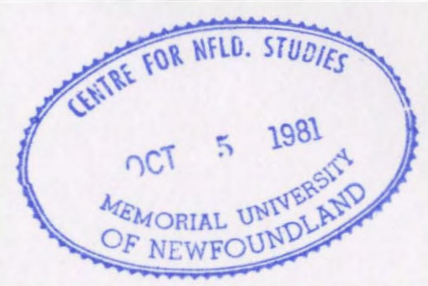
ACCESS AND ADJUSTMENT TO UNIVERSITY: AN EXPLORATORY STUDY OF MEMORIAL UNIVERSITY OF NEWFOUNDLAND'S 1971 FRESHMEN APPLICANTS

MOLLIE G. O'NEILL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ACCESS AND ADJUSTMENT TO UNIVERSITY: AN EXPLORATORY STUDY OF MEMORIAL UNIVERSITY OF NEWFOUNDLAND'S 1971 FRESHMEN APPLICANTS

by

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A Thesis submitted in partial fulfillment
of the requirements of the degree of
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Department of Sociology
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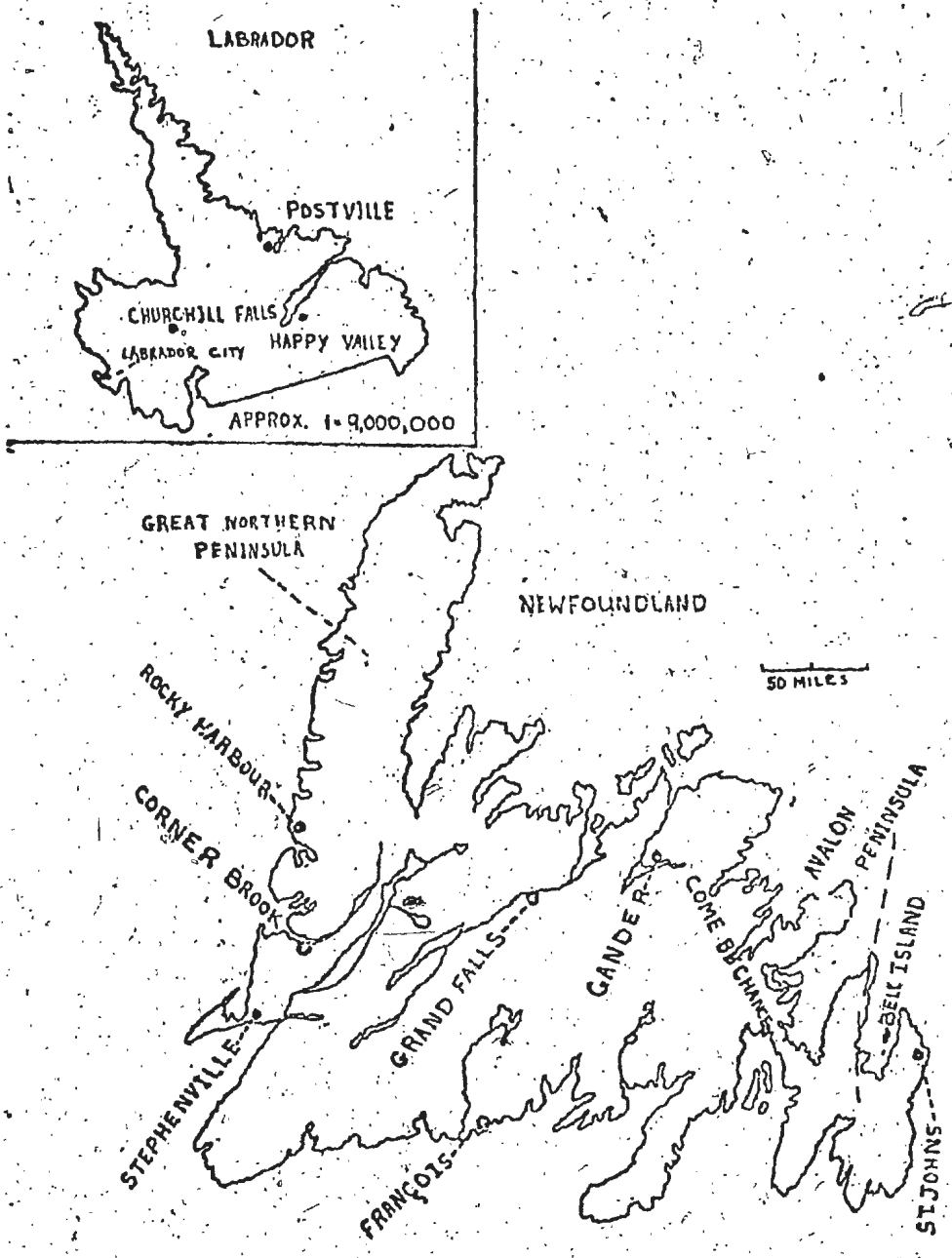
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ABSTRACT

This study explores the factors which impede, encourage and facilitate access to university among Newfoundland students who applied to the first year of studies at Memorial University of Newfoundland in 1971. It discusses the differences in urban/rural, social class and academic background among those who entered Memorial, those who were accepted but did not attend and those who did meet Memorial's entrance requirements.

The study also explores the social and academic adjustment patterns among Memorial's freshmen, in terms of their subjective experiences and attitudes toward their home communities, the university and their career expectations.

Attention is given to the interrelation of access and adjustment to university and the overall economic and educational state in Newfoundland.

ACKNOWLEDGEMENTS

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CHAPTER I

PART I

HIGHER EDUCATION IN NEWFOUNDLAND

A. Introduction

For most western countries the transition in educational opportunity from limited access to secondary education to widespread access to post-secondary education has been spread over a country. In Newfoundland this change has taken place within a generation.

Certainly an emphasis on mass education has been common throughout North America, particularly since the turn of the century. The emphasis has been a part, and in many ways a result, of social changes characteristic of the 20th century industrial society. However, the development of education in Newfoundland is unique in both the rapidity of the transition and the socio-economic background of those seeking higher education.

This study explores access and adjustment to university among young Newfoundlanders, in terms of their reactions to the post-Confederation social and economic changes in the province. Background characteristics are examined to determine which segments of the population apply to

university and which gain access. Particular emphasis is placed on access among rural students since it has been rural Newfoundland which has undergone the most drastic change.

B. Historical Background

1. University attendance in Newfoundland and Canada

The enrolment at Memorial University of Newfoundland has increased from 307 students in 1949 to over 10,000 by 1971. While there has been an increase in university enrolment throughout Canada, particularly during the '60's, the rate of increase has been most pronounced in Newfoundland. The percentage increases at Canadian universities for 1970 and 1971 combined were the highest at Memorial University (Parsons 1974:15).

Newfoundland, however, still lags behind the other provinces in educational opportunity. The greatest disparity in education attainment among school age Newfoundlanders relative to other Canadians is at the elementary and secondary levels. At least up to the late 1960's Newfoundland had the lowest school retention rate in Canada (Pike 1970:11),[1] and within Canada, Newfoundland has the lowest proportion of students who qualify for university

[1] Wallace House, Minister of Education in Newfoundland, stated Newfoundland has the highest proportion to population of secondary and post-secondary students in Canada (The Evening Telegram, May 17, 1977, p. 3). This might reflect different birth rates within Canada, and/or reflect the finding by Pike (1970) that Newfoundland matriculants are more likely than other Canadian matriculants to seek post-secondary education.

attendance. But the Newfoundlanders who do attain a high school education are more likely to continue formal education than their counterparts in the rest of the country (Pike 1970:25).[1]

2. Social Class and Access to University

In other parts of Canada post-secondary education has been sought mostly by the existing middle class (Pike 1970). A number of explanations have been proposed for this phenomemon, including the economic capacity of the middle class to finance higher education (Pike 1970), and the endeavor of the middle class to rationalize amd maintain its social base (Porter 1965).

Prior to Confederation, the population of Newfoundland was composed largely of small scale producers, fishing partly for commercial markets and partly for subsistence. They had neither the economic means to finance higher education, nor a middle class status to rationalize amd maintain. By 1971, however, a striking 70 per cent of Memorial University freshmen were from fishing and working class families, despite their meagre finances and unfamiliarity with higher

[1]Pike calculated the percentage of matriculants who entered universities from Newfoundland (1965 - 66), Alberta (1966 - 67), British Columbia (1966 - 67), and Ontario (1966 - 67). Newfoundland had the highest percentage among these four provinces.

education.[1] Middle and upper class students are nevertheless over-representated at Memorial as compared to the general population of Newfoundland. What is distinctive about the Newfoundland situation is that such a large proportion of Memorial's freshmen have working class backgrounds.

The rapid and marked increase of working class Newfoundland students attending university is in part a response to the emphasis on higher education throughout Canada. To an even greater extent it is a response to an intensive government program designed to educate the populace rapidly, largely in preparation for the new industrial society that post-Confederation governments hoped to build in the province.

In order to understand the distinctive development of higher education in Newfoundland, it is useful to know something of the social and economic history of the province and the attempts to transform its economic structure since Confederation with Canada in 1949.

3. Traditional Socio-economic Structure in Newfoundland

Prior to Confederation, the economy of Newfoundland

[1] See Hedegard 1972 and Table 17 (p. 74). The actual percentages differ between the two studies possibly because of differences in the operational definitions of social class categories used; 70 per cent is a compromise in that it is more than that shown in Table 17 and less than the 75 - 80 per cent working class freshmen at Memorial indicated by Hedegard. For an explanation of how the term social class will be used in this study see below p. 5.

was organized mainly in terms of numerous small scale independent commodity producers, fish being the main commodity. The people were spread throughout hundreds of isolated outports; they had a lower level of formal education (McAllister c. 1967:29) and a lower material standard of living than the rest of Canada (Alexander 1974:32).

Because of the low level of formal education in Newfoundland before Confederation and the occupational pluralism among its rural inhabitants (fishermen often became salaried employees during the winter), the social class structure of the province is not directly comparable to that of more industrialized, urban regions. Therefore, for present purposes, social classes are operationally defined as follows:

Upper Class: Wealthy families and/or owners or administrators of major industries.

Middle Class: Families in which the head of the household has had professional training, has a white collar job and/or has an income sufficient to provide a fair degree of financial autonomy. Those in the Semi-Professional category of the Pineo-Porter Occupational scale (Pineo and Porter 1967: 24-40) are included in this group. Those within Official-Large (e.g. corporation executive, government ministers) and some within Professional overlap between upper class and middle class. Since the number of upper class in the sample is very small they are clustered with middle class.

Official-Small, which includes small store owners, is classified as middle class. Those from rural areas are primarily outport merchants, who have had little formal education but are usually the most prosperous and influential members of rural Newfoundland communities. In many cases their incomes are comparable to that of Professionals.

Working Class: Families in which the head of the household has limited formal education, is engaged in a manual occupation or has a white collar job which requires little or no post-secondary education. This latter group includes the classification Clerical and Sales, although it is acknowledged that the income levels of many sales personnel is comparable to those in the middle class. Working class also includes those in the categories of Skilled, Semi-Skilled and Unskilled.

Fishermen and Farmers: Within Newfoundland, members of these occupations do not readily fit into either the middle or working class categories. Fishermen and farmers are part working class and part petty bourgeoisie. Many own part of their means of production but also engage in salaried employment during the winter. Most have little formal education; but their incomes cover a wide range depending on the amount of investment and success of production for each individual. Some independent fishermen operate from dories and seek government assistance or get jobs for the

winter, others work on company-owned long liners or draggers and still others own and operate several large fishing vessels.

There are few large farm owners in the province. Most small owners supplement their incomes by fishing or through salaried employment.

Fishermen and farmers cover the whole range of social class categories. However, most have had little formal education and their incomes are comparable to those classified as working class. Also, like many in the working class, particularly those in rural areas, they are unfamiliar with higher education and have difficulty providing sufficient funds for their children to attain it. Therefore, most references to the working class in this study include the category Fishing and Farming, although the distinctiveness of this group should be kept in mind.

4. Educational Attainment Before Confederation

Fishing and other family-based, marginal subsistence work did not require extensive formal education, and the quest for higher education among those who did seek it was hampered by a lack of facilities. Except for the middle and upper classes in the capital city, St. John's, and a few wealthy merchants, most Newfoundland families lacked the funds needed to obtain an education elsewhere.[1]

[1] Those seeking a university education went mainly to Canada or the United Kingdom.

Prior to 1949 there was no university, trades school or college of technology in the province, although Memorial College offered the first two years toward a university degree.[1] Many communities were without high schools, and often teachers themselves had only rudimentary high school training.[2] Formal education was a luxury of the rich, the only class which had the time and money to attain it.

For most Newfoundland families, time spent by its younger members in school meant time and income lost from the family, the basic production unit. Boys were expected to work as soon as they were physically able, usually in their early 'teens. Girls stayed in school longer, until their services were needed at home, or until there was no teacher available to instruct them in the higher grades. As long as the existing economy did not require formal education, indeed would suffer from it, higher education was not sought by many. In any case, it was not readily available to most Newfoundlanders.

[1] The term 'trades school' refers to vocational training institutions and is interchangeable with the term 'vocational school'. Both terms have been used in this text as well as in other studies on education in Newfoundland.

[2] In some cases the teacher wrote the public exams at the same time as the students.

C. Social Change Since Confederation

The economy which had previously supported the rural population of Newfoundland has been threatened during this century by the demise of the inshore fishery; due largely to the introduction of large company owned long liners and draggers, together with the exploitation of the fishing grounds by foreign vessels (Alexander 1974). Even in its better days the fishing based economy of Newfoundland resulted in a lower standard of living than in industrial parts of Canada. Therefore, many Newfoundlanders looked to Confederation with Canada not only as a means to stabilize the traditional economy, but also as a means to improve the overall standard of living, with all the social services and amenities available to the Canadian provinces.

Services can be provided more economically for urban areas than for isolated, sparsely populated outports. And the economy of the outports was experiencing a down-swing; hence, many post-Confederation programs were oriented toward attempting to achieve economic and social development through centralization of the rural population and through industrialization.

In attempting to broaden the economic base, the government sought to develop secondary industry in regional centers of the province as the best method of utilizing the available labour force and supplying adequate services to the people (Copes 1972). This policy included the

resettlement of many smaller outports to larger 'growth' centers; approximately 20,000 people (about 4 per cent of the total population) were resettled under the government program between 1965 and 1975 (Department of Rural Development). This program probably accentuated a trend of population centralization that was already underway as Newfoundlanders in isolated outports sought the amenities of better social services, formal education, and a wider range of job opportunities. The declining rural population meant that some sparsely populated areas of the province were likely to experience a deterioration of services. As the population diminished, mail service tended to decline, it became more difficult to recruit teachers, and the merchant of the community was likely to move his business to a larger community. These factors contributed to a realistic psychological uncertainty about the future in many outports, particularly those which had not received improvements in services. In many cases, the young came to feel that their future lay outside their home community.

Whether or not people agreed with the resettlement program, the migration from the outports and the industrialization policy no doubt helped create a psychological atmosphere in which 'progress' in Newfoundland became synonymous with moving toward the life styles of urban North America.[1]

[1] At the same time, there were some contradictory pressures from other government policies. Unemployment insurance schemes for fishermen, for example, have helped some people to remain in their original villages.

Even those Newfoundlanders who continued to work in the fishery wanted something 'better' for their children.

Nothing captured this mood better than the new cult of education. Children were advised by parents, teachers, priests and ministers to "get your education". Politicans, particularly Premier J. R. Smallwood, continually encouraged young Newfoundlanders to continue their education. It was Smallwood's goal to provide free education to all Newfoundlanders.

To reach that goal, the provincial government, heavily subsidized by the federal government, built new schools, improved existing facilities, trained teachers, established vocational training schools in central parts of the province and a technical college in St. John's, started the College of Fisheries, and established Memorial University as a degree granting institution. During the first fifteen years of Confederation, education ranked behind only transportation and communication in terms of total government expenditures (McAllister c. 1967).

The rapid growth in attendance at Memorial University reflects the fervour with which the Newfoundland youth responded to the emphasis on university education. However, at the same time that Memorial reached a peak enrolment of over 10,000, the province continued to have the lowest school retention rate in the country. Memorial's peak enrolment is therefore not an indication of mass access to post-secondary education in Newfoundland. It seems rather to be an indication of the immediate results of a

program to rapidly educate a population with a history of low formal education levels. Evidence that the traditional low level of education has not been entirely overcome is seen in the low school retention rate. If the transition from limited to mass access to higher education is still underway, the question arises as to how prepared the new university students have been for this sudden availability of higher education. Memorial has attracted only a minority of the school age population; from what segment of the population are these students? How is it that they have come to apply to university when the majority of their peers have not? Since few Newfoundland students could rely on past experience with higher education from family members, who and what motivated them to attend Memorial and what did they expect from a university? Again, since family members were probably unfamiliar with universities, what adjustment problems were experienced by these first generation university students?

The research reported in this thesis was designed to investigate such questions. Its purpose was two-fold: (1) to examine the process whereby Newfoundlanders apply for, are accepted for, and agree to attend Memorial University; and (2) to examine the adjustment problems that these students encounter when they first attend Memorial.

PART II

METHODOLOGY

The factors related to access and adjustment to university were explored among Newfoundland high school students who applied to Memorial University of Newfoundland in 1971. Not included was the related issue of lack of access among those who would have liked to attend, but for some reason did not apply. However, the difficulties experienced in gaining access among those who did apply give some indication of the range of barriers faced by non-applicants.

A mailed questionnaire survey and elementary quantitative variable analysis were used to research the factors related to access to university and to determine demographic characteristics of the applicants. Personal interviews and a more qualitative analysis were used to explore the problems of adjustment.

A questionnaire form (Appendix A) was sent to a sample of applicants several months before registration at Memorial. A number of these students who attended Memorial, as well as other freshmen, were interviewed at various points during their freshman year, in most cases during the latter part of the winter term. Stratified random sampling

was used to determine which applicants would receive the questionnaire. The students interviewed were less systematically selected, although the 34 formally interviewed were all in the survey sample. The university applicants were a heterogeneous group. To insure that the sample group would represent the population of interest (Newfoundland high school seniors), the following groups were excluded from the survey.

1. applicants with a non-Newfoundland address;
2. married applicants;
3. applicants born before 1952.

TABLE 1

SELECTION OF SAMPLE

NUMBER OF FRESHMAN APPLICANTS	2993
LESS MARRIED, OUT-OF-PROVINCE, BORN BEFORE 1952	513
POPULATION FROM WHICH SAMPLE WAS DRAWN	2480

This ensured all students in the survey lived in Newfoundland, were single, and were 19 years old or less at the time of application (Table 1). The last provision was made to minimize the number of students in the sample who had been away from school for a number of years.[1] Admittedly, each of the groups eliminated was

[1] Only 2 of the applicants in the sample who entered Memorial had been out of high school for two years.

faced with adjustment problems, but it was felt that these problems would be of a distinct enough nature to contaminate the data, which attempted to reveal the 'typical' characteristics of freshmen.

Furthermore, each of the groups eliminated did not have the same barriers and/or incentives to attend university as did students coming directly from high school. Non-Newfoundland students were not eligible for all the government financial aid programs offered to Newfoundland students. Married students from Newfoundland were eligible for greater government financial support than single students, but also either had greater financial responsibilities due to having to maintain their families, or were more financially secure than single students because of financial support from spouses. Some older students i.e. those over 19 years, were in a better position to finance their own university expenses because they had worked for some time after high school. Also, applicants who were older than 21 years were eligible to be admitted to university as mature students without having completed the minimum requirement of Junior Matriculation.

After eliminating those not to be included in the sample, the remaining number were placed into three categories by place of residence:

1. City: St. John's
2. Large Community: Corner Brook, Stephenville, Grand Falls, Gander and Bell Island.

3. Outport: All communities not represented in 1 or 2.

The City category is self explanatory. St. John's is the largest community in Newfoundland, the capital of the province, and the location of Memorial University of Newfoundland.

The communities included in the category Large Community were selected on the basis of the number of applicants from each community. At least 40 students from each of these communities were first year applicants to Memorial in 1971. All other communities had a substantially smaller number of applicants, within the range of one to ten students.

The population of these towns range from seven to thirty thousand. Happy Valley and Labrador City, both in Labrador, had comparable populations. However, a large proportion of the residents in both communities were single working males. Less than ten students from each of these towns applied to Memorial in 1971 for the freshman year; therefore, these communities were classified as Outport rather than Larger Community.

The commities represented in the Outport category all had ten or less applicants. Applicants from 112 such communities were represented in the sample.

Sampling from these categories was stratified but random within each subsample. The intent of the study was to examine the types of barriers to university and to explore the adjustment patterns of freshmen from different

backgrounds, rather than to test the prevalence of each variable among the applicants. Sampling was stratified among City, Large Community and Outport since students from communities within each of these categories encountered different barriers to post-secondary education. The percentage of students included in each category was somewhat arbitrary, with an intentional underrepresentation of St. John's students. It was felt that barriers to a university education would be more consistent among St. John's students than among students from different outports throughout the province. For example, all St. John's students incur the same transportation and accommodation costs in attending university, while the cost for each outport student depends on the distance of his/her home community from St. John's.

In order to determine the range of factors related to access to university, it was deemed preferable to overrepresent the outport applicants. Table 2 (p.18) gives a breakdown of City, Large Community and Outport within the Newfoundland population, among all the applicants, among those sampled, and among those who returned the questionnaire forms sent to them.

The total number of applicants included in the sample was 380, which was 15.3 per cent of the applicant population. Upon deciding the percentage of each subsample relative to the total of 380, the subsamples were selected as follows: although 1365 (55 per cent) of the applicant population

TABLE 2

SELECTION OF APPLICANTS BY COMMUNITY SIZE

	CITY %	LARGE COMMUNITY %	OUTPORT %	TOTAL NO.
NFLD. POPULATION	18.2	12.1	65.9	522,100[a]
APPLICANTS	31.0	14.0	55.0	2,480[b]
SAMPLE	14.2	19.7	66.1	380
RETURNS	11.6	21.3	67.1	267

[a] Source: Statistics Canada

[b] This figure excludes married students, non-Newfoundland residents and applicants born before 1952.

were from outports, it was decided that 251 (66.1 per cent) of the sample were to be Outport. The subsample Outport was then compiled by randomly selecting 251 Outport applicants from the 1365 listed alphabetically. The same selection method was used for City and Large Community.

