was less over-all interest in dormitory housing for both sexes, and very low interest over-all in supervised private housing).

Racial patterns were different for the two New York City groups. For the NYCC group, male and female negroes departed from the usual male-female findings. Over 50% (m = 53%, f = 51%) of each sex preferred dormitory housing over any other (with 82% acceptance for both sexes). Puerto Rican sex difference preferences were similar to those of white students, except for less interest in unsupervised housing (white, 41%; Puerto Rican, 32%).

For both groups, there was an interesting difference in preference and acceptance findings among males of different races. Table 2.5.1.2 presents the differences for unsupervised and supervised private housing for males for the three racial groups. Among white students of both groups, interest in private housing seemed related to the question of college supervision.

Among Negroes and Puerto Ricans, however, the issue was not so clear cut. For the NYCC group, there was little difference based upon supervision. Compared with other types of housing, interest in private housing was generally low. For the NYHS group, this held true for Puerto Ricans, but not so clearly so for Negroes, although both groups were definitely less accepting of unsupervised housing than white students. It may be that the value of greater independence (accompanying un-supervised housing) for non-white males was offset by concern over greater isolation, and apprehension over the reaction of the non-college community. It was found in another section of the questionnaire (Section 2.6) that non-white students strongly favored integrated college living; apparently, however, submersion in the local community was going a little too far for many of them.

In general, the best housing arrangement for most students would be in college dormitories, with unsupervised housing in the community the choice of a smaller group. This option should be kept open, if possible. A failure to provide adequate dormitory space, however, would appear to have an adverse effect on attendance, both for minority groups from New York City, and also for the relatively conservative rural high school girls of Clinton County.

Table 2.5.1.2 Preference and acceptance housing comparisons for NYCC and NYHS males for unsupervised private housing (percents).

		<u>Pvt. Housing %</u>		<u>Unsupervised Pvt. Hous. %</u>		<u>Difference (Uns.%-Sup. %)</u>	
		<u>Pref.</u>	<u>Accept.</u>	<u>Pref.</u>	<u>Accept.</u>	<u>Pref.</u>	<u>Accept.</u>
NYCC Males	White	8	53	41	81	33	28
	Negro	11	53	18	61	7	8
	P. R.	20	68	32	60	12	-8
NYHS Males	White	11	39	44	72	33	33
	Negro	0	26	42	55	42	29
	P. R.	14	52	19	48	4	-4

Residence density preference was obtained through a set of four questions similar to those for residence location. Three housing densities were specified: (a) a room for 8-12 students, (b) a room for 2-3 students, (c) a room for one student alone. The first three questions asked the student whether he would be willing, or not willing, to live with a specified number of roommates. The fourth question asked him to indicate which of the three conditions he would prefer.

There was some variability among the groups. Table 2.5.1.3 shows the preference-acceptance housing comparison for the four SBRG's. For all students combined, preference percents indicated that about 2/3 of the students (66%) favored sharing a room with one or two roommates, 1/3 (32%) favored a single room, while a negligible number preferred the large dormitory. Acceptance scores followed the same order, but indicated little difference in acceptability between the shared room and the private room (70% vs. 66%). The main break was between these two residential types and the large dormitory, which would be acceptable to only 17% of the students.

No significant race or sex differences were obtained for the New York City groups. However, sex differences were found for each upstate group for preference scores.¹ Table 2.5.1.4 shows that in addition to between-group differences (USCC students were more interested in single rooms than the CCHS students) there were also sex differences, in that within each group more men than women found single rooms most attractive.

¹Preference score differences were approximately paralleled by acceptance score differences, which were omitted from this Table.

Table 2.5.1.3 Preference vs. acceptance^a housing comparisons for the four SBRG's (percents).

		<u>8-12 Persons Dormitory Room %</u>	<u>2-3 Persons Room %</u>	<u>Single Room %</u>	<u>Total (n)</u>
NYCC	Preference	2	65	33	(713)
	Acceptance	19	89	73	"
NYHS	Preference	3	63	34	(161)
	Acceptance	17	82	68	"
USCC	Preference	1	55	44	(316)
	Acceptance	9	86	80	"
CCHS	Preference	2	73	25	(759)
	Acceptance	17	93	66	"
All Groups	Preference	2	66	32	(1949)
	Acceptance	17	70	66	"

^a Chi-square for preference scores was 42.8, $c = .15$, $df = 6$, significant at the .001 level. Differences were due to single room vs. 2-3 person room choices between USCC and CCHS groups. No chi-square was done for acceptance scores.

Table 2.5.1.4 Preference score differences for the USCC and CCHS groups for room density for males and females.^a

		<u>8-12 Person Dormitory Room %</u>	<u>2-3 Person Room %</u>	<u>Single Room %</u>	<u>Total (n)</u>
USCC	Male	1	49	50	(225)
	Female	0	68	32	(33)
CCHS	Male	1	67	31	(369)
	Female	2	79	19	(378)

^aSeparate chi-squares were done: for USCC, chi-square equalled 9.46, $c = .17$, $df = 2$, significant at the .01 level; for CCHS, chi-square equalled 13.93, $c = .14$, $df = 2$, significant at the .01 level.

Section 2.5.2 Distance From Home and Size of Community for the College Location

Distance from home was measured by a single item with five options. The item asked the student to indicate about how far away from home he would prefer his college to be located. The response possibilities were: (a) close by--within walking distance; (b) beyond walking distance, but near enough to commute daily; (c) beyond commuting distance, but near enough to get home on weekends; (d) farther than that, but near enough to get home on longer vacations like Christmas and Easter; (e) farther away than that. The analyses combined answers (a) and (b), and answers (d) and (e), into the following categories: (1) commuting distance, (2) weekend-visit distance, (c) vacation-only visiting distance. The experimental college location was in a different relationship to the various SBRG's. For most Clinton County students it appeared to be within weekend or commuting distance; for most upstate community college students, within weekend distance; for most New York City students, within longer vacation distance from home.¹ It was hoped that this would provide some indication of the willingness of New Yorkers to go upstate to college and of the interest of the upstaters in staying upstate in college. The question that followed - size of community - was oriented to the same general issue.

Table 2.5.2.1 shows the distance preferences for the four SBRG's in percents. There was a decided regional break in interest between "commuting" and "weekend" preference, with the New York City students favoring a commuting college (50% of each group), whereas only 21% of USCC, and 26% of CCHS students chose this option.

No consistent sex differences were found for any group, but there were racial differences. The preference percentages shown in Table 2.5.2.2 show that both NYCC and NYHS white students preferred the commuting college (NYCC, 52%; NYHS, 59%). Negro students, on the other hand, showed a preference for the "weekend" distance (40% for each group). Only about 35% of all Negro students preferred to commute. Puerto Rican students were divided, with NYCC preferring the commuting college (55%) and NYHS not (only 31%). Overall, this suggests that the Negro students were somewhat more interested in attending college away from New York City than the white students, with Puerto Rican students in-between the two.

¹ The introductory description to the questionnaire did not locate the college in Clinton County, but placed it generally... "in a rural area in Upstate New York, 200 or more miles from New York City". Because of local interest in a community college, however, some CCHS students may have assumed a Clinton County location.

Table 2.5.2.1 Distance preferences of the four SBRG's (percents).^a

	<u>Commute %</u>	<u>Weekend Trip Only</u>	<u>Longer Vacation Only %</u>	<u>Total (n)</u>
NYCC	50	34	16	(716)
NYHS	50	30	20	(318)
USCC	21	51	28	(760)
CCHS	26	51	23	(160)

^a Chi-square was 144.5, $c = .26$, $df = 6$, significant beyond the .001 level.

Table 2.5.2.2 Distance preferences for race for the NYCC and NYHS groups (percents).^a

		Commute %	Weekend Trip Only %	Longer Vacation Only %	Total (n)
NYCC	White	52	34	14	(510)
	Negro	36	40	24	(80)
	Puerto Rican	55	31	14	(42)
NYHS	White	59	18	23	(22)
	Negro	35	40	25	(65)
	Puerto Rican	31	44	25	(48)

^aThe chi-square test was done for both sex and race partitions, but the cells total was mainly due to the racial differences reported in this table. Chi-square was 44.7, $c = .24$, $df = 20$, significant at the .01 level.

Community size produced the same kind of regional division, but even more pronounced. The question asked: "In about how large a town would you prefer your college to be located?" The possible answers were: (a) a really big city like New York or Chicago, (b) a medium size city like Rochester or Buffalo, (c) a small city like Plattsburgh or Watertown, (d) a rural area away from cities. Table 2.5.2.3 shows the percent distribution. This item produced the most extreme regional variation of any item of the survey, probably because it dealt with a regional topic. By and large, the outcomes suggest that most students wanted to continue in an environment similar to the one they were raised in.

The New Yorkers chose the big city first, the medium size city second. Interestingly enough, they preferred the complete rural area to the small city located in a rural area, possibly a response to the "rural idyl" image as contrasted with the image of small town narrowness and insularity. The upstaters reflected almost an inverse attitude. Even more of them were favorable to the small city than were New Yorkers to the big city. Second choice was the medium city. Third choice (but a distant third) the rural area, and fourth the big city. It is an interesting observation that although many of these students come from rural areas, fewer of them chose this location than did the New York students. Perhaps actual experience of living in a geographically isolated area made these rural students more aware of their limitations.

Both this question and the preceding one about "distance from home" indicated that the location of the college in a small city located in a rural upstate area made it much more attractive to upstate students than to New Yorkers, who preferred generally to remain in urbanized areas and commute to school. It was not clear, however, how important this issue was compared with possible economic aid or better admission possibilities. What it may have indicated was a certain apprehension about the unknown, which would need to be carefully considered in recruitment and counselling strategies. It seemed to suggest a premonition on the part of many New York students of problems of adaptation and adjustment in what was perceived to be (and actually is) a very different environment from the one they were used to.

Table 2.5.2.3 City size preference of the four SBRG's
(percent).^a

	<u>Big City</u> <u>%</u>	<u>Medium City</u> <u>%</u>	<u>Small City</u> <u>%</u>	<u>Rural</u> <u>%</u>	<u>Total</u> <u>(n)</u>
NYCC	37	27	15	21	(716)
CCHS	46	27	9	18	(161)
USCC	4	24	57	15	(317)
CCHS	6	36	51	7	(762)

^a Chi-square = 557.1, c = .47, df = 9, significant beyond the .001 level.

Section 2.6 Integration as an Issue in College Attendance.

2.6.1 Description and student distribution.

This issue was considered to be of major importance for two reasons: first, it was thought important to know what the effect of integration upon probable attendance would be under various levels of integration, since the college design predicted that about one in four students would be non-white; second, preliminary meetings with various groups and individuals (some non-white) in Clinton County suggested a degree of latent feeling about Negroes which needed to be better understood through questioning both students and households in the community. A five-item modified social distance scale was developed which was intended to link integration attitudes to probable college attendance. This scale is described in detail in Appendix b. Interpretation of the meaning of scaled scores was facilitated by intensity analysis, which provided the basis for separating acceptance from rejection scores (see also Appendix b).

The definition of scale numbers is as follows:

1. moderate to strong rejection of integrated living,
2. weak rejection of integrated living,
3. not decided either way about integrated living,
4. neutral to weak acceptance of integrated living,
5. moderate acceptance of integrated living,
6. strong acceptance, verging on preference for, integrated living,
7. definite preference for an integrated living situation.

Table 2.6.1.1 gives the distribution for SBRG's for the seven scale scores defined above. Looking at the total sample, about 11% strongly rejected integrated living and 16% were opposed to some aspects of it, another 17% could not be classified either way. 39% were judged to be mildly accepting of integrated living, and another 17% stated strong approval or preference for integrated living.

The main variant among the groups was NYHS. Fully 25% indicated a strong preference for an integrated college (scale score 7). Only 5% of the CCHS students, on the other hand, fell into this category.

Both sex and racial differences were obtained, with racial differences much more pronounced. There was a tendency for females in all groups to be more accepting than males. This was significant

Table 2.6.1.1 Effects of integration attitudes on probable college attendance for SBRG's (percents).^a

	Scale scores							Total (n)
	Increasing Rejection		Neutral	Mild to		Strong Acceptance		
	<u>1</u>	<u>2</u>		<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
NYCC	13	16	18	23	10	10	9	(703)
NYHS	7	7	6	26	22	7	25	(147)
USCC	9	12	18	33	14	6	8	(315)
CCHS	12	19	18	29	9	8	5	(585) ^b
Total	11	16	17	27	12	8	9	(1750)

^a A chi-square for groups was done with scores 1-3, 4-5, and 6-7 combined into three categories. Chi-square = 68.9, c = .19, df = 6, significant beyond the .001 level.

^b The CCHS total was reduced to 585 due to the required omission of interracial items from questionnaires given to Plattsburgh High School students.

Table 2.6.1.2 Effects of integration attitudes on probable college attendance for NYCC and NYHS groups, by race (percents).^a

		Scale Scores							Total (n)
		<u>Increasing Rejection</u>		<u>Neutral</u>	<u>Mild to</u>		<u>Strong Acceptance</u>		
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	
NYCC	White	16	20	22	24	9	5	4	(499)
	Negro, Puerto Rican	1	3	4	12	19	31	30	(119)
NYHS	White	14	10	5	24	19	0	29	(21)
	Negro, Puerto Rican	5	7	7	27	21	9	24	(102)

^a A chi-square was done for the NYCC and NYHS groups, for race and sex crossbreaks, with scale scores divided into three categories (1-3) (4-5) (6-7). Chi-square = 208.7, $c = .47$, $df = 20$, significant beyond the .001 level. An analysis of cell contribution to the chi-square total indicated clearly that race differences between the NYCC whites and all non-white subgroups (as contrasted with male-female and Negro-Puerto Rican differences) was responsible for the large chi-square total.

over-all, and for the USCC group.¹ Race differences are reported in Table 2.6.1.2 for the NYCC and NYHS groups. NYCC whites (of both sexes) were in marked contrast with all other subgroups, and were even more rejecting than the two upstate groups. The NYCC Negro and Puerto Rican students, on the other hand, were the most accepting of all subgroups. 61% indicated strong acceptance, or preference for, the completely integrated college setting. NYHS Negroes and Puerto Rican students were more cautious, with only about one-third falling in this category.

The contrast between the NYCC white students on the one hand, and the NYCC Negro and Puerto Rican students on the other, was remarkable in that these were all students who were sharing the same basic educational settings and experiences, and who presumably would have had some common interracial contact experiences. Of course, among those answering these questions, white students out-numbered non-white students approximately four-to-one, and it may be that the majority of white students did not associate closely with non-white students. The effects of contact are examined in the following section.

2.6.2 Interracial contact and its effects on attitudes toward integrated college living.

Question 42 (located apart from the integration questions at the end of the questionnaire) asked each student to indicate various ways in which he "may have had contacts or experiences with individuals of another race or color." Instructions were to check any of five types of contact, ranging from indirect to "close, personal," which the respondent may have had. These were combined for analysis into three contact levels, and scoring was based on the most direct and personal level indicated: (1) no contact, or contact which was indirect (reading about, observing, being in same group), (2) direct, but impersonal contact ("casual speaking contact"), (3) "close, personal contact." Table 2.6.2.1 shows the percent distribution of contact scores for the four SBRG's.² As expected, NYHS students reported the highest percentage of close, personal contact, followed in declining order by CCNY, USCC, and CCHS students. Two findings were unexpected: first, the NYHS group reported a lower percentage of close, interracial contact than expected, and a large percentage reported no direct contact at all. Perhaps this should have been expected from demographic findings about the group characteristics, and from what was known about racial segregation in Central and East Manhattan. If true, these results would indicate that the high school was not an interracial "melting pot" but rather a setting in which various racial factions worked and studied in some degree of communicative isolation from one another.

¹For USCC, chi-square = 13.1, $c = .20$, $df = 2$, significant at the .01 level.

²Data for race and sex cross-breaks for this variable were incomplete and were not included in the analysis.

Table 2.6.2.1 Interracial contact distribution for the SBRG's (percent).

	<u>None, or Indirect %</u>	<u>Casual Direct %</u>	<u>Close Personal %</u>	<u>Total (n)</u>
NYCC	27	39	34	(661)
NYHS	46	13	39	(127)
USCC	26	49	25	(308)
CCHS	45	39	15	(710)
Total	35	39	26	(1806)

This could also provide an explanation of the difference between NYCC and NYHS non-whites in their responses to the previous question about preferences for integrated college living. NYCC Negroes and Puerto Ricans were in a predominantly "white" educational setting which would assure them some degree of meaningful contact; even before entering college they may have lived in areas of New York City where racial area boundaries were not so clearly defined as in some of the areas in Manhattan, thus providing opportunities for more positive experiences with integrated living than were available to NYHS students. Many of the NYHS students apparently did not have such direct contacts and may have been uncertain about the value or viability of integrated living.

Degree of contact was found to be related to integrated living acceptance. "Contact" and "acceptance" scores were cross-tabulated for each SBRG and for all groups combined. Table 2.6.2.2 summarizes the outcomes. For all groups combined, and for the two college groups, a strong contact-acceptance relationship was confirmed by the chi-square test (at the .001 level). For CCHS students the relationship was established, but not as pronounced (chi-square = .01). Only for the NYHS group was the contact-acceptance relationship not confirmed. An examination of percentages for this group, however, indicated that the probable reason was the large number of people who fell into "neutral" and "high acceptance" categories regardless of contact. It appeared that many of these students desired integrative experiences, but were unable to realize these wishes in their own neighborhood and school settings. This preference for integrated college living was a finding which would indicate a positive response to the type of experimental college proposed in the questionnaire. Indeed, an integrated college residential setting was particularly attractive to the large majority of Negroes and Puerto Ricans in both New York City groups, and might offset concerns about distance from home and community size. For many white students, however, especially those who had little direct experience with non-whites, integrated living would be less attractive and might combine with other perceived disadvantages so as to make attendance undesirable. It should be emphasized, however, that racial integration attitudes alone would not be likely to interfere with college attendance for the large majority of students. Even for the NYCC white students, no more than 38% of the men and 33% of the women indicated that integration might affect their decision to attend, and the numbers of people expressing strong negative feelings about this issue were only 17% and 15% for NYCC men and women respectively. Percentages for the other sub-groups were smaller.

Table 2.6.2.2 The effect of interracial contact upon attitudes toward integrated living in college for SBRG's and total (percents).^a

Group	Degree of Direct Contact	Low Acceptance %	Neutral %	High Acceptance %	Total (n)	Chi-square	C Coeff.	df	α
NYCC	none	43	36	21	(179)	83.4	.34	4	.001
	impersonal	35	46	19	(255)				
	personal	12	39	49	(225)				
NYHS	none	19	36	45	(59)	4.9	.19	4	N.S.
	impersonal	6	29	65	(17)				
	personal	8	31	61	(49)				
USCC	none	29	57	14	(80)	24.5	.27	4	.001
	impersonal	21	55	24	(150)				
	personal	15	37	48	(78)				
CCHS	none	38	42	20	(268)	15.1	.16	4	.01
	impersonal	26	51	23	(231)				
	personal	21	48	31	(77)				
All Groups	none	37	42	21	(636)	122.5	.26	4	.001
	impersonal	28	48	24	(725)				
	personal	14	37	49	(501)				

^a Acceptance scores were combined as follows: low acceptance, scale scores 1 and 2; neutral acceptance, scale scores 3 and 4; high acceptance, scale scores 5, 6 and 7.

Section 2.7. Interest in specific aspects of the experimental college, and in the college as a whole.

2.7.1. Introduction and item description.

The last six questions (questions 21 through 26) preceding the personal information section asked the student to summarize his reactions to the idea of the experimental college. Up to this point, the questions had served a dual purpose: (a) they had introduced information about the college which was either newly presented in the framing of a question, or which made more specific and operational certain information only generally mentioned in the introduction, (b) they had provided a means of response to this information. The items themselves, therefore, had helped to amplify the introductory material and thereby form the concepts about the college held by each respondent.

This last six-item section was preceded by the following statement. "By this time you have probably formed some definite opinions about attending a college of this kind. Here are a few final questions about your opinions of the proposed college." This statement was followed by two open-ended, write-in questions, the first asking for a brief statement of one or two things that were liked best about the college, the second for one or two things liked least (questions 21 and 22).

The next item (item 23) a Likert-type check list, presented the student with a list of features of the college. Following each feature, space was provided to check the degree of liking or disliking of this aspect, in five attitudinal categories ranging from "like very much" to "dislike very much." Item 24 required the subject to review his answers to the preceding item (23), to choose the one aspect he liked most, to write most after this, then to write least after the aspect he liked least. These answers provided a check and comparison for the write-in answers which had preceded them, and also called to the attention of the respondent possible aspects of the college which were not thought of (or salient) when answering the write-in questions.

The last two items were a final statement of college attendance. Item 25 asked whether parents would approve if the student elected to attend. The purpose of this item was partly to obtain information about the student's perceptions of an important "reference group," and partly to bring parental values into the reference frame of the student in preparation for the next question (item 26). This final item asked him to sum up his total impression of the college into a single statement of probable attendance or non-attendance.

2.7.2. Write-in statements of those aspects of the college liked best.

This item and the one following it provided the most valuable information about student reactions to the experimental college

because they provided an opportunity to each student to express opinions which are unbound by the fixed alternative format of the preceding items. The responses revealed what students perceived as most salient about the college description, which is to say, what was more relevant to their personal needs, both reinforcing and aversive. For expositional purposes the response categories were listed in order of decreasing frequency of mention for all subjects combined, followed by the order of mention of the various sub-groups.

The results are reported in Table 2.7.2.1. The NYCC and NYHS groups were partitioned by race because male-female differences were negligible and non-significant. The USCC and CCHS groups were partitioned by sex in order to show the comparison, but these differences were also small.

The "no response" percent, usually omitted, was included in this table. "No response" to this item was judged to have two main causes: (a) a lack of interest in the questionnaire, (b) problems with understanding and responding to the question because of low academic ability. A certain proportion of people in all groups would fall into the first category. Supervision was less controlled for the NYCC students than for any other groups, and the "no response" percent of 7 to 9 percent might indicate the number who couldn't be bothered with anything more demanding than a pre-coded check item. The USCC and CCHS groups (no response, 4% to 7%) received better controlled questionnaire administrations, which may have prompted a few more students to answer the question. The NYHS students also had adequate supervision, but some students apparently did not have the time or comprehension to do the more difficult items (no response total was about 17% for the entire group). Ten percent was estimated as a reasonable maximum; therefore, of the number of people in the various groups who lacked sufficient interest in the idea of the experimental college to think through a question about the "best-liked" feature, with the larger "no-response" percentages explained by other factors.

Many students made relatively vague, general statements, such as "good idea," or "all of it." This was the largest single category of response (16% overall). Following this, five specific types of responses were closely grouped by frequency of mention (from 7% to 10%), and together accounted for 43% of all answers: these were, (a) costs, (b) location, (c) size, (d) general academic programs, (e) the distance of the college from the students home. Four answer types received about 5% each of the mentions: these were, (a) specific mention of the liberal arts transfer program, (b) approval of racial integration features, (c) general approval of the student body composition, (d) residential characteristics of the college. Six other item categories accounted for 14% of the total.

There were sub-group variations from the total rankings, particularly by Negro and Puerto Rican students of both New York groups. They were much more likely to mention race integration

Table 2.7.2.1 "Things liked best about the college" categorized from write-in statements and ranked in order of decreasing preference for all students combined, by rank order R^a and percents (%) in parentheses.^b

Total (Number) (139)	R - (8)		NYCC (Male and Female)						NYHS (Male and Female)					
			White (510)		Negro (78)		Puerto Rican (45)		White (17)		Negro (61)		Puerto Rican (45)	
			R	(%)	R	(%)	R	(%)	R	(%)	R	(%)	R	(%)
(289)	<u>1</u>	(16)	<u>1</u>	(18)	<u>4</u>	(10)	<u>2</u>	(19)	<u>2</u>	(18)	<u>1</u>	(18)	<u>1</u>	(24)
(186)	<u>2</u>	(10)	7	(5)	10	(2)	<u>4</u>	(7)	6.5	(6)	6	(7)	10	(2)
(175)	<u>3</u>	(9)	<u>2</u>	(12)	<u>4</u>	(10)	<u>1</u>	(19)	<u>2</u>	(18)	<u>3</u>	(11)	10	(2)
(174)	<u>4</u>	(9)	<u>4.5</u>	(8)	6	(8)	7	(5)	13	(0)	7.5	(3)	14.5	(0)
(147)	<u>5</u>	(8)	<u>4.5</u>	(8)	8	(4)	7	(5)	<u>2</u>	(18)	<u>4.5</u>	(9)	<u>3</u>	(9)
(135)	<u>6</u>	(7)	<u>3</u>	(11)	<u>4</u>	(10)	11.5	(3)	13	(0)	13	(0)	10	(2)
(88)	<u>7</u>	(5)	9.5	(4)	13.5	(2)	11.5	(3)	6.5	(6)	10	(2)	6	(5)
(82)	<u>8</u>	(5)	14.5	(2)	<u>1</u>	(15)	7	(5)	13	(0)	<u>2</u>	(16)	<u>2</u>	(13)
(79)	<u>9</u>	(5)	9.5	(4)	7	(5)	<u>3</u>	(14)	13	(0)	<u>4.5</u>	(9)	6	(5)
(74)	<u>10</u>	(5)	6	(5)	<u>2</u>	(12)	7	(5)	13	(0)	10	(2)	14.5	(0)
(58)	<u>11</u>	(3)	14.5	(2)	10	(2)	11.5	(3)	6.5	(6)	13	(0)	10	(2)
(45)	<u>12</u>	(3)	14.5	(2)	13.5	(2)	15	(0)	13	(0)	10	(2)	10	(2)
(39)	<u>13</u>	(2)	14.5	(2)	13.5	(2)	15	(0)	13	(0)	13	(0)	6	(5)
(38)	<u>14</u>	(2)	9.5	(4)	10	(2)	7	(5)	6.5	(6)	13	(0)	14.5	(0)
(37)	<u>15</u>	(2)	9.5	(4)	16	(0)	15	(0)	6.5	(6)	7.5	(3)	<u>4</u>	(7)
<u>(35)</u> 1820	<u>16</u>	(2)	12	(3)	13.5	(2)	11.5	(3)	6.5	(6)	13	(0)	14.5	(0)

^aThe first 5 ranks for each group are underlined. Ranked percents were calculated with the "no response" scores deleted from the totals.

^bThe white NYHS group did not include any females who were admitted from original analysis because there were so few (n = 5).

<u>USCC</u>		<u>CCHS</u>					
<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Categories and Examples</u>			
(226)	(89)	(370)	(382)				
<u>R</u>	<u>(%)</u>	<u>R</u>	<u>(%)</u>	<u>R</u>	<u>(%)</u>	<u>R</u>	<u>(%)</u>
(6)	(6)	(7)	(4)				
<u>1</u>	(20)	<u>2</u>	(12)	<u>1</u>	(16)	<u>2</u>	(12)
<u>2</u>	(14)	<u>1</u>	(18)	<u>3</u>	(14)	<u>1</u>	(13)
<u>3</u>	(10)	<u>3</u>	(11)	<u>5</u>	(7)	6.5	(6)
<u>4.5</u>	(9)	<u>4</u>	(10)	<u>2</u>	(14)	<u>4</u>	(11)
<u>4.5</u>	(9)	<u>5.5</u>	(7)	7	(6)	<u>3</u>	(11)
7.5	(5)	9	(5)	<u>4</u>	(8)	6.5	(6)
7.5	(5)	12	(2)	6	(6)	<u>5</u>	(7)
6	(6)	7.5	(6)	11.5	(2)	9.5	(5)
9.5	(4)	<u>5.5</u>	(7)	9	(3)	9.5	(5)
9.5	(4)	10.5	(4)	14.5	(2)	11	(5)
11	(3)	14.5	(1)	8	(4)	8	(6)
12	(2)	14.5	(1)	10	(3)	12	(4)
14.5	(1)	7.5	(6)	16	(1)	13	(4)
14.5	(1)	10.5	(4)	14.5	(2)	15	(1)
14.5	(1)	14.5	(1)	13	(2)	16	(1)
14.5	(1)	14.5	(1)	11.5	(2)	14	(2)

- No Response
1. Vague, general ("sounds good," "all of it," etc.)
 2. Costs ("the money," "expenses paid for")
 3. Location ("college good for the area," "great for skiing")
 4. Size ("the right size," "not too big")
 5. Program-general ("good program," "L. A. and vocational combination")
 6. Distance from Home ("get away from home," "close to home")
 7. Lib. Arts Transfer ("going on to a four-year college")
 8. Race Integration ("opportunity to learn about other races," "like integration")
 9. Student Body ("like the people who will be there")
 10. Residential ("like living in dorms," "living at the college")
 11. Vocational Terminal ("like the vocational degree," "learn a job")
 12. 2-yr. Program Limitations ("2-yrs. is enough")
 13. Work Opportunities ("earn my own way," "work and study")
 14. Living Conditions-general ("homey atmosphere," "people be close together")
 15. Coeducational ("having girls around," "girls, boys together")
 16. Rural-Urban Integration ("being with people from the city," "both city and country")

than other groups. Integration ranked 8th overall (5% of the total responding), but was ranked first by NYCC Negroes (15%), and second by NYHS Negroes (16%) and Puerto Ricans (13%). NYCC Puerto Rican students ranked this 7th (5%), the same as students overall. For white students in New York City, however, this ranked 14.5 for the NYCC group (2%) and was not mentioned by any white student in the NYHS group.¹

Regional differences were found in the frequency of mention of "costs". This was ranked either first or second by USCC (17%) and CCHS (14%) students as compared with intermediate ranking (6% to 7% average) by NYCC and NYHS students.

In summary, therefore, the various subgroups generally followed the total ranking pattern except that non-whites placed a much higher value on integrative aspects, and New York students generally were less likely to mention costs than the upstate students.²

Table 2.7.2.2 was arranged similarly to the preceding table except that it reported the mention of "things liked least." There were interesting differences and comparisons with the "liked best" categories. Beginning with the "no response" category, it was found that 24% of all students didn't answer this item at all as compared with 8% for the "liked best" item, a difference of 16%. This appeared to be a negative way of expressing approval i.e., by not finding anything to dislike. None of the various subgroups had less than 21% "no response," whereas nearly half of all NYHS Negro and Puerto Rican students did not answer the item (50% and 48% respectively). For NYHS Negro students, 35% more answered the "like best" item than answered the "like least" item, and for NYHS Puerto Ricans, 26% did so.

For the remaining students, by far the largest number of responses fell into the "general" category (29%) which included a rich range of comments ranging from four-letter references to the questionnaire itself, to vaguely defined "courtesy" responses ("Maybe some things I don't like about it"). In general, however, these comments seemed to fall into the latter category. The students had been asked to write something, so they did, even

¹Two other variables related to integration also received high rankings. NYCC Negroes mentioned dormitory living second (12%) after integration. NYCC Puerto Ricans mentioned the student body third most frequently (14%), and 9% of NYHS Negroes said they liked the "student body" best, whereas "student body" and "residence" characteristics were ranked 9th and 10th overall.

²A chi-square test was done with response combined to categories overall, including "no response" and with ten classifications of students. With 63 d.f., chi-square = 216.2, $c = .33$, $z = 9.6$. The overall significance of group differences was confirmed beyond the .001 level, and the main differences are generally obvious from inspection.

Table 2.7.2.2 "Things liked least about the college" categorized from write-in statements and remarks in order of decreasing preference for all students combined by rank order R^a and percents (%) in parenthesis.^b

(Num- ber)	Total		NYCC (Male and Female)						NYHS (Male and Female)					
	R	(%)	White (510)		Negro (78)		Puerto Rican (42)		White (17)		Negro (61)		Puerto Rican (45)	
			R	(%)	R	(%)	R	(%)	R	(%)	R	(%)	R	(%)
(431)	-	(24)												
(521)	<u>1</u>	(29)	<u>1</u>	(21)	<u>2</u>	(19)	<u>1.5</u>	(21)	<u>1</u>	(23)	<u>1</u>	(24)	<u>1</u>	(35)
(222)	2	(12)	<u>2</u>	(13)	<u>1</u>	(20)	<u>1.5</u>	(21)	6	(5)	<u>2</u>	(10)	<u>2</u>	(9)
(151)	3	(8)	<u>4</u>	(9)	6	(4)	6.5	(2)	<u>3.5</u>	(11)	<u>3</u>	(4)	<u>4.5</u>	(2)
(122)	4	(7)	<u>5</u>	(6)	<u>5</u>	(6)	<u>4.5</u>	(7)	<u>2</u>	(16)	7	(1)	<u>4.5</u>	(2)
(107)	5	(6)	<u>3</u>	(13)	<u>3.5</u>	(8)	3	(17)	<u>3.5</u>	(11)	<u>4</u>	(4)	<u>3</u>	(4)
(84)	6	(5)	6	(8)	10	(1)	12	(-)	12	(-)	13	(-)	11	(-)
(37)	7	(2)	7.5	(2)	10	(1)	12	(-)	12	(-)	13	(-)	11	(-)
(36)	8	(2)	7.5	(2)	<u>3.5</u>	(7)	<u>4.5</u>	(7)	12	(-)	7	(1)	11	(-)
(34)	9	(2)	9	(2)	10	(1)	12	(-)	12	(-)	7	(1)	11	(-)
(22)	10	(1)	14	(-)	14.5	(-)	12	(-)	12	(-)	7	(1)	11	(-)
(14)	11.5	(1)	10.5	(1)	10	(1)	12	(-)	12	(-)	13	(-)	11	(-)
(14)	11.5	(1)	10.5	(1)	7	(2)	12	(-)	6	(5)	7	(1)	11	(-)
(8)	13	(-)	14	(-)	14.5	(-)	12	(-)	6	(5)	13	(-)	11	(-)
(7)	14	(-)	14	(-)	14.5	(-)	6.5	(2)	12	(-)	13	(-)	11	(-)
(5)	15.5	(-)	14	(-)	10	(1)	12	(-)	12	(-)	13	(-)	11	(-)
<u>(5)</u>	15.5	(-)	14	(-)	14.5	(-)	12	(-)	12	(-)	13	(-)	11	(-)
1820														

^aThe first 5 ranks for each group are underlined. Ranked percents were calculated with the "no response" scores deleted from the totals.

^bThe white NYHS group did not include any females who were admitted from original analysis because there were so few (n = 5).

		<u>USCC</u>		<u>CCHS</u>				<u>Categories and Examples</u>
		<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>			
		(226)	(89)	(370)	(382)			
<u>R</u>	<u>(%)</u>	<u>R</u>	<u>(%)</u>	<u>R</u>	<u>(%)</u>	<u>R</u>	<u>(%)</u>	<u>No Response</u>
	(24)		(22)		(23)		(21)	
<u>1</u>	(30)	<u>1</u>	(33)	<u>1</u>	(34)	<u>1</u>	(34)	1. <u>Vague, General</u> ("All of it, etc.) ("different things," "don't like it")
<u>3</u>	(10)	<u>2</u>	(13)	<u>2</u>	(10)	<u>2</u>	(12)	2. <u>Location</u> ("too far from everything; should be in big city")
<u>4</u>	(8)	<u>4</u>	(5)	<u>3</u>	(10)	<u>3</u>	(9)	3. <u>Race Integration</u> ("pushing integration," "the race business")
<u>2</u>	(13)	<u>3</u>	(12)	<u>5</u>	(4)	<u>4.5</u>	(6)	4. <u>Size</u> ("just too small," "not enough students")
8	(1)	7	(2)	8.5	(2)	8.5	(2)	5. <u>Distance from Home</u> ("too far from my family," "too close to home")
<u>5</u>	(3)	10	(1)	<u>4</u>	(7)	<u>4.5</u>	(6)	6. <u>2-yr. Program Limitations</u> ("not a 4-yr. college," "you'd have to change colleges")
8	(1)	5	(3)	7	(2)	7	(2)	7. <u>Rural-Urban Integration</u> ("being with city kids all the time")
8	(1)	7	(2)	8.5	(2)	12.5	(1)	8. <u>Cost</u> ("cost me too much to live," "cost the taxpayer too much")
10.5	(1)	7	(2)	11	(1)	6	(4)	9. <u>Residential</u> ("don't like dormitories," "living in college housing")
14	(1)	10	(1)	6	(3)	8.5	(2)	10. <u>Program-General</u> ("should not have lib. arts and vocational in one school")
14	(1)	10	(1)	11	(1)	10	(1)	11.5 <u>Lib. Arts Transfer</u> ("lib. arts people are snobs." "shouldn't have arts progr.")
6	(2)	14	(-)	15.5	(-)	15	(-)	11.5 <u>Work Opportunity</u> ("having to work")
14	(1)	14	(-)	13.5	(-)	11	(1)	13. <u>Living Conditions-General</u> ("the way you'd have to live")
10.5	(1)	14	(-)	11	(1)	15	(-)	14. <u>Coeducational</u> ("might get more study- ing done without girls")
14	(1)	14	(-)	15.5	(-)	15	(-)	15.5 <u>Vocational Terminal</u> ("college should not be vocational")
14	(1)	14	(-)	13.5	(-)	12.5	(1)	15.5 <u>Student Body</u> ("the other students")

though they could think of nothing specific. For those responding, about 20% of all NYCC students gave vague, general answers (there were no racial difference), whereas about one-third of both USCC and CCHS students fell into that category, along with one-fourth of NYHS Negroes and one-third of NYHS Puerto Ricans. Many students, for some groups more than one-third of the total, either did not answer or could think of nothing specific to criticize.

Specific "like least" responses were concentrated mainly in five categories. These accounted for 38% of the total responding: (a) location, 12%; (b) race integration, 8%; (c) size, 7%; (d) distance from home, 6%; (e) two-year program limitations, 5%. Ten remaining categories received 9% of the mentions.

Among subgroups, an interesting finding was that "location" was ranked 1st, 2nd or 3rd by all main groups (but ranked 6 by NYHS whites) with about 10% to 20% in different groups mentioning this as the "least liked" feature. For NYHS Negroes and Puerto Ricans, this dominated the specific mentions (20% of each group). These two subgroups were also more concerned about costs. Approximately 7% of each group felt the \$750.00 per year price was too high, whereas only 2% of students overall mentioned this.

Race integration was the 3rd most frequently mentioned "like least" feature (8% overall). Although it was mentioned somewhat more often by white than non-white students, there was still some non-white rejection, with 4% of all Negro (NYCC and NYHS), and 2% of all Puerto Rican students stating dislike for this aspect.

Size received the 4th highest mention overall, but was of most concern to USCC students (17%) who found it about equal to location as an undesirable aspect. The combination of rejection of location and size by a large number of upstate community college students may reflect disadvantages they have themselves encountered in relatively small, rurally-located institutions.

"Distance from home" ranked 5th overall and showed a regional split. It was ranked 3rd or 4th by all New York City groups (16% total), which generally placed it on a level with "location" as an undesirable feature. For the upstate groups, distance was ranked 8th overall (2%). The upstate location was, therefore, much less rejected by upstate students than by New York City students.¹

In general, these write-in statements concerning location, distance from home, costs and race integration, closely paralleled responses given to previous pre-coded items, and provided valuable internal consistency validation of those findings. They also provided a useful means of classifying student perceptions of college

¹A chi-square test was done with responses combined into 6 categories overall and with 10 categories of students. With 45 d.f., chi-square equalled 222.5, $c = .35$, $z = 11.67$, significant beyond the .001 level.

features and of ranking these for the various subgroups.

Another useful indicator was the like-dislike comparison. Features were classified into a two-fold table: (a) high mention vs. low mention for "like best", (b) high mention vs. low mention for "like least". High mention was arbitrarily designated as being listed by 5% or more of the respondents. The four cells were defined as follows:

		<u>Dislike</u>	
		Low Mention (Below 5%)	High Mention (5% plus)
<u>Like</u>	High Mention (5% +)	1. Positive Only	2. Controversial
	Low Mention (Below 5%)	3. Non-salient (trivial or too obvious to mention)	4. Negative Only

For the population of the study, the items were classified according to Table 2.7.2.3.

For the total group, references to costs and the general college program were most favorable; location, size, distance from home and race integration were controversial, and the two-year length of programs was classified as an unfavorable feature, although the percent was very close to placing this in the "non-salient" category. All other features were classified as either "low positive" or "non-salient". There were, however, marked differences among the sub-groups. For NYCC white, program was the main favorable mention. Location, distance and size were strongly controversial, about evenly split between "like best" and "like least" choices. Integration and two-year program limitations were both negative aspects.

For the non-white students, the pattern was quite different. In general, the emphasis shifted from program and cost consideration to interpersonal issues, with "integration," "residence," and "student body" most favored. This was a reversal from the value assigned to race integration by white students. For all students, New York and upstate, location was either controversial or rejected and for white and Negro students, distance was also controversial or rejected. This suggested that locating a small experimental college in a rural area would be likely to have mixed effects, tending to strongly attract some students and to alienate others, and that this would apply to both rural and urban students. In general, the location was more often mentioned as negative than as positive, even among the upstaters.

Table 2.7.2.3 Classification of features of the college into types -all students and subgroups, with like (L) and dislike (D) percents:

1. Positive		2. Controversial		3. Non-salient		4. Negative	
Feature	L D % %	Feature	L D % %	Feature	L D % %	Feature	L D % %
<u>All Students</u>							
Program	8 1	Location	9 12	Vocat.	3 0	2 Yr. Coll.	3 5
L. Arts	5 1	Size	9 7	Work ops.	2 1		
Stu body	5 0	Distance	7 6	Living con.	2 0		
Residence	5 2	Race Mix	5 8	Coed.	2 0		
Costs	10 2			Rur-Urb.	2 2		
<u>NYCC White</u>							
Program	8 2	Location	12 13	L A transfer	4 1	Race mix	2 9
Resident.	5 2	Distance	11 13	Stu body	4 0	2 Yr. Coll.	2 8
Costs	5 2	Size	8 6	Living con.	4 0		
				Coed.	4 1		
				Rur-Urb.	3 2		
				Vocat. term	2 0		
				Work ops.	2 1		
<u>NYCC Negro</u>							
Race mix	15 4	Location	10 20	Program	4 0	Costs	2 7
Residence	12 1	Distance	10 8	L A transfer	2 1		
Stu body	5 0	Size	8 6	Vocat. term	2 1		
				2 Yr. Coll	2 1		
				Work ops	2 2		
				Living con.	2 0		
				Rur-Urb.	2 1		
				Coed.	0 0		
<u>NYCC P.R.</u>							
Stu body	14 0	Location	19 21	Rur-Urb.	3 0	Distance	3 17
Race mix	5 2	Costs	7 7	L A transfer	3 0		
Residence	5 0	Size	5 7	Vocat. term	3 0		
Living con.	5 0			2 Yr. Coll.	0 0		
Program	5 0			Work ops.	0 0		
				Coed.	0 2		

<u>Positive</u>		<u>Contro- versial</u>		<u>Non- salient</u>		<u>Negative</u>	
<u>NYHS Negro</u>							
Race Mix	16 4	Location	11 10	Size	3 1	Distance	0 7
Program	9 1			Coed.	3 0		
Stu body	9 0			Resident	2 1		
Costs	7 1			L A Tran- sfer	2 0		
				2 Yr.Coll	2 0		
				Work ops	0 1		
				Vocat. term	0 0		
				Living con	0 0		
				Rur-Urb.	0 0		
<u>NYHS P.R.</u>							
Race Mix	13 2			Costs	2 0	Location	2 9
Program	9 0			Distance	2 4		
Coed	7 0			Vocat. term	2 0		
L A Tran- sfer	5 0			2 Yr.Coll	2 0		
Stu body	5 0			Size	0 2		
Work ops	5 0			Resident	0 0		
				Living con.	0 0		
				Rur-Urb.	0 0		
<u>Male USCC</u>							
Costs	14 1	Location	10 10	Stu body	4 1		
Program	9 1	Size	9 13	Resident	4 1		
Distance	5 1	Race Mix	6 8	Vocat. term	3 1		
L A Tran- sfer	5 1			2 Yr.Coll	3 3		
				Work ops	1 2		
				Living con	1 1		
				Coed.	1 1		
				Rur-Urb.	1 1		
<u>Female USCC</u>							
Costs	18 2	Location	11 13	Resident	4 2		
Program	7 1	Size	10 12	Living	4 0		
Stu body	7 0	Race Mix	6 5	con.			
Work ops	6 0			L A Tran- sfer	2 1		
Distance	5 2			Voc. term	1 0		
				2 Yr.Coll	1 1		
				Coed	1 0		
				Rur-Urb.	1 3		

<u>Positive</u>		<u>Contro- versial</u>	<u>Non- salient</u>	<u>Negative</u>			
<u>Male CCHS</u>							
Costs	14 2	Location	7 10	Vocat.	4 0	2 Yr.Coll.	3 7
Size	14 4			term		Race Mix	2 10
Distance	8 2			Stu body	3 0		
Program	6 3			Resident	2 1		
L A Trans- fer	6 1			Living	2 0		
				con			
				Coed	2 1		
				Rur-Urb	2 2		
				Work ops.	1 0		
<u>Female CCHS</u>							
Costs	13 1	Size	11 6	Work ops.	4 0	2 Yr. Coll.	4 6
Program	11 2	Location	6 12	Rur-Urb.	2 2		
L A Trans- fer	7 1	Race Mix	5 9	Living	1 1		
Distance	6 2	Resident	5 5	con.			
Vocat.	6 0			Coed.	1 0		
term							
Stu body	5 1						

For the upstate group, however, distance would be a favorable and offsetting factor, and when viewed in contrast with location, suggested a kind of "keep your cake and eat it, too" psychology, with an interest in having the college located nearby and yet away from a rural area.

A few isolated group differences were of interest:

(a) whereas "costs" were generally classified as positive, they were classed as negative for NYCC Negroes and as controversial for NYCC Puerto Ricans because these students seemed to feel they were too high as compared with commuting college costs in New York City.

(b) Although liberal arts transfer programs were approved by four subgroups, the vocational terminal programs were approved only by the CCHS females. For all other groups the vocational issue was classified as non-salient.

(c) NYHS Negro and Puerto Rican students found very little to criticize. Only distance and location were classified as controversial or negative.

(d) The two upstate groups were much alike in their likes and dislikes; however, a number of CCHS students expressed dislike of the two-year college concept (similar to white NYCC students), whereas for USCC students this was non-salient. In addition, race integration was categorized as a negative value for male CCHS students. The other upstate groups generally had as many students who rejected integration, but this was offset by other students who preferred integration, thereby classifying the issue as "controversial".

(e) Several aspects were judged "non-salient" for all, or all but one, of the subgroups. These were "coeducation," "rural-urban integration," "living conditions," and "vocational-terminal program." "Work opportunities" was non-salient for all but two of the subgroups. The use of the term "non-salient" to describe these characteristics was appropriate. When specific college features were presented to the students, and they were asked to indicate how well they liked or disliked each one individually, at least two-thirds of all students said that they liked each of the features classified here as "non-salient," and two features, "coeducation" and "vocational-terminal" programs, "were each chosen by 14% of the students as being liked more than any other feature listed.

2.7.3 Student expressions of liking or disliking for eleven specified features of the college, or of college life.

Question 23 presented eleven features of the college and asked students to indicate how well they personally like or disliked each one listed by marking one of five possible alternatives: like very much, like somewhat, neither like or dislike, dislike somewhat, dislike very much. Question 24 asked them to go back to question 23, to then decide which one feature they liked most, and

Table 2.7.3.1 A comparison of percentages of students indicating liking for a feature with those choosing it first ("like best") and last ("like least") for eleven specified features, for SBRG racial and^a sex sub-groups.

	NEW YORK COMMUNITY COLLEGES										
	White (501)			Negro (70)			Puerto Rican (42)			R	%
	like best	like least	%	like best	like least	%	like best	like least	%		
1. The college is in a rural area.	53 (9) 5.5	(20) 1	54	(5) 7	(25) 1	55	(19) 1	(19) 1	1	(19) 2	
2. The distance of the college from your home.	47 (3) 9	(14) 2.5	66	(1) 10.5	(13) 3	52	(0) -	(24) 1			
3. Living at the college rather than at home.	60 (11) 3	(7) 6	76	(6) 6	(3) 6.5	67	(5) 6.5	(7) 4			
4. The size of the college--about 500 students.	62 (11) 4	(11) 4	66	(9) 4	(14) 2	71	(14) 3	(10) 3			
5. A two-year program providing job training.	57 (8) 7	(8) 5	73	(10) 3	(4) 4.5	71	(9) 4	(5) 5.5			
6. A two-year program preparing for more college.	87 (12) 2	(2) 8	69	(8) 5	(0) -	93	(5) 6.5	(2) 7.5			
7. A coeducational college (men and women).	96 (15) 1	(1) 9	93	(2) 9	(0) -	95	(7) 5	(2) 7.5			
8. Tuition, room and board for students who cannot pay.	84 (9) 5.5	(4) 7	96	(15) 2	(4) 4.5	95	(17) 2	(2) 7.5			
9. Students may earn expenses by working at the college.	94 (5) 8	(0) -	99	(4) 8	(0) -	95	(0) -	(5) 5.5			
10. City and county students intermixing.	79 (2) 10	(1) 10	91	(1) 10.5	(3) 6.5	90	(0) -	(2) 7.5			
11. Students of different races intermixing.	54 (1) 11	(14) 2.5	96	(19) 1	(1) 8	86	(0) -	(0) -			
No response	2 (13)		14	(27)		2	(17)				
"Like" average for all students	70		80			79					

^aThe table should read as follows. Five statistics were presented for each sub-group (e.g., NYCC whites) and for each feature (e.g., "the college is in a rural area"): (a) the percent of students who marked "like best" or "like least" for the feature; (b) the percent of students who marked "like least" or "like best" for the feature; (c) the percent of students who marked "like best" or "like least" for the feature; (d) the percent of students who marked "like best" or "like least" for the feature; (e) the percent of students who marked "like best" or "like least" for the feature.

Table 2.7.3.1 - Continued

	NEW YORK HIGH SCHOOL											
	White (23)				Negro (65)				Puerto Rican (49)			
	Like best %	like least R	like best %	like least R	like best %	like best %	like best %	like best %	like best %	like best %	like best %	like best %
1. The college is in a rural area.	48	(6) 6.5	(6) 4.5	40	(3) 7.5	(20) 1	42	(0) -	(8) 2.5	53	(0) -	(4) 3.5
2. The distance of the college from your home.	57	(0) -	(12) 2.5	60	(0) -	(8) 2.5	49	(4) 4.5	(0) -	(0) -	(0) -	(0) -
3. Living at the college rather than at home.	39	(0) -	(0) -	54	(8) 2	(8) 2.5	49	(4) 4.5	(0) -	(0) -	(0) -	(0) -
4. The size of the college--about 500 students.	61	(0) -	(29) 1	62	(3) 7.5	(5) 4	61	(0) -	(0) -	(7) 2	(0) -	(0) -
5. A two-year program providing job training.	83	(12) 3	(6) 4.5	88	(6) 5	(2) 7.5	82	(4) 4.5	(2) 6	(2) 6	(0) -	(0) -
6. A two-year program preparing for more college.	83	(18) 1	(0) -	74	(6) 5	(2) 7.5	69	(9) 2	(0) -	(0) -	(0) -	(0) -
7. A coeducational college (men and women).	91	(12) 3	(0) -	97	(6) 5	(2) 7.5	90	(2) 6.5	(2) 6	(2) 6	(0) -	(0) -
8. Tuition, room and board for students who cannot pay.	91	(12) 3	(0) -	95	(8) 2	(2) 7.5	90	(11) 1	(4) 3.5	(0) -	(0) -	(0) -
9. Students may earn expenses by working at the college.	96	(0) -	(0) -	91	(8) 2	(2) 7.5	94	(2) 6.5	(0) -	(0) -	(0) -	(0) -
10. City and county students intermixing.	70	(8) 5	(0) -	82	(0) -	(2) 7.5	82	(0) -	(2) 6	(0) -	(0) -	(0) -
11. Students of different races intermixing	70	(6) 6.5	(12) 25	85	(2) 9	(0) -	80	(7) 3	(0) -	(0) -	(0) -	(0) -
No response	0	(29)		4	(48)		6	(60)				
"Like" average for all students	72			75			72					

Footnote a - continued

selected that item as the one liked best of all those listed (in parentheses); (c) the group rank assigned the "like most" percent (percentages, and their accompanying rank, of 8% or more were underlined); (d) the percent of students who selected that item as the one liked least of all these listed (in parentheses); (e) the group rank assigned the "like least" percent (percentages, and their accompanying ranks, of 8% or more were underlined).

New York City groups were partitioned by race in order to show different patterns of valuation; in general, sex differences for these groups were similar to those of the upstate groups.

Table 2.7.3.1 - Continued

	USCC (310)			CCHS (750)			ALL GROUPS (1810)				
	Male		Female	Male		Female	Male		Female		
	like best % R	like least % R	like best % R	like best % R	like best % R	like best % R	like best % R	like best % R	like best % R		
1. The college is in a rural area.	45 (4)	(28)	53 (6)	(31)	43 (6)	(27)	45 (4)	(31)	46 (7)	(25)	1
2. The distance of the college from your home.	63 (4)	(8)	79 (7)	(7)	67 (6)	(8)	59 (3)	(8)	58 (4)	9 (10)	4
3. Living at the college rather than at home.	77 (6)	(4)	75 (8)	(10)	67 (5)	(6)	77 (9)	(7)	68 (9)	6 (6)	6
4. The size of the college--about 500 students.	50 (10)	(22)	64 (5)	(17)	63 (8)	(8)	72 (7)	(7)	63 (10)	5 (11)	3
5. A two-year program providing job training.	65 (11)	(6)	75(18)	(9)	61 (11)	(7)	75 (19)	(5)	67 (14)	4 (7)	5
6. A two-year program preparing for more college.	81 (17)	(4)	85(12)	(6)	71 (22)	(6)	65 (11)	(9)	77 (16)	1 (4)	6
7. A coeducational college (men and women).	95 (20)	(0)	93 (9)	(0)	91 (13)	(2)	92 (8)	(1)	94 (14)	3 (0)	10
8. Tuition, room and board for students who cannot pay.	87 (13)	(1)	98(18)	(1)	82 (11)	(2)	91 (17)	(1)	88 (15)	2 (2)	8
9. Students may earn expenses by working at the college.	91 (2)	(1)	90 (7)	(1)	93 (6)	(2)	95 (8)	(0)	94 (6)	8 (1)	9
10. City and county students intermixing.	80 (2)	(3)	90 (5)	(6)	74 (1)	(4)	85 (2)	(3)	81 (2)	11 (3)	7
11. Students of different races intermixing.	64 (2)	(12)	85 (1)	(5)	55 (1)	(15)	74 (5)	(15)	66 (3)	10(12)	2
No response	1 (8)				1 (10)	(12)			2 (14)	(17)	
"Like" average for all students	75				72				73		

to write most after this in the space provided; then to do the same thing for the feature they liked least. The results were summarized in Table 2.7..3.1.

The most obvious observation from the table was the generally high favorable endorsement given to each feature. Only one--locating the college in a rural area--failed to receive the approval of at least 50% of all students, and the average for all features combined was 73% approval.

Females were more inclined to favorable markings than males. For the two upstate groups, the average approval percent for males was USCC 61%, CCHS 53%; for females, USCC 83%, CCHS 76%. The male-female difference was 22% and 23% for USCC and CCHS respectively, and similar differences were found for the New York City groups. Females were generally more approving of the size of the college (about 500 students), vocational-terminal programs, financial support, and integration (both rural-urban and racial). In no area were males regularly more approving than females.

The structured questions brought out two issues that had been previously classified as "non-salient" on the basis of write-in statements. Liberal-arts programs moved to first rank overall (16%). "Coeducation" was moved up to third rank (14% mention) and was ranked first by NYCC and USCC white students (15% and 17% respectively.) "Vocational-terminal programs" was moved up to fourth rank for "like best" overall (14% mention), and was the most chosen category of both USCC and CCHS females (18% and 19% respectively). These were, therefore, important issues, even though they were not as much mentioned spontaneously. Other rankings were similar to those elicited by the write-in questions. It is important to note, however, that the rankings occurred within a general framework of approval, and that none of the features would be unacceptable in themselves to a majority of students in any group.¹

2.7.4 Students estimate of parental support for attendance and probability that he would be willing to attend.

Questions 25 and 26 provided the students with an opportunity to summarize attitudes toward attendance. Question 25 was also intended to bring parental values into consideration for choosing an answer for question 26. Each question asked the student to take into consideration the major aspects or features of the college in making a decision, such as "the costs, the kinds of people you would be with, the location, the program..." For question 26 this statement continued, "...and your parents' (or guardians') feelings."

¹If the "neither like nor dislike" percent was added to the "like percent," all features would be acceptable to at least two-thirds of all students except for "location" which would be either neutral or favorable to 62% of all students.

Responses to question 25 indicated that the large majority of students expected their parents would have approved of a decision to attend the college. No more than 5% of any SBRG said their parents would be unwilling to let them attend, and, at the other extreme, more than 60% of all students in each SBRG except NYCC (only 39%) indicated that their parents would give strong support to their attendance. The breakdown for subgroups was summarized in Table 2.7.4.1. Parental approval was expected by at least 80% of the students of each subgroup. The main difference among subgroups was in the degree of parental enthusiasm expected. Whereas most subgroups respondents indicated that approximately 65% or more of parents would strongly approve, for CCHS females and NYHS Puerto Ricans this dropped below 60% (57% and 58%), and for NYCC white and Puerto Rican students this dropped to about one-third, indicating an expectation of some degree of parental reserve for most of these students.