It must be stressed that the selection method used gives a skewed distribution to the data collected. The advantage of the selection method was a greater representation of outport applicants affected by the widest range of factors related to access to university. The chief shortcoming of this method was that the data do not represent the actual proportions for the subsamples within the total applicant population.

A letter was sent to each member of the sample, introducing the researcher and soliciting assistance (Appendix A).

In only one case did a person reply that he could not participate in the study. He had changed his mind about attending university and had already left the province for employment elsewhere. Since this applicant was from St. John's, another applicant was chosen at random from among the St. John's applicants.

The questionnaire from (Appendix A) was sent to the students in July, 1971. Table 3 gives a breakdown by sex of the applicant population, and of respondents and non-respondents to the questionnaire. There was a slight tendancy for more females than males to respond.

TABLE 3

RESPONDENTS AND NON-RESPONDENTS IN ORIGINAL SAMPLE BY SEX

	MALE		FEMALE		TOTAL	
	NO.	%	NO.	%	NO.	%
1971 APPLICANTS TO MUN	1769	59.1	1224	40.9	2993	100
RESPONDENTS	135	50.6	132	49.4	267	100
NON-RESPONDENTS	62	54.9	51	45.1	113	100
TOTAL SAMPLE	197	51.8	183	48.2	380	100

By the middle of August, i.e. before most of them knew if they had been accepted at Memorial, 70.3 per cent of those sampled had returned the questionnaire. As Table 3 shows, females were over-represented in the sample. The distribution by sex for each community category in the sample is shown in Table 4 (p.20).

TABLE 4

SAMPLE: SEX BY HOME COMMUNITY

HOME COMMUNITY	SEX					
	MALE		FEMALE		TOTAL	
	NO.	%	NO.	%	NO.	%
CITY	29	53.7	25	46.3	54	100.0
LARGE COMMUNITY	41	54.7	34	45.3	75	100.0
OUTPORT	127	50.6	124	49.4	251	100.0
TOTAL	197	51.8	183	48.2	380	100.0

The data collected through the questionnaires were later categorized as follows:

APPLICANTS: all respondents;

ENTER: respondents who registered at Memorial in September, 1971;

PASS: respondents within ENTER who passed their first year courses at Memorial, that is, who received an average grade of greater than 50 per cent;

FAIL: respondents within ENTER who received less than 50 per cent average in their first year courses at Memorial. Those who were required to withdraw from the university after the first term because of low academic standing were classified as FAIL;

NOENTER: all respondents who did not register at Memorial in September, 1971;

NOSHOW: respondents who were accepted at Memorial, but who did not register in September, 1971;

NOQUALIFY: respondents who did not meet the academic requirements for admission to Memorial in September, 1971.

An attempt was made to provide a breakdown by faculty of the applicant population, the freshmen class at Memorial in 1971, and the sample group. This was of limited use, however, in determining how representative the sample group was of the population, or even the acceptance rate among students applying for the various faculties. This was due to students' changing their minds between when they applied and when they registered, and also to some of them simply not knowing what faculty they were entering. For example, only 24 students applied to the faculty of Medicine, but 73 of Memorial's freshmen in 1971 actually listed Medicine as the faculty they were entering when they came to register. This would indicate that 49 applicants decided to enter Medicine after they had applied.[1] However, an applicant to Memorial is not permitted to enter Medicine in the first year. Those who plan to do Medicine must first enter the Faculty of Science, complete several course prerequites and then apply for admission to the School of Medicine. Further, of the 160 freshmen in the sample (ENTER), 10 listed on their registration forms a major which did not coincide with the faculty they had listed; for example, one of them listed French as his major and Commerce as the

[1] That is, if the 24 applicants who stated Medicine, all entered Memorial and listed Medicine on their registration forms, then 49 other applicants decided to register for Medicine after they had applied.

faculty. These discrepancies indicate that some students were ill-informed about the courses offered at Memorial. Further evidence is provided in the following chapters concerning lack of career information and knowledge of post-secondary institutions among Newfoundland students. Table 5 (p.22) shows the breakdown of the applicant population, the 1971 freshman class, and the ENTER subsample from the survey.

TABLE 5

FACULTY: 1971 MEMORIAL APPLICANTS; 1971 MEMORIAL FRESHMEN; ENTER SUBSAMPLE

FACULTY[a]	1971 APPLICANTS		1971 MUN FRESHMEN		ENTER	
	NO.	%	NO.	%	NO.	%
EDUCATION	1074	35.9	731	34.0	60	37.5
PHYSICAL EDUCATION	236	7.9	148	6.9	17	10.6
ARTS	690	23.0	458	21.3	22	13.8
SCIENCE	360	12.0	281	13.1	28	17.5
ENGINEERING	170	5.7	116	5.4	8	5.0
SOCIAL WORK	162	5.4	114	5.2	5	3.1
COMMERCE	117	3.9	100	4.6	7	4.4
NURSING	92	3.1	87	4.0	5	3.1
MEDICINE	24	.8	73	3.4	5	3.1
OTHER	68	2.3	44	2.0	3	1.9
	2993	100.0	2152	99.9	160	100.0

[a] Where there was a discrepancy between course major listed and faculty, the faculty listed was used.

The data collected in the survey were analyzed by simple statistical techniques, mainly frequency distributions and cross-tabulations. The x^2 test of statistical significance was computed for the latter to get some idea about the legitimacy of generalizing from the sample to the general population of applicants. But it should be noted that, because the main intent was exploratory, and because the sample was not truly representative of the applicant population (it was stratified by community category and females were over-represented), the statistics should be taken as suggestive rather than conclusive. For cross tabulations in which community size was a variable, the data were weighted to approximate the true distribution within the applicant population, before x^2 was tabulated.

The Grade XI grade averages of all members of the sample were obtained from the records of the provincial Department of Education and the Registrar's Office at Memorial University. These were the official records used by the university in determining which students qualify for admission. In addition, the Fall and Winter term grade averages of those who entered Memorial in September, 1971 were obtained from the Registrar's Office records. With the exception of Grade X averages, which the applicants themselves supplied, all academic grades were obtained from the official sources and are therefore reliable.

Toward the latter part of the sample group's second term at Memorial, a small subsample was selected for a

followup study to ascertain how social and academic background, and preconceived ideas of university, related to the actual university experience. In selecting students for this followup, an attempt was made to represent members of the three categories; City, Large Community, and Outport. In addition, the subsample was designed to include males and females; and those who lived at home, off-campus and in residence (Table 6 p.25). This information was received from the Registrar's records of students' addresses. A scanning of this list revealed that with rare exception City students listed present address as being the same as home or permanent address, indicating that City students lived at home during their first year at university; no attempt was made to include the few exceptions. All City students interviewed lived with their parents, although a couple of them had plans for living elsewhere in their second year.

The use of the Registrar's list of addresses was found to be a fairly accurate method of determining the St. John's residence of students, although it did present some problems. Its major shortcoming was that some students had changed their place of residence since entering Memorial. In such cases, every attempt was made to contact the person at his/her new address. There was no limit placed on the number of attempts made to contact the students selected. All students were telephoned (in several cases a number of calls were necessary before finally contacting the student) and requested to take part in the

TABLE 6

INTERVIEWED STUDENTS: RESIDENCE PATTERNS BY SEX

HOME COMMUNITY	PLACE OF RESIDENCE						
	OFF-CAMPUS		RESIDENCE		HOME		TOTAL
	M	F	M	F	M	F	
CITY	-	-	-	-	6	4	10
LARGE COMMUNITY	3	-	2	4	-	-	9
OUTPORT	4	3	4	4	-	-	15
TOTAL	7	3	6	8	6	4	34

interviewing.

There was no difficulty in ascertaining which students lived with their parents (St. John's address was the same as permanent address) and those who lived in residence. Among students who lived off-campus, however, there was no way to determine who was in a boarding house, as opposed to staying with friends or relatives. Also, since the St. John's address of students in basement apartments was usually a street number in a residential area, they were indistinquisable from boarding students. For these reasons all out of town students living off-campus were clustered in the same group i.e. Off-Campus. As it turned out, this category included one interviewee who lived with his sister, another who boarded with a friend, and yet another who lived in an apartment with her sister.

The principal aim in choosing students to be formally

interviewed was to include at least a couple of students in each of the main sub-categories found in Table 6 (p.25). The exact number interviewed within each category was largely a product of how easily a student could be contacted and the time available for interviewing. Since one of the intents of the interviews was to get the students' impressions of their social and academic adjustment during their first year, the interviews were scheduled as near the end of the winter term as possible, mostly during the last two weeks of classes. To maximize the number of interviews, a few students who did not intend to leave immediately after final examinations were interviewed later; this had an added advantage in that these students had a clearer idea of how well they had done in their final exams.

A total of 34 students were interviewed formally. The choice as to the total number interviewed as well as the number interviewed in each of the sub-categories found in Table 6 was a product of the time available for interviewing and how easily a student could be contacted. For example, several Off-Campus females from Large Communities were randomly selected from among the sample, but within the time available for the interviewing, each of them either could not be contacted, had too demanding a time schedule, or could not stay after classes because of transportation difficulties. The fact that a number of students were not available for the interview reflected on some of the adjustment difficulties faced by freshmen. This was particularly true among those

who could not stay on campus after classes because they would miss their ride home. However, informal interviews with students in this situation provided data on the difficulties they faced.

The actual interviews were done at the university and were recorded on tape with the full consent of the students. Confidentiality was assured.

Since one of the purposes of the interviews was to determine changes in attitude brought about by the university experience, it was thought that reminding the students of the questionnaire might result in their trying to duplicate the replies they had given earlier. Therefore, while the purpose of the study was explained, no student was reminded that this was a follow-up of the questionnaire they had completed the previous summer.

The interviews were semi-structured, with no note taking. While specific areas of adjustment were of interest, questions were, for the most part, purposefully general in order to determine the students' perceptions of adjustment issues. The ordering of questions depended upon how the discussion developed. Since there was no time limit, each student could dwell on, and emphasize, any one aspect of his/her adjustment to whatever extent he/she considered necessary. This strategy resulted in the interviews being more like conversations than interrogations and seemed to put the students at ease.

For at least half of the interviews, the conversation continued after the tape recorder was stopped, often yielding

more pertinent information than the recorded portion. Notes were taken on the unrecorded segments after the interview was completed.

In selecting the students for the interviews, I eliminated all those known to me personally. Most of these students knew about the research and my main interests. Therefore, in more sociable surroundings than the office - tape recorder setting, I had many long discussions with them about their personal adjustment to university. Discussions with them were more of an interchange of ideas than the formal interviews and must, therefore, be analyzed from a somewhat different perspective than the latter. They were however, invaluable and should be considered part of the study. Since 1971, several dozen students have participated in these 'discussion-interviews'.

Although this study is essentially limited to a sample of the 1971 freshmen during their first year, follow-up information subsequently became available on several students.

This follow-up has been solely through personal contact and may not be representative. The information gained, however, does augment the other parts of the study.

Tape recorded interviews were conducted with first and second year students at Memorial in January and September of 1976 for a radio series I became involved in on student adjustment patterns. Interviews were also conducted in 1977 with former Memorial students (most of whom had first entered Memorial in the early '70's), for a radio documentary on

employment opportunities for university graduates. Information from these interviews illustrate how specific adjustment trends and attitudes toward a university education have persisted or changed since 1971.

At points in the text where insufficient quanititative data preclude a conclusive explanation, the 'suggested' explanations are based on the qualitative data mentioned. Continual contact has been maintained with Memorial freshmen since 1971.

The use of mail-out questionnaires did provide data on factors related to access to university. Although personal interviewing of the applicants would have been preferable for this kind of exploratory study, this was, unfortunately, not possible within the budget available.

Although time did not permit extensive interviewing of applicants and freshmen before the questionnaire was sent out (this was done on an informal and random basis), a pilot study would no doubt have resulted in a more refined questionnaire. For example, applicants were asked how often they attended church, and how often they anticipated attending church once they had entered Memorial. The interviews with freshmen disclosed that the reasons for church attendance were more relevant than frequency of attendance. Many outport students attended church for social as well as religious reasons; an anticipated decrease in church attendance was not necessarily a reflection on parental pressure or religiosity. Because this

factor had not been recognized in designing the questionnaire, the item could not be analyzed reliably.

The semi-structured interviews with freshmen were found to be a satisfactory method of determining adjustment patterns. Of equal significance, the sustained informal contact with students provided extensive qualitative data on freshmen adjustment difficulties.

Appendix B lists the frequency distributions of all the variables contained in the questionnaire for ENTER and NOENTER. They are included to supplement the analysis. Although many of the variables are not directly dealt with in the text, the distributions are included because they provide further background information and may be of interest to the reader.

CONCLUSION

Confederation with Canada in 1949 resulted in dramatic social and economic changes in Newfoundland. The direction, consequences and nature of the changes have been reflected in the development of higher education. Young Newfoundlanders who applied to Memorial University were a product of these changes. Therefore, an investigation into access and adjustment to university within this province must take into account overall historical, social and economic circumstances. Comparisons with access and adjustment patterns among students in other areas point out the factors common to all university aspirants in this country and also point to factors which illustrate the distinctiveness of university education in Newfoundland.

This study attempts to do both i.e. place access and adjustment in an historical context as well as identify how these factors relate to access and adjustment in other parts of Canada. Essentially though, the chief purpose of this study is to investigate the factors which decide who applies to university in Newfoundland, why they apply, which applicants gain access and why, and to explore the adjustment problems the successful applicants encounter once they enter university.

To study these questions, a sample survey was taken of high school students applying to Memorial University in 1971. This gave background material on a number of variables related to applying for and being accepted for university. More detailed information about why students applied to university, and about the kinds of adjustment problems they encountered there, was gathered in a number of semi-structured interviews and informal conversations with Memorial students. The main body of this thesis reports and analyzes the findings of these investigations.

CHAPTER II

ACCESS TO UNIVERSITY

A. Access to University Among Newfoundland Students

As the educational facilities have improved in both quantity and quality in Newfoundland, students have been led to believe that the more formal education they receive, the better equipped they will be to deal with life's problems, particularly those associated with economic difficulties. Thus the facilities provided are usually filled to capacity as soon as construction is completed. Among the 1973 Newfoundland matriculants, 93.6 per cent attended a post-secondary institution the following year (Parsons 1974:73), indicating that very few high school graduates consider matriculation as the end of their formal schooling.

High school matriculation, however, continues to be inaccessible for most students (Table 7, p.34 and Table 8, p.35). Using the school retention rate cited in Parsons (1974:50) and data obtained from the Department of Education and Memorial University, Table 7 estimates the retention of 1961 - 62 Grade II students through to university in 1971.* It indicates that over a third of the students left school before Grade XI. Many of those who did stay had difficulty completing their secondary education. In 1971

TABLE 7

RETENTION TO UNIVERSITY

SCHOOL LEVELS	ENROLMENT	
	NO. IN NFLD.	NO. AS PERCENTAGE OF 1961-62 GRADE II ENROLMENT
GRADE II, 1961-62	14,459	100.0
GRADE XI, 1970-71[a]	9,124	63.1
GRADE XI PASS, 1971	4,655	32.2
GRADE XI MATRICULATION, 1971	2,467	17.1
MEMORIAL APPLICANTS, 1971[b]	2,044	14.1
MEMORIAL FRESHMEN, 1971	1,524	10.5

[a] Parsons (1974:48) stated there were 9,124 Grade XI students in Newfoundland during the 1970-71 school year and Table 8 (p.35) indicates there were 9,440 canidates for the Grade XI public examinations for that year. Parsons' figure is used for this table since it was used in calculating the 1961-62 Grade II enrolment.

[b] The numbers used for Memorial Applicants and Memorial Freshmen indicate the students who had attended Grade XI in 1970-71.

only a quarter of the Grade XI canidates matriculated (Table 8, p.35). Over a fifth of the canidates were either rewriting exams they had failed before or were taking courses in an Adult Education Program. At least half of the canidates could have qualified for some post-secondary course, but for those who failed and at least some of those who wrote incompletes, the only options were to repeat Grade XI or to find a job.

TABLE 8

1971 GRADE XI PUBLIC EXAMINATION RESULTS[a]

	NO.	%
HONORS	519	5.5
MATRICULANTS	1948	20.6
PASS	2188	23.2
FAIL	2565	27.2
INCOMPLETE	2220	23.5
TOTAL	9440	100.0

[a]Source: "Statistical and Graphical Information Derived from the Grade XI Public Examinations from June 1971"; Division of Educational Planning, Department of Education and Youth, January, 1972.

This study concentrates on access to university among applicants, but as Tables 7 and 8 show the applicants to Memorial were themselves a select group. Almost 40 per cent of the 1961-62 Grade XI students were not even in the position to apply to university in 1971. In short, a study on access among applicants deals with only 14 per cent of this Grade II group. However, a consideration of the barriers to a university education experienced by those who did apply to Memorial gives some indication of the kinds of barriers which undoubtedly impeded access to high school matriculation among the majority of students.

B. Choosing a Post-Secondary Institution

Access to post-secondary institutions in Newfoundland seems to be related to an interplay between access to information and available funds. The majority of high school students know little about post-secondary institutions (Table 9, p. 37), which often results in the choice of institution being based on the availability of funds relative to the cost of attending any one post-secondary institution.

Matriculants, while generally ill-informed about post-secondary institutions, do tend to have more information than the whole Grade XI group (Table 9, p.37). There are a couple of possible explanation for this: since most matriculants attended a post secondary institution after

TABLE 9

KNOWLEDGE OF POST-SECONDARY INSTITUTIONS:

1973 MATRICULANTS AND 1974 GRADE XI STUDENTS[a]

PER CENT KNOWING ' LITTLE OR NOTHING'

	COURSES OFFERED		COST OF ATTENDING		ENTRANCE REQUIREMENTS	
	1973 MATRIC.	1974 GR. XI	1973 MATRIC.	1974 GR. XI	1973 MATRIC.	1974 GR. XI
MEMORIAL UNIVERSITY	23.8	55.2	18.4	51.9	14.1	47.6
VOCATIONAL SCHOOLS	45.1	53.5	50.7	64.5	33.0	55.9
COLLEGE OF TRADES AND TECHNOLOGY	46.4	66.9	51.6	76.4	41.6	66.2
SCHOOLS OF NURSING	70.5	79.0	73.1	81.2	63.6	73.9
COLLEGE OF FISHERIES	78.8	82.0	78.7	86.6	66.9	79.7

[a] Source: Parsons 1974:61-62 1973 Matriculant respondents: 1803
Parsons 1974:128 1974 Grade XI respondents: 7008

high school, possibly they made a greater effort during high school to find out about the various educational options than those in Grade XI who doubted if they would matriculate, and/or career information and academic success may be related in that the educational environment which assisted students in attaining matriculation may have also provided them with support services such as career information. In any case, while the matriculants tended to be most informed about Memorial University, for the most part they knew little about the other post-secondary institutions they could attend. Choosing a post-secondary institution could not therefore have been based on full knowledge of the options available.

The availability of information is greater the larger the high school and thus the larger the community. One extreme example was a 1976 Memorial freshman from Francois, a small isolated outport, who was familiar only with teaching as a career option. Not surprisingly, she registered at Memorial in the Education program. By contrast, another 1976 freshman from St. John's had had the opportunity in Grade XI to meet with people from various professions. She selected courses at Memorial which would enable her to specialize in either medicine, physiotherapy, biology, or chemistry; she knew her interest was primarily with science and wanted exposure to a number of science courses in order to find out which interested her most. In terms of career information, the university was the only option available

to the François student; but for the St. John's student the decision to attend university was a matter of choice. She had equal access, in terms of information and proximity, to the university, the College of Trades and Technology, nursing schools and the College of Fisheries.

Information about, and subsequently, the choice of a post-secondary institution has been mediated by the pioneering experiences of brothers and sisters. Thus applicants who did not enter Memorial in 1971 were less likely than ENTER to have siblings who had attended university and more likely than ENTER to have siblings who had attended trades school or nursing school (Appendix B, p.184 Nos. 24 and 25).

In addition to knowledge about post-secondary institutions, Parsons (1974) found cost and proximity to home influenced students' choice. Cost and proximity are related in that the greater the distance between home and educational institution the greater the cost of attending. This may in part explain why such a low proportion of 1971 Grade XI students from small schools, and thus small towns, applied to Memorial (Table 10, p.40). Since over half of the 1971 freshman class was from the Avalon Peninsula (Parsons 1974: 122), it follows that these outport students who did not apply were mostly from areas far from St. John's.

Government policies on financial aid have not only encouraged Newfoundlanders to seek a post-secondary education but have also influenced which institution they attend. As government financial aid for university students decreased

TABLE 10

SIZE OF HIGH SCHOOLS: APPLICANTS, NFLD. HIGH SCHOOLS

NO. OF STUDENTS IN GRADES IX TO XI	APPLICANTS[a] 1971		NFLD. HIGH[b] SCHOOL 1974	
	NO. OF APPLI-CANTS	%	NO. OF SCHOOLS	%
LESS THAN 99	41	15.3	56	31.6
100 - 199	54	20.1	48	27.1
200 - 299	26	9.7	38	21.5
300 - 399	19	7.1	16	9.0
400 - 499	8	3.0	7	4.0
OVER 500	109	40.7	12	6.8
NO REPLY	11	4.1	-	-
WEIGHTED TOTAL	268	100.0	177	100.0
SAMPLE TOTAL	267			

[a] Data were weighted to represent the size of high schools among all applicants to Memorial in 1971. Weighting ratios: City - 2.67, Large Community - .66, Outport - .82. These were applied to the breakdown of applicants in each subsample by size of high school. The weighted sample total exceeds the sample total due to rounding of numbers.

[b] Source: "Directory of Schools: 1974-75", Department of Education, Division of Research Planning and Information, Government of Newfoundland and Labrador. These figures overestimate the number of students in Grades IX to XI in those schools which also had lower grades. The figures have been moderately modified e.g. a school with 220 students in Grades VII to XII was included with schools with 100 - 199 Grades IX to XI students.

in the early '70's and increased for vocational school students; the enrolment at Memorial declined, particularly among working class rural students (Parson 1974:100, 124). Many Grade XI students began to perceive trades school as a more desirable and expedient option (Parsons 1974:124).

In 1971 Memorial University attracted mostly academically successful students; 71.2 per cent of the survey respondents qualified for Memorial as opposed to 26.1 per cent of all Grade XI canidates.[1] It also attracted a higher proportion of students from St. John's than rural areas (Table 2, p.18). St. John's Grade XI students did better on the public exams than the other Newfoundland students.[2] The rural students were least likely to matriculate and the least likely to apply for admission to Memorial.

Almost all the data collected for this study deal with applicants to university. The discussion is concerned with access to university within this select group, although as noted, for most Newfoundland students access to university is impeded before application.

[1] However, not all the 1971 applicants attended Grade XI during 1970-71. Some of them would have come from the Incomplete category in Table 8 (p.35), and others finished Grade XI a year or so before 1971 (Appendix B, p. 175 no. 2). Also the courses taken by Incomplete probably enabled some of them to attain Junior Matriculation.

[2] In 1971, St. John's Grade XI students comprised 19.5 per cent of the public examination canidates and 25.1 per cent of the matriculants.

C. Background Characteristics of Memorial's Applicants

The majority of Memorial's applicants in 1971 were somewhat unlikely canidates for a university education when one considers the traditional route of access evident in most of Canada. First, it is somewhat remarkable that over two thousand Newfoundlanders first entered Memorial in 1971 when most of their parents had not completed high school (see Table 11, p.44 and Table 17, p. 74). And second, since a university education has in most places been notoriously expensive, it is, on the surface, surprising that most of the students who sought a university education were from working class families (Table 12, p. 46), a social class which generally has difficulty absorbing the expenses of post-secondary education.

Universities throughout Canada had substantial increases in enrolment during the 1960's. The political, social and economic condition which precipitated these increases no doubt contributed to Memorial's rapid increase in enrolment as well. Pike (1970) found the increases resulted from an increase in high school matriculants, a group in which the middle class was over-represented. Jansen (1970) found the freshmen at York University to be predominently from the 'rising' rather than 'established' middle class; a finding which might reflect a distinctive characteristic of York University's student body or might reflect a pattern of higher education's becoming more accessible.

There is no doubt that the number of matriculants has been increasing in Newfoundland, due to a substantial increase in the facilities for secondary education made available since Confederation. And the middle class is over-represented among Memorial's applicants (Table 12, p.46) and freshmen (Table 18, p.75), but unlike most other Canadian universities it did not constitute the majority of students. Hedegard (1972:2) found that 60 per cent of the parents of the 1971 freshmen at Memorial had completed no more than 10 years of formal schooling and 75 - 80 per cent of their fathers were in blue collar, working class, occupations.[1] Among the applicants in the sample, 74 per cent of their fathers and 73.4 per cent of their mothers had not completed high school (Table 11, p. 44).[2] When the data on fathers' occupation were weighted to represent the social class distribution among applicants to Memorial, about 60 per cent were in working class occupations.

Among the freshmen in the sample (data not weighted) the proportion was also 60 per cent. Hedegard surveyed considerably more of the 1971 freshmen than were in this sample, so his estimate of the proportion of working class at Memorial may be more accurate. It was not apparent from

[1] The findings cited from Hedegard's 1972 report were preliminary, although Hedegard mentioned that most of them were substantiated in further analysis. Most of these data were later presented in Sharp (1974).

[2] These percentages were based on the total number of respondents who stated their parents' education, i.e. No Reply and Don't Know were not included.

Hedegard's preliminary report what classification system was used for occupations nor the social class categories used; the differences in percentage found in Hedegard and in this survey may be due to differences in classification.

TABLE 11

APPLICANTS: PARENTS' EDUCATION

EDUCATION LEVELS	FATHERS' EDUCATION		MOTHERS' EDUCATION	
	NO.	%	NO.	%
GRADE 8 OR LESS	129	48.3	102	38.2
SOME HIGH SCHOOL	58	21.7	88	33.0
HIGH SCHOOL GRADUATE	45	16.9	44	16.5
UNIVERSITY	21	7.9	25	9.4[a]
DON'T KNOW	-	-	2	.7
NO REPLY	14	5.2	6	2.2
TOTAL	267	100.0	267	100.0

$X^2=9.6$ $P < .05$ (Don't Know and No Reply not included)

[a] Including mothers who had attended Schools of Nursing.

In any case, it was apparent in both studies that the majority of applicants and freshmen were from working class backgrounds, whereas middle class students were in the majority at most Canadian universities. This situation is reversed in Newfoundland due to a number of factors:

1. The majority of the Newfoundland Male Labour Force is employed in working class occupations (Table 12, p. 46). While the government's social and economic social change program prepared for major industrialization, the latter has not been realized. The anticipated need for specialized skills has not materialized. Many of those trained for technical occupations have moved to the industrialized centers of the Canadian mainland. Mining, fishing, forestry and service industries continue to be the major employers; and these require few highly trained workers. In short, Memorial University has had a larger working class from which to attract students than universities in the more industrialized areas of the country.

2. Many members of the white collar, educated middle class in Newfoundland have traditionally been transient immigrants, a consequence of limited educational facilities prior to Confederation. Many of the imported professionals who have remained in the province, and many of the province's upper

TABLE 12

APPLICANTS' FATHERS' OCCUPATION BY SIZE OF COMMUNITY (WEIGHTED)[a]

OCCUPATIONS[b]	COMMUNITY									
	CITY		LARGE COMMUNITY		OUTPORT		WEIGHTED SAMPLE TOTAL		NFLD. MALE LABOUR FORCE[c]	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
PROF., SEMI-PROF., OFFICIAL-LARGE	32	38.6	7	18.4	12	8.1	51	19.0	13,020	12.2
OFFICIAL SMALL	16	19.3	6	15.8	25	16.9	47	17.5	8,290	7.8
CLERICAL & SALES	16	19.3	1	2.6	5	3.4	22	8.2	6,950	6.5
SKILLED	11	13.3	10	26.3	36	24.3	57	21.2	15,530	14.6
SEMI-SKILLED UNSKILLED	8	9.6	11	29.9	32	21.6	51	19.0	43,890	41.0
FISH & FARM.	-	-	1	2.6	25	16.8	26	9.7	8,570	8.0
UNEMPLOYED	-	-	-	-	3	2.0	3	1.1		
OTHER	-	-	1	2.6	6	4.1	7	2.6	10,920	10.2
NO REPLY	-	-	1	2.6	4	2.7	5	1.9		
WEIGHTED TOTAL	83	100.1	38	99.8	148	100.0	269[d]	100.2	107,170	100.2
SAMPLE TOTAL	31		57		179		267			

$x^2 = 60$ $p < .0001$ (Prof., Semi-Prof., Official Large and Official Small were clustered for the x^2 computation. Unemployed, Other and No Reply were not included.)

See next page for footnotes.

Footnotes to Accompany Table 12

[a]The figures are weighted to estimate the representative distribution among all 1971 Memorial applicants. Weighting ratios: CITY - 2.67; LARGE COMMUNITY - .66; OUTPORT-.82.

[b]Occupation Classifications are based on the Pineo-Porter Occupational Prestige Scale (Pineo and Porter 1967:36). FISHING, listed under SEMI-SKILLED on that scale is here included with FARMING to distinguish fishermen's children from those of semi-skilled occupations.

[c]Statistics Canada Census 1971. Compiled from a summary listing of the Newfoundland Male Labour Force 15 years and over. Occupation classifications used by Statistics Canada and in the Pineo-Porter scale are not directly comparable. Statistics Canada data are included as a guide to the general occupation distribution in the province.

[d]The weighted sample total differs from the actual sample total due to rounding of numbers.

middle class, send their children to universities outside Newfoundland.[1] As a result, the proportion of the middle class which seeks a higher education is greater than that represented among Memorial's applicant list. A native, professional class in emerging from Memorial University's graduates, however, and this may reduce the outflux of students to other universities in the future.

3. As part of its program to raise the educational standards of Newfoundlanders, the government provided financial assistance for attending Memorial University. In 1971, students were eligible for a Canada Student Loan, free tuition, and a grant to defray the costs of attending university. The amount received depended on the needs of each student. This financial assistance enabled many working class students to offset the cost barrier to a university education.

A reservation is in order in making further comparisons here. The Pineo-Porter Occupational Classification used in categorying students' fathers' occupations is not directly comparable to the breakdown of the Newfoundland Male Labour Force 1971 obtained from Statistics Canada. The Pineo-Porter scale lists a large number of individual occupations within each classification whereas the

[1] There is little hard data to support this statement. However, I have known of a number of students from upper middle class families who have gone either to the mainland of Canada or England to attend university. Further, most of the middle class NOSHOW's in the sample had applied to another university.

occupational types are clustered within the Statistics Canada breakdown. The latter was matched as closely as possible with the Pineo-Porter scale but the reader should be aware that there are undoubtedly inherent discrepancies. Further, students were asked to state their fathers' usual occupation if, at the time, he was unemployed. The Newfoundland Male Labour Force does not include the unemployed while they have been absorbed within the occupations listed from this study's data. The Unemployed category in Table 12 (p. 46) refers to students who stated that their fathers were unemployed but did not state their usual occupations.

Given this proviso, it does seem clear that, while the majority of applicants were working class, middle class applicants were over-represented relative to the overall Newfoundland population; a sign that the barriers to university education have not been eradicated in Newfoundland despite financial aid programs aimed at making a university education accessible to all qualified Newfoundlanders. Table 12, (p.46) shows that 36.5 per cent of the applicants were middle class as compared to 20 per cent of the total population. Certain working class occupations, however, were also over-represented. In terms of social class background, students with lower working class backgrounds were the least likely to apply to university.

Besides service professionals, i.e. teachers, social

workers, clergy, medical staff, the most notable middle class in the outports has been the merchants. Outport merchants' children were significantly over-represented among both applicants and freshmen (Table 12, p. 46) and Table 18, p. 75). The Newfoundland outports merchants constituted the endogenous middle class of the pre-Confederation era. They were the most prosperous members of the community in that they had the highest incomes. They were the most prominent in that, as patrons in a credit based economy, they directly influenced the incomes of most members of the communities. The decline of the outports since Confederaton has threatened their source of income, and the power which they exercised as patrons has been replaced, in part, by the paternalism of the government (Perlin 1971).

Pallister and Wilson (1970), in a study of English school children, maintained that middle class parents want their children to maintain at least that social standing. As a consequence of the change in the social and economic structure of Newfoundland society following Confederation, the middle class merchant foresees that his children can not obtain the economic and prestigious benefits of the middle class in the same manner that he did. Instead, he encourages them to avail of the urban-industrial society's gateway to the middle class i.e. education. His financial resources enable the merchant to convert the old middle class standing into new middle class standing for his

family. The applicants from this background tended to depend more on parents for financial assistance than did any of the other applicants (Table 13, p. 52, Official-Small).

These factors illustrate two principal points concerning the relationship between social class and education in a society undergoing the process of urbanization and 'attempted' industrialization: (1) the existing middle class is the first to utilize the educational opportunities, thereby maintaining its social standing; and (2) the existing middle class is better equipped than those with fewer financial resources to absorb the cost of higher education.

Applicants whose fathers had skilled occupations were overrepresented relative to the provincial population. Also over-represented, but to a much lesser degree, were the children of fishermen and farmers. In many cases these two classifications overlap, since it is suspected that some students listed their fathers' occupation as Carpenter (Skilled) when they were often also fishermen. It has been common for fishermen to seek employment during the winter months as carpenters. Also fishermen who have left the fishery due to resettlement or poor catches sometimes make carpentry their new occupation. Over half of them anticipated receiving some financial assistance from their parents, which indicates that the family income was at least sufficient to supplement the cost

TABLE 13

APPLICANTS: FINANCIAL ASSISTANCE FROM PARENTS BY FATHERS' OCCUPATION

FATHERS OCCUPATION	AMOUNT OF FINANCIAL ASSISTANCE FROM PARENTS							
	NONE		SOME; DONT KNOW[a]		NO REPLY		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
PROF; SEMI-PROF; OFFICIAL LARGE	8	21.6	27	73.0	2	5.4	37	100.0
OFFICIAL SMALL	3	6.7	39	86.7	3	6.7	45	100.1
CLERICAL & SALES; SKILLED	19	25.0	45	59.2	12	15.8	76	100.0
SEMI-SKILLED; UNSKILLED	19	32.2	30	50.8	10	16.9	59	99.9
FISHING; FARMING	11	34.4	18	56.3	3	9.4	32	100.1
UNEMPLOYED[b]	2	66.7	1	33.3	-	-	3	100.0
OTHER[c]	3	37.5	3	37.5	2	25.0	8	100.0
NO OCCUPATION GIVEN	4	57.1	2	28.6	1	14.3	7	100.0
TOTAL	69	25.8	165	61.8	33	12.4	267	100.0

$X^2 = 13.96$ $p < .01$ (Unemployed, other, and No Occupation given were not included.)

See next page for footnotes.

Footnotes to Accompany Table 13

[a] A response of DONT KNOW implied the student expected some financial assistance from he/her parents, but the exact amount was not known. The exact amount usually depended on how much the student would receive from loans and grants. Therefore, replies of 'some' and 'dont know' were combined for this table.

[b] Applicants were asked to state fathers' usual occupation if he were unemployed at the time. These 3 students stated only the unemployed status.

[c] Includes replies: no father and father deceased.

of university (Table 13, p. 52).

The data presented in Table 13 are however, only a guideline of parents' financial assistance because of the types of replies given by the applicants. For example, some did not reply to the question on financial aid at all; others gave replies such as "most" to one category and left theothers blank. Those left blank might have been an indication that the student did not know how much he/she would receive from this source, did not anticipate receiving any from this source, or chose not to give the information. The high number of applicants in the categories Clerical and Sales, Skilled, Semi-Skilled and Unskilled, who did not reply to the question on financial aid from parents, leaves unanswered the question of how extensive parents financial support was for the working class applicants. However, one could speculate that the higher number of working class applicants than middle class applicants who did not reply might be an indication that, for the working classes, getting money from parents was not guaranteed and depended upon how much could be raised from other sources. In areas where therewas not an extensive government program to defray the cost of university, it is suspected that applicants coming directly from high school would have been more decisive about how much they would recieve from their parents.

Children with fathers in semi-skilled and unskilled occupations were clearly under-represented among the

university applicants. These job classifications have the lowest monetary return within our society and therefore present the greatest economic burden in providing post-secondary education. Pike (1970) found that the cost barrier was the major reason why many Canadians did not enter university. Undoubtedly this cost barrier is paramount among the lower income families and, in itself, explains why so few of the students from these families sought admittance to university.

Low income also affects motivation (Pallister and Wilson 1970). Parents who enjoy few of society's benefits and are unable financially to assist their children in attaining such benefits, often do not motivate their children toward what they themselves consider to be unrealistic expectations.

D. Social Class: Urban/Rural Contrasts

Access to university was related to size of home community as well as social class background; partly because, within Newfoundland, the variables of community size and social class are themselves related. In this regard a number of patterns were observed among the applicants;

1. The St. John's area had the highest proportion of applicants of any area in Newfoundland;
2. About 60 per cent of the St. John's applicants were from middle class families;
3. Only a little over a quarter of the students from

communities outside the St. John's area were middle class families.

According to the 1971 Census, the St. John's metropolitan area had approximately 20 per cent of the province's total population. In that same year, 31 percent of the Newfoundland applicants to the first year program at Memorial were from St. John's (Table 2, p. 18). This over-representation is not surprising when one considers factors such as cost, proximity to the university, educational facilities and occupation distribution.

St. John's is the single largest urban centre in Newfoundland (population 1971: 95,315).[1] As the capital of the province, it is the headquarters of most government departments and agencies. It has the most extensive medical facilities in the province, a university, College of Fisheries, a Trades and Technology College and four schools of nursing. It is the main distribution centre for most major retail businesses. With such a diverse economy, the city has a broader distribution of occupations than any other area of the province.

Since St. John's students could live at home while attending university, the cost was less for them than for students who had to find extra funds for accommodation and transportation. And as already noted, proximity to a

[1] Source: Statistics Canada

variety of educational institutions and occupations increases knowledge of career options and the training necessary for them.

Over half (55 per cent) of the 1971 freshmen were from communities on the Avalon Peninsula, including St. John's (Parsons 1974: 122).[1] This suggests that not only the urban setting itself, but access to its facilities and institutions from outlying areas, contributes to university attendance. Of course, the cost to students from other parts of the Avalon Peninsula, while higher than that for St. John's students, was still less than for those from more distant areas of the province.

The majority of St. John's applicants were from middle class families (Table 12, p. 46). This includes students who fathers' occupations were either Professional (e.g. doctors), Semi-Professional (e.g. teachers), Official-Large (e.g. bank manager, government minister), or Official-Small (e.g. small business owner). St. John's is the center for the largest proportion of professionals and administrators in the province, which is a contributing factor in the high proportion of middle class applicants from that city. Also, certainly part of the reason why the majority of rural applicants had working class and small producer backgrounds is the rural Newfoundland has few professionals.

[1] See map of Newfoundland, Frontspiece.

The high correlation between father's occupation and student's educational aspirations is well documented (Pallister and Wilson 1970; Parsons 1974; Pike 1970). Parsons (1974:73) found that among 1973 Grade XI matriculants in Newfoundland, "the loewer the fathers' class of occupations the larger the percentage of students who went to jobs and vocational schools and the higher the fathers' class of occupations the greater the percentage of students who went to Memorial University."

This finding accounts for the high proportion of St. John's middle class students applying to Memorial and it also reflects accessibility of post-secondary education which meets the aspirations of the working class students. St. John's students had equal access to university, the College of Trades and Technology as well as a number of other post-secondary institutions, in that these institutions were in their home town. If the working class students do indeed aspire to careers characteristic of that social class, and these skills are taught at the College of Trades and Technology, then St. John's students' educational expectations can be met without incurring costs higher than those needed to attend another institution. Possibly the breakdown of St. John's applicants by father's occupation is a better indication of educational expectations coinciding with educational aspirations than might be evident among out-of-town students, since the latter group did not have equal access to all post-secondary institutions.

The availability of a greater variety of post-secondary institutions to St. John's students contrasts a problem faced by outport students. They have to pay more to attend university, or any other post-secondary institution. Trades schools and nursing schools are situated in other larger centers in the province, but attending these means about as much in terms of the cost of accommodation for outport students as does attending institutions situated in St. John's.

E. Motivation and Expectation

Government subsidization promised to alleviate the financial burden of higher education, enabling many students of the low and medium income families to seek training otherwise beyond their means. The survey findings also indicate that there is a qualitative, emotional, factor which has motivated Newfoundland students to seek a higher level of education than most of their parents (Parents' Education, Table 11, p. 44).

The comments of working class applicants revealed that the disadvantages experienced by their parents often operated to intensify their motivation to attend university. This contravenes the finding of Pallister and Wilson (1970) that children are most often emotionally restricted to anticipate the socio-economic status of their parents. In the peculiar contemporary Newfoundland situation, by contrast, the working class Memorial applicant has been more likely to feel that his parents had been unjustly treated in the

past and that it was his duty to change the situation and show that his family was "as good as the rest of them". These views have often been reinforced by the parents.

Students held these views with varying degrees of intensity. No doubt many would object to having such righteous and moral notions attributed to them. Nevertheless there was a distinct ambition to alter family tradition underlying many of their comments:

> My mother was a teacher and she only had Grade X. She still wishes she could have gotten more [education] ... Myself, I've always wanted to go to university, but, let's put it this way, I wouldn't want to face her if I didn't go.

> I want to be my own boss. I don't mean have a company or anything like that but I don't want to have to swallow crap from some wheel just because there's no choice... with a degree there's a choice.

> There's nothing to do at home but fish.

> It's hard to explain. I could say I want an education and a good job but there's personal stuff too. Neither of my parents had much schooling but they're proud and work hard. It was tough for them in the Depression, working for little or nothing. They're always so proud when I do well, it's kind of like their achievement. Well, you know, I think about these things and it kind of spurs me on.

Almost a fifth of the applicants intended to use a university training as a means of earning more money (Table 14, p. 61). For some students who wanted to overcome the deprivation experienced by their parents, an opportunity to

TABLE 14

APPLICANTS: MAIN REASON FOR ATTENDING UNIVERSITY

	NO.	%
PARENTAL ENCOURAGEMENT	6	2.2
TEACHER ENCOURAGEMENT	2	.7
FRIENDS ARE GOING	3	1.1
EARN MORE MONEY	49	18.4
SELF-MOTIVATED	192	71.9
BEST ALTERNATIVE	8	3.0
NO REPLY	7	2.6
TOTAL	267	99.9

earn a substantial wage would enable them to assert both economic and social independence. However, for most students in this category, more money was not in itself the principal issue. Emotional and intellectual satisfaction were often as important as a big salary.

The small proportion of applicants who perceived only a single significant other person as having formed their attitudes toward university is indicative of the cummulative effect of influence from various sources (Table 14). This is reflected in the high percentage (71.9 per cent) who stated that they were self-motivated. But rarely did a student aspire to higher education solely through personal initiative. Rather, self-motivation can be interpreted as the selective internalization of values learned from others.

During the interviews, most students readily acknowledged the influence of others in forming their values toward education. Yet in reply to the question "What finally made you decide to attend university?" the most common replies were "I've always wanted to go" or "It's always been assumed". These students had taken on the value orientations of others as their own, to the point of having difficulty defining the initial source of influence.