The last question asked the student to summarize all of his attitudes, interests, and concerns into a final statement of probable attendance, but disregarding college plans already made. This was a key question and the results were examined in detail. There were five possible answers: (a) "I would definitely go--sounds just right for me," (b) "I would probably go--there are more advantages than disadvantages," (c) "I might go, or I might not--the advantages and disadvantages seem about the same," (d) "I would probably not go--there are more disadvantages than advantages," (e) "I would definitely not go--it does not sound right for me at all."

Table 2.7.4.2 presents the results for the four SBRG's. The upstate college freshmen and the New York High School students were the most favorably inclined, with 80% or more indicating they would probably or definitely attend, as compared with only about two-thirds of the students in the other groups. NYHS students, however, were most favorable of all, with 43% in the "definitely go" category, as compared with 21% to 27% for the other three groups. The CCHS and NYCC groups had the highest percentage of students in the "not go" category (CCHS, 12%; NYCC, 10%).

The various subgroupings of race and sex were shown in Table 2.7.4.3. The usual race analysis for the NYHS group was not included because the relatively few white students in this group followed the same general interest pattern as the Negro and Puerto Rican students.

The table permitted several observations. No sex differences were found (by chi-square test) except for the NYCC group, and here they were found in interaction with race differences. White females, who were least favorable of all subgroups, were significantly lower than males (with both "favorable" categories combined: female 46%, male 64%, male-female difference 18%) whereas for both Negroes and Puerto Ricans females were more

Table 2.7.4.1 How students reported that their parents would react to a decision to attend the college(percents).^a

	<u>Not Approve %</u>	<u>Reaction Unknown %</u>	<u>Probable Approval %</u>	<u>Definite Approval %</u>	<u>Total (n)</u>
NYCC White	5	13	47	35	(490)
Negro	1	4	21	73	(67)
Puerto Rican	7	12	48	33	(42)
NYHS White	0	4	17	78	(23)
Negro	3	8	25	64	(64)
Puerto Rican	2	8	31	58	(48)
USCC Male	1	5	22	72	(223)
Female	1	6	23	70	(89)
CCHS Male	2	7	27	64	(368)
Female	2	13	29	57	(378)

^aMale and female distributions for NYCC and NYHS were combined. Chi-square analyses of sex differences were not significant except for CCHS, at the .05 level. Race differences were significant for NYCC, with Negroes more favorable than either Whites or Puerto Ricans. Chi-square = 21.3, $c = .18$, $df = 6$, significant at .01 NYHS differences were non-significant.

Table 2.7.4.2 Probable attendance at the college, for SBRG's (numbers and percents).^a

	Definite-ly not go		Probably not go		Might go or might not		Probab-ly go		Definite-ly go		Total (n)
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	
NYCC	(29)	4	(45)	6	(174)	26	(286)	42	(147)	22	(681)
NYHS	(1)	1	(2)	1	(28)	17	(61)	38	(68)	43	(160)
USCC	(3)	1	(12)	4	(48)	15	(168)	53	(86)	27	(317)
CCHS	(43)	6	(47)	6	(157)	21	(354)	46	(160)	21	(761)

^aA chi-square test was done with the two "not go" and the two "go" categories collapsed. Chi-square = 47.7, c = .15, df = 6, significant beyond the .001 level.

Table 2.7.4.3 Probable attendance at the college, for sex and race subgroupings (number and percents).^a

	Definite-ly and probably not go		Might go and might not		Probably go		Definite-ly go		Total (n)
	(n)	%	(n)	%	(n)	%	(n)	%	
NYCC Male W	(36)	10	(88)	26	(151)	44	(70)	20	(345)
N	(2)	6	(4)	12	(15)	44	(13)	38	(34)
PR	(1)	4	(7)	28	(8)	32	(9)	36	(25)
Female W	(32)	21	(52)	33	(51)	33	(21)	13	(156)
N	(1)	2	(0)	--	(17)	50	(16)	47	(34)
PR	(0)	--	(2)	12	(11)	65	(4)	24	(17)
NYHS Male	(0)	--	(13)	19	(27)	40	(28)	42	(68)
Female	(3)	4	(11)	16	(22)	32	(32)	47	(68)
USCC Male	(12)	5	(31)	14	(121)	54	(62)	27	(226)
Female	(3)	3	(16)	18	(46)	52	(23)	26	(88)
CCHS Male	(47)	13	(64)	17	(183)	50	(75)	20	(369)
Female	(42)	11	(91)	24	(164)	43	(84)	22	(381)
Total Male	(98)	9	(207)	19	(505)	47	(257)	24	(1067)
Female	(81)	11	(172)	23	(311)	42	(180)	24	(744)
Total	(179)	10	(379)	21	(816)	45	(437)	24	(1811)

- a. No overall chi-square was done. Separate chi-squares for sex were non-significant for NYHS, USCC and CCHS groups. A chi-square was done for race and sex for the NYCC group with figures for Negro and Puerto Ricans combined, and "probability of attendance" collapsed into 3 categories: "no, or undecided," "probably go," and "definitely go." Chi-square = 53.9, $c = .28$, $df = 6$, significant beyond the .001 level.

favorable, having the highest favorable percentages of any subgroup (Negro females 97%; Puerto Rican 89%; Negro males 82%; Puerto Rican 68%; a male-female difference of 15% for Negroes and 21% for Puerto Ricans). For race alone, it can be seen that Negroes were most enthusiastic about attendance (90% favorable), followed by Puerto Ricans (75%), then by white students (58%).

Other subgroups fell between the NYCC extremes. About 80% of all NYHS students were favorable. For the upstate groups, favorable percents ranged from a low of 65% for CCHS females to 81% for USCC males.

Even a conservative interpretation of these findings would indicate that at least half of the students from any group would have some interest in attending. The only students whose "probable" attendance fell below the 50% point were NYCC females and an additional one-third of those answered in the "undecided" category, some of whom would be expected to be "attenders" if pressed to commit themselves.

Approximately two-thirds of all students indicated at least "probable" attendance, and about one-fourth indicated "definite" attendance if offered the opportunity. This was quite consistent with previous analyses of specific features of the college, some of which were disapproved by as many as 30% of certain subgroups, but which followed different patterns and degrees of disapproval and approval. Some students disapproved of the location, but liked the financial advantages or the integrative features: some students disapproved of race integration, but favored distance or location of the college and so forth. Such strong disapproval of one feature (e.g., integration) that this would cause rejection of the college regardless of attitudes toward other features was not frequent. It seemed evident that with a large demand for college entrance there could be no shortage of potential students, whether they were selected from among those needing special academic tutoring, or from among those who would be generally qualified for other colleges. Clearly, however, the greatest appeal would be to Negro and Puerto Rican students in New York City, and to students upstate who would be generally interested in two-year college programs (that is, students like these in the USCC group).

2.8 Predictors of attendance--a multiple-regression analysis of specific features as predictors of probable attendance at the college.

2.8.1.1 Overview:

Because it was clear from the comparative analyses of various specific aspects of the college that they were evaluated differently by the various subgroups, selected features were designated as independent variables, with "probable attendance" (question 26) as the dependent variable,¹ in a multiple correlation equation.² Thirteen predictors were included in the original analysis and reduced to six, seven or eight in subsequent analysis. As shown in Table 2.8.1.1, these represented various aspects of student background, expectation, interests and attitudes. Their obtained relationships to the criterion should be viewed as an attempt to identify general patterns of interest, rather than precise predictive relationships, because of the course grouping of responses on the criterion variable and several of the predictor variables, as well as the response skewness on these variables for one or more subgroups. Multiple R's varied from .38 (CCHS female) to .63 (NYCC female), indicating that most of the variance of the criterion could not be explained. The R of .46 for all students combined would only account for about 21 percent of the criterion variance.

¹It should be clear that this was unsuitable for those subgroups in which students were concentrated in one or two categories of one or more of the variable in the equation, because variance was thereby so restricted that meaningful prediction was not possible; also, the criterion and several of the predictors had five or fewer categories. The relationships found were therefore underestimates of the relationships that would have been obtained had each variable contained at least ten categories and the distributions of responses not been so skewed for several of the variables. For a discussion of problems of course groupings in correlational analyses, see Wert, et al, 1954, pp. 304-313.

²The computer program was developed for the IBM 1440 at the State University College at Plattsburgh. The simultaneous linear equations were solved by matrix inversion using the rolling method. The program computes and outputs the zero-order correlation matrix, means and standard deviations for each variable regression coefficients (betas), the relative contribution of each beta to the variance of R, t-values for each regression coefficient, and the standard error of estimate for R.

In reading Table 2.8.1.1, it was judged useful to consider a variable as predictive if the beta was significantly different from 0, and to consider its importance as a predictor in relation to the percent contribution it made to R. The percent contribution was listed in the second column under each grouping of respondents. The size of the beta itself was not considered important because a beta is a weighting derived for a predictor in an equation, and the importance varies with the magnitude of the variance of the predictor in relation to the variance of the criterion.

For each predictor listed, there was also a statement as to the direction of association between the predictor and the criterion; thus, for "father's education," it was noted that "hi ed = hi score." This signified that low educational attainment was assigned a low score, high educational attainment a high score. Since the criterion was assigned a low score for "non-attendance" and a high score for "attendance," a significant positive beta would indicate a greater tendency for students to want to attend the college if their father's had more education (true only for NYHS males).

2.8.1.2 The relationship of predictor variables to "college attendance" for the total group and for various subgroupings.

For all students combined, 6 of the 8 variables included were significant, and contributed variously to the significant multiple R. Race integration was the strongest predictor (28%), in part because the race integration score was evenly distributed over 9 categories and therefore had a relatively high variance weighting. This was followed by liking of the distance from home of the college (21%), and of vocational programs (18%), of the number of intended work hours, by preference for a rural location for a college (10%), and by liking for vocational programs.

It was expected that there would be a relationship between this type of analysis and the analysis resulting in Table 2.7.2.3 of the preceding section, in that items classified as "controversial"--that is, having a relatively high, proportion of both negative and positive response, would be the most predictive. This held true for "integration" and "distance." Urbanization preference was conceptually similar to the "location" variable (which was rated as "controversial") so this would also be consistent with expectations. The importance of programs--both vocational and liberal arts (which were not particularly controversial)--was not expected to be a significant predictor as it was expected that students would take programs more or less for granted. Apparently, however, enthusiasm for one or the other of these aspects was found to be related to college interest.

For NYCC males, the strongest predictor was distance (28%)

Table 2.7.5.1 Multiple correlations, beta weights, and beta contribution^b for selected predictors and the criterion ("probable college attendance") for the total group and subgroups.

<u>Independent Variable</u>		<u>Total</u>		<u>NYCC Male</u>	
<u>Item no.</u>	<u>Description</u>	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>
1.	34. Father's education (hi ed = hi score)	.0	0	-.02	2
2.	1. S's occupational plans (hi status = hi)	-.02	4	-.02	5
3.	7. Intended work hours (hi hours = hi)	.08*	12	-.03	4
4.	14. Urbanization preference (big city = hi)	-.14*	10	-.19*	20
5.	23.2 Distance acceptance (like distance = hi)	.16*	21	.20*	28
6.	23.5 Vocational acceptance (like voc. prog. = hi)	.17*	18	.17*	19
7.	23.6 Liberal arts acceptance (like L A prog. = hi)	.09*	7	.02	1
8.	15-19 Race integration attitude (favor int. = hi)	.12*	28	.09*	21
9.	High school rank (hi rank = hi)	a.	-	a.	-
10.	Multiple correlation (R)	.46	100	.49	100
11.	Standard error of estimate	.871		.849	
12.	Number in group	1463		343	
13.	Degrees of freedom	1454		334	
14.	F-value of R	42.88**		13.18**	

*Significant at the .05 level or beyond.

**Significant at the .01 level.

^avariable omitted from analysis for this group.

^bRelative beta contributions to the R value (b%) were computed by multiplying the beta weight for each predictor by the ratio of the predictor variance divided by the criterion variance, and then converting these figures into percentages of the total.

<u>NYCC Female</u>		<u>NYCC White</u>		<u>NYCC Negro</u>		<u>NYCC Puerto Rican</u>		<u>NYHS Male</u>		<u>NYHS Female</u>	
<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>
-.03	2	a.	-	a.	-	a.	-	.15	22	.02	3
.07	3	-.02	4	-.05	12	-.03	4	-.20	21	.03	4
.12*	12	.07*	11	.00	1	.09	18	.04	2	.02	2
-.30*	13	-.21*	21	-.04	5	.07	11	-.10	7	-.17	13
.20*	19	.18*	27	.13	28	.30*	46	.16	13	.23	28
.30*	18	.12*	14	.24*	31	.20	18	.10	6	.32	15
.08	2	a.	-	a.	-	a.	-	0	0	.02	2
.17*	31	.11*	23	.10	23	-.02	3	.16*	28	.12	33
a.	-	a.	-	a.	-	a.	-	a.	-	a.	-
.63	100	.45	100	.62	100	.52	100	.62	100	.60	100
.867		.946		.692		.785		.646		.793	
182		431		62		47		43		42	
173		424		55		40		34		33	
14.41**		17.67**		2.15		2.47		2.68		2.32	

Table 2.7.5.1 (continued)

	NYHS		USCC		USCC		CCHS		CCHS	
	Negro Puerto Rican		Male		Female		Male		Female	
	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>	<u>b</u>	<u>b%</u>
1*	a.	-	-.02	3	-.02	7	-.04	6	.03	7
2.	-.05	9	-.07	17	-.07	7	a.	-	a.	-
3.	.05	5	.05	10	.06	14	.25*	36	0	0
4.	-.14	11	-.02	1	-.08	5	-.16	6	-.22*	10
5.	.22*	32	.02	2	.19*24		.14*	13	.12*	15
6.	.15	12	.17*21		.20*23		.06	6	.29*	21
7.	a.	-	-.04	4	.02	2	.14*	14	.08	9
8.	.11*	31	.14*42		.06	18	.02	4	.12*	32
9.	a.	-	a.	-	a.	-	-.17*	27	.03	6
10.	.56	100	.41	100	.44	100	.50	100	.38	100
11.	.705		.740		.704		.951		.904	
12.	65		192		76		173		218	
13.	58		183		67		164		209	
14.	4.34*		4.68*		2.64		6.83**		4.25*	

*Refer to first page of table

followed by integration (21%), liking for rural areas (20%) and vocational programs. NYCC females differed mainly in emphasis. Integration was the main determinant (31%), followed by distance (19%) and liking for vocational programs (18%). Attitudes toward rural areas (13%) and work expectations (12%) were also significant. The relationship between work hour expectations and attendance was one which was not found for the males.

Racial differences for NYCC were not clear because the small numbers of Negro and Puerto Rican students prevented obtaining a significant R for the groups. White students overall were similar to male and female students taken separately. For Negro students, the one significant beta was for preference for vocational programs (31%) whereas for Puerto Ricans, the only significant beta was for distance (46%).

The NYHS group was subdivided by male and female; and, for race, Negro and Puerto Ricans combined. R values were not significant for either males or females, but R for the Negro-Puerto Rican combination was. The significant betas for this grouping were for distance and integration.

For the upstate community college students, only the males achieved a significant R. Race integration (42%) and vocational programs (21%) made the major contributions. Females had two significant betas (although the R was not), distance liking (24%) and, like the males, vocational programs.

For Clinton County High School students both male and female R's were significant, but there were differences in the patterns of predictors. For males, the largest predictor was the number of hours planned for working (36%), relatively low high school achievement ranking (27%), interest in liberal arts programs (14%) and distance liking (13%). For females, the largest predictor was race integration (32%), vocational programs (21%), distance (15%) and a liking for rural areas. Only distance was predictive for both males and females.

Chapter 3.

The Clinton County Survey

3.1 Determination of the Sample

The purpose of this phase of the study was to provide a description of the people of Clinton County and to examine their attitudes toward education in general, toward community colleges, and toward the specific experimental college proposal. A random sample of one-half of one percent of the total population of Clinton County was selected for interviewing. This represented approximately 350 interviews.¹ It was also decided that at least 100 additional interviews should be collected among known community leaders (see chapter 4 for Clinton County census data).

The random sample was selected with the help of the 1960 U. S. Government Censuses of Population and of Housing. The data were classified for population and housing (total number of occupied housing units) from census enumeration district data for each of the fourteen townships and the one municipality of Clinton County (see Table 5, Appendix A1).²

Housing: The percentage of housing units needed for the sample from each township was determined by dividing the total number of housing units (x) in any township by the total number of housing units in Clinton County (17,807). The potential sample number for any one town was then determined by multiplying 350 (the desired sample total for Clinton County) by the percent of the total housing population for that town (see Table 5, Appendix A1).

Population: The percentage of the population needed for the sample from each town was found by dividing the total population of the town (x) by the total population for Clinton County (70,837). The second potential sample number for each town was then determined by multiplying 350 (the desired sample total for Clinton County) by the percent number of the population for that town (see Table 1, Appendix A1).

The actual sample number need for each town was then determined by averaging the two potential samples for that town. This data is recorded in Table 3.1.1.

Once the sample numbers were determined, the selection of subjects was relatively automatic. The population for which the

¹The actual determination of sample size was a compromise between time and money costs for interviewing, and the need for adequate population generalization. A sample of 350 should yield data which are accurate within 5% of the true population percent, 95 percent of the time (see Table 2.1.2.2).

²Appendix A2 is an analysis of major survey variables by respondents' age and education.

sample was selected consisted of records from the Real Valuation Commission for Clinton County. The information in the Commission office contained the number of residential units at each property. In order to randomly select the actual sample of 350, each residence in Clinton County was numbered. The random sample for each town was then selected by referring to a table of random numbers. The random numbers selected were matched to the numbered residences. The owner of the residence (who was not necessarily the occupant) and the location of the residence (as determined by its boundaries) was recorded.

In a rural community such as Clinton County, it was necessary to have the residences located on maps for the interviewers in order to save much time and error. To do this, the list of residences selected for the sample was taken to the Chairman of the Assessors for each township, who then located the chosen residences on a map of his assessment area.

In the one municipality (Plattsburgh City), the procedure was somewhat simplified as street addresses for separate residences were already available.

Interviewers with caseload assignments in rural areas were all provided with maps showing the location of their interview household.

While the sample was being selected, two pre-tests of the interview instrument were conducted. The first pre-test in mid October, was conducted by the research staff and resulted in revisions of the instrument. The second pre-test, conducted by female interviewers, provided practical training for these relatively inexperienced women and demonstrated satisfactorily the applicability of the instrument.

Twenty-five interviewers were used to complete 341 interviews. 234 interviews or 68.6% were done by six people. And 316, or 92.7%, were completed by twelve interviewers. The rate of interviewing is shown in Figure 3.1.1.

An analysis indicated that there were no significant differences among respondents over time, or among different interviewers, for key demographic items such as rural-urban residence, gender, and occupational status, nor in respect to attitudinal items related to college support and interracial social distance.

The final sample of 341 represented .5% of the county's total population and 1.7% of the households in the county. Although nine scheduled interviews were not obtained, this did not seriously affect the distribution of persons interviewed throughout the county. The numerical reductions were distributed as follows: 1, Clinton; 2, Saranac; 3, Plattsburgh Township; 2, Mooers; and 1, Black Brook.

Table 3.1.1 Determination of sample size for survey.

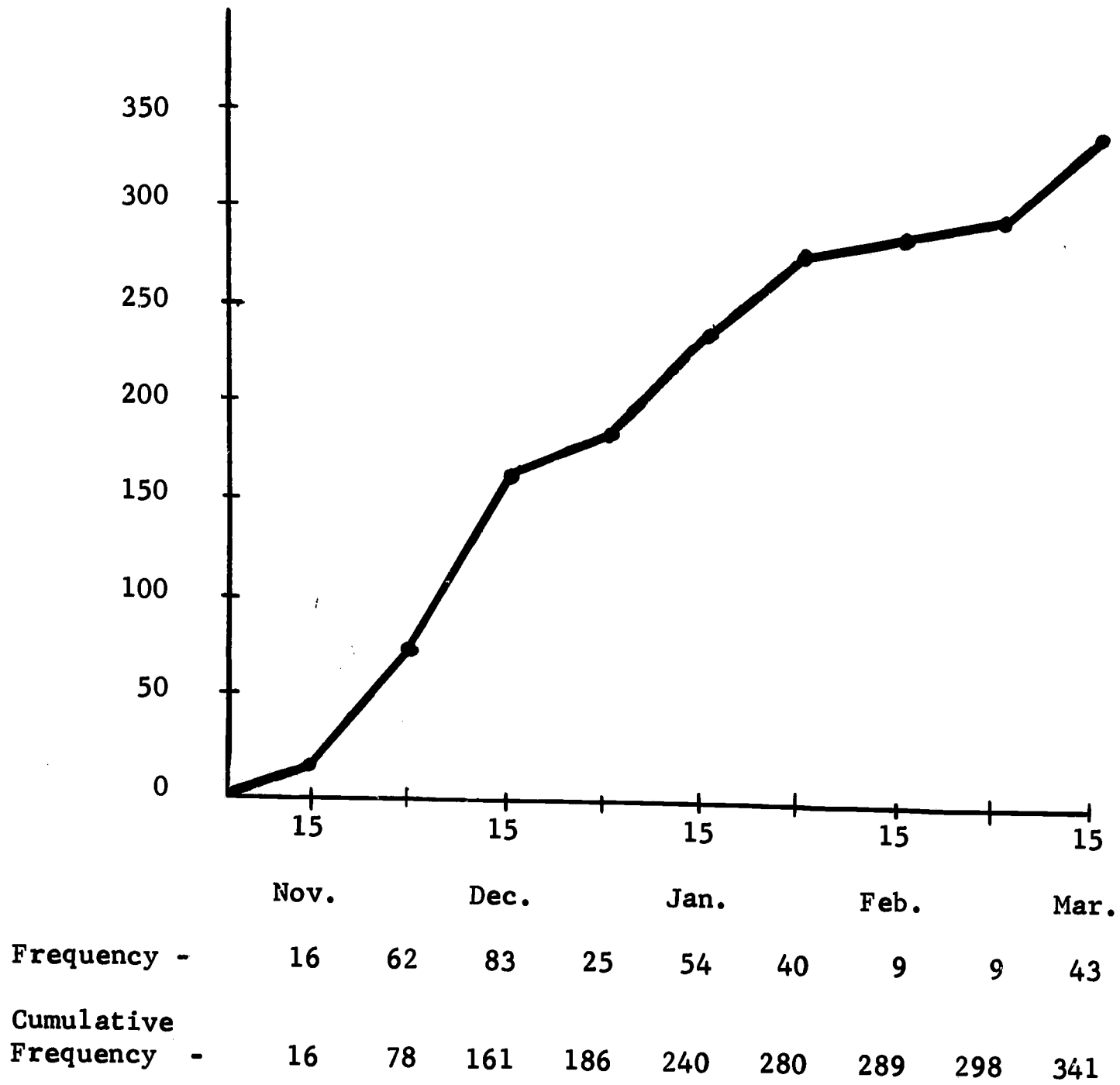
TOWN	HOUSING DATA ^a			POPULATION DATA ^b			
	HOUSING UNITS	% OF TOTAL HOUSING UNITS X/17807	(A) % OF 350 PART SAMPLE	POPULATION	% OF TOTAL POPULATION	(B) % OF 350 PART SAMPLE X/70837	SAMPLE SIZE A & B <u>2</u>
ALTONA	443	2.5	9	1750	2.5	9	9
AUSABLE	667	3.8	13	2605	3.7	13	13
BEEKMANTOWN	581	3.3	12	2538	3.6	12	12
BLACK BROOK	402	2.3	8	1595	2.3	8	8
CHAMPLAIN	1530	8.6	30	5544	7.9	28	29
CHAZY	875	4.9	17	3386	4.8	17	17
CLINTON	196	1.1	4	796	1.1	4	4
DANNEMORA	764	4.3	15	4256 ^c	6.0	21	18
ELLENBURG	500	2.8	9	1945	2.7	10	10
MOOERS	655	3.7	13	2587	3.7	13	13
PERU	853	4.8	17	3848	5.4	19	18
PLATTSBURGH T	3201	18.0	63	13390	18.9	66	65
PLATTSBURGH C	5361	30.1	105	20172	28.5	97	101
SARANAC	1002	5.6	20	4006	5.7	20	20
SCHUYLER FALLS	777	4.4	15	2419	3.4	12	13
TOTAL:							
CLINTON COUNTY	17807	100%	350	70837	100%	349	350

^aU. S. Bureau of the Census, U. S. Census of Housing: 1960.

^bU. S. Bureau of the Census, U. S. Census of Population: 1960

^cThis figure is 1885 less than that shown in the census report as the Dannemora State Prison was omitted.

Figure 3.1.1 Cumulative interviews collected between November 1, 1966 and March 15, 1967, showing rate of interviewing overtime.



3.2 Description of the Sample as Related to Census Data

140 (41%) respondents were males and 201 (59%) were females, whereas 53% of the Clinton County population is male.¹ Part of this discrepancy can be explained by the fact that the 1960 Census was inclusive of the Air Force Base personnel and of the 3262 male inmates of Dannemora State Prison and State Hospital. Neither of these groups were included in the survey sample. Compensating the census data for these institutions reduces the ratio to 51% male, and for the Air Force Base, to about 50% male. This still indicates a significant departure of sample data from population expectations which was apparently due to interviewer difficulty in locating male respondents, and an unfortunate tendency to substitute females. The problem was frequently discussed with interviewers, but never completely resolved.

Table 3.2.1 describes the age distribution for respondents as compared with 1960 Census data for Clinton County. It is somewhat under census expectations for the below 35 age group, and somewhat above expectations for the 45-64 age group. Differences exceeded that expected through chance variation (see Table 2.1.2.2. For the sample of 338, allowable differences varied between 2% and 5% at the .05 level of significance). Higher 1960 Census proportions in lower age groups were affected by the inclusion of penal institutions and the Air Base, but the extent of this influence was not determined.

Education: Table 3.2.2 reports sample data for educational level in comparison to 1960 U. S. Census data for Clinton County. The differences were generally consistent with expected educational changes in the population since 1960, but were also affected by the inclusion in the sample data of the 18 to 24 year age group whereas the census data did not include this age range. Because of the negative association between age and education, the sample should report somewhat higher educational attainment, thus augmenting differences attributable to time changes.

Educational trends are shown in Table 3.2.3, which also includes the 1950 Census percents.

Occupation: Table 3.2.4 presents sample and census comparisons for occupational categories. Census percents are given both for all wage earners and for males alone. The appropriate sample comparison is with "heads of households" (columns 3 and 5), because occupational reporting of the sample was for the chief wage earner of the household only. The occupational comparisons of Table 3.2.4 suggests that the sample differs from 1960 population expectations in service and clerical-sales categories. This could represent a sample error,

¹Department of Rural Sociology, Cornell University Experimental Station, New York State College of Agriculture. The People of Clinton County, New York, 1963, page 13. Data in this source is taken from the 1960 U. S. Censuses of Population and Housing.

Table 3.2.1 Age distribution of the sample compared with the age distribution for Clinton County in the 1960 census^a, as expressed in percents.

Age	<u>20-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-44</u>	<u>45-49</u>	<u>50-54</u>
Sample N	30	27	21	37	42	43	31
Sample %	9	8	6	11	12	13	9
1960 Census %	15	14	12	11	9	8	7
Percent Difference	-6 ^b	-6 ^b	-6 ^b	0	+3	+5 ^b	+2
Maximum chance difference	3	3	2	3	3	3	3

Age	<u>55-59</u>	<u>60-64</u>	<u>65-69</u>	<u>70-74</u>	<u>75+</u>
Sample N	30	34	14	15	14
Sample %	9	10	4	4	4
1960 Census %	6	5	4	3	4
Percent Difference	+3 ^b	+5 ^b	0	+1	0
Maximum chance difference	2	2	2	2	2

^a Taken from Cornell Department of Rural Sociology, op. cit., 1963, page 13.

^b Differ significantly from census expectations.

Table 3.2.2 Last grade completed in school for survey respondents.

	<u>Number</u>	<u>Percent</u>		<u>1960 Census Data^a</u> (percent)
Below 8 years	47	13.8		23.9
8 through 11 years	130	38.1		38.8
High school graduation	95	27.9		22.2
Some college	29	8.5		8.8
College graduation	21	6.2	35	10.3
Post graduate work	14	4.1		
No data reported	5	1.5		-

^aOp. cit., p. 42.

Table 3.2.3 Percentile distribution for different levels of education compared for the 1950 and 1960 census^a and for the 1967 survey sample for Clinton County.

No. of school years completed	1950	1960	1967	1949-	1959-
	Census (1949)	Census (1959)	Survey	1959 Difference	1967 Difference
Below 8 years	33.8%	23.9%	13.8%	-9.9%	-10.1%
8 to 11 years	39.5	38.8	38.1	-0.7	- 0.7
High school grad.	14.5	22.2	27.9	7.7	5.5
Some college	6.4	8.8	8.5	2.4	- 0.3
College grad. and over	5.3	6.4	10.3	1.1	3.9
(Not reported)	(-)	(-)	(1.5)		
Median grade completed	99.5%	100.1%	100.1%		
- Clinton Co.	8.8	10.0	11.7	1.2	1.7
- National ^b	9.3	10.6	11.8 ^c (12.3)	1.3	1.7

^aCornell, *op. cit.*, p. 45.

^bBureau of the Census, (1966, p. 113).

^cReported for March, 1965. Extrapolating to March, 1967 would produce a census expectation of approximately 12.3. The difference between this figure and the survey median of 11.7 is .6 of a year. This is consistent with Clinton County - National census comparisons for 1950 and 1960, which indicate that Clinton County lags the National educational median by about one-half a year.

Table 3.2.4 General occupational categories for chief wage earners of the sample households compared with 1960 Census data for employed males, corrected to approximate head of household data^a. Comparisons are between column 3 and 5.

Category	Sample N	Sample % (Chief wage earners)	1960 Census % ^b (Males) (Heads of households) ^a	Differences (col. 3 minus col. 5)	Allowable sample dif- ference in percentages (from Table 2.1.2)
(1)	(2)	(3)	(4)	(6)	(7)
Farm	34	11%	13%	-1	3%
Service	59	18	14%	+4 ^c	3%
Manual	116	35	38%	-3	5%
Clerical and sales	30	9	13%	-4 ^c	3%
Owners, managers and officials	56	17	14%	-3	3%
Professional- Technical	32	10	9%	+1	3%
Total	327	100%	100%		

^aThe occupational percentages for "heads of households" were estimated from national samples of the U. S. Census as reported in the Bureau of the Census, 1966, *op. cit.*, pp. 229 and 341. The only year for which comparison data was available for males and heads of households separately was 1964. The percentage differences for each of the occupational groupings were calculated, and used as a factor to weight the 1960 Census data for Clinton County. This is a crude weighting which assumes: (a) occupational differences for males and household heads were approximately the same in 1960 and 1964; (b) these differences are applicable to Clinton County.

^bCornell Department of Rural Sociology, 1963, p. 34, supplied the basic census data which was re-interpreted for this table.

^cExceed allowable sample difference at the .05 level of confidence (neither would exceed expectations at the .01 level), and can be considered as significantly different from population expectations.

a difference in definition, or a real shift in occupational categories since 1959. Comparison data for Clinton County were not available, but an examination of national statistics to 1965¹ indicates changes in occupational categories did not exceed 1%, except for farm workers, which declined 2% (from 7.6% to 5.6%) from 1960 to 1965. Also, since occupational categories were coded from occupational definitions employed by the Bureau of the Census, this does not seem to be a likely source of discrepancy. It is also true that "chief wage earners" and "heads of households" are not always the same people, but the effect of these differences could not be assessed.

The survey sample, therefore, appears to slightly exceed census expectations for service occupations, and to slightly underestimate them for clerical and sales occupations.

Table 3.2.5 is also of interest because it gives some indication of more specific occupational patterns within the county: (a) by far the largest proportion of chief wage earners, more than double that of any other category, were classified as skilled workers (such as carpenters, electricians, automotive mechanics, etc.), followed by (b) semi-skilled and (c) skilled service workers; (d) small farm owners or operators; and, (e) unskilled labor. Table 3.2.6 summarizes this information by ranking the nine occupations that each included ten or more (about 3% or more) of the respondents. They exhausted 64% of the sample, the remainder of which (36%) was distributed fairly evenly throughout the occupational groupings.

The following generalizations appear valid:

- (a) the largest group of people (37%) in Clinton County who are principally responsible for supporting a family could be classified as skilled or semi-skilled employees engaged in either manual work or some kind of service work.
- (b) These, together with the small farm operators and manual laborers, constituted about half of the work force (49%). By including the remainder of those classified generally as "blue collar" workers, this group constituted 64% of the sample.
- (c) Those chief wage earners in professional, technical, and semi-professional sales or clerical jobs were the principal components of the "white collar" workers, comprising somewhat less than half of this group, and about 15% of the total. The remainder of the "white collar" group was distributed throughout

¹Bureau of Census, 1966, page 229.

the various categories and contributed 21% to the total, for a combined "white collar" of 36%.

- (d) The choice of the chief wage earner of the household biased the sample toward more skilled or prestigious occupations, (as compared with all wage earners), since working children and housewives are not ordinarily employed at the same level as the chief wage earner.

Income: The comparison of income classifications between the 1960 Census and the sample revealed a significant increase for the sample (Table 3.2.7). In order to better understand the reasons for this, Table 3.2.8 provides additional trend data including the 1950 Census.

This indicates that the survey data represented an expected increase in income level for the people of the county which is a reasonable extrapolation from the County Census Data of 1949 to 1959, and which also parallels National census changes in median income for white families from 1949 to 1964 (and extrapolated to 1967, see Table footnote f.). The figures would indicate that median income in Clinton County has stayed about \$500 below that for the country as a whole (1949, \$403; 1959, \$478; 1967, \$568).

Table 3.2.5 Detailed occupational classifications of general categories presented in Table 3.2.4.

<u>Specific category</u>	<u>Number</u>	<u>Percent</u>
uncodable	7	2.1
no response	3	0.9
1. farming (not specified)	2	0.6
large farm owner (hires others to work his farm for him)	1	0.3
farm owner or manager (works his own farm and has employees)	4	1.2
farm foreman, tenant farmer, or small farm owner	21	6.2
farm worker or laborer	1	0.3
2. protective & service work (not specified)	1	0.3
very skilled (such as railroad engineer, dry cleaner, sheriff, airline stewardess, etc.)	5	1.5
skilled (such as butcher, barber, policeman, seamstress, cook, practical nurse, housekeeper, etc.)	25	7.3
semi-skilled (such as taxi, bus, or truck driver, waiter or waitress, etc.)	29	8.5
other (such as janitor, scrubwoman)	4	1.2
3. manual work (not specified)	5	1.5
contractor (construction jobs, building, etc.)	5	1.5
factory foreman, or self-employed skilled worker	4	1.2
skilled worker (carpenter, electrician, timekeeper, forestry)	71	20.8
semi-skilled (such as carpenter's or plumber's assistant, steelworker)	10	2.9
other manual work (miner, assembly line worker, etc.)	21	6.2

Table 3.2.5 - Continued

	<u>Number</u>	<u>Percent</u>
4. clerk, office or sales (not sec.)	4	1.2
certified accountant	1	0.3
real estate or insurance salesman, accountant, etc.	14	4.1
bank clerk; executive, legal or medical secre- tary	2	0.6
stenographer, bookkeeper	3	0.9
store clerk, beauty operator, telephone operator, typist, etc.	6	1.8
5. public official or business manager (not specific)	9	2.6
executive manager of an office or department of a large business, executive assistant, or other high management job, military officer	7	2.1
assistant office manager, departmental assis- tant or other middle management job	7	2.1
government worker	13	3.8
6. business owner (not specified)	9	2.6
above average sized business (value between \$10,000 and \$30,000)	4	1.2
average size business (value between \$3,000 and \$10,000)	5	1.5
small business (value between \$1,000 and \$3,000)	2	0.6
7. professional work (not specified)	4	1.2
doctor, dentist, lawyer, professor, judge, architect, scientist, veterinarian, high- school superintendent, deans	11	3.2
registered nurse, librarian, high school teacher, chiropractor, college-trained minister, undertaker, pilots	12	3.5

Table 3.2.5 - Continued

	<u>Number</u>	<u>Percent</u>
social worker, grade-school teacher, minister (no special training), library assistant, professional musician, interior decorator	4	1.2
other professional	1	0.3
8. housewife, mother	1	0.3
9. other--not codable on one of the more specific categories	3	0.9

Table 3.2.6 Rank order and percents of principal occupational categories for chief wage earners of Clinton County families.

	<u>Rank</u>	<u>Occupation</u>	<u>Number</u>	<u>Percent</u>
Blue Collar	1	skilled manual worker	71	21%
	2	semi-skilled protective or service worker	29	9%
	3	skilled protective or service worker	25	7%
	4.5	small farm owner or operator	21	6%
	4.5	unskilled manual labor	21	6%
<hr/>				
White Collar	6	sales or clerical work at a semi-professional level	14	4%
	7	government office worker	13	4%
	8	professional at middle level	12	4%
	9	professional at upper level	11	3%

Table 3.2.7 Comparison of income categories with U. S. Census data for 1959. ^{a,b}

<u>Category</u> ^c	<u>Sample N</u>	<u>1967 Sample %</u>	<u>1960 Census % (1959 data)</u>
Below \$5000 (low) ^d	94	34.6	47.8
Below \$1000	2	0.7	3.4
\$1000 to \$1999	5	1.8	7.2
\$2000 to \$2999	38	14.0	11.0
\$3000 to \$3999	20	7.4	12.9
\$4000 to \$4999	29	10.7	13.3
\$5000 to \$6999 (low to medium)	49	18.0	23.2
\$5000 to \$5999	27	9.9	13.0
\$6000 to \$6999	22	8.1	10.2
\$7000 to \$8999 (medium)	54	19.9	14.1
\$7000 to \$7999	35	12.9	7.9
\$8000 to \$8999	19	7.0	6.2
\$9000 to \$11,999 (medium to high)	48	17.6	14.9
\$9000 to \$9999	31	11.4	4.3
(\$10,000 and over) ^e	(43)	(15.8)	(10.6)
\$10,000 to \$11,999	17	6.2	
\$12,000 and over (high)	27	9.9	
	<u>272</u>		

^aThe data is not strictly comparable, because survey respondents were asked to indicate an approximate income point (e.g., about \$4000) rather than an income range. Sample ranges should, therefore, be \$500 higher than represented (e.g., \$4000 to \$4999 should be \$4500 to \$4599).

^bCornell Department of Rural Sociology, *op. cit.*, p. 47.

^cThe "no response" category was not included in the tabulation, but consisted of 69 persons, or 20.3% of the total.

^dThe five major income classifications are those used for subsequent analyses in combination with other data, such as educational level and attitudes toward the college. The verbal designations (low, low to medium, etc.) define the major categories used.

^eThis category was included to permit comparison with census data, which is grouped differently from the sample for incomes of \$10,000 and over.

Table 3.2.8 Comparison of gross income groupings used in the survey analyses with 1949 and 1959 Census data,^a expressed in percent and percent change.

<u>Category</u>	<u>1950 Census (1949)</u>	<u>1960 Census (1959)</u>	<u>1967 survey</u>	<u>1949- 1959 difference</u>	<u>1959- 1967 difference</u>
Below 5000 (low)	82.6	47.8	34.8	-34.8	-13.0
5000-6999 (low to medium)	8.9	23.2	18.0	14.3	- 5.2
7000-8999 (medium)	2.5 ^b	14.1	19.0	13.6	4.9
9000 and over (medium high and high)	2.1	14.9	27.5	12.8	12.6
	<hr/> 96.1 ^c	<hr/> 100.0	<hr/> 100.1	<hr/>	<hr/>
Median family income					
-Clinton County	\$2,829	\$5,165	\$7,180 ^d	\$2,334	\$2,015
-National ^e	\$3,232	\$5,643	\$7,748 ^f	\$2,411	\$2,105

^aCornell, Dept. of Rural Sociology, 1963, p. 47.

^bExtrapolated estimate from 1959 Census grouping of \$7,000 to \$9,999.

^cThis census also reported 3.9% "no response" for a total of 100%.

^dSample median has been corrected by an upward adjustment of \$500.

See preceding Table 3.1.8, Footnote a, for rationale.

^eBureau of Census, op. cit., 1966, p. 340, for white families.

^fThis figure was based upon an extrapolation from 1964 Census data, allowing an average yearly increase of \$230.00. The 1964 median was set at \$6,858. Adding \$690.00 (3 x 230) equals \$7,748.

3.3 Additional Demographic Statistics

Birthplace, Religion, and Number in Household:

Table 3.3.1 classifies place of birth for sample respondents, and emphasizes the residential stability of the population. Nearly two-thirds of the sample were born in Clinton County.

The interviewees were predominantly Catholic, with 243 (71%) reporting this as their religious choice. 90 respondents (26%) were Protestants of various denominations, and 8 were of other denominations.

Table 3.3.2 is a frequency distribution of household membership. The modal household membership was two persons (27% of the households interviewed) and the median household size was 3.65. For the 1960 Census median household size was 3.69.¹

Relations Among Demographic Variables -- 1: relations among sex, age, religion and education. This is a brief summary of material presented in more detailed tabular form in Appendix A2.1. The demographic variable which was most consistently associated with changes in other variables, whether demographic, factual or attitudinal, was education. Age was also an important factor. Sex differences were less significant, except in regard to interest in types of college courses, occupations or occupational plans, and similar economically-oriented role differentiations.

Differences were found which were associated with the sex of the interviewee. There were significantly more females in the "below 40" age group (38% of the females were below 40, as compared with 26% of the males). Females were also more likely to have terminated their education on the high school level, whereas males were more likely to have continued on to college. No differences in religious preferences were found. Had the men and women of the sample been found to differ in attitudes toward the major variables of the study, the tendency for them to be distributed differently from each other in respect to age and education would have posed interpretive problems in so far as generalization to the county population was concerned; however, since these differences were rare the problem would not appear to be a serious one.

¹ Cornell Dept. of Rural Sociology, 1963, p. 18.

Table 3.3.1 Birthplace of respondents in sample (question 7).

	<u>Number</u>	<u>Sample %</u>
Clinton County	219	64.2
Upstate New York (excluding Clinton County)	27	7.9
Downstate New York	30	8.8
Eastern States (excluding New York)	31	9.1
Other United States	14	4.1
Canada	10	2.9
Other countries	6	1.8
No response	3	0.9

Table 3.3.2 Survey distribution of household membership.

	<u>Number of persons in household</u>									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10+</u>
Number	19	91	53	51	51	29	18	16	6	7
Percent	5.6	26.7	15.5	15.0	15.0	8.5	5.3	4.7	1.8	2.1

Interviewee age and religious affiliation were also examined in respect to education. Religious affiliation was distributed about the same for each of the age groupings (the age groupings which were selected, and were applied consistently throughout these studies, were "below 40," "40-59," "60 and over"). For each age grouping, Catholics were less likely to have graduated from high school than were Protestants, and this was particularly marked for the "40-59" age group (64% of the Catholics had failed to graduate from high school as compared with 36% of the Protestants). The fact that these differences were much less, and were non-significant, for the "below 40" age group suggests that there may have been changing patterns in Catholic education in recent years.

Age differences were also evident. The modal education for those "below 40" was at the high school graduate level (42%), was below the high school graduate level for the "40-59" group (54%), and for those "60 and older" (74%).

Relationships Among Demographic Variables --2:
the effects of sex, age and education of the interviewee on the occupation and income of the household.
This information is presented in tabular form in Appendix A2.2. Sex differences were found in respect to occupation and income which are consistent with findings about education reported in the preceding section. Families of male interviewees were more likely to be supported from business or professional occupations (37%), as compared with a relatively low proportion of families of female interviewees in this occupational classification (19%). Consistent with this finding, more males were interviewed with family incomes over \$13,000, whereas females were less likely than the males to not declare the income of the household, a characteristic usually associated with low income. Since it was found that people with low education and people in the older age bracket were more likely to not respond to items than were others, this would presumably support the assumption that "no response" was associated with low household income. Since it has already been shown (Chapter 3.2) that income, education and occupational status were distributed approximately as expected from 1960 Census data, it would appear that the sampling of households in this survey was a reasonably unbiased one. The main sampling deviation was in selecting more females to be interviewed than males. Since differences in opinions mainly reflected educational and occupation levels rather than sex differences, the sex bias would not appear to be a serious

sampling problem.

When age is related to occupation and income and education is controlled, it is apparent that age differences are minimal. Education appeared to be the main avenue into white collar, business, and professional occupations and into the higher income brackets. This finding, while not unique to this study, emphasized the importance of education as an entry into the middle-class for the people of the county.

Relationships Among Demographic Variables --3:
Age and education as related to selected indicators of mobility. There were significant relationships among age, education and place of birth of the interviewee. Most of the people without college experience at all age levels were born in either the Clinton County or Plattsburgh area, whereas those with college training tended to immigrate into the area. For those with college experience, the "60 and over" group were mainly from Clinton County, the "below 40" group tended to be from New York State outside Clinton County, and the "40 to 59" group were more likely to have come from outside New York State.

There was also a significant association between age, education and length of residency in Clinton County. Overall, three-fourths (76%) of the people had resided in Clinton County 20 years or more. Education had a high relationship to length of residency. Those without high school diplomas were likely to have been in the area 20 years or more, whereas college educated people tended to have entered more recently than that.

There was a definite relationship between age and education, and "farthest distance traveled from home." Travel outside the United States and Canada had been done mainly by those with college experience, whereas those without high school diplomas were not likely to have traveled beyond the local area (North-eastern United States). There was also relatively less travel to Montreal and New York City among the less well educated. The distance traveled from home increased in the low educational group as age increased, but at even the "over 60's" (the farthest-traveled of the "low education" age groupings) did not approach travel distance findings for any of those better educated, at any age level. Among the younger people of the area, the better educated (and more affluent) were able to travel, whereas the less well educated not, or perhaps have less interest. Eventually, with age, most people took a trip somewhere outside the area, but the less well educated didn't make their trips as early, as often, or as far.

3.4 Some Indicators of Actual and Perceived Respondent Effectiveness on Public Decisions

One of the main purposes of this survey was to determine how the people of the county as a whole would respond to the idea of the experimental college, whether they would support it and how they would support it. Obviously, however, not all persons are equally effective in articulating their point of view into public action; therefore, some are more "important" than others in determining educational practices in the county. It was reasoned that people can express their influence through their group membership (and the influence that groups can bring to bear upon public decisions), or through the vote (if an issue such as this should come to a vote), or through direct personal influence on friends and associates.

An attempt was made to elicit whether respondents belonged to organizations and approximately how much time they spent in organizational tasks. The implicit assumption was that organizational membership and time spent in organizational tasks was associated with public influence. Since voting influence is not possible without being registered to vote, this question was also asked. In addition, respondents were asked to indicate whether they felt that they had any influence over public decisions. The kinds of influence mentioned were summarized into three categories: (a) those who said that they had no influence whatsoever, (b) those who felt that they were able to influence decisions through voting on issues (this was considered to be different from being a registered voter, because many people who were registered to vote seemed to feel that voting was not effective in so far as public decisions were concerned), (c) those who said that they were able to exercise direct personal influence on public decisions through influence on others or through organizational influence.

For the sample as a whole, only 45% reported any organizational affiliation at all and most of these spent less than two hours per week on organizational activity. Only 18% of the sample reported that they spent 8 hours or more per month (for the purpose of this variable, church membership was not counted as organizational membership).

When educational level was held constant, it was found that age in itself was not significantly related to organizational membership. There were marked differences, however, for educational levels. For most college trained people, organizational life did not appear until about the age of 40. Whereas

high school graduates were more organizationally involved earlier in life, they apparently developed affiliations and involvements more slowly, and at 40 and thereafter were well behind the college-educated both in membership and amount of time spent in organizational work. Those who had not graduated from high school were not likely to have organizational attachments at all (outside the church, at any rate) regardless of age.

80% of the respondents reported that they were registered voters. Both age and educational differences were important here. Those below 40 were less likely to be registered to vote than those 40 and above. Also, those who had not received a high school diploma were less likely to be registered voters than those who had.

When people were asked to evaluate their own personal effect on public decisions, the results were most interesting. 50% of all respondents felt that they had no influence whatsoever over public decisions. Of those who felt that they had, 31% felt that their influence was through voting only, and only 19% indicated that they felt they had some direct personal influence. Education, rather than age, was an influencing factor. About one-third of the college educated, one-fourth of the high school graduates, and about one-tenth of those below high school graduation claimed to have direct personal influence. Nearly 60% of those without high school diplomas felt they had no say whatsoever in public decisions (this increased to more than two-thirds for those "60 and over").

Those in the middle-age group who were high school graduates were less likely to feel effective than those below 40, a finding which appeared to reflect a lack of confidence among this group in the effectiveness of voting. Whereas 94% of the 40-59 year old high school graduates had said that they were registered voters, 54% indicated that they had "no influence" of any kind in the making of public decisions.

For the college educated, there was a reversal of what was found for high school graduates. Those in the "40-59" age group mentioned voting influence frequently (55%), and only 15% felt that they had "no say" in public decisions.

From these indicators, it seems apparent that respondents in the "40 to 59" year age grouping who had been to college were those most likely to have had the opportunities to exert influence, and were most likely to feel that they were influential. The lack of organizational involvement and the felt lack of influence reported by those who had not graduated

from high school (and it must be remembered that this group made up over half of the sample) suggested that these people would be relatively ineffective in mobilizing their attitudes toward an experimental college program into action, regardless of whether they were favorable, or oppositional, to what was happening.

3.5 Educational Involvement and Attitudes Toward Education

This section is a summary of information presented in tabular form in Appendix A2.5. It was included as general base data which was felt desirable in interpreting attitudes toward the experimental college.

Most of the families of respondents included children who were attending school. 49% had children in grade school, 16% had children in junior high school, 34% had children in high school, and 10% had children in college. There were some distinct relationships with age and education. For those respondents below 40 years of age, those who had less than a high school education were likely to have more children in school at all age levels than those who had graduated from high school or had some college experience. Parents between 40 and 59 years of age in the two higher educational categories (with high school diplomas, or with college experience) were more likely to have had children in high school than were parents who had themselves not graduated from high school, and it was also much more likely for parents in the two higher educational groupings to have had children in college regardless of age level. Children of parents who had not graduated from high school were therefore less likely than others to complete high school, and had little expectation of entering college. Whether parents who had not had a college education would perceive an experimental college program as valuable, therefore, could very well depend on whether they thought it would provide a means by which their own children might have a better opportunity to get into college.

A series of items were also asked of respondents which had to do with knowledge of basic facts about local educational resources (location of nearby elementary and secondary schools and colleges, as well as names of personnel in those institutions). This was an indicator of the amount of involvement or contact that people have had with education, and therefore, would be associated with having children in school. A point was scored for each fact given by the respondent with scores ranging from 0 to 8. 29% of the respondents knew two facts or less, 32% knew 3 to 5 facts, and 39% knew 6 to 8 facts. In each age group, parents who had graduated from high school knew the

most about local educational resources. Most knowledgeable of all were the high school graduates below 40 years of age. People above 60, particularly those with less than high school educations, were the least well-informed, a finding that was anticipated.

Parents were also asked to indicate what aspirations they held for the children in the family for educational advancement. 60% of all parents said that they wished their child would graduate from college, 11% were satisfied with high school graduation, 6% mentioned advanced work beyond college graduation, and 23% said that it was up to the child. There was a significant difference among those respondents at different educational levels, although the modal category for each educational level was the college graduate position. For those below high school themselves, 19% indicated they would be satisfied with high school graduation for their children. Only 2% of the high school graduates indicated satisfaction with this level, and none of those who had college experience would have been satisfied with this level of education for their children. On the other hand, for those desiring advanced graduate work for their children, the percentages were as follows: for those without high school diplomas, 3%; for those with high school diplomas, 6%; for those with college experience, 13%. It is evident that for those who had not graduated from high school, their aspirations for their children's educational advancement were much higher than the reality about actual college entry of these children. There would appear, therefore, to be considerable need and support for a college which would accept children at costs which would not tax the resources of the families unduly.

Occupational aspirations for children were consistent with findings for educational aspirations. 54% wanted their children to enter professional work, 11% were divided among all the other occupational categories, and 35% said that the children should make their own choice of occupations. Again, there was a relationship with educational level. Parents who had not graduated from high school were more likely than those with higher education to want their children to become non-professionals (18%, as compared with 5% for each of the other two educational categories). The actual breakdown of occupational interest shown in Table A2.5.5, however, shows that even for those who chose other than professional occupations for their children, practically no one wanted them to go into forestry or service occupations. Only 6% of those with less than a high school diploma said that manual occupations were acceptable for their children

and 9% mentioned clerical and sales work. Almost no one wanted their children to go into business occupations.

People were also asked why they thought that an education was desirable. Most thought that the aims of education were vocational (67%). Of those lacking high school diplomas in all age groups, approximately 80% gave vocational opportunities as the most important reason. For high school graduates, those "below 40" gave mostly vocational reasons (72%), whereas this dropped to 46% for those "40 to 59." Those with college backgrounds were less likely to give vocational reasons than were others (at all age levels), and were more likely to give self-improvement reasons.

Finally, the question of how education should be supported was raised. 53% of the respondents replied that it should be supported through local taxes, 18% felt that the "government" should help, 6% indicated "tuition" or some other means should be found, and 23% were unable to answer the question. Willingness to respond to this question was associated with education, in that college-experienced persons were more likely to express an opinion. Also, the lower the level of educational attainment, the less likely respondents were to prefer local taxes as a means of payment. Persons 60 and over who did not have high school degrees were the least likely to support any increase in local taxes, and were the most likely to think that the government should pay for higher education.

When respondents were asked to indicate what type of tax would be preferable if an increase in taxation was necessary to pay for a college, 41% preferred an increase in sales tax, 23% in income tax, 23% in property tax, and 13% didn't know. There were no differences among the various educational and occupational groupings in respect to tax preference.

Another set of questions sought to determine how satisfied respondents were with their own educational attainments and what interests they themselves had in attending college. 76% said that they were not satisfied with their educational attainments. This percentage varied considerably with educational level. Nearly 80% of all respondents without college felt a need for further education, as compared with about half of those with college backgrounds. Respondents were also asked whether they believed that colleges should offer adult education. 98% favored this idea. When asked whether they themselves would be interested in taking college courses, and what kind of courses they would be interested in taking, most of the people ex-

pressed an interest in either liberal arts courses (26%), business courses (30%), or courses related to the improvement of technical skills and to obtaining better immediate local job opportunities (28%). 16% were interested in home economics and nursing courses, and all of those interested in these courses were women (9% home economics, 7% nursing). Most of the college trained people (55%) were interested in liberal arts types of courses, whereas most of those below the college level were interested in business courses or courses to provide job training. The majority of those desiring purely vocational training courses had not graduated from high school. It would be presumed that many of the courses they were interested in could be offered through local public school vocational programs. If offered by a college, the usual admissions requirements would need to be modified.

3.6 Evaluation of the Features of the Experimental College

This section is an analysis of reactions to the experimental college plan (except for those features related to interracial attitudes, which are in the section following). Tabular material for age and education is presented in Appendix A2.7.

Preceding the introduction of these questions by the interviewer, a description of the experimental college was read to the interviewee (see the college description presented to students in the introductory section of the student questionnaire contained in Appendix C1). Following the reading of the description, the interviewer said, "Now, let me ask you some questions about the way you feel about this college. Let's assume just for the moment that the college would be located in Clinton County. You see five boxes which can be checked in the card I am giving you. Please tell me which box number you would choose to best represent your feelings on each of the following points about this college." The card had five Likert-type response possibilities ranging from "strongly like" to "strongly dislike." The questions presented concerned the location, size, courses offered, coeducational character, rural-urban composition, and interracial composition of the college.

Respondents were generally approving of all of these questions. 73% approved the location being in Plattsburgh, 84% approved the size of the college, 88% approved the courses, 84% approved co-educational composition, 76% approved the rural-urban composition, and 70% approved the interracial character. With the

exception of the latter two features (rural-urban and interracial) no significant differences were obtained among the various educational and age groupings. The differences for these last two integration questions were associated mainly with education, those with lower educational attainment being somewhat less favorable than those with higher educational attainment. However, the lowest approval percent for any age-education subgrouping was 60%, so it is evident that approval of these items was uniformly high.

Following some questions regarding the interracial characteristics of the college (discussed in the following section) additional questions were asked in order to elicit the respondents approval or disapproval of the experimental college situation in its entirety. The respondent was asked if he would attend the college himself, or send his son or daughter; then if he thought that establishing this type of college program was a good idea; then if he thought it was a necessary idea. 88% indicated that they would be willing to attend themselves or to have their son or daughter attend, 89% thought it was a good idea, and 72% thought it was a necessary idea. There were no significant differences among the various age or educational subgroupings.

The interviewers followed up the question about the necessity of such a college with a probe as to why the respondent felt it was necessary, or was not necessary. Most people did not give specific replies to this question. The most common answer was that the area needed more colleges, a response which was really unrelated to the experimental college idea. Others indicated that the college was "good for the community" a type of reply which seems similarly unrelated to experimental features. Approximately 15% said that the college would be helpful because it would help people who were poor or would be otherwise deprived of a college education. This seemed to be the only type of reply which took into account the special experimental features of the college. The chief reason for thinking that the college was not necessary was that there were enough colleges in the area already (referring to the State University College at Plattsburgh and occasionally to community colleges located in other counties in the Northern tier). This reason was given more often by older respondents.

The replies to this question suggested that although most respondents were in favor of the experimental college idea, reasons for approval or disapproval were more related to feelings about higher

educational needs in general, and leaves some doubt about support for the experiment, regardless of support for it as an abstract concept. It is important, however, to know that the concepts were approved, since this at least indicates that if the implementation were not too costly there would not be much resistance to the plan.¹

Respondents were then asked to indicate features which they liked most or liked least about the college. Tabular material for these two questions is given in Appendix A2, Tables A2.7.3 and A2.7.4. The percentage responses for "like least" and "like best" replies were as follows: for "location and size" 13% best, 3% least; for "interpersonal aspects" (including race and residential living, etc.) 11% best, 13% least; for "courses and programs," 49% best, 4% least; for "costs," 3% best and 16% least; responses which were "overly general and vague," 15% best, and 52% least; "no response," 9% best and 13% least. What differences there were were mainly related to age. Respondents under 40 were more apt to like the location, the size, or the interpersonal features; those 40 or over were more apt to mention programs, or to respond vaguely or not at all. The greater specificity of responses among the younger group suggests that the question was better defined and more meaningful to them. There were no age or educational differences for the "like least" responses. 65% of all respondents answered in vague, general terms or did not answer at all. If many respondents could not find anything very specific to like about the college, it is also evident that a much larger proportion could find nothing very specific to dislike, either. The general impression obtained is that most respondents had a pleasantly vague idea that such a college could be a nice thing but, as might be expected from a general population survey, really hadn't thought very much about colleges, or what they liked or disliked about colleges.

If respondents were somewhat vague about their likes and dislikes for the experimental college idea, they were more specific about how they felt about paying taxes in support of it. On three different occasions during the interview they were asked whether they would be willing to pay additional taxes in support of a community college in the area. The first question was introduced at the point of the interview where the reactions to a traditional college and their

¹ Similar findings were obtained for the community leaders. See Ch. 4, final summary section.

own general interest in college education had been obtained. At this point, therefore, no explanation or discussion of the experimental college had taken place.

The second question introduced one other aspect to the two-year college explanation that had been given before by making the supposition that the college might include students from outside the county. The last tax question was introduced following the presentation of the experimental college idea, including the questions about the experimental college features.

66% of all respondents answered that they would pay additional taxes to support a traditional college. This percentage dropped to 46% when the idea was introduced that some of the students might be from outside the county. Following a discussion and questions about the experimental college, the percentage increased to 72% who would approve paying extra taxes. This seemed a surprising finding, because it was anticipated that willingness to pay taxes for college support would decrease as the degree of involvement with outsiders, and particularly interracial groups, became clearer to the respondent. It is possible that a good part of this approval increase was simply based on the desire of the respondent to maintain some kind of response consistency. In the previous questions that he had answered about the experimental college, the typical respondent had reacted favorably to almost all of them, and it was perhaps difficult after establishing this kind of a positive image for respondents to then imply that they were too cheap to support something that they had been saying was so good.

In respect to age and educational differences, the usual directional relationships that had been found for other variables were also found to apply to the tax questions. In general, education was positively associated with higher tax approval, and, to a lesser degree, people in the lower age groupings were more likely to support these questions.

Because these tax questions were designed to indicate the strongest kind of commitment, they are examined in greater detail in a later section.

3.7 Contact, Information, Attitudes and Acceptance Indicators of Clinton County Residents Toward Negroes

This section, presented in tabular form in Appendix A2.8, deals with the experiences, knowledges, and attitudes concerning Negroes that Clinton County residents described to the survey interviewers. All but one of the variables were responded to differentially according to the age and education of the interviewee, and in a fairly predictable way. Those with more education generally had more contact, knew more about, were more favorably disposed toward, and were more accepting of interactions with Negroes. One set of questions concerned the type of contact that people had with Negroes and two indicators of facts known about Negroes: the ability to name Negroes who the respondent "respected" and the ability to name Negroes "not thought highly of." 24% of the respondents indicated that they had had a personal friendship with a Negro, 62% were able to give the names of Negroes that they respected, and 36% were able to give the names of Negroes that they did not think highly of. Age and education differences for each of these variables were highly significant. For those who claimed friendships with Negroes, the principle relationship was associated with educational differences. More than 50% of those with college experiences had had a personal relationship with a Negro, as compared with about 15 to 20% for those below the college level. For all educational levels, those over 60 reported less personal contact with Negroes than those in the other age groups.

An interesting finding was that in general those age and educational groupings which had the highest percentages of people who were able to name Negroes they admired, also had the highest percentages of people who were able to name Negroes that they did not think highly of. This suggests that there was a general and common factor between these two variables: more awareness of Negroes in general. It is probably significant, however, that more respondents were able to name Negroes they admired than those they did not admire.¹

1. At the time this interview was done, there were many "controversial" Negroes in the papers and on television. Dr. Martin Luther King was often mentioned as a person who was admired and others, such as Cassius Clay and Stokely Carmichael, were more controversial. One interesting finding was that (cont'd)

Consideration of this possibility suggested that an analysis of the patterns of response to the three tax questions might be useful as a way of developing typology of respondent approval. Respondents were sorted into eight groups based upon yes or no responses to the three tax questions. These eight groups were later reclassified into five. Two groupings consisted of respondents who had indicated that they would not support the experimental college by increasing their taxes, and three were made up of people who had said that they would be willing to do so.

Following is a summarization of how answers to selected interview variables were distributed for the five tax groupings. All of the items which were analyzed had significant chi-square results.

Table 3.7.1 presented socio-economic and influence characteristics of the groupings, Table 3.7.2 presented statements about educational opportunities in the county, and tax funding preferences, Table 3.7.3 presented attitudes of respondents to the experimental idea, and Table 3.7.4 presented findings about Negroes. The analysis which follows will not take up each table separately, but will rather summarize all of the information for one group before going on to the next.

Characteristics of Group 1 -- Oppose colleges.

Those classified under Group 1 had turned down all three suggestions of a tax increase. They had clearly indicated that they would not pay additional taxes for any kind of two-year college in the county.

The outstanding socio-economic characteristics of this group were those of low income, low occupational status, low education, relatively long-term residency in the county, and relatively low feeling of influence on public decisions.

They were the most satisfied of all groups with local educational opportunities; that is, they indicated no feeling of need for improved educational facilities. The main reaction to the experimental college was that they definitely did not want it in the Plattsburgh area (stated by 75% of the respondents in the group).¹ Most did not think that it was necessary and would vote against its approval.

¹As noted in the introductory chapter, there was some opposition among county legislators from the less populated towns of the county to the college being located at Plattsburgh, and the actual vote on establishing a college was divided along regional lines. Some of the rejecting members in (cont'd)

Table 3.7.1 Socio-economic and influence characteristics of respondents grouped according to answers on three tax questions. (percents)

		Characteristics of people in 5 tax groupings -- socio-economic and influence						
		Not born in Cl.Co. (Q7)	H.S. Education plus (Q109)	White collar (Q113)	Has public influence (Q42)	Income Q.11 7000+	Answered Question	Total (n)
Group 1	Oppose Colleges	34	29	20	36	32	64	(56)
Group 2	Oppose the Experiment	46	36	48	50	54	75	(28)
Group 3	Interviewer Influenced	26	28	18	24	35	80	(40)
Group 4	Support the Experiment (Qualified)	49	56	38	53	52	88	(59)
Group 5	Support Colleges	57	58	46	68	67	89	(110)
	Total All Subjects	44	46	35	52	<u>52</u>	<u>82</u>	(293)

Chi² = 17.4 35.2 31.2 28.5 25.0
 c = .24 .33 .32 .30 .28
 df = 8 16 16 4 12
 sig = .05 .01 .01 .001 .05

Table 3.7.2 Statements about educational opportunities and tax funding of respondents grouped according to answers on three tax questions. (percents)

Educational opportunity and tax support for Clinton County Colleges -- Selected Indicators.

	<u>Oppor- tunities Poor (Q29)</u>	<u>Prefers Local Funding (Q36)</u>	<u>Favors Sales Tax (Q38)</u>	<u>Total (n)</u>
Group 1	18	68	46	(56)
Group 2	30	60	48	(28)
Group 3	24	47	47	(40)
Group 4	53	70	33 ^{a.}	(59)
Group 5	45	76	50	(110)
Total All Subjects	38	68	45	(293)
Chi ² =	18.6	9.9	15.8	
c =	.25	.21	.25	
df =	4	4	8	
sig =	.01	.05	.05	

a. Favored property taxes.

Table 3.7.3 Experimental college attitudes of respondents grouped according to answers on three tax questions. (percents)

	<u>Likes College in Plattsburgh (Q46)</u>	<u>Likes Rural-Urban Integration (Q50)</u>	<u>Likes College Idea (Q60)</u>	<u>Thinks College Necessary (Q63)</u>	<u>Vote for College-1 (Q41)</u>	<u>Vote for College-2 (Q65)</u>	<u>Total (n)</u>
Group 1	25	67	60	36	30	40	(56)
Group 2	63	71	63	25	41	41	(28)
Group 3	72	72	100	79	43	84	(40)
Group 4	79	74	98	87	79	98	(59)
Group 5	88	89	99	93	82	99	(110)
Total All Subjects	74	78	89	74	63	82	(293)
Chi ² =	43.6	17.4	66.7	87.9	57.2	115.3	
c =	.39	.24	.47	.50	.42	.55	
df =	8	8	1	4	4	4	
sig =	.001	.05	.001	.001	.001	.001	

Table 3.7.4 Contacts and attitudes concerning Negroes. Respondents grouped according to answers on three tax questions, (percents)

	<u>Personal Contact</u> (Q76)	<u>Favorable Attitudes</u> (Q82-87)	<u>Favorable to College Integration</u> (Q52-57)	<u>Total (n)</u>
Group 1	6	40	49	(56)
Group 2	25	43	59	(28)
Group 3	19	47	68	(40)
Group 4	33	67	69	(59)
Group 5	31	81	83	(110)
Total All Subjects	25	63	70	(293)

Chi ² =	24.5	45.4	27.6
c =	.28	.34	.30
df =	8	8	8
sig =	.01	.001	.01

Four attitudinal measures were obtained. The first was a scale based upon six Likert-type questions (Items 82 through 87 in the questionnaire) of social distance toward Negroes. They had no relationship to the experimental college or to college integration. A division of these items into unfavorable, neutral, and favorable was on the basis of item face-validity and research judgment, but was felt to approximate a more empirical approach. 62% of all subjects expressed favorable attitudes toward Negroes. The "college-experience" group scored well above the other educational groupings (83% favorable, as compared with 62% for high school graduates, 52% for those below). No age differences were obtained.

The second measure was a summary of five items adapted from the questionnaire given to the student response groups, concerning attitudes toward integrated living in college. Division of the scale scores into unfavorable, neutral, and favorable was based on findings of the student survey (see Appendix B) although the items were not worded identically, and this may have resulted in a bias toward favorable attitudes. 69% of all respondents expressed favorable attitudes. These were associated with educational differences, as follows: college, 92%, high school graduate, 70%; below, 60%. Age differences were not obtained.

The last two measures concerned interaction with Negroes. The first was an open question, and asked how the respondent would feel about having his children in college with children of other races. This somewhat anachronistic question (because in fact, almost all colleges were then integrated) resulted in a favorable response of 78%. There were no significant group differences, but educational differences were similar to those obtained for other items (college, 89%; high school graduate, 77%; lower, 73%). The second of these measures asked, "would you let your son or daughter, or would you yourself, bring friends home from this college?" Again the differences were aligned with educational level, not age. For those who would accept home visits, the findings were: college, 90%; high school graduate, 82%; below, 65%.

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1. (cont'd) Senator Brooke, who was engaged in an active political campaign receiving a great deal of television publicity, received only a handful of mentions. This was either a comment on the Senator's image, or a comment on the attention paid by the county public to political issues.

To summarize this section, although only 24% of the respondents reported any personal contact with Negroes, 62% could name Negroes they admired (as contrasted with 36% who could name Negroes they did not think highly of), 62% held favorable attitudes toward Negroes generally, 69% approved of integration in college, 78% approved of their own children being in an integrated college setting, and 74% would invite Negro college students to visit in their homes. Because these various experiences, facts, and attitudes were all similarly correlated with educational differences they may be assumed to reflect an underlying dimension of acceptance which was found among two-thirds of all those interviewed: acceptance that for most, however, existed only toward an abstract referent; that is, in the absence of any direct, immediate experience. Such attitudes could be relatively labile, and susceptible to influence through media and through direct experiences.

3.8 Characteristics Associated with Five Respondent Groupings Based Upon Responses to Three Tax Questions

On three occasions during the interview respondents were asked if they would be willing to pay extra taxes to support a two-year college in Clinton County. These questions were analyzed in Section 3.6. On the first occasion, the interviewer said: "Suppose a new college opened in Clinton County and the students going to it were from Clinton County, how would you feel about paying extra taxes?" 66% indicated they would pay. On the second occasion the interviewer asked: "Would you be willing to pay extra taxes if some students were from outside the county?" 46% indicated they would pay. On the third occasion the interviewer asked: "Would you support any tax increase for [the experimental college]?" 72% of those interviewed said that they would. Following the second tax question and the third question were questions which asked the respondent whether he would vote in favor of such a school. The voting responses were more favorable than the responses to the tax question, but followed the same pattern; that is, the favorable voting percent was higher after the material about the experimental college ideas had been explored.

A plausible explanation for the final increase in approval, already advanced in Section 3.6, was that by the time most respondents had reached the third tax question they had committed themselves so far that it would have been inconsistent and "cheap" to reverse their position by saying that they would not support a tax increase.

In respect to attitudes toward Negroes, this was the most discriminatory of all the groups. Only 6% reported having had any personal contact with Negroes, general attitudes toward Negroes were largely unfavorable and they also were the least favorable of the groups toward college integration.

In summary all indicators, including socio-economic, attitudes toward education in general, to the experimental college idea, and toward Negroes, were consistently unfavorable to support for higher education.

Characteristics of Group 2 -- Oppose the Experiment. People who were classified into this group had rejected paying taxes for the experiment (tax question Number 3), but had expressed tax approval to one or both of the two preceding tax questions.

Socio-economically, this group was quite different from Group 1 with the exception of one characteristic which they shared. Group 2, like Group 1, also had relatively few people who had received high school diplomas (only 36% had graduated from high school). Otherwise, they tended to be more like the supporting groups socio-economically.

In respect to educational opportunities in the area most of these people (70%) felt that opportunities were satisfactory. In reacting to the experimental college, they were less disapproving than the people in Group 1, most expressing approval for it being in Plattsburgh. While they were somewhat less supportive than most of integration between rural-urban students, and somewhat less favorable to the idea of college in general, most of them approved. The main reactions against the college were that they did not feel that it was necessary (75%), and indicated that they would vote against it.

This group was also generally unfavorable to Negroes, although the amount of contact that they had had with Negroes was about average for the sample as a whole. Only 43% expressed favorable attitudes toward Negroes in general, and attitudes toward college

1. (cont'd) Group 1, therefore, may have been reflecting the same regional attitudes; i.e., that a two-year college in Plattsburgh wouldn't benefit the youth in the more rural sections of the county.

integration were also much lower than the average, with 59% favorable. This group then appeared to be composed mainly of people with limited education, who had achieved moderate incomes and white collar respectability, who were generally uncommitted to the values of education, and who were concerned about the problems of racial integration.

Characteristics of Group 3 -- Interviewer Influenced. Group 3 was so labeled after examining the patterns which are discussed in this section. In many respects this group was very similar to the people of Group 1. This was the lowest of all groups in respect to educational attainment (72% had not received a high school diploma, only 18% of the group were in white collar occupations), it was the most permanent of all of the groups (74% had been born in Clinton County), the income level was low (only 35% were making as much as \$7000 a year), and there was little feeling of influence (only 24%).

Most of the people in this group felt that educational opportunities were satisfactory, and this was the only group in which fewer than 50% indicated that they felt higher education should be supported by the state or by the federal government rather than by local funding.

Looking at reactions to the experimental college plan, only 43% indicated that they would vote for the college when the question was first raised, but this shifted to 84% after the experimental issue had been reviewed. Support percentages for experimental features taken individually, and for the idea as a whole, were generally high.

In respect to attitudes and contact with Negroes, this group was relatively low in extent of contact (19% had had personal contact) and was also generally unfavorable in attitude toward Negroes, but was about average in respect to attitude toward college integration.

In general, the socio-economic factors, combined with feelings that were expressed about educational need in the area and about racial integration, indicated that it would be inconsistent for people in this group to reverse their previous positions on tax support to respond favorably to the experimental college idea. It seemed doubtful that they would actually support a tax increase if the issue were actually raised in a real political sense in the county, and more likely that the change reflected a superficial compliance with the interviewer.

Characteristics of Group 4 -- Support the experiment (qualified). People who were classified into Group 4 had initially approved paying extra taxes for a college for local students only, had rejected paying taxes if some outsiders were to be included, but had then reversed themselves to support taxes for the experimental college. Socio-economically this group was somewhat similar to Group 2 and to Group 5. They differed from Group 2 in that they tended to be educationally above average (56% had at least a high school diploma).

In contrast to the three preceding groups, most of the people of this group felt that educational opportunities in the county were poor. They were also unique among all of the groups in indicating that if they were to pay taxes for higher education then they would prefer property taxes, whereas all of the other groups tended to favor sales taxes.

In response to specific features of the college, this group was generally favorable, were particularly apt to state that they believed the college was necessary, and were consistent in their expression of willingness to vote for the college.

People of this group reported a relatively high amount of personal contact with Negroes (33%), were somewhat above average in expressions of favorable attitudes, (67%), and were about average in attitudes toward college integration (69% favorable).

Characteristics of Group 5 -- Support colleges. The people classified into this group had agreed with all three tax questions. In respect to socio-economic characteristics they were the highest of all groups on almost all of the indicators. 67% of this group were making \$7000 or more a year, 46% were in white collar occupations, 58% had graduated from high school. They were also the most likely of all groups to have come from outside the county (only 43% were born in Clinton County), and expressed a high level of public influence (68% indicated some type of influence on public decisions). The members of this group were more likely than others to feel that educational opportunities in the county were poor (although the percentage on this was not as high as for Group 4), and they were strongly in favor of local support for higher education (76%).

In reaction to the experimental college idea, the members of this group were consistently higher than all other groups on all of the indicators mentioned.

They had a relatively high degree of personal contact with Negroes (31%), and were well above any other group in expressing favorable attitudes toward Negroes in general (81%), and favorable attitudes toward college integration (83%).

Summary of Tax Group Characteristics

This analysis led to a revision of support estimates for the experimental program. Group 1 was considered to be hard core opposition. Group 2 was somewhat less so; but, since their opposition was specifically oriented toward the experiment, and considering educational level and interracial attitudes, they would also be considered as opposed. Group 3 was judged to have been more compliant to the interview setting than actually favorable to the experiment, because all other indicators point toward rejection of a higher education commitment. They were reassigned to probably rejection of the experimental idea. Group 4 members had indicated non-support for outsiders before changing to support for the experiment. They were classified as probable supporters. Group 5 was classified as in support of the experiment. This reassignment resulted in the following percentage estimates:

1. Definitely opposed (Gr.'s 1 and 2)	39%
2. Probably opposed (Gr. 3)	14%
3. Probably supportive (Gr. 4)	20%
4. Definitely supportive (Gr. 5)	37%

This would indicate that county residents were generally favorable to the ideas presented in a situation where they were closely involved with an interviewer. It would be hazardous, however, to predict the outcome of an actual vote on the basis of those figures.

Two variables were consistently associated with favorable responses to these questions: (a) degree of education, (b) interracial attitudes. The effects of education were particularly noticeable for Group 2, in which other socio-economic indicators were average or high, but education was low, and respondents did not support the experiment.

It should be noted, however, that those most favorable to the experiment were also those most likely to have influence in public decisions -- the voters, the organization workers, and the ones who believed themselves to have influence. Although statements made to interviewers were no guarantee of support should such an experimental program actually be

proposed, they indicated a strong support potential.

Perhaps more significant was the funding of a general support alignment along socio-economic, educational, and racially tolerant lines. In order to realize the most support for such an experimental college program, means should be sought to broaden its appeal to those segments of the population that a two-year college traditionally serves: the relatively low-income, blue collar families who cannot afford the higher tuition, travel, and maintenance costs of sending children away to state or private four-year colleges or universities, or whose children have been unable to compete successfully in the admissions game. As seen elsewhere in this chapter, there is a strong vocational emphasis among such families, both for their children and for the adults. The more responsive the college could become to local needs, and the more aware it could make the community of this responsiveness, the more likely it would be to get local support for experimental programs involving people from other areas.

Chapter 4. Attitude of Community Leaders in Plattsburgh and Clinton County Toward the College

4.1 The Leadership Interview

This was the last of the interviewing assignments of the project. It began shortly before the final household interviews were completed, and extended on toward the end of April. As was indicated in the introductory chapter, the immediately preceding events concerning the establishment of a community college in Clinton County had included efforts by local public school and college officials to get the college established, and a considerable amount of debate had proceeded through the local newspaper on how the college could be funded and what kind of action was necessary. The college was actually approved by the County Legislators on April 6. Therefore, all during the period of interviewing community leaders there had been considerable publicity, and the issue of a community college in the county was a very salient one.

It must be kept in mind that the type of college being considered was a traditional college geared to the needs and interests of Clinton County students. Many people were aware that a study was going on simultaneously concerning the introduction of an experimental college into the community, but even the people who knew about this study were uncertain as to what relationship it had to the college that was at issue. It was necessary, therefore, that the interview schedule provide a means for dealing with these two issues separately, and for distinguishing between them in the interview schedule. This was done by first getting reactions to the college which was being proposed for the county, and then considering the idea of certain experimental features as hypothetical issues not necessarily related to the college actually being proposed.

It was decided that the leadership sample would include those people who were prominent in important segments of the community, and wherever possible focus on those people who might affect decisions about the local adoption of a particular type of educational program. The principal groups for obtaining the leadership sample were: (a) business owners and managers, (b) local organization officials, (c) elected public officials, (d) appointed public officials, (e) educators at all levels, (f) religious leaders. The community leader list was originally developed from listings of managers and business owners of the area Chamber of Commerce, from the membership listing of the Board of

Directors of the Chamber of Commerce, from the Board of Directors of the Champlain Development Corporation of New York, from officials determined to be associated with fraternal organizations, from listings of County and City public officials, from listings of superintendents, principals, counselors, school board members, etc., of the various educational institutions, and, from the churches, the names of pastors, priests, clergymen, etc. This list was supplemented and expanded through the device of asking each person interviewed, at the end of the interview, if he would identify other leaders in the community whose opinions he felt were important in making a decision about an issue of the type under discussion. An attempt was made to interview anyone who received more than one mention by other leaders and who was not on the original leadership list.

The interviewing of community leaders began in early March and was completed on April 23, 1967. Eleven interviewers conducted 103 interviews. Whereas most of the household interviews were conducted by female non-students, some of the leadership interviewers were male and all were students.

4.2 Demographic Characteristics

The leadership positions of those interviewed are given in Table 4.2.1.

Ninety-eight of the community leaders were male and five were female. Their ages ranged from 25 to 86 with the average age being 48.2 years.

Leadership occupations, as compared with the occupations of the household sample, are given in Table 4.2.2. As would be expected from the nature of leadership, and of the method of sampling, businessmen and professionals made up the largest proportion of those classified as leaders (64%) as compared with only 27% in those two categories for the survey sample of the county as a whole.

A comparison of the religious affiliations of community leaders and household interviewees is made in Table 4.2.3. Although Catholics made up 71% of the population of the county as a whole in the household survey, their representation among the community leaders interviewed was 62%. No attempt was made to determine whether this was a statistical difference because the size of the finite population of leaders was not known, and sampling considerations and normal sampling probabilities would not apply. The hypothesis that Catholics would be somewhat underrepresented in

Table 4.2.1 Leadership positions (percents)

	<u>% of Total</u> <u>(n = 103)</u>
Business owner or manager	18
Officials of private organizations, i.e., Elks, Chamber of Commerce	20
Elected public officials, i.e., Mayors, Board of Supervisors	29
Appointed officials, i.e., Community College Trustees	14
Educators	12
Religious Leaders	7

Table 4.2.2 Comparison of occupations of leaders with the Clinton County household survey sample (percents)

	Community Leaders <u>% of Total</u> (n = 103)	Household C.W.E.'s <u>% of Total</u> (n = 341)
Farming	8	11
Protective and service work	9	17
Manual work	7	35
Clerical, office or sales work	9	9
Business owners, managers, and officials	32	17
Professionals	32	10
Other	<u>3</u> 100	<u>1</u> 100

Table 4.2.3 Comparison of religious affiliations of leaders with the Clinton County household survey sample (percents)

	<u>Catholic</u> <u>% of Total</u>	<u>Protestant</u> <u>% of Total</u>	<u>Jewish and</u> <u>Other</u> <u>% of Total</u>	<u>Total</u> <u>(n)</u>
Community leaders	62	32	6	(103)
Household	71	26	3	(341)

leadership positions, however, would be consistent with findings that Catholics were significantly somewhat lower in educational and occupational attainment throughout the county than Protestants (see Appendix A1).

Most of the community leaders were born in the North Country, and, as Table 4.2.4 indicates, nearly half in Clinton County. Forty-one of these, or 39% had lived in Clinton County or Plattsburgh all their lives. Another 21% had come from Northern New York State. In the county as a whole, however, the survey found that 65% had come from Plattsburgh or Clinton County and 8% from Northern New York. Percentages of people born in other areas of the county are not much different between the two groups. This suggests that leadership migration into the county has come mainly from nearby areas which are much like the Clinton County area in socio-economic characteristics. Since Plattsburgh is the largest city in the northern tier of the county east of Watertown, it is not surprising that a movement of this type would have occurred.

4.3 Responses to general questions of community needs as related to the establishment of a two-year college

The interview was structured in such a way as to move gradually from questions of general interest to specific questions on the hypothetical (experimental) community college. The first question sought to determine what community leaders perceived as the "outstanding problem areas in the county." Responses to this question were classified into four major categories: educational, services, economics, and government. Most respondents mentioned more than one category. The responses are shown in Table 4.3.1. For those respondents naming services (33%) the largest need expressed was for recreational facilities. Those who mentioned economics (80%) concentrated on industrial development.

The responses concerned with education (46%) were distributed over several categories, and no one mentioned education as the only problem. The need for a two-year community college program was specifically mentioned by 8% of the respondents while 6% mentioned the need for more technical or trade schools. No one made specific reference to other educational levels; e.g., to four-year colleges, or to elementary or secondary education programs.

A number of people mentioned education in relation to economic problems, especially for those mentioning illiteracy, more education in general, or improvement of the quality of education. Approximately half felt

Table 4.2.4 Comparison of place of birth for leaders and household members in Clinton County (percent)

	Community Leaders <u>% of Total</u> (n = 103)	Household <u>% of Total</u> (n = 341)
Clinton County, not Plattsburgh	23	41
Plattsburgh	25	24
Northern New York	21	8
Downstate New York	7	7
Greater New York City Area	4	2
East	3	9
Other United States	8	4
Canadian/Foreign	9	5

Table 4.3.1 Distribution of major problem areas in Clinton County mentioned by community leaders (percent)

<u>Problem Classification</u>	<u>Percent</u>
Educational	46
-need for two year community college	8
-need more technical or trade schools	6
-improvement of <u>quality</u> of education	14
-eliminate illiteracy	7
-more education (general)	11
Services	33
Economic	80
Government	25

that education was intimately tied in with the solution of the economic problems in the county, although most of the respondents were vague in mentioning specific educational solutions. It was clear that economic problems were the main concern since these were mentioned by 80% of the respondents, a substantially higher percentage than those mentioning any other problem category.

The interviewees were next given the list shown in Table 4.3.2 and asked to identify which problem they considered to be the most urgent. Education (22%) and Industry (22%) were most often mentioned as most urgently in need of action.

Up to this point, the purpose of the interview had been to set a general framework in which to place the relative importance of educational problems as viewed by the interviewee. It has been shown that educational problems were mentioned by 46% of the respondents and that 22% felt that this was the most important problem needing solution in the county. The interview then began to focus directly on educational concerns. Respondents were asked to identify both the areas and levels of education which they felt showed the greatest need. The results, shown in Table 4.3.3, indicated that higher education needs took precedent over any other in the thinking of community leaders.

When asked about the kind of educational improvements that were needed most in the area, 51% mentioned higher education in some form. 15% specifically mentioned two-year college programs (nearly all of these referred to vocational programs), and 36% mentioned new college programs without being specific about the type. Another 20% mentioned vocational training for high school students and for adults at the high school level. Approximately one-third of the community leaders felt that vocational education was the most important kind of educational improvement needed. It is probable, also, that the additional one-third who mentioned college programs without being specific about them included a number of respondents who had vocational programs in mind.

The second item included in Table 4.3.3 referred to the level of education needing the most development. Here also it was obvious that education beyond high school was considered the most critical area, followed by secondary education (including trade school programs at the secondary level), then followed by elementary education.

Having examined general feelings about educa-

Table 4.3.2 Problems identified by leaders as the most urgent in Clinton County (percents)

	<u>% of Total</u>
Transportation	5
Housing	1
Canadians	2
Taxes	7
Education	22
Health Services	5
Industry	22
Employment	13
Labor Unions	0
City or county government	8
No response, don't know, etc.	<u>15</u>
	100

Table 4.3.3 Responses to Question 5

<u>Type of Change</u>	<u>Response Categories</u>	<u>Percents</u>
<u>Kind of educational improvement needed most</u>	None (all O.K., etc.)	5
	Pre-school	1
	Better public schools	16
	Adult <u>or</u> evening courses	1
	Vocational training for high school students and adults at high school level	20
	2 Yr. community college-vocational	13
	2 Yr. community college-liberal arts	2
	New college programs (general)	36
	Develop values	6
	No response, don't know, etc.	1
	<u>Level of education needing the most development</u>	None
Pre-school		2
Elementary		14
Secondary		19
Education beyond high school		54
All levels		2
No response, don't know, other		9

tional needs in the area, the survey directed the interviewee to the specific question of the community college issue by referring to the actual situation. The interviewer said, "There is now a plan to establish a two-year community college in Clinton County. In general, are you in favor of a two-year college in Clinton County, or not in favor of it?" 96% of the respondents were in favor of the college being established. 65% offered no other comments, 15% indicated that they were very strongly in favor of its establishment, 16% qualified their answers, 10% of these saying it depended upon cost, and whether the county could afford the college, and 6% saying they would be in favor of it only if the college were vocationally oriented.

An attempt was then made to determine what type of program was needed most. Respondents were asked, "What kind of a two-year program do you feel is needed most -- technical or vocational courses leading to special job skills, or regular college courses leading to transfer into a four-year college after completing the two-year college?" 53% of the respondents felt a two-year terminal-vocational program was needed most, 9% felt that a two-year transfer liberal arts program was needed most, 33% said that both were needed about equally, and 5% were undecided or felt they needed more information before answering.

College financing proved to be an area where a large number of respondents did not have sufficient information. 28% said that they didn't know about problems of financing or that they felt the issue needed study. 21% approved the present method of financing community colleges in New York State (support shared between the state, the local community, and student tuition). Another 11% mentioned local sales taxes as a means of support, but no one mentioned property or income taxes as a means of support for the college. This was consistent with information that was obtained from the community survey in which about twice as many respondents expressed a willingness to pay sales taxes to raise money for two-year college funding than were willing to pay any other type of tax. 6% of the community leaders mentioned that a combination of sales property and income tax might be used, but only 3% mentioned student tuition and only 2% federal aid. 21%, however, favored state aid as a means of support.

Two further questions were of particular interest because they gave an indication of the strength of commitment that the leaders were willing to express for the establishment of the college. One asked the

respondent to say what he would be likely to say if he was asked by another person if the college should or should not be established. The other asked, "Considering how you feel, would you be likely to do anything (or have you done anything) to influence anyone else?" 88% said that they would express approval, 7% were uncertain of what they would say, and 5% said that they would express disapproval. As to influence, 16% indicated that they would not attempt to influence anyone in any way, 10% were undecided, and 74% said that they would influence others. When asked what form this influence would be likely to take, the answers could generally be classified into three categories. The largest number (41%) indicated that they would probably just talk to their friends about their views. Another group (20%) indicated that they expected that they would indicate their feelings in a more public way by writing articles or by talking to groups about the college. 13% said that they would be willing to serve on committees or meet in some other service function to help get the college established, or that they had already done so.

In summary, it seemed apparent that leadership in the community was strongly in favor of the establishment of the college, viewed it mostly as a means of providing people with the education they needed to get jobs, and therefore were in favor of vocational programs. They supported the idea in spite of the fact that most of them felt that economic problems were serious in the area, but this support was partly out of an understanding that increasing educational and occupational competency was a long-range requirement of healthy economic growth; therefore, it seemed worth the cost. From those leaders who commented on taxation, it seemed likely that had this issue been explored directly with all leaders, the majority would have favored sales taxes over any other kind, were tax increases a necessity. Most leaders were not inclined to offer very active public support for the college: they would be likely to do as they had done with the interviewers in this survey; that is, to give vocal support if asked. Most would also go beyond that to more active, but indirect and informal, support; that is, in the form of one friend speaking with another. The fact that the college was ultimately endorsed by the County Board of Legislators suggests that this type of influence may have had some affect.

4.4 Responses of leaders to the idea of an experimental college program

The previous sections provided a baseline of data which placed education in the general frame of

reference of how leaders viewed problems in the county generally, and then how they felt about establishing a traditional community college for the county. The interview then continued with the introduction of plans for an experimental college program. The interviewer read the following material:

"Up to now, we have been talking about a two-year college that is actually being planned for Clinton County. I would now like to ask you some questions about a different kind of college plan. This plan could possibly be used here if enough people approved of it, and if various other problems could be solved. The important thing, however, is that this is not a plan that has been adopted for the proposed two-year college. It is just an idea, and I would like to get your opinions on it as an idea.

Following the reading of this material the interviewer discussed several specific issues about the experimental college, each one of which had introduced some additional information to the respondent. Each of these was followed by some questions as to whether the respondent would approve or disapprove of the particular aspect of the college that had been mentioned. The interview schedule provided a sequential set of informations about the college as the interview developed. This was similar to what was done both in the student survey and in the Clinton County household survey.

Table 4.4.1 includes the statement that the interviewer read to the respondent as an introduction to the experimental college plan, as well as a breakdown of interviewee responses. Table 4.4.1 contains the introductory statement given by interviewers to interviewees and an analysis of responses given to this first statement. Tables 4.4.2 through 4.4.4 present similar analyses for selected issues concerning costs, programs, and interracial aspects. The tables are self-explanatory and taken together indicate that the response to the experimental college idea was favorable.

Table 4.4.2, part a, indicated that 71% were in favor of the idea of bringing New York City students and rural students together in a rural area college. 63% were in favor of the college assisting students with finances such as tuition and part of costs for room and board; however, it was evident that most of these people did not feel that the local community should bear any additional cost. Table 4.4.2, part b, shows that only 5% felt that the overall college cost should be supported from local taxes. 22% favored

Table 4.4.1 Community leader responses to an introductory statement about the experimental college

"This plan is an attempt to solve two common problems. The first is that rural areas, such as Clinton County, often don't have the money, or enough students, to set up a college to serve students from the region. The second is that big city areas, such as New York City, often have too many students and can't serve them all. We are studying the idea of setting up a two-year college that would bring big city students and rural students together. In general, would you be for such a plan, or would you be opposed to it?"

<u>Response category</u>	<u>Percent</u>
In favor	71
Opposed	14
-to New York City Students	6
-because of costs	4
-other	4
Undecided	13
Don't know	3

Table 4.4.2 Community leader responses to statements about anticipated college costs and means of financing

- a. "All right, let me tell you a little more about the idea. In both the big cities and the rural areas a big problem is that many kids who should be in college cannot afford it even though they are qualified to go. Therefore, the college might provide part of the costs, such as tuition, and part, or all, of the room and board for such students.

Now, in respect to this part of the plan, would you approve or not approve of the idea?"

<u>Response category</u>	<u>Percent</u>
In favor	63
Opposed	24
-to free room and board	2
-to free tuition	5
-to costs in general	17
Undecided	11
Don't know	2

- b. "Considering the overall costs of such a college for classrooms, residences, tuition, student living expenses, and so forth, how do you feel such a college should be financed?"

<u>Response category</u>	<u>Percent</u>
Tuition	0
As at present (1/3 state, 1/3 county, 1/3 student)	22
Local sales tax	3
Combined local taxes (sales, property, income)	2
State support	30
Federal support	3
Funding should be studied	40

the present funding structure (divided between state, county, and student), 30% favored state support, 3% federal support, and 40% indicated that the question of funding needed study before any commitments were made.

In respect to programs, Table 4.4.3 shows that 81% approved the combination of liberal arts and vocational programs. 10% of the respondents, however, were opposed to liberal arts programs. No one opposed vocational programs.

In respect to racial integration and housing, Table 4.4.4 indicates that 78% expressed general approval of students being in residence together at the college or being housed privately in homes in the community. Those respondents who addressed their replies particularly to the issue of interracial living in college dormitories (33% of the total) were mostly favorable to this issue (21% approved, 6% not approved, 5% undecided). Those who addressed themselves specifically to private housing in the community (34%) were less certain of their approval. 16% said that they approved this type of housing, but 8% said that they would not approve it and 15% indicated that they were not sure how this would work out.

Respondents were then asked to indicate which particular college feature they liked best, and which they liked least. A summary of these responses was tabulated in Table 4.4.5. These percentages indicate that a large number of respondents had difficulty indicating specific features of the college to respond to (36% for the "like best" question, and 46% for the "like least" question), but for those remaining the likes and dislikes were clear. Program considerations were the most attractive, making up 35% of the "like best" responses. The single factor which was least liked was the cost of the college (23%), followed by race integration (10%). 1.

1. The figure of 10% was a fairly consistent estimate for all BRG's throughout this entire survey of the proportion of people who were opposed to racial integration. The figure was consistent with what the leaders themselves expressed in the previous table (Table 4.4.4) and is very similar to percentages found for Clinton County high school students, upstate community college students, and Clinton County households. Moreover, in none of the groups was racial feeling a dominant and deciding factor in approval or disapproval of the experimental college, although it was in each case one of the three or four important aspects. In the case of the community leaders, this issue was negatively overshadowed by problems of cost, and positively by approval for college programs in general.

Table 4.4.3 Community leader responses to a statement about college programs

"Some students need and want two-year programs that would provide specific job training. Other students need liberal arts courses that will help them to continue on in some four-year college after finishing the two-year college. Our plan would be to provide both kinds of programs."

<u>Response category</u>	<u>Percent</u>
Approve	81
Not approve	10
-against liberal arts	10
-against vocational	0
Undecided	6
Don't know	3

Table 4.4.4 Community leader responses to a statement about racial mix and residence ^a.

"Our studies have indicated that if students were chosen from New York City, about half of them would be non-white: Negro and Puerto Rican.

Now, some of the students would probably be in residence together at the college, along with some of the rural students, and some would probably be housed privately in homes in the community. In general, do you feel that you would approve, or not approve, of this part of the plan?"

	<u>Approve percent</u>	<u>Not Approve percent</u>	<u>Not Decided percent</u>	<u>No Comment percent</u>	<u>Total (n)</u>
a. General approval or disapproval	78	10	11	1	(103)
b. Response to residential integration	22	6	5	67	(103)
c. Response to private community housing	16	8	15	66	(103)

a. Respondents were scored for a, b, and c independently. Both b and c were scored no comment unless the respondent voluntarily made a reference to one or the other of these specific residential options. Only about one-third of the respondents made specific references to b or to c.

Table 4.4.5 Summary of community leader responses for college feature liked best and least (percents)

	<u>Like best percent</u>	<u>Like least percent</u>
Location	3	3
Residential college	1	1
Race integration	4	10
Rural/urban integration	5	2
Student body	5	2
Program in general	19	3
Program, vocational features	16	0
Costs, general and operating	3	23
Student expenses provided	3	2
General, vague or unscorable approval or disapproval	36	46
No response	5	8

4.5 Summary responses of community leaders and a few quotations

The final series of questions in the leadership survey were intended to determine how strong each person felt about supporting or not supporting the college as a whole, how he felt that others throughout the county as a whole might vote on this question, as well as how he felt that other people in leadership positions (like himself) might feel.

This series of items began with the following question, "In general, and regardless of where it might be located, do you believe that a college of this kind would be a good idea or a poor idea?" 82% said it would be a good idea, 11% said it would be a poor idea, and 5% were undecided. Respondents were then asked: "If this plan was actually proposed for the two-year college here in Clinton County, would you personally support the idea or oppose it?" 78% indicated support, 7% opposition, 12% were undecided, and the remainder didn't answer the question.

The next question was concerned with the ways in which each person might influence others to his point of view. The question was, "Considering how you feel, would you be likely to do anything to influence anyone else to (support or oppose) this plan?" And this was followed directly with the question, "What would you be likely to do?" 78% of the respondents indicated that they were uncertain as to whether they would attempt to influence anyone else. 14% said that they would and 8% said that they would not. When asked what they might do, the largest number (38%) indicated that their influence would proceed as one friend to another, 15% indicated that they wouldn't do anything, 8% that they would be willing to talk to groups about the question, another 5% that they would be willing to serve on committees or work with groups. 35% indicated that they simply didn't know what they might do. When this same question series was asked about support for the actual college that was being established, 74% said they would influence others. It can be seen that most community leaders were much less certain about supporting the experimental idea, and were reluctant to commit themselves one way or the other, even though they approved it in the abstract.

The next two questions have been summarized in Table 4.5.1 The first question concerned the reactions of the person's own reference group; that is, "people like yourself." The second question concerned how the interviewee felt that people throughout the county would respond if given the opportunity to vote for or against

Table 4.5.1 Community leader opinions about how others would respond to the idea of an experimental community college (percents)

	<u>Other Community Leaders</u>	<u>Clinton County Voters</u>
Support	71	48
Not support	12	24
-no reasons-miscellaneous	9	17
-because of costs	1	5
-because of the students	2	2
Undecided	9	21
No answer	8	7

the plan. Whereas community leaders tended to evaluate other community leaders as being only a little less supportive than themselves (78% self-support vs 71% other-leader support) they expected much less support from Clinton County voters in general. Only 48% said that voters would approve the idea of an experimental college, 24% said voters would not approve it, and 21% were undecided what voters would do. This was substantially lower than the percentage of people in Clinton County who actually said that they would vote for the issue during the household survey. As discussed in Chapter 2 (and shown in Appendix A1 in relation to age and education) the question of a vote on college issues was raised twice; once in relation to a community college in general, and again after the interviewer had gone through a series of questions similar to the ones that were presented to the community leaders on the experimental college idea. 60% of those interviewed indicated that they would vote in favor of the college, and this percentage actually increased after a discussion of the experimental college. An analysis of the cause of this increase indicated that some of it was probably due to compliance of the interviewee to the interview situation; nevertheless, possibilities for voter acceptance would appear to be greater than that estimated by the leaders in the community.

The following quotations give an idea of the type of problems that were of concern to those who opposed the experimental college idea.

From a city elected public official

"I believe this only as a last resort."

From a lawyer

"A community college in a county should first serve the needs of the county kids."

From an organization official

"I feel that the quality of students coming up (i.e., New York City) would not be what it might. The environment produced might not be so desirable."

From a city elected public official

"It's my understanding that these would be low-class students, and I would not be in favor of it."

From an organization official

"Probably wouldn't be able to select the students too well. There's a difference between New York City students and upstate ones."

From an appointed law enforcement official
"This is an experiment and I don't think the local taxes should be used to experiment with."

From a member of the school board
"There are enough schools in New York City and the students should stay there. We have problems of our own."

From a religious leader
"If county and student would take care of less than half of the budget I would be for it."

From a fraternal organization official
"Opposed to being open to anyone who might want to enroll."

From an appointed law enforcement official
"We've got enough serious problems here in the county without bringing in people from other areas and trying to fill their need."

From a county elected public official
"This is not the only way to have a school. There are other ways. We don't need this way [i.e., urban and rural students mixing]. Besides, we do have the students to set up a community college in Clinton County."

4.6 Summary

In summary, 103 people were interviewed who represented major leadership groups in Clinton County. The interview was in three phases: (a) to determine how leaders perceived the need for a community college in relation to other important problems in the Clinton County area, (b) to determine their reactions to the establishment of a community college of the traditional mold, (c) to determine their reactions to the experimental college idea.

Occupationally, about 75% were classified as white collar and professional, as compared with 39% for the county as a whole. Because of the high relationship between occupation and education, it can be assumed that the general level of education was also higher than the average for the county. All but five of them were men. They were somewhat more likely than most people in the area to have been born outside of Clinton County, coming mainly from other areas of Northern New York State rather than from outside the state.

As a group, they perceived education as an important area problem (mentioned by 46%) but not the most important problem, which was economic development (mentioned by 80%). Improvements in education and industry were most often mentioned as the two developmental aspects most in need of action (22% each). Many of the leaders who mentioned education clearly tied educational development into long-range economic development of the community.

The interview next focused on specific educational needs. Leaders were most concerned about higher education (54% specifically mentioned this aspect as most important) particularly vocational education. One-third specifically mentioned vocational needs and many of those who talked generally of higher education needs indicated later on that they were thinking along vocational lines.

When the attention of the interviewees was directed specifically to the traditional community college that was under consideration for establishment in the county at the time of the interview, 96% were in favor of the college being established. More than 50% emphasized the need for development of two-year terminal-vocational programs, and another third said that both vocational and liberal arts programs were needed. Only 9% felt that two-year transfer liberal arts programs were needed most. In general, these leaders were strongly supportive of the community college idea that was being established, even going as far as to

indicate that they would personally act in one way or another to influence its establishment. However, most were not well-informed about problems of financing community colleges. Those who did express opinions were about evenly divided between favoring the method that was then in use for funding community colleges in New York State (shared between the state, the local community, and the student), and increasing the amount of state aid (21% favored each point of view).

When the focus of the interview was shifted to the idea of the experimental college, all of the features received favorable endorsement from most of the leaders. The idea of the college bringing New York City students and rural students together in the Clinton County area received 71% endorsement. 63% approved financial aid in the form of tuition and living costs. 81% approved the combination of liberal arts and vocational programs. 78% approved the interracial residential features of the college, although approval was much stronger for dormitory residences than it was for the housing of students in private homes in the community. When asked to indicate the feature of the college "liked best," programs and courses were most mentioned (by 35%). Those things "liked least," were costs (23%), followed by race integration (10%).

Finally, respondents were asked whether they would support this kind of an experimental plan, and how they might use their influence to do so. Although over three-fourths of the respondents indicated that they would favor the idea, they were uncertain as to whether they would attempt to influence anyone else. This differed from responses given to the same question regarding the establishment of a traditional two-year college, for which a large majority of interviewees indicated that they would exert some degree of influence on behalf of the college.

Another support qualification for the experimental idea was the estimate of approval that leaders felt would come from others like themselves, and that they felt would come from people in general in the county. Whereas most felt that other community leaders would approve the plan (71%), only 48% felt that voters would approve it.

It can be seen from the foregoing that leaders were sensitive to educational needs in the county, felt that these were important, and strongly supported the development of a traditional community college with a vocational emphasis. They further endorsed the idea of an experimental college which would bring in

people from the outside, would provide support costs for them, and would be racially integrated. They were, however, uncertain as to what active role they would take in supporting it, or how it could be funded. 77% either favored some form of outside support, or were undecided, as compared with 51% who felt this way about a traditional community college. It was apparent that funding was an uncertain issue to community leaders. Their concerns were reinforced by the subsequent political controversy over establishment of, and site acquisition for, an area college. The debates centered around costs and embroiled county legislators and college trustees for many months (see Ch. 1, p. 14). Community leaders supported the experimental college on ideological, humanistic, and philosophical grounds, but fell short of a commitment to an active support role. Their main interests were for the economic and educational welfare of the county. Their active support for an experimental college program would require a clear perception of the relevance of the experiment to these needs. There was some opposition to the idea of bringing youth from the city into Clinton County and some opposition to the interracial features (about 10%), but if the probability of economic, educational and/or social benefits to the county could be established, community leaders would be supportive.

Chapter 5 - Summary and Recommendations

5.1 Introduction

The optimistic, and particularly American philosophy underlying the experimental college concept was stated in the 1963 report of the President's Consultants on Vocational Education: "Education...is thus the key to the future. Americans hold that the manifold tasks of the world of work are all equally important and that the man dignifies the job, not the reverse. We believe that, in a democracy, everyone should have access throughout life to the education and training needed to develop to his highest potential. Education is a continuous process, not an injection that thereafter makes the individual immune to ignorance and the need for knowledge.

"General education -- language and arithmetic skill, plus basic knowledge of the world about us -- itself contributes indispensably to occupational competence. Vocational education and general education are complementary and equally important to individual occupational competence" (USDHEW, 1963, p. 264).

Lanning and Many (1966, p. 6) emphasized educational needs in respect to those in society who are less privileged: "Unskilled workers, especially non-whites, have the highest rates of unemployment and the lowest level of education. Most of the recipients of public assistance are persons of low educational attainment. In 1962 it was dramatically outlined that technology is outpacing our human skills on the one hand and our social attitudes on the other. Too many young people are entering the labor force without sufficient training to land jobs. Too many Negroes are unemployable because of educational deficiencies."

Central to the ideas presented in the introductory chapter was the problem of how to expand educational opportunity at the two-year college level for both rural and urban youth, with a special emphasis upon youth from low-income families. It was felt that the common need for higher educational opportunities of city youth and rural youth might be met by establishing a rurally-based, residential two-year college. It was recognized at the onset that a program of this type would be costly, and would require some financing from outside the usual community college support sources.

It was determined, however, that there were potential problems other than costs. There was concern as to whether such an institution would be desirable to students and to the

people in the community and about what kinds of programatic interests students had; concerns about the willingness of local people to commit themselves to educational programs involving outsiders, some of whom would be black (the rural community in which the study was conducted had very few non-white residents); and a desire to find out more specifically under what conditions it would be possible to develop an institution of this kind, and whether it really was a viable concept.

In order to implement such a college, the cooperation and support of several different groups was felt to be necessary. These were identified as (a) the students, (b) the population of the local community (Clinton County, New York), and (c) the leaders of the community. These groups became the subjects of the survey. Preliminary discussion with local citizens and community leaders also helped to identify five types of issues of particular concern: (a) social acceptability, (b) types of programs, (c) conditions of attendance, (d) financing, and (e) identification of demographic, situational and historical variations among subgroups which would be useful in the interpretation of other information. In the sections that follow, summaries will be made in the following order:

Section 5.2, the ecological characteristics of the settings from whence the students came and the setting in which it was proposed that the college be located, followed by demographic descriptions of the three major reference groups of concern to the study: the students, the people of Clinton County, and the Clinton County leaders.

Section 5.3 is concerned with educational experiences and interests in college programs, courses, and design of living characteristics of the college. The general question that will be answered in this section is "what kind of a college do people want?"

Section 5.4 is concerned with the question of student and community support for the experiment: whether students would attend, and whether people in the county would support a college of this type.

Section 5.5 is concerned with the social acceptability of the experiment, both in respect to student acceptance of the idea of integration, as well as the reaction of county people to the importation of students from New York City (including Negro students) into Clinton County for the purposes of going to college.

Section 5.6 considers the question of costs and methods of financing.

Section 5.7 presents some specific recommendations for the development of the experimental college program.

5.2 Ecological and Demographic Characteristics.

The study took place in several locations in New York State: (a) Clinton County households and high schools, (b) New York City two-year colleges and one high school, (c) two rurally-located upstate community colleges. Particular attention will be given to a description of the Clinton County area because it was the hypothetical location of the experimental college, was also similar to the places of origin of students attending the upstate community colleges, and was the home of three of the main reference groups of the study; Clinton County high school students, residents, and community leaders.

5.2.1. Description of Clinton County.

Clinton County is in the northeast corner of New York State, bordered on the north by Quebec, Canada; on the east by Lake Champlain; and to the south and west, by the counties of Essex and Franklin. The southwestern section of the county contains part of the rugged Adirondack Preserve, and the balance of the county is mostly either small farms or timbered land.

The largest city in Clinton County is Plattsburgh, population approximately 23,000, which is located on the eastern side on Lake Champlain, 25 miles south of the Canadian Border. Plattsburgh is the county seat and historically has been a center of commerce for Montreal, Quebec, Vermont and points east, and downstate to Albany. In spite of many modern developments, such as the Air Force Base and the State University College, the main architectural character of downtown Plattsburgh has changed very little since 1900. Much of the new commercial growth has been outside of Plattsburgh proper. Pressures for major change accompanying economic growth and development did not occur until about mid-century at which time expansions in the Air Base, the College, improvements in travel routes in and out of the city, and improved tourist facilities began to accelerate economic and social changes in the community.

In spite of these changes, there has been a certain encapsulation of the newer groups that have come into the Plattsburgh area, and until quite recently they have not appeared to have had a large impact upon community patterns.

The area is moderately economically depressed and relatively high in unemployment by national standards. Taxation is of serious concern. Even recognized benefits to the poor of the community, such as Medicare and Medicaid, have been extensively

criticized because of the additions that they have made on local tax contributions and because they have placed low-income groups in direct competition with higher income groups for professional services. Support for public education has declined in recent years, as evidenced by the defeat of school bond issues (in 1967 through 1969, this was a problem in many areas of New York State and throughout the country as well as in Clinton County, presumably because of rising federal, state and local taxes and the general inflationary deterioration of wages).

New York City is too well known to need a summary description here, and at the same time too complex to be adequately described. The community college students of the study came from all over New York City. The high school students, however, came from Manhattan, mainly from the Central and East Harlem areas.

Central Harlem extends north of Central park, bounded on the northeast by the Harlem River, on the west by Morningside, Nicolas, and Bradhurst Avenues, to an apex just above the Polo Grounds. East Harlem extends east of Central Park, bounded on the east by the Harlem River and on the south by East 96th Street. The two areas join and merge into one another in a roughly diamond-shaped area extending north and east from Frawley's Circle at the northeast corner of Central Park to the 3rd Avenue and Willis Avenue Bridges on the Harlem River. Central Harlem is almost entirely Negro, whereas East Harlem had a mixture of Negroes, Puerto Ricans and White. White residents of this area were predominantly older Italian families, and Puerto Ricans are racially either White and Negro in extraction. Descriptions of these areas in HARYOU (1964) and Sexton (1965) provide much useful information about the social and physical ecology of the areas, as well as of New York City as a whole.

The four student groups were approximately, although not exactly, representative of their expected populations, as well as could be determined from comparisons of group sample characteristics with census and other source data. Certainly, these samples would represent large segments of their populations, large enough to make generalizations reasonable if interpreted conservatively. The geographical areas of the respective groups were as follows. The New York Community College students (NYCC) were all freshmen in two-year colleges from the five boroughs of New York City. The New York High School students (NYHS) were Borough of Manhattan high school seniors ethnically typical of Upper and East Manhattan. The 315 upstate community college students (USCC) were freshmen from Northern County areas. The Clinton County High School students (CCHS) were seniors from Clinton County.

5.2.2 The New York City Community College Students (NYCC).

The 636 New York City College students were predominantly male (64%), which is typical of two-year colleges across the country. They were mostly White (81%), secondarily Negro (13%), and Puerto Rican (7%). The latter two figures were somewhat lower than population expectations for New York City as a whole. The sexes were not proportionately represented among the ethnic groups. 69% of the White students were male, as compared with 48% of Negro students and 57% of Puerto Rican students, a significant contrast.

As to religion, the students were mostly Catholic (61%), secondarily Jewish (21%) and thirdly, Protestant (15%) with 3% other than these. Religious affiliation generally followed ethnic lines with White students primarily Catholic (64%), and secondarily Jewish (25%); Negro students were primarily Protestant (69%), secondarily Catholic (24%); and Puerto Rican students were almost entirely Catholic (90%).

The students came mostly from "blue collar" families (61%) -- from manual (34%) and service (27%) classifications. These figures actually over-represented the proportion of people of New York City in these occupational categories. 59% of the White students reported blue collar backgrounds, as contrasted with 68% of the Negro students and 70% of the Puerto Ricans.

For most of these college students, the home was intact. 83% reported that the father was living at home, and 91% reported mothers living at home. But there were pronounced ethnic differences. For White students, the statistics for parents living at home were father 92%, mother 93%; for Negro students, father 60% and mother 79%; for Puerto Rican students, father 65% and mother 88%. Thus, Negro and Puerto Rican students were more apt than Whites to come from homes with either the father or mother absent.

The employment pattern was consistent with the family structure. For the group as a whole, the chief wage earner was the father; for White students, 87%; for Negro students, 68%; and for Puerto Rican students, 65%.

About half of all students reported supplemental family income (49%), most of which was ascribed to mothers (29%), but also to the student himself and his siblings (about 15%). Puerto Rican students reported less maternal employment (22%), and greater reliance on the children in the family for supplementary income (22%).

In respect to education, the students reported that 63%

of fathers and 67% of mothers had at least a twelfth grade education. White and Negro patterns were similar (for White students, fathers 63%, mothers 69%; for Negro students, fathers 67%, mothers 67%), but for Puerto Rican students, only 44% of the fathers and 32% of the mothers had completed high school.