When asked at what point they had begun to assume they would attend university, most interviewees said it was probably during Grade VI or VII. An interesting exception to this trend was found among a number of outport students

who had been bussed to larger regional schools for high school. When interviewed during their freshman year at Memorial, several of these students stated that they had started to think about attending university in Grade IX (the first year they were bussed to regional high schools). One student suggested that he had already been predisposed to a higher education, but the increased exposure to a greater number of students and teachers in the larger school had made him think of it as a realistic option, rather than just "wishful thinking".

Most students' notions about what university had to offer them, in short, what they were motivated toward, were based on second hand information, obtained mostly from the media and teachers. Only a few of their parents had attended university (Table 11, p. 44). Those whose siblings had attended were fairly familiar with the university environment. However, their siblings were usually unfamiliar with the consequences of this training in terms of long term future opportunity and life style, since most of them were still students or had only recently graduated.[1] And over half of the applicants did not have a sibling who had attended University (Appendix B, p. 183, No. 22).

The majority of applicants were faced with a number of discrepancies between their backgrounds and the future circumstances which a university education would entail.

[1]This statement is based on students' comments and the history of enrolment patterns at Memorial.

They were unfamiliar for the most part with the university community, the life styles of university educated people, and in the case of rural students, urban living.

The applicants expected the university to be more than a training ground for a specific career. In reply to the question "Why do you want to go to university at all?", 70 per cent of the applicants did not mention a specific career goal. This is not to say that none of them had specific career goals, but rather that other reasons for wanting to attend university precipitated specific career expectations. Education, in the sense of an increase in knowledge, and broadening of one's perspective was the most frequently given reason (Table 15, p.68). About a fifth thought of university as a means to a good job; approximately the same proportion as had given "because you can earn more money with a university education" as their main reason for attending university in an earlier forced choice question (Table 14, p. 61).

Applicants who saw university as a means to prepare for the future (15.7 per cent) were similar to those who gave education for its own sake as a reply, in that all these replies were of a general rather than specific nature. The nature of the replies to this item left the impression that many of the applicants were like new converts; they had learned the rhetoric, but had no pragmatic information about its implications.

Politicans, the media, and teachers had advocated that a university education was an asset, and further, would be instrumental in allowing the individual more independence, flexibility and choice. Most of Memorial's first graduates probably had found that this was indeed the case, since the province was in such desparate need of skilled people that suitable employment was available for most of them.

In retrospect, it is obvious that this trend has been eroded. Many essential professional jobs have been filled and the economy has not expanded sufficiently to absorb all the new graduates.[1] The 1971 applicants were on the hump of the economic trend, just before the downfall. During the '60's there had not been a significant unemployment problem among university graduates, which probably reinforced the expectations of the record number of students attending Memorial in 1971. They had

[1] In September, 1977 an official at the Canada Manpower office at Memorial University told me that gradually over the years it has become more difficult to get job placements for graduates, particularly those with Arts and Science degrees and in 1977 for Education graduates. Also, former students at Memorial, interviewed in 1977 for a radio documentary on attitudes toward a university education and job opportunities for university graduates, claimed they could only find jobs which required 3 to 4 years less training than they had attained. Others had left Memorial to attend the College of Trades and Technology partly because they thought there would be more job opportunities if they had technical rather than general training.

been listening to the advice to get more education and had seen that at least in the previous few years the advice had been productive.

The following responses to the question "Why do you want to go to university at all?" illustrate the nature of their expectations:

> ...I want a better education, the better pay it will bring and at the same time there is nothing else to do.
>
> To better myself for the future. I want to live well and help my family.
>
> I feel that it will be a worthwhile experience. It may help me in deciding what I really want out of life.
>
> As I have said before, I want an education. I do not want job training and at university (theorically) I can get an education.
>
> I'm not sure what I'm going to do so I figure it won't hurt to have one year of university. I'm going to decide after first year.
>
> To make something of myself and not be a waste to the community and family with whom I live.
>
> I want to go to university because the course I want to do is only given at the university and I want to take that course real bad.
>
> I think that in order for a person to succeed in today's world he's got to have a degree of some sort.
>
> I want to go to university because you can be sure of a job when you're finished. This is not the case after you go to Trades College.
>
> Finish my education and have the letters BSC after my name.
>
> What else would I do. Also this is my first chance to get away from home.

> To extend my education. Find a career in a field that requires a university degree.
>
> Its where my future lies, besides I know what society offers for the uneducated.
>
> Everyone needs an university education to accomplish something worthwhile in this life.

The applicants were highly motivated to attend university and they had high expectations as to what it had to offer them. They wanted to go because people had told them that it would lead to a 'better' life; it was a means to security and to avoiding the poverty experienced by many of their parents during the depression years. Table 15 gives a breakdown of the most frequent reasons why they wanted to attend university. Because there was overlap, for example, the student who stated "to get an education so I can get a job" is included under both Education (With Other Reasons) and Job (With Other Reasons), the total replies exceed the total sample number. Appendix C lists the full range of responses to this item.

Hedegard (1972:3) found that Memorial University freshmen saw university either as a path to a profession, or as a place to meet people and learn social skills, and were to a lesser extent motivated by vocational and aesthetic reasons. That finding is not directly consistent with the data presented in Table 15. The applicants were very much interested in the social aspects of university, but did not consider it the most important issue. They were being oriented toward a future with which they were not

TABLE 16

REASONS FOR WANTING TO ATTEND UNIVERSITY: ENTER, NOENTER[a]

	ENTER		NOENTER		TOTAL	
	NO.	%	NO.	%	NO.	%
EDUCATION (AS ONLY REASON)	26	16.3	22	20.5	48	18.0
EDUCATION (WITH OTHER REASONS)	42	26.2	19	17.8	61	22.8
TOTAL EDUCATION	68	42.5	41	38.3	109	40.8
SPECIFIC CAREER (ONLY REASON)	31	19.3	17	15.9	48	18.0
SPECIFIC CAREER (WITH OTHER REAS.)	14	8.8	18	16.8	32	12.0
TOTAL SPECIFIC CAREER	45	28.1	35	32.7	80	30.0
JOB (ONLY REASON)	12	7.5	5	4.7	17	6.3
JOB (WITH OTHER REASONS)	34	21.3	6	5.6	40	15.0
TOTAL JOB	46	28.8	11	10.3	57	21.3
PREPARE FOR FUTURE (ONLY REAS.)	8	5.0	14	13.1	22	8.2
PREPARE FOR FUTURE (WITH OTH. REAS.)	12	7.5	8	7.5	20	7.5
TOTAL PREPARE FOR FUTURE	20	12.5	22	20.6	44	15.7

ENTER/NOENTER $x^2 = 13.3$ $p < .01$

[a]Percentages are those of subsample totals; e.g. 26 ENTER gave furthering their education as the only reason. This represents 16.3 per cent of ENTER (160); the NOENTER total was 107.

familiar; they saw university as an appropriate step in preparing for that future, and expected or hoped that it would prepare them vocationally, intellectually and socially.

They may well have been realistic in assuming that a university education would get them a job, at worst, it might mean having an edge over high school graduates for semi-skilled labour. To assume that a university education is necessary to "accomplish something worthwhile in this life" is perhaps naievely idealistic, but it must be remembered that the students did not get these ideas from experience. There is no doubt the students sincerely believed in what they wrote. Time and again the freshmen (those both formally and informally interviewed) expressed the same hopes, although as they became more experienced with the university enviroment they came to question the rhetoric or wonder how they were going to fulfill such high expectations. Even those who did not know exactly what the future held hoped the university would solve the problem for them.

One of the 1971 applicants thought he was assured of a job with a university education, but would not be if he attended the Trades College. Similar sentiments were expressed by a number of freshmen. Most often this was due to lack of information about courses offered at both the university and the Trades College, or for that matter, the College of Fisheries. The almost complete

lack of career information known by the 1971 freshmen was astounding. The more fortunate ones knew something about the discipline they were studying. Many did not even know that much, and certainly knew nothing about the majority of career options open to them. Lack of career information did not seem to dampen the applicants' expectations that a university education was the best means to the "better" life, but it did mean that their expectations were not always realistically directed.

Keeping in mind the lack of career information known to the 1971 applicants and the attitudes of some of them towards trades schools and the College of Trades and Technology, it was interesting to discover that at least four of the students in the electronics program at the College of Trades and Technology in 1977 were former students of the Engineering degree program at Memorial.[1] All four had similar reasons for switching programs: the electronics course was challenging, it required four years less study than the Engineering program, job opportunities looked promising, the prospective pay seemed good, staying at university would have meant doing without four years of relatively good income, and attending the Trades College cost less than attending Memorial (the reverse of the situation in 1971, due primarily to changes in the government financial aid program). These students were

[1] These students were interviewed for a radio documentary on attitudes toward job opportunities for university graduates.

somewhat more pragmatic than many 1971 freshmen, but their reasons for switching programs also indicate the extent to which economic changes and government policies toward education affect individual aspirations and expectations.

Whatever changes have occurred since 1971, for whatever reasons, it is central to the discussion at hand to recognize the mood prevalent among the university applicants at the time, if one is to understand why they applied to university. This question would not be so important if their applications had all been successful. But in fact 40 per cent of them did not attend Memorial in 1971. For almost 30 per cent, it was because they did not qualify for admission (Table 16, p.72). Judging by their academic records (Appendix B, p.173, Nos. 1 and 2) one would suspect that many of them could not have been surprised when their applications were rejected.[1] Why then did they apply? The same question might be asked concerning the applicants who qualified but did not enter.

In dealing with these questions, it is important to note that we are dealing with a survey of applicants, supplemented by some secondary data on the larger population of high school students (as in Table 7, p. 34 and Table 10, p. 40). The rate of, say, not qualifying for university, may be quite different for our sample of applicants than for a broader sample of high school students within a given

[1] The majority of NOENTER in Appendix B, p.173 are NOQUALIFY. NOQUALIFY's grades were the lowest for both the Grade X and Grade XI averages.

community size. And a high rate of not qualifying may reflect either deficiencies within their educational environment, motivational level, or whatever; or a tendency for many students to apply for university despite their lack of academic qualifications; or some combination of the two.

TABLE 16

ACCESS TO MEMORIAL: BREAKDOWN BY ENTER NOSHOW AND NOQUALIFY

	NO.	%
ENTER	160	60.0
NOSHOW	30[a]	11.2
NOQUALIFY	77[a]	28.8
TOTAL	267	100.0

[a]Nineteen of the 30 in NOSHOW (63.3 per cent), and 45 of the 77 in NOQUALIFY (58.4 per cent) had not entered Memorial by the fall of 1974.

Although it is difficult to separate out these processes, the survey and interviews did provide some suggestive directions in terms of the relationships between both social class and community size with ENTER, NOSHOW, and NOQUALIFY applicants. These are analyzed in the remaining sections of this chapter.

F. Social Class and Access of Applicants

The greatest disparity in social class background was between the students who had not met the university's entrance requirements and the successful applicants.[1]

The father of NOQUALIFY had the least amount of formal education (Table 17, p. 74), and more of them had manual occupations than all other applicants (Table 18, p. 75). The difference between ENTER and NOQUALIFY for father's occupation was statistically significant at the .1 level, suggesting a tendency for more NOQUALIFY than ENTER applicants to come from working class families. The fathers of NOSHOW students had more formal education than either NOQUALIFY or ENTER. There were few differences among groups in the source of financial aid to cover the cost of a university education.

The working class has generally had less access to university than the middle class. Pallister and Wilson suggested that part of the reason was because the lower the social class, the less likely the students' parents were to motivate their children to seek a higher education. Lower class parents tended to underestimate the intellectual ability of their children, and had little knowledge of the educational system (Pallister and Wilson 1970:56). However, while NOQUALIFY did not meet the university's entrance

[1] Junior Matriculation is the minimum requirement for entrance to Memorial University; that is, at least a 60 per cent average in seven specified Grade XI courses.

TABLE 17

FATHERS' EDUCATION: ENTER, NOSHOW, NOQUALIFY

	ENTER		NOSHOW[a]		NOQUALIFY		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
GR. 8 OR LESS	79	49.4	10	33.3	40	51.9	129	48.3
SOME HIGH SCHOOL	30	18.8	6	20.0	22	28.6	58	21.7
HIGH SCHOOL GRAD.	29	18.1	8	26.7	8	10.4	45	16.9
UNIVERSITY	15	9.4	4	13.3	2	2.6	21	7.9
NO REPLY	7	4.4	2	6.7	5	6.5	14	5.2
TOTAL	160	100.1	30	100.0	77	100.0	267	100.0

ENTER/NOQUALIFY $x^2 = 7.7$ $p < .1$

[a]Chi-square is not recommended when the expected cell frequencies are as small as those in NOSHOW (Blalock 1960: 220).

TABLE 18

FATHERS OCCUPATION: ENTER, NOSHOW, NOQUALIFY

	ENTER		NOSHOW[a]		NOQUALIFY		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
PROF.	13	8.1	4	13.3	3	3.9	20	7.5
SEMI-PROF.	4	2.5	2	6.7	-	-	6	2.2
OFFIC-LARGE	8	5.0	2	6.7	1	1.3	11	4.1
OFFIC-SMALL	28	17.5	3	10.0	14	18.2	45	16.9
CLER & SALES	10	6.3	1	3.3	2	2.6	13	4.9
SKILLED	34	21.3	6	20.0	23	29.9	63	23.6
SEMI-SKILLED	22	13.8	2	6.7	9	11.7	33	12.4
UNSKILLED	10	6.3	7	23.3	9	11.7	26	9.7
FISH.& FARM.	20	12.5	1	3.3	11	14.3	32	12.0
OTHER	8	5.0	1	3.3	2	2.6	11	4.1
NO REPLY	3	1.9	1	3.3	3	3.9	7	2.6
TOTAL	160	100.2	30	99.9	77	100.1	267	100.0

ENTER/NOQUALIFY $x^2 = 8.$ $p < .1$ (Prof., Semi-Prof; Offic. Large clustered for x^2 computation. Also clustered were Semi-Skilled, Unskilled and Fish. and Farm. Other and No Reply were not included in the computation.)

See page for footnote .

Footnotes to Accompany Table 18

[a]Chi-square is not recommended when the expected cell frequencies are as small as those in NOSHOW (Blalock 1960: 220).

requirements, they were motivated to apply for entry. It would seem that rather that their parents being unambitious for them, they were a strong motivating force in inspiring their children to seek a higher education, a notion further reinforced by the fact that NOQUALIFY were more influenced by parents in the amount of study they did than were students in any other group (Table 19, p. 78). However, their parents probably had less knowledge of the education system than middle class parents. Lacking a formal education themselves, they were in the precarious position of wanting their children to receive an education, yet were ill-equipped to assist them.

On the other hand, parents' influence on study might be an indication of parental pressure rather than motivation. Many NOQUALIFY applicants had received only marginal grades in Grade X, so were probably not surprised when they did not matriculate.[1] Possibly, some NOQUALIFY students applied to Memorial, not because they expected to be accepted, but to please their parents, and then hoped they would matriculate.

[1] The table Grade Ten Average in Appendix B (p.173, No. 1) is suggestive in support of this claim. It shows that 57.9 per cent of NOENTER applicants grouped together (NOQUALIFY plus NOSHOW) received Grade X averages of less than 70 per cent compared to only 39.9 per cent of ENTER applicants. A breakdown of sub-groups (Table not included) showed that students in NOQUALIFY were the lowest achievers in Grade X.

TABLE 19

PARENTS' INFLUENCE ON STUDY: ENTER, NOSHOW, NOQUALIFY

	ENTER		NOSHOW[a]		NOQUALIFY		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
MUCH INFLUENCE	58	36.3	12	40.0	41	53.2	111	41.6
SOME INFLUENCE	64	40.0	13	43.3	27	35.1	104	39.0
LITTLE INFLUENCE	19	11.9	4	13.3	5	6.5	28	10.5
NO INFLUENCE	16	10.0	-	-	3	3.9	19	7.1
NO REPLY	3	1.9	1	3.3	1	1.3	5	1.9
TOTAL	160	100.1	30	99.9	77	100.0	267	100.1

ENTER/NOQUALIFY $x^2 = 7.8$ $P < .05$

[a]Chi-square is not recommended when the expected cell frequencies are as small as thos in NOSHOW (Blalock 1960: 220).

Motivation and encouragement can operate to overcome many obstacles, but they can not always eradicate them. As idealistic as most applicants were, those who did not enter Memorial were more likely to see university as a place or experience that would prepare them for the future and were less concerned about specific job opportunities it might lead to (Table 15, p. 68). Perhaps their high hopes of what a university education would do for them fostered an optimistic view that they would be able to meet the academic requirements.

This optimism was in some cases reinforced by teachers. Although undoubtedly many teachers tried to encourage the students to have realistic expectations, several freshmen recalled how their teachers in high school had continually encouraged them to study in order to be prepared for university, the underlying assumption being that university was the natural step after high school. In fact, it was discovered some time after this study began that all the Grade XI students in one of the Large Community schools had applied for university in 1971. The teacher had advised them that they had nothing to lose in applying.

The number of NOSHOW in the sample was too small to reveal a pattern in why they chose to apply to university, but their social class backgrounds indicate two main reasons why they did not enter. Some of those from middle class families intended to attend a mainland university,

and some from lower income families could not afford to attend Memorial.

A higher proportion of the fathers of NOSHOW students had a university education and either Professional or Semi-Professional occupations than either those of ENTER or NOQUALIFY. Further, 16.7 per cent of NOSHOW had applied to another university in addition to Memorial, compared with 2.5 per cent of ENTER and 1.3 per cent of NOQUALIFY. Four of the five NOSHOW who had applied to another university had fathers with white collar jobs. Because of their fathers' incomes they probably would not have qualified for government financial aid. Also, all of them lived on the west coast of the province so that, for them, attending a mainland university was more convenient and less expensive than attending Memorial.

NOSHOW is a group of extremes; while more of their fathers had more formal education and prestigious jobs than other applicants, they were also over-represented among manual occupations. Most of these students expected to receive most of the money needed to attend university from Canada Student Loan and Student Aid. They did not expect to receive substantial financial assistance from their parents. For these students, lack of adequate funds was probably the major reason why they did not attend Memorial.

The interrelation of social class, motivation to attend university, and the ability to finance attendance is illustrated in the case of children of outport merchants.

The ability of this group to finance a university education, and the importance for students from this class to obtain post-secondary education in order to maintain their parents' social standing has already been discussed. With this in mind, it is interesting to note that of the 28 students in this group who qualified for Memorial, only 2 did not attend.

The financial aid policy of giving preference to students from low income families, and expecting high income families to absorb most of the cost of their children's attending university, for the most part, resulted in a fair distribution of available funds. The chief shortcoming of the program was insufficient funding for the lower income group. In a few cases, however, the program failed to meet the financial requirements of students form middle income families. For example, one NOSHOW student stated on the questionnaire form:

> I'm sorry to say I will not be attending Memorial...I can not afford to go. The government believes my Dad makes a huge wage for only three dependents ($10,000) but this is the first year with bills to pay. Therefore, I cannot obtain enough aid.

For students in this position, the only alternative was to forget about going to university, or to work long enough to save the money needed.

G. Size of Home Community and Access to University

The differential access to university among students from varying community sizes reflects the impact of the cost of post-secondary education, the availability of adequate facilities and teachers at all educational levels, and the amount of information available on post-secondary institutions and career options. A summary of patterns of access for students from different communities illustrates how these various factors interrelate in facilitating or impeding access to university.

1. Students from the smaller high schools were the least likely to apply to university (Table 10, p.40).

Smaller high schools are generally in the smaller outports. The resource material and physical facilities are usually inadequate, teachers tend to be less qualified than those in large centers, and the urban bias in the curriculum has little relevence to the students' environment (See Herrick 1974: 179). These difficulties impede success in secondary education, thereby making post-secondary education a rather remote possibility.[1] Further, there are likely to be few people in the community who can provide the students with information on post-secondary educational institutions.

[1]Schools which had ten or fewer canidates for the 1971 Grade XI Public Examinations had about half the provincial average number of matriculants. Source: breakdown of 1971 Grade XI exam results, obtained through the Division of Educational Planning, Department of Education and Youth.

Among all the students who did apply, size of high school attended (as indicated by community size), did not affect access to Memorial to any great extent (Table 20, p. 84).[1] The few from very small schools who did apply were probably greatly influenced by some individual, usually the teacher (there was evidence of this among the freshmen interviewed). This influence did not guarantee acceptance at Memorial, but apparently it did help overcome many of the barriers to higher education faced by those outport students who did not apply to Memorial.

2. Applicants from communities outside St. John's were less likely than St. John's students to qualify for university (Table 20, p. 84).

It appears from Table 20 that there was little difference in the rate of matriculation among applicants from the community categories, except that St. John's students had the highest rate of qualifying, and students from outports with a population of 500-1000 had the lowest rate of qualifying. A large proportion of Grade XI students from the smallest outports did not apply to Memorial. Therefore, we should take care in interpreting Table 20 to remember that the 72.3 per cent of applicants from outports of less than 500 residents who matriculated do not represent the overall academic success rate of students from these communities. The data show only that the success rate of entry was high among those who applied)

[1] See also Appendix B, p. 178, No. 11.

TABLE 20

ACCESS TO MEMORIAL BY SIZE OF COMMUNITY: ENTER, NOSHOW, NOQUALIFY

SIZE OF COMMUNITY	ENTER NO.	ENTER %	NOSHOW[a] NO.	NOSHOW[a] %	NOQUALIFY NO.	NOQUALIFY %	TOTAL NO.	TOTAL %
LESS THAN 500	31	66.0	3	6.4	13	27.7	47	100.1
500 - 1000	32	50.0	6	9.4	26	40.6	64	100.0
1000 - 5000	43	67.1	6	9.4	15	23.4	64	99.9
5000 - 30,000	33	50.8	14	21.6	18	27.7	65	100.1
30,000 PLUS	21	77.8	1	3.7	5	18.5	27	100.0
TOTAL	160	59.9	30	11.2	77	28.8	267	99.9

ENTER/NOQUALIFY $x^2 = 7.8$ $p < .1$

[a]Chi-square is not recommended when the expected cell frequencies are as small as those in NOSHOW (Blalock 1960: 220).

from the smallest outports, and low among those from communities with 500-1000 inhabitants.