5.2.3 New York City High School Students from the Borough of Manhattan (NYHS).

The 139 New York City high school students were about equally divided into males and females. The ethnic distribution was White, 17%; Negro, 48%; and Puerto Rican (or other Spanish American), 35%. This was approximately the same as that for the entire school from which the sample was taken, but reflected a higher proportion for Negro and Puerto Rican students than for Manhattan high schools as a whole.

The students were mainly Catholic (58%) and Protestant (41%), with only 1% from "Jewish or other" religious affiliation. About two-thirds of the White students were Catholic, and the remainder Protestant. The Negroes were approximately reversed, with 66% Protestant and 30% Catholic.

Most of the students came from "blue collar" families (65% - 35% from service occupations, 30% from manual occupations). Twenty-one percent indicated that the chief wage earner of the family was employed in the professional-technical, managerial or business-owner category. Puerto Rican students reported the highest blue collar background (82%), nearly half (45%) coming from service occupations, and 37% from manual occupations. White and Negro students reported similar blue collar percents (White 62%, Negro 60%), but were approximately reversed within this category, with White students mainly from manual backgrounds (38%), and Negro students mainly from service backgrounds (37%). Negro students were also high in relatively low status clerical and sales backgrounds (21%).

An outstanding characteristic of these high school seniors vis-a-vis the other groups was the large number reporting no father living at home (58%). The ethnic pattern was even more revealing. For White students, the statistics for parents living at home were fathers 83%, and mothers 83% (a figure only slightly below that for all SBRG's); for Negro students, fathers 46%, mothers 91%; for Puerto Rican students, fathers 67%, mothers 85%. Thus, less than half of the Negro high school students, and only about two-thirds of the Puerto Rican students, came from intact homes.

The employment pattern was quite consistent with findings about family structures. For the group as a whole, 59% reported the father as the chief wage earner; for White students 86%, for Negro students 45%, and for Puerto Rican students 65%.

About half of all students reported supplemental incomes (47%), with 13% reporting incomes from mothers, 10% from the student himself, and 17% from siblings or other relatives. Principal supplemental earnings were therefore mainly secured through the efforts of the children in the family. These findings were approximately the same for all ethnic groups. Although the group as a whole relied heavily on the youth of the family for supplemental income, the ethnic groups also differed in primary income: for White students, it was likely to come from the father; for Negro students, it was more likely to come from the mother or a brother or sister, or from welfare (about 10%).

In respect to education, these high school seniors reported that 53% of the fathers and 47% of the mothers had at least a twelfth grade education, a significantly low figure compared with the other SBRG's, but higher than national expectations for non-Whites. White and Negro patterns were generally consistent with expectations for all students, but for Puerto Rican students, only 40% of the fathers and 26% of the mothers were reported to have completed high school, a distribution which was similar, although even more pronounced, than that for community college Puerto Rican students.

5.2.4 Community College Students from the Six Northern Counties (USCC).

The 315 Northern Counties college students were all White, and mostly male (72%). The male proportion was higher than would be expected for community colleges generally, but was consistent with the primary vocational-technical emphasis of the sample colleges. Slightly over half of the students (53%) were Catholic, a lower percent than would be expected on the basis of general population estimates.

The occupational background of these students was 61% "blue collar" (farm 8%, service 19%, and manual 32%), and 39% "white collar," of which 9% was clerical, 33% professional-technical-managerial occupations. The blue collar-white collar ratio was close to population expectation for the Northern County area (66:34), but appeared to draw more from the professional-technical-managerial occupational segments and less from farm and manual occupations than populations proportions alone would predict.

Rating of occupational status placed about one-fourth (26%) of this group in the high status category, over half (54%) in the middle category, and one-fifth (20%) in the low status category.

USCC families appeared to be relatively stable and intact.

94% reported mothers living at home, 86% fathers.

The educational level ascribed to parents was slightly above census expectations. 64% of the fathers and 75% of the mothers had graduated from high school (median years of school completed for fathers, 12.3; for mothers, 12.6).

These students, therefore, came from a typical group of Northern Counties homes, with some minor differences; they were predominantly blue collar (but more often from the higher ranked blue collar status levels), stable, and high school educated (a little better educated than the average). More students were Catholic than Protestant, but not as many more as were expected. In most other respects, they were much like the Clinton County high school students described below.

5.2.5 Clinton County High School Students (CCHS).

The 752 Clinton County High School students were predominantly White (98%), and Catholic (74%). The non-Catholic population was nearly all Protestant. This group, therefore, contained no appreciable racial or religious minorities such as were found among the New York City groups. The sex ratio was male 49%, female 51%.

The occupational background was 57% "blue collar" (farm, 7%; service, 19%; manual, 31%); and 43% "white collar" (clerical-sales 9%; professional-technical-managerial, 34%). As with the upstate community college students, the group was biased more toward the higher white collar occupations than would be predicted from census data (see Table 2.2.3.3).

CCHS families appeared to be relatively stable and intact. 94% reported mothers living at home, 87% fathers.

The educational level ascribed to parents was slightly above census expectations. 64% of the fathers and 68% of the mothers had graduated from high school (with median years of school completed for fathers, 12.4; for mothers 12.5).

5.2.6 Demographic Characteristics of the Families in Clinton County.

The median educational attainment for Clinton County has consistently lagged the national education median by about one-half a year, and county income levels have also lagged national income averages by about \$500 a year. The survey findings were consistent with that expectation. The median figures were as follows: median years of school completed; survey 11.7, national census extrapolation 12.3; median yearly family income; survey \$7,180, National Census

extrapolation \$7,748. 52% of the population had not completed high school.

Education was a particularly significant figure for Clinton County because it formed the basis of a number of findings concerning support for the community college issue. Other investigators have repeatedly shown education to be related to occupation, income, and a variety of other factors (e.g., see Sexton, 1961; Stember, 1961). Lanning and Many (1966, p. 5) stated: "It has been shown that a direct relationship exists between an adult's educational attainment, his occupation, and consequently his earnings." This relationship was definitely confirmed, along with many other educational relationships.

In general, education appeared to be the main avenue into white collar, business, and professional occupations and into the higher income brackets. Those with high education were more likely than those with low education to be males, to be Protestants, to have better jobs and make more money, to have been born outside the county, and to have done more traveling.

People with higher education were more involved with organizations, had more opportunities to exert influence, and were also most likely to feel more influential. On the other hand, those who had not finished high school reported almost no organizational involvement and had little feeling of influence over public decisions. By inference, therefore, educational attainment was also directly related to public effectiveness -- to the ability to articulate and transform personal attitudes into public actions.

Most of the wage-earners of the families in the county were "blue collar" workers. These were either skilled or semi-skilled manual or service workers (35% of the total), small farm operators and manual laborers (12%), and other manual occupation (17%) which brought the blue collar total up to 64%.

36% were white collar workers, of which less than half were in professional, technical, or semi-professional sales or clerical jobs (15% of all chief wage-earners). The remainder of the "white collar" group was distributed throughout several lower-status white collar categories and made up 21% of the total.

Nearly two-thirds of the people interviewed were born in Clinton County, indicating an unusually settled and stable population.

The sample was predominantly Catholic, with 71% reporting this as their religious choice. 26% were Protestants of various denominations, and 3% were of other denominations.

The typical household size was very close to that obtained in the 1960 National Census. For the survey, the median was 3.65 persons, and for the Census, the median was 3.69. The modal household contained only 2 persons (27% of all families interviewed).

5.2.7 The Characteristics of Community Leaders in Clinton County.

Only a limited amount of demographic information was collected for the community county leaders. All but five of the 103 people interviewed were men. Occupationally, about 75% were classified as "white collar" as compared with the 36% obtained for the county as a whole. No educational information was obtained from this group, but because of the high relationship obtained generally between educational level and occupation, it can be assumed that the educational level was well above the average for the county as a whole.

Clinton County leaders were somewhat more likely than most people in the area to have been born outside of Clinton County, but they came to this area mainly from other areas of Northern New York State rather than from outside the state. The proportion of leaders born outside of New York State is approximately the same as that for Clinton County as a whole.

5.3 Educational Backgrounds and Interests in College Programs.

5.3.1 Student Educational Background.

The students already enrolled as freshmen in community colleges differed in enrollment pattern according to college location and by sex. A comparison of the two college groups showed that the USCC students were much more vocationally involved than the New York City group (63% vs. 43%). For the New York City students, males were more likely than females to be in vocational programs (male, 46%; female, 37%). There were no enrollment differences by sex for upstate college students.

High school students also differed markedly between the two major locations of the study. It should be noted that enrollment in a particular high school program is a strong indicator of what can happen after high school. It reflects the student's aspirations, his perception of his ability, and the school's perception of his ability. Blocker, et al (1965, p.110) pointed out that students from low-income groups were often heavily enrolled in subjects such as health education, home economics, music, art, business education, vocational courses, and other similar subjects, while people in high-income groups were more likely to concentrate on college-related subjects such as languages, math and science. It was this vocational-versus-college preparatory difference that was highlighted in the findings of the study. Clinton County High School students were much more college-oriented than the New York City students and were less likely to be in vocational or commercial programs (vocational; NYHS 35%, CCHS 8%; commercial; NYHS 29%, CCHS 41%; college preparatory; NYHS 36%, CCHS 51%). For both groups, however, males reported a higher college orientation than females, who were more likely to be in business-commercial programs.

High school students were also scored for academic rank in school. The difference in college potential on this measure between the two high school groups was revealing. Whereas 82% of the Clinton County students had at least some expectation of admission to a two-year or four-year college, only 29% of the New York City group were classified as having such an expectation.

For the Clinton County students, it was also found that girls had better academic potential than boys for college admission (88% vs. 77%). This difference was most pronounced at the higher academic levels. When these same students reported on their plans for going on to college, 45% of the girls had college plans, representing about half of those

with college potential; on the other hand, 60% of the boys had college plans, representing over three-fourths of those with college potential. A local community college which could minimize cost and eliminate travel should have a strong appeal to girls in the community who have some basic motivation for going to college but would receive only minimal family financial support and encouragement.

Fewer of the Clinton County high school youths planned to go on to college than actually had the potential to continue. For New York City students, however, the percent planning to go on appeared unrealistically high (48%), almost double the percent of those judged to have college potential. The Clinton County students could be described as somewhat "under-motivated;" that is their plans fell below their potential. The New York Students appeared "over-motivated" with plans exceeding potential. This would suggest that different strategies of recruitment and a considerable flexibility of curriculum would be needed to accommodate students from both regional areas and with these very different kinds of abilities and backgrounds, if a serious attempt were made to involve as many students as possible who (a) wanted education beyond high school, and/or (b) demonstrated a basic potential for higher education.

5.3.2 Interest in Liberal Arts and Vocational Programs.

"At present, the two-year college is caught between contradictory pressures. Social pressures continue to place a high premium on the liberal arts curriculum, while economic requirements stress the expanded need for technicians. The result is increasing numbers of technical curricula to which it becomes evermore difficult to attract able students. Of course, the type of student is, of itself, a curriculum determinant: an institution must define the requirements and level of ability for various curricula in terms which are realistic for the ability level of the student attracted." (Blocker, et al, 1965, p.203). Metzger also commented on vocational versus liberal arts programs, as follows: "Administrators, counselors, and teachers in most of the two-year colleges visited agreed that no matter how hard an institution endeavors to effect a terminal occupational program, it is difficult to interest students in the program except in highly specialized institutions. One reason for this difficulty is the prestige values that pertain to 'regular' college work. The principal explanation for small enrollments in terminal offerings seems not to be a disdain for occupational training but simply a cultural factor that causes students to covet the reputation of being a preparatory student. Undoubtedly, too, many cling to the transfer program even when they know they may need soon to go to work

because they think that someday they may be able to pursue a degree... Unfortunately, too, many students were not informed in high school about terminal programs and the occupations to which they lead, and thus have not had the occasion to become interested in such programs when they entered the junior college" (Metzger, 1960, p.113).

These two quotations were reinforced by the findings of this study. When a comparison was made between the answers of college freshmen from both the New York City and the upstate colleges to the types of curriculums that they were interested in and the actual programs they were enrolled in, more of the two-year college students expressed the desire to be in liberal arts transfer programs than were actually enrolled in them. This was true for all sex and race subgroupings as well as for the total. About half of all students were enrolled in vocational-technical programs, whereas only one-third preferred such programs. Of all those actually vocationally enrolled, about one-third preferred some kind of transfer program. Since the information was obtained from college students in the November following their initial September registration they had not had an extensive experience with college courses. The inferred "dissatisfaction" with vocational programs, therefore, may have represented a restriction of initial enrollment options due to such things as student high school performance (which may have restricted entry into liberal arts programs) or restricted local college program options. This suggests that the college program should allow for substantial liberal arts interest. Special efforts should be made to admit students into programs that reflect their long-range interests so as to avoid wasted time. An extra investment in counseling and evaluation should result in realistic planning related to student aptitudes. Flexibility in time and course requirements would also seem desirable.

Interests of high school students in vocational and liberal arts programs were quite similar for the two student groups. About 50% of all students were interested in transfer programs, 40% in vocational-terminal programs and 10% said that they would have no interest in attending a two-year college at all. It would be expected that for those interested in liberal arts programs, about half of the Clinton County students and nearly all of the New York high school students would be more likely to attend two-year colleges than four-year colleges; therefore, for those who would most likely be attending a two-year college, the main interest would be in vocational programs (estimated at 60% vocational, 40% liberal arts).

This interest in vocational programs among high school students was reflected by the people who were interviewed in Clinton County. Nearly all of the respondents felt that colleges should offer adult courses and many of them were themselves interested in taking particular kinds of courses. 26% were interested in liberal arts courses of some kind, 30% were interested in business-related courses, and 28% were interested in other types of courses leading to specific occupational skills. Most of those interested in liberal arts courses had already had some college experience, the majority of those interested in business courses had graduated from high school, and most of those interested in specific occupational skills had either graduated from high school or were below the high school graduate level. Interest was also expressed among women interviewed in home economics and nursing programs.

Community leaders felt that vocational programs were the most important higher educational need in the county and generally rated it as much more important to the area educationally than liberal arts courses; however, 81% approved a combination of liberal arts and vocational programs.

5.3.3 Interest in Specific Vocational Courses.

Among students, course interest in specific vocational-terminal programs was highly differentiated by sex, and did not vary a great deal among the various basic student groups. Women's interests were concentrated in what could be described as high level secretarial training ("secretarial skills and office management"), which was selected by 50% of all girls (this varied from 36% for NYCC females to 74% for the NYHS females). The second most popular choice was "nursing" (11%) which was also second most popular for the NYCC and USCC females, and third among CCHS females. Third most popular was "beautician," but it is of interest that this choice was basically a reflection of interest among CCHS girls (14%), where it was second in popularity to the "secretarial" category.¹ Other courses of interest were "bookkeeping" with possibly some interest in "art and design" courses, although

¹Some of the classifications, such as "beautician" and those classified as "skilled trade" might be more properly taught within public school area trade and technical schools than within a two-year college. None of these courses, however, commanded the interest of as much as 5% of all students.

this category was a combination of four different listed art and design programs.

Males were not so concentrated in one curriculum. "Business administration" was the most popular choice (17%) followed by "engineering assistant" (11%), "mechanical drawing and drafting" (9%), and two trade courses, "electrician, electrical repair" (8%), and "machine operation" (8%).

Males were, therefore, primarily interested in technical areas, secondarily in business-related areas, third in skilled trades. Females were primarily interested in business-related areas (basically secretarial), secondarily in acquiring personal service skills. The only specific courses to attract both male and female interest were "business administration" (male, 17%; female, 4%; total, 11%) and "bookkeeping" (male, 4%, female, 6%; total, 5%). Courses which would be most attractive to people from all groups of both sexes should therefore have a primary business emphasis; i.e., business administration, bookkeeping, and, for the girls only, secretarial. For boys, additional courses providing the acquisition of technical skills would be attractive; for the girls, courses leading toward nursing or other personal service careers. Other types of courses would be feasible, as the previous discussion has indicated, but would be likely to attract fewer candidates.

In general, among people who were interviewed in the community, interest in specific vocational-terminal courses also was along sex lines and tended to parallel that which was found for the students. Information was not elicited in great detail for the household group, but did indicate a significant level of interest among the adults of Clinton County in courses which would help them upgrade their occupational skills.

When students were asked to express their liking or disliking for various areas of the college it was found that there was a uniformly high endorsement of the programs, but that White students were more likely to single out programmatic features for spontaneous endorsements than were non-White students. Between 21% and 39% of all White students mentioned the programmatic aspect of the college as the feature that they liked most about it. Most of the disapproval of program features centered on the size of the college and the fact that it was only a two-year institution. On the average, about 16% of all students expressed some form of disapproval and most of it was related to these two aspects. Non-White students also endorsed the programmatic features highly, but in mentioning things

that they liked most were much more apt to focus on the interpersonal aspects of the college. This was evidently not a dislike for programs, but rather finding something about the college that they liked even more.

Students also expressed preferences for residential location and density, and for the size of the community they would like a college to be located in.

In respect to community size, answers tended to follow regional lines. The New Yorkers chose the big city first, the medium size city second. They preferred the completely rural area to the small city located in a rural area, which put them at almost polar opposites to the preferences of the upstaters. The upstaters favored the small city most and placed the big city last. It is an interesting observation that although many of these upstate students came from rural areas, fewer of them actually chose this location than did the New York students. Perhaps actual experiences of living in a sparsely populated area made these students more aware of its limitations.

Students were also asked what type of residence they preferred and how many roommates they wanted to have. For each of these questions they were asked to indicate which of several options they preferred, and also whether they would accept the option even though they might have preferred something else. Four types of housing were referred to: (a) a residence hall or dormitory at the college, (b) a private home supervised by the college, (c) the student's family home, (d) an unsupervised home or apartment. Choice (c), obviously, was not a possible choice for New York City students given upstate location of the college. In general, it was found that in spite of the preferences expressed by most students, most of the housing options were acceptable to the majority of students. Housing appeared to be most critical for the New York City high school students, who indicated that housing in the community would be acceptable to only 39%. Community housing also received a relatively low rating from New York Community College students who indicated that only 55% would find it acceptable. For the New York High School students, however, the situation was complicated by their preference for living in their own family home while attending college. Even so, however, 58% felt that dormitories would be acceptable if not ideal.

In general, the best housing arrangements for most students would be in college dormitories, with unsupervised housing in the community the choice of a smaller group. This option should be kept open if possible. Failure to provide adequate dormitory space, however, would appear to

have an adverse effect on interest and attendance, both for minority groups from New York City, and also for Clinton County girls.

The concern about community housing on the part of New York City Negroes and Puerto Ricans from both the high school and college groups somewhat offset the enthusiasm that they expressed for integrated living in college. It seemed to indicate that whereas most Negroes were very enthusiastic about integrated college experiences, this enthusiasm did not necessarily include being housed in a White, upstate, rural residential neighborhood.

There was little question about preferences for type of residence. The three choices were a large dormitory room (for 8 to 12 students), a room for 2 to 3 students, or a room for one student alone. Approximately two-thirds of all students favored sharing a room with one or two roommates, one-third favored a single room while almost no one preferred a large dormitory setting. In general, for the two upstate groups, more men were interested in single rooms than were women, but these male-female differences did not hold for the New York City groups.

By way of summing up these questions about city size and housing, the location of the college in a small city in a rural upstate area made it much more attractive to upstate students than to New Yorkers, who generally preferred to remain in urbanized areas and commute to school. It was not clear, however, how important this issue was compared to possible economic factors or better admission possibilities. What it may have indicated was a certain apprehension about an unknown situation, or a concern about what people can find to do in rural areas, which would need to be carefully considered in recruitment and counseling strategies. It seemed to suggest a feeling on the part of many New York students that they might encounter problems of adaptation and adjustment in what was perceived to be (and certainly is) a very different environment from the one they were used to. Ecological and social differences between the two areas would be great, and the problem of "cultural shock" could for some students be as debilitating as it is for some students coming to the United States from a foreign country.

In this regard, it is interesting and suggestive to note the findings of Selltiz, et al, (1964) regarding influences on the adjustment of foreign students to university and community life. She noted that for foreign students, having previously traveled or lived abroad seemed to make adjustment easier (a parallel

hypothesis would suggest that New York City students who had spent some time in rural areas would find adjustment to the experimental college easier). Language fluency appeared to affect social adjustment of foreign students but not academic adjustment (language fluency could also be a problem with some of the Puerto Rican and even some of the Negro students in New York City).

Selltiz also found that the most important correlate to adjustment was the forming of friendships: "On the whole, students who had more extensive and more intimate social relations with Americans seemed to adjust more easily and to enjoy their stay more.... At the end of the year, students who had made at least one close American friend were more likely than those without American friends to describe themselves as being generally in good spirits and to report that they had enjoyed their stay very much; in addition, there was a suggestion that they had felt less homesick during their stay.... A number of other studies have also found a connection between social relations with Americans and adjustment during the stay. It is not certain, however, that more extensive or more intimate social relations lead to easier adjustment or more enjoyment; it may be that students who have relatively little difficulty in adjusting enter into more social activities with Americans and are more likely to make friends with them. In all probability, social relations and adjustment reinforce each other, with social relations easing adjustment, and greater adjustment freeing the student to enter more fully into social relations" (Selltiz, et al, 1964, pp. 158-159). This finding could also apply to New York City students who were brought to Clinton County to attend college, and there would seem to be two implications of it. First, and especially considering the experimental and exploratory nature of the projected program, it would seem worthwhile to make every effort to get students who had shown generally good social adjustment and adaptability in high school; second, it would suggest that every effort should be made to create a natural and comfortable social atmosphere at the college which promoted the development of interactions among students and with people in the community.

5.4 How Students and Community Would Support the Experiment

5.4.1 Comparative Evaluations of Experimental College Features.

Most of the preceding information would apply to any college setting; information concerning a general interest in college attendance, type of courses desired, type of living arrangements, and so forth. This section is a summary of how students viewed the different features of the experimental setting as they were able to compare them against each other. Two sets of questions were given the students: (a) the first were two unstructured, write-in questions, one asking students to state what they liked most, and the other what they liked least about the college; (b) the second, a list of eleven of the features of the college, to which the students were asked to respond by ranking each one on a scale from "like very much" to "dislike very much".

Results for the open-ended question were as follows. The New York community college White students expressed about equal liking for programs, the area in which the college was located, and the interpersonal aspects of the college (24% to 22% for each area), and expressed the most dislike for the area (26%), the second greatest dislike for programs (17%), and third for interpersonal features (mainly race). For New York community college Negro and Puerto Rican students, however, the things that received the greatest mention of approval were interpersonal aspects (32% and 36%). Next most liked was the area (20% and 22%) and third was programs (18% and 16%).

The only strong dislike expressed by this group was for the area, with unfavorable references to both location and distance (mentioned by 28% of the Negroes and 38% of the Puerto Ricans).

The high school students from New York City also expressed a high degree of liking for interpersonal aspects, especially integrative features (30% and 25% for Negro and Puerto Rican respectively). Next most liked was programs (16% and 18%), followed by the location of the college (for Negroes 11%, Puerto Ricans 4%). The only aspect which received an appreciable degree of dislike was the area of location of the college (17% Negro, 13% Puerto Rican).

Upstate community college males and females both expressed the most liking for programs and economic considerations. Males preferred programs (29% versus 15 and 17% for economics and interpersonal factors). Females liked costs and work opportunities best (24%, versus 21% for programs, and 22% for interpersonal factors). The feature that was disliked the most was programs (19% for males and 15% for females), and the one programmatic aspect that students responded most negatively to was the college size. None of the other aspects received much mention. Both the area and the interracial aspects of the college averaged about 12%. Interracial aspects of the college were most frequently mentioned of any of the interpersonal features by this group.

For the total group, references to costs and to general college programs were most favorable; location, size, distance from home and race integration received a high degree of mention, both positive and negative (for "location", mostly negative). Most of the other features of the college received a minimal amount of mention.

Whereas White students preferred programs to all other aspects, for the non-White students the pattern was quite different. For them, the emphasis shifted from program and cost considerations to interpersonal issues, mainly integration.

A few additional comments about these open-ended questions are relevant: (a) New York City community college Negro and Puerto Rican students were the only ones who viewed the cost aspects of the college as negative. All others viewed them as positive. These students seemed to feel that they were too high as compared to community college costs in New York City. (b) Only the Clinton County high school girls wrote in any significant degree of approval for vocational-terminal programs, a reflection of their generally high interest in occupational opportunities. (c) Male Clinton County high school students were the only group who had a fairly high proportion of unfavorable mention for racial integration features without any offsetting favorable mention. This aspect of the college appeared to have a more negative value for these students than for others. (d) The New York high school Negro and Puerto Rican students found very little to criticize. Instead of writing in negative answers, most of them simply omitted the question.

A summary of results of the eleven-item list of features is as follows: The most obvious observation was the generally high degree of favorable endorsement given to each feature. Only one - locating the college in a rural area - failed to receive the approval of at least 50% of all students, and the average for all features combined was 70% approval.

Females were more inclined to favorable markings than males. For the two upstate groups, the average approval percent for males was USCC 61%, CCHS 53%; for females, USCC 83%, CCHS 76%. The male-female difference was 22% and 23% for USCC and CCHS respectively, and similar differences were found for sex for the New York City groups. Females were generally more approving of the size of the college (about 500 students), vocational-terminal programs, financial support, and integration (both rural, urban, and racial). In no area were males regularly more approving than females.

These questions also brought out two issues that had been previously largely ignored when students were writing in their statements. Liberal Arts programs received the highest degree of favorable mention, and co-education was moved up to third rank overall. Vocational-terminal programs were ranked fourth and were the most chosen category of both the upstate community college and the Clinton County high school females. It is apparent, then, that these were very important features of the college even though they were not mentioned spontaneously, probably because they were simply taken for granted when people were writing in their answers. The most important generalization, perhaps, is that all of the relative rankings occurred within a general framework of approval, and none of the features would be unacceptable in themselves to a majority of students.

5.4.2 Would Students Attend and Why.

This section summarizes student answers about parental approval for attending the experimental college, whether they themselves would want to attend, and why they would want to attend.

The large majority of students expected their parents would have approved of a decision to attend the college. No more than 5% of any group said their parents would be unwilling to let them attend, and, at

the other extreme, more than 55% of all but New York college students (only 39%) indicated that their parents would give strong support to their attendance. Whereas most sub-groups respondents indicated that approximately 65% or more of parents would strongly approve, for CCHS females and NYHS Puerto Ricans this dropped below 60% (57% and 58%), and for NYCC White and Puerto Rican students this dropped to about 33%, indicating an expectation of some degree of parental reserve.

For the students themselves, the upstate college freshmen and the New York high school students were the most favorably inclined, with 80% or more indicating they would probably or definitely attend, as compared with only about two-thirds of the students in the other groups. NYHS students, however, were most favorable of all, with 43% in the "definitely go" category, as compared with 21% to 27% for the other three groups. The CCHS and NYCC groups had the highest percentage of students in the "not go" category (CCHS, 12%; NYCC, 10%).

Race and/or sex differences were obtained only for New York community college students. White females were least favorable of all subgroups and were significantly lower than males (with both "favorable" categories combined: female 46%, male 64%, male-female difference 18%) whereas both Negro and Puerto Rican females were more favorable than males, having the highest favorable percentages of any subgroup (Negro females 97%; Puerto Rican 89%; Negro males 82%; Puerto Rican 68%; a male-female difference of 15% for Negroes and 21% for Puerto Ricans). For race alone, it can be seen that Negroes were the most enthusiastic about attendance (90% favorable), followed by Puerto Ricans (75%), then by White students (58%).

Other subgroups fell between the NYCC extremes. About 80% of all NYHS students were favorable. For the upstate groups, favorable percents ranged from a low of 65% for CCHS females to 81% for USCC males.

Even a conservative interpretation of these findings would indicate that at least half of the students from any group would have some interest in attending. The only students whose "probable" attendance fell below the 50% point were NYCC females and an additional one-third of those answered in the "undecided" category, some of whom would be expected to be "attenders" if pressed to commit themselves.

Approximately two-thirds of all students indicated at least "probable" attendance, and about one-fourth indicated "definite" attendance if offered the opportunity. This was quite consistent with previous analyses of specific features of the college. Such strong disapproval of one feature (e.g., integration) that this would cause rejection of the college regardless of attitudes toward other features was not frequent. It seemed evident that with a large demand for college entrance there could be no shortage of potential students, whether they were selected from among those needing special academic tutoring, or from among those who would be generally qualified for other colleges. Clearly, however, the greatest appeal would be to Negro and Puerto Rican students in New York City, and to students upstate who would be generally interested in two-year college programs (that is, students like those in the USCC group).

Reasons for interest in attendance, as hypothesized from multiple regression analysis were summarized in the following paragraphs.

For all students combined, 5 of the 8 variables included were significant, and contributed variously to the significant multiple R. Race integration was the strongest predictor followed by liking of the distance from home of the college, of vocational programs, of the number of intended work hours, and by preference for a rural location for a college.

For NYCC males, the strongest predictor was distance followed by liking for integration, rural areas and vocational programs. NYCC females differed mainly in emphasis. Integration was the main determinant, followed by distance and liking for vocational programs. Attitudes toward rural areas and work expectations were also significant. The relationship between work hour expectations and attendance was one which was not found for the males.

Racial differences for NYCC were not clear because the small numbers of Negro and Puerto Rican students prevented obtaining a significant R for the groups, and they were generally so favorable to the college that there was little variance in the dependent variable. White students were similar to male and female students taken separately. For Negro students, the one significant beta was for preference for vocational programs whereas for Puerto Ricans, the only significant beta was for distance.

The NYHS group was subdivided by male and female; and, for race, Negro and Puerto Ricans combined. R values were not significant for either males or females, but R for the Negro-Puerto Rican combination was. The significant betas for this grouping were for distance and integration.

For the upstate community college students, only the males achieved a significant multiple R. Race integration and vocational programs made the major contributions. Females had two significant betas (although the R was not), distance liking and, like the males, vocational programs.

For Clinton County high school students, both male and female R's were significant, but there were major differences in the patterns of predictors. For males, the largest predictor was the number of hours planned for working, relatively low high school achievement ranking, interest in liberal arts programs and distance liking. For females, the largest predictor was race integration, vocational programs, distance, and a liking for rural areas. Only distance was predictive for both males and females.

5.4.3 County Interest in Courses and Probable Support.

All of the features of the college were endorsed by 70% to 88% of the respondents. These were the location and size of the college, the courses, and the co-educational, rural-urban and interracial aspects. They also approved the college as a whole. 88% indicated that they would themselves be willing to attend, or would have their son or daughter attend, 89% thought the college was a good idea, and 72% said it was a necessary idea. However, when respondents were questioned as to why it was a necessary idea most of them were quite vague in the kinds of reasons that they gave and many of the reasons were unrelated to experimental aspects at all; e.g., that "the area needed more colleges," or "that it would be good for the community." Only about 15% gave reasons specifically related to experimental features. Among those who felt that the college was not a necessary idea (28%) the main reason given was that there were enough colleges already. When respondents were asked to identify features they liked best and liked least it was found the respondents under 40 were more apt to like the location, the size, and the interpersonal features. Those 40 or over were more apt

to mention programs, or to respond vaguely or not at all. The greatest specificity of responses among the younger group suggests that the question was better defined and more meaningful for them. For features "liked least," 65% of all respondents answered in vague, general terms or not at all.

If many respondents could not find anything specific to like about the college it was also evident that an even larger proportion could find nothing specific to dislike, either. The general impression obtained was that most respondents had a vague idea that an experimental college ought to be a good thing; but, as might be expected from a general population survey, had not thought very specifically about colleges, or what they liked or disliked about them.

The vagueness of the replies, and the fact that reasons given for approval or disapproval were mainly related to feeling about higher education needs in general, left some doubt about the strength of support statements that people had made about the experiment, although it was evident that most approved of it as a humanistic ideal.

The primary support indicator was willingness to pay additional taxes for support of the experiment. Respondents were classified according to how they had answered three questions about paying taxes: (a) They were first asked if they would pay additional taxes to support a traditional community college with students from Clinton County only, (b) next, if they would pay additional taxes should some students come from outside the county, (c) finally, following a general orientation to the experimental college idea and a series of questions about the various features of this college, they were asked if they would pay additional taxes to support the experiment. 66% supported the traditional college, 46% supported students from outside the county, and 72% supported the experimental college.

Respondents were classified according to whether they had answered "no" to all three questions, whether they had answered "yes" to all three questions, and according to three variations of replies in between. This resulted in five respondent groupings, two of which were characterized by refusal to support the experimental college, and three by support for the experimental college. Characteristics of people who

fell into these five groupings were examined in order to determine respondent similarities and differences. This analysis resulted in a revision of the percentage estimates of those who would not support the college, as contrasted with those who supported it. The final classification was: (a) definitely opposed, 39%; (b) probably opposed, 14%; (c) probably supportive, 20%; (d) definitely supportive, 37%. County residents were, therefore, generally favorable to the experimental ideas as presented in the interview situation (where they were closely involved with an interviewer). Two variables were found which were consistently associated with experiment support or non-support: (a) degree of education; (b) interracial attitudes. Those most favorable to the experiment were also those most likely to have influence on public decisions -- the voters, the organization members, and the ones who believed themselves to have influence. They were also better educated, made the most money, and had the better jobs. The general support alignment, therefore, was along socio-economic, education, and racially tolerant lines.

In order to realize the most support for such an experimental college program, means should be set up to broaden its appeal to those segments of the population that a two-year college traditionally serves -- the relatively low-income, blue collar families who cannot afford the higher tuition, travel, and maintenance costs of sending children away to state or private four-year colleges or universities or whose children have been unable to compete successfully in the admissions game. As seen elsewhere in this chapter, there was a strong vocational emphasis among such families, both for their children and for adults. The more responsive the college could become to local needs, and the more aware it could make the community of this responsiveness, the more likely it would be to get local support for experimental programs involving people from other areas.

5.4.4 Some Comments Regarding Education, Attitudes Toward Education, and Socio-economic Characteristics.

The importance of education as the key indicator for experimental support was emphasized in the preceding section. It has been shown, however, that the aspirations of people for the education of their own children were uniformly high. The majority of people of all educational groups wanted their children to graduate from college and become professionals. It is obvious

that for those without high school diplomas there was a large gap between the educational and occupational aspirations they held for their children and the actual potential for realizing these aspirations. For people who were below college level, education was perceived mainly as a way of getting a better job, whereas for people with college backgrounds education was perceived more often as a means of helping the individual to a better appreciation of life or as a way of meeting the needs of society.

When respondents were asked how satisfied they were with their own educational attainments, three-quarters reported that they were dissatisfied; however, only about 50% of those with college backgrounds were dissatisfied with their education, and more than 80% of those who had not completed high school were dissatisfied with their educational level.

It might seem that those with less education, particularly those with no high school diploma, would be the very ones whose children would profit most from a low-cost vocational college. They had the greatest gap of all between aspirations for their children's education and the existence of possibilities for their children getting into college, and they were the most dissatisfied with their own education and therefore had the most to gain personally from such a college. It must also be remembered, however, that it was less likely that the children of these people would even be in high school, which would probably make expanded college opportunities sound pointless. Furthermore, they were people who were relatively without influence, who felt ineffectual, and who probably had little idea that a college could do anything for them and little confidence in their own ability to get involved or to succeed in an educational setting. In fact, unless special arrangements were made to admit students with less than a high school diploma, the college could in actuality do little for them. Therefore, it is not surprising that they opposed the experimental college, and that some were opposed to all county developments in higher education.

These findings were quite in line with those reported by other investigators. Almond and Verba commented "as in most other studies of political attitudes, our data show that educational attainment appears to have the most important demographic effect

on political attitudes. Among the demographic variables usually investigated -- sex, place of residence, occupation, income, age, and so on -- none compares with the educational variable in the extent to which it seems to determine political attitudes" (Almond and Verba, 1963, p. 379). Some of the reasons that they list for this are that education in itself influences political perspective, that it tends to reinforce political perspectives by placing people in situations with others who have similar educational attainments, and it provides a greater awareness of the impact of government on the individual. The authors also commented: "The educated classes possess the keys to political participation and involvement, while those with less education are less well equipped" (op cit, p. 381). They note that the educated person is more likely to consider himself as having influence, and is also more likely to be an active member of an organization. Finally, "It is those with some higher education who are most likely to express adherence to the norms of participation; and the least likely to report that the individual has some responsibility to participate in his local community are those with primary school education or less" (op cit, p. 177).

The comments of Almond and Verba had much in common with the findings of this study. Although specifically directed at political attitudes, they reveal the relationship of education to community influence. It seems paradoxical that those most in need of such influence are most opposed to developments which could help them to attain it.

Havighurst and Neugarten also described educational characteristics in relation to socio-economic, leadership, organization membership, and other characteristics. They described the upper-middle class: "About half of the adult members of this class have climbed to their present status from lower beginnings. Hence this class seems to be made up largely of active, ambitious people. The men are business executives and professional men; the women are active in home-making, club work, PTA, and civic organizations.

"The great bulk of positions of leadership in civic, business, and professional organizations are held by upper-middle class people.... Nearly all the members of this class are native-born Americans, and most of them have native-born parents and grandparents.

"Education is extremely important to people in this group. Many of them have risen into this class through professional careers, and they feel that it is almost essential that their children secure a college degree... The children generally go to public schools and then to the State University or to privately supported liberal arts colleges...." (Havighurst and Neugarten, 1967, p. 23).

Their next description is of the lower-middle class. "The lower-middle class consists of white-collar clerical and sales workers. Some are factory foremen or members of the 'labor aristocracy' such as railroad engineers, conductors, photo-engravers; some are small building, electrical, and plumbing contractors. Most farm owners who operate their own farms are also in this class.

"The members of this group travel widely in the country by automobile, but almost never go abroad as do people in the classes above them. They make up the bulk of members of fraternal organizations... Their wives are active in the women's auxiliaries. They are fairly active in PTA, and they furnish the bulk of membership in the Protestant and Catholic churches. Many lower-middle class people are Catholics and some are Jews.

"Most members of the lower-middle class finished high school, and a third to a half of their children go on to college, generally a junior college. Schooling is considered essential for a good job, and the children are expected to be obedient pupils." (op cit, p. 25).

Their next comments are about the upper-working class. "The 'respectable working people', the skilled and semi-skilled 'blue-collar' (as opposed to 'white-collar') workers, make up the working class. This group contains a large number of people whose parents were immigrants. They are often Catholics...

"Working-class people seldom join civic organizations. The men belong to veterans organizations and occasionally to fraternal orders. Their wives join the ladies auxiliaries and are often members of PTA when the children are small.

"Typically, working-class adults did not complete high school. They put little value upon learning for learning sake, but they recognize that education is the key to a good job, and they want their children to go

further in school than they themselves have gone."
(op cit, p. 27).

The last group described was the lower-working class. They pointed out that the lower-working class people have few skills and frequently have less than a grade school education. Many have difficulty finding jobs because of color.

"Some lower-working class are members of fundamentalist Protestant churches, some are Catholics, but many are unattached to any church. They seldom belong to formal organizations, except occasionally to a labor union" (op cit, p. 29).

Although there was not a precise one-to-one correspondence between the classification of respondents into experiment-support groupings and the social class subcultures described by Havighurst and Neugarten, the correspondence was fairly close. The relationships among education, occupation, religion, and group membership seem particularly relevant, and tend to sum up the experiment-support findings very nicely. Havighurst and Neugarten's lower-working class and parts of the upper-working class would appear to be the group that were classified as "definitely opposed"; the remainder of the upper-working class would appear to correspond to those classified as "probably opposed"; parts of the lower-middle class and the upper-working class, especially those with lower educational attainment, would appear to correspond to the group of "probable supporters", and the better-educated of the lower-middle class and the upper-middle class would appear to make up the bulk of those who were "definite supporters" of higher education in the area.

5.4.5 Support Characteristics of Community Leaders.

Leaders perceived educational needs as a major county problem (mentioned by 46%), but not the most important problem, which was economic development (mentioned by 80%). Improvements in education and industry were most often mentioned as the two developmental aspects most in need of action (22% each). Many of the leaders who mentioned education clearly tied educational development into long-range development of the community.

When the interview focused on specific educational needs, leaders were most concerned about higher education (54% specifically mentioned this aspect as most important), particularly vocational education. One-third specifically mentioned vocational needs, and many of those who talked generally of higher education needs indicated later on that they were thinking along vocational lines.

96% favored establishing the traditional community college that was being considered in the county at the time of the interview. More than 50% emphasized the need for two-year terminal vocational programs, and another third said that both vocational and liberal arts programs were needed. Only 9% felt the two-year transfer liberal arts programs were needed most. In general, leaders were strongly supportive of the community college idea that was being established, even going so far as to indicate that they would personally act in one way or another to influence its establishment.

In respect to the experimental college, leaders supported this strongly on ideological and humanistic grounds but fell short of a commitment to an active support role. This differed from their commitment to the traditional two-year college, for which a large majority of the leaders indicated that they would exert some degree of influence on behalf of the college.

The main interest of these leaders was for the economic and educational welfare of the community. Their active support for an experimental college program would require a clear perception of the relevance of the experiment to these needs. There was some opposition to the idea of bringing youth from the city into Clinton County and some opposition to the interracial features (about 10%), but if the probability of economic, educational, and/or social benefits to the county could be established, community leaders would probably be supportive.

5.5 Social Acceptability

5.5.1 Integration as an Issue for the Students.

A seven category social distance scale toward college integration yielded the following results: for all students, 11% strongly rejected college integration, 16% were opposed to some aspects of it, 17% were essentially neutral, 27% moderately accepting, 12% somewhat more accepting, 8% very favorable, and 9% expressed a strong preference for a fully-integrated college experience. This latter category was chosen by 25 to 30% of non-Whites in New York City. No other student group had more than 10% of its students in this category.

A contrast between New York community college White students on the one hand, and Negro and Puerto Rican students on the other, was remarkable in that these were all students who were sharing the same basic educational settings and experiences, and who presumably should have had some common interracial contact; however, since these students had only been in college a few months at the time of the administration of the questionnaire it is likely that the attitudes that they expressed were brought in with them and that the interracial attitudes of the non-Whites were in part responsible for their going to an integrated college in the first place.

In general, females in all groups were more accepting of integrated living than males. When all groups are compared on the basis of the percentages in the two strongest acceptance groups, it was found that 61% of the New York community college Negro and Puerto Rican students fell in that category as compared with 9% of the Whites, 29% of the New York City high school White students and 33% of the New York City high school Negro and Puerto Rican students. 14% of the upstate community college students and 13% of the Clinton County high school students expressed this degree of interest in integration.

New York City high school Negro and Puerto Rican students, who presumably came from geographically segregated areas in Central Manhattan and Spanish Harlem, were more reserved about integration than the community college Negro and Puerto Rican students, who presumably came from a geographically more diverse area in New York City, and therefore should have had more opportunity for contact with Whites.

It should be emphasized that racial integration attitudes alone would not be likely to interfere with college

attendance for the large majority of students. Even for the New York community college White students, no more than 38% of the men and 33% of the women indicated that integration might affect their decision to attend, and the numbers of people expressing strong negative feelings about this issue were only 17% and 15% for New York community college men and women respectively. Percentages for the other subgroups were smaller.

When the question of racial integration was related to other kinds of interpersonal concerns, and also compared with other types of features of the college, the interracial aspects were most often mentioned by New York City Negro and Puerto Rican students as being "liked best" (25% to 36%).

There was very little dislike of the interpersonal features expressed among non-White students, the percentages ranging from 2 and 6% for the various subgroups. Interpersonal concerns received a fairly high degree of attention from all students, with the ranges for the various groups of White students running from 13% to 22% for "like best." There was much more dislike of interpersonal features expressed among White students than among non-White, however, ranging from 10% to 18%, and most of this directed toward the interracial aspects of the college rather than toward other interpersonal aspects. These findings seem quite consistent with findings that were expressed earlier, and again indicate that whereas interracial features of the college were of concern to a number of students, they were also a strong incentive to a number of other students, and in no case would appear to strongly affect more than 10 or 15% of any group.

5.5.2 The Effects of Contact on Interracial Attitudes.

Because integrated living involves contact among groups, and assumptions have been made that this should result in improved interracial relationships, it was felt desirable to examine the contact-attitude relationships that had previously operated with students in this survey, and also to examine some of the literature in this regard.

In respect to interracial contact itself, New York high school students reported the highest percentage of close, personal contact, followed in declining order by New York community college students, upstate community college students, and Clinton County high school students.

An unexpected finding was that the New York high school students reported a lower percentage of close interracial contact (39%) than had been predicted and also reported a high percentage of students with no direct interracial contact whatsoever. These results would indicate that the high school was not an interracial "melting pot" but rather a setting in which various racial factions worked and studied in some degree of communicative isolation from one another, and after school returned to relatively segregated areas. This may explain, in part, why non-White New York high school students were less favorable toward integrated living than were non-White community college students.

When contact was related to attitudes toward integrated living, a strong relationship was obtained for all students, and for all student subgroups except for the New York high school group.¹

5.5.3 Findings From Other Sources Relating Contact and Attitude.

The research reported in the following few paragraphs is certainly not exhaustive, but is consistent with the main body of research in the literature. It supplies corroborative and explanatory material to the preceding section.

Deutsch and Collins (1951) and Wilnur, Walkley, and Cook (1955) concurred that interracial contact and residential proximity helped to promote better racial attitudes providing the interracial groups were not in sharp competition and that they perceive each other as having about equal status. In a review of the effects of contact on intergroup attitudes, Felty (1964, pp. 30-32) summarized a number of variables which acted to determine whether contact was favorable or unfavorable, and reported

¹The probably reason why this relationship was not confirmed for this group was that a large number of students who reported no contact with students of other races held attitudes which were either "neutral" or highly accepting. These non-White students, therefore, appeared to be willing to accept integrated experiences but had not had sufficient opportunity to be closely involved with students of other races.

that contact was more likely to result in favorable attitudes if it was between status equals who were in pursuit of common goals, if it were between status equals and basis of this status was unquestioned, if it was with members of a higher status group, if it was perceived as instrumental to the realization of a desired goal value, if it was volitional, and if it was selected over other potential rewards. Related to this, Williams (1964) found that contact was most important if it occurred around the development of interdependence and consensus between racial groups (pp. 220-222).

Selltiz, in her study of foreign and American students, found that these students developed more mutual friendships when they were in integrated residences and when they were involved in mutual social activities, and Clark and Plotkin (1963) reported that Negro students expressed a preference for integrated colleges even though they were sometimes embarrassed or excluded from activities. This preference for integration (or contact) was, of course, one of the principal findings of this survey.

These various summaries of contact literature seem to suggest that contact relationships most likely to lead to positive attitude change are those in which Negroes and Whites are together for a common purpose, which is meaningful for both, and which is best solved when both work cooperatively together. A mutual acceptance of status equality is also desirable.

5.5.4 Racial Attitudes in Clinton County.

Racial attitudes in the county were not only elicited by the survey, but were also encountered in the introductory work leading up to the survey. Initial discussions with the community business, and professional people, including educators, as well as consultants outside the area, had led to a belief that it would be necessary to examine racial attitudes. This belief was reinforced by the opposition to racial questions that arose in the many informal discussions and formal meetings that were held during the developmental phases, especially in respect to getting permission to administer the questionnaire in the schools. As was described in the introductory chapter, there was a great deal of opposition to the questions concerning racial integration which was discussed in meetings of the counseling and guidance association and meetings of the Plattsburgh School Board which eventually resulted in omitting these "sensitive" items from

the questionnaire given to one school, and omitting another school from the survey altogether. The concerns expressed by a number of people at that time, when viewed in light of the findings from the student survey and the findings from the county as a whole, appeared to be largely groundless. At no time did a student complain of the questions that were asked nor did any parents contact the office to complain about such questions. A few people who were interviewed in the county did complain, but apparently as much out of weariness over the unusual length of the interview (the racial questions were toward the end) as out of concern over questions about racial attitudes. This apparent lack of concern by students and families tended to reinforce the following findings.

Although only 24% of the respondents in the county indicated that they had ever had a personal friendship with a Negro, 60% were able to give the names of Negroes that they respected, and 36% were able to give the names of Negroes that they did not think highly of. Education differentiated respondents for these items. Of those at the college level, more than 50% had had a personal friendship with a Negro as compared with 15-20% below the college level. People with more education were also able to name more Negroes they admired as well as more Negroes that they did not think so highly of; in short, they were more aware of Negroes in general.

A social distance attitude scale toward Negroes resulted in an estimation of approximately 62% favorable attitudes, those with college experience scoring well above the other educational groupings (college 83%; high school graduates 62%; below high school graduation 52%).

In respect to a measurement of attitudes toward integrated living in college it was found that 69% of all respondents expressed favorable attitudes. Again, these attitudes were strongly associated with educational differences (college, 92%; high school graduate, 72%; below, 60%). Because the various experiences, facts and attitudes were similarly correlated with educational differences they may be assumed to reflect an underlying dimension of acceptance which was found among approximately two-thirds of all those interviewed: acceptance for most, however, existed only toward an abstract referent; that is, was felt in the absence of direct, immediate experience. Such attitudes could be relatively labile and susceptible to influence through media and through other more direct experiences.

In Robin William's study of acceptance of Negroes in communities in different areas and of different sizes he found that "unqualified acceptance of Negroes is greater in the small towns of the North than in the larger cities" (1964, p. 132) and "within each region, Negro-White relations are more often tense in larger cities than in the smaller towns," (op.cit., p.133) and that "employment, housing and the use of public accommodations are more often considered to be controversial intergroup relations problems in northern cities with larger proportions of mobile people in their populations" (op.cit. p. 136). Since William's research was done in part in a middle-sized industrial community in upstate New York, it seems particularly applicable to this study, and suggests that prejudice against Negroes in areas such as the Plattsburgh-Clinton County area might be expected to be less than in New York City, for example. This would, of course, be a matter of empirical determination. Williams also had some comments on the relationship between education and attitudes. He reported "Education on the whole, tends to increase exposure to intergroup contact for all groups in the communities" (p.144), and "attitudes of social distance toward Negroes--expressed aversion toward close social interaction--are less frequent among the well-educated than among the relatively uneducated... When education is held constant, younger adults are less likely than older persons to express social distance prejudices" (p.50). He also found that high level of membership in various social, civic and fraternal clubs or organizations was associated with less prejudice and that people in lower status occupations were more likely to express social distance toward Negroes. In general, all of William's findings are consistent with the findings of this study. Stember (1961, pp. 179-181), in reviewing a survey of a number of studies of the effects of education on attitude change came to the conclusion that the effects of education per se on interracial attitudes were very complex and intricately related to such things as sex, age, socioeconomic factors and early childhood rearing practices. He commented that increasing the average educational level in itself would not guarantee changes in attitudes.

While it is true that in the findings of this survey there is a very strong relationship between education and attitudes toward Negroes, it is also true that some people in the higher educational levels expressed discriminatory feelings toward Negroes. It is this sort of finding, and the reasons for it, that Stember was apparently referring to in his summary.

5.5.5 How Leaders Felt about Integration.

Among the leaders of Clinton County the idea of bringing New York City students and rural students together in the area received 71% endorsement and 78% approved the interracial residential features of the college. Approval was much stronger for students living in college dormitories than it was for the housing of students in private homes in the community. A possible interpretation for this concern about community housing is suggested by findings reported by Stember (1961, p.151), that acceptance of Negroes as neighbors is less characteristic of the educated and the upper class and more so in the lower. Since leaders were more likely to be better educated, and of higher social status, their housing concern may have been greater than that of most people in the community.

10% said that integration was the feature they liked least about the college. This was a distant second behind the costs of the college, which were mentioned by 35%. Costs will be explored in the next and last main section of the summary.

5.6 Financial Need and Support.

5.6.1 Student Financing.

Students from the upstate groups expected to receive more financial support from home than those from New York City. They had been told in the questionnaire that their total college expenses might come to about \$750 per year with the college furnishing major expenses related to tuition and room and board; however, if all tuition, meals, travel expenses, etc., were actually furnished a student could probably get by for \$600.¹

Only 18% of the New York high school group indicated that they would expect to receive as much as \$600 from home, or from anywhere else. 32% of the New York community college group, and 46% for each of the upstate groups said that they would be able to get this amount. For New York community college freshmen it was found that both being female and being non-White meant lower support expectations. Clinton County high school girls also expected to receive less than did Clinton County high school boys.

When students were asked to estimate how much they might work in order to obtain their expenses, two things were found. First, college students expected to work less than high school students. Apparently the realities of college experiences had tempered their work expectations. New York high school students were the most interested in working. 77% indicated that they would expect to work 15 or more hours per week compared with 47% of the New York community college students, 55% of the Clinton County high school students and 33% of the upstate community college students.

For all students, fewer than 50% in any of the groups expected to be able to get as much as \$600 per year, and about half of all students (51%) expected to work 15 hours per week or more. 85% expected to work 10 hours per week or more. In general, females and minority group members expected to receive much less support from home than did White males. For the New York City non-White students this could be a major barrier to college attendance. It must be remembered that a large number of these students, for some groups of non-Whites more than 50%, had reported that they had no father living

¹The revised figure was derived by the Financial Aids Office from expense estimates for four-year college freshmen at the State University College at Plattsburgh, New York.

at home and that they themselves or other siblings were either primary or secondary wage contributors to the family. Thus, students themselves were in many cases so economically tied to the welfare of the family that removal could have serious economic and social consequences. For many potential New York City Negro and Puerto Rican students, college financing may need to consider the cost to the family of loss of student support. An adequate financing program might even need to include some form of "wage" for college attendance which would be returned to the family of the student during all or part of his period of higher education.

Another important conclusion is that in spite of the generally higher percentages of rural students who said they could get the minimum amount from home, more than 50% (and even more than that for women) did not expect the minimum amount. These students also would be in need of substantial support. If a major goal of the college is to provide opportunities which transcend financial barriers for a limited number of experimental students, it is evident that a minimum of 50% (and this is conservative) of the student population represented in this survey would need some form of financial reimbursement, and some students would need to receive more money than they would actually spend in order to compensate their families for loss of their incomes.

5.6.2 Probable Support of an Experimental College in Clinton County.

Community colleges in New York State are presently supported by a combination of state, county, and student payments. One-third of the operating costs are paid for by the state and two-thirds of the costs are paid for by the county. The county, however, reduces their expenditure through the tuition that it collects from students. This usually amounts to approximately half of the county's share. This means that costs are split into approximately equal parts by the three principal sources of revenue. Fifty percent of capital costs are provided by the county, and fifty percent by the state. Both operating and capital costs, of course, are lower than in a four-year college because community colleges are commuting colleges, which substantially reduces both capital and operating costs. Providing free room, board, tuition, and a proportion of expenses would result in estimated cost increases that would about double present per-student costs of approximately \$1250. However, because student tuition would be waived, the actual per-student cost to the state and county would increase from approximately \$800 to \$2500 per student, about triple present costs.

A re-examination of the introductory material presented in Chapter 1, Section 4 quickly indicates the impossibility of such an amount being absorbed by the county. Adding to this the opinions of community leaders about costs suggests that it is unlikely that any cost increase above the amount now being expended could be considered by the county. Clinton Community College, which is to open its doors in September, 1969, came very close to not being approved at all because of concern on the part of legislators that the county could not afford it, and acquisition of a permanent site has been delayed because of site acquisition costs. Such financial difficulties are typical of many rural areas in the county.

It is true that the survey of households in the county indicated a substantial degree of support for the experimental idea that was the subject of the survey (see the preceding section of the Summary, Chapter 5, Section 5), and that this support came mainly from people at higher socio-economic levels who were judged to have the highest degree of influence over public decisions; however, this support was to an abstract humanistic ideal. The chips were not really down. It was also shown that most of the people interviewed did not have any clear ideas about higher education, and that the reasons for support of the college tended to be either general reasons such as "the area needs more colleges" or to be vaguely supportive such as "it sounds like a good idea," which suggests that the real basis of support was more for the development of local higher education, than toward the implementation of broader national objectives.

The comments of community leaders support these impressions. Sixty-three percent actually approved a college offering financial aid in the form of tuition and living costs. However, when questioned about the means of financing it was obvious that most leaders were not generally well-informed about problems of financing community colleges. Those who did express opinions were about evenly divided between (a) favoring the usual method of funding community colleges in New York State, and (b), increasing the amount of state aid (21% favored each point of view). In respect to financing the experimental college program, however, 77% of leaders either favored some form of outside support or were undecided about the issue, as compared with the 51% who felt this way about a traditional community college. Funding was an uncertain issue to these community leaders in respect to a traditional college, and was even less certain in respect to an experimental program. It was also significant that when asked which aspects of the experimental program they liked least, leaders mentioned costs much more frequently than any other single aspect of the experiment.

A number of writers have commented on community college costs. Fallows (1966) found that low-status, low income youth typically require more financial support than might be indicated from family income figures alone, because parental values do not prescribe sacrifices for higher education, and indicated also that such students are likely to have unrealistic ideas about how many hours they are able to work. This latter was certainly true in respect to the high school students of the study, particularly in respect to the New York City high school students, most of whom indicated that they would work 15 hours per week or more. These high work expectations are obviously not possible given the special problems that many of these students will have in adjusting to college academic requirements.

Blocker, et al, has noted "...the cost of technical and vocational programs will be higher than those in the liberal arts if the necessary supplies, equipment, and qualified personnel are secured to support them.

"Approximately 15% of the annual operating costs in public community colleges should be supported by nominal tuition charges, with the remainder being divided between the state and the local community...The largest share of the cost should be born by the state... The minimal tuition charge would tend to eliminate individuals who have no serious interests in education. Furthermore, there is at least some slight status attached to goods and services that cost money. That which is free is not generally valued in our society. This argument assumes, however, that provisions will be made for students without financial resources so that economic limitations will not bar them from college." (Blocker, et al, 1965, p. 284). Blocker's recommendations would reduce general tuition levels for two-year college students by about 50%, which would be advisable considering that two-year colleges serve primarily blue collar, relatively low income families. His final recommendation would be consistent with the needs of the many youth surveyed in this study who have no funds for higher education. His recommendation that the major share of the cost should be borne by the state, however, does not go far enough. The costs envisioned in the type of college that is proposed here would probably make this degree of state support prohibitive, and would almost certainly require some level of cost sharing between state and federal government. There have been precedents in recommendations for increased federal support. Even in 1964, the report of the panel of consultants on vocational education stressed the need for increased federal participation in post-high school vocational and technical programs (USDHEW, 1964, p. 209) and commented in addition that "the Federal expenditure for vocational

education is indeed meager in relation to the number of people to be served and the resulting individual and national benefits. Given the obvious and demonstrated significance of vocational education to economic growth, high employment, and national defense, the Federal government should more strongly support and participate in this program." (op.cit., p. 214). It was further recommended that these funds should be made available to states on a matching basis and that in addition "if the proper Federal agency or agencies declare a specific occupation to be a critical national need, such training should be supported 100% by Federal funds, with such funds provided by Congress after its appraisal of the evidence of the critical need." (op.cit., p.259). The critical national need illuminated by this study is not a particular educational program, but the salvaging of a segment of society now barred by poverty from the benefits of education. Educational benefits are directly and indirectly transformable to improvements in income, status, and social effectiveness for the individual, and greater productivity and stability for society.

5.7 Conclusions and Recommendations,

5.7.1 Basic Assumptions of the Study.

Four assumptions provided the basis for this investigation, and although they were not in themselves part of the research objectives, many of the research outcomes reinforced them.

1. Education provides the means by which people with limited economic and social resources gain access to social rewards and social effectiveness.
2. Opportunities for students who are low on the social and economic scale are presently too limited in American society. A way must be found to provide more opportunities for students who are restricted from the usual educational benefits of society. Both rural and urban students need help.
3. There are common interests and reciprocal elements and facilities between rural and urban settings to consider developing a two-year college which would serve students from both areas.
4. A community college must serve the needs of the people in the area in which it is located. A college serving students from two areas should serve both groups as well or better as they could be served with separate facilities.

5.7.2 Student Availability and Attendance Interest, and Community Support.

This section will proceed progressively through a consideration of the potential number of student enrollees, and then to an examination of whether these students would actually be interested in attending the experimental college.

For Clinton County, survey data has indicated that there would be a potential of at least 200 students who could apply for two-year college liberal arts programs and 350 for vocational programs. If only those

students who said they intended to go on to college were considered, this would result in a minimum enrollment potential of 100 liberal arts and 200 vocational applicants per year from Clinton County alone. The local enrollment potential, therefore, would be between 100 and 200 liberal arts students and 200 to 350 vocational students.

Estimates of student demand for college enrollment from New York City are awesome. In the Borough of Manhattan, where the high school was located from which the high school sample was drawn, Manhattan Community College in 1967 would have enrolled approximately 1500 freshmen, of whom an estimated 950 would have been in vocational programs and 550 in liberal arts programs (a distribution of 37% liberal arts, 63% vocational). However, statistics concerning high school students presented by Sheldon and Glazer (1965) indicated that there was a much larger enrollment potential than that even by very conservative standards. In the survey, it was found that only about one-fourth of the high school sample had even the minimum credentials for college admissions (20% were considered to be possible vocational candidates, about 5% liberal arts candidates).¹ If this figure were applied to all of the students graduating from Manhattan high schools, a minimum of 2500 students would be seeking college admission, most of them vocational applicants. A more reasonable estimate for Manhattan as a whole would double that figure. Although Manhattan Community College draws heavily from the Borough of Manhattan for its students, it draws from elsewhere in New York City also, and, of course, Manhattan high school students are free to attend other community colleges in the city if they can gain admission.

For New York City as a whole, an estimated 30,000 high school seniors would be candidates for college, assuming a 50% college eligibility. It was estimated, however, that community colleges in New York City would

¹ While these percentages were approximately correct for the school as a whole at the time of the study, they are now estimated to be too low. They definitely underestimate the potential for all Manhattan.

only be able to accept about 15,000 freshmen. Most of these would be subjected to admission standards comparable to those of four-year colleges. Of course, there are many opportunities for admission besides the community colleges in New York City, including a number of special programs for low income students which have been developed in recent years, but they are not capable of absorbing such large numbers of students, especially among the economically and educationally disadvantaged.

Adults in Clinton County were also interested in courses. Approximately 60% of those interviewed expressed interest in either liberal arts or business-commercial courses. Of course, these figures do not translate in any direct way into actual potential enrollment in courses, but if even 1% of the adults in the Plattsburgh area were to seek out some form of higher education within the community college framework, this would result in 150 applicants.

In addition to students being available, there is ample evidence that most of them would attend if given the opportunity. Over 55% of all students indicated that they would probably or definitely attend. For the New York high school students, 80% expressed interest in attending.

The major conclusion here is that there is really no doubt about student availability and student attendance. Endorsement was generally very high. The college experiment was especially attractive to New York City Negro and Puerto Rican students, but also to approximately 60% of White students.

The multiple regression analysis indicated different "reasons" (linear predictors) for attendance. Most students would attend because they liked integration, the rural setting, they wanted to take vocational programs, and they wanted to work while going to school. The only group of students who varied from this general pattern were the Clinton County high school boys who were more likely to be interested if they were in the lower academic rankings in high school, but who wanted to get a liberal arts education in a local college where they could find employment. This suggests for the Clinton County males this was perceived as a substitute for four-year college admission for students who wanted a four-year college education but felt that they would have difficulty getting into one. For most

students, however the greatest appeal was to those who were basically vocationally oriented.

In addition to the question of whether students would attend the college, another factor is whether the college would be supported by the people of Clinton County. Relevant findings of the study are that major features of the college were endorsed by three-quarters or more of all the respondents, and that more than 50% of the respondents said that they would be willing to increase taxes in order to support a project of this kind. On the other hand, these statements were made in an interview situation in which it was possible to make an endorsement of an abstract "good" without the necessity of making a tangible commitment. It was concluded that most respondents really did approve of the ideals that were expressed; however, the fact that most people also gave general or vague reasons as to why they felt such a college was necessary provided grounds to question the strength of commitment. Those most opposed to the experiment were the least educated, the poorest paid, the lowest status, had the least chance of getting their children into college, and were the least influential people of the community. These were the very families that should have had the most to gain from a local college for low-income, academically high-risk students.

Community leaders were generally very supportive of local educational development. They were committed, however, to economic development first. Leaders would support the experiments if they felt that it could bring economic or educational benefits to the county without increasing local costs.

Recommendations. The college should not only serve a certain number of the children of poor, rural families on the same basis that students were accepted from New York City, but should also clearly publicize this to the people of the county. In addition, adult vocational programs which would help people to upgrade their occupational skills would be a positive incentive toward support for the college idea among this group. Involving all segments of society, the leaders and planners of the community as well as representatives from poor families of the community in helping to plan programs would help to insure that the community's needs were being met, and would also help to create a climate of trust in the intentions of the administrators and board of the college.

5.7.3 Demand for Programs.

It has already been concluded that there would be a sizeable demand for both vocational and liberal arts programs. The characteristics of the students interviewed, and the initial interest, would suggest that vocational enrollment could be expected to be initially high, perhaps 60% to 40%, but it was also found that many community college students who were in vocational programs (about one-third) wanted to transfer out of them into liberal arts.

Recommendation. Students who have the potential to complete liberal arts transfer programs should be encouraged to enroll in them rather than in vocational programs. Also, the first year college curriculum should include as much general academic work as possible for all students.

Indications were that at least half of the New York high school students would need special academic assistance in order to do minimal college-level work.

Recommendation. If such high risk students were to be accommodated within the experimental framework the college would need to upgrade their academic proficiency. One possibility would be to institute a year of basic college preparatory work in which students would acquire basic skills in English, mathematics, improved reading proficiencies and other essential tool skills that students are normally expected to have when they enter college and to do this in conjunction with seminar-type college-level courses requiring a minimum of written work. It would be expected that some students would stay in the "two-year" college for three years or even longer. These considerations would apply even to students who were enrolling in vocational programs, since the ability to use vocational skills once a student has completed college would be greatly enhanced by the development of basic social and educational proficiencies.

In respect to specific types of course offerings, the survey was very clear. Liberal arts and business-commerical courses would have the widest appeal.

Recommendation. The experimental college should begin with both liberal arts and business-commerical courses. These two types of programs were attractive to students in all of the groups that were studied. For secondary, and probably later additions, the college should consider nursing (wanted by women) and engineering or drafting (wanted by men).

Similar course interests were expressed by county area residents.

Recommendation. Staff, facilities and programs for regular students should be coordinated with evening and/or daytime adult education courses. This would help the college to provide better resources to the area than could be attained without it.

Many students disapproved of the experimental program specifications because of the small size of the college and its two-year limitations.

Recommendation. These objections could be met in part by the development of a good liberal arts program, clearly articulated to four-year college transfer requirements. Cooperative arrangements with nearby four-year colleges could also greatly expand the curricular offerings.

5.7.4 The Design of Living of the College.

The fact that the college was to be located in a rural upstate area made it particularly appealing to the upstate students who were being interviewed and caused it to be rejected by some New Yorkers. This was the one feature about the college which caused the greatest concern to New York students. Both location and distance suggested a concern on the part of these New York City students about the cultural differences between an urban and a rural area, and a reserve about leaving a familiar urban setting.

Recommendation. These concerns should be anticipated. Several findings by Selltiz about the adjustment of foreign students to American colleges would appear to have relevance. Those involved in admissions and counseling should consider the following: a) New York applicants who had previously lived in rural areas and had found them acceptable might be better risks than students who had not; b) Language non-fluency could cause adjustment problems among Spanish-speaking students as well as among some Negro students. This might be dealt with partly through student screening, but part of the first-year curriculum should also attend to the improvement of language and speech skills. c) Students who had already shown good personal adjustment and adaptability would probably be able to adjust and adapt better to a different cultural setting than students who had had personal difficulties. d) Every effort should be made to create in the experimental setting a warm and human climate which would promote good social relations and foster friendships among students and between students and faculty. Since many of the students would be Negro or Puerto Rican, these ethnic groupings should be reflected in the faculty. e) There should be good counseling facilities for all students, since students from lower socio-economic backgrounds are the most likely to have adjustment problems. The displacement of students into an unfamiliar area would, in itself, produce a degree of stress.

White students in both New York City and upstate areas were more oriented toward programmatic aspects of the college, whereas non-White students were more attracted by the integrative aspect.

Recommendation. For non-White students, this desire to be brought into the mainstream of white society should be understood and responded to in the development of the social organization of the college, and in the relationships which are fostered between students and the community. Housing facilities and organization, dining and recreational facilities, and athletic facilities, should all be organized to promote informal social interactions.

It was found that the majority of students in all of the major groupings preferred a college residence which would house two or three students in a room, but that there were students who preferred the independence of housing in the community. For non-White students, however, especially those from the New York high school, community housing was not acceptable. Many students would not attend if required to take housing in the community. This was also the least acceptable housing option to a larger number of Clinton County girls.

Recommendation. The college should provide housing for "experimental" students, especially during the initial adjustment period, but allow options for some students to live outside of the housing if they desire. This would not only meet the needs of at least two-thirds of the students who were surveyed, but would also ease the concerns of Clinton County leaders about community housing. Initial housing in residences would give the community and the students time to adjust and to accommodate each other.

A number of students from both upstate areas and from New York City mentioned that the rural location (for New Yorkers, the small country town) was undesirable.

Recommendation. There are many positive features about rural locations. In the Clinton County area, and in most upstate areas, there are excellent recreational facilities. These should be made as much available to students as possible. The presence of a nearby urban area (such as Montreal) would enhance the desirability of a site. Locating the college as close as possible to the rural population center would make it more attractive. Provisions should also be made to get New York students back to New York City occasionally. Even though this might involve additional costs to the college for some students, these would be insignificant compared with other costs.

5.7.5 Social Acceptance.

For all of the students interviewed, 11% were strongly opposed to attending an integrated college: these students probably would not attend at all. 16% were somewhat opposed, and their attendance might be effected by integration. 73% were either neutral on the issue or in favor of it. Their attendance would not be likely to be effected at all; therefore, for about three-fourths of the students race was not an issue. 61% of the non-White community college students (those who might be considered better qualified Negro and Puerto Rican students) indicated that integrated living would be a positive inducement to them to attend the college. Integration, however, had little special appeal to New York City or upstate White students, although no more than 10 or 15% of them held strong negative feelings about the question.

The people of Clinton County did not express a high degree of prejudice. Approximately two-thirds were favorable, and no more than 10% expressed strongly negative attitudes. Because of the high relationship between education and acceptance of Negroes, one would expect to find very little prejudice in the college community itself. Negroes would be somewhat better accepted in college dormitories and classrooms than in the community, but even in the community the reception should be mainly positive.

Recommendation. This reinforces the recommendations for the dormitories. Students preferred them, community leaders preferred them, and they would also help buffer the transition into community life. As a rule, it should not be difficult for Negroes who wish to live in the community to find places to accommodate them. Problems of student-community interactions and of housing should be considered by college trustees and college-community advisory groups.

5.7.6 Student Financing and Costs.

The survey showed that most of the students did not expect to be able to get as much as \$600 in expenses, which was estimated to be the minimum figure they would need even if the college provided room, board, tuition, and other costs. New York City students were at the lowest of all groups and the New York City college students were the next lowest. Many students from high schools greatly over-estimated how much that they would be able to work to meet expenses; e.g., 80% of the New York City high school students expected to work 15 hours per week or more.

Recommendations. If students were to attend college on the basis of equal opportunity they would need to be financed, and some very heavily so. Some would need to receive all of their expenses in addition to all other costs, and some students from New York City would even need additional money to replace income which they had been providing to their own families.

In addition to basic costs, students from New York City might need to receive as much as \$400 per year on the average to defer personal expenses. Students from Clinton County would need less money. The average support figure for all students, including possible student earnings, was estimated to be \$200 per student.¹ Based on gross estimates of expenses as they apply to four-year college freshmen, considering the existing support formulas, and assuming that the county of origin of the student would pay the county share, it was estimated that an additional \$1,700 per student would be required, not including costs that would be incurred for the addition of counseling staff and other special personnel needed for the special remedial and guidance problems that would be anticipated. Reducing the present lower-division faculty-student ratio from 15:1 to 10:1 in order to provide for additional academic and counseling support would necessitate an increase in six or seven faculty positions. This would increase the cost of the college by an estimated \$60,000, plus \$20,000 additional faculty support costs, to \$80,000. This amounts to \$400 per student per year, which would round out the additional cost figure to approximately \$2100. This would increase the cost of operating the college by approximately \$420,000 per year for the 200 experimental students.

Recommendation. Clearly, such a figure cannot be supported by the county and would have to be supported by a coordinated effort of the state or federal governments. If the state were to commit itself to doubling its present \$400 per student commitment, this would decrease costs by \$80,000 but still leave a balance of \$340,000 per year. It is true that these cost estimates are crude and would vary according to region, type of program, student need, and so forth. However, the principal cost elements were included, and reflect the scope of the problem.

¹ Local economy could not employ many students since there is already an area unemployment problem (typical of many rural areas). This would mean that employment would occur mainly within the college, probably through work-study programs.

It seems an unavoidable conclusion that an innovative program addressed to the needs of less privileged youth must be heavily subsidized by both State and Federal support.

Whether this project is worth the cost would appear to be more a matter of national goals than of options. If the intention is truly to place students who are capable of acquiring a higher education into educational settings regardless of their ability to pay, then state and federal governments cannot avoid expensive commitments.

It would be less expensive to educate these students in New York City, but one of the original premises of this study was that the competition for educational resources in New York City was acute and that alternatives were needed. It is quite possible that these students could be better accommodated much closer to New York City, possibly in locations where daily commuting was possible. This would reduce living costs substantially; however, the study indicated that many students would not even be able to maintain this type of a program without financial reimbursement. In addition, many students in the Manhattan area were living in situations in which study would be very difficult. Any college located beyond commuting distance would have difficulty in reducing the costs estimated here to any great extent. Bus fare for occasional trips from Clinton County or from any other upstate New York area would amount to only a negligible portion of total student costs.

5.7.7 Summary of Findings.

In summary, the study has shown that the development of an experimental college program in Clinton County or in other upstate rural areas is a workable idea with potential benefits both to urban and rural students, and to the area in which it would be established. However, it would require a very high per-student cost which would need to be obtained from somewhere outside the rural area. Benefits to New York City students coming into this area have not been explored; however, it was clearly demonstrated a high degree of interest among Negro and Puerto Rican students, which exists regardless of level of academic competency; that is, it was found among academically deficient students in the Manhattan high school, as well as among academically able students in the community colleges. The experimental concept received strong endorsement from all of these students. It was also clear that there was no large degree of prejudice in the area that could be discerned by any of the instruments used in the study.

5.7.8 Developmental Guidelines, and an Alternative Method of Distributing Funds.

As a first step in implementing the experimental idea it would be necessary to find an existing rural community college with a minimum curriculum development of a liberal arts transfer program, and a business-commercial program offering business courses for men, as well as secretarial courses for women. A student body of 400 would insure that the college had developed far enough to have an established faculty and administrative staff, and should insure that the experimental students would not initially overwhelm the resources of the institution.

A number of people would need to become involved in forming plans to go ahead with the experiment. County legislators, the college board of trustees, college faculty and administrators, representatives of the student body, would have to concur in the idea. An advisory committee should be appointed to see how the idea would apply to the area in which the college was located. In the case of Clinton County, of course, the results could be directly applied.

This group should represent those interest groups in the area who would be effected by the development of this kind of a college program. Since it would involve local area youth, and perhaps adult programs as well, there should be representations from the blue collar occupational groupings drawn from labor unions, housewives, local civic leagues, area churches, business organizations, and from the board of trustees and the legislative body.

Two ways of getting started would be possible. Money could be Federally appropriated for the experiment, and an appropriate setting be sought for its insertion; as another possibility, a college administration or its governing bodies could seek to implement the idea by devising a program appropriate to their area and then entering into a vigorous search for operating funds.

As a modest, though arbitrary, beginning approximately 100 experimental students might be admitted the first year, and each year following enough students could be admitted to maintain the student body at approximately 200 full-time students. This would be enough students to allow reasonable evaluation of the outcomes of the experiment, and would also provide a significant and visible increase in the number of college student enrollees from the local area. It may be recalled that involving more local people with vocational higher education opportunities was a primary concern of county leaders. An addition of 200 students to a college would also substantially increase staff, and should permit increasing

the types and quality of curricular offerings, thereby making it possible for the college to meet a wider range of student needs.

Students would need facilities, and there are two ways in which such facilities might be provided. The first way would assume that such facilities were in existence at the college, that the college has not used them fully, or that existing facilities could be readily expanded. These would include residential space for an estimated 150 beds by the beginning of the second year, assuming that approximately one-fourth of the experimental students could be housed in the community.

Additional classroom space would also be needed. Given the number of student enrollments, an estimated five or six additional classrooms would be satisfactory, at an average class size of 25 students, figuring 50% space utilization, four class enrollments per student, and three hours of classes per course enrollment.

Dining facilities would need to be expanded as well as food services, and recreational facilities should be capable of expansion to allow for the increase in student body.

The need for reduced class sizes and additional counseling and remedial staff suggests that the usual 15:1 faculty-student ratio should be reduced. A 15:1 ratio would require approximately 13 additional faculty for the college. In addition to the usual faculty added for that number of students, it would be recommended that 7 additional faculty be added: (a) 3 additional faculty for diagnostic and remedial work; (b) 4 faculty who would be classified as "group leaders," each to work throughout the year with 50 youth, placing the major emphasis on the 25 freshmen.¹

¹. A plan similar to this has been developed at the State University College at Plattsburgh in the elementary education division. In effect the group leader helps the student to acquire the basic goal awarenesses and learning tools that he needs in order to achieve success in college and to derive the greatest satisfaction from this success. This has also resulted in strengthening the relationships between faculty and students and providing personal support for students during the important first months of college work.

Of the 20 faculty who are added, careful attention should be given to race and/or color. A minimum of one-fourth of them should be Negro, which would parallel the anticipated racial composition of the incoming experimental students.

One of the difficulties of channeling all funds through an institution, which the institution in turn uses to provide room, board, tuition, etc. to students is that it places the institution in a directly controlling role over the student, and places the student in a very dependent position. Social research reported elsewhere in this study has indicated that it is important that students have equal status with other students in order to establish friendships, and to facilitate good interracial attitudes. Placing a student in a special subordinate financial category might emphasize status differences rather than reduce them.

There is another way of providing support which would have many advantages to the student, to the local area, and to the college. The main disadvantage would be that it could involve additional costs. The possibility should be explored of providing direct grants to students, perhaps modeled after the GI bill, with which they could pay for their own room, board, and expenses. Based on local student costs, approximately \$200 per month per student would pay for everything except tuition. A direct grant would have to be made to the college for the student tuition, or this also could be paid to the student and he in turn could reimburse the college.

This situation would give the student a much greater degree of independence and would allow him more options than he would have under a setting in which the college controlled and supplied all of the resources. Based on the same general college faculty increases and support figures that were calculated before for money going directly to the college, the cost per student was estimated at approximately \$2000 per year and the cost for 200 students at approximately \$400,000.

Some advantages were given in respect to student autonomy and the greater control he has over his own life and actions with this type of a direct grant. Other advantages can be given for local merchants and the college. Local merchants would have an opportunity to compete for student resources. With students paying costs directly, local entrepreneurs could develop a plan for housing and feeding students using existing local motel and restaurant resources, or through developing special facilities. This would profit the local area, and would provide increased local taxes on increased earnings to merchants. In many communities, the expansion of educational facilities is met with mixed emotions

because the land and services are tax-free, which reduces the local tax base.

The college would be freed of the necessity to plan details of housing and could operate much as a regular commuter college but with the special programs that it has developed for the experimental students. This would also avoid long-range commitments on the part of the college or the government to the development of special housing and other kinds of facilities which would be costly, and which might be wasted if the experiment did not work out satisfactorily.

Giving money directly to students would therefore make the experimental program easier to install. Being easier to install, it would increase the number of colleges that could make an installation.

There are disadvantages. It was estimated to be more costly. Student costs for room and board might increase by \$30 per month if these were provided by local merchants rather than through college resources. This estimate may be incorrect in many areas or may not reflect cost reductions that could be effected by coordinated planning.

One other possible disadvantage is that from the standpoint of the college there may be a desire for greater control over the students and their finances than this option would provide.

Two special program features would be recommended. First, if the college is to accept students who have remedial problems then the extra diagnostic, counseling, and educational specialist staff would help students to develop an individualized program tailored to their particular needs.

This individualization would require that perhaps an additional year of basic skill development should be expected for some students. This would mean that the usual considerations for the length of time that students spend in college would need to be revised. There should also be enough flexibility so that decisions about curriculum choice could be deferred until the student has had enough experience to decide whether a particular liberal arts program or a vocational program is best suited to his goals and abilities.

Other programs, such as CUNY's College Discovery Program, considered problems of student selection based on criteria of deprivation. Decisions about specific selection criteria, about specific support amounts, and about specific organizational criteria, would need to be made in conjunction

with the development of a specific instructional model in a specific setting.

The same considerations would apply to plans for research and program evaluation.

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APPENDIX A

Statistical and Demographic Data for Clinton County

APPENDIX A1 - 1960 Census Data for Clinton County

APPENDIX A2 - Survey Analysis for Age, Education and
Other Selected Demographic Variables

APPENDIX A1

1960 Census Data for Clinton County

Appendix A1

Statistical Description of Clinton County

Clinton County epitomized many rural images that people held. None of the following facts and figures equalled in explicitness what was known from personal contact; from seeing a meeting of the school board, talking to the postman, reading the Press-Republican, chatting with customers at a rural country store, or watching decisions being made at a County Legislative Board meeting.

The statistics outlined a structure of an area that is rural, sparsely settled, somewhat isolated, somewhat depressed economically, with mainly long-term, home-owning residents (especially outside of the more populated center of Plattsburgh). The people place high values on personal independence and outdoor activity. They work hard, but the pace is not hurried. Personalism is an important factor in getting things done but there is also a general and genuine friendliness to strangers. Project interviewers were typically well received, and indicated that it was often difficult to detach themselves from the hospitality of the interviewee. Gaining admittance and cooperation were seldom a problem.¹

A1.1. Geography

Clinton County, located in the extreme northeast corner of New York, is bordered on the east by Lake Champlain, on the south by Essex County, on the west by Franklin County, and on the north by Quebec, Canada. The mountains in the western and southern part of the county are part of the Adirondack chain. The northern and eastern portion of the county is part of the Champlain Valley.

The climate is temperate, with cold winters and moderate summer temperatures. Snowfall in the Plattsburgh area is about 57 inches annually, but it is double that to the west.

Much of the land is forested and part of the Adirondack State Park. Iron ore mining was conducted by the Republic Steel Corporation at Lyon Mountain until the summer of 1967. Farming is an important activity and is a major source of income and jobs.

The county consists of fourteen townships and one municipality with the populations given in Table A1.1.1. Plattsburgh had a

¹The interviewers were women over 30 years of age (except for four in their 20's who participated in the later stages of the survey). During pretesting, male interviewers did have some difficulty gaining admission, especially outside the City of Plattsburgh, and a decision was then made to use only women interviewers throughout the survey.

Table A1.1.1. Number of persons in Clinton County, 1960^a

<u>Clinton County</u>	<u>72,722</u>
Plattsburgh City	20,172
Altona Town	1,750
AuSable Town	2,605
Beekmantown Town	2,538
Black Brook Town	1,595
Champlain Town	5,544
Clinton Town	796
Chazy Town	3,386
Dannemora Town	6,141
Dannemora Village	4,835
Ellenburg Town	1,945
Mooers Town	2,587
Peru Town	3,848
Plattsburgh Town	13,390
Saranac Town	4,006
Schuyler Falls Town	2,419

a. Business Fact Book, 1963: Northern Area, Part 2, Population and Housing. Department of Commerce, 112 State Street, Albany 7, New York.

population of 20,172 in 1960, almost one-third of the county's total.

Al.2. Population and Relevant Statistics

Table Al.2.1 gives a clear picture of the changes in population which have occurred in Clinton County during the period 1920-1960. The urban population includes all residents of places of 2500 or more residents. The number of persons classified as urban increases each ten-year census period. The number of rural people was stable until the 1960 Census when a marked increase appeared. However, rural farm population began a marked decline before the 1950 Census. The increase in rural population was in non-farm residences only.

The age distribution of the population of the county is given in Table Al.2.2. The relatively large proportion of persons in Clinton County 20-44 years of age and the correspondingly small proportion of persons 45 and over is due to the influence of the Air Base, the State College and the two state institutions.

The county has a fairly homogeneous population. About two percent of the population was non-white in 1960, compared with about nine percent for the state as a whole. More than half of the non-white population of the county were inmates of institutions. Many of the remaining non-whites were military personnel at Plattsburgh Air Force Base and, therefore, cannot be considered permanent residents of the district.

The distribution of income in Clinton County families is given in Table Al.2.3.

The results of the census housing units with each community in the county and a comparison with parts of New York State is presented in Table Al.2.4.

Al.3. Economics

Clinton County ranked third lowest in per capita income in the state in 1965 and was the only county in the state to show a decline with per capita income of \$1,918 in 1964 to \$1,904 in 1965.

While per capita income dropped, the total income figure rose from \$149,700,000 in 1964 to \$151,000,000 in 1965.

In 1965, about 71% of the insured unemployed were male, compared with a national average of 60% and a New York State average of 56%. The importance of construction, mining, and manufacturing industries, many of which are seasonal, would appear to account for the high proportion of males among unemployed persons.

Table A1.2.1. Clinton County: Number and percentage distribution of population by residence, 1920-1960, and percent change by decades*

<u>Residence</u>	<u>Number</u>				
	<u>1920</u>	<u>1930</u>	<u>1940</u>	<u>1950</u>	<u>1960</u>
Total	43,898	46,687	54,006	53,622	72,722
Urban	13,532	16,697	21,181	21,860	25,007
Rural	30,366	29,990	32,825	31,762	47,715
Rural-farm	14,007	14,113	14,587	11,650	6,877
Rural-nonfarm	16,359	15,877	18,238	20,112	40,838

	<u>Percentage Distribution</u>				
	<u>1920</u>	<u>1930</u>	<u>1940</u>	<u>1950</u>	<u>1960</u>
Total	100.0	100.0	100.0	100.0	100.0
Urban	30.8	35.8	39.2	40.8	34.4
Rural	69.2	64.2	60.8	59.2	65.6
Rural-farm	31.9	30.2	27.0	21.7	9.5
Rural-nonfarm	37.3	34.0	33.8	37.5	56.1

	<u>Percent Change in Number</u>			
	<u>1920-1930</u>	<u>1930-1940</u>	<u>1940-1950</u>	<u>1950-1960</u>
Total	6.3	15.7	-0.7	35.6
Urban	23.4	26.9	3.2	14.4
Rural	-1.2	9.5	-3.2	50.2
Rural-farm	0.8	3.4	-20.1	-41.0
Rural-nonfarm	-2.9	14.9	10.3	103.1

*Table 2, page 4. The People of Clinton County, New York: Trends in Human Resources and Their Characteristics 1900-1960. Bulletin no. 62-9, August, 1963.

Table A1.2.2 Clinton County: Age distribution by five-year age groups and by sex,* from 20 years of age, 1960

<u>Age Group</u>	<u>Total</u>		<u>Male</u>		<u>Female</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
20 to 24	6,536	9.0	3,653	5.0	2,883	4.0
25 to 29	5,841	8.0	3,385	4.6	2,456	3.4
30 to 34	5,220	7.2	2,913	4.0	2,307	3.2
35 to 39	4,779	6.5	2,704	3.7	2,075	2.8
40 to 44	3,920	5.4	2,184	3.0	1,736	2.4
45 to 49	3,593	4.9	1,921	2.6	1,672	2.3
50 to 54	3,050	4.2	1,680	2.3	1,370	1.9
55 to 59	2,677	3.7	1,447	2.0	1,230	1.7
60 to 64	2,202	3.1	1,137	1.6	1,065	1.5
65 and over	<u>5,163</u>	<u>7.1</u>	<u>2,398</u>	<u>3.3</u>	<u>2,765</u>	<u>3.8</u>
	42,981	59.1	23,422	32.1	19,559	27.0

*Table 5, page 13. The People of Clinton County, New York: Trends in Human Resources and Their Characteristics, 1900-1960. Bulletin no. 62-9, August, 1963.

Table A1.2.3 Income of families 1959*

Clinton County	Median Incomes Families and Un- related Individuals.	Income Groups - Percentage of Families									
		Median Income	Number of Families	Under \$2,000	\$2,000 3,999	\$4,000 5,999	\$6,000 7,999	\$8,000 9,999	\$10,000 14,999	\$15,000 24,999	\$25,000 or more
Plattsburgh (C)	3,424	5,616	4,557	10.8	20.2	23.5	17.4	13.5	10.3	2.9	1.5
Altona (T)	3,507	3,949	451	17.9	32.9	23.1	14.7	5.2	3.2	2.9	0.0
AuSable (T)	4,540	4,851	624	15.3	19.4	34.1	15.9	7.2	5.0	2.1	0.0
Beekmantown (T)	4,194	5,083	532	15.5	23.3	24.4	19.4	7.6	8.3	0.0	1.5
Black Brook (T)	4,444	4,671	372	17.7	16.8	35.3	13.0	4.3	8.2	3.3	1.4
Champlain (T)	4,688	5,218	1,353	8.9	20.8	32.7	22.3	8.6	4.9	1.2	0.6
Chazy (T)	4,422	5,068	759	11.0	22.2	34.6	14.2	9.5	6.4	1.6	0.5
Clinton (T)	3,360	--	180	14.6	45.1	17.1	12.2	11.0	0.0	0.0	0.0
Dannemora (T)	--	6,258	711	6.0	13.0	27.6	24.1	13.3	15.5	0.6	0.0
Dannemora (v)	6,543	6,762	405	1.7	7.9	24.9	28.4	16.5	20.5	0.0	0.0
Ellenburg (T)	4,483	4,759	447	14.1	25.9	23.2	15.5	8.6	8.2	4.5	0.0
Mooers (T)	3,544	4,491	599	20.2	25.0	17.5	11.3	11.3	11.3	3.4	0.0
Peru (T)	5,154	5,699	969	8.4	21.6	23.1	20.0	14.9	8.8	2.1	1.0
Plattsburgh (T)	3,586	4,725	3,055	5.4	33.9	26.3	18.6	9.5	5.1	1.1	0.1
Saranac (T)	--	5,384	915	11.8	20.3	28.3	23.4	6.3	7.8	1.7	0.4
Schuyler Falls (T)	4,458	4,811	581	14.1	25.5	27.6	15.5	9.8	6.5	1.1	0.0

*Business Fact Book, 1963, Northern Area, Part 2, Population and Housing. Page 18. Department of Commerce,
112 State Street, Albany 7, New York

Table A1.2.4 Clinton County housing units, 1960*

	<u>Total Number</u>	<u>Number Occupied</u>	<u>Percent Owner Occupied</u>
New York State	5,695,880	5,248,710	44.8
Upstate New York	2,052,799	1,795,687	66.0
Northern Area	127,763	101,796	68.8
Clinton County	20,348	17,807	60.8
Plattsburgh (C)	5,738	5,361	45.2
Altona (T)	504	443	71.1
AuSable (T)	734	667	76.0
Beekmantown (T)	842	581	79.5
Black Brook (T)	453	402	71.6
Champlain (T)	1,740	1,530	65.8
Chazy (T)	1,154	875	68.6
Clinton (T)	247	196	79.6
Dannemora (T)	803	764	76.2
Dannemora (V)	467	440	66.1
Ellenburg (T)	745	500	77.8
Mooers (T)	805	655	80.3
Peru (T)	944	853	77.0
Plattsburgh (T)	3,639	3,201	46.4
Saranac (T)	1,122	1,002	80.8
Schuyler Falls (T)	878	777	79.7

*Business Fact Book, 1963: Northern Area, Part 2, Population and Housing. Page 20. Department of Commerce, 112 State Street, Albany 7, New York.

APPENDIX A2

Survey Analysis for Age, Education, and other
Selected Demographic Variables

Appendix A2

Whereas Appendix A1 was concerned with statistical information derived from the 1960 census, this Appendix contains a number of tables and descriptions derived from the Clinton County survey. The purpose is to summarize some relationships among male-female differences, age groupings, educational groupings, and religious affiliations as these affect each other and as they affect some of the other variables of the study. This information has been placed in an appendix as an interpretive source for the other information presented in Chapter 3 about the reactions of the people of Clinton County to the college idea.

A2.1. Relations among sex, age, religion and education

Among the variables, the major significant differences were associated with age and education, with sex accounting for minor variations.

The greatest percentage of the total sample of people interviewed were in the 40 to 59 year age grouping as shown on Table A2.1.1. A larger percentage of females interviewed were below 40 years of age.

Table A2.1.2 shows that there was no significant relationship between sex and religious preference. Almost three-fourths of the total sample were Catholic.

Table A2.1.3 disclosed a significant relationship between sex and education. Over half of the sample (53%) reported that they had received less than 12 years of school. Females were more likely to have terminated their education on the high school level, while males were more likely to have continued on to college.

Table A2.1.4 shows that age also affected the amount of education received. Young people had received more education than older persons.

Table A2.1.5 reveals that although both age and sex affected educational attainment, major educational differences were associated with age. A detailed breakdown of Tables 3 and 4, this table also shows that more young females (below 40 years of age) tended to terminate their education with high school graduation and more young males tended to continue their education to the college level.

Table A2.1.6 shows a significant effect of age and religion upon education. In all age groups there was a larger percent of Catholic among the low education group (less than 12 years of school). Educational differences between Catholics and Protestants were particularly marked among those in the 40 to 59 year age group, and were minimal among younger persons, suggesting changing educational patterns in the County.

Table A2.1.1 The relationship between sex and age for Clinton County Interviewees (percents) a.

	<u>Below 40</u>	<u>40- 59</u>	<u>60+</u>	<u>Total (n)</u>
Male	26	44	29	(136)
Female	38	40	22	(199)
Total	33	42	25	(335)

a. No chi-square was done for this relationship; however, the male-female percentage difference for the "below 40" group was significant at the .05 level (see Table 3.1.2.3).

Table A2.1.2 The relationship between sex and religion affiliation (percents). a.

	<u>Catholic</u>	<u>Protestant</u>	<u>Jewish and Others</u>	<u>Total</u>
Male	69	26	5	(132)
Female	73	26	1	(209)
Total	71	26	2	(341)

a, Chi-square value non-significant

Table A2.1.3 The relationship between sex and education attainment (percents) a.

	<u>Below H.S. Grad.</u>	<u>H. S. Grad.</u>	<u>Some Coll.</u>	<u>Total (n)</u>
Male	54	18	27	(136)
Female	52	35	13	(199)
Total	53	28	19	(335)

a. Chi-square = 17.9 c = .22 df = 5 significant at .01

Table A2.1.4 Relationship between age and education (percents)a.

	<u>Below H.S.</u>	<u>H.S. Grad.</u>	<u>Some Coll.</u>	<u>Total (n)</u>
Below 40 - young	36	42	22	(112)
40 - 59 middle	54	25	21	(140)
60+ old	73	16	11	(83)
Total	53	28	19	(335)

- a. No chi-square test was done for this analysis; however, percent differences were significant at the .01 level among all age groups for the "below H.S." grouping, and between "young" and "middle" for the "H.S. Grads" grouping (see Table 2.1.2.3).

Table A2.1.5 The effect of age and sex on educational attainment (percents) a.

		<u>Below H.S. Grad.</u>	<u>H.S. Grad.</u>	<u>Some Coll.</u>	<u>Total (n)</u>
Below 40 Young	Male	31	22	47	(36)
	Female	38	51	11	(76)
	Total	36	42	22	(112)
40-59 Middle	Male	52	20	28	(60)
	Female	56	29	15	(80)
	Total	54	25	21	(140)
60+ Old	Male	80	12	8	(40)
	Female	67	19	14	(43)
	Total	73	16	11	(83)

a. Chi-square = 29.7 c = 0.28 df = 8 significant at .001

Table A2.1.6 Age and religious affiliation as determinants of educational attainment (percent) a.

		<u>Low Educ.</u>	<u>Med. Educ.</u>	<u>High Educ.</u>	<u>Total (n)</u>
<u>Below 40 Young</u>	Catholic	40	43	17	(82)
	Protestant	30	44	26	(27)
	Jewish and Others	--	--	--	(4)
	Total	36	42	22	(113)
<u>40-59 Middle</u>	Catholic	64	22	14	(97)
	Protestant	36	31	33	(42)
	Jewish and Others	--	--	--	(3)
	Total	54	25	21	(142)
<u>60+ Old</u>	Catholic	77	14	9	(58)
	Protestant	61	22	17	(18)
	Jewish and Others	--	--	--	(1)
	Total	74	16	10	(77)
<u>Total</u>	Catholic	59	27	14	(237)
	Protestant	39	33	28	(87)
	Jewish and Others	1	12	75	(8)
	Total	53	28	19	(332)

a. Chi-square = 15.8 c = 0.22 df = 7 significant at .05

A2.2 Relations among sex, age and education of the interviewee and their affects on the occupation and income of the household.

Age and education of the interviewee were associated with differences among occupations of chief wage earners and upon household incomes.

Table A2.2.1 shows the relationship between the sex of the interviewee and the occupation of the chief wage earner.¹ Families of male interviewees were more likely to be supported from business or professional occupations (white collar) and those of female interviewees from labor or service occupations (blue collar).

Table A2.2.2 shows the relationship between sex of interviewee and household income. More males were interviewed with family incomes over \$13,000. More females were interviewed who would (or could) not declare the income of the household, a characteristic associated with both low education and old age, and presumably, therefore, with low income (See Table A2.2.4).

Table A2.2.3 shows a significant relationship between the age and education of the interviewee, and the occupation of the chief wage earner. However, when education was controlled, the effect of age upon occupation was negligible, and it was evident that education was the main factor related to occupational classification. Most of the interviewees were "blue collar" (62%); however, about three quarters of those having some education were classified as "white collar." These findings were expected, but emphasize the importance of education as an avenue into the middle class for the people of the county.

¹ The relationship between sex of interviewee, income and occupation would appear to be an artifact of sampling irregularities. It has already been shown that females were overrepresented in the sample because interviewers were not always persistent in returning in the evening when husbands were more likely to be home. This evidently happened more frequently with respect to low income, low education families. Since income, education and occupational status were shown to be distributed approximately as expected from 1960 census data, and very few sex differences were found independent of income and education differences, the sampling bias would not appear to be a serious one.

Table A2.2.4 showed that education was also the principle determining factor upon household income while age accounted for more selective differences. Middle age persons with high education were more likely to have incomes over \$9500 than were young persons with high education, and, for older persons in general, income level was relatively low. Keeping education constant, more young people were in the middle income bracket, more middle age people in the high income bracket and more older people in the low income bracket.

Table A2.2.1 Relationship between sex of interviewee and occupational classification of family c.w.e. (percent)a.

		<u>Blue Collar</u>					
		<u>Farming</u>	<u>Service Protection</u>	<u>Manual Labor</u>			
Male		10	16	25			
Female		8	20	40			
	Total	9	19	34			

		<u>White Collar</u>					
		<u>Clerical Sales</u>	<u>Bus. Mgr.</u>	<u>Bus. Owner</u>	<u>Prof.</u>	<u>Other N.R.</u>	<u>Total (n)</u>
Male		7	17	8	12	4	(132)
Female		10	7	4	8	3	(209)
	Total	9	11	6	9	4	(341)

a. Chi-square = 18.5 c = .23 df = 6 significant at .01

Table A2.2.2 Relationship between sex of interviewee and income level of the household (percent) a.

	<u>Under 5500</u>	<u>5500- 7500</u>	<u>7500- 9500</u>	<u>9500- 12500</u>	<u>13,000 or over</u>	<u>Not Decl.</u>	<u>Total (n)</u>
Male	26	12	19	16	13	14	(132)
Female	25	16	14	16	05	24	(209)
Total	26	14	16	16	08	20	(341)

a. Chi-square = 13.5 c = .20 df = 5 significant at .05

Table A2.2.3 Relationship between age and education of interviewee and occupational classification of the household (percent) a.

		<u>Blue Collar</u>	<u>White Collar</u>	<u>Other N.R.</u>	<u>Total (n)</u>
Below 40 Young	Below H.S. Grad.	93	7	0	(41)
	H.S.Grad	57	40	2	(47)
	Some College	24	68	8	(25)
	Total Below 40	63	34	3	(113)
40-59 Middle	Below H.S. Grad.	81	14	5	(77)
	H.S.Grad.	61	39	0	(36)
	Some College	20	77	3	(30)
	Total 40-59	63	34	3	(143)
60 and Over Old	Below H.S. Grad.	75	21	4	(57)
	H.S.Grad. and Some College	15	75	10	(20)
	Total 60 and Over	60	35	5	(77)
Total Edu- cation	Below H.S. Grad.	82	15	4	(175)
	H.S.Grad.	55	42	3	(95)
	Some College	19	76	5	(63)
	Total All Subjects	62	34	4	(333)

a. Chi-square = 90.0 c = .47 df = 7 significant at .001

Table A2.2.4 Relationship between age and education of interviewee and income level of the household (percent) a.

		<u>Below 5500</u>	<u>5500- 9500</u>	<u>9500- & over</u>	<u>Not Declared</u>	<u>Total (n)</u>
Below 40 Young	Below H.S. Grad.	27	46	7	19	(41)
	H.S. Grad.	22	41	22	14	(49)
	Some College	8	48	40	4	(25)
	Total Be- low 40	21	44	21	14	(115)
40-59 Middle	Below H.S. Grad.	35	31	14	20	(77)
	H.S. Grad.	19	42	25	13	(36)
	Some College	3	6	83	8	(30)
	Total 40-59	24	29	31	15	(143)
60 and Over Old	Below H.S. Grad.	42	12	10	35	(57)
	H.S. Grad. and Some College	15	20	30	30	(20)
	Total 60 & over	35	14	17	34	(77)
	Below H.S. Grad.	35	29	11	25	(175)
Total Educa- tion	H.S. Grad.	20	38	25	17	(97)
	Some College	8	25	59	8	(63)
	Total All Subjects	26	31	24	19	(335)

a. Chi-square = 114.6 c = .50 df = 21 significant at .001

A2.3 Mobility

This section contains three tables relating age and education to selected indicators of mobility. In general, the findings were that young, highly educated persons were the most mobile, and the poorly educated older persons were the least mobile.

Table A2.3.1 shows a significant relationship between age, education and place of birth of the interviewee. Most of the people without college experience were born in either the Clinton County or Plattsburgh area regardless of age, whereas those with college training tended to immigrate into the area. For those with college experience, the "60 and over" group were mainly from Clinton County, the "below 40" group tended to be from New York State outside Clinton County, and the "40 to 59" group were more likely to have come from outside New York State.

Table A2.3.2 shows a significant association between age, education and length of residency in Clinton County. Overall, three-fourths (76%) of the people had resided in Clinton County 20 years or more. Education had a high relationship to length of residency. Low educated people tended to have been in the area a long time, whereas college educated people tended to come from outside the Clinton County area.

A definite relationship between age, education and the distance traveled from home is shown in Table A2.3.3. Travel outside the United States and Canada was mainly associated with high education, whereas travel restricted to the local area (North-eastern United States) was principally affiliated with low education. There was also relatively less travel to Montreal and New York City among the less well educated. The distance traveled from home increased in the low educational group as age increased, but even the "over 60's" (the farthest-travelled of the "low education" age groupings) did not approach travel distance findings for any of those better educated, at any age level.

This suggested that among the younger people of the area, the better educated and more affluent are able to travel, whereas the less well educated are not able, or perhaps have less interest. Eventually, with age, most people take a trip somewhere outside the area, but the less well-educated don't make their trips as early, as often, or as far.

Table A2.3.1 Relationship between age, education, and place of birth of the interviewee.

	<u>Platts-</u> <u>burgh</u>	<u>Other</u> <u>Clinton</u> <u>County</u>	<u>Other</u> <u>NYS</u>	<u>Other</u> <u>US</u>	<u>Canadian,</u> <u>Other</u> <u>Foreign</u>	<u>Total</u> <u>(n)</u>
Below H.S. Grad.	33	54	8	2	2	(40)
Below 40 Young H.S. Grad.	41	28	17	13	0	(46)
Some College	21	17	42	17	4	(24)
Total Be- low 40	34	35	19	11	2	(110)
Below H.S. Grad.	21	58	8	8	5	(76)
40-59 Middle H.S. Grad.	28	40	26	6	0	(35)
Some College	14	18	21	43	4	(28)
Total 40- 59	22	45	15	14	4	(139)
Below H.S. Grad.	15	41	19	17	8	(60)
60 and over Old H.S. Grad. and over	17	43	22	13	4	(23)
Total 60 and over	16	40	19	18	7	(83)
Below H.S. Grad.	22	51	11	10	6	(176)
Total Educa- tion H.S. Grad.	33	33	21	12	1	(95)
Some College	18	23	30	26	3	(61)
Total all Subjects	24	40	17	14	4	(332)

Chi-square = 66.1 c = .41 df = 21 significant at .001

Table A2.3.2 Relationship between age, education, and length of residency in Clinton County.

		<u>Below 20 Years</u>	<u>20 Years and Over</u>	<u>Total (n)</u>
	Below H.S. Grad.	13	87	(39)
Below 40 Young	H.S. Grad.	29	71	(48)
	Some College	68	32	(25)
	Total Below 40	32	68	(112)
	Below H.S. Grad.	22	78	(36)
40-59 Middle	H.S. Grad.	20	80	(35)
	Some College	48	52	(29)
	Total 40-59	29	71	(100)
	Below H.S. Grad.	8	92	(60)
60 and over Old	H.S. Grad. and over	6	94	(31)
	Total 60 and over	8	92	(91)
	Below H.S. Grad.	13	87	(135)
Total Educa- tion	H.S. Grad.	22	78	(105)
	Some College	49	51	(63)
	Total all Subjects	24	76	(303)

Chi-square = 49.7 c = .38 df = 7 significant at .001

Table A2.3.3 Relationship between age, education and distance traveled from home.

	Farthest Travel ^c .					Total (n)
	Montreal ^a % Yes	N.Y.C. ^b % Yes	N.E. U.S.	Other U.S. or Canada	Outside U.S. or Canada	
Below H.S. Grad.	70	38	60	20	10	(40)
Below H.S. Grad. 40	96	83	28	62	9	(47)
Young Some College	92	92	20	48	32	(25)
Total Below 40	86	69	38	44	14	(112)
Below H.S. Grad.	88	56	47	38	13	(76)
40-59 H.S. Grad. Middle	94	88	17	57	26	(35)
Some College	100	100	14	41	45	(29)
Total 40-59	92	74	33	44	23	(140)
Below H.S. Grad.	95	81	43	50	7	(59)
60 H.S. Grad. and and Over	100	95	9	82	9	(22)
Old Total 60 and Over	96	85	35	59	7	(81)
Below H.S. Grad.	86	61	49	38	10	(175)
Total H.S. Grad. Educa-	96	87	22	61	16	(95)
tion Some College	97	95	14	52	33	(63)
Total all Subjects	91	75	35	48	17	(333)

a. Chi-square = 30.2 c = .29 df = 7 significant at .001

b. Chi-square = 66.3 c = .41 df = 7 significant at .001

c. Chi-square = 69.4 c = .42 df = 14 significant at .001

A2.4 Effects of age and education on selected indicators of personal effectiveness.

This section contains three tables relating age and education to some indicators of personal involvement and effectiveness in the community.

Table A2.4.1 shows that age and education were both influencing factors upon a persons involvement and affiliations with non-church organizations. For most college-trained people, organizational life began at 40. Whereas high school graduates were more organizationally involved earlier in life, they apparently developed affiliations and involvements more slowly, and at 40 and thereafter were well behind the college educated. The low educated person was not likely to have organizational attachments at all outside the church at any age. Regardless of age or education, only 45% of the people overall belonged to a non-church organization.

Voter registration was also significantly affected by age and education, as shown on Table A2.4.2. Low educated people (below high school graduation) were less likely to be registered voters than others regardless of age. When education was controlled, people below 40 were less likely to be registered voters than those over 40. Overall, voter registration was claimed to be high (80%).

Table A2.4.3 shows a definite relationship between age, education, and the interviewees' feelings about their influence upon public decisions. Overall, education seems to have had more of an influence than age. "Voting" in this item was in part a reflection of the feeling of the effectiveness of a vote. This is different from being registered to vote, more of a reflection of whether a person exercised his vote and whether he felt this influenced anything. Feelings of direct personal effect upon public decisions were nearly the same for each age group, but varied for education; with about a third of the college educated, a fourth of the high school graduates, and 11% of the low educated in that category. Nearly 60% of the low educated people felt they had no say whatsoever in public decisions, increasing to over two-thirds for those 60 and over who felt that way. Middle aged high school graduates were less likely to feel effective than those below 40, apparently reflecting a lack of confidence in the effectiveness of the vote. Ninety-four percent of these 40 to 59 year old high school graduates had said they were registered voters (Table A2.4.2), but 54% indicated that they had "no influence" of any kind in the making of public decisions.

For the college-educated, there was a reversal of what was found for high school graduates. Those in the "40 to 59" age group mentioned voting influence frequently (55%), and only

14% felt they had "no say" in public decisions. In contrast, the younger group was more likely to indicate "no say" (44%) with only 24% mentioning voting influence.

Table A2.4.1 Relationship of age and education to non-church organizational affiliation and involvement (percent) ^a:

		<u>No organi-</u> <u>zations</u>	<u>Spends</u> <u>1-8 hrs.</u>	<u>Spends 8</u> <u>or more hrs.</u>	<u>Total</u> <u>(n)</u>
	Below H.S. Grad.	67	25	8	(40)
Below 40 Young	H.S.Grad.	53	26	21	(47)
	Some College	64	8	28	(25)
	Total Below 40	61	21	18	(112)
40-59 Middle	Below H.S. Grad.	74	24	3	(76)
	H.S.Grad.	40	31	29	(35)
	Some College	14	31	55	(29)
	Total 40-59	53	27	20	(140)
60 and Over Old	Below H.S. Grad.	61	32	7	(60)
	H.S.Grad. and over	14	48	38	(21)
	Total 60 and over	49	36	15	(81)
Total Educa- tion	Below H.S. Grad.	68	27	5	(176)
	H.S.Grad.	44	32	24	(94)
	Some College	33	22	44	(63)
	Total All Subjects	55	27	18	(333)

a. Chi-square = 82.9 df = 16 c = .45 significant at .001

Table A2.4.2 The relationship of age and education to voter registration (percent) ^{a.}

		<u>Not a Registered Voter</u>	<u>Registered Voter</u>	<u>Total (n)</u>
	Below H.S. Grad.	38	62	(40)
Below 40 Young	H.S.Grad.	23	77	(47)
	Some College	24	76	(25)
	Total Below 40	29	71	(112)
	Below H.S. Grad.	21	79	(76)
40-59 Middle	H.S.Grad.	6	94	(35)
	Some College	7	93	(29)
	Total 40-59	14	86	(140)
	Below H.S. Grad.	20	80	(59)
60 and Over Old	H.S.Grad. and over	5	95	(22)
	Total 60 and Over	16	84	(81)
	Below H.S. Grad.	25	75	(175)
Total Educa- tion	H.S.Grad.	14	86	(95)
	Some College	14	86	(63)
	Total All Subjects	20	80	(333)

a. Chi-square = 19.5 c = .24 df = 7 significant at .01

Table A2.4.3 Relationship of age and education to interviewees feelings about his influence (percent)^a.

		<u>No Say</u>	<u>Voting Influence</u>	<u>Direct Personal Action</u>	<u>Total (n)</u>
	Below H.S. Grad.	58	32	10	(40)
Below 40 Young	H.S. Grad.	38	38	23	(47)
	Some College	44	24	32	(25)
	Total Below 40	46	33	21	(112)
	Below H.S. Grad.	58	29	13	(76)
40-59 Middle	H.S. Grad.	54	20	26	(35)
	Some College	14	55	31	(29)
	Total 40-59	48	32	20	(140)
	Below H.S. Grad.	67	25	8	(60)
60 and Over Old	H.S. Grad and over	36	32	32	(22)
	Total 60 and Over	59	27	15	(82)
	Below H.S. Grad.	61	28	11	(176)
Total Educa- tion	H.S. Grad.	44	31	25	(95)
	Some College	29	40	32	(63)
	Total All Subjects	50	31	19	(334)

a. Chi-square = 40.0 c = .32 df = 14 significant at .001

A2.5 Educational Involvement

This section contains several tables relating age and education to five educational variables and one occupational variable.

Table A2.5.1 shows the relationship between the age, and education, and having one or more children in school (grade school, junior high, high school and college) for respondents below 60 years of age. People below 40 with low education (less than high school graduation) were more likely to have had children in school at all levels than were college educated people, although the distribution of children among the various school levels (except for college) was about the same for the two educational groupings. Middle aged parents (40 to 59 years) with high school diplomas or college experience were more likely to have had children in high school than were parents with low education. This suggests a probable higher attrition rate for children of low educated parents. It was also much more likely for parents with high education to have children in college regardless of age level. Therefore, there appeared to be both a reduced expectation that children of low educated parents would complete high school, and little expectation that they would enter into college.

Table A2.5.2 is a summary of eight items on the questionnaire concerning the relationship between age, education and the respondents factual knowledge about the local schools and their personnel. In each age group, parents with medium education (high school graduates) knew the most about the local educational resources (it was also true that women were over-represented in this educational grouping), with young medium educated parents being the most knowledgeable. College trained parents were the least knowledgeable of the young people (below 40), but as age increased their factual knowledge also increased. Older people in general knew the least about the local educational institutions with low educated old people (60 and older) the least knowledgeable of all.

Table A2.5.3 shows the relationship between parental education and the educational aspirations parents held for their children. Over half (60%) of all parents would have liked their children to graduate from college, while almost a fourth (23%) left the choice of educational attainment up to the child. As the educational level of the parents increased, the aspirational educational level for their children also increased. Relatively more low-educated parents

were satisfied with a high school graduation for their children (although most of them wanted a college education); relatively more medium-educated parents wanted their children to graduate from college; and relatively more college-educated parents hoped their children would go on to do advanced college work.

Table A2.5.4 gives the relationship between age, education and the job aspirations parents held for their children. For all age levels, only those parents who had not graduated from high school made an appreciable degree of choice of non-professional careers for their children (18%). However, they were also less inclined to feel that occupational choice should be left up to the child himself. Choice of professional careers, equalled, or exceeded that of parents in higher educational groupings.

Table A2.5.5 is a summary and a breakdown, for educational levels only, of the occupational categories of Table A2.5.4. Parents of low educational level (many of whom were "blue collar" workers) were more likely than those with high education to want their child to become non-professionals. Even though most of those from lower educational levels were in "blue collar" occupations themselves, only 8% wanted their children to follow in their footsteps.