The question was raised earlier concerning why NOQUALIFY students had applied to Memorial particularly since their academic background should have indicated to them that they would not meet the entrance requirements. Most of the non-matriculants from very small outports did not apply, then why the high proportion of non-matriculant applicants from the '500-1000' outports?

Typical NOQUALIFY students in these communities were probably in a precarious position. They lived in those outports most likely to be connected to major centres by road. Therefore, they were not totally isolated as those from the smallest outports. But, on the other hand, their home towns were not large enough to provide elaborate educational facilities or a wide range of employment opportunities. Their fathers had manual occupations, some had experienced unemployment (See Parsons 1974), and, some may have had to go to industrialized centres such as Come By Chance, Labrador City or Churchill Falls for work. Fishermen's children were familiar with the instability of the fishery. These students were well aware of what not having an education meant, but they also saw little evidence of an education enabling them to work in the outport. The prospect of a university education was seen as "the only safe way to face a world filled with a decaying economy," and necessary "...in order to survive."

Their parents also felt that education was a necessity and either encouraged or pressured them to study. This became particularly evident during the interviews with freshmen. But their parents knew little about post-secondary education and there were few people in the community who could provide the information. The schools these students attended did not have a high rate of matriculation so they could not rely on friends to tell them about university. Their teachers had attended university and probably were their main source of information on post-secondary education. However, these teachers usually had less training than the teachers in larger schools (See Herrick 1974) and probably had similar backgrounds to the students (See Parsons 1974 for background characteristics of Education students at Memorial), and had become teachers partly because they were unaware of other career options. High motivation to attend university, combined with poor information about the prospects for success, probably accounts for the high NOQUALIFY rate in communities with 500-1000 inhabitants. These NOQUALIFY outport students wanted a university education in order to avoid social and economic deprivation but were hindered in gaining access by the very circumstances which they hoped the university would enable them to overcome. They had greater access to people and ideas than their counterparts in the isolated outports but little access to pragmatic information.

3. St. John's students had the highest success rate in Grade XI exams, the highest proportion of applicants to Memorial University, and the highest rate of acceptance among Memorial's applicants.

St. John's students faced fewer impediments to access to post-secondary education than students from any other part of the island. St. John's elementary and secondary schools are among the best equipped and staffed in the province; all post-secondary institutions have a campus in the city; accommodation and transportation costs are the least for St. John's students for whatever institution they choose to attend; and these students have access to a great deal of information on career options, enabling them to be more selective in choosing what they will do after high school.

Approximately half the outport students who applied to Memorial expected to leave their home communities permanently (Table 21, p. 88). This suggests that while they wanted an education, the better life they hoped it would give them would not be available in their home towns. A pessimistic view of the future economy of the outports may have contributed to some NOQUALIFY students applying; there was no future for them at home and trying to get more education was the only route to finding employment elsewhere. Unfortunately, the outports not only had limited economic prospects but also less adequate provisions

TABLE 21

APPLICANTS: PLANS TO SETTLE IN HOME COMMUNITY

SIZE OF COMMUNITY	POSITIVE		NEGATIVE		UNDECIDED		NO REPLY		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
LESS THAN 500	8	17.0	24	51.1	13	27.7	2	4.3	47	100.1
500 - 1000	13	20.3	27	42.2	21	32.8	3	4.7	64	100.0
1000 - 5000	24	37.5	23	35.9	16	25.0	1	1.6	64	100.0
5000 - 30,000	22	33.8	23	35.4	19	29.2	1	1.5	65	99.9
30,000 PLUS	14	51.9	2	7.4	11	40.7	-	-	27	100.0
TOTAL	81	30.3	99	37.1	80	30.0	7	2.6	267	100.0

$x^2 = 31.1$ $p < .001$ (No Reply not included in computation)

for a secondary education which became a barrier in seeking a university education.

Outport applicants' attitudes toward migration also reflect on their expectations of the university and their reasons for wanting to attend. University was not just an academic institution for job training; for them it was a means to a different life style. Perceptions of what university would do for them conflicted with the university experience itself and was a factor in how well outport students adjusted to their first year at Memorial.

H. Conclusion

Newfoundlanders did not have equal access to Memorial University in 1971. Although government financial aid programs had alleviated to some extent the cost barrier to university, and was a factor in contributing to the number of working class students who entered Memorial, middle class students, while not a majority, were nevertheless over-represented at Memorial, as were students who lived closest to the university.

The social class and community background of the most under-represented applicants, lower working class and rural, created barriers to university. Lower working class students were the least likely to have attained a secondary education, a prerequisite for university attendance. Fewer rural students applied to university than urban because many of them could not overcome the cost

barrier (university attendance was less expensive for St. John's students), and because educational facilities were poorer in rural areas.

Many high school students from both urban and rural areas, however, did apply to Memorial. The applicants wanted to attend a university not so much to train for a specific career but as an overall preparatory step to what they hoped would be a 'better' life. Many of their parents had little formal education and a fairly low material standard of living; both parents and students wanted this pattern to change. Higher education was what policy and opinion makers had advocated as the most appropriate means of implementing that change. Thousands responded by applying for admission to the university, although many of these, particulary in small communities of 500-1000 inhabitants, failed to qualify. Having examined some of the background characteristics of Memorial applicants and how they relate to university access, the focus will now shift to the adjustment process and problems of those who were accepted for and entered into their freshmen year at Memorial in 1971. Were their high hopes for a 'better life' fulfilled when they moved to St. John's to go to university?

CHAPTER III

ADJUSTMENT TO UNIVERSITY

A. Introduction

Access to Memorial is the beginning step in the university career of students. They must adapt socially and academically to the university community if that career is to be a success.

This chapter reports on the exploratory investigation conducted to determine the adjustment problems encountered by Memorial's freshman students. The data collected are grounded in a number of formal interviews and personal impressions and are, therefore, suggestive and somewhat speculative rather than conclusive. Ideally, the conclusions should be tested by further, more systematic research to ensure their validity and reliability. However, the interviews with students in the sample during their university attendance, interviews and conversations each year with the new freshman class, as well as personal experience as a student at Memorial, indicate definite adjustment trends.

Comparisons of students from different sizes of communities and socio-economic backgrounds indicate that entrance into university created particular adjustment

difficulties for students unfamiliar with either higher education or urban living.

Freshmen whose parents had little formal education and who had attended ill-equipped schools had difficulties determining the study requirements of university courses. Neither they nor their parents were familiar with the relative significance of university academic standards, so that many students could not decide whether or not they were doing well.

Furthermore, the less the students and their families knew about university, the less prepared they were for the social environment of the university. They tended to judge urban, social patterns by their rural experiences. Some rural students, accustomed to unorganized activities, were intimidated by organized clubs on campus. Many parents, who had not known any university students who had stayed in residence, had fears that their children would not be adequately supervised or cared for in residence. Again using rural criteria, these parents thought boarding houses would provide a family atmosphere and thereby ease the transition from home to university. Neither they nor the freshmen realized that boarding houses would cut students off from the university community and make adjustments more difficult.

The most drastic effect of the push toward higher education was the vacuum it left with regard to knowledge of career options. Freshmen and their parents felt strongly

that higher education was necessary, but neither knew much more than that one should attend whichever institution was closest, cost less and provided admission. Most expected the university experience itself to solve this delemna, although all too often it did not. Some students were frustrated because they did not want to be in university at all, but had come because there was nothing else to do or because they did not discover until they had entered Memorial that the courses they had wanted to take were offered at a different post-secondary institution.

St. John's freshmen had had alternatives to university, both in terms of the availability of other educational institutions and job opportunities; they were familiar with urban living, the university, and a variety of career options. The high schools they had attended better prepared their students for the academic demands of university than many of the outport schools. The government's socio-economic change policies did nor disrupt St. John's, indeed it gave it an economic boost. St. John's students adapted well to the new situation.

According to the comments of outport freshmen, by contrast, it is questionable how adequately their elementary and secondary schools prepared them for university. It was also quite apparent that some of the students interviewed saw university as one of the few alternatives open to them after high school. Extrapolating from this, there is a need to investigate how adequately Newfoundlanders are being educated at the high school level, and how the needs of

non-university oriented students are being met. If indeed the university has come to be viewed, by even a few, as 'the only place to go', then it will serve not only to educate, but also to 'babysit' many who have nowhere else to go.

Further, the role of the university in social and economic changes occuring in the province must be further examined. The adjustment of St. John's students illustrates that social change programs can be effective if they are integrated into the existing social and economic environment. For rural Newfoundland, the programs have disrupted a way of life, but have not adequately provided for the transition period needed to adjust to the new social order.

B. University Sub-Culture

Feldman (1970), in a study of American universities, maintained that the university community is a sub-culture. The values and modes of behavior fostered by its members are distinct from those found in the larger culture of which it is a part. This results from its physical isolation, the transient nature of its population, the age group represented within it, the intellectual ability of its members, and its consumption of the community's financial resources. Feldman noted, moreover, that the characteristics of a university as a sub-culture are manifested differently depending on the individual university and surrounding community.

The degree to which Memorial freshmen adapted to the new environment of the university community depended on

how well they were prepared for it initially, and upon how succesaful or fortunate they were in becoming integrated into the university sub-culture. Integration or adjustment was contingent both on initial preparation and on factors which emerged from the university experience itself. For those who were prepared for the academic demands of university, and had well-defined ideas about exactly why they were attending Memorial, and knew something about the social environment at Memorial, the transition from high school to university was more of an accommodation than an adjustment. A change in their environment was a welcome challenge. For those unprepared for the changes, it was a traumatic experience.

C. Academic Performance

The freshmen sampled generally received lower grades at Memorial than they had received in high school. For over half of them (51.9 per cent), the drop in grade average was at least ten percentage points (Table 22, p. 96).

These data indicate either that the freshmen were not academically prepared for university, or that the university grading standards were higher than those of high schools. Both arguments seem to have some validity. The grading standard argument is difficult to document. A grade of above eighty per cent at Memorial does seem to require a greater degree of excellence than it had in high school. On several occasions, delegations of students have

appealed for a revision in the grading system used at Memorial. The most common complaint of such delegations has been that grading in some courses is adjusted to the normal curve, allowing only a few students in each class to achieve a grade of over eighty per cent.

TABLE 22

GRADE AVERAGE CHANGES BETWEEN GRADE XI AND UNIVERSITY: MALES AND FEMALES

GRADE XI/UNIVERSITY GRADE DIFFERENCES	MALE		FEMALE		TOTAL	
	NO.	%	NO.	%	NO.	%
SAME OR HIGHER[a]	4	4.8	9	11.8	13	8.1
DROP < 10%	29	34.5	35	46.1	64	40.0
DROP ≥ 10%	51	60.7	32	42.1	83	51.9
TOTAL	84	100.0	76	100.0	160	100.0

$X^2 = 6.5$ $p < .05$

[a] Same or Higher: Student's average at the end of first year was the same as, or higher than his/her Grade XI average.
Drop < 10%: Student's first year average was less than 10 per cent below his/her Grade XI average.
Drop ≥ 10%: Student's first year average was equal to greater than a 10 per cent decrease from the Grade XI average.

The validity of this accusation has been difficult to determine. University administrators consistently deny the existence of the system.

Studies done on the academic readiness of high school graduates for university, as well as the comments of some Memorial freshmen, indicate that many Newfoundland students are not fully prepared for the academic demands of university. Hedegard (1972: 14) found that Memorial's freshmen were generally ill prepared for conceptual analysis. Sharp (1972: 6; 24) found that they had expected to study more in university but in fact studied less. The comments of students interviewed reveal that these two findings are related.

Freshmen expected university work to be more difficult than their high school studies. They had gotten this impression mostly from teachers, friends, and relatives who had attended university. Sometimes the threat of more work at university was used by high school teachers to motivate their students to work more.

> They were always saying 'You'd better study more...it's going to be harder next year'. I got the impression that Grade XI was a snap compared to what I had to face in university. I had visions of slaving away every night and maybe on weekends too.

Students, however, were not generally clear about what 'more work' meant. They tended to interpret it as meaning 'more of the same'. For those who had learned to discuss concepts and analyze information during high school, university course work was less demanding than they had

anticipated. For some, less actual study time was required, since they were usually freed from the memorization they had done in high school.

> Study...my dear, I don't believe this place. A couple of hours here and there and the A's and B's keep rolling in. Mind you now it took a while to get it down that pat.
> Like take History. In Grade XI we had to know everything...dates, kings, places, you name it. Now that takes time...but here, they don't care if you never know a date. Understand, compare, contrast, now that's the secret. Sure that's like reading for the hell of it. No more of that nonsense of stopping every third line to memorize some obscure fact.

Students such as this adapted well to the academic demands of university. They were more likely to view it as an interesting challenge than to be upset by course requirements. Many freshmen, however, were intimidated and frustrated because they did not know how they could achieve better grades. Some students studied less at Memorial more out of frustration than disinterest. They did not know what was expected of them and found that their approach to school work in high school did not seem to be good enough for the university teachers.

> There's no way I can do it all. And there's no sense beating myself out, up all night, and getting nowhere...All that reading and assignments on top...they must figure we're Einsteins. I do so much and then that's it, no more...Do you know what kills me? Knowing the answer to one question on an exam perfectly, but nothing else...I keep thinking, imagine if I'd read all the books... but you can't do the impossible, right?

These students were prepared for memorization and were often totally unaware of what conceptual analysis meant. When asked whether they had ever approached their instructors about their academic difficulties, they reported mixed reactions. A sympathetic professor who was willing to spend a great deal of time teaching the student how to learn, how to analyze concepts, and how to develop useful techniques in writing assignments was often a tremendous help to the student. Such assistance apparently helped the student achieve better grades in all his or her courses and resulted in a more positive attitude toward university.

Such experiences, however, were rare among the students interviewed. Professors had too many students to give individual attention to all of them. Even for those who were willing to devote considerable time to students, the greatest barrier was sometimes created by the students themselves. The students interviewed who were dissatisfied with their grades and did not know how to approach analytical problems often did not know how to explain their difficulties to their instructors.

> I flunked the last Sociology exam. I was really mad because I did all the work so I went to the prof. to see what was wrong. He said I'd just given him back the class notes...well what did he expect? He said I didn't contrast the two societies; I only described them and not the parts that had to do with the question. I got really upset so he asked what it was I didn't understand; was he going to fast in class and stuff like that...I didn't know what I didn't understand, I couldn't think of

> anything that needed explaining except why I did fail. The books were interesting and I had tons of notes. What more was there to do...I don't think he knew what he wanted.

During the course of this study I read assignments written by second and third year undergraduates which completely lacked conceptual analysis and were mostly regurgitations of isolated facts. The students expected low grades on these assignments, because they had never gotten above C for any paper in their two or three years at university. The poor quality of their work was due more to lack of information and conceptual training than lack of ability. They had always interpreted the terms "compare", and "contrast" and "analyze" to be synonomous with "describe" and nobody had ever been able to explain the difference to them.

Such cases point to a need to prepare students for conceptual analysis before they tackle course content. There is some argument within the university community as to whether such preparation is the responsibility of the high schools or the university. If the high schools do not accept the responsibility, each university instructor is confronted with lowering his standards of academic excellence, with failing students who describe rather than analyze, or with devoting part of each term's work to instruction in assignment preparation. The student delegations which complain about inconsistent grading methods may reflect a

disparity in how individual instructors deal with this issue of academic preparation for university.

The Counselling Centre at Memorial has offered a non-credit course in Study Habits for several years. While it has been well attended each term the total enrolment has represented only a small proportion of the total student body. If the cases mentioned above of third year undergraduates not knowing how to write assignments are widespread, many students may not recognize that their academic difficulties are grounded in their approach to study rather than lack of ability or incompetent instructors.

Besides not being prepared for university work, some of the students may simply not have been capable of coping with it. Hedegard (1972: 7) presented some evidence that students who failed courses during Memorial's first semester of study generally had lower scores on pre-college achievement tests. These of course do not necessarily reflect native ability. Intelligence tests do not take into account the inadequacies of the school system in rural Newfoundland. These inadequacies in themselves may have created gaps in the learning process such that some students could not make the transition from high school to university.

If Memorial's grading standards were comparable to those used for Newfoundland's Grade XI public examinations, then the decrease in grade average among the majority of Memorial's freshmen would have indicated clearly that many freshmen were not prepared for the academic demands of

university. Grading, however, is utimately subjective and a comparison of grading sytems can only serve as a guideline in determining trends. Furthermore, the academic achievement of university freshemen is affected by their social adjustment to the university community. A decrease in academic average may result from adjustment difficulties, not just inadequate academic preparation.

Academic preparation is, nevertheless, strongly related to academic success. Marginally qualified students were more likely to fail university courses than those who had high grade eleven averages (Table 23,p. 103). Almost a third of the freshmen in the sample whose Grade XI average was less than 70 per cent did not pass their first year while all students whose incoming averages were higher than 75 per cent successfully completed the course work.[1]

The high success rate of the Grade XI high achievers requires a qualification. Grade XI students who had received at least a 75 per cent average in school examinations could be admitted to Memorial upon the recommendation of the school principal. They were not required to write the public examinations which determined the final average of all other students. These 'recommended' students were recorded as having a Grade XI average of 75 per cent. It was discovered later that at least one of these students had written the public examinations, achieved a grade average of over 80 per cent, and failed his first year at Memorial. Follow-up

[1] Exceptions were students who had withdrawn from the university before the term was over.

data on other 'recommended' students were not available.

TABLE 23

GRADE XI AVERAGE - UNIVERSITY PASS AND FAIL

GRADE XI AVERAGE	UNIVERSITY					
	PASS		FAIL[a]		TOTAL	
	NO.	%	NO.	%	NO.	%
60-69	63	70.9	26	29.1	89	100.0
70-79	47	90.4	5	9.6	52	100.0
80-89	18	100.0	-	-	18	100.0
90-100	1	100.0	-	-	1	100.0
TOTAL	129	80.6	31	19.4	160	100.0

[a]Those who were not admitted for the winter term, because they had failed the first term's courses, were included in FAIL.

The percentage of FAIL (19.4 per cent) was comparable to that reported by Sharp (1974: 3.43) for 1971 (19.1 per cent). The methods used in devising these percentages differ somewhat. For this study, an overall average of less than 50 per cent in the winter term's courses was classified as FAIL. Undoubtedly, most of these students did not fail all their courses, and some were readmitted, conditionally, to the second year program. Sharp (1974: 3.43) stated that 82.9 per cent of the 1971 students were in "good academic

standing at the end of first year". Whether the actual grade average of some of these students was less than 50 per cent was not given.

The marginally qualified students had had difficulty meeting the academic demands of high school and were probably the least adequately prepared for university course work. When one considers however, that over 90 per cent of all the freshmen in the sample had some drop in grade average (Table 22, p. 96), it would seem that either marginally qualified students had somehow overcome a barrier to high schievement or the university grading system was oriented toward giving passing grades but relatively few high grades.

The passing grade at Memorial was 50 per cent. An incoming student with a Grade XI average of 60 per cent could less afford to drop 10 per cent over the year than the student whose incoming average was 80 per cent. Certainly, many marginal students devoted more time to study in university than they had in high school, because they thought they might not pass courses as easily as high achievers:

> I do more work this year but that doesn't mean there's more work to do. I know lots of people who study less but always seem to get higher grades. But that's O.K., I've always had to work harder. I don't expect anything great from this place; if I pass I'll be satisfied.

Aside from the question of ability, this student may also not have received adequate training in study techniques

or assignment preparation. However, he had set a goal of academic achievement which he knew he could attain and did not relate his personal work load to those whose goals or grades were higher. His attitude toward university was different from that of the student mentioned previously who studied less in university because he could not understand why his grades were not as high as others in the class. It would appear that many marginally qualified students perceived the academic demands of university as a challenge and were willing to devote long hours to study in order to maintain at least qualifying grades.

The interviews with freshmen were insufficiently extensive to determine just how much study was done at university compared with high school in relation to the students' incoming grade averages. The examples cited are only indicators of trends which seemed to exist. Whether most marginally qualified students studied less at university because they perceived the academic demands to be too great, or whether most of them studied more in an attempt to at least meet these demands marginally can not be determined from the data available.

There is also some evidence, albeit extremely speculative, that university instructors were more hesitant about marking a marginal quality paper below the passing grade then they were about giving a middle range grade to a student who had done exceptionally well in high school. The ease with which one could achieve pass grades compared

with the difficulty encountered in achieving high grades was mentioned by a number of students. One such student decided to study less, because he did not consider higher grades to be worth the extra effort:

> In high school you have no choice but to study, what with everyone down your back. Besides, then it's important not to fail because you'll be behind your friends. Here it doesn't seem to matter so much... it's hard...it's almost impossible to get A's but I hardly have to do anything to get a C or D. And as long as I pass the folks are happy and its okay with me.

Another freshman learned to be satisfied with lower grades:

> All during school I used to come first in class. There really wasn't much competition... In here I sometimes feel like a slow learner. The first English assignment we had I got 65 per cent. Everyone says that's pretty good, it is a B, but still it's the lowest grade I'd ever gotten. I've gotten a couple of A's since but mostly B's. It's almost like you have to work twice as hard to get an 80 than you do to get a 70. I'm still trying for A's but I don't get as disappointed with a B as I used to at first.

Documenting the standard required for each grade level would be almost impossible because of the subjective nature of grading. But from personal experience and the comments of students it seems that most courses are graded between 50 and 80 per cent without consideration of academic quality. That is, an assignment would have to be of extremely poor quality to be graded below 50 per cent and of exceptional quality to

receive a grade of over 80 per cent. Therefore, most marginally qualified students would have had less difficulty maintaining passing grades than the 'above 80 per cent average' incoming freshmen would have had in achieving an A average at Memorial. This contention has not been extensively documented, is based primarily on impressions and interpretations of students' comments, and is, at this point, speculative.