Table A2.5.6 shows the correlation between age, education and reasons why the interviewee thought people should receive an education. Overall, most respondents (67%) thought that the aims of education were vocational. Of those lacking high school diplomas in all age groups, 80% gave vocational opportunities as the most important reason, with some shift to "self-improvement" among the elderly. For the high school graduates, those below 40 gave mostly vocational reasons (72%), whereas this dropped to 46% for those between 40 and 59. Although there was a shift towards self-improvement among the 40 to 59 year, college-educated person (55%), the college group was less vocationally oriented than the others at all age levels.

Table A2.5.7 shows there was a significant relationship between age, education and the preferred means for supporting higher education. The highly educated person was more likely to have an opinion on how education should be paid for (i.e., fewer respondents replied they "didn't know"). Also, the lower the level of education attainment, the less likely respondents were to prefer local taxes as a means of payment. The older low-educated person

was less likely to support an increase in local taxes and more likely to think the government should pay for higher education.

Table A2.5.1 One or more children in school for respondents below 60 years of age (percents) ^{a, b}.

		<u>Child. in Gra.Sch.</u>	<u>Child. in Jr. High</u>	<u>Child. in High Sch.</u>	<u>Child. in College</u>	<u>Total (n)</u>
	Below H.S. Grad.	75	18	30	0	(40)
Below 40 Young	H.S.Grad.	57	7	20	0	(46)
	Some College	44	4	16	12	(25)
	Total Below 40	60	11	23	3	(111)
	Below H.S. Grad.	43	7	30	7	(76)
40-59 Middle	H.S.Grad.	34	13	54	20	(35)
	Some College	38	18	59	34	(29)
	Total 40-59	40	21	42	16	(140)
	Below H.S. Grad.	54	17	30	4	(116)
Total All Below 60 (By Educa- tion)	H.S.Grad.	47	15	36	9	(81)
	Some College	41	17	39	24	(54)
	Total All Subjects	49	16	34	10	(251)

a.	Chi-square	17.5	8.8	22.1	16.3
	c	.26	.18	.28	.25
	df	5	5	5	2
	sig.	.01	No	.001	.001

b. Percents will not total to 100 because each grade range was percentaged separately. Many families had children in more than one grade-range.

Table A2.5.2 Fact summary of local educational resources (percents)^{a, b.}

		<u>0-2</u> <u>Facts</u>	<u>3-5</u> <u>Facts</u>	<u>6-8</u> <u>Facts</u>	<u>Total</u> <u>(n)</u>
Below 40 Young	Below H.S. Grad.	22	38	40	(32)
	H.S. Grad.	9	30	61	(44)
	Some College	29	25	46	(24)
	Total Below 40	18	31	51	(100)
40-59 Middle	Below H.S. Grad.	38	33	29	(69)
	H.S. Grad.	16	35	48	(31)
	Some College	32	32	36	(25)
	Total 40-59	31	34	35	(125)
60 and Over Old	Below H.S. Grad	48	26	26	(50)
	H.S. Grad. and Some College	23	45	32	(22)
	Total 60 and Over	40	32	28	(72)
Total Educa- tion	Below H.S. Grad.	38	32	30	(151)
	H.S. Grad.	14	33	53	(88)
	Some College	29	33	38	(58)
	Total All Subjects	29	32	39	(297)

a. Chi-square = 30.5 c = .30 df = 14 significant at .01

b. This item was scored as a summary of questionnaire items 12-19, which concerned statements of factual knowledge about local educational resources. Eight points were possible. Scores were distributed as indicated in the column headings.

Table A2.5.3 Educational aspirations held for children in the family (percent) ^{a.}

	<u>High School Grad.</u>	<u>College Graduation</u>	<u>Advanced College Work</u>	<u>Whatever he wants</u>	<u>Total (n)</u>
Below H.S Grad.	19	54	3	23	(160)
H.S. Grad.	2	70	6	22	(90)
Some College	0	62	13	25	(60)
Total Education					
Total All Subjects	11	60	6	23	(310)

a. No chi-square was done for this table; however, percentage differences between "low education" and high school or college educated respondents were significant for "high school graduates" and "college graduate" categories at the .01 level.

Table A2.5.4 Job aspirations held for children in the family by professional vs. all other occupations (percent)^a.

		<u>Professional</u>	<u>All Other</u>	<u>Choice</u>	<u>Total (n)</u>
Below 40 Young	Below H.S.Grad	61	19	19	(36)
	H.S.Grad.	50	2	48	(40)
	Some College	52	4	43	(23)
	Total Below 40	55	9	36	(99)
40-59 Middle	Below H.S.Grad.	49	21	30	(70)
	H.S.Grad.	41	6	53	(34)
	Some College	50	7	43	(28)
	Total 40-59	47	14	37	(132)
60 and Over Old	Below H.S.Grad.	69	10	21	(42)
	H.S.Grad and Some College	63	5	32	(19)
	Total 60 and Over	67	8	25	(61)
Total Educa- tion	Below H.S.Grad.	57	18	25	(148)
	H.S.Grad.	46	5	49	(86)
	Some College	55	5	40	(58)
	Total All Subjects	54	11	35	(292)

a. Chi-square = 29.4 c = .30 df = 14 significant at .01

Table A2.5.5 Job aspirations held for children in the family by major occupational classifications (percent) ^a

<u>Total Education</u>	Farm or Forestry	Protect. & Service	Manual Labor	Clerical and Sales	Bus. Mgr.	Bus. Owner	Prof. they want	Total (n)
Below H.S. Grad.	1	1	6	9	1	--	57	25 (148)
H. S. Grad.	--	--	1	1	2	--	46	49 (86)
Some College	--	--	--	2	3	--	55	40 (58)
Total All Subjects	0	0	3	5	2	0	54	35 (292)

a. No chi-square was done for this analysis.

Table A2.5.6 Reasons given for "becoming educated" (percent)^a.

		<u>Job Oppor.</u>	<u>Broaden- self</u>	<u>Help Society</u>	<u>Total (n)</u>
Below 40 Young	Below H.S. Grad.	84	5	11	(38)
	H.S. Grad.	72	17	11	(47)
	Some College	44	36	20	(25)
	Total Below 40	70	17	13	(110)
40-59 Middle	Below H. S. Grad.	85	8	7	(74)
	H.S. Grad.	46	34	20	(35)
	Some College	35	55	10	(29)
	Total 40-59	64	25	11	(138)
60 and Over Old	Below H.S. Grad.	70	17	13	(59)
	H.S. Grad. and Some College	62	24	14	(21)
	Total 60 and Over	67	19	14	(80)
Total Educa- tion	Below H.S. Grad.	80	10	10	(171)
	H.S. Grad.	61	24	15	(94)
	Some College	43	43	14	(63)
	Total All Subjects	67	21	12	(328)

a. Chi-square = 44.2 c = .34 df = 7 significant at .001

Table A2.5.7 Preferred means of support for higher education (percent)^a.

		<u>Local Taxes</u>	<u>More Govt. Help</u>	<u>Tuition & other</u>	<u>Don't Know</u>	<u>Total (n)</u>
Below 40 Young	Below H.S.Grad.	48	15	5	32	(40)
	H.S.Grad.	53	19	8	19	(47)
	Some College	64	12	8	16	(25)
	Total Below 40	54	16	7	23	(112)
40-59 Middle	Below H.S.Grad.	50	21	5	24	(76)
	H.S.Grad.	66	3	11	20	(35)
	Some College	69	14	10	7	(29)
	Total 40-59	58	15	8	19	(140)
60 and Over Old	Below H.S.Grad.	33	28	5	20	(60)
	H.S.Grad. and Some College	72	14	0	14	(22)
	Total 60 and Over	44	24	4	28	(82)
Total Education	Below H.S.Grad.	44	22	5	29	(176)
	H.S.Grad.	59	13	8	20	(95)
	Some College	70	13	8	10	(63)
	Total All Subjects	53	18	6	23	(334)

a. The Chi-square test was done for "local tax" against all other = 17.49, c = .26, df = 7, significant at .05

A2.6 Respondents Satisfaction with Educational Attainments and Interest in College Courses.

This section contains four tables concerning the personal educational satisfactions and interests of respondents.

Table A2.6.1 shows that a person's satisfaction with his educational attainment was related to educational level but varied little with age when education was held constant. Nearly 80% of all those without college experience felt a need for further education, as compared with about half of those who had college experiences.

Table A2.6.2 shows nearly everyone agreed that colleges should offer training for adults regardless of age or education. 98% of all respondents favored the idea.

Respondents were asked what kinds of college courses they would be interested in taking. As expected, men and women differed in expressions of interest in particular types of college courses, as shown in Table A2.6.3. Women were the only candidates for home economics and nursing courses, but were even more likely to choose business or liberal arts courses. Males were the only candidates for engineering-type courses, but were more interested in liberal arts, business, and courses tied into local employment opportunities.

Table A2.6.4 shows that interests in particular types of college courses were also significantly related to age and education, with educational differences more influential than age. Those who had not graduated from high school were more interested in getting specific job skills, high school graduates were more interested in business courses, those with college experience in liberal arts courses. Of particular interest for the consideration of offering courses for adults in the community was the fact that 81% of all respondents expressed some kind of course interest, which suggests a considerable need and potential utilization of adult evening courses.

Table A2.6.1 Satisfaction with educational attainment (percent)^a.

		<u>Furthered Education</u>	<u>Satisfied or Same</u>	<u>Total (n)</u>
Below 40 Young	Below H.S.Grad.	81	19	(37)
	H.S.Grad.	77	23	(44)
	Some College	54	46	(24)
	Total Below 40	73	27	(105)
40-59 Middle	Below H.S.Grad.	82	18	(73)
	H.S.Grad.	79	21	(34)
	Some College	46	54	(26)
	Total 40-59	74	26	(133)
60 and Over Old	Below H.S.Grad.	86	14	(58)
	H.S.Grad. and Some College	71	29	(21)
	Total 60 and Over	82	18	(79)
Total Educa- tion	Below H.S.Grad.	83	17	(168)
	H.S.Grad.	77	23	(90)
	Some College	54	46	(59)
	Total All Subjects	76	24	(317)

^a. Chi-square = 24.9, c = .27, df = 7 significant at .01

Table A2.6.2 Opinions about colleges offering training courses for adults (percent)^a.

		No	Yes	Total (n)
	Below H.S.Grad.	5	95	(40)
Below 40 Young	H.S.Grad.	0	100	(47)
	Some College	0	100	(24)
	Total Below 40	2	98	(112)
	Below H.S.Grad.	4	96	(70)
40-59 Middle	H.S.Grad.	0	100	(33)
	Some College	3	97	(29)
	Total 40-59	3	97	(132)
	Below H.S.Grad.	4	96	(57)
60 and Over Old	H.S.Grad.	0	100	(13)
	Some College	0	100	(8)
	Total 60 and Over	3	97	(78)
	Below H.S.Grad.	4	96	(167)
Total Educa- tion	H.S.Grad.	0	100	(93)
	Some College	2	98	(61)
	Total All Subjects	2	98	(321)

a. Chi-square test non-significant.

Table A2.6.3 Interests of men and women in particular types of college courses (percents)^a.

	<u>Liberal Arts</u>	<u>Home Economics</u>	<u>Business</u>	<u>Local Employment Training</u>	<u>Nursing</u>	<u>Engineering</u>
Male	26	--	24	23	--	12
Female	<u>26</u>	<u>16</u>	<u>34</u>	<u>8</u>	<u>11</u>	<u>--</u>
Total	26	9	30	14	7	5

	<u>Manual Skills</u>	<u>Other</u>	<u>Total (n)</u>
Male	3	12	(116)
Female	<u>1</u>	<u>5</u>	<u>(156)</u>
Total	2	7	(272)

a. Chi-square = 67.1 c = .45 df = 7 significant at .001

Table A2.6.4 Interests in particular types of college courses by age and education (percents)^a.

		<u>Lib.</u> <u>Arts</u> <u>Profess-</u> <u>ional</u> <u>Educat.</u>	<u>H.Ec.+</u> <u>Nurs-</u> <u>ing</u>	<u>Bus-</u> <u>iness</u>	<u>Voca-</u> <u>tional</u> <u>Job</u> <u>Train-</u> <u>ing</u> <u>Skilled</u> <u>Crafts</u> <u>Manual</u>	<u>Total</u> <u>(n)</u>
Below 40 Young	Below H.S. Grad.	18	18	33	30	(33)
	H.S. Grad.	21	19	40	19	(42)
	Some College	62	8	17	12	(24)
	Total Below 40	30	16	32	21	(99)
40-59 Middle	Below H.S. Grad.	20	20	26	34	(64)
	H.S. Grad.	21	13	41	24	(29)
	Some College	52	4	26	19	(27)
	Total 40-59	27	15	30	28	(120)
60 and Over Old	Below H.S. Grad.	13	13	29	45	(38)
	H.S.Grad. and Over	20	40	20	20	(15)
	Total 60 and Over	15	21	26	38	(53)
Total Educa- tion	Below H.S. Grad.	18	18	29	36	(135)
	H.S. Grad.	20	20	39	21	(82)
	Some College	55	7	20	18	(55)
	Total All Subjects	26	16	30	28	(272)

a. $\chi^2=48.2$ $c=.39$ $df=21$ significant at .001

A2.7 Evaluations of college features

This section contains the analyses of reactions to the experimental college plan, except for a special analysis of interracial attitudes found in Section A2.8. The six tables follow the general order of presentation in the interview, beginning with a description of the experimental college presented to the respondent on a card (also read aloud by the interviewer), and followed by the questions summarized in the tables of this section.

Table A2.7.1 shows a relationship between age and education to six different features of the college. Significant age-education differences were obtained only for attitudes toward rural-urban integration and race integration. Highly educated people in general were more inclined to accept racial and rural-urban integration than those without high school degrees. The approval percents for all subjects ranged from a low of 73% ("location") to a high of 88% ("courses"), indicating little verbal opposition to any of the specific concepts as presented.

Table A2.7.2 presents three questions, each a different kind of response to the idea of the college taken in its entirety. Again, response approval was high (from 72% to 89%). There were no significant differences obtained for age and education.

Table A2.7.3 shows that responses to the open question (although small) were mainly age-related. Those below 40 were more apt to mention programs, or to respond generally, vaguely, or not at all. The greater specificity of responses among the younger group suggests the question was better defined and more meaningful to them.

"Features liked least" are presented in Table A2.7.4. Differences were not significant for age and education, and 65% of the respondents answered in vague, general terms or did not answer at all. Comparing the "liked least" and "liked best" total percents, "location and size" received 13% best, 3% least; "interpersonal aspects," 11% best, 13% least; "courses," 49% best, 4% least; "costs," 3% best, 16% least; "general and vague," 15% best, 52% least; "no response," 9% best, 13% least.

Table A2.7.5 shows that the majority of respondents thought the experimental college was a necessary idea, particularly among the younger, better educated groups. Respondents were not usually specific in stating why. The most common answer was that the area needed more colleges, a response which was really unrelated to experimental college features. Most of the "good for community" replies were similarly unrelated. "Help the poor" replies were mainly oriented toward student socio-economic characteristics and financial aid, but only 15% of all respondents fell in that category. The chief reason for thinking that the college was not necessary in all groups was that the people thought there were enough colleges in the area already. This reason was more often given by older respondents.

The replies to this question suggest that although most respondents were in favor of the experimental college ideas, their reasons for approval or disapproval were more related to their feelings about higher educational needs in general, and leaves some doubt about support for the experiment, regardless of support for the concepts. It is important, however, to know that the concepts were approved, since this at least indicates that if the implementations were not too costly, there would not be much resistance to the plan.

Table A2.7.6 presents three questions about tax approval, and two about vote support, elicited at different stages of the interview. Each of the tax questions asked the respondent to indicate whether he would pay extra taxes in support of a two-year college. Question 37 was asked following the section on approving a traditional two-year college; therefore, it is related to the respondents feelings about local needs for higher education for local youth. Both age and education were associated with this item, with younger persons and better educated persons more likely to support the idea. For all respondents, 66% gave endorsement.

Question 39 followed the presentation of the suggestion that some students might come from outside the county. Total endorsement dropped from 66% to 46%, and relationship for age and education changed. For the non-high school graduates, younger persons were still more likely to support the idea; however, for the high school graduates, older persons were more likely to support the idea. Taken as a group, the college-educated were more likely to support the idea than the other educational groups regardless of age level.

Question 64 followed the presentation of the experimental college, including questions to elicit reactions to the experimental college features (most of which had elicited favorable responses; see preceding sections A2.7.1 through A2.7.5). Total approval increased to 72%. Age and education differences were less pronounced, and were observable for those who had not graduated from high school. As before, younger persons of this group were more approving than older persons. Favorable responses to this item may have been increased by the need for response consistency, since most respondents had been expressing approval of the various college features, and it would probably have seemed inconsistent to them to express an unwillingness to support these approvals. The last section of Chapter 3 was devoted to a more detailed analysis of the tax question.

The two "vote" questions were non-significant for age and education. The total approval percents, however, were consistent with those tax questions they were adjacent to in the interview. 60% said they would vote for a traditional college with some students outside the county and this increased to 81% following the interview section on the experimental college.

Table A2.7.1 Expressions of approval for features of the experimental college pre-coded questions (46-51).

		<u>Loca- tion</u> (Q46)	<u>Size</u> (Q47)	<u>Courses</u> (Q48)	<u>Coed</u> (Q49)	<u>Rural- Urban</u> (Q50)	<u>Race</u> (Q51)	<u>Total</u> (n)
	Below H.S. Grad.	79	80	90	87	87	70	(40)
Below 40 Young	H.S. Grad.	77	82	96	85	77	81	(47)
	Some College	75	74	92	92	83	88	(25)
	Total Be- low 40	77	80	94	88	82	79	(112)
	Below H.S. Grad.	78	79	89	78	67	60	(76)
40-59 Middle	H.S. Grad	60	84	86	83	77	65	(35)
	Some College	76	92	86	93	86	77	(29)
	Total 40-59	73	84	88	82	74	66	(140)
	Below H.S. Grad.	64	88	81	76	66	62	(60)
60 and Over Old	H.S. Grad.	77	100	84	92	92	92	(13)
	Some College	78	100	78	100	100	78	(9)
	Total 60 and Over	68	91	81	81	74	68	(82)
	Below H.S. Grad.	73	84	86	79	71	63	(176)
Total Educa- tion	H.S. Grad.	71	85	90	85	79	77	(95)
	Some College	76	86	87	94	87	82	(63)
	Total All Subjects	73	84	88	84	76	70	(334)
	Chi-Square	15.62	7.16	17.88	19.21	25.59	25.74	
	c Coeffic- ient	.21	.16	.23	.22	.27	.27	
	df	14	14	14	14	14	14	
	Signific- ance Level	No	No	No	No	.05	.05	

Table A2.7.2 Expressions of approval for the idea of the experimental college as a whole, questions 59, 60, 63 (percents)^a.

		Would attend or send child <u>(Q.59)</u>	A good idea <u>(Q.60)</u>	A necess- ary idea <u>(Q.63)</u>
	Below H.S. Grad.	92	100	82
Below 40 Young	H.S.Grad.	100	96	84
	Some College	88	92	79
	Total Bel- ow 40	95	96	82
	Below H.S. Grad.	84	85	67
40-59 Middle	H.S.Grad.	97	89	67
	Some College	76	82	76
	Total 40-59	86	85	69
	Below H.S. Grad.	84	80	62
60and Over Old	H.S.Grad.	85	91	69
	Some College	89	100	71
	Total 60 and Over	85	84	64
	Below H.S. Grad.	86	87	84
Total Educa- tion	H.S.Grad.	97	92	76
	Some College	83	89	77
	Total All Subjects	88	89	72

^a. None of the chi-square tests were significant.

Table A2.7.3 Summary of features of the college given as being most liked in response to the open question: "What is it you like most about this college?" (percents)^a.

		<u>Locat- ion and Size</u>	<u>Inter- per- sonal Aspects</u>	<u>Cour- ses</u>	<u>Costs</u>	<u>Gen- eral</u>	<u>No Resp.</u>	<u>Total (n)</u>
Below 40	No educ.	20	15	50	5	0	10	(40)
	Med.- Hi Educ.	24	15	43	3	12	3	(72)
	Total	22	15	46	4	8	5	(112)
40 and Over	Lo Educ.	10	11	47	1	19	12	(136)
	Med.- Hi Educ.	6	5	58	7	17	7	(86)
	Total	8	9	51	3	18	10	(222)
Tot- al Educ.	Lo Educ.	12	12	48	2	15	12	(176)
	Med- Hi Educ.	15	9	51	5	15	5	(158)
	Total	13	11	49	3	15	9	(334)

a. Chi²=27.94, c=.29 df=9 Sig. .01

Table A2.7.4 Summary of features of the college given as being least liked in response to the open question: "What is it you like least about the college?" (percents)^a.

		<u>Locat- ion and Size</u>	<u>Inter- Per- sonal Aspects</u>	<u>Cour- ses</u>	<u>Costs</u>	<u>Gen- eral</u>	<u>No Resp.</u>	<u>Total (n)</u>
	Below H.S. Grad.	5	12	12	8	45	18	(40)
Bel- ow 40 You- ng	H.S. Grad. and Over	7	11	8	8	54	11	(72)
	Total Below 40	6	12	10	8	51	13	(112)
	Below H.S. Grad.	1	15	2	16	52	14	(136)
40 and Over	H.S. Grad. and Over	3	10	6	16	55	9	(86)
	Total 40 and Over	2	13	4	16	53	12	(222)
	Below H.S. Grad.	2	14	5	14	56	15	(176)
Tot- al Ed- uca- tion	H.S. Grad. and Over	5	11	7	13	54	10	(158)
	Total All Sub- jects	3	13	6	13	52	13	(334)

^a.The Chi-square test was not significant.

Table A2.7.5 Reasons given for the experimental college being necessary, or not necessary, in response to an open question. (percents) ^a.

		<u>COLLEGE IS NOT NECESSARY</u>		
		<u>Have Enough Colleges</u>	<u>Race Inter- gration</u>	<u>Other Costs, ect.</u>
Below 40 Young	Below H.S. Grad.	10	2	.3
	H.S. Grad.	13	0	2
	Some College	20	0	0
	Total Below 40	13	1	2
40-59 Middle	Below H.S. Grad.	20	3	8
	H.S. Grad.	23	3	6
	Some College	3	0	17
	Total 40-59	17	2	9
60 and Over Old	Below H.S. Grad.	28	2	3
	H.S. Grad. and Over	23	4	0
	Total 60 and Over	27	2	2
Total Educa- tion	Below H.S. Grad.	20	2	5
	H.S. Grad.	18	2	3
	Some College	13	0	8
	Total All Subjects	18	2	5

^a. No Chi-square analysis was done for this computation.

Table A2.7.5 cont.

<u>COLLEGE IS NECESSARY</u>				<u>NO RESPONSE</u>	<u>TOTAL</u>
<u>Need More Colleges</u>	<u>Good for Community</u>	<u>Help the Poor</u>	<u>Other Vague</u>		<u>(n)</u>
28	8	12	12	25	(40)
23	11	19	12	25	(47)
28	12	16	12	12	(25)
26	10	16	14	18	(112)
18	14	14	9	13	(76)
20	20	11	17	0	(35)
7	21	21	17	14	(29)
16	17	15	14	10	(140)
25	17	10	3	12	(60)
14	14	27	4	14	(22)
22	16	15	4	12	(82)
23	14	12	8	15	(176)
20	15	18	16	8	(95)
17	16	19	13	14	(63)
21	14	15	12	13	(334)

Table A2.7.6 Summary of responses given to three questions about tax support, and two about vote support, elicited at different phases of the interview. (percents)

		<u>TAX APPROVAL</u>			<u>VOTE APPROVAL</u>		
		Tradit- ional College (Q37)	Tradit- ional plus Out- siders (Q39)	Experi- mental College (Q64)	Tradit- ional plus Out- siders (Q41)	Experi- mental College (Q65)	Tot- al (n)
Bel- ow 40 You- ng	Below H.S. Grad.	69	50	76	57	89	(40)
	H.S. Grad.	73	40	81	64	82	(47)
	Some College	88	67	83	80	92	(25)
	Total Below 40	75	50	78	65	87	(112)
40- 59 Mid- dle	Below H.S. Grad.	60	37	65	59	75	(76)
	H.S. Grad.	70	61	79	64	79	(35)
	Some College	82	61	82	76	89	(29)
	Total 40-59	67	48	72	64	79	(140)
60 and Over Old	Below H.S. Grad.	43	30	55	47	71	(60)
	H.S. Grad.	58	69	75	50	75	(13)
	Some College	75	62	100	57	100	(9)
	Total 60 and Over	49	40	63	47	75	(82)
Tot- al Ed- uca- tion	Below H.S. Grad.	57	37	64	54	77	(176)
	H.S. Grad.	71	52	80	61	80	(95)
	Some College	84	63	85	75	91	(63)
	Total All Subjects	66	46	72	60	81	(334)
	Chi-square	24.4	22.2	17.8	12.64	9.86	
	C	.27	.26	.23	.20	.17	
	df	7	7	7	7	7	
	Sig.	.001	.01	.05	No	No	

A2.8. Contact, information, attitudes and acception indicators of Clinton County residents toward Negroes

This section has two tables summarizing seven variables that reflect the experiences, knowledge, and attitudes concerning Negroes that Clinton County residents described to the survey interviewers. All but one of the variables were responded to differentially according to age and education of interviewee, and in a predictable way. Those with more education generally had more contact, knew more about, were more favorably disposed toward, and were more accepting of interactions with Negroes.

Table A2.8.1 describes amount of contact, and the ability to give names of Negroes respected and admired as well as Negroes "not thought highly of." Personal contact with Negroes had been experienced most by those with some college education regardless of the age of the interviewee (more than 50%, as compared with about 15 to 20% for those below the college level). For all respondents, only about one-fourth (24%) had experienced personal friendship with a Negro.

Differences in abilities to name Negroes (a) admired, and (b) "not thought highly of" appeared to reflect a general awareness of the names of Negroes rather than an indicator of liking or disliking. The abilities were patterned very similarly among the age and education groupings. In general, more respondents were able to name Negroes they admired than those they did not (62% vs 36%); however, for those below the high school graduation level the percentages were 44% admire to 23% not admire, for high school graduates 76% admire to 37% not admire, for those with college experience 89% admire, 69% not admire. In keeping with the news of the day, Dr. Martin Luther King was the most frequently mentioned admired Negro; Cassius Clay and Stokely Carmichael were most mentioned as "not thought highly of" (although both were also mentioned as admired by some respondents).

Table A2.8.2 summarized four attitudinal measures. The first was a scale based upon six Likert-type social distance questions (Items 82 through 87).¹ The scale division into unfavorable, neutral, and favorable was on the basis of item face validity and research judgment, but should approximate a more empirical approach. 62% of all subjects expressed favorable attitudes toward Negroes. The college-experienced group fell well above the other two education groupings (83% favorable, as compared with 62% for high school graduates, 52% for those below). No age differences were obtained.

The second measure was a summary of five items adopted from the questionnaire given to the student response groups, concerning attitudes toward integrated living in college. Division of the scale scores into unfavorable, neutral, and favorable was based on findings of the student survey (see Appendix B) although the items were not worded identically, and this may have resulted in a bias

¹ See Appendix C2 for the interview schedule, Page 7.

toward favorable attitudes.¹ 69% of all respondents expressed favorable attitudes. These were associated with educational differences, as follows: college, 92%; high school graduate, 70%; below, 60%. Age differences were not obtained.

The last two measures concerned interaction with Negroes. The first was an open question, and asked how the respondent would feel about having his children in college with children of other races. This somewhat anachronistic question (in fact, almost all colleges were then integrated) resulted in a favorable response of 78%. There were no significant group differences, but educational differences were similar to those obtained for other items (college, 89%; high school graduate, 77%; lower, 73%). The second of these measures asked, "would you let your son or daughter, or would you yourself, bring friends home from this college?" Again the differences were aligned with educational level, not age. For those who would accept home visits, the findings were: college, 90%; high school graduate, 82%; below, 65%.

To summarize this section, although only 24% of the respondents reported any personal contact with Negroes, 62% could name Negroes they admired (as contrasted with 36% who could name Negroes they did not think highly of), 62% held favorable attitudes toward Negroes generally, 69% approved of integration in college, 78% approved of their own children being in an integrated college setting, and 74% would invite Negro college students to visit in their homes. Because these experiences, facts, and attitudes were so consistently associated with educational differences they may be assumed to reflect a fairly consistent dimension of acceptance expressed by at least two-thirds of all those interviewed, but which, for most, was held in an abstract sense; that is, without any direct experiential basis. Such attitudes could be assumed to be relatively unstable, and susceptible to influence through media and through direct experiences.

1. The student items linked attitudes toward integration with probable college attendance. The household survey items linked these attitudes with whether they were "all right," or generally acceptable.

Table A2.8.1 Contact with Negroes, and knowledge of names of prominent Negroes. (percents)

		Had Per- sonal Cont- act <u>(Q76)</u>	Nam- ed Negroes Res- pected <u>(Q80)</u>	Nam- ed Negroes Dis- liked <u>(Q81)</u>	Total <u>(n)</u>
Below 40 Young	Below H.S. Grad.	21	38	22	(40)
	H.S. Grad.	21	84	41	(47)
	Some College	56	92	72	(25)
	Total Below 40	29	70	42	(112)
40-59 Middle	Below H.S. Grad.	16	47	19	(76)
	H.S. Grad.	20	69	36	(35)
	Some College	55	89	78	(29)
	Total 40-59	33	61	36	(140)
60and Over Old	Below H.S. Grad.	12	45	28	(60)
	H.S. Grad.	8	67	25	(13)
	Some College	33	78	33	(9)
	Total 60 and Over	14	53	28	(82)
Total Educa- tion	Below H.S. Grad.	16	44	23	(176)
	H.S. Grad.	19	76	37	(95)
	Some College	52	89	69	(63)
	Total All Subjects	24	62	36	(334)
Chi-square=		51.6	50.6	50.5	
c=		.37	.37	.37	
df=		14	7	7	
Significant=		.001	.001	.001	

Table 2.8.2 Expressions of approval of Negroes and of interactions with Negroes, summarized for four variables. (percents)

		Favor- able to Negroes (Q82-87)	Favor- able to College Inte- gration (Q52-56)	Approve, own Child- ren Inte- grated (Q57)	Ap- prove Negro Visits (Q62)	Total (n)
Below 40 Young	Below H.S. Grad.	58	65	75	68	(40)
	H.S. Grad.	67	72	67	78	(47)
	Some College	88	88	88	96	(25)
	Total Below 40	69	73	75	78	(112)
40-59 Middle	Below H.S. Grad.	50	54	76	68	(76)
	H.S. Grad.	60	63	86	91	(35)
	Some College	79	92	86	85	(29)
	Total 40-59	59	64	88	75	(140)
60 and Over Old	Below H.S. Grad.	51	64	67	59	(60)
	H.S. Grad.	50	85	84	73	(13)
	Some College	88	100	100	100	(9)
	Total 60 and Over	55	71	74	69	(82)
Total Educa- tion	Below H.S. Grad.	52	60	73	65	(176)
	H.S. Grad.	62	70	77	82	(95)
	Some College	83	92	89	90	(63)
	Total All Subjects	62	69	78	74	(334)
	Chi-square=	37.6	37.7	21.1	22.2	
	c=	.33	.32	.25	.26	
	df=	14	14	14	7	
	Significant=	.01	.01	No	.01	

APPENDIX B

Description of Scales and Indices

Appendix B

Scales for Rating Education, Socioeconomic Status, and College Integration Acceptance

1. The Education Scale

Differences in educational level have been found to underlie differences in attitudes and behavior which on first analysis seemed due to other factors. Stouffer (1955, pp. 91ff.), for example, found that educational differences among generations explained much of the variation in willingness to tolerate non-conformity, which appeared superficially to be attributable to age alone. Considering the predominant role assigned education in our society as a means of social and technological preservation and change, and for individual status mobility, educational differences should be expected whenever marked status, attitudinal, or behavioral differences exist (see, for example, the discussion by Williams, 1963, pp. 120-121; 282-322).

A seven-point scale was adopted, which is similar to one employed by Hollingshead and Redlich (1958, p. 381):

- (1) Education beyond the four-year bachelor's degree; i.e., a fifth college year or more, whether or not leading to an advanced degree.
- (2) A standard four-year college or university degree.
- (3) Completion of a year or more of college, but no matriculation.
- (4) High school graduation actually scored as completing four years of high school.
- (5) Some high school, scored as completion of grade ten and eleven, but not grade twelve.
- (6) Some or all junior high school, scored as completion of grades seven, eight or nine.
- (7) Less than seven years of school.

2. The Occupational Status Scale

The rationale for the use of this scale was expressed by Hollingshead and Redlich (1958, page 391), as "the assumption that occupations have different values attached to them by the members of our society. The hierarchy ranges from the low evaluation of unskilled physical labor, toward the more prestigious use of skill, through the creative talents, ideas and management of man. The ranking of occupational functions implies that some men exercise control over the occupational pursuits of other men. Normally, a

person who possesses highly trained skills has control over several other people [or] . . . may be responsible for decisions affecting thousands of others."

Warner, et al (1949) did the classic work on the evaluation of status and gives a cogent discussion on the development of his occupational rating scale (pages 132-141) which is similar to Hollingshead and Redlich's general statement; but considerably more detailed. Basically, it was Warner's seven-point scale which was adapted for this study, as follows:

- (1) First level professionals (such as doctors, lawyers, professors, architects, etc.), owners of "very large" businesses (valued at over \$100,000), executives and proprietors of large financial or industrial concerns, and "gentleman farmers" (who own large farms but who do none of the work themselves).
- (2) Second level professional (such as high school teachers, librarians, registered nurses, etc.), owners of "large" businesses (valued at \$30,000 to \$100,000), higher level management, clerical, sales and public officials (accountants, executive assistants, real estate salesmen, etc.), owners of "large farms" (farms with employees, but where the owners take an active role in the farming).
- (3) Third level professional and semi-professional (elementary school teachers, library assistants, etc.) owners of "above-average size" businesses (valued between \$10,000 and \$30,000), lower-to-middle level business management, upper-middle level clerical, sales, and public officials, and highest level manual (e.g., contractors).
- (4) Owners of "average size" businesses (valued between \$3,000 and \$10,000), lower-middle level clerical and sales (stenographers, mail clerks, dry goods sales people, etc.); upper-level manual (skilled self-employed, or factory foremen), "very skilled" service or protective workers (sheriffs, dry cleaners, etc.).
- (5) Owners of "small businesses" (valued between \$1,000 and \$3,000), lower level clerical and sales (store clerk, beauty operator, switchboard operator, etc.), "skilled" manual workers (carpenters, electricians, etc.), "skilled" protective or service workers (butcher, laborer, seamstress, practical nurse, etc.), tenant operators or owners of small farms and farm foremen.
- (6) Owners of "very small businesses" (valued at less than \$1000), semi-skilled manual workers (assistants to carpenters, plumbers, etc.), semi-skilled service workers (truck or cab drivers, waitresses, etc.).

- (7) Unskilled manual work (laborers, migrant workers, miners, janitors, scrubwomen, migrant farm workers, etc.).

The assignment of status ranks to farm occupations was a difficult one, and it is possible that the ranks for large farm owners were set too high, considering the movement from rural to urban occupations during the seventeen years since Warner's book was published. Reiss (1961) assigned farmers and farm managers a relatively low position (14 to 36 out of a 100-point scale) equivalent to a rank of 5 or 6 on the scale employed, and did not discriminate owners of large farms in a separate higher category. The operation of large, modern, consolidated farms, however, requires a heavy investment in equipment and complex managerial skills, aspects which are consistent with attributes assigned to higher status levels. Misplacement, therefore, is probably more one of degree than of radical dislocation, and one of failing to provide intermediate status positions (which would have required, of course, more detailed instructions). The respondent was required to choose among four categories to which status ranks 1, 2, 5 and 7 were later assigned. Those who were uncertain, and chose randomly between the second and third alternatives, would therefore bias the status rank upward relative to other occupational categories. The analysis of status ranks for each occupational category (see Figure 2.2.4.1,) suggests that such a bias may have occurred.

It had been originally anticipated that the occupational status item would present difficulties for high school respondents, but pre-test results were reassuring. Students reported very little difficulty in comprehending or responding.¹ However, as a further check, this item was presented twice; the first time to get an assessment of student status aspiration (items 1 and 3, pages 1 and 2, Questionnaire). Students were first asked to write in their future occupational choice, then asked how certain they felt about their choice (Item 2), then asked to locate the choice (as closely as possible) on the occupational check list (Item 3). Items 1 and 3 were scored independently and then combined into a single score, with Item 1 (write in) taking priority if the two were in conflict.² A record was kept as to how each response was scored. The results were:

(1) Scoring for Items 1 and 3 was the same:	73%
(2) Item 1 scorable, Item 3 not scorable:	12%
(3) Item 1 not scorable, Item 3 scorable:	13%
(4) Neither Item 1 nor 3 scorable:	<u>2%</u>
	100%

¹At the end of the appendix is a reproduction of page 12 of the Questionnaire, which includes all of Item 34. Status ranks are coded on the right side of the page.

²Complete information about item scoring can be found in the Code Book: Student Survey for Planning a Community College. Appendix C-1, pp. 2 and 7.

The fact that 73% of the cases were in agreement on the open-ended and check list versions of the same questions indicates that the check list was intelligible to the large majority of respondents. It does not, of course, indicate how well these same respondents understood and can describe the jobs of their fathers or mothers.

3. The College Integration Acceptance Scale

This is basically a social distance scale, but with the additional dimension of anticipated college attendance keyed to each statement. The items were complex, and went through three pre-testings before a format and a wording was established which yielded a satisfactory range of responses. Guttman scale analysis was used to determine scale reproducibility, and intensity analysis to establish the cutting point between favorable and unfavorable attitudes.^{1, 2} Intensity was determined by the two-part method (that is, intensity was measured separately from content).

The five content items³ were scaled, yielding a R (reproducibility coefficient) of .91⁴ and a MMR (marginal reproducibility coefficient) of .60, indicating satisfactory scale properties. Intensity statements were not scaled, but were simply summated, with quasi-scale properties assumed subject to later verification.⁵

Although final content scaling was on a sub-sample of 200, scale and intensity analysis was done for all respondents. Separate content and intensity scores were calculated for each respondent, and were cross-tabulated in a content-intensity

¹Social distance items typically fall into a Guttman scale pattern; i.e., ordinal and cumulative (Oppenheim, 1966, p. 144).

²The basic reference work for scale analysis is Guttman (1950); for intensity analysis, Suchman (1950) and Suchman and Guttman (1947). The actual scaling of content was accomplished on a sample of 200 cases, using a technique developed by Waisanen (1960). A discussion and further application of these procedures can be found in Felty (1965, pp. 44-48, 77-79, and 84-98). Useful discussions may be found in Green (1954), Edwards (1957), Riley et al (1954), and Oppenheim (1966, pp. 143-151).

³These items are reproduced at the end of this appendix.

⁴Earlier pretest scaling with a group of 95 high school sophomores (in residence at SUCP during summer 1966) had yielded a R of .89 for the final items revision. This suggests that the R for these items is reasonably stable for different groups.

⁵A number of studies have shown that intensity items typically form a quasi-scale when content items form a scale (see discussion by Felty, 1965, p. 47). Verification can be logically assumed if, when intensity is plotted against content, the resulting curve is U or J-shaped, as expected.

matrix. Absolute percentiles were calculated in Table B1¹, and reinterpreted as a curve for absolute percentiles in Figure B1.¹ Table B2 summarizes the interpretation of this curve. This analysis suggests that, in relation to attitude intensity, the majority of respondents approve of integrated living (55%) or are not really very involved with the issue (33%), and that only about 12% feel that integrated living would cause them to reject attending a college even if other aspects of the college meet with their approval.

Based upon the analyses of Table B1 and Figure B1, the 15-point scale was coded into a seven-point scale, and new scale scores assigned each respondent. The recoded scale scores were the ones used throughout for various analyses.

- (1) Moderate to strong rejection of integrated living (raw score of 0-6, about 11% of the respondents).
- (2) Weak rejection of integrated living (raw score of 7 or 8, about 16% of the respondents).
- (3) In-between or undecided about acceptance of integrated living (raw score of 9, about 17% of the respondents).
- (4) Weak to moderate acceptance (raw score of 10, about 27% of the respondents).
- (5) Moderate acceptance (raw score of 11 or 12, about 12% of the respondents).
- (6) Strong acceptance, or even preference, for integrated living (raw score of 13 or 14, about 8% of the respondents).
- (7) Definite preference for integrated living over segregated living (raw score of 15, about 9% of the respondents).

¹The pronounced slope of the curve is due in part to a weighting factor for intensity scores, which assigned a weight of 2 to endorsement of the most extreme intensity position, rather than the 4 originally assigned, a decision made after analysis of pretest data. Without weighting the curve is similar, but more dish-shaped.

Table B1 Cross-tabulation of content and intensity for the five items of the College Integration Acceptance Scale^{a,b,c,d}

Intensity Rank	Content Rank									Total Frequency	Cum. Percent
	1	2	3	4	5	6	7	8	9		
(high)											
8	7	6	4	3	3	34	8	18	59	142	100
7	<u>6</u>	4	10	10	20	25	15	34	<u>16</u>	140	92
6	4	16	26	34	21	14	39	12	3	169	83
5	3	<u>11</u>	13	35	19	17	12	<u>15</u>	1	126	73
4	3	9	<u>24</u>	27	78	<u>215</u>	<u>64</u>	41	39	500	65
3	-	1	10	<u>39</u>	<u>61</u>	68	21	9	2	211	35
2	1	3	22	71	51	41	20	10	1	220	22
1	-	4	15	35	31	41	10	10	1	147	9
(low)											
	24	54	124	252	284	455	189	149	122	1655	Total Freq.
	1	5	12	22	45	72	84	93	100		Cumulative %
	1	3	8	17	34	58	78	88	96		Mdn Content %
	84	72	54	28	35	54	55	67	91		Mdn Intensity %

^aAll percentile figures are rounded to the nearest whole number.

^bFormulas for computing median content percentiles and median intensity percentiles for each content category may be found in Suchman (1950, p. 226) and Felty (1965, p. 96).

^cThe total number of 1,655 does not include the NYHS group, which was included subsequent to this analysis. It also excluded all respondents who failed to answer any of the five content or five intensity items, thus causing approximately 20% shrinkage.

^dUnderlined figures in the Table contain the median intensity score for a given content rank.

Figure B1 Curve of intensity over content for the five items of the College Interpretation Scale.

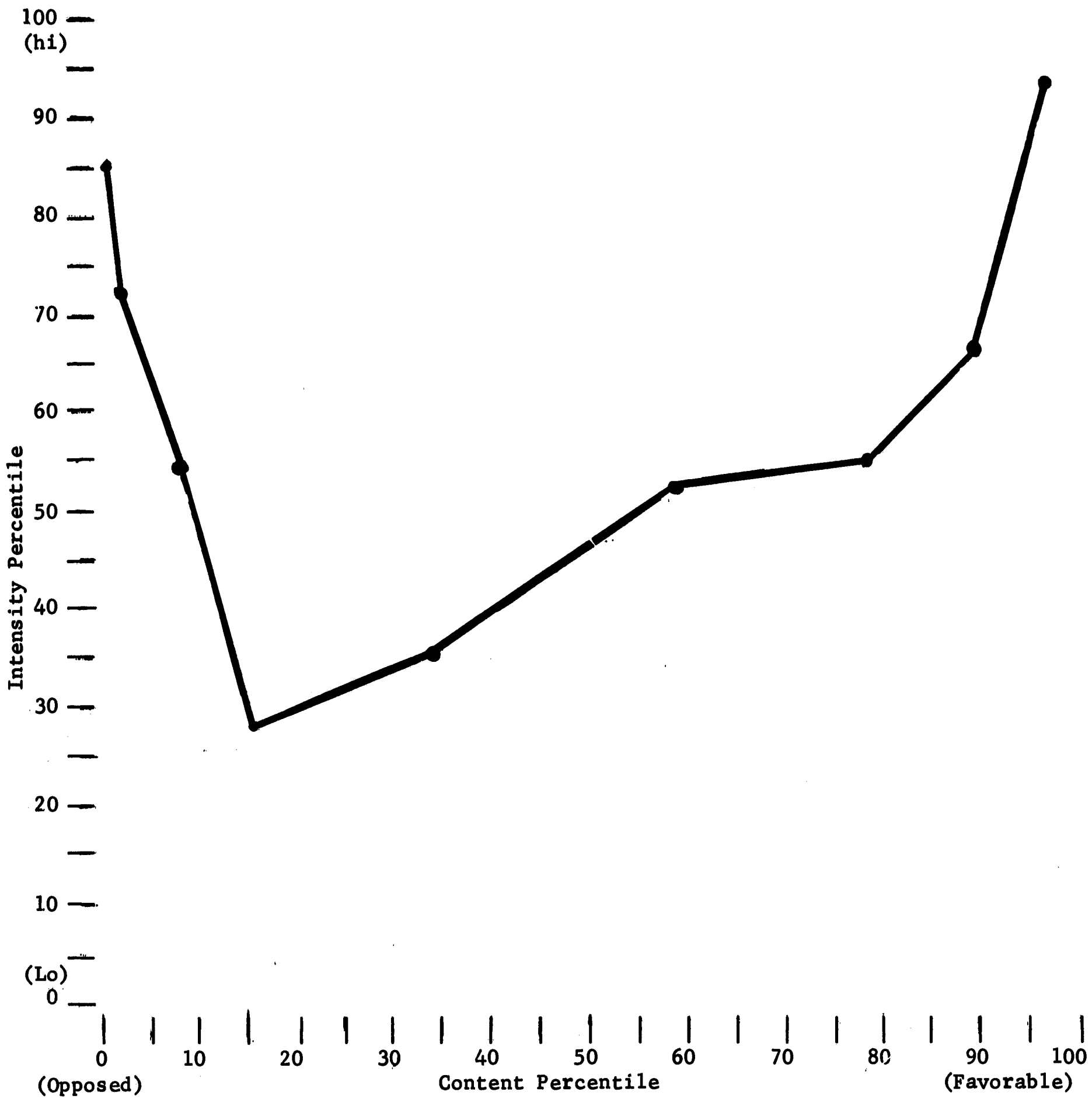


Table B2 Interpretation of data from Figure B-1

<u>Content Score</u> <u>(0-15)</u>	<u>Category Label</u>	<u>Percent in</u> <u>Category</u>	<u>Combined</u> <u>Percents</u>
0-4	Definitely reject (non-attenders)	5%	
5, 6	Probably reject (non-attenders)	7%	12%
7-9	In-between (attendance uncertain) ^a	33%	33%
10-12	Probably accept (attenders)	39%	
13-15	Definitely accept (attenders)	16%	55%

^aThe "in-between" group are those cases falling approximately in that segment of the curve falling below the 42nd or 43rd intensity percentile, the area containing the "Ø-point" of intensity of feeling about the issue.

Reproduction of Item 34 for occupational category and status.

34. Please look at the list below and check the occupation which best describes the work of the chief wage earner in your family.

CHECK ONLY ONE

FARMING

- large farm owner (has employees who do all the farm work for him).....()
- farm owner or manager (works his own farm and also has employees).....()
- farm foreman, tenant farmer, or small farm owner.....()
- farm worker or laborer.....()

PROTECTIVE AND SERVICE WORK

- very skilled, (such as railroad engineer, dry cleaner, sheriff, etc.)()
- skilled, (such as butcher, barber, policeman, seamstress, cook, practical nurse, housekeeper, etc.).....()
- semi-skilled (such as taxi, bus or truck driver, waiter or waitress, etc.).....()
- other (such as janitor, scrubwoman).....()

MANUAL WORK

- contractor (for construction jobs, buildings, etc.).....()
- factory foreman, or self-employed skilled worker (electrician, etc.)..()
- skilled worker (carpenter, electrician, timekeeper, etc.).....()
- semi-skilled worker (such as carpenter's or plumber's assistant).....()
- other manual work (such as miner, assembly-line worker, etc.).....()

CLERK, OFFICE OR SALES WORK

- certified accountant.....()
- real estate or insurance salesman, accountant, etc.....()
- bank clerk, executive secretary, telephone supervisor, car salesman, etc.....()
- stenographer, bookkeeper, etc.....()
- store clerk, beauty operator, telephone operator, etc.....()

BUSINESS MANAGEMENT OR PUBLIC OFFICIAL

- general manager of a large corporation or business.....()
- manager of an office or department of a large business, executive assistant, or other high management job.....()
- assistant office manager, departmental assistant, or other middle management job.....()

BUSINESS OWNER

- very large business (valued at over \$100,000).....()
- large business (valued between \$30,000 and \$100,000).....()
- above average size business (valued between \$10,000 and \$30,000).....()
- average size business (valued between \$3,000 and \$10,000).....()
- small business (valued between \$1,000 and \$3,000).....()
- very small business (valued at less than \$1,000).....()

Reproduction of Item 34 - Continued

PROFESSIONAL WORK

- doctor or dentist, lawyer, professor, judge, architect, scientist, veterinarian, high school superintendent, etc.....()
- registered nurse, librarian, high-school teacher, chiropractor, college-trained minister, undertaker, grade-school superintendent.....()
- social worker, grade-school teacher, minister (no special training), library assistant, etc.....()

OTHER

(Please state occupation, if not located above)

Reproduction of Items 15 through 20, the College Integration Acceptance Scale

If you were to live at this college you would sometimes be with students who differ from you in color, since about three out of four of the students would be white, and one out of four Negro.

Some different ways for students to be together are stated below. For each one, you are asked to indicate your interest in going to this college. In choosing your answer, suppose that the college was about right for you in other ways--that money was not a big problem, that the courses were the right ones, and that you were satisfied with the location.

Please do not mark in the column headed "Question 20" until you have answered questions 15 thru 19

15. Suppose that you were expected to attend classes with students of another color--would you be likely to go to this college?

CHECK ONLY ONE

I would definitely go--I would much prefer to attend a college where the classes were racially mixed.....()

I would probably go--racially mixed classes are all right as far as I am concerned.....()

I might go--but I am not very interested in attending racially mixed classes.....()

I would probably not go--this plan does not really interest me.....()

16. Suppose that you were expected to live in the same building where students of another color were living--would you be likely to go to this college?

I would definitely go--I would prefer this kind of a living arrangement.....()

I would probably go--this arrangement would be all right with me.....()

I might go--but I am not sure I would like this sort of living arrangement.....()

I would probably not go--this plan does not really appeal to me.....()

17. Suppose that you were expected to eat meals with students of another color--would you be likely to go to this college?

17. (Continued)

I would definitely go--I would much prefer eating together with students of another color.....()

I would probably go--having meals with students of another color would be all right with me.....()

I might go--although I would usually prefer to eat with students of my own race.....()

I would probably not go--this kind of eating arrangement would not appeal to me very much.....()

18. Suppose that you were expected to mix with students of another color at the dances. Would you be likely to go to this college?

I would definitely go--I would much prefer going to parties and dances where there are students of another color.....()

I would probably go--going to parties and dances with students of another color is all right with me.....()

I might go--but I would usually prefer to attend parties and dances with students of my own race.....()

I would probably not go--going to racially mixed parties and dances would not appeal to me.....()

19. Suppose that you were expected to be the roommate of a student of another color than your own--would you be likely to go to this college?

I would definitely go--I would prefer a roommate of another color than my own.....()

I would probably go--rooming with a student of another color would be acceptable to me.....()

I might go--but I would really prefer to room with a student of my own race.....()

I would probably not go--this kind of rooming arrangement would not be acceptable to me.....()

20. In answering the five preceding questions (questions 15 thru 19), you probably were not always sure of which answer to choose. Still, because you were asked to answer every question, you had to choose some answer, even if it was a guess.

Now, for each of the questions numbered 15 thru 19, on pages 6 and 7, look back at the answer you chose. Decide if it is really important to you to answer the question in just the way you did, and how strongly you would probably defend this particular answer.

Then indicate your feeling about the answer by writing a number on the correct line in the column headed Question 20. Choose one of the numbers below, according to which one best agrees with how you feel. Do this for each question.

- 0 Just a guess. One of the other answers would be about as good.
- 1 Mostly a guess. I do not feel very strongly about my answer.
- 2 Fairly sure in some ways, but not so sure in other ways.
- 3 Quite sure. My thinking would not be likely to change.
- 4 Positive! Seldom have I felt so strongly about something.

APPENDIX C

Survey Instruments

APPENDIX C1 - Student Questionnaire

APPENDIX C2 - Clinton County Household Survey

APPENDIX C3 - Community Leadership Survey

APPENDIX C1

Student Questionnaire

SQ - 4

STATE UNIVERSITY OF NEW YORK, COLLEGE AT PLATTSBURGH



Office of Educational Research

A STUDENT SURVEY FOR PLANNING A COMMUNITY COLLEGE

Introduction:

The Research Foundation of the State University of New York is doing a study to find out what students think about two-year colleges, and what their plans are for the future for work and for study. You can help us to understand the educational needs of people your age by answering the following questions as honestly as you can.

The next two pages will describe the kind of community college that is being planned, and give directions for filling out the questionnaire. Please read these pages carefully before beginning the questions.

The answers you give will not be read by your teachers, and will in no way affect your grades. No one will see the answers except the research staff. You are not required to attach your name to the questionnaire.

Your help in this study is greatly appreciated.

After reading this page, turn to the next page and read the college description and the directions carefully before proceeding.

For their help with the administration of this questionnaire, the cooperation of the participating public and private high schools and colleges is gratefully acknowledged; however, it is understood that such cooperation in no way constitutes any endorsement of the particular ideas or concepts presented here, but rather indicates a general commitment to the improvement of education through a better understanding of the needs and interests of young people.

This questionnaire is part of a study being conducted by the State University of New York under a research grant from the Division of Adult and Vocational Research, U.S. Office of Education, P.L. 88-210, 4(c).

A DESCRIPTION OF A COLLEGE

YOUR ANSWERS CAN HELP

The following pages tell of an approach to college education that is somewhat different. Your help is needed to find out what you think about this idea and also to find out what your needs and interests are in respect to college in general.

The description is not of an existing college. It is rather an idea: a possibility. Your frank opinions about this idea are most welcome and necessary.

FEATURES OF THE COLLEGE

This would be a two-year coeducational community college of about 500 students, and in many ways it would be like other two-year colleges. Some courses would provide advanced training for a job, and at the end of two years the student would receive a degree or certificate which would help in getting the better job for which he or she had been preparing.

Other courses would be about the same as those usually taken in the first two years of a college program. The student who completed these courses would be able to transfer into a four-year college with credit for the first two years of study; that is, as a third-year transfer student.

Usually, two-year colleges serve only students who live nearby, and so they provide no living quarters and no meals. Because nearly all of the students come from the same community, they tend to be like each other in many ways. They have had many of the same kinds of experiences and share the same interests.

This college would be different. It would serve two different groups of students and it would provide living quarters and meals for many of them who are in need of financial help. One group of students would be from New York City, the other group from a rural county in Upstate New York. The students would differ from each other in respect to race and color, as well as in the kinds of experiences they have had and the interests they hold. They would live, eat and study together, and share in sports and social life.

WHERE THE COLLEGE WOULD BE LOCATED

The college would be located in a rural area in Upstate New York, 200 or more miles from New York City. It would be in or near a small city. The countryside would be hilly with farms and wooded areas. The main industries of the area would probably be farming, tourism, logging, or small manufacturing of various types.

DIRECTIONS

On the following pages there is a short questionnaire. It may take about 30 minutes to complete. Many of the questions offer several possible answers and you are asked to choose one, or sometimes more of these answers by placing a check inside the parentheses following each answer (✓). For some of the questions you will be asked to write in your own answer.

For most of the questions, you will be given directions in capital letters, such as, CHECK ONLY ONE; CHECK ALL THAT APPLY; CHECK ONE IN EACH LINE; or FILL IN THE ANSWER. Please note these directions carefully before answering the question.

If you are still not sure what this college would be like, read again the two sections before this one, headed: FEATURES OF THE COLLEGE, and WHERE THE COLLEGE WOULD BE LOCATED. They will tell you that this would be a two-year college that would offer training courses for jobs, as well as courses like those taught in the first two years of a regular four-year college. It would serve about 500 students. Some of them would come from a rural county and others from New York City. The college would provide living quarters and meals for students in financial need.

When answering, please remember these important directions:

1. Please answer each question according to how you, yourself actually feel. There are no "right" or "wrong" answers to these questions--we need your personal opinion.
2. Please answer all questions*, even if you are not sure what the answer should be. It is alright to guess.
3. Remember, your answers are completely confidential. No one will read them except for the research staff.

*However, feel free to omit any question which you find too personal or offensive for any reason. Also, you may omit any question which you feel your parents would not want you to answer.

Please turn to the next page and begin.

THE TWO-YEAR COLLEGE QUESTIONNAIRE 390375

1. For office use only

 Please do not write below

In deciding about going to a particular college, there are several things you might consider--such things as the courses and programs of the college, the costs of going there, how well you would enjoy living there, and how well it would help you in your long-range occupational plans.

1. First of all, looking ahead to a job, what kind of work do you plan to do when you have finished all your schooling? In the space below, write in what you plan to do.

C31
1

2. Some young people are very sure about the kind of work they want to do, and others are not at all sure but expect to decide at some later time. How sure do you feel about your occupational plans?