The academic and social adjustment of freshmen to university appeared to be interrelated. Difficulties in one area often had a negative effect on the other. For example, one girl interviewed had negative feelings about her university experience, primarily because of problems she had encountered with her course work:

> It's all chance, at least for me. An A in History and D in English ... It could just as easily have been the other way around. I have no more idea what I did right to get the A than I know what was wrong with that damned English paper ... It's a horrible feeling, never knowing if you're wasting your time. ... I've thought about quitting but I don't think I will. Maybe I won't come back here next year. It beats working; I've got friends here but sometimes I wonder - what's the point as long as this keeps going on. I'll never be really contented here.

Another student found refuge in work because she had difficulty establishing a social life outside classes. She was an extremely shy girl who stayed in a boarding house, had not made one friend in seven months at Memorial, but had maintained her above 90 per cent average.

> I study most of the time. There's a lot of work to do in my courses so I keep at it... My parents keep telling me not to work so hard. They say I should go out more. I'd like to but I don't have any friends in here ...I meet people in classes and maybe talk to them in the caf. [cafeteria] about the courses but I don't see them after that. They have their own friends and things planned. I could go to movies but I don't want to go by myself...I wouldn't want my average to drop too much, but if I had friends to do things with I wouldn't study as much.

These two examples point to the relative nature of success. Neither student was failing courses, the academic record of one was somewhat erratic but always above passing, and the other was among the highest achievers in the 1971 freshman class in Memorial. But neither student was satisfied with university. They stayed in order to receive course credits but did not find their first year a personally rewarding experience. Further, the student mentioned earlier, who was satisfied with passing grades even though they were considerably lower than his high school grades, viewed his first year as a success. Maintaining a balance between his academic endeavors and his personal life was more important to him than being a high achiever.

A discussion of adjustment to university must go beyond academic achievement. The freshmen's adjustment to the university's social community was as important as their adjustment to its academic demands.

D. Social Adjustment

The majority of freshmen in the study expected, or at least hoped, that their first year at university would be different from high school. They wanted to try new things, meet new people and generally to assume responsibility for their own behavior. Almost invariably among the freshmen interviewed, university was viewed as a rite de passage into adulthood.

Freedom was highly valued. Students often lived no differently at university than they had at home during high school, yet contended that the freedom to make one's own decisions was the principal advantage of being a university student. Freedom did not have to be exercised to be appreciated; its value lay in its potential use.

Independence, or freedom to choose, was a major factor in each student's social adjustment to university, although its importance was manifested in different forms. A student whose parents still asked where he had been, resented not being given the chance to control his own behavior. Another who socialized little and established few new friendships felt alienated because he did not know how to use independence to his advantage. Another student who went out only on weekends was extremely satisfied with the university experience; the decision to stay home every night was his own and not that of his parents.

Whether the freshmen defined their overall social adjustment in terms of the amount of independence they had or simply in terms of how 'happy' they were, satisfaction with the university's social community was largely contingent on the students' place of residence at Memorial. Most applicants to Memorial expected university to offer more opportunities for socializing than they had had in high school. Place of residence determined, to a great extent, the type and amount of socializing feasible for each student, and this in turn affected the student's academic progress.

Tables 24 (p. 111) and 25 (p.112) show the academic progress of males and females in the sample who entered Memorial by place of residence, and Table 26 (p.113) gives a similar breakdown for the 34 freshmen formally interviewed. The reader should note that most of the discussion which follows is based more on the qualitative data obtained from talking with students than on the quantative data presented in these tables. The differences in academic progress among males according to their place of residence were not statistically significant. While the differences were statistically significant among females, this statistic may be misleading because of the small sample size. Further, it should be noted that several dozen more informal interviews have been conducted with freshmen than the 34 formally interviewed to whom Table 26 refers. The discussion deals with the relation between place of

residence, academic progress and social adjustment among the freshmen both formally and informally interviewed. Tables 24 and 25 gives some indication of the overall relation between place of residence and academic progress among freshmen, although these data are not necessarily conclusive.

TABLE 24

ACADEMIC PROGRESS OF MALE ENTER BY PLACE OF RESIDENCE

PLACE OF RESIDENCE	ACADEMIC PROGRESS[a]							
	PASS		FAIL		DROPPED OUT		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
HOME	13	65.0	7	35.0	-	-	20	100.0
OFF-CAMPUS	24	85.7	4	14.3	-	-	28	100.0
RESIDENCE	21	72.4	8	27.6	-	-	29	100.0
NOT KNOWN[b]	5	71.4	1	14.3	1	14.3	7	100.0
TOTAL	63	75.0	20	23.8	1	1.2	84	100.0

$x^2 = 2.6$ $p < .3$ (Not Known was not included)

[a] PASS: received at least a 50 per cent average in the winter term.
FAIL: received less than a 50 per cent average in the winter term. FAIL also includes freshmen who failed the previous fall term and were not permitted to register for the winter term.
DROPPED OUT: withdrew from Memorial before writing final exams.

[b] NOT KNOWN: none of these students were from St. John's, however, they did not supply the university with their address while in St. John's attending Memorial.

TABLE 25

ACADEMIC PROGRESS OF FEMALE
ENTER BY PLACE OF RESIDENCE

PLACE OF RESIDENCE	ACADEMIC PROGRESS[a]							
	PASS		FAIL		DROPPED OUT		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
HOME	12	92.2	-	-	1	7.7	13	99.9
OFF-CAMPUS	20	74.1	7	25.9	-	-	27	100.0
RESIDENCE	32	91.4	2	5.7	1	2.9	35	100.0
NOT KNOWN[b]	1	100.0	-	-	-	-	1	100.0
TOTAL	65	85.5	9	11.8	2	2.6	76	99.9

$x^2 = 7.6$ $p < .05$ (Dropped Out and Not Known were not included)

[a]See footnote a to Table 24, p. 111.

[b]See footnote b to Table 24, p. 111.

TABLE 26

INTERVIEWED STUDENTS: ACADEMIC PROGRESS BY PLACE OF RESIDENCE

PLACE OF RESIDENCE	ACADEMIC PROGRESS[a]						
	< 10% DECREASE		≥ 10% DECREASE		FAIL		TOTAL
	M.	F.	M.	F.	M.	F.	
HOME	3	2	1	1	2	1[b]	10
OFF-CAMPUS	1	3	5	2	2	-	13
RESIDENCE	2	6	1	-	2	-	11
TOTAL	6	11	7	3	6	1	34

[a] < 10% DECREASE: less than a 10 per cent difference between Grade XI average and winter term university average (for those for whom the latter was at least 50 per cent).
≥ 10% DECREASE: a decline of 10 per cent or more in grade average from Grade XI to first year winter term's average (for those for whom the latter was at least 50 per cent).
FAIL: less than a 50 per cent average for the first year's winter term.

[b] This girl actually officially dropped out of university before writing exams due to medical reasons, but stated that she had wanted to quit because she had done little work and had attended few classes.

1. At Home

All the St. John's freshmen in the sample lived at home during their first year at Memorial. Most of them continued to socialize with their friends from high school. A change in participation in extra-curricular activities was most often complemented by a similar change among friends. Thus, students who had joined campus organizations usually had friends who also became members. Other groups of friends did not partake in university activities but continued to use the recreational facilities of the community.

The level of satisfaction expressed in the social life available at university depended on the extra-curricular activities of the peer groups. Those who used the campus facilities were more likely to view the university life style positively. Those who came on campus only to attend classes tended to be indifferent toward the university as a centre of social activity.

The city freshmen who did not use the university recreational facilities most often viewed university as "just another school". The general pattern coincided with that found by Jansen (1970) among York freshmen. The more the student participated in the university's non-academic activities, the more likely he was to feel a part of the university community.

The similarity between high school and university disappointed many St. John's freshmen. They had hoped for a change, new experiences and a challenge, but found

Memorial to be a continuation of their high school days. One girl from St. John's enjoyed university and was doing fairly well academically but also expressed this sense of disappointment:

> I really looked forward to coming in here. I thought I'd get a chance to meet kids from all parts of the island and, you know, get to know Newfoundland better...it was going to be a real change...But then every class I had...there were two or three friends from Collegiate [Prince of Wales Collegiate High School] in it ... We stuck together because it's easier with someone you know but we never met anyone else. I hardly know anyone from out of town, just the same crowd as last year...You hear about all the fun they have in residence; I feel like I'm missing out on something.

Some city students felt that staying at home impeded full access to the social activities of the university and was a barrier, at least psychologically, to expressing a sense of independence. This did not mean that they were all discontented with living at home. Some were, but most felt that living away from their parents would be the ideal. They did not leave, primarily because of the extra expense it would entail.

> There's no reason for me to leave home. I get along fine with my family and besides I couldn't afford it and I wouldn't ask them for the money. But I hate taking things from them. I'd like to know that I was making it on my own.

> I don't suppose it would be any different if I didn't stay home. I mean I'd still study, maybe I'd go out more. It's not that anything is wrong with home. I can come and go as I please but they still sort of think of me as the baby and I try not to make waves if you know what I mean. It would be nice to be on my own but it's no big deal. Home is cheaper and convenient so that's where I'll stay.

> The kids in residence are more a part of the university than we are. I keep hearing about parties and good times. I suppose it might be harder to get study done in res. [residence] ...If I had a choice, like money didn't matter and I wouldn't hurt my parents, I think I'd like to live in residence.

These students felt that they were independent enough to make their own decisions, but living apart from their families, while inexpedient, would have confirmed their independence. The St. John's freshmen, who felt that their parents would not allow them to be independent, had major adjustment difficulties. Reactions to these difficulties varied from complacent discontent to rebellion.

> I thought university would be great but it's not. There's nothing to do, the courses are hard...it's too big, you don't get to meet anyone. I suppose I'll stick it out 'cause you can't get anywhere without a degree. It would kill my parents if I quit, they keep saying I should give it a chance.
> ...No, they [parents] don't pressure me. Really it's just that they're always there. Sometimes when I'm in here on campus I almost decide to quit after this term and go to work but then I go home and I know they wouldn't really understand so I don't say anything - to avoid a hassle.

> I'm getting out of here. I haven't been to a class in weeks...right now I'm trying to drop out for medical reasons, nerves, you know, but really it's because this place is a dive. I don't want to be here but my mother bitched so much I said I'd give it a try. But no, that wasn't enough. 'Everyone else enjoys it' she says. I'm supposed to love it and get fantastic marks so she can brag to her friends. She keeps judging me, like 'if you didn't go out so much', 'it's your friends'. My friends are my business.

Reactions to difficulties with parents were different

among males and females. The difference was particularly pronounced among St. John's students since this group had on-going contact with their families throughout the university term.

None of the St. John's female freshmen in the sample failed their first year at Memorial, although, as illustrated in a preceding excerpt, one girl left before final exams, partly because she did not expect to pass (Table 25, p. 112). Among the St. John's male freshmen in the sample, 35 per cent failed their freshmen year (Table 24, p. 111). The failure rate among St. John's males tended to be higher than among the males who stayed in boarding houses or residence.

The comments of two St. John's males who failed give an indication of the particular adjustment problems encountered by this group.

> I feel close to my family but that doesn't mean I want the same things. They're really religious...my sisters went to university and did well. They don't think the same as I do. They think you should go to church, be good, study hard, get a job and that's it. There's got to be more than that...I stopped going to church in high school so they're used to that. When I came in here I wanted to see what else there was to life. I did a bit of smoking and then got into chemicals. My friends were the same as last year, none of us studied much but they didn't do as much chemicals. It got pretty bad at home...I could feel the tension whenever I walked through the door so I didn't stay home much.
> ...After Christmas it got to be too much. I was getting bored with the dope scene but it was too late to pick up in most of the courses. I couldn't go home and say 'You were right'. I did waste a lot of time, but still I didn't

> want the same things they did. For the last couple of months I haven't been doing much of anything. I don't stay home, don't go to classes...still think they're a waste of time...don't hang around with the guys doing chemicals. I just drift around waiting for the term to end. Maybe then I'll get a job.
>
> The old man wants me to join his business after university. I'm not so sure it's what I want. We all know I'm not going to make it this term. I didn't study much, spent most of my time showing my buddies how to rip off insurance companies...My father is very conservative, he believes in work but they [family] don't do anything except stay home and watch television. We fight a lot this year, about politics, religion...Next year I'll try it his way...I'll work for a while...we've gotten along better since I told him that.

Male students tended to express a greater need to assert their independence than females. For those away from home, the independence of living away from their families was often sufficient for them to feel that they had obtained autonomy and freedom to choose. Males such as those quoted felt a need to assert openly their individuality. In some cases, rebellion followed a lack of understanding on the part of parents. The young students were told about the importance of a good education in order to support a family, about the responsibilities a man must accept and in the next breath told to eat all their vegetables. They rebelled against the conflicting expectations of being both child and adult.

Pulvino and Mickelson (1972: 218) found in a study of high school students "...alienation, comprised mainly of

normlessness, is negatively related to academic accomplishments. As normlessness increases, male students evidence a proportional decrease in academic accomplishment". Such normlessness was perhaps most pronounced among the St. John's males who failed, because of the value conflicts they experienced at home combined with their own ambivalence about their role in society.

The rebellious behavior which often followed normlessness was, in some cases, a conscious effort to experiment with new life styles and value systems in the hope of devising a set of guidelines with which the student could identify. For these students, academic success in their freshman year was a side issue. Again, a case of a St. John's male freshman best illustrates this particular adjustment pattern. This student did not entirely disagree with his family's life style or values but wanted to experiment with other life styles rather than slip into the life pattern of his parents without question. He saw university as an opportunity to do this experimenting. He failed his freshman year, stayed out of school for the next year and then returned to university. Following his second attempt at university he consistently received an A standing in his courses. He has since completed an undergraduate degree and entered graduate school.

> That first year I tried everything that struck my fancy. Studies got lost along the way. I was too busy getting drunk and stoned and fighting with my family to bother with it.

> ...When I came back a year later I was more settled. I'd done all the carousing the first time so that had no appeal anymore. I still enjoy myself but now I've got my priorities straight.

Although he had failed his first year, the experience had been successful in permitting him to discover exactly what he wanted to do with his life. Wilson (1972: 32) in a study of student 'failures' concluded, "Failure, as much as success, must be related to the individual's personal values, and clearly, for some, satisfaction lay in abandoning their university careers and turning to something more congenial". For Memorial's freshmen, academic failure sometimes coincided with personal satisfaction and not all who were academically successful were satisfied with the university experience. Certainly, there were indications from some of the remarks of freshmen that they did not plan to return to Memorial even though they were passing their courses.

Academic and social adjustment were contingent on each individual student's reactions to problems. For example, whereas some St. John's males rebelled and studied less when confronted with family problems, females in a similar position were more likely to have an opposite reaction. At least some of them worked harder in order to prove to their parents that they were capable of making their own decisions. This impression was reinforced by Pulvino and Mickelson's study in which they stated, "Females ... are either more willing to accept culturally

prescribed goals, and thus ward off normlessness, or are trained (reinforced in certain behaviors) to achieve commensurate with school standards" (Pulvino and Mickelson 1972: 218).

While individual St. John's freshmen experienced problems with adjusting to university, for most of them the university environment was a continuation of high school. They were not forced to establish a new peer group or become accustomed to living in a new city or to living on their own away from parents. Parents generally imposed fewer restrictions than they had when the students were in high school and offered sympathy and understanding when the student encountered academic problems. Many of the St. John's freshmen would have preferred to live away from home, but usually in order to convince themselves of their independence and to be more involved with university activities; it was not generally because they didn't like living at home.

2. Off-Campus

Non-St. John's freshmen who lived off-campus while attending Memorial stayed either in apartments, with relatives, or in boarding houses.

Few freshmen stayed in apartments; those who did usually shared the apartment with a close friend or more usually with a sibling who was also attending university. Little data are available on the adjustment of these

students; only one of them was formally interviewed. Contact has been made with a few since the study began but adjustment to university has never been discussed specifically. In one case, a female freshman moved to residence for her second year and mentioned that she was enjoying it better than her first year. She missed the control she had had over her living area in the apartment, but liked being closer to university activities. She had participated little in these during her first year; she had shared the apartment with her sister who was several years older and had different interests. Another student had moved into an apartment for the first year and stayed there during each successive term she attended Memorial. She had had an average of above 80 per cent in high school and maintained it throughout university.

Freshmen who stayed with relatives they liked generally had few adjustment problems apart from getting used to a new environment and the academic demands of university;

> I stay with my sister and her family... We've always gotten along okay, we leave each other alone and mind our own business. She never says anything about where I go or what I do and she'll lend me her car whenever I want it. The only thing she worries about is when I go out drinking with the guys. She's afraid I'll have an accident. But that's understandable, it's her car so I'm always careful.

By contrast, a major finding of this study was that students who stayed in boarding houses had more difficulty

adjusting to university than any other group. While they were as anxious as other students to lead an active social life, and expected this at university, they had difficulty in meeting people with whom they could share their leisure time.

The majority of students in the sample had spent their leisure time during high school involved in unorganized activities such as visiting and going to 'hang-outs' and movies. Their peer group rather than specific activities was the core of their socializing. But when these outport students came to St. John's to live in a boarding house, their old group of friends was missing. Until new friendships were established it was difficult for such students to maintain the amount of socializing they had done in high school.

Since most students did not meet friends in the boarding houses, the only other outlets were classes and campus organizations.

Many students did make friends with classmates. However, the strength of such friendships was often hampered for boarding students by their place of residence. The homes in which these students stayed were generally not available for entertaining friends. They were forced to confine their socializing to outside, often organized activities. For students who had a friend in the same boarding house, socializing outside was inconvenient but possible. In any case, they could spend time together

in the boarding house. For those students who did not know anyone in St. John's and who stayed in a boarding house, their freshman year was often a lonely experience.

The most feasible option open to them in order to make friends was to join campus organizations. This option was not often pursued. For example, one boarding student commented:

> I haven't joined any of the groups on campus because I don't know anyone in them and I'd feel uncomfortable joining one on my own.

This student's attitude to organized activities on campus was typical of students who had no friends. They often wanted to join the sports team, newspaper or photography clubs but feared the initial contact and period when they would be outsiders. It is ironic that while such organizations were set up to serve the special interests and social needs of students, they in fact tended to serve those students who already had an active social life. That is, groups of friends brought their interests to the clubs rather than the latter attracting students who were seeking social contacts.

Such a situation often led to a sense of alienation on the part of students in boarding houses. They had expected a more active social life than in high school yet found themselves spending most of their free time in their rooms.

This situation invariably affected these studen[illegible]

study habits. Few of them rated amount of study done to coincide with what was initially expected. The tendency was either to find refuge in work or to spend little time studying. These two extremes were found among the students interviewed.

One girl mentioned earlier managed to maintain an average of over 90 per cent. For her, work was a refuge; she was too shy to seek admission into a campus organization or to actively seek friendship with classmates, and so spent all her evenings studying.

One of the boarding students whose grades dropped attributed the decline to depression and hurt pride:

> I'm in a small room in the basement and there's not enough room to study. The landlady doesn't like me to go upstairs to watch T.V. . I can't bring people back to the room; who'd want to see it, and it costs a lot of money to go out. Sometimes I visit some guys in residence. They look like they're having such a good time so I let on that I love university. But then I have to walk back to that dark room and I get so depressed that I can't get down to study at all.

A freshman who had stayed in a boarding house during her first year decided to move into an apartment for her second year at Memorial. She perceived boarding houses to negatively affect both social and academic integration into the university community.

> It was hard enough getting used to university and St. John's without having to get used to living with strangers too. The

> people I stayed with were nice but it's just not the same. I just wasn't involved...Staying there I didn't get a chance to get in on as much as those in res. and because they were a separate family I wasn't involved with them either. There are times when you really need to be with people who are doing the same things. Like I had nobody to talk to about exams or how to write assignments. And sometimes just to be able to bitch about a prof. to someone who understands can be a comfort.

The overall impression one gets of the freshmen in boarding houses is a depressing one. They were, for the most part, a lonely, alienated group adrift from the mainstream of university life. While there were exceptions in the cases of friends boarding in the same house, good rapport with landlord and landlady, and those staying with close relatives, the majority were unsatisfied with their freshman year because of problems brought about by their place of residence. It should be noted that some of these students thought the lack of extra-curricular involvement reflected a personal inadequacy, that everyone else had friends and lots of things to do -- a view which often intensified the sense of alienation.

Males were perhaps in a better position to seek outside activities than females. Girls in boarding houses were hesitant about going out at night alone; they needed a friend in order to look for friends. Table 25 (p.112) shows that a higher proportion of females in boarding houses and other off-campus accommodation failed their first year than the females in residence or those who

stayed at home. Lack of integration between social and academic activities in part accounted for this.

> Last year I used to do everything with my best friend...She didn't come to university so I don't know anyone here. There's another girl staying in the same house, but she works in the bank and has her own friends, ...I try to study but I'm not used to doing it alone. It seems sometimes like hours go by and I'm still at the same page...Last year I liked going to dances...I haven't been to one here. I'm afraid to go alone. I try to go home as often as I can; it's still a lot more fun home than in here.

> Every morning I wake up with a pain in my stomach. The university is so big, it took me weeks to get used to it. Home, I knew everyone. I used to babysit for a couple of my teachers so I was never nervous with them. It wasn't like here...the profs. aren't from here..a couple of them are really loud...like it scares you. I don't say when I don't know something...maybe they'd laugh 'cause I'm from around the bay...I've tried to change my accent...when I went home once a couple of people said I was trying to be grand...It's hard to know what to do...

> The university is really nice. I've wanted to come here ever since I can remember. I don't go out much, anyway, there's too much work to do. I'm not used to making friends or to big classes...Mom says to give it time but I still get homesick. There's no one to talk to. The landlady is really nice; she talks to me after supper a lot. It would be nice to have a friend my own age, someone to do things with. I talk to some of the people in my classes but I don't see them after. I'd like to know how other people do assignments.

Off-campus males did better academically than either of the other male groups (Table 24, p. 111 and Table 27, p. 128).

TABLE 27

ACADEMIC STABILITY BY SEX AND PLACE OF RESIDENCE[a]

	MALES			FEMALES		
	NO. IN EACH TYPE OF ACCOMMODATION	STABLE ACADEMICALLY		NO. IN EACH TYPE OF ACCOMMODATION	STABLE ACADEMICALLY	
		NO.	%		NO.	%
HOME	20	9	45.0[b]	13	10	76.9
OFF-CAMPUS	28	14	50.0	27	13	48.1
RESIDENCE	29	8	27.6	35	18	51.5
NOT KNOWN[c]	7	2	28.6	1	1	100.0
TOTAL	84	33	39.3	76	42	55.3

[a]These figures indicate university grade averages which were either less than 10 per cent lower than Grade XI averages, the same as, or higher than Grade XI averages.

[b]i.e. 45 per cent of the males who lived at home maintained their grade average as operationally defined in above footnote.

[c]These students were from communities outside ST. John's.

This may have been because they did not have the distractions from study confronted by residence males. Also, off-campus males did not feel as great a need to asset independence as did St. John's males, since they were already independent, physically if not financially, of their families.

Smallwood (1971: 41), in his study of male freshmen at Memorial, found that males in boarding houses had lower averages in their first year than residence males; evidence which conflicts with the data presented in Table 24, (p.111) and Table 27, (p.128). Smallwood selected his on-campus sample from three church operated residences, one of which screened prospective residents. A couple of males in this sample stayed in one of the church operated residences, but most stayed in Paton College, the university operated residence complex. The contradiction between Smallwood's findings and the data presented in Tables 24 and 27 may reflect a difference in on-campus accommodation options in terms of how they affect academic standing.

The higher success rate of off-campus males was not complemented by a sense of satisfaction with university. All the boarding males interviewed would have preferred to stay either in residence or an apartment.

Smallwood (1971: 109) stated "except for activities

such as watching television and listening to the radio, lodging [boarding] students participated very little in extra-curricular activities, particularly those of the organizational and voluntary help type". That finding totally coincides with the evidence presented in this study. The lack of participation seems to have had a positive effect on the academic standing of males; among females lack of involvement in extra-curricular activities had a negative effect on academic success.

As with all other groups a wide range of adjustment patterns was evident among boarding students. Underlying all of these was a distinct impression that boarding was a cause of adjustment difficulties. Staying in a boarding house was a shortcoming to be overcome, it seldom if ever enhanced the university experience. Although some boarding houses were pleasant environments, a 'second home' in some cases, they were not home; and unless the student had some means of becoming more fully integrated into the university community by making friends and getting involved in extra-curricular activities, his or her freshman year was not as satisfactory as it might have been.

Residence, which itself had some shortcomings, would have been a preferable place to stay than a boarding house. If this study could make only one recommendation, it would be a recommendation that no student stay in a boarding house for his or her first year at university.

3. Residence

Residence (on-campus housing) students had a greater potential for becoming involved in the social and academic aspects of university than either St. John's freshmen or those staying off-campus. The close proximity to other students provided ready access to an exchange of ideas about course work. Even for students who did not know anyone in St. John's, residence provided numerous opportunities for establishing new friendships. These included talking over coffee, variety shows, dances, sports and special projects for the Winter Carnival. Only the exceptionally shy student could avoid an adequate social life under these circumstances.

In fact, the common complaint of students dissatisfied with residence living was one of excessive extra-curricular activities. These students felt that too much pressure was placed on them to participate in residence affairs. They either did not enjoy these types of activities or felt that full participation interfered with study. They usually studied in the library rather than the residence, and planned to live off-campus in an apartment during their remaining years at Memorial.

A few introverted freshmen did not adjust well to residence or university. In a few cases (not in the sample) siblings expressed concern over their brother's or sister's problems with adjusting.

> She keeps coming to me saying how lonely she is. I can understand, she doesn't make friends easily so I guess residence is a bit much. But she can't come to stay with us. What good would it do her to live with a bunch of guys? I figure if she lasts till Christmass she'll be settled in.

> I advised Sharon to stay in residence... she's in the same one I was in. It's taking her a little time to adjust. A few times I've gone up there to take her out. Usually she goes home whenever she gets the chance. But this weekend she turned down a ride in order to go to a dance, so that's a good sign...I didn't want her to stay in an apartment for her first year because she wouldn't be involved with all the activities and I definitely didn't want her to stay in a boarding house...If she had, well, she's kind of shy...I think she'd be home by now.

In both cases cited the freshman was female. Both had come from small communities and both had had difficulty making friends in high school. Their whole university experience (classes, ST. John's, residence) was the complete opposite of their high school years. For such students, the transition from high school to university might have been easier if they could have lived at home during their freshman year. However, considering this was not possible, residence was still the best option open to them. At least, it gave them the opportunity to meet new people so that eventually they might feel more comfortable about being away from home. Of all the similar students interviewed who stayed in boarding houses, not one learned to be completely at ease with the university community or the urban environment of St. John's. Further, because they met few people

socially, they seldom came to realize that the loneliness they experienced was normal and not a sign of personal failure on their part.

Unfortunately, there are no data available on the adjustment of very introverted male freshmen to residence life. All the residence males interviewed found the social aspect of university to be a positive experience. It may be that residence living more effectively helped introverted males to adjust than it did female counterparts, or that males were intimidated by a female interviewer. However, males who lived at home or in boarding houses did speak quite readily about social difficulties they were experiencing. Insufficient data on this issue make any conclusion somewhat tenuous. The function of the university in meeting individual student's needs should be examined more systematically. Perhaps the problems encountered by outport students who feel ill at ease in university could effectively be dealt with by some program oriented for them. On the other hand, one might well argue that not all matriculants are ready for university. Perhaps university might have been a more rewarding experience for these students if they had waited a year or so before entering.

Among most residence freshmen interviewed, residence living had been a positive experience and had helped them to adjust to university. Because of the large number of students living on campus, residence students had a greater

opportunity than off-campus students to be selective in choosing their friends.[1] Freshmen were influenced by friends usually only to the extent that the values fostered by them coincided with their own.[2] The residence students had the option of choosing friends with similar values rather than merely accommodating themselves to the most accessible peer groups.

Because of the variety of people from which they could draw potential friendships, residence students were in a better position than off-campus students to establish the balance between studying and socializing which best met their individual needs. For some it meant making friends with students who worked hard, for others it meant finding someone who liked having a good time.

Choosing the right friend often involved a conscious effort, as was indicated by a student from a larger community:

> Most of my friends from home are in here. Some of them are in residence so we used to hang around together first when I came here...I don't any more because they've changed. They think they're something, they're always putting on airs...Now I spend most of my spare time with the girl across the hall. I guess I sort of look up to her. I admire how she can work and have a good time too. She's in second

[1] In 1971, Memorial provided on campus housing accommodation for approximately fifteen hundred students, that is, about 15 per cent of the total enrolment.

[2] Responses to questions about influence of others on study and social activities contained in the questionnaire sent to applicants, indicated that parents had the most influence, while teachers were an important influence over study. Friends seldom had as much influence as parents. (Appendix B, pp. 187-189, Nos. 3-10).

> year Education. She works a lot because she wants to get ahead. When she's not with her boyfriend she's studying. I guess she's influenced me the most since I've been here.

This student's Grade XI average was only two percentage points above the minimum requirement. Since the grade average of most students dropped approximately ten percentange points from high school to university it would have been expected that this student would have had difficulty passing the courses in university. There was, however, a slight improvement in her grades. During the interview she expressed a strong desire to succeed. Upon entering university she filtered through all the people she met in residence and chose as a friend a student whose ambitions were similar to her own.

On the other hand, some residence students dropped old friends because they studied too much, and began associating with students who seldom went to classes, but spent their time 'playing cards and drinking beer'. These students were either experiencing personal problems or had been attracted to university by its social rather than academic potential.

Generally, students in residence had more control over their adjustment to the university community than Off-Campus students. The use to which this control was put depended on the individual student.

Females in residence had a lower failure rate than those in boarding houses (Table 25, p.112). In terms of maintaining one's Grade XI average, residence females did

only slightly better, proportionally, than boarding females (Table 27, p.128). However, among all female freshmen, those in St. John's were the most likely, not only to pass, but as well, to maintain their Grade XI average (Tables 25 and 27). For women, living at home while attending Memorial provided a continuous environment from high school with few negative effects on their academic standing. Residence living seemed to help alleviate extreme academic adjustment difficulties experienced by those in boarding houses.

The same can not be said for males. St. John's males had the highest failure rate, yet almost as many of them maintained their academic average from high school as did boarding males (Tables 24 and 27). Taking into account the small sample size, it appears that male freshmen in residence did less well academically than all other freshmen. More of them experienced a decrease in grade average from high school to university than any other group.

These diffferences in academic stability among males by place of residence were not statistically significant. In fact, the ranking of boarding males contradicts the finding by Smallwood (1971). Comments of male freshmen indicated some of the problems they had experienced related to place of residence, but the quantitative data were insufficient to indicate the prevalence of trends conclusively.

For at least some males in residence, the decline in

average was due to an increase in social activity. It has already been stated that males tended to feel a need to assert their independence. The opportunity to do so was available through residence living. The temptation to participate in a lot of the available extra-curricular activities tended to overpower the academic demands on their time.

From the stand-point of academic achievement, it would seem that males would do well to stay in boarding houses, and females to stay in residence. However, based on the more qualitative data collected related to overall adjustment, such a conclusion would be very misleading.

It seems more likely that males who overreact to freedom need a more balanced environment in which to direct their energies. Boarding houses segregate them, but residence apparently gives them more freedom than they can responsibly handle. In 1967-68 Bowater House (a residence house in Paton College) was filled with first year male students only. Their university marks were significantly better than those of male students in other residence houses of Paton College (Sharp 1974: 6.24). It may be that these males did better academically because they did not have to compete socially with older male students. Living with a group their own age, they could establish a balance between social and academic activities.

The students who enter Memorial for the first time are mostly sixteen or seventeen years old. As adolescents

they experience the 'growing pains' of physical and emotional maturation and must make major decisions about their futures. Their academic careers are but a part of this process. As such, it should be a reinforcing experience and not a trial which impedes personal growth. When these adolescents enter university they should meet an academic challenge as well as an opportunity to express their individuality, to discover the extent of their self discipline and sense of responsibility. Residence living offers the most balanced environment in which this is possible. No student wants to fail his courses, but as was indicated with St. John's male who failed his first year and returned later, the whole experience taught him a lot about himself, his priorities and what he must do to attain his goals. Most boarding houses impede this process because they can not provide ready access to a peer group or to a wide range of experiences which operate to broaden the students' perception of themselves and the society in which they live.

E. Satisfaction with the University Experience

Overall adjustment to university was contingent on the success of personal relationships as well as other factors such as academic readiness and place of residence. Personal relationships affected the students' academic success, social adjustment, and satisfaction with the university experience.

1. Friends

The importance of the peer group to the freshmen has been mentioned throughout. They valued the advice and opinions of classmates with regard to course work, preparing assignments, and dealing with instructors.

Although many students (and according to Hedegard [1972] most of them) reported studying less in university, they probably spent more time discussing school work in university than they had in high school, but did not define it as study. A favourite pastime of students was spending time between classes in one of the cafeterias talking to classmates. While such socializing often took away from study time, it was often a direct benefit to student's academic standing. This was not always recognized by them. For example, often when several students are sitting at a table in a cafeteria, one of them will bring up the subject of an assignment that is due. Someone will mention he did the course last year, used this or that book and found other references to be useless. The student doing the assignment might then express guilt about having been in the cafeteria instead of the library, when in fact, the 'wasted time' has saved him several hours of library research.

Friends were important, not only in assisting with course work, but for companionship and a release from

academic demands. As has been stated, lack of friends intensified the academic pressures placed on freshmen.

2. Instructors

Relationships between students and instructors depended on each of their individual personalities, the size of the class, and the background of the students.

Most freshmen did not feel comfortable asking questions in large classes. Whether the student approached the instructor after class depended on the characteristics of each person and whether the instructor made himself available to students. Most freshmen, however, reported that their first recourse was usually to consult a classmate about a problem before approaching the instructor.

There is another element to instructor/student relationships which in some ways is peculiar to the Newfoundland situation. Students from outports are often referred to, in rather derogatory terms as 'baymen' and are distinguishable occasionally by their dress but most often by their distinctive dialects. Many of the outport freshmen interviewed were embarassed about their speech and felt somewhat inferior. This inferiority complex was heightened by some instructors as well as 'townie' students.[1]

Most of the faculty at Memorial are not from

[1] St. John's residents are often referred to as 'townies', a counterpart of 'baymen'.

Newfoundland. In many departments most of them are not Canadians. Many freshmen felt ill at ease with instructors not only because "they know so much more than I do" but also because "they're outsiders". The whole issue of Canadian faculty members in Canadian universities is certainly beyond the scope of this study. However the issue is to be resolved, it was evident that the prevalence of foreign faculty members intimidated many freshmen, especially those from outports. One Newfoundland instructor told me that the two Newfoundland instructors in his department, who taught first year courses, had to consider turning away students who wanted to transfer from other sections.

The size of the home community of freshmen was related to their perceived access to each instructor. Students who had attended large high schools usually had had little contact with their teachers after class:

> He came in at 9:00, left at 9:40 and we didn't see him until the next morning. By the time we got out of school in the afternoon he'd be leaving too. It was the same with all the teachers in Grade XI.

Most faculty members at Memorial have office hours during which students can see them on an individual basis. A number of St. John's freshmen stated that they had never had the opportunity to consult teachers in high school to the same extent as was possible at Memorial.

Students from small schools in outports had been accustomed to seeing their teachers regularly after school.

In many cases, these teachers were friends as well as instructors. They had often been the students' main source of information about what to expect at university. Office hours could not replace this personal rapport between student and teacher. The lack of this relationship was often the source of outport students' hesitancy about approaching instructors when they came to university.

3. Influence of Mothers

During the interviewing an interesting pattern emerged concerning the influence of parents on the freshmen. After the first few interviews were completed I noticed that students generally responded to questions about their parents by talking about their mothers. For the next few interviews I deliberately avoided mentioning mothers. Mothers and fathers were always referred to as parent or parents. The purpose of this was to establish whether this would diminish the continued reference to mothers. It did not.

When the question was asked: What did your parents think of your Christmas marks?, the student was likely to begin the reply with "Well she said ...". Refusing to acknowledge that the student was eliminating his or her father from the response, I continued with: "How do your parents expect you to do this term? " In several cases the replies began with "She thinks...".

When it became clear that some students were interpreting parental influence as maternal influence, they were

asked why they perceived their mothers' influence as the more salient and what was the nature of the influence of their fathers. The common reply was that both parents influenced them. However it was the mother who talked with the student most about the future and how it should be dealt with. Students saw much more of their mothers than their fathers and tended to interpret the opinion of the mother as including that of the father.

This pattern is a product of the traditional family pattern in Newfoundland. Because many men are away from home for long periods at a time, the mother has emerged as the central figure in the home. Whereas previously, fathers spent months at sea or at logging camps, they now go to Labrador or some industrial town to find work. The loggers and fishermen have become part-time industrial workers but are still away from home for long periods of time, leaving the mother to raise the family. While this is not the case in all parts of the province, the centuries of female centred households has left its mark.

4. Parents/Student Relationship

The more parents resisted the student's desire for independence, the greater were the chances of the student rebelling. Most parents, however, were aware of the changing role of their children and were tolerant of new ideas and attitudes.

Some students who, prior to attending university, had

a positive relationship with parents, reported that the family relationship had improved during their freshman year. This was illustrated by one students' description of her relationship with her patents and younger brother:

> When I went home for mid-term and Christmas I noticed a change. I think they thought I was more grown up now that I'm in university. My parents accept what I say more...like they didn't want me to stay in residence. I convinced them to let me try it for a term. Well, at Christmas we talked about it and I said if I can survive there for four months and get good grades, then there's no reason why I can't go back there. They accepted it. It's like they trust my judgement. And my brother, he's 16, well, he talks to me now. I was really surprised. It's great. Before, we never used to have anything to do with each other. It's as if we had nothing in common. But over Christmas he started to tell me stuff. I feel really good about that.

Morris (1964) found that already established positive relationships between student and parents tended to improve once the student attended university. He found education level of parents was not necessarily a factor in this process.

> The students did not, I think, generally look to their parents for intellectual companionship, so that they did not necessarily feel that their education had created a barrier between them, if they could communicate the experience. Half of them said the relationship had not been affected, but the more they could discuss the more likely they were to feel that coming to university or college had brought them closer to their parents (Morris 1964: 144).

The improved rapport between student and parent was usually unexpected by the student. They had expected

opposition to the new sense of independence rather than the positive reinforcement they received.

5. Family/Student - Academic Expectations

Most students were also surprised to discover that the academic standards they had set for themselves were usually more demanding than those expected by parents. This was particularly evident among students whose parents had little formal education.

As a result of putting a number of children through elementary and secondary school most parents understood the connotations of the grading used in the schools. They also knew about the academic progress of children in the neighborhood. They knew that an average of 80 per cent meant the student was doing well and should work for a scholarship. Similarly they knew that an average of 60 per cent meant the student was passing but not doing very well; a decrease of a couple of marks would prevent him from being accepted by the university. Depending on where along the grading scale the student's marks fell, his parents either pressured him to work harder or rewarded him for doing well.

University was another matter. The parents' information about university was second-hand and often confusing. Subjects became courses, homework became assignments, and letters became more important than percentile grades. Whereas a 75 per cent had a definite meaning in high school, its worth in university was lost among credits and points.

These parents came to accept passing as the sign of success. They tended to be as satisfied with a 60 as with a 75 per cent average.

Most freshmen were not prepared for this reaction. They were disappointed when their grades dropped and dreaded the remarks they expected from parents about wasting money and not working enough. When they were met by comments such as "Don't worry about it. We think you did well...don't expect too much. It's only your first year" the dread turned to guilt. They knew that their parents did not understand the grading system used in university and began to wonder whether they were taking advantage of them. Such an experience generally brought the student closer to his/her family.

> Christmas my average was about 20 per cent lower than last year. I didn't study as much as I should have. I mean I know I could have done better even though I passed all the same.
> ...We were all excited about me coming to university. You wouldn't know but Mom and Dad were coming too. They saved all last year so I'd have enough pocket money. And last year, whenever I was studying Mom made sure the other kids were quiet.
> ...I dreaded telling them my marks. I felt like such a heel. ...They got really excited because I passed. I told them I was sorry for not doing better. I guess I just got carried away, what with all the other stuff going on and I'd spent all the money. But it was like it didn't matter. Mom said, "Dad and I understand, you've got to get out. It's a big change." And then Dad said not to worry about the money, they had a little put aside... That sounds foolish doesn't it, but you know, it meant a lot. Sometimes I

> used to think they were pushing me but now I know they just want me to be happy and make out Okay...

The relationship between parent and student could also affect negatively the student's satisfaction with university. As discussed earlier this was more likely to occur among St. John's students whose values differed from those of their parents.

Students whose siblings had attended university were often under greater pressure to succeed then those who were the first in the family to attend university. This was particularly true if the siblings had done well and the freshman was getting poor grades.

This situation did not always have a negative effect on family relationships but it did tend to diminish the student's enthusiasm toward university. Some resented being constantly compared with older brothers and sisters; others felt inadequate compared with their more successful siblings.

The freshmen who did as well or better than siblings who had attended university were generally well adjusted to the university community. Many of the difficulties they encountered were easily overcome by drawing on the experiences of their siblings. The freshmen who did less than siblings were better able to cope with university if family members did not judge their success by that of their siblings.

F. Conclusion

The first year at university was a rewarding experience for most students. They had some adjustment difficulties but in retrospect thought of them as normal problems which had to be expected.

The majority of the freshmen did less well academically than they had in high school. This was due to a lack of preparation for the academic demands of university, by the stress placed on them by the transition to a new environment, and may have also been due to a difference in the academic standards of Newfoundland high schools and Memorial University.

St. John's students encountered the least number of adjustment problems. For most of them the academic and social environment of Memorial was a continuation of high school. For a few, particularly males, disagreements with parents over time spent studying and engaging in social activities caused conflicts which negatively affected the students' academic standing and satisfaction with university.

Freshmen in boarding houses participated little in extra-curricular activities. For some, this lack of participation allowed them to devote more time to study. For others, it resulted in loneliness and depression which had a negative effect on their academic standing.

Freshmen who lived on campus were the most involved

in the university community. Although an abundance of extra-curricular activities detracted from time spent studying for some of them, in terms of overall academic and social adjustment the residence students were the most successful group.

Freshmen were concerned about their studies, their personal lives and their parents. They worried about their ability to meet the academic demands of university and looked to friends for reassurance.

Overall adjustment can not be measured in terms of academic success alone. While the students wanted to do well academically, they also saw university as a means of asserting independence. They were satisfied with their freshman year when there was a balance between academic achievement and social integration into the university community.

There was some inconsistency between the quantitative data collected on students' grades and the qualitative data collected through interviews on the students' interpretation of these grades. The interviews indicate that both males and females were more satisfied with university if they stayed in residence than in a boarding house. Males, however, did better academically if they stayed in boarding houses, although other studies done on Memorial freshmen contradict this finding. This study's finding was based on relatively small numbers per cell, and for males the differences were not statistically significant.

St. John's female freshmen had a lower failure rate than other female freshmen, more of them maintained their grade average from high school, and, on the whole, they had few adjustment problems. There is a need, however, to investigate in greater detail the relationship between academic achievement and adjustment in order to determine the pervasiveness of the relationships discussed. A representative sample of males and females by each place of residence could be analyzed in terms of the range of grade average decreases compared with specific adjustment factors and measures of satisfaction with university life.[1]

[1] I attempted to cross-tabulate social class and community size with patterns of residence and academic achievement. There did not appear to be any outstanding differences between groups. However, such a detailed breakdown often resulted in the number per cell for each sub-group being too small to make any interpretation meaningful. A much larger total sample would have permitted an analysis of the extent to which these factors interrelated in affecting academic and social adjustment.