CHECK ONLY ONE

- Very sure - my mind is made up.....()
- Fairly sure - but I could change my mind later.....()
- Not sure - I am likely to change my mind later.....()
- Not at all sure - I have made no plans about a particular kind of job...()

2
 4
 3
 2
 1

3. Here is a list of different kinds of jobs. Please check the one kind of job which seems to best fit the kind of work you plan to do for a living after you have completed your education.

CHECK ONLY ONE

FARMING

- large farm owner (has employees who do all the farm work for him).....()
- farm owner or manager (works his own farm and also has employees).....()
- farm foreman, tenant farmer, or small farm owner.....()
- farm worker or laborer.....()

PROTECTIVE AND SERVICE WORK

- very skilled, (such as railroad engineer, dry cleaner, sheriff, etc.)....()
- skilled, (such as butcher, barber, policeman, seamstress, cook, practical nurse, housekeeper, etc.).....()
- semi-skilled, (such as taxi, bus or truck driver, waiter or waitress, etc)()
- other, (such as janitor, scrubwoman).....()

-continued on next page

3 - 1
 1
 2
 5
 7

3 - 2
 4
 5
 6
 7

CHECK ONLY ONE

C33-34
3 - 3

MANUAL WORK

- contractor (for construction jobs, buildings, etc.).....()
- factory foreman, or self-employed skilled worker (electrician, etc)()
- skilled worker (carpenter, electrician, timekeeper, etc.).....()
- semi-skilled worker (such as carpenter's or plumber's assistant)...()
- other manual work (such as miner, assembly-line worker, etc.).....()

3
4
5
6
7

CLERK, OFFICE OR SALES WORK

- certified accountant.....()
- real estate or insurance salesman, accountant, etc.....()
- bank clerk, executive secretary, telephone supervisor, car salesman, etc.....()
- stenographer, bookkeeper, etc.....()
- store clerk, beauty operator, telephone operator, etc.....()

3 - 4
1
2
3
4
5

BUSINESS MANAGEMENT OR PUBLIC OFFICIAL

- general manager of a large corporation or business.....()
- manager of an office or department of a large business, executive assistant, or other high management job.....()
- assistant office manager, departmental assistant, or other middle management job.....()

3 - 5
1
2
3

BUSINESS OWNER

- very large business (valued at over \$100,000).....()
- large business (valued between \$30,000 and \$100,000).....()
- above average size business (valued between \$10,000 and \$30,000)...()
- average size business (valued between \$3,000 and \$10,000).....()
- small business (valued between \$1,000 and \$3,000).....()
- very small business (valued at less than \$1,000).....()

3 - 6
1
2
3
4
5
6

PROFESSIONAL WORK

- doctor or dentist, lawyer, professor, judge, architect, scientist, veterinarian, high school superintendent, etc.....()
- registered nurse, librarian, high-school teacher, chiropractor, college-trained minister, undertaker, grade school superintendent..()
- social worker, grade school teacher, minister (no special training), library assistant, etc.....()

3 - 7
1
2
3

OTHER

(Please state occupation, if not located above)

3 - 8

4. Suppose that you were interested in going to the kind of college described before. Would you be more interested in liberal arts or professional courses to prepare you to transfer into a four-year college, or would you be more interested in vocational-technical courses to help you get a better job after completing the two-year college?

3 - 9

CHECK ONLY ONE

- More interested in liberal arts courses to prepare for transfer to a four-year college.....()
- More interested in professional courses (such as pre-engineering or pre-med) to prepare for transfer into a four-year college.....()
- More interested in vocational-technical courses to prepare for a job after two years of college.....()
- This college would not interest me at all.....()

4
1
2
3
4

3. Do not write below

C36-37

IF YOU EXPRESSED MORE INTEREST IN TWO-YEAR VOCATIONAL-TECHNICAL COURSES, PLEASE ANSWER QUESTIONS 5 AND 6. If not, go directly to the top of page 4.

5. What one course of study would interest you most?

CHECK ONLY ONE

FARMING AND FORESTRY COURSES

- 1.1 farm operation and management.....()
- 1.2 forest service.....()

5 - 1
1
2

SKILLED TRADE COURSES

- 2.1 plastics molding.....()
- 2.2 electrician, electrical repair.....()
- 2.3 radio, T.V. maintenance.....()
- 2.4 metal working.....()
- 2.5 machine operation.....()

5 - 2
1
2
3
4
5

PERSONAL SERVICE COURSES

- 3.1 nursing.....()
- 3.2 occupational therapy.....()
- 3.3 physical therapy.....()
- 3.4 police and corrections.....()
- 3.5 beautician.....()

5 - 3
1
2
3
4
5

TECHNICAL COURSES

- 4.1 computer operations.....()
- 4.2 engineering assistant.....()
- 4.3 mechanical drawing and drafting.....()
- 4.4 dental or medical technician.....()

5 - 4
1
2
3
4

BUSINESS-RELATED COURSES

- 5.1 business administration.....()
- 5.2 food services management.....()
- 5.3 secretarial skills and office management.....()
- 5.4 bookkeeping.....()

5 - 5
1
2
3
4

ART AND DESIGN COURSES

- 6.1 graphic arts--design, printing, photography.....()
- 6.2 T.V. studio productions.....()
- 6.3 theatre arts.....()
- 6.4 interior design.....()

5 - 6
1
2
3
4

OTHER

(Please state your interest)

6. What one other course of study would interest you, if the course you wanted first was not offered? Use the courses listed in Question 5. Write in the number of the course below, or check none if you have no second choice.

6

WRITE IN THE COURSE NUMBER OF YOUR SECOND CHOICE.....

or CHECK NONE, IF NO SECOND CHOICE.....none ()

4.

Do not
write
below

The next two questions are about college expenses.

C40

This college would pay most of the costs, except for clothes, books and supplies, and personal expenses. These might cost about \$750.00 during the school year. However, a student could work up to 15 hours per week doing small jobs around the college, and make as much as 600 dollars per year or even more if willing to work holidays and vacations.

Now, if this college offered the right kinds of courses for you, and it seemed the kind of place where you wanted to go to school, how would you plan to pay for books, supplies, clothes and other personal expenses?

7. About how much time could you plan to work while in college?

7

CHECK ONLY ONE

- none.....() 1
- no more than five hours per week (earning less than \$200 per year).() 2
- no more than ten hours per week (earning between \$200 and \$400 per year).....() 3
- as much as fifteen hours per week, but not during vacations (earning between \$400 and \$600 per year).....() 4
- as much as fifteen hours per week, and extra during vacations (earning between \$600 and \$1000 per year).....() 5

8. About how much money a year do you believe you could count on getting from your family, from your own savings, from friends or family friends, or from any other source you think you could count on?

8

CHECK ONLY ONE

- none.....() 1
- less than 100 dollars.....() 2
- between 100 and 200 dollars.....() 3
- between 200 and 400 dollars.....() 4
- between 400 and 600 dollars.....() 5
- between 600 and 800 dollars.....() 6
- between 800 and 1000 dollars.....() 7
- more than 1000 dollars.....() 8

5. Do not write below

C42

College provide different kinds of housing arrangements. Several possibilities are listed below.

CHECK ONE ON EACH LINE

9. How would you feel about living in each of the following?

I would be willing

I would not be willing

- A residence hall or dormitory at the college.....
- A private home supervised by the college.....
- Your family home.....
- An unsupervised home or apartment.....

() ()
 () ()
 () ()
 () ()

9 - 1
10 - 1
11 - 1
12 - 1

10.. And in which of these would you prefer to live?

CHECK ONLY ONE

- I would prefer a college residence hall or dormitory.....()
- I would prefer a private home supervised by the college.....()
- I would prefer living at home with my own family.....()
- I would prefer living in an unsupervised private home or apartment.....()

1
 2
 3
 4

If you were to live in college housing, you might live in a room for about 8-12 students, in a room for 2 or 3 students, or in a room to yourself.

CHECK ONE ON EACH LINE

11. How would you feel about living in each of the following?

I would be willing

I would not be willing

- A room for 8-12 students.....
- A room for 2-3 students.....
- A room to yourself.....

() ()
 () ()
 () ()

14 - 1
15 - 1
16 - 1

12. And which of these arrangements would you prefer?

CHECK ONLY ONE

- I would prefer to live in a room for 8-12 students.....()
- I would prefer to live in a room for 2-3 students.....()
- I would prefer to live in a room to myself.....()

17
 1
 2
 3

An important consideration for most students is the location of the college they plan to attend.

13. About how far away from your home would you prefer your college to be?

CHECK ONLY ONE

- close by--within walking distance.....()
- beyond walking distance, but near enough to commute daily.....()
- beyond commuting distance, but near enough to get home on weekends... ()
- farther than that, but near enough to get home on the longer vacations like Christmas and Easter.....()
- farther away than that.....()

18
 1
 2
 3
 4
 5

14. In about how large a town would you prefer your college to be located?

CHECK ONLY ONE

- A really big city like New York or Chicago.....()
- A medium size city like Rochester or Buffalo.....()
- A small city like Plattsburgh or Watertown.....()
- A rural area away from cities.....()

19
 1
 2
 3
 4

6.

If you were to live at this college you would sometimes be with students who differ from you in color, since about three out of four of the students would be white, and one out of four Negro.

Some different ways for students to be together are stated below. For each one, you are asked to indicate your interest in going to this college. In choosing your answer, suppose that the college was about right for you in other ways--that money was not a big problem, that the courses were the right ones, and that you were satisfied with the location.

Please do not mark in the column headed "Question 20" until you have answered questions 15 thru 19

Question 20

Do not write below

C53

15. Suppose that you were expected to attend classes with students of another color--would you be likely to go to this college?

CHECK ONLY ONE

I would definitely go--I would much prefer to attend a college where the classes were racially mixed.....()

I would probably go--racially mixed classes are all right as far as I am concerned.....()

I might go--but I am not very interested in attending racially mixed classes.....()

I would probably not go--this plan does not really interest me.....()

15 _____

20
3
2
1
0

25
0
1
2
3
4

16. Suppose that you were expected to live in the same building where students of another color were living--would you be likely to go to this college?

CHECK ONLY ONE

I would definitely go--I would prefer this kind of a living arrangement.....()

I would probably go--this arrangement would be all right with me.....()

I might go--but I am not sure I would like this sort of living arrangement.....()

I would probably not go--this plan does not really appeal to me.....()

16 _____

21
3
2
1
0

26
0
1
2
3
4

17. Suppose that you were expected to eat meals with students of another color--would you be likely to go to this college?

CHECK ONLY ONE

I would definitely go--I would much prefer eating together with students of another color.....()

I would probably go--having meals with students of another color would be all right with me.....()

I might go--although I would usually prefer to eat with students of my own race.....()

I would probably not go--this kind of eating arrangement would not appeal to me very much.....()

17 _____

22
3
2
1
0

27
0
1
2
3
4

7. Do not write below

18. Suppose that you were expected to mix with students of another color at the dances. Would you be likely to go to this college?

Question 20

CHECK ONLY ONE

I would definitely go--I would much prefer going to parties and dances where there are students of another color.....()

I would probably go--going to parties and dances with students of another color is all right with me.....()

I might go--but I would usually prefer to attend parties and dances with students of my own race.....()

I would probably not go--going to racially mixed parties and dances would not appeal to me.....()

18 _____

C56

23

3
2
1
0

28

0
1
2
3
4

19. Suppose that you were expected to be the room mate of a student of another color than your own--would you be likely to go to this college?

CHECK ONLY ONE

I would definitely go--I would prefer a room mate of another color than my own.....()

I would probably go--rooming with a student of another color would be acceptable to me.....()

I might go--but I would really prefer to room with a student of my own race.....()

I would probably not go--this kind of rooming arrangement would not be acceptable to me.....()

19 _____

24

3
2
1
0

29

0
1
2
3
4

20. In answering the five preceding questions (questions 15 thru 19), you probably were not always sure of which answer to choose. Still, because you were asked to answer every question, you had to choose some answer, even if it was a guess.

Now, for each of the questions numbered 15 thru 19, on pages 6 and 7, look back at the answer you chose. Decide if it is really important to you to answer the question in just the way you did, and how strongly you would probably defend this particular answer.

Then indicate your feeling about the answer by writing a number on the correct line in the column headed Question 20. Choose one of the numbers below, according to which one best agrees with how you feel. Do this for each question.

- 0 Just a guess. One of the other answers would be about as good.
- 1 Mostly a guess. I do not feel very strongly about my answer.
- 2 Fairly sure in some ways, but not so sure in other ways.
- 3 Quite sure. My thinking would not be likely to change.
- 4 Positive! Seldom have I felt so strongly about something.

8.

Do not write below

By this time you have probably formed some definite opinions about attending a college of this kind. Here are a few final questions about your opinions of the proposed college.

C63-64

21. Would you please state briefly the one or two things that you would like most about this kind of college.

30

31

22. Would you please state briefly the one or two things that you would like least about this kind of college.

32

33

23. Here is a summary list of some of the different features of the college. Indicate how well you, personally, like or dislike each one. Please do not write in the column headed RANK.

34

CHECK ONE ON EACH LINE

How well do you like or dislike the following. like very much like some-what neither like nor dislike dislike some-what dislike very much RANK (Item 24)

35

Table with 7 columns: Description, like very much, like some-what, neither like nor dislike, dislike some-what, dislike very much, RANK (Item 24). Rows include: the college is in a rural area, the distance of the college from your home, living at the college rather than at home, the size of the college --about 500 students, a two-year program providing job training, a two-year program preparing for more college, a coeducational college (both men and women), tuition, room and board for students who can't pay, students may earn expenses by working at the college, city and country students intermixing, students of different races intermixing.

36

37

38

39

40

41

42

43

44

45

46

5 4 3 2 1

24. Please go back to Question 23 on the preceding page, to the last column headed RANK. Please answer both (a) and (b) below.

- (a) Of all the features of the college, decide which one feature you like most. Write most after this feature of the college in the column headed RANK (Item 24).
- (b) Now decide which one feature you like least. Write least after this feature of the college in the column headed RANK. (Item 24).

25. Taking everything into consideration--the costs, the kinds of people you would be living and studying with, the location and the program, how do you think your parents (or guardians) would have felt if you had wanted to go to this college? Would they have approved or disapproved of your going?

CHECK ONLY ONE

- they would have thought it is a very good idea and been glad to have me go.....() 47
5
- they would have had some hesitation about it, but would probably have let me go if I really had wanted to.....() 4
- they might of might not have been willing to let me go; I really don't know.....() 3
- they would probably not have been willing to let me go, even if I had really wanted to.....() 2
- they would definitely not have been willing to let me go and would have thought it a poor idea.....() 1

26. Again taking everything into consideration--the costs, the kind of people you would be with, the location, the program, and your parents' (or guardians) feelings, do you believe that you would or would not go to this college? Disregard for the moment any other college plans you have already made.

CHECK ONLY ONE

- I would definitely go--sounds just right for me.....() 48
5
- I probably would go--there are more advantages than disadvantages.....() 4
- I might go, or I might not--the advantages and disadvantages seem about the same.....() 3
- I would probably not go--there are more disadvantages than advantages..() 2
- I would definitely not go--it does not sound right for me at all.....() 1

Please fill in this information about yourself. It is completely confidential.

2C38-39
49a

27. State the name of your high school _____

(C11-12)

The location: city _____ county _____

49b = 3
(C1)

28. What kind of program, or course of studies, are you now taking in high school?

50

CHECK ONLY ONE

a vocational program.....()

1

a business program.....()

2

a general program.....()

3

a college-preparatory program.....()

4

other _____
(please state what kind)

7
(C8)

29. Are you planning to go on to college next year? If so, would it be a four-year or a two-year college?

51

CHECK ONLY ONE

yes, a four-year college.....()

1

yes, a two-year college.....()

2

yes, but I am not sure if it will be a two-year or a four-year college.....()

3

no, I plan to go to another kind of school.....()

4

no, I do not intend to go to school next year.....()

5

I have not yet decided about going to school next year.....()

6

30. If you plan to go on to college, will you take college courses leading to a four-year college degree, or courses to prepare you to take a job after only one or two years of college?

(51-52
=C10)

CHECK ONLY ONE

courses leading toward a four-year degree.....()

52
1

courses to prepare for a particular job.....()

2

I have not decided which kind to take.....()

3

31. If you plan to go on to college, have you decided which college you will attend?

CHECK ONLY ONE

IF YES, WHAT COLLEGE AND WHERE LOCATED?

53 - 1

yes.....()

name of college _____

54 - 1

no.....()

city _____ state _____

(or country, if outside
U.S.A.)

9. Do not write below

2. Please go back to Question 23 on the preceding page, to the last column headed RANK. Please answer both (a) and (b) below.

2036

(a) Of all the features of the college, decide which one feature you like most. Write most after this feature of the college in the column headed RANK (Item 24).

(b) Now decide which one feature you like least. Write least after this feature of the college in the column headed RANK. (Item 24).

25 Taking everything into consideration--the costs, the kinds of people you would be living and studying with, the location and the program, how do you think your parents (or guardians) would have felt if you had wanted to go to this college? Would they have approved or disapproved of your going?

CHECK ONLY ONE

47

they would have thought it is a very good idea and been glad to have me go.....() 5

they would have had some hesitation about it, but would probably have let me go if I really had wanted to.....() 4

they might not have been willing to let me go; I really don't know.....() 3

they would probably not have been willing to let me go, even if I had really wanted to.....() 2

they would definitely not have been willing to let me go and would have thought it a poor idea.....() 1

26. Again taking everything into consideration--the costs, the kind of people you would be with, the location, the program, and your parents' (or guardians') feelings, do you believe that you would or would not go to this college? Disregard for the moment any other college plans you have already made.

CHECK ONLY ONE

48

I would definitely go--sounds just right for me.....() 5

I probably would go--there are more advantages than disadvantages.....() 4

I might go, or I might not--the advantages and disadvantages seem about the same.....() 3

I would probably not go--there are more disadvantages than advantages....() 2

I would definitely not go--it does not sound right for me at all.....() 1

10
CQ-1

Do not
write
below

Please fill in this information about yourself. It is completely confidential.

2038-39

27. State the name of your college _____

49a
(C11-12)

28. What kind of program, or course of studies, are you now taking?

49b=1 - 2

CHECK ONLY ONE

liberal arts courses to prepare for transfer to a four-year college.....()

(C7)
50 (C9)
1

professional courses (such as pre-engineering or pre-med) to prepare for transfer to a four-year college.....()

2

vocational-technical courses to prepare for a job after two years of college.....()

3

other _____
(please state what kind of courses)

7

29. More specifically, what is your particular area of study? For example, if you are taking mainly vocational or technical courses, you could be specializing in the area of "electronics specialist" or "nursing", or some other particular field.

(C8=0)

(C10=0)

If you are taking pre-professional courses, they might be in the area of "pre-dentistry" or "pre-engineering" or some other such speciality.

If you are taking liberal arts courses, they might be "general courses" or they might be directed toward a major in "psychology" or "English literature", or some other particular major.

Please describe below your particular area of study.

51

30-31 (Please omit - for office use only)

52-0

53-0

54-0

24. Please go back to Question 23 on the preceding page, to the last column headed RANK. Please answer both (a) and (b) below.

(a) Of all the features of the college, decide which one feature you like most. Write most after this feature of the college in the column headed RANK (Item 24).

(b) Now decide which one feature you like least. Write least after this feature of the college in the column headed RANK (Item 24).

25. Taking everything into consideration--the costs, the kinds of people you would be living and studying with, the location and the program, how do you think your parents (or guardians) would have felt if you had wanted to go to this college? Would they have approved or disapproved of your going?

CHECK ONLY ONE

they would have thought it is a very good idea and been glad to have me go.....()

47

5

they would have had some hesitation about it, but would probably have let me go if I really had wanted to.....()

4

they might or might not have been willing to let me go; I really don't know.....()

3

they would probably not have been willing to let me go, even if I had really wanted to.....()

2

they would definitely not have been willing to let me go and would have thought it a poor idea.....()

1

26. Again taking everything into consideration--the costs, the kind of people you would be with, the location, the program, and your parents' (or guardians) feelings, do you believe that you would or would not go to this college? Disregard for the moment any other college plans you have already made.

CHECK ONLY ONE

I would definitely go--sounds just right for me.....()

48

5

I probably would go--there are more advantages than disadvantages.....()

4

I might go, or I might not--the advantages and disadvantages seem about the same.....()

3

I would probably not go--there are more disadvantages than advantages..()

2

I would definitely not go--it does not sound right for me at all.....()

1

Please fill in this information about yourself. It is completely confidential.

2C38-39

27. Which of the following statements best describes your present situation in respect to college and college application?

(C7)

CHECK ONLY ONE

50

- not in college - have never applied to enter college.....() 1
- not in college - have applied, but was not accepted.....() 2
- not in college - have applied and was accepted, but decided not to go.....() 3
- presently attending college.....() 4

(C-1=8)

If attending college, please state the name and location of the college below. Then go directly to Question 32, omitting questions 28,29,30,31.

.....
:49a :
:00-81 :
:C11-12 :
:49b :
: 0 - 8 :
:C1..... :
(C-8=0)

(name of college)

(City and State)

other _____

(please indicate)

28. IF YOU ARE NOT NOW IN COLLEGE, are you planning to go on to college within the next year or two? If so, would it be a four-year or a two-year college?

51

CHECK ONLY ONE

- yes, to a four-year college.....() 1
- yes, to a two-year college.....() 2
- yes, but I am not sure if it will be a two-year or a four-year college.....() 3
- no, I plan to go to a different kind of school.....() 4
- no, I do not intend to go to school next year.....() 5
- I have not yet decided about going to school next year.....() 6

29. IF YOU ARE NOT NOW IN COLLEGE, and you plan to go on to college, will you take college courses leading to a four-year college degree, or courses to prepare you to take a job after only one or two years of college?

(51-52
=C10)

CHECK ONLY ONE

52

- courses leading toward a four-year degree.....() 1
- courses to prepare for a particular job.....() 2
- I have not decided which kind to take.....() 3

30. If you plan to go on to college, have you decided which college you will attend?

CHECK ONLY ONE

IF YES, WHAT COLLEGE AND WHERE LOCATED?

53 - 1

yes.....()

name of college _____

54 - 1

no.....()

city _____ state _____

(or country, if outside
U.S.A.)

31. (Please omit - for office use only)

11. Do not write below

2C 43

55 - 1

56 - 1

57 - 1

58 - 1

59 - 1

60

61

62

63

64

32. Which of the following persons are now living at home?

CHECK ALL THAT APPLY

FILL IN THE ANSWER

father.....()

older brothers

(how many?)

male guardian...()

younger brothers

(how many?)

mother.....()

older sisters

(how many?)

female guardian.()

younger sisters

(how many?)

other _____

33. Who is the chief wage earner in your family?

CHECK ONLY ONE

father or male guardian.....()

mother or female guardian.....()

a brother.....()

a sister.....()

yourself.....()

some other relative, or a friend of the family.....()

other - e.g., pension, retirement, insurance, welfare, etc.....()

65

1

2

3

4

5

6

7

12.

Do not
write
below

34. Please look at the list below and check the occupation which best describes the work of the chief wage earner in your family.

C13-14

CHECK ONLY ONE

FARMING

66 - 1

- large farm owner (has employees who do all the farm work for him).....() 1
- farm owner or manager (works his own farm and also has employees).....() 2
- farm foreman, tenant farmer, or small farm owner.....() 5
- farm worker or laborer.....() 7

PROTECTIVE AND SERVICE WORK

66 - 2

- very skilled, (such as railroad engineer, dry cleaner, sheriff, etc.)() 4
- skilled, (such as butcher, barber, policeman, seamstress, cook, practical nurse, housekeeper, etc.).....() 5
- semi-skilled (such as taxi, bus or truck driver, waiter or waitress, etc.).....() 6
- other (such as janitor, scrubwoman).....() 7

MANUAL WORK

66 - 3

- contractor (for construction jobs, buildings, etc.).....() 3
- factory foreman, or self-employed skilled worker (electrician, etc.)..() 4
- skilled worker (carpenter, electrician, timekeeper, etc.).....() 5
- semi-skilled worker (such as carpenter's or plumber's assistant).....() 6
- other manual work (such as miner, assembly-line worker, etc.).....() 7

CLERK, OFFICE OR SALES WORK

66 - 4

- certified accountant.....() 1
- real estate or insurance salesman, accountant, etc.....() 2
- bank clerk, executive secretary, telephone supervisor, car salesman, etc.....() 3
- stenographer, bookkeeper, etc.....() 4
- store clerk, beauty operator, telephone operator, etc.....() 5

BUSINESS MANAGEMENT OR PUBLIC OFFICIAL

66 - 5

- general manager of a large corporation or business.....() 1
- manager of an office or department of a large business, executive assistant, or other high management job.....() 2
- assistant office manager, departmental assistant, or other middle management job.....() 3

BUSINESS OWNER

66 - 6

- very large business (valued at over \$100,000).....() 1
- large business (valued between \$30,000 and \$100,000).....() 2
- above average size business (valued between \$10,000 and \$30,000).....() 3
- average size business (valued between \$3,000 and \$10,000).....() 4
- small business (valued between \$1,000 and \$3,000).....() 5
- very small business (valued at less than \$1,000).....() 6

PROFESSIONAL WORK

66 - 7

- doctor or dentist, lawyer, professor, judge, architect, scientist, veterinarian, high school superintendent, etc.....() 1
- registered nurse, librarian, high-school teacher, chiropractor, college-trained minister, undertaker, grade school superintendent.....() 2
- social worker, grade school teacher, minister (no special training), library assistant, etc.....() 3

OTHER

66 - 8

(please state occupation, if not located above)

35. In addition to the chief wage earner, does anyone else add to the family income? Which of the following is a regular source of income for the family?

CHECK ONLY ONE

- father or male guardian.....()
- mother or female guardian.....()
- a brother.....()
- a sister.....()
- yourself.....()
- some other relative, or a friend of the family.....()
- other--e.g., money from a pension, retirement, insurance, welfare, etc.....()

2C55

67

- 1
- 2
- 3
- 4
- 5
- 6
- 7

36. Are you now employed?

CHECK ONLY ONE

FILL IN THE ANSWER

- yes.....()
- no.....()

if yes, about how many hours per week?

[]

68 - 1

69

37. Please circle the last year of school completed by your father (or male guardian).

CIRCLE ONLY ONE

1 2 3 4 5 6 7 8 9 10 11 12
(grade and high school)

1 2 3 4 5 6 7 8
college (or equivalent)

70

71

- 1
- 2
- 3
- 4
- 5
- 6
- 7

38. Highest degree of diploma held by your father (or male guardian).

CHECK ONLY ONE

High School () two-year college certificate () Bachelor's ()

Master's () Doctor's () none ()

Other _____
(please specify)

72 (C15)

- 1
- 2
- 3
- 4
- 5
- 6
- 7

39. Please circle the last year of school completed by your mother (or female guardian)

CIRCLE ONLY ONE

1 2 3 4 5 6 7 8 9 10 11 12
(grade and high school)

1 2 3 4 5 6 7 8
college (or equivalent)

73

74

- 1
- 2
- 3
- 4
- 5
- 6
- 7

40. Highest degree or diploma held by your mother (or female guardian)

CHECK ONLY ONE

High School () two-year college certificate () Bachelor's ()

Master's () Doctor's () none ()

Other _____
(Please specify)

75 (C16)

- 1
- 2
- 3
- 4
- 5
- 6
- 7

14.

41. Please fill in the names of the places where you, your father, and your mother were born.

Do not write below

2C65

FILL IN BIRTHPLACE

	City (or county, if rural)	State (or country, if outside of U.S.A.)
Yourself		
Your Father		
Your Mother		

76(C17)

77

78

(77-78)
=C18)

42. Please check any of the following ways in which you may have had contacts or experiences with individuals of another race or color.

CHECK ALL THAT APPLY

Through reading, school studies, radio or television.....() 79 - 1

Through observation at work, school, or elsewhere.....() 80 - 1

Through being in the same group (e.g. school, job, trade union, club, church, etc.)() 81 - 1

Through casual speaking contacts.....() 82 - 1

Through a close, personal contact.....() 83 - 1

Other _____ 84
(please indicate) 7

85(C19)

43. Your sex: male ()
female ()

1
2

44. Your age at last birthday _____ CHECK ONLY ONE

86

45. Your race (answer optional): White () Spanish-American ()
Negro: () American Indian ()
Oriental: () Other: _____
(please indicate)

87(C20)

1
2
3
4
5
7

46. Your religion (answer optional): Protestant ()
Catholic ()
Jewish ()
Other _____
(please indicate)

88(C21)

1
2
3
7

47. Your name: _____

48. Your home address: _____

(street or box number)

_____,
(name of city or town)

(county)

49. Your phone number: _____

Before returning this questionnaire, please check back through to be sure you did not unintentionally omit a question or skip a page.

Thank you very much for filling out this questionnaire. You may be sure that your answers are completely confidential. They will be used for research and planning purposes only. They will not be read by anyone else but the research staff. However, if you wish, this page may be detached and returned separately from the rest of the questionnaire.

We have asked you to include your name, address, and phone number because we of the research staff are hoping to talk personally with a few of those who answered. If you are one of these whom we contact later, we look forward to meeting you and talking more about your work and school interests, and those of other young adults like yourself. If you prefer not to do so, of course, you are under no obligation. Thank you again for your help.

APPENDIX C2

Clinton County Household Survey

Clinton County Household Interview

No. _____

Interviewer: _____

Address: _____

Time: _____

Interviewee: _____

Introduction: Hello, I am _____ from the State University at Plattsburgh.....

- (a) Educational Research
- (b) State wide study
- (c) How you feel about education in general
- (d) If there are any questions you would rather not answer, you don't have to.

1. How many people live in this house? 1 _____

2. Can you tell me how each is related to you? 2 M-W _____

3 F-H _____

4 SO-B _____

5 D-SI _____

6 GrF _____

7 GrM _____

8 other _____

3. Position of interviewee in household. 2

1 - WI

2 - HU

3 - SO

4 - DA

5 - GF

6 - GM

7 - other

How many children of school age are there in this household?

10 _____ ELEM

How many children are in Elem., Jnr. H.S., H.S., College?

11 _____ Jnr. H.S.

12 _____ H.S.

13 _____ Coll.

Do they go to public or parochial schools?

14

1 - all parochial

2 - all public

3 - both

How many years have you lived in Clinton County?

15 _____

Where were you born?

16

01 - CC (not Platts.)

02 - Plattsburgh

03 - NNY

04 - Downstate

05 - Greater NYC area

06 - East

07 - Other U.S.

08 - South

09 - Canada

10 - Foreign

I am going to give you a set of cards now. Each has the name of a different occupation that you are familiar with.

(hand cards)

Would you place the cards in the order you think they should be, so that the job with the most prestige, or the job with the most status, is at the top of the pile, and the job with the least status is at the bottom. (If not understood, use "job you admire most")

17 _____ (D)

18 _____ (DSM)

19 _____ (BK)

20 _____ (BC)

Would you read them to me in the order you have placed them?

21 _____ (P)

22 _____ (T)

23 _____ (J)

Now, please put each of these three cards between the cards where you think it belongs. (Make sure to alternate card order)

24 _____ COL

(Record variable no. of the card placed directly below)

25 _____ HS

26 _____ ELEM

9. The next card I am going to give you shows two extreme occupational categories, and the average yearly salary of each.

(hand cards)

As you can see, the ladder consists of a number of rungs between the top and the bottom. If it were up to you, what is the average salary you would pay a (College, H.S., Elem.) teacher.

(Ask one at a time, alternating order)

27 _____ COL

28 _____ HS

29 _____ ELEM

11. About where on the ladder would you place the total yearly income of this household?

30 _____

(Collect and remove all cards)

12. Now, can you tell me where the nearest elementary school is?

31 - 1

_____ (location)

13. Do you know the name of any teachers there?

32 - 1

_____ (name)

14. The principal?

33 - 1

_____ (name)

15. Can you tell me where the nearest high school is?

34 - 1

_____ (location)

16. Do you know the name of any teachers there?

35 - 1

_____ (name)

17. The principal?

36 - 1

_____ (name)

18. Where is the nearest college?

37 - 1

_____ (location)

9. Do you know any of the people at the college?

38 - 1

(name)

10. Do you belong to the PTA?

39 - 1

11. Do you belong to any other civic or fraternal organizations, i.e. A church group or club?
(If NO, go to #23)

40

1 - Political (Dem. or Rep. Party)

2 - Veterans

3 - Religious (Sisters of Rosary)

4 - Fraternal (Kiwanis, Elks)

5 - Sports (ski patrol flying)

6 - Public service (Red Cross, J.C.'s, boy scouts.)

7 - other

8 - 2 organizations

9 - 3 or more organizations.

12. About how much time do you spend there in a month?

41

1-under 4 hours.

2-4 to 8 hrs.

3-8 to 12 hrs.

4-12 to 16 hrs.

5-16 to 20 hrs.

6-more than 20 hrs.

13. How do you spend your spare time, i.e., hobbies, visiting, etc?

42

1-Reading & TV

2-Puttering-home repairs, sewing, gardening.

3-Sports

4-Clubs

5-family activities - visiting, picnics.

(cont'd.)

6-hobbies-painting,
stamp collecting.

7-other

8-cultural activities
(concerts, college
courses)

9-combination.

4. Now, let me ask you, how much education do you want for your children?

43

1-less than HS.

2-HS

3-Col.

4-Grad.

5-whatever he wants.

6-DK

7-other

5. If you had your choice, what type of job would you like your children to have?

44 _____

6. Why do you think people should receive educations, and what should education do?

45

1.-Broaden self intellectually or better ones mind.

2.-job opportunity,
better chance in
life.

3.-Citizenship (necess.
for democaracy,
improve community)

4.-better understanding
(world, people)

7.-other

27. Whom is it most important to educate, - boys or girls?

46
1 - B
2 - G
3 - =

28. Do you think people in the community feel the same way as you do about why people should be educated and who it is most important to educate?

47
1-same
2-diff.
3-DK
7-other

29. Do you think children in Clinton County have enough opportunity for Higher Education?

48 - 1

(If YES → #31)

30. What do you think can be done about this?

49
1-more schools
2-community college
7-other

31. Where are some of the places that higher education is available?

50 - 1 ATTC
51 - 1 MINER
52 - 1 PSUC
53 - 1 HS
54 - 1 other

32. Do you believe colleges should offer training for adults?

55 - 1

33. What types of courses would interest you most?

56
1-LA
2-HE
3-BUS
4-JT
7-other

34. Do you know how education is paid for in this country? 57 - 1 taxes
58 - 1 State aid
59 - 1 Fed. aid
60 - 1 other
61 - 1
35. Do you contribute in any way? How? 62 - 1
36. How do you think education should be paid for? 62 - 1
37. Suppose a new college opened in Clinton County and the students going to it were from Clinton County, how would you feel about paying extra taxes? 63
1 - No
2 - Qualified no
3 - " yes
4 - yes.
38. If you had to pay taxes, which would you prefer, sales, property, or income tax? 64
1 - Prop.
2 - Sales
3 - Inc.
7 - other
39. Would you be willing to pay extra taxes if some students were from outside the county? 65 - 1
40. Do you own this house? 66 - 1
41. In general, would you vote to have a new college in Clinton County? 67 - 1
42. Do you think that you have a say in the public decisions made around here? 68 - 1
(If YES, how?) 69
1-voting
2-town council and meeting
3-speaking out
7-other

43. On the whole, how do you think decisions about the future of the community are made? 70
- 1-aldermen
 - 2-mayor
 - 3-politician
 - 4-common council
 - 5-representatives
 - 6-bd. of supervisors
 - 7-other
 - 8-voting

44. Are you a registered voter? 71 - 1

45. If you had your life to live over, what would you do with regard to education and employment? 72
- 1-further educ.
 - 2-satisfied or same
 - 7-other

46. Here is a card which will tell you about a possible kind of college; I would like you to read the card, and then I'm going to ask you some questions about it.

(present card)

Now let me ask you some questions about the way you feel about this college. Let's assume just for the moment that the college would be located in Clinton County. You see five boxes which can be checked on the card I am giving you. Please tell me which box number you would choose to best represent your feelings on each of the following points about this college. (Give example)

(/PROBE/ any 2's or 1's)

46. If the college were in Plattsburgh? 73 _____

47. Size of the college?
(Is it too small or too large?) 74
- 1 - too big
 - 2 - too small
 - 3 - okay

48. Courses offered? 75 _____

49. That the college has both male and female students? 76 _____

50. That country and city students intermingle? 77 _____

51. That students of different races intermingle? 78 _____

In the same way, when I read you the following statements, tell me how you feel about them by calling out a box number.

2. It's perfectly all right to go to school, or have my children go to school, with students of another color. 79 _____

3. It's perfectly all right to live in the same building, or have my children live in the same building, with students of another color. 80 _____

4. It's perfectly all right to eat meals with students of another color, or have my children eat meals with students of another color. 81 _____

5. It's perfectly all right to share a room with students of another color. 82 _____

6. It's perfectly all right to intermix at parties and dances with students of another color. 83 _____

7. In your own words, instead of the words of the questionnaire, just how would you feel about having your children in college with people of other races? 84

- 1-beneficial (i.e. approve)
- 2-detrimental (i.e. disapprove)
- 3-no difference (i.e. OK)
- 4-fine for school, so long as not too friendly.
- 7-other.

8. How do you think other people in Clinton County feel about having children in college with people of other races? 85

- 1-same
- 2-diff
- 3-DK
- 7-other

9. As an overall picture, would you there yourself, or send your son to this college? 86 - 1

(If NO, why?) 87

- 1-go away
- 2-private school
- 3-better(4yr.)college
- 4-other.

60. On the whole, then, would you say this college sounds like a good idea? 88 - 1
(In NO, why?) 89
1-don't need
2-racial aspect
3-city aspect
7-other
61. Would you let your son or daughter, or would you yourself, bring friends home from this college 90 - 1
62. If they were Negro? 91 - 1
63. Do you feel such a school is necessary? PROBE 92 - 1
93
1-have enough (neg)
2-racial (neg)
3-need more schools (pos)
4-good for comm. (ie need more trained people) (pos)
5-good for studs. with out other alterns. ie help poor (pos)
6-cost factor (pos)
7-other
64. Would you support any tax increase for such a school? 94 - 1
65. Would you vote in favor of such a school? 95 - 1
66. Overall, how would you feel about having your children in college with students from New York City? 96 - 1
67. How do you think your friends would feel about having their children in school with students from New York City? 97 - 1
68. Let me ask you, if you had to pick one thing, what is it you like most about this college? 98 - 1

69. And what is it that you like least? PROBE 99 _____

Would you tell me in which of the following ways have you had contact or experiences with individuals of another race or color:

70. Reading. 100 - 1

71. Radio or TV 101 - 1

72. Studying about them in school 102 - 1

73. Seeing them at work, school or elsewhere? 103 - 1

74. Being in the same group, i.e., club, church, etc? 104 - 1

75. Casual speaking contacts? 105 - 1

76. A close personal friendship? 106 - 1

77. As an overall picture, would you describe how you felt about the personal contacts? 107 - 1

78. Could you give me the names of some Negroes who have recetly been in the news?
(First record, then ask #79)

108 - MLK
0 - didn't mention
1 - +
2 - -

109 - other CR
0 - didn't mention
1 - +
2 - -

110 - Pol.
0 - didn't mention
1 - +
2 - -

111 - Sports & Entertain
0 - didn't mention
1 - +
2 - -

112 - other

79. What do you think of the activities of these people?

80. Could you name some Negroes whom you respect and admire? 113 - 1

81. Could you name some Negroes you do not think highly of? 114 - 1
82. You probably realize that one of the features of this college has to do with people of other races and people who come from other areas. I'd like to ask you a few questions about your feeling about people who are different from yourself in some ways. For each of the following statements would you again please tell me the box number you would choose to best represent how you personally feel about the statement? There are, of course, no right or wrong answers. We would like you to simply pick the box number which comes closest to what you actually believe in. If you think it will be helpful, you may explain any of your answers.
82. I would go to a party given by a Negro couple in their home. 115 _____
83. I would willingly go to a good Negro doctor. 116 _____
84. I don't want Negroes living in the same area as I do. 117 _____
85. I would invite a Negro friend to my house for dinner 118 _____
86. I would rather not have Negroes as dinner guests with most of my white friends. (PROBE all 4 and 5 answers for soc. or pers. persons) 119 _____
120
1 - social
2 - personal
3 - dk.
- (Is that the way you personally feel, or do you say that because of your friends?)
87. I would be willing to introduce a Negro friend who visited me to other friends and neighbors. 121 _____
88. I would probably feel self-conscious dancing with a Negro in a public place. (PROBE all 4 and 5 answers) 122 _____
123
1 - social
2 - personal
3 - dk.
89. Since we live in a democracy, if we don't want to mix with people of other races we should not be asked to. 124 _____
90. I would feel uneasy talking about inter-marriage with Negroes. 125 _____

91. I approve of civil rights workers trying to get acceptance of racial equality. 126 _____
92. Local communities should be able to slow down racial integration. 127 _____
93. Integration of the races is much too slow in America. 128 _____
94. I think it is right that the colored race should have a somewhat lower social position than the white race. 129 _____
95. Americans should accept integration even if they honestly don't believe in it. 130 _____
96. On the whole, at birth Negro and white people differ only in physical characteristics. 131 _____
97. Some Negroes are so touchy about getting their rights that it is difficult to get along with them. (PROBE - remember question about contact) 132 _____
133 _____
98. People from big cities accept different racial groups more easily. (PROBE all 4 and 5 answers) 134 _____
135 _____
99. Integration will result in more understanding between Negroes and whites. (PROBE) 136 _____
137 _____
100. Integration of the schools will help both white and Negro children. 138 _____
101. Integration is more trouble than it is worth 139 _____
102. Would you tell me what the word integration means to you? 140 _____
103. Have you ever been to New York City? 141 _____
104. Have you ever been to Montreal? 142 - 1
105. What is the furthest you have been from home. 143
1-NYS
2-New England
3-East
4-South
5-Other U.S.

(cont'd)

- 6-Europe
- 7-Asia
- 8-Latin America
- 9-Canada

106. Why did you go there?

144

- 1-visit
- 2-trip or vacation
- 3-service
- 7-other

That about completes the interview. There are just these seven more items about yourself I'd like to know. Again, feel free not to answer any question you don't want to.

107. In what year were you born?

145 _____

108. Race (don't ask, unless not obvious)

146

- 1-White
- 2-Negro
- 3-American Indian
- 4-Oriental
- 7-other

109. What was the last grade or class you completed in school?

147

- 1-less than 8
- 2-less than 12
- 3-12
- 4-some college
- 5-college grad.
- 6-post grad.

110. What is your religious preference

148

- 1-Cath
- 2-Prot.
- 3-Jewish
- 7-other

111. Who is the chief wage earner?

149

- 1 F-H
- 2 M-W
- 3 B-SO
- 4 Si-D
- 7 other

112. Are there any other sources of income, such as Social Security?

150

- 1 F-H
- 2 M-W
- 3 B-SO
- 4 Si-D

113. What is the occupation of the chief wage earner?

151 _____

(If deceased or retired what was it?)

(one more page)

114. Just so that my office can check on my work may I have your name?

(name)

OBSERVATIONS:

APPENDIX C3

Community Leadership Survey

COMMUNITY LEADERSHIP SURVEY
OF CLINTON COUNTY

4. Leadership Position _____

5. Sex _____

6. Place of birth _____

7. No. of years in Clinton County _____

8. Date of birth _____

9. Occupation _____

10. Religion _____

1. Interview # 130

2. Interviewer _____

3. Date _____

Time _____ to _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Interviewer comments: _____

Name _____

Position _____
(see #4, above)

Number 130

C O N F I D E N T I A L

TO BE DETACHED

AT OFFICE

INTRODUCTION

Mr. _____? I'm very pleased to meet you. Thank you for giving me this half/hour. I really do represent the State University of New York. I promise not to try to sell you anything. Here is my identification card. . . . I want to assure you that everything you tell me will be held in complete confidence by the Research Office. You will not be identified by name because the interviews will be labelled only by number. You were chosen because your name was given to the Research Office as a person in the community whose opinions might have some influence on community decisions. There's no need to answer any question which you find too personal or which you prefer not to answer for any reason. You understand, of course, that there are no "right" or "wrong" answers to these questions. It is your own personal opinion which is important. . . . Now, I'd like to start with some general questions:

If interviewee inquires about the specific information you want, say: "I WILL HAVE SOME SPECIFIC QUESTIONS LATER ON IN THE INTERVIEW. WOULD IT BE ALLRIGHT WITH YOU IF I POSTPONE THAT ANSWER UNTIL LATER? THE RESEARCH OFFICE HAS ASKED ALL OF THE INTERVIEWERS TO ASK QUESTIONS IN THE SAME ORDER." ...If the interviewee insists, say: "Well, we will be asking some questions about education." Make a note of this, if it comes up.

1. First of all, what do you feel are the outstanding problems in Clinton County today?

11. _____

12. _____

a)

13. _____

.....

b)

.....

c)

2. And what do you feel would be the best way to go about solving these problems?

14(11) _____

a)

.....

15(12) _____

b)

.....

16(13) _____

c)

3. In addition to the problem(s) you have already mentioned, would you say that any of the following issues on this list present any special problems in Clinton County?

17(0) _____

18(1) _____

19(2) _____

20(3) _____

21(4) _____

22(5) _____

23(6) _____

24(7) _____

25(8) _____

26(9) _____

READ THE LIST DELIBERATELY BUT WITHOUT REQUIRING A REPLY ON EACH ISSUE. CIRCLE ANY ISSUES THAT RESPONDENT NOTES. PAUSE BRIEFLY WHERE INDICATED TO ALLOW TIME FOR THOUGHT. DO NOT READ THE NUMBERS.

- 0, transportation - 1, housing - 2, Canadians - (PAUSE) - 3, taxes -
- 4, education - 5, health services - (PAUSE) - 6, industry - 7, employment -
- 8, labor unions, - 9, city or county government - (PAUSE).

WRITE THE NUMBERS OF STATED PROBLEMS BELOW. FOR EACH ONE, ASK: "You mentioned _____. What is the main reason why _____ is (are) a problem?" RECORD THE ANSWER.

No. _____

No. _____

No. _____

No. _____

No. _____

No. _____

4. Now, of all the problems you have mentioned, which do you feel is the most urgent.

27 _____

5. There has been a great deal of emphasis in the news lately about education. Taking all aspects of education into consideration - that is elementary, secondary, and education beyond High School - what is the biggest need or lack in the area today?

28

6. And which level of education do you think has the greatest need for development in Clinton County?

29

CIRCLE ONE

COMMENTS (NOTE REASONS)

Elementary

30

Secondary

Education beyond
high school

All

Don't know

7. In general, what do you believe should be done to solve these educational problems in Clinton County?

31

8. There is now a plan to establish a two-year community college in Clinton County.

In general, are you in favor of a two-year college, in Clinton County, or not in favor of it?

32

CIRCLE ONE

COMMENTS (NOTE REASONS)

in favor

33

not in favor

can't decide

don't know about it

9. What kind of a two-year program do you feel is needed most - technical or vocational courses leading to special job skills, or regular college courses, leading to transfer into a four-year college after completing the two-year college?

34

CIRCLE ONE

COMMENTS (NOTE REASONS)

35

2-yr. technical

2-yr. transfer

undecided

need more information

10. What do you feel would be the best way to finance this college?

36

11. As a community leader, what would you say if asked if this college should, or should not, be established?

CIRCLE ONE

COMMENTS (NOTE REASONS)

37

should

38

should not

undecided

refusal

12. Considering how you feel, would you be likely to do anything (or have you done anything) to influence anyone else?

YES

NO

UNDECIDED

(CIRCLE ONE)

39

What would you be likely to do?

40

READ CAREFULLY:

UP TO NOW, WE HAVE BEEN TALKING ABOUT A TWO-YEAR COLLEGE THAT IS ACTUALLY BEING PLANNED FOR CLINTON COUNTY. I WOULD NOW LIKE TO ASK YOU SOME QUESTIONS ABOUT A DIFFERENT KIND OF COLLEGE PLAN. THIS PLAN COULD POSSIBLY BE USED HERE IF ENOUGH PEOPLE APPROVED OF IT, AND IF VARIOUS OTHER PROBLEMS COULD BE SOLVED. THE IMPORTANT THING, HOWEVER, IS THAT THIS IS NOT A PLAN THAT HAS BEEN ADOPTED FOR THE PROPOSED TWO-YEAR COLLEGE. IT IS JUST AN IDEA, AND I WOULD LIKE TO GET YOUR OPINIONS ABOUT IT AS AN IDEA. . . .

13. This plan is an attempt to solve two common problems. The first is that rural areas, such as Clinton County, often don't have the money, or enough students, to set up a college to serve students from the region. The second is that big city areas, such as New York City, often have too many students and can't serve them all. We are studying the idea of setting up a two-year college that would bring big city students and rural students together. In general, would you be for such a plan, or would you be opposed to it?

41

42

CIRCLE ONE

NOTE REASONS

for

opposed

undecided

don't know

need for information

14. All right, let me tell you a little more about the idea. In both the big cities and the rural areas a big problem is that many kids who should be in college cannot afford it even though they are qualified to go. Therefore, the college might provide part of the costs, such as tuition, and part, or all, of the room and board for such students.

Now, in respect to this part of the plan, would you approve or not approve of the idea?

CIRCLE ONE

COMMENTS (NOTE REASONS)

approve

not approve

undecided or mixed

refusal

15. Considering the overall costs of such a college - for classrooms, residences, tuition, student living expenses, and so forth, how do you feel such a college should be financed?

45

16. Some students need and want two year programs that would provide specific job training. Other students need liberal arts courses that will help them to continue on in some four-year college after finishing the two-year college. Our plan would be to provide both kinds of programs.

Would you approve, or not approve, of this part of the plan?

46

CIRCLE ONE

COMMENTS

47

approve

not approve

undecided

17. Our studies have indicated that if students were chosen from New York City, about half of them would be non-white, Negro and Puerto Rican.

Now some of the students would probably be in residence together at the college, along with some of the rural students, and some would probably be housed privately in homes in the community. In general, do you feel that you would approve, or not approve, of this part of the plan?

Interviewer note: score for GENERAL unless interviewee discriminates between COLLEGE RESIDENCE and PRIVATE HOMES on his own accord. Probe if you believe he is making a distinction, but are not sure.

a. CIRCLE ONE FOR GENERAL

COMMENTS

48

approve

not approve

undecided

no comment

b. CIRCLE ONE FOR COLLEGE RESIDENCE

COMMENTS

49

approve

not approve

undecided

no comment

c. CIRCLE ONE FOR PRIVATE HOMES

COMMENTS

50

approve

not approve

undecided

no comment

51

18. Thinking back over the various aspects of this plan, if you had to choose one thing about it, what is it you like best?

52 _____

19. And could you tell me the one thing that you like least?

53 _____

20. In general, and regardless of where it might be located, do you believe that a college of this kind would be a good idea or a poor idea?

CIRCLE ONE

NOTE QUALIFICATIONS

54 _____

good

poor

55 _____

undecided

refusal

21. If this plan was actually proposed for the two-year college here in Clinton County, would you personally support the idea, or oppose it?

CIRCLE ONE

NOTE QUALIFICATIONS

support

56

oppose

undecided

57

refusal

22. Considering how you feel, would you be likely to do anything to influence anyone else to (support or oppose) this plan?

YES

NO

UNDECIDED

(CIRCLE ONE)

58

What would you be likely to do?

59

23. You're acquainted with other people like yourself, who are well known, and who's opinions might carry some weight in community decisions. Do you think that in general these people would support it?

60

CIRCLE ONE

COMMENTS

61

support

not support

undecided

refusal

24. If a plan like this came to a vote, throughout the County, how do you think the vote would go? Would the people be likely to vote for, or against, this plan?

62

CIRCLE ONE

COMMENTS

63

for

against

undecided

refusal

APPENDIX D

Codebooks and Variable Lists

APPENDIX D1 - Student Questionnaire Codebook

APPENDIX D2 - Basic Variables for Student Questionnaire

APPENDIX D3 - Clinton County Household Survey Codebook

APPENDIX D4 - Community Leadership Survey Codebook

APPENDIX D1

Student Questionnaire Codebook

CODE BOOK - STUDENT SURVEY FOR PLANNING A COMMUNITY COLLEGE

Instructions for use of this code book

1. On each of the pages referring to IDENTIFYING DATA, the left column contains the column number of the computer card; the next column contains a brief description of the identifying data being coded; the third column contains the source of information, i.e., where the information can be found; and the right column contains the code for the column(s) of the computer card designed in the first column, with an explanation of the code.
2. On each of the pages following the identifying data, the left column contains the column number of the computer card; the next column contains the question number from the questionnaire; the third column contains a brief description of the question asked in the questionnaire; and the right column contains the code for the column(s) of the computer card designated in the first column, with an explanation of the code.
3. Coder instructions always follow a line drawn across the page and are clearly indicated.
4. In some cases, when codes are the same as others already used, they are not repeated each time, but reference is made to a previous code or the immediately preceding code with "same"

For both categorical and non-categorical data:

5. Code 0 or 00 will always mean no, none, nothing, or does not apply when designated as such
6. Code x or xx, will always mean there was no information, the respondent did not answer or don't know.
7. NR in the code book is the abbreviation for no response.
8. DK in the code book is the abbreviation for don't know.
9. Var. in the code book is the abbreviation for Variable.
10. For all variables that have yes-no responses, score "no" by circling the "dash" (this is scored 0); and score "yes" by circling the "1" (this is scored 1)

For Categorical Data:

11. Code 7 or 77 will always mean, unless otherwise indicated, other or not codable in one of the more specific categories listed.
12. Code Y or YY will always mean uncodable (i.e., 2 or more responses to the same variable) does not apply.

For Non-Categorical (Rank) Data:

13. Code Y or YY will always mean other, not applicable, or uncodable (i.e., 2 or more responses for some variable).

Instructions for Coder:

Code Var. 3 first.

Coding information is derived from 2 sources:

1. Occupational descriptions listed in Var. 3 on Questionnaire.
2. Personal statement by respondent to item 1.

- I (1) (a) If items 3 and 1 are the same, score item 3 as coded in code book.
- (b) If item 1 states 2 or more job interests of equal status, and the responses are not temporally logical*, code Var. 3 by coding the first response to item 1.
- (c) If item 1 indicates two or more job interests of unequal status, code Var. 3 with the score of the highest status occupation (the status is scored in Col. 34; highest status is 1, lowest is 7).
- (2) If items 3 and 1 are different, and item 1 is codable, recode Var. 3 according to item 1, whether item 3 is codable or not (e.g. scored other, etc.).
- (3) If items 3 and 1 are different, and item 1 is not codable, score Var. 3 as coded in code book.
- (4) If item 3 is uncodable (don't know, go to college, none of these) and item 1 is uncodable (i.e., don't know, nothing, etc.), score item 3 as 9y.
- (5) If item 3 is uncodable, and item 1 is vague (e.g. some kind of teacher, engineer), score Var. 3 according to median (average) rank score for the general category of the response to item 1.

II When item 3 is coded, code item 1 (Var. 1).
Var. 1 is to be coded so as to indicate which method was used to score 3.

- (1) If Var. 3 was coded by instructions (1) above, code Var. 1 as 1
If Var. 3 was coded by instructions (2) above, code Var. 1 as 2
If Var. 3 was coded by instructions (3) above, code Var. 1 as 3
If Var. 3 was coded by instructions (4) above, code Var. 1 as 4
If Var. 3 was coded by instructions (5) above, code Var. 1 as 5

*An example of temporally logical responses would be: military, then business management, then small business owner.

IDENTIFYING DATA

Column	Description	Source of Information*	Code
1	Location	Var. 49(b), or determined by predetermined numbering system; or location of high school or college attending	1-NYC Community Colleges 2-Upstate N.Y. Community Colleges, not Clinton County. 3(4) **Clinton County High Schools 5(6) **Upstate N.Y. High Schools, not in Clinton County 7-other 8-any CQ2 where Var. 50 is scored 4 X-NR
3,4,5.	Identifying number	Number of questionnaire assigned to each respondent	0001-9999
6	Parent/student combination involved in study	To be determined later. <u>Not applicable</u> to any CQ-2	0-not applicable 1-student only 2-student and mother 3-student and father 4-student and parents
7	Status with respect to education	Recode of Var. 50 of <u>CQ-2</u> plus <u>any</u> SQ-4 and CQ-1	1-CQ2 (Var. 50-1) = not in college, never applied. 2-CQ2 (Var. 50-2) = not in college; applied, never accepted. 3-CQ2 (Var. 50-3) = applied, didn't go. 4-CQ2 (Var. 50-4) and any CQ1 = attending college. 5- <u>any</u> SQ4 high school or trade school. X-NR, DK Y-uncodable

Instructions to Coder:

*Unless otherwise specified, variable listed under source of information applies to SQ4, CQ1, and CQ2.

**Var. 49(b) is coded 1,2,3,5,7, or 8 (disregard (4) and (6))

<u>Column</u>	<u>Description</u>	<u>Source of Information</u>	<u>Code</u>
8	Type of program	SQ4 (Var. 50) and <u>any</u> CQ1 or CQ2	0-not applicable to CQ1 or CQ2 <u>For all SQ4:</u> 1-vocational program 2-business 3-general 4-college preparatory 7-other X-NR, DK Y-uncodable
9	College program	CQ1 (Var. 50) & <u>any</u> SQ4, CQ2	For CQ1, code same as Var. 50 0-not applicable to <u>any</u> SQ4 and <u>any</u> CQ2 <u>except</u> if college is specified in Var. 49 of CQ2.
10	College Plans: recode	SQ4, CQ2 - recode Var. 51 and 52.	0- <u>Any</u> CQ1 (not applicable) <u>For SQ4 and CQ2 only.</u> 1-Var. 51- 1 = 4 year college 2-Var. 51-2 <u>and</u> Var. 52 scored 1, = 2 year transfer 3-Var. 51-2 <u>and</u> Var. 52 scored 2 = 2 year terminal. 4-Var. 51-2 <u>and</u> Var. 52-3, <u>or</u> Var. 52 omitted, = 2 yr. general 5-Var. 51-3=college in general, not sure if 2 yr. or 4 yr. 6-Var. 51-4 or school other than college. 7-Var. 51-5, no school 8-Var. 51-6 = undecided or don't know about college plans X-X to both Var. 51 and 52.
11,12.	Name of school attending	Var. 49 (a)	code as indicated in Var. 49 (a)
13,14	Job of chief wage earner	Var. 66	code as checked
15	Education Status of father	Var. 72	same as Var. 72 in Code book
16.	Education Status of mother	Var. 75	same as Var. 75 in Code book

<u>Column</u>	<u>Description</u>	<u>Source of Information</u>	<u>Code</u>
17	Place of birth: student	Var. 76	same as Var. 76 in Code book
18	Place of birth: parents	Recode Var. 77-78*	<p><u>1-if and only if both parents born in U.S. (1,2, or 3)</u></p> <p>2-1 or both parents born in Canada (4)</p> <p>3-1 or both parents born in Puerto Rico or Latin Amer. (8)</p> <p>4-1 or both parents born in Europe (7)</p> <p>5-1 or both parents born in Asia (6)</p> <p>6-1 or both parents born in Africa (5)</p> <p>7-both parents not born in US and from different geographical classifications**</p> <p>8-other</p> <p>X-NR if both Var. 77 & 78=X</p> <p>Y-uncodable, if both Var. 77 & 78 uncodable.</p>
19	Sex	Var. 85	code as checked
20	Race	Var. 87	same
21	Religion	Var. 88	same
22	Type of administration	record maintained	<p>1-group; research staff supervised</p> <p>2-group; non-research staff supervised</p> <p>3-hand-out to individual; returned in person</p> <p>4-hand-out to individual; returned by mail</p> <p>5-mailed; returned 1st. mailing</p> <p>6-mailed; returned 2nd. mailing</p> <p>7-mailed; returned 3rd. or more</p>

Instruction to coder: *If there is "don't know" (y), uncodable (o), or no response (x) to Var. 77 or 78, the recode should be based on the response to the variable to which there is a response.

**Geographical classification are defined in Var. 76 (ex. if dad born in 4 (Canada), and Mom born in 7 (Europe), Recode as 7.

<u>Column</u>	<u>Description</u>	<u>Source of Information</u>	<u>Code</u>
			1=first-white cards 2=second-colored cards
23	Deck number	Number of deck	
24	Back sheet returned and completed	Check to see if back sheet attached and completed	0-no 1-yes
25,26,27		To be left blank	
28*	Date: month		1-June 1966 2-Aug. 1966 3-Oct. 1966 4-Nov. 1966 5-Dec. 1966 6-Jan. 1967 7-Feb. 1967 8-Mar. 1967
29,30	Date/day		code same as test date

Instruction to coder: *The date (Col.28,29,30) is to be punched on deck - 1 card only.

When coding CARD II:

Col. 1-22 are coded exactly the same as on CARD I.
Col. 23 is coded 2.
Col. 24 thru 30 are left blank.

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
31	SQ 1	Method of coding used for item 3 Var. 1	1-items 3 and 1 are the same 2-items 3 and 1 are different and item 1 is codable 3-items 3 and 1 are different and item 1 is not codable 4-items 3 and 1 are uncodable 5-item 3 is codable and item 1 is vague X-item 3 <u>and</u> item 1=NR,DK Y-item 3 <u>and</u> item 1=uncodable (i.e. 2 or more responses to <u>each</u> , none of which are the same status) 4-very sure 3-fairly sure 2-not sure 1-not at all sure X-NR Y-uncodable
32	SQ 2	Certainty about job plans Var. 2	
33,34	SQ 3	Student job plans categorized	
		Var. 3-1 farming	11-large farm owner (hires others to work his farm for him) 12-farm owner or manager (works his own farm and also has employees) 15-farm foreman, tenant, farmer, or small farm owner 17-farm worker or laborer
		Var. 3-2 protective and service work	24-very skilled, (such as railroad engineer, dry cleaner, sheriff airline stewardess, etc.) 25-skilled, (such as butcher, barber, policeman, seamstress, cook, practical nurse, housekeeper, etc.) 26-semi-skilled, (such as taxi, bus, or truck-driver, waiter or waitress, etc.) 27-other (such as janitor, scrubwoman)
		Var. 3-3 manual work	33-contractor (construction jobs, buildings, etc.) 34-factory foreman, or self- employed skilled worker 35-skilled worker (carpenter, electrician, timekeeper, forestry) 36-semi-skilled (such as carpenter's or plumber's assistant, steelworker) 37-other manual work (miner, assembly line worker, etc.)

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>	8.
		Var. 3-4 clerk, office or saleswork	41-certified accountant 42-real estate or insurance salesman, accountant, etc. 43-bank clerk; executive, law or medical secretary; etc. 44-stenographer, bookkeeper 45-store clerk, beauty operator, telephone operator, typist, etc.	
		Var. 3-5 business manager or public official	51-general manager of large corporation or business, government official. 52-executive manager of an office or department of a large business, executive assistant, or other hi management job, military officer. 53-assistant office manager, departmental assistant, or other middle management job.	
		Var. 3-6 business owner	61-very large business (value \$100,000) 62-large business (value between \$30,000 and \$100,000) 63-above average sized business (value between \$10,000 and \$30,000) 64-average size business (value \$3,000 and \$10,000) 65-small business (value between \$1,000 and \$3,000) 66-very small business (value less than \$1,000)	
		Var. 3-7 professional work	71-doctor, dentist lawyer, professor, judge, architect, scientist, veterinarian, high-school superintendent, deans. 72-registered nurse, librarian, high school teacher, chiropractor, college-trained minister, undertaker, grade school superintendent, pilots. 73-social worker, grade-school teacher, minister (no special training), library assistant professional musician, interior decorator. 74-professional sports.	
		Var. 3-8	8Y-housewife/mother	

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
		Var. 3-9*	9Y-other; not codable on one of the more specific categories XX-NR,DK, to <u>both</u> items 1 and 3. YY-not codable (2 or more responses to same variable.)

Instruction to coder:

*Where possible, code the written response to "other" in one of the above categories as best as possible. If impossible to code in one of above categories, score as 9Y. If the statement is very general, use the mean (average) rank for the appropriate category.

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
35	SQ 4	Kind of college interested in Var. 4	1-liberal arts 2-professional courses 3-vocational-technical 4-no college plans X-NR, DK Y-uncodable
36,37	SQ 5	Course of study most interested in Var. 5 *	
		1. farming and forestry courses	11-farm operation & management 12-forest service 17-other farming
		2. skilled trade courses	21-plastics molding 22-electrician, electrical repairs. 23-radio, TV maintenance 24-metal working 25-machine operation 27-other skilled trades
		3. personal service courses	31-nursing 32-occupational therapy 33-physical therapy 34-police and correction 35-beautician 36-food services in general 37-other personal services
		4. technical	41-computer operations 42-engineering assistant 43-mechanical drawing & drafting 44-dental & medical technician 45-electrical technician 47-other technical
		5. business related courses	51-business administration 52-food services management 53-office management and secretarial skills 54-bookkeeping 57-other business related courses
		6. art and design courses	61-graphic arts design, printing, photography 62-TV studio production 63-theater arts 64-interior design 67-other art and design courses 77-other, not codable in one of the above (specific categories above XX-NR, DK YY-uncodable 00-does not apply

Instructions to Coder: *If respondent checked 1,2, X or Y to Var. 4, and does or does not respond to Var. 5, score Var. 5 as 00; if Var. 4-3 or 4, then Var. 5-XX if no response to Var.5

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
38,39	SQ6	second choice of study Var. 6**	same
40	SQ7	Hours that could work Var. 7	1-none 2-no more than 5 hours per week 3-no more than 10 hours per week 4-as much as 15 hours per week but not during vacations 5-as much as 15 hours per week, and vacations X-NR,DK Y-uncodable
41	SQ8	Money already available Var. 8	1-none 2-less than \$100 3-between \$100 and \$200 4-between \$200 and \$400 5-between \$400 and \$600 6-between \$600 and \$800 7-between \$800 and \$1000 8-more than \$1000 X-NR, DK Y-uncodable
	SQ9	Feeling about college residence*	
42		Var. 9 - residence hall	0-not willing, no response*** 1-willing
43		Var.10 - private home	same
44		Var.11 - your home	same
45		Var.12 - unsupervised housing	same
46	SQ10	Var.13 - Residence preference	1-residence hall 2-private home 3-your home 4-unsupervised housing X-NR, DK Y-uncodable

Instructions to Coders:

*If no response to all Var. 9-12 then each is scored X. Otherwise no response to any one Var. 9-12 is scored 0.

**Response to Var. 6 is the number indicated in the box and is scored as such. If Var. 4-1,2, X or Y and Var. 6-NR or none, then score Var. 6 as 00; otherwise, if none or no response to Var. 6, code Var. 6 -XX.

***For Variable 9,10,11,12,14,15,16 - a circled dash means no and is scored 0

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
	SQL1	Feelings about living in college residence	
47		8-12 per room Var. 14*	0-unwilling, no response 1-willing
48		2-3 per room Var. 15	same
49		1 per room Var. 16	same
50	SQL2	College dormitory preference Var. 17	1- 8-12 per room 2- 2-3 per room 3- 1 per room X- NR, DK Y-uncodable
51	SQL3	Preference for distance of college from home Var. 18	1-close by 2-daily commuting distance 3-near enough to go home on weekends 4-near enough to go home on vacations 5-very far X-NR,DK Y-uncodable
52	SQL4	Preference for size of town college located in	1-very large city 2-medium-sized city 3-small city 4-rural X-NR,DK Y-uncodable
	SQ 15-19 Integration (content)		
53	SQL5	Integration classes Var. 20	3-definitely attend 2-probably attend 1-I might go 0-probably not X-NR, DK Y-uncodable
54	SQL6	Integration-same residence building Var. 21	same

*If there is no response to all Var. 14 - 16, then each is scored X. Otherwise no response to any Var. 14-16 is scored 0.

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
55	SQ17	Integration-dining Var. 22	same
56	SQ18	Integration-social life Var. 23	same
57	SQ19	Integration-share room Var. 24	same
58	SQ20	Integration-certainty about answers to SQ15-19 Integration-class Var. 25	0-just a guess 1-mostly a guess 2-fairly sure 3-quite sure 4-positive X-NR,DK Y-uncodable
59		Integration-same residence building Var. 26	same
60		Integration-dining Var. 27	same
61		Integration-social life Var. 28	same
62		Integration-share room Var. 29	same
63,64 65,66		Things like most about college Var. 30* Var. 31*	10- I. Location (general: vague statement not scorable in A or B). Area 11- <u>A.</u> 1. geographical 12- 2. cultural 13- <u>B.</u> Distance from home 14- 1. far 15- 2. close 20- II. Living and learning conditions (general living conditions and atmosphere) 21- <u>A.</u> Residential <u>B.</u> Student body comp- osition 22- 1. coed 23- 2. integration-racial 24- 3. integration rural/ urban 25- 4. general-student body 26- <u>C.</u> housing options

Instructions to coder:*If 30(32) was answered but not 31(33), then 31(33) is scored 00.

If more than 2 responses are made to Var. 30(31) or 32(33), score the first two.

The responses to these variable should be scored in the most specific category possible; if they cannot be fit into a category, score them 77.

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
			30- III. Size (general)
			31- <u>A.</u> Big
			32- <u>B.</u> Small
			40- IV. Program (general)
			<u>A.</u> Curriculum content
			41- 1. Job training
			42- 2. 4 yr. college preparatory
			43- 3. Extra-curricular
			44- 4. Only a 2 yr. college
			45- 5. Doesn't meet specific needs.
			46- <u>B</u> Curriculum level

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
			50- V
			51- A.
			B.
			52- 1.
			53- 2.
			66-
			77-
			88-
			99-
			00-
			XX-

Note to coder:

Specific examples of coding categories

- 10 - contribution to the area;
- 11 - too cold; too far north; great for skiing
- 12 - doesn't swing; too far from the opera
- 13 - too far (not enough) from folks
- 20 - homey atmosphere; close atmosphere
- 21 - I'm a towny, and don't want to live in the dorms; independence, size of rooms.
- 22 - I like having kids of the opposite sex at the school
- 23 - integration is being pushed; I don't want to live with people of other races; it'll be a wonderful opportunity to learn about people of other races
- 24 - I don't like country folk
- 25 - I like the kind of people that will be there; meet lots of interesting people
- 26 - don't like living in 2 man-room
- 30 - I like the size
- 31 - it's too big, not big enough
- 32 - it's too small; not small enough
- 40 - not enough competition; combining lib. 'arts' and technical.
- 41 - I don't like going to a two-year college
- 42 - People who want to get a four year degree are snobs; I like the idea of getting a degree
- 43 - too much interference with sports
- 44 - only a two-year college
- 45 - doesn't meet my specific needs; limitation for advancement
- 50 - money
- 51 - costs tax payer too much
- 52 - we can earn our own way; scholarship program
- 53 - most expenses are paid for

specific examples continued:

66 - it all sounds great/bad; can't think of anything; don't know anything

77 - the walls are pink

88 - overcrowded classes; poor teachers

99 - there's just something about it.

	SQ22	Things like least Var.32 Var.33	same
67,68 69,70			
	SQ23	List of features of college	
71,72		Like most Var. 34	11-(36) location-area 13-(37) location-distance from home 21-(38) residing at college 30-(39) size 41-(40) 2 yr. program-job training 42-(41) 2 yr. program-4 yr. college preparatory 22-(42) coed 53-(43) expenses 52-(44) work on campus 23-(45) integration-racial 24-(46) integration-urban/rural XX-NR,DK YY-uncodable
73,74		Like least Var.35	same
75		Location of college country Var.36	1-dislike very much 2-dislike somewhat 3-neither like nor dislike 4-like somewhat 5-like very much X-NR,DK Y-uncodable
76		Location of college : distance from home Var.37	same
77		Dining in college residence Var.38	same
78		Size of college Var.39	same
79		2 year job training program Var. 40	same
80		2 yr. college prep. program Var.41	same
31	(CARD II)	Coed. Var.42	same

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
32	SQ23	Expenses provided Var. 43	same
33		Work opportunities Var. 44	same
34		Integration rural/urban Var. 45	same
35		Integration-race Var. 46	same
	SQ24	Answers to SQ23 ranked (Var. 34 and 35 see above)	
36	SQ25	Parents feeling about student attending Var. 47	5-think it is a good idea 4-some hesitation 3-might not be willing 2-probably not willing 1-definitely not let me go X-NR,DK Y-uncodable
37	SQ26	Your feeling about attending Var. 48	5-definitely go 4-probably go 3-might or might not go 2-probably not go 1-definitely not go X-NR, DK Y-uncodable

SQ4 Code Supplement

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
11,12	SQ27	Var. 49 (a) name of H.S. attending	<p>Clinton County High Schools</p> <p>31-Altona Central School (C.S.)</p> <p>32-Beekmantown C.S.</p> <p>33-Champlain C.S.</p> <p>34-Chazy Central Rural School</p> <p>35-Dannemora High School</p> <p>36-Ellenburgh C.S.</p> <p>37-Keeseville C.S.</p> <p>38-Lyon Mountain High School</p> <p>39-Mooers C.S.</p> <p>40-Mount Assumption Institute</p> <p>41-Our Lady of Victory Academy</p> <p>42-Peru C.S.</p> <p>43-Plattsburgh High School</p> <p>44-Saint John's Academy</p> <p>45-Saint Mary's Academy</p> <p>46-Saranac Central School</p> <p>Upstate N.Y., not Clinton County High Schools</p> <p>51-Brushton-Moira Central School</p> <p>52-Chateaugay Central School</p> <p>53-Elizabethtown-Lewis</p> <p>54-Erskine Academy</p> <p>55-Johnsburgh Central School</p> <p>56-Lake Placid Central School</p> <p>57-Saint Joseph's Academy</p> <p>58-Saint Pius X</p> <p>59-Saint Regis Falls C.S.</p> <p>60-Salmon River Central School</p> <p>61-Saranac Lake High School</p> <p>62-Tupper Lake High School</p> <p>63-Westport Central School</p> <p>64-Willsboro-Essex High School</p>
		(b) location of H.S. attending*	<p>1-New York City Community College</p> <p>2-Upstate New York Community College (not Clinton County)</p> <p>3(4) Clinton County High School</p> <p>5(6) Upstate New York High School (not Clinton County)</p> <p>7-other</p>

Instructions to coder: *Code Var. 49(b) as 3 if high school is located in Clinton County; and as 5 if high school is located in Upstate New York but not in Clinton County. Disregard (4) and (6)

CQ1 Code Supplement

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
11,12	CQ27	Var. 49 (Identifying variable) (a) name of college attending	New York City Community College 11-Borough of Manhattan Community College at New York City 12-Bronx Community College at New York City 13-Fashion Institute of Technology at New York City 14-Kingsborough Community at Brooklyn 15-New York City Community College of Applied Arts and Sciences at Brooklyn 16-Queensborough Community College New York City 17-Staten Island Community College at New York City Upstate N.Y. Community College 21-Adirondack Community College at Hudson Falls 22-Agricultural & Technology Institute at Canton 23-Hudson Valley Community College at Troy
1		(b) location of college attending*	1-New York City Community College 2-Upstate New York Community Colleges (not in Clinton County) 3(4) Clinton County High School 5(6) Upstate New York High School Colleges not in Clinton County 7-other X-NR,DK Y-uncodable
38	CQ28	Course of study now taking Var. 50	1-liberal arts to prepare for transfer to 4 yr. college 2-professional 3-vocational/technical 7-other X-NR, DK Y-uncodable
7		Recode of Var. 50 of CQ2 plus <u>any</u> SQ and CQ1	Identifying Variables, p.3.
8		Type of program	Identifying Variables, p.4
9		College program	Identifying Variables, p.4

Instructions to coder: *Code Var. 49(b) as 1(if school located in New York City) and 2 if school located in Upstate New York. Disregard (4) and (6)

CQ2 Code Supplement

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
11,12	CQ27	Var. 49* (a) name of college attending	For Var. 49(a) & 49(b) see instructions to coder*
1		(b) location of college attending	
38		Present situation with respect to college	1-not in college-never applied 2-not in college-applied but not accepted 3-not in college-applied and accepted but decided not to go 4-presently attending college X-NR, DK Y-uncodable
7		Recode of Var. 50 of CQ2 plus <u>any</u> SQ and CQ1	Identifying Variables, p.3
8		Type of program	Identifying variables, p.4
9		College program	Identifying variables, p.4
39	CQ28	College Plans	1-yes, a four year college 2-yes, a two year college 3-yes, but not sure if it will be a two-year or four-year college. 4-no, I plan to go to another kind of school 5-no, I do not intend to go to school next year 6-I have not yet decided about going to school next year X-NR Y-uncodable
10		Recode Var. 51 and 52: SQ4, CQ2	Identifying Variables, p.4.
40	CQ29	Course planning to take in college Var. 52	1-courses leading to a 4 yr. degree 2-courses to prepare for a job 3-undecided X-NR Y-uncodable

Instructions to coder: *(1) If Var. 50 was scored 1,2, or 3, then Var. 49 (a) is scored (00) and Var. 49 (b) is scored (0)
(2) If Var. 50 was scored 4, then Var. 49(a) is scored 81 and Var. 49(b) is scored 8.

**If Var. 51-5, then Var. 52,53 and 54 scored 0 (not applicable)

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>	SQ4
38	SQ28	College or High School course of study Var. 50	1-vocational program 2-business program 3-general program 4-college prep. program 7-other X-NR,DK Y-uncodable	
7		Recode of Var. 50 of CQ2 plus <u>any</u> SQ and CQ1	Identifying Variables, p.3.	
8		Type of program	Identifying Variables, p.4	
9		College program	Identifying Variables, p.4	
39	SQ29	College Plans Var. 51*	1-yes, 4 yr. college 2-yes, 2 yr. college 3-yes, but not sure if 4 yr. or 2 yr. 4-no, another kind of school 5-no, no school 6-undecided X-NR Y-uncodable	
10		Recode Var. 51 & 52: SQ4, CQ2	Identifying Variables, p.4	
40	SQ30	Courses planning to take in college Var. 52	1-lead to 4 yr. degree 2-prepare for particular job 3-undecided X-NR Y-uncodable	
41	SQ31	Decision as to which college to attend Var. 53**	0-no, or no response 1-yes	
42	SQ31	Ability to name college wishing to attend Var. 54**	0-no, or no response 1-yes	

Instructions to coder: *If Var. 51-5, then Var. 52,53 and 54 are scored 0 (not applicable)

**If respondent names a specific college he wishes to attend, code both Var. 53 and Var. 54 as 1, even if response to Var. 53-0 (no)

If respondent does not name a specific college he wishes to attend code both Var. 53 and 54 as 0, even if responses to Var. 53-1 (yes)

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>	19.a CQ1
39	CQ29	Particular area of study Var. 51*	See Var. 5 for coding. <u>Make these additions:</u> Liberal Arts 81-Social Sciences 82-Science 83-Math 84-Humanities 85-Languages 87-other LA courses	
10		Recode Var. 51 and 52: SQ4, CQ2	Identifying Variables, p.4	
40	CQ30	Var. 52	0	
41		Var. 53	X**	
42		Var. 54	X**	

Instructions to coder: ** Var. 51 coding instructions:

- (1) Assign response to closest category in Var. 5
- (2) Use same code numbers as Var. 5 where possible, and add code numbers as necessary for different course categories (be sure that everyone else is informed of additional code numbers)

**This coding is an exception. Var. 53 and 54 would usually be scored 0 (not applicable), but are scored X (NR)

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
41	CQ30	Decision as to which college to attend Var. 53***	0-no or no response 1-yes
42		Ability to name college wishing to attend Var. 54***	0-no or no response 1-yes

Instructions to coder: ***If respondent names a specific college he wishes to attend, code both Var. 53 and Var. 54 as 1 even if response to Var. 53 is no (0). If respondent does not name a specific college he wishes to attend code both Var. 53, and 54 as 0 even if responses to Var. 54 is yes(1)

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
	SQ32	*Persons living at home	1 - yes
43		Father - Var.55	0 - no or no response
44		Male guardian Var.56	same
45		Mother Var.57	same
46		Female guardian Var.58	same
47		Other Var.59	0 - no response 7 - if responded to
48		Older brothers Var.60	0-9 actual number of older bros.
49		Younger brothers Var. 61	0-9 actual number of younger bros.
50		Older sisters Var. 62	0-9 actual number of older sisters
51		Younger sisters Var. 63	0-9 actual number of younger sisters
52,53		total number of siblings Var. 64	00-99 total number of siblings.
54	SQ33	Chief Wage Earner Var. 65	1-father 2-mother 3-brother 4-sister 5-yourself 6-other relative 7-other X-NR, DK Y-uncodable
13,14	SQ34	Job of Chief Wage Earner Var. 66	Identifying variable: Use code devised for Var. 3

Instructions to coder: *If there is no response to all Var. 55-63, then score each as X (and score Var. 64 as XX), otherwise no response to any one of Var. 55-63 is scored 0.

For Variables 55-63, a circled dash means no and is scored 0

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
15		Identifying Variable: Recode of Vars. 71 and 70* Var. 72	1-graduate professional or training (Var.70-17,18,19,or 20) 2-standard graduation (Var.70-16) 3-partial college training (Var.70-13,14,or 15) 4** HS graduation (Var. 70-13) 5-partial HS (Var. 70-10 or 11) 6-Jr. H.S. (Var. 70-07,08 or 09) 7-less than 7 yrs. of school (Var. 70-01,02,03,04,05 or 06) X-NR; unscorable due to lack of response to both Var. 70 and 71 or only Var. 70 Y-uncodable (both Var. 70 &71-Y)
62,63	SQ39	Last year of school completed by mother Var. 73	same as for father
64	SQ40	Highest degree held by mother Var. 74	same as for father

Instructions to coder: *Highest grade circled for Var. 70 is used.

**Only if item 71 indicates no higher degree held.

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
55	SQ35	Regular source of income besides chief wage earner Var. 67	0-none other 1-father 2-mother 3-brother 4-sister 5-yourself 6-other relative 7-other X-NR,DK Y-uncodable
56	SQ36	Are you employed? Var. 68	0-no 1-yes
57,58		How many hours per week? Var. 69	00-99 number of hours per week XX-NR, DK YY-uncodable
59,60	SQ37	Amount of schooling completed by father Var. 70	00-none 01-12 first thru 12th grade 13-first yr. of college 14-2nd yr. of college 15-3rd. yr. of college 16-4th. yr. of college 17-5th. yr. of college 18-6th. yr. of college 19-7th. yr. of college 20-8th. yr. of college XX-NR,DK YY-uncodable
61	SQ38	Highest degree of diploma held by father Var. 71*	1-HS 2-2 yr. college certificate 3-Bachelor's 4-Master's 5-Doctor's 6-none 7-other X-NR,DK Y-uncodable

Instructions to coder: * If any college year 4-8 is circled, but no degree is circled, score as 3.

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
16	SQ40 cont.	Identifying Variable: Recode of Var. 73 and 74 Var. 75	same as for father
17	SQ41	Place of birth Identifying Variable: Yourself-Var. 76	1-No. Atlantic States* 2-So. Atlantic States** 3-other States 4-Canada 5-Africa 6-Asia and Malaysia 7-Europe 8-Latin America 9-Puerto Rico 0-other X-NR,DK Y-uncodable
65		Father-Var. 77	same
66		Mother-Var. 78	same
18	SQ42*** (see p.24)	Recode Var. 77-78 Kind of contacts with people of other races	Identifying Variables, p.5.
67		reading, studies, T.V. Var. 79	0-no 1-yes X-NR,DK Y-uncodable
68		observe at work, school Var. 80	same
69		same group Var. 81	same
70		casual speaking contacts Var. 82	same
71		close personal contacts Var. 83	same
72		other Var. 84	same
19	SQ43	Identifying Variable Sex-Var. 85	1-male 2-female X-NR,DK Y-uncodable
73,74	SQ44	Age-Var. 86	00-99 (age in years) X-NR,DK Y-uncodable

Instructions: *Connecticut, Delaware, Maine, Maryland, Massachusetts, New Jersey, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont, Washinton D.C.

**Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, No. Carolina, Carolina, Tennessee, Virginia, West Virginia

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
20	SQ45	Identifying Variable: Race-Var. 87	1-White 2-Negro 3-Oriental 4-Spanish-American 5-American Indian 7-other X-NR, DK Y-uncodable
21	SQ46	Identifying Variable: Religion-Var. 88	1-Protestant 2-Catholic 3-Jewish 7-Other X-NR,DK Y-uncodable

Instructions to Coder: ***If there is no response to all Var. 78-84, then score each as X; otherwise score a no response to each Variable as 0.

APPENDIX D2

Basic Variables for Student Questionnaire

LIST OF BASIC VARIABLES

CODE IDENTIFICATION

IDEN	=	<u>I</u> dentification Fariable
DE	=	<u>D</u> emographic Variable
DEFA	=	<u>D</u> emographic Variable <u>F</u> amily
DESU	=	<u>D</u> emographic Variable <u>S</u> ubject
OCIN	=	<u>O</u> ccupational <u>I</u> nterest Variable
CO	=	<u>C</u> ollege <u>O</u> rientations Variable
COG	=	<u>C</u> ollege <u>O</u> rientations <u>G</u> eneral
COGCI	=	<u>C</u> ollege <u>O</u> rientations <u>G</u> eneral <u>C</u> ourse <u>I</u> nterests
COGFI	=	<u>C</u> ollege <u>O</u> rientations <u>G</u> eneral <u>F</u> inancing
COGRE	=	<u>C</u> ollege <u>O</u> rientations <u>G</u> eneral <u>R</u> esidence
COGLO	=	<u>C</u> ollege <u>O</u> rientations <u>G</u> eneral <u>L</u> ocation
COS	=	<u>C</u> ollege <u>O</u> rientations - <u>E</u> xperiment <u>S</u> pecific
COSI	=	<u>C</u> ollege <u>O</u> rientations - <u>I</u> ntegration
COSIC	=	<u>C</u> ollege <u>O</u> rientations - <u>I</u> ntegration <u>C</u> ontent
COSIN	=	<u>C</u> ollege <u>O</u> rientations - <u>I</u> ntegration <u>I</u> ntensity
COSCOF	=	<u>C</u> ollege <u>O</u> rientations - <u>C</u> ollege <u>F</u> eatures

LIST OF BASIC VARIABLES

	<u>Vbl.</u>	<u>Card</u>	<u>Col.</u>
I IDENTIFICATION (IDEN)			
Location and type of distribution	49b	1	01
Respondent number	-	1	02-05
Type of form used (CQ-1, CQ-2, SQ-4)	-	1	06
Type of administration	-	1	22
Deck/Card II	-	1	23
Name and phone number attached	-	1	24
Date and day of administration	month	1	28
	day	1	29-30
II DEMOGRAPHIC CHARACTERISTICS (DE)			
<u>A. Family Background (DEFA)</u>			
Birthplace of <u>parents</u>	78	1	18
Birthplace of <u>subject</u>	76	1	17
Education of <u>father</u> - years	70	2	59-60
Education of <u>father</u> - degrees	71	2	61
Education of <u>father</u> - summary recode	72	1	15
Education of <u>mother</u> - years	73	2	62-63
Education of <u>mother</u> - degrees	74	2	64
Education of <u>mother</u> - summary recode	75	1	16
Chief Wage Earner - <u>occupation</u>	66	1	13-14
<u>Occupational Category</u>	66a	1	13
<u>Status Scale</u>	66b	1	14
<u>Identity</u> (father, mother, etc.)	65	2	54
Other Wage Earner - Identity	67	2	55
Family Composition (living at home)			
father	55	2	43
male guardian	56	2	44
mother	57	2	45
female guardian	58	2	46
other	59	2	47
number older brothers	60	2	48
number older sisters	61	2	49
number younger brothers	62	2	50
number younger sisters	63	2	51
total number of siblings	64	2	52-53

II

B. Subject Characteristics (DESU)

		<u>Vbl</u>	<u>Card</u>	<u>Col</u>	
Sex		85	1	19	
Race		87	1	20	
Religion		88	1	21	
Age		86	2	73-74	
Education	<u>SQ-4</u>	<u>Present status</u>	50	1	<u>08</u>
		College Plans	51	2	39
		Course Plans	52	2	40
	<u>CQ-1</u>	<u>Present status</u>	50	1	<u>09</u>
		College courses	51-52	2	39-40
	<u>CQ-2</u>	<u>Present status</u>	50	1	07
		College plans	51	2	39
		Course Plans	52	2	40
	<u>All Forms</u>	College selected	54	2	42
		Name of school attending	49a	1	11-12
Employment - yes or no			68	2	56
if yes, hours per week			69	2	57-58

III OCCUPATIONAL INTERESTS (OCIN)

Occupational aspiration		3	1	33-34
Occupational category		3a	1	33
Occupational status rank		3b	1	34
Method of coding occupation		1	1	31
Occupational certainty		2	1	32

IV COLLEGE ORIENTATIONS (CO)

A. General (COG)

-Course Interests, general (COGIN)		4	1	35
-Course Interests, Occupational (if 3 scored on Vbl. 4) # 1st. choice		5	1	36-37
-Course Interests, Occupational - 2nd. choice		6	1	38-39
- <u>Financing</u> - work hours (COGFI)		7	1	40
-Financing other sources (family, etc.)		8	1	41
Residence Interests - Dormitory (COGRI)		9	1	42
- Private Home		10	1	43
Type - Own home		11	1	44
- Unsupervised		12	1	45
- Preference for above		13	1	46
roommates - 8 - 12		14	1	47
- 2 - 3		15	1	48
- alone		16	1	49
- preference		17	1	50
Location - Distance (COGLO)		18	1	51
Community Type		19	1	52

IV (Cont'd)

B. Experiment Specific

Integration scale

	<u>Vbl.</u>	<u>Card</u>	<u>Col.</u>
Content scores - classes	20	1	53
building	21	1	54
eating	22	1	55
social	23	1	56
roommate	24	1	57

Intensity Scores-classes	25	1	58
building	26	1	59
eating	27	1	60
social	28	1	61
roommate	29	1	62

Evaluation of College Features

Open-End - like (1st. reason)	30	1	63-64
like (2nd. reason)	31	1	65-66
Open-End - dislike (1st. reason)	32	1	67-68
dislike (2nd. reason)	33	1	69-70
Pre-coded - like most (from VBL.'s 36-46)	34	1	71-72
like least	35	1	73-74
Pre-coded - Ratings of Features			
Location	36	1	75
Distance	37	1	76
Living	38	1	77
Size	39	1	78
Vocational	40	1	79
Liberal Arts	41	1	80
Coeducational	42	2	31
Expenses paid	43	2	32
Work opportunity	44	2	33
Integrate, Rural-Urban	45	2	34
Integrate, Race	46	2	35
Estimate of parent's evaluation	47	2	36
Final evaluation	48	2	37

APPENDIX D3

Clinton County Household Survey Codebook

CODE BOOK FOR PERSONAL INTERVIEWS

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
1,2,3	Identifying Number		001 - 999
4,5	Interviewer Number		
6,7	Area		
8	Date		
9	Deck number		Page one - 1 Page two - 2 Page three - 3
10	Ques. 3	Sex - Position of Interviewee Var. 9	Code as on interview
11,12	Ques. 107	Age - Year born Var. 145	Calculate age and put down in years
13	Ques. 109	Education - Last grade completed Var. 147	Code as on interview
14	Ques. 110	Religion Var. 148	Code as on interview
15,16	Ques. 113	Occupation Var. 151	Use code on student questionnaire for Var. 3
17,18	Ques. 11	Income on household Var. 30	03 - 13 To nearest tens of thousands
19,20	Ques. 1	Number living in house Var. 1	01 - up Total number of people living in home
	Ques. 2	How each person related.	
21		Mother-wife Var. 2	0 - no 1 - yes
22		Father-husband Var. 3	0 - no 1 - yes
23		Son-brother Var. 4	0 - no 1 - yes
24		Daughter-sister Var. 5	0 - no 1 - yes
25		Grandfather Var. 6	0 - no 1 - yes

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
26		Grandmother Var. 7	0 - no 1 - yes
27		Other Var. 8	0 - no 1 - yes
	Ques. 4	School age children in household	
28		Elementary Var. 10	0 - 9 total number
29		Jr. High School Var. 11	0 - 9 total number
30		High School Var. 12	0 - 9 total number
31		College Var. 13	0 - 9 total number
32	Ques. 5	Public or parocial School. Var. 14	Code as on interview
33,34	Ques. 6	Years in Clinton County Var. 15	01 - up 99 = all life total number of years lived in Clinton County
35,36	Ques. 7	Where born Var. 16	Code as on interview
	Ques. 8	Occupation status	
37		Doctor Var. 17	1 - 7
38		Department store mgr. Var. 18	1 - 7
39		Bookkeeper Var. 19	1 - 7
40		Building Contractor Var. 20	1 - 7
41		Plumber Var. 21	1 - 7
42		Truck driver Var. 22	1 - 7
43		Janitor Var. 23	1 - 7
	Ques. 9	Additions to Occupation status	

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
44,45		College Professor Var. 24	
46,47		High School teacher Var. 25	(first col. code coded (status of card below. (second col. code as (rank.
48,49		Elementary school teacher Var. 26	
	Ques. 10	Salary of teachers	
50,51		College Professor Var. 27	03-13
52,53		High School teacher Var. 28	03-13
54,55		Elementary teacher Var. 29	03-13
56	Ques. 12	Loc. of elem. school Var. 31	0 - no 1 - yes
57	Ques. 13	Elem. school teacher Var. 32	0 - no 1 - yes
58	Ques. 14	Elem. school principal Var. 33	0 - no 1 - yes
59	Ques. 15	Loc. of high school Var. 34	0 - no 1 - yes
60	Ques. 16	High School teacher Var. 35	0 - no 1 - yes
61	Ques. 17	High school principal Var. 36	0 - no 1 - yes
62	Ques. 18	Nearest college Var. 37	0 - no 1 - yes
63	Ques. 19	College Professors Var. 38	0 - no 1 - yes
64	Ques. 20	Belong to P.T.A. Var. 39	0 - no 1 - yes
65	Ques. 21	Other organizations Var. 40	Code as on interview 0 - if belong to none
66	Ques. 22	Time spent in organizations Var. 41	0 - if belong to no organ- izations code as on interview
67	Ques. 23	Spare time Var. 42	Code as on interview 0 - if no spare time

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
68	Ques. 24	Education for children Var. 43	Code as on interview
69,70	Ques. 25	Type job for children Var. 44	Use code on student questionnaire for Var. 3
71	Ques. 26	Why receive educations Var. 45	Code as on interview
72	Ques. 27	Education who Var. 46	Code as on interview
73	Ques. 28	How people in comm. feel about education Var. 47	Code as on interview
74	Ques. 29	Opportunity for higher Education Var. 48	0 - no 1 - yes x - d.k.
75	Ques. 30	What can be done Var. 49	0 - if var. 48 was ans. 1 code as on interview
	Ques. 31	Places of higher Education	
76		Var. 50	0 - not mentioned 1 - mentioned ATTC
77		Var. 51	0 - not mentioned 1 - mentioned MINER
78		Var. 52	0 - not mentioned 1 - mentioned PSUC
79		Var. 53	0 - not mentioned 1 - mentioned High School 2 - mentioned OLVA Business P.G. 3 - mentioned Vocational school
80		Var. 54	0 - not mentioned 1 - other (not following listed) 2 - St. Lawrence 3 - Potsdam, Albany, State Univ. other than Plattsburgh 4 - Canton, Adirondack, Comm. Coll. 5 - University of Vermont 6 - Champlain College 7 - Nurses training in hospitals 8 - other N.Y. State Univ. except State Univ. e.g. Clarkson, Syracuse, Cornell

<u>COLUMN</u> RD 2	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
19	Ques. 32	Adult training Var. 55	0 - no 1 - yes
20	Ques. 33	Type courses of interest Var. 56	1 - Liberal Arts (Includes sciences, math & teaching) 2 - Home Economics (Includes sewing, and cooking) 3 - Business 4 - Job Training (Includes secretarial) 5 - Nursing 6 - Engineering 7 - other 8 - Manual skills (leathercraft, woodworking, etc.)
	Ques. 34	How education paid for	
21		Var. 57	0 - not mentioned 1 - mentioned taxes
22		Var. 58	0 - not mentioned 1 - mentioned state aid
23		Var. 59	0 - not mentioned 1 - mentioned federal aid
24		Var. 60	0 - not mentioned 1 - other mentioned
25	Ques. 35	Contribute how Var. 61.	0 - no 1 - taxes 7 - other
26	Ques. 36	How should education be paid for Var. 62	1 - taxes (includes answers such as, as is, fine now, etc.) 2 - government assistance 7 - other
27	Ques. 37	Paying extra taxes Var. 63	Code as on interview
28	Ques. 38	Which tax preferred Var. 64	Code as on interview
29	Ques. 39	Pay extra tax Var. 65	0 - no 1 - yes
30	Ques. 40	Own house Var. 66	0 - no 1 - yes
31	Ques. 41	Vote for new college Var. 67	0 - no 1 - yes
32	Ques. 42	Have say in public decisions Var. 68	0 - no 1 - yes

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
33		How Var. 69	0 - if var. 68 is ans. no 1 - voting 2 - town council and meeting 3 - speaking out 4 - personal favoritism 7 - other
34	Ques. 43	How decisions made Var. 70	Code as on interview
35	Ques. 44	Registered voter Var. 71	0 - no 1 - yes
36	Ques. 45	Live life over Var. 72	Code as on interview
37	Ques. 46	College in Platts. Var. 73	1-5
38	Ques. 47	Size of college Var. 74	1-3
39	Ques. 48	Courses offered Var. 75	1-5
40	Ques. 49	Co-educational Var. 76	1-5
41	Ques. 50	Rural and urban students Var. 77	1-5
42	Ques. 51	Racial integration Var. 78	1-5
43	Ques. 52	Var. 79	1-5
44	Ques. 53	Var. 80	1-5
45	Ques. 54	Var. 81	1-5
46	Ques. 55	Var. 82	1-5
47	Ques. 56	Var. 83	1-5
48	Ques. 57	Var. 84	Code as on interview
49	Ques. 58	Var. 85	Code as on interview
50	Ques. 59	Var. 86	0 - no 1 - yes
51		Var. 87	0 - if var. 86 is ans. yes code as on interview
52	Ques. 60	Var. 88	0 - no 1 - yes

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
53		Var. 89	0 - if var. 88 is ans. yes code as on interview
54	Ques. 61	Var. 90	0 - no 1 - yes
55	Ques. 62	Var. 91	0 - no 1 - yes
56	Ques. 63	School necessary Var. 92	0 - no 1 - yes
57		Why Var. 93	Code as on interview
58	Ques. 64	Var. 94	0 - no 1 - yes
59	Ques. 65	Var. 95	0 - no 1 - yes
60	Ques. 66	Var. 96	0 - negative feeling 1 - positive feeling
61	Ques. 67	Var. 97	0 - negative feeling 1 - positive feeling
62,63	Ques. 68	Like most about College Var. 98	Use code on student question- naire for var. 30 and 31
64,65	Ques. 69	Like least about College Var. 99	Use code on student question- naire for var. 30 and 31
66	Ques. 70	Var. 100	0 - no 1 - yes
67	Ques. 71	Var. 101	0 - no 1 - yes
68	Ques. 72	Var. 102	0 - no 1 - yes
69	Ques. 73	Var. 103	0 - no 1 - yes
70	Ques. 74	Var. 104	0 - no 1 - yes
71	Ques. 75	Var. 105	0 - no 1 - yes
72	Ques. 76	Var. 106	0 - no 1 - yes
73	Ques. 77	Var. 107	0 - negative feeling 1 - positive feeling

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
	Ques. 78	Negroes who have been in the news	
74		Var. 108	Code as on interview 7 - if answered but no opinion
75		Var. 109	Code as on interview 7 - if answered but no opinion
76		Var. 110	Code as on interview 7 - if answered but no opinion
77		Var. 111	Code as on interview 7 - if answered but no opinion
78		Var. 112	Code as on interview (as above)
79	Ques. 80	Negroes respect and admire Var. 113	0 - no 1 - yes
80	Ques. 81	Negroes do not think highly of Var. 114	0 - no 1 - yes
CARD 3			
19	Ques. 82	Var. 115	1-5
20	Ques. 83	Var. 116	1-5
21	Ques. 84	Var. 117	1-5
22	Ques. 85	Var. 118	1-5
23	Ques. 86	Var. 119	1-5
24		Var. 120	Code as on interview
25	Ques. 87	Var. 121	1-5
26	Ques. 88	Var. 122	1-5
27		Var. 123	Code as on interview
28	Ques. 89	Var. 124	1-5
29	Ques. 90	Var. 125	1-5
30	Ques. 91	Var. 126	1-5
31	Ques. 92	Var. 127	1-5
32	Ques. 93	Var. 128	1-5
33	Ques. 94	Var. 129	1-5
34	Ques. 95	Var. 130	1-5

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
35	Ques. 96	Var. 131	1-5
36	Ques. 97	Var. 132	1-5
37		Var. 133	1 - T.V. and news media 2 - personal experience (i.e. as seen in Plattsburgh) 3 - characteristics of the population i.e., self-conscious, & try too hard or inferiority 4 - a negative perception of negroes i.e., they are trying to push whites out, they lack education 7 - other
38	Ques. 98	Var. 134	1-5
39		Var. 135	0 - ans. var. 134 with 1,2, or 3 1 - says something about contact or numbers yielding understanding 7 - other
40	Ques. 99	Var. 136	1-5
41		Var. 137	1 - contact yields understanding type response 2 - feeling of necessity (better happen, has to happen etc.) 3 - negative response (things won't ever change) 7 - other
42	Ques. 100	Var. 138	1-5
43	Ques. 101	Var. 139	1-5
44	Ques. 102	What integration means Var. 140	1 - mixing or mingling 2 - equal rights, opportunity etc. something related to equality 3 - tolerance 4 - nothing, doesn't mean anything 7 - other
45	Ques. 103	Been to N.Y.C. Var. 141	0 - no 1 - yes
46	Ques. 104	Been to Montreal Var. 142	0 - no 1 - yes
47	Ques. 105	Farthest from home Var. 143	Code as on interview

<u>COLUMN</u>	<u>SOURCE</u>	<u>DETAIL</u>	<u>CODE</u>
48	Ques. 106	Why go there Var. 144	Code as on interview
49	Ques. 108	Race Var. 146	Code as on interview
50	Ques. 111	Chief Wage earner Var. 147	Code as on interview
51	Ques. 112	Additional income Var. 150	Code as on interview 0 - if no other sources of income or social security.

APPENDIX D4

Community Leadership Survey Codebook

COMMUNITY LEADER INTERVIEW CODE BOOK

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
1,2,3	Identifying Number	As is on interview
4,5	Interviewer Number	As is on interview
6	Date	1 March 6-12 2 March 13-19 3 March 20-26 4 March 27-April 2 5 April 3-9 6 April 10-16 7 April 17-23
7,8	Leadership position	I Business owner and manager <u>11</u> local manufacturers (product inv.) e.g., bakery, dairy, etc. <u>12</u> owner, manager unspecified <u>17</u> other (service) II Organization (private) officials <u>21</u> Fraternal (Elk, DAR etc.) <u>22</u> Civic (J.C., C of C, Development) <u>27</u> other III Public Official <u>31</u> City elected <u>32</u> County elected <u>33</u> other <u>34</u> other unclassified <u>35</u> CC Trustees & School Board <u>36</u> Law Enforcement <u>37</u> Welfare <u>38</u> other <u>39</u> other unclassified IV Educators <u>41</u> Elementary, secondary, voc., trade <u>42</u> College V Religious <u>51</u> Catholic (if principal of catholic school put under educators) <u>52</u> other

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
9	Sex	1 Male 2 Female
10	Place of birth	1 CC (not Plattsburgh) 2 Plattsburgh 3 NNY 4 Downstate 5 Greater NYC area 6 East 7 Other US 8 South 9 Canada and Foreign
11,12	Number of years in Dlinton County	As is on interview 99 all life
13,14	Age in years	As is on interview
15,16	Occupation	
	1-farming	11-large farm owner (hires others to work his farm for him) 12-farm owner or manager (works his own farm and also has employees) 15-farm foreman, tenant, farmer, or small farm owner 17-farm worker or laborer
	2-protective and service work	24-very skilled, (such as railroad engineer, dry cleaner, sheriff airline stewardess, etc.) 25-skilled, (such as butcher, barber, policeman, seamstress, cook, practical nurse, housekeeper, etc.) 26-semi-skilled, (such as taxi, bus, or truck-driver, waiter or waitress, etc.) 27-other (such as janitor, scrubwoman)
	3-manual work	33-contractor (construction jobs, buildings, etc.) 34-factory foreman, or self- employed skilled worker 35-skilled worker (carpenter, electrician, timekeeper, forestry) 36-semi-skilled (such as carpenter's or plumber's assistant, steelworker) 37-other manual work (miner, assembly line worker, etc.)

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
		4-clerk, office or saleswork	41-certified accountant 42-real estate or insurance salesman, accountant, etc. 43-bank clerk; executive, law or medical secretary; etc. 44-stenographer, bookkeeper 45-store clerk, beauty operator, telephone operator, typist, etc.
		5-business manager	51-general manager of large corporation or business, government official. 52-executive manager of an office or department of a large business, executive assistant, or other high management job, military officer, mayor 53-assistant office manager, departmental assistant, or other middle management job.
		6-business owner	61-very large business (value \$100,000) 62-large business (value between \$30,000 and \$100,000) 63-above average sized business (value between \$10,000 and \$30,000) 64-average size business (value \$3,000 and \$10,000) 65-small business (value between \$1,000 and \$3,000) 66-very small business (value less than \$1,000)
		7-professional work	71-doctor, dentist, lawyer, professor, judge, architect, scientist, veterinarian, high-school superintendent, deans. 72-registered nurse, librarian, high school teacher, chiropractor, college-trained minister, undertaker, grade school superintendent, pilots. 73-social worker, grade-school teacher, minister (no special training), library assistant professional musician, interior decorator. 74-professional sports

<u>Column</u>	<u>Question</u>	<u>Detail</u>	<u>Code</u>
		9*	9Y-other; not codable on one of the more specific categories
			XX-NR,DK
			YY-not codable

17	Religion	1 Protestant
		2 Catholic
		3 Jewish
		7 Other
		X NR, DK
		Y Uncodable

Instruction to coder:

*Where possible, code the written response to "other" in one of the above categories as best as possible. If impossible to code in one of above categories, score as 9Y. If the statement is very general, use the mean (average) rank for the appropriate category.

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
	Ques. 1 Outstanding Problems	
18	Is <u>Education</u> mentioned anywhere in Ques. 1	0 - no 1 - Specific mention of 2 year Community College program 2 - Specific mention of job training, trade school, vocational 3 - reference to 4 year insts. 4 - reference to elementary or secondary (General) 5 - illiteracy 6 - quality of education available 7 - other mention 8 - in relation to need for
20	Are <u>Economic Problems</u> mentioned anywhere in Ques. 1	0 - no 1 - need for industry 2 - need for lower taxes 3 - need for more taxes 4 - need for development (general reference) or low socio eco level 5 - unemployment 6 - need for increased welfare - medicade care, etc. 7 - other 8 - need to reduce welfare
22	Are <u>Services</u> mentioned in Ques. 1	0 - no 1 - air transport 2 - transportation other i.e. highway 3 - housing 4 - better stores, services, etc. 5 - medical 6 - recreation 7 - other 8 - cultural facilities
24	Is <u>Government</u> mentioned in Ques. 1	0 - no 1 - law enforcement 2 - water, sewerage, pollution, garbage 3 - need to be better, more effective 4 - need to educate masses 5 - local problems, i.e., zoning 7 - other

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
	Ques. 2 Solutions	
19	If <u>Education</u> mentioned	0 - no 1 - building 2 year college 2 - more trade schools 3 - expand or add to PSUC 4 - preschool programs and family education 5 - improve quality (general) 6 - research, leadership
21	<u>Economic Problems</u>	0 - no 1 - need for investment 2 - create more jobs 3 - pay more 4 - get more government support 5 - attract new industry 6 - more publicity 7 - reduce taxes - include medi or welfare payments
23	<u>Services</u>	0 - no 1 - air transportation - air freight 2 - highways, bridges, and RRs 3 - construction, i.e., housing 4 - development - tourism, resources etc. 7 - other
25	<u>Government</u>	0 - no 1 - better personel, more effective leadership 2 - interagency coop 3 - public support

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
26	Ques. 4 Most urgent problem (do not score ques. 3)	0 - transportation 1 - housing 2 - Canadians 3 - taxes 4 - education 5 - health services 6 - industry 7 - employment 8 - labor unions 9 - city or county government
27	Ques. 5 Education Need	0 - none (all's O.K., etc.) 1 - pre-school 2 - adult <u>or</u> evening courses 3 - vocational training for high school (trade school) 4 - 2 year community college - voc. 5 - 2 year community college - lib. art 6 - 4 year college 7 - other institution or course 8 - personal ethic or motivation
28	Ques. 6 Level of education has greatest need N.B.(if blank, code from item 5, if possible)	0 - none 1 - pre-school 2 - elementary 3 - secondary 4 - education beyond high school 5 - all 6 - d.k. 7 - other 8 - trade school 9 - slow learners
29	Ques. 7 Solving educational problems	0 - nothing 1 - increase facilities, i.e., build more 2 - add new programs - technical, vocational, community college 3 - better educators, teachers, etc. 4 - more research 5 - higher local taxes 6 - more federal and/or state aid 7 - other 8 - involve people - motivation (as no.8 in col. 27)

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
30	Ques. 8 Feelings about 2 year Community College	1 - favor, no comments 2 - favor, if merged with other counties 3 - favor, if county can afford 4 - favor, if vocational program 5 - favor, if liberal arts program 6 - favor, <u>very strong</u> 7 - not in favor, no comment 8 - not in favor, not needed 9 - not in favor, other
31	Ques. 9	1 - 2 year technical 2 - 2 year transfer 3 - undecided 4 - need more information 5 - combination 7 - other
32	Ques. 10	1 - tuition 2 - public support under present set up 1/3, 1/3, 1/3 3 - local taxes (sales,) 4 - local taxes (property) 5 - local taxes (income) 6 - state aid 7 - other 8 - federal aid 9 - combination of 3,4,5
33	Ques. 11 Should college be	1 - should, definitely 2 - should, qualified 3 - should not, definitely 4 - should not, qualified 5 - undecided
34	Ques. 12 (part 1) Influence	1 - no 2 - undecided 3 - yes
35	Ques. 12 (part 2) What	0 - nothing 1 - personal influence friend to friend 2 - personal influence via speeches, articles, etc. 3 - group services, committees

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
36	Ques. 13 Feelings about idea community college	1 - for 2 - opposed, no comment 3 - opposed, metro students, mixing 4 - opposed, finances 5 - opposed, other 6 - undecided 7 - other 8 - d.k. 9 - need more information
37	Ques. 14 Feelings about college providing costs	1 - approve 2 - not approve, no comment 3 - not approve, against free room and board 4 - not approve, against free tuition 5 - not approve, other 6 - undecided 7 - other 8 - d.k. 9 - need more information
38	Ques. 15	1 - tuition 2 - public support under present set up 1/3, 1/3, 1/3. 3 - local taxes (sales) 4 - local taxes (property) 5 - local taxes (income) 6 - state aid 7 - other 8 - federal aid 9 - combination of 3,4,5
39	Ques. 16 Feelings about college	1 - approve 2 - not approve, no comment 3 - not approve, don't need L.A. 4 - not approve, don't need Voc. 5 - not approve, too small for both 6 - not approve, other 7 - other 8 - undecided

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
	Ques. 17 Feelings about integration in housing	
40	Ques. 17a General	1 - approve 2 - not approve 3 - undecided 4 - no comment 7 - other
41	Ques. 17b College Residence	1 - approve 2 - not approve 3 - undecided 4 - no comment 7 - other
42	Ques. 17c Private Homes	1 - approve 2 - not approve 3 - undecided 4 - no comment 7 - other
43, 44	Ques. 18 Thing like best about college	10- I Location (general: vague statement not scorable in A or B) <u>A.</u> Area 11- 1. geographical 12- 2. cultural 13- <u>B.</u> Distance from home 14- 1. far 15- 2. close 20- II Living and Learning conditions (general living conditions and atmosphere) 21- <u>A.</u> Residential <u>B.</u> Student body comp- osition 22- 1. coed 23- 2. integration-racial 24- 3. integration rural/ urban 25- 4. general-student body 26- <u>C.</u> housing options

COLUMN

IDENT

CODE

- 30- III. Size (general)
- 31- A. Big
- 32- B. Small

- 40- IV. Program (general)
- 41- A. Curriculum content
- 42- 1. Job training
- 43- 2. 4 yr. college preparatory
- 44- 3. Extra-curricular
- 45- 4. Only a 2 yr. college
- 46- 5. Doesn't meet specific needs.
- 46- B. Curriculum level

- 50- V. Costs (general)
- 51- A. operating (including taxes)
- 52- B. For student
- 53- 1. work opportunities
- 53- 2. expenses

- 66- general acceptance or rejection of everything
- 77- not scorable in any of the general categories; other
- 88- comments about college interest in general that do not apply SPECIFICALLY to the experimental college

- 99- vague, overly general

45,46

Ques. 19
Thing like least about college

Use code for Ques. 18
columns 43,44

<u>COLUMN</u>	<u>IDENT</u>	<u>CODE</u>
47	Ques. 20 Idea of college	1 - good 2 - poor 3 - undecided 4 - refusal 7 - other
48	Ques. 21 Support two-year college?	1 - support 2 - oppose, no comment 3 - oppose, racial 4 - oppose, urban 5 - oppose, undesirable 6 - oppose, other 7 - other 8 - undecided 9 - refusal
49	Ques. 22 (part 1) Influence	1 - no 2 - undecided 3 - yes
50	Ques. 22 (part 2) What	0 - nothing 1 - personal influence friend to friend 2 - personal influence via speeches articles, etc. 3 - group services, committees
51	Ques. 23 Would people support	1 - support 2 - not support, no comment 3 - not support, finances 4 - not support, location 5 - not support, students 6 - not support, other 7 - other 8 - undecided 9 - refusal
52	Ques. 24 How would people vote?	1 - for 2 - against, no comment 3 - against, finances 4 - against, location 5 - against, students 6 - against, other 7 - other 8 - undecided 9 - refusal

COLUMN

IDENT

CODE

53	Ques. 25 How decision made in County	1 - Board of Supervisors 2 - Mayor 3 - Aldermen 4 - Councillors 5 - Organizations (i.e. Civic and Fraternal) 6 - City and County committee 7 - other 8 - College Officials (Educators) 9 - Referendum
----	--	--