CHAPTER IV

CONCLUSION

A. Introduction

In using the term 'access' to university, there is a danger that one will assume that 'access' is intrinsically desirable, that all Newfoundlanders should be able to attend university if they want to. But providing access to one form of education should not be at the expense of others.

Not everyone wants to go to university. It offers a limited number of career options, which serve the needs of only a segment of the population. It seems, however, that not all those who want to attend Memorial University can gain access to it; and some, who would be better off somewhere else, attend Memorial because of a lack of alternatives.

The data presented in this study indicate some of the factors which determine who attends Memorial, and how overall social and academic adjustment to the university community is effected.

Since the adjustment process really starts at the high school level, I will conclude this study with some comments upon how secondary education in Newfoundland

could be better co-ordinated with post-secondary education, and then make some suggestions about how the adjustment process for Memorial students could be eased.

B. Secondary Schools

Secondary schools should serve at least two main functions: (1) to provide academic training comparable in quality to other parts of the country and (2) to prepare students for the work-world.

The first function depends partly on the quality of education in the elementary schools, and is essentially a continuation of it. At the secondary school level individual interests and capabilities are more noticeably divergent. This is not to say that individual differences do not exist in the lower grades; rather the academic requirements are more distinctly defined at the elementary school level. Taking into consideration cultural and individual differences, one of the principal objectives of the elementary system is to teach children to read, write and do arithmetic. The secondary schools must consider what specific programs are best suited to each student's interests and capabilities. Should a student study calculus or carpentry? Creative writing or bookkeeping?

In this sense the academic standards of the high school are related to its second function. The programs offered must be integrated with the career alternatives available after high school graduation. A program of career

information must, therefore, be an integral part of the school's academic program. Since career decisions are usually considered before the student enters high school, this information program must be initiated at the elementary level and be expanded within the high schools.

The high schools in Newfoundland presently offer two basic programs; 'academic' for university oriented students, and 'general' for those who either plan to terminate their formal education at the high school level, or who plan to enter training programs which do not require Junior Matriculation. These programs have two main shortcomings; first, the low quality of education in many elementary schools precludes academic preparation for the 'academic' or university oriented program, directing some students into the general program without regard to their inherent abilities or interests; second, the incredible lack of career information available to high school students precludes their making a rational decision on entering either the academic or general program on the basis of occupational aspirations.

The principal objective of having two programs is legitimate; not everyone is university-oriented so a program of study should be offered for those who do not wish to attain a university education.

The academic and career information program must be in tune with the economic prospects of each community, the

province and elsewhere. Local high schools have the potential for initiating economic growth within the community. For example, the outport student who indiscriminately chooses two or three course at trades school, or who studies education at Memorial, may not be choosing post-secondary training on the basis of interest or aptitude but rather as a matter of expediency and accessibility, and as a response to limited information. If the potential viability of such occupations as sheep farming had been pointed out to them in high school they might not have attended a post-secondary institution because 'there was nothing else to do', but as a means of obtaining specific training of benefit to themselves and their communities.

The consequences of a limited access to education before Confederation are still evident. The parents of most high school graduates have had less than a high school education themselves; they can motivate their children toward higher education but they are not equipped to give direction to this encouragement. Ready access to career information is vital to the success of educational insititutions and the prosperity of the Newfoundland economy. Students must be aware of occupational alternatives available in their home community, and in other parts of the province and the country. The schools must not only provide this information but support it with a curriculum which prepares the student for settling in either of these

areas.

Career information can be made available through literature and films, but more particularly through direct exposure to occupational types and their personnel. An outport student interested in rocks should be given the opportunity to meet a geologist, to learn about the various branches of the discipline and to find out what training is required. Visits to schools by representatives of various occupations would help provide this information. Of even greater benefit would be an extensive travel program whereby students could visit other areas as well as learn about career options. The travel experience would, in itself, help inform and prepare the outport student for the consequences of urban living, should he/she decide to leave the outport, and would inform the urban student of the economic potential of rural parts of the province.

Only with an extensive career information program can Newfoundland's high schools hope to provide adequate academic training. With a clearer idea of their career aspirations, students can choose their courses and can choose between the general and academic program. Increased knowledge of career options would decrease the number of under-achievers who drift into the general program because of lack of motivation, and it would provide impetus to aspire to a career related to ability for those who struggle through the academic program

thinking the teaching profession is their only viable option.

When the education system has progressed to the point that students have had a sound academic grounding in the elementary grades, have access to qualified teachers, adequate facilities and resource material, and have some idea of desirable career options, the high schools will be in the position to fully prepare students for the academic demands of university and other post-secondary institutions.

It was pointed out earlier that many of Memorial's freshmen are not prepared for conceptual analysis, but rather tend to equate it with description. Such preparation should ideally be provided in the secondary school system. At present, however, the secondary school system deals with students who were not adequately prepared for the academic demands of high school. And further, programs offered in high schools are not always directly related to student ability and interest. Except in a few large schools which can provide specific programs for university-oriented students, most high schools must cope with the deficiencies in educational standards inherited from the elementary school system and inadequacies within its own system, by teaching at a level comprehensible to most of the students.

C. Adjustment to University

The problems encountered by post-secondary institutions in Newfoundland, particularly Memorial University, have been the major focus of this study. The university attracts many students who are ill-prepared academically, have non-directed career expectations, are not prepared for the social and academic demands of university or urban living, and yet, who feel that university attendance is desirable and the best option available to them. Students in the survey sample whom the university attracted but did not accept, were similar to those who entered with regard to motivation and expectations, albeit they were somewhat more idealistic. They differed primarily in that the academic and social background disadvantages which created problems for the freshmen were more pronounced among them, and kept them out of university.

For those who are admitted, Memorial can ease the academic and social adjustment difficulties encountered by freshmen and thereby improve the quality of the work they produce, by recognizing the shortcomings of the information network which oriented them toward university. This recognition should result in specific programs as well as an improved orientation of faculty to the freshman population.

1. Career Information

Faculty members can not assume that students have

specific, vocational reasons for enroling in any one course. The introductory course in all departments should include an introduction to the discipline: the employment opportunities available within the discipline, the range of activities possible within that career, the training programs offered, where they are offered, the cost involved and the academic standards and backgrounds required. The university should also offer this information about disciplines of which the student has no knowledge and in which they are not likely to enrol. For example, Newfoundland freshmen would benefit from information available on the courses offered by the linguistics department. That is, information which goes beyond course outlines given in the university calendar; answers to such questions as: What practical use in a linguistics course? What exactly do linguists do? Can I get a job home with a major in linguistics? A handbook giving such information on all departments would assist freshmen in choosing a course of study best suited to their needs. Such a handbook would also be of immense benefit to high school students.

2. Academic Adjustment

Faculty members must recognize the shortcomings of the elementary and secondary school systems in preparing students for the academic demands of university, and in the facilities it had offered the students. Many outport

students are not only poorly prepared for conceptual analysis, many of them have never had access to a library before attending Memorial.

Assignments which require library research must be accompanied by instruction on how best to utilize library facilities. Students need answers to such questions as: Do you expect me to read all those books on the reading list? Should I summarize each book? Is it all right just to compare two of them? Scanning resource material and contrasting opposing theories on a subject has little relevance to students whose high school material consisted of a textbook and an encyclopedia.

Freshmen need immediate and detailed feedback on the quality of their work. A grade, in itself, tells them little about how they might improve their approach to the course work. In pragmatic terms; what is wrong with description?, what exactly does compare and contrast mean? Instructors might do well to distribute at the beginning of each course examples of what they consider poor and good quality assignments and an explicit explanation of how they were graded.

The Counselling Centre at Memorial offers a non-credit course in Study Habits. While this course has been well attended each year, it still attracts only a minority of the student population. Faculty members should promote the program, but must also accept a considerable amount of the responsibility to equip the students for the demands

of their academic workload.

3. Social Adjustment:

Rural students tend to view urban living as either desirable and/or inevitable, yet they are not prepared for it. They participate primarily in unorganized activities during high school. Without ready access to a peer group in university they are intimidated by formal organizations and have difficulty establishing a satisfactory social life at university. Memorial can help alleviate this alienation.

All non-St. John's freshmen should be strongly encouraged to stay in residence for their first year. Residence living provides ready access to a wide variety of extra-curricular activities, and it provides students with the opportunity to share their social and academic problems with other students from similar backgrounds thereby facilitating integration into the university community and alleviating the conflict between students' rural backgrounds and the urban environment of St. John's.

There is an extreme shortage of small meeting places at Memorial. Non-residence students have little opportunity to meet each other except in the classrooms and in large, impersonal, overcrowded cafeterias. Small, informal areas such as the Junior Division's lounge and the alcoves dispersed throughout the Education Building are of immense benefit to the integration of freshmen into the university community. Memorial should provide students with the

actual physical space and activities necessary for adjustment to the university sub-culture.

D. Conclusion

Endeavors to improve the economy of Newfoundland must be interrelated with the efforts to improve educational standards. Orienting people in the direction of desired changes and providing facilities and programs to enable them to adapt to the changes are insufficient measures, unless supplemented by programs aimed at educating them about the potential implications of these changes. Students, the university, and the government, which heavily subsidizes the operation, would benefit if students interested in attending the university were better prepared academically and socially, and had more pragmatic knowledge of how they could adapt to their experience and make use of a university education. Students should be informed about all educational programs available, both at university and at other post-secondary institutions. And students should enjoy equal access to all programs. Reducing the barriers of access to one institution does not solve the problem of low educational levels. Improvements in the educational system at every level is necessary before all Newfoundlanders will have equal access to post-secondary schools and a free choice among many career options.

APPENDIX A

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Sociology & Anthropology

July 21, 1971

Dear Student,

I am a graduate student in Sociology at Memorial University of Newfoundland and am presently engaged in reasearch on the Influence of University on the Entering Student.

Your name has been picked on a random sample basis from the Registrar's list of students who have applied for university this coming fall. Your co-operation is extremely important in making this research a success.

A questionnaire will be forwarded to you in a few days. It will take less than 30 minutes to complete.

This questionnaire should be filled out and returned before August 15, or at the earliest time possible.

Thank you for assisting me in this research.

Sincerely yours,

Mollie O'Neill

Home: 722-8824
Office: 753-1200
Ext. 2158

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Dear Student,

The enclosed questionnaire is an important part of a research project dealing with the Influence of University on the Entering Student. In order to find out which factors will determine the direction of this influence, we have decided to ask several questions related to the home community of the students who have applied for first year in September.

Because of the large number of applicants, it was impossible to include everyone in the study. Therefore, a small number were randomly selected to represent all applicants.

Your name was one of those selected to be included in the sample. In order to make this research a success it is extremely important that everyone in this sample complete the questionnaire and return it as soon as possible in the stamped self-addressed envelope.

It will take you about 30 minutes to answer all the questions. If you were in Grade XI last year you should answer them as if you were still attending school. That is, the questions apply to the school year and not the summer months. If you have been out of school this past year, just the questions related to study in high school should be answered as you would have answered them while in Grade XI.

If there is any confusion about what is meant by any question, or you have any further comment to make on the question, please feel free to add little notes on the questionnaire form.

Thank you for your cooperation and best wishes in your academic endeavors.

Sincerely yours,

Mollie O'Neill
Graduate Student

Home: 722-8824
Office: 753-1200
Ext. 2158

C.N. _____

1. What year did you attend Grade XI (circle one)

   a. 1970-71
   b. 1969-70
   c. before 1969-70

2. If you were in Grade XI before 1970-71, what were you doing during 1970-71? (circle one)

   a. working
   b. high school
   c. trades school
   d. other (specify) _____

3. Year of birth (circle one)

   a. 1952
   b. 1953
   c. 1954
   d. 1955

4. Sex

   a. Males
   b. female

5. Name of your community _____

6. What is the population of the community you live in mos most of the time? (cirle one)

   a. less than 500
   b. between 500 and 1000
   c. 1000 and 5000
   d. between 5000 and 10,000
   e. between 10,000 and 15,000
   f. between 15,000 and 30,000
   g. over 30,000

7. What is your religious denomination ? (cirle one)

   a. Anglican
   b. United Church
   c. Roman Catholic
   d. Salvation Army
   e. Pentecostal
   f. other (specify) _____

8. What is the name of the school in which you did Grade XI?

   _____

9. What type of school is this? (circle one)

a. Denominational
b. Amalgamated
c. Other (specify) _____

10. Is your school in the community in which you live? (cirle one)

a. yes
b. no

11. How did you get to school most of the time? (circle one)

a. walk
b. car
c. bus
d. other (specify) _____

12. What number of students in your school are in Grades IX through XI? _____

13. Once you leave your home community do you think you will ever return to live there permanently? (circle one)

a. yes
b. probably
c. not likely
d. not sure
e. no

14. What would you prefer to do now that you've finished high school? Rank in order of preference
(1) for first choice
(2) for second choice
(3) for third choice, etc.

a. university _____
b. work _____
c. trades school _____
d. other (specify) _____

15. How many children in your family are older and younger than you?

older _____

younger _____

16. Have any of your brothers and sisters ever attended any of the following? Tell how many for each category.

	how many
a. university	
b. trades school	
c. nursing school	
d. fisheries college	

17. Is there anyone whom you really like or who is close to you who has attended university (friend, teacher, brother, sister, etc.)?

a. yes
b. no

If yes, state relationship(s)

_____

_____

18. Compared to the other students in your school how many friends do you have? (circle one)

a. more
c. about the same
d. less

19. What is your father's main occupation? (If he is not presently working, tell what his occupation was).

_____

_____

20. What is the educational level of your father? (circle one)

a. grade VIII or less
b. some high school
c. high school graduate
d. university

If he has had training for a specific trade or profession tell what this training has been _____

_____

21. What is the educational level of your mother? (circle one)

a. grade VIII or less
b. some high school
c. high school graduate
d. nursing
e. university

If she has had training for a specific trade or profession, tell what this training has been.

22. Generally speaking, did you get along well with your teachers? (circle one)

a. yes
b. so-so
c. no

23. Did you have a favourite teacher who spent time talking with you after school? (circle one)

a. yes
b. no

24. How often do you go to church? (circle one)

a. at least onceca week
b. once a month
c. seldom
d. never
e. no regular services held in my community

25. If you were living away from home with no fear of those at home knowing how often would you go to church, how often would you go? (circle one)

a. at least once a week
b. once a month
c. seldom
d. never
e. don't really know

26. How often do you go on dates? (circle one)

a. never
b. sometimes but irregularly
c. regularly
d. go steady
e. not allowed to date

27. Rate the amount of influence which each of the following has on your social activities.

1. much influence
2. some, but I'd go against them if I wanted to
3. their advice doesn't matter at all
4. they don't give any advice

	much influence	some influence	doesn't matter	no advice
a. parents	1	2	3	4
b. teachers	1	2	3	4
c. clergy	1	2	3	4
d. friends	1	2	3	4

28. What did you usually do after school and on weekends? (Include any participation in sports, membership in clubs and organizations, church or school functions, going to hang-outs, visiting friends and any other activities).

29. What recreation facilities are available in your home community? (e.g. dance hall, gym, movie theater, swimming, pool, ball field, ice rink, etc.)

30. Do you have either of the following in your home?

	Yes	No
a. radio	___	___
b. television	___	___

31. What organizations do your parents belong to? Also include any activities they take part in outside the home.

32. What is your main reason for wanting to attend university? (circle one)

a. because parents encouraged it
b. because teachers encouraged it
c. because your friends are going
d. because you can make more money with a university education
e. because you want to go yourself
f. other (specify) _____

33. How much influence did the following have on the amount of study you did?

1. much influence
2. some influence
3. little influence
4. no influence

		much influence	some influence	little influence	no influence
a.	parents	1	2	3	4
b.	teachers	1	2	3	4
c.	clergy	1	2	3	4
d.	friends	1	2	3	4
e.	yourself	1	2	3	4

e.

34. How many hours did you usually spend studying on weeknights?

_____

on weekends

_____

35. While in school, did you go out on weeknights? (circle one)

a. yes
b. once in a while
c. no

36. How much time do you think you will spend studying in university compared to the amount you spent studying while attending Grade XI?

a. more
b. about the same
c. less

37. What was your average mark in Grade X? _____

38. From speaking with people who have been to university, what image of life at university do you have? (circle one)

a. lots of fun with little need to work
b. much work and little pleasure
c. about the same as high school
d. more opportunity for pleasure and also more work
e. I don't know anyone that well who has gone to university
f. other (specify) _____

39. What percentage of the students in your school do you think have tried using marijuana (grass), hashish or drugs such as LSD or speed? _____

40. Where do your parents want you to live while you're attending university? (circle one)

a. home
b. residence
c. boarding house
d. apartment
e. with relative
f. they don't care where I stay
g. other (specify) _____

41. Why do they want you to stay there?

_____

_____

42. While at university where do you want to stay? (circle one)

a. home
b. residence
c. boarding house
d. apartment
e. with relative
f. other (specify) _____

43. In raising the necessary funds to attend university how much are you receiving from each of the following:

a. parents _____
b. relatives _____
c. part-time work _____
d. scholarship _____
e. student aid _____
f. Canada Student Loan _____
g. Other _____

44. Why have you chosen to attend Memorial University rather than another university?

45. Why do you want to go to university at all?

46. Did you apply to any University other than Memorial? (circle one)

a. yes
b. no

If yes, which one? _____

APPENDIX B

SUPPLEMENTARY DATA

The following tables give the frequency distributions of replies to items on the questionnaire for ENTER and NOENTER respondents.

Most of the data contained in the tables are not directly discussed in the text, but constitute background data for the variables examined. In some cases, the presentation of tabular data would be misleading without qualification. For example, for the variable "Social Activities of Student", the category Combination does not reveal that most of the these students were involved in several unorganized activities and only one or two organized activities. This table has not been presented in the text, but has served as background data in the discussion of students' social activities at Memorial.

ACADEMIC PERFORMANCE

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
1. GRADE-TEN AVERAGE	0-49	-	--	1	0.9
	50-59	9	5.6	9	8.4
	60-69	50	31.3	52	48.6
	70-79	55	34.4	29	27.1
	80-89	34	21.2	9	8.4
	90-100	6	3.7	-	-
	NO REPLY	6	3.7	7	6.5
	Total	160	99.9	107	99.9
2. GRADE ELEVEN AVERAGE	0-49	-	-	32	29.9
	50-59	-	-	46	43.0
	60-69	89	55.6	17	15.9
	70-79	52	32.5	9	8.4
	80-89	18	11.2	3	2.8
	90-100	1	0.6	-	-
	Total	160	99.9	107	100.0

ACADEMIC PERFORMANCE (Cont'd)

VARIABLE	VALUE LABELS	ENTER No.	ENTER %	NOENTER No.	NOENTER %
3. FIRST TERM UNIVERSITY GRADE AVERAGE	0-49	13	8.1		
	50-59	44	27.5		
	60-69	58	36.2	NOT	APPLICABLE
	70-79	28	17.5		
	80-89	12	7.5		
	90-100	4	2.5		
	WITHDREW	1	0.6		
	Total	160	99.9		
4. SECOND TERM UNIVERSITY GRADE AVERAGE	0-49	23	14.4		
	50-59	41	25.6		
	60-69	60	37.5	NOT	APPLICABLE
	70-79	19	11.9		
	80-89	9	5.6		
	90-100	-	-		
	NOT REGISTERED	8	5.0		
	Total	160	100.0		

DEMOGRAPHIC VARIABLES

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
1. COMMUNITY	CITY	22	13.8	9	8.4
	LARGE COMMUNITY	27	16.9	30	28.9
	OUTPORT	111	69.3	68	63.7
	Total	160	100.0	107	100.0
2. YEAR OF GRADE XI	1970-71	137	85.6	83	77.6
	1969-70	21	13.1	20	18.7
	BEFORE 1969-70	2	1.3	4	3.7
	NO REPLY	—	—	—	—
	NOT APPLICABLE	—	—	—	—
	Total	160	100.0	107	100.0
3. OCCUPATION 1970	WORKING	11	6.9	13	12.2
	HIGH SCHOOL	14	8.8	6	5.6
	TRADES SCHOOL	1	0.6	1	0.9
	UNEMPLOYED	3	1.9	2	1.9
	OTHER	2	1.2	1	0.9
	NO REPLY	—	—	2	1.9
	NOT APPLICABLE	129	80.6	82	76.6
	Valid	31	100.0	23	100.0
	Missing	129		84	

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
4. AGE	19	7	4.4	11	10.3
	18	34	21.3	25	23.4
	17	102	63.7	67	62.6
	16	17	10.6	4	3.7
	Total	160	100.0	107	100.0
5. SEX	MALE	81	50.6	54	50.5
	FEMALE	79	49.4	53	49.5
	Total	160	100.0	107	100.0
6. POPULATION	0-500	31	19.4	16	15.0
	500-1,000	32	20.4	32	29.9
	1-5,000	43	26.9	21	19.6
	5-10,000	21	13.1	19	17.8
	10-15,000	3	1.9	5	4.6
	15-30,000	9	5.6	8	7.5
	30,000 +	21	13.1	6	5.6
	Total	160	100.4	107	100.0

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
7. RELIGION	ANGLICIAN	42	26.2	33	30.8
	U.C.	39	24.4	19	17.8
	R.C.	57	35.6	45	42.1
	SALVATION ARMY	12	7.5	5	4.7
	PENTECOST	4	2.5	4	3.7
	OTHER	6	3.7	1	0.9
	Total	160	99.9	107	100.0
8. SCHOOL DENOMINATION	DENOMINATIONAL	62	38.7	45	42.1
	INTEGRATED	96	60.0	57	53.3
	PRIVATE	2	1.2	4	3.7
	Total	160	99.9	107	99.1
9. SCHOOL LOCATION (HOME-OTHER COMM)	YES	93	58.1	61	57.0
	NO	67	41.9	46	43.0
	Total	160	100.0	107	100.0

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
10. TRANSPORTATION TO SCHOOL	WALK	57	35.6	41	38.3
	CAR	16	10.0	5	4.7
	BUS	81	50.6	60	56.1
	BOARDED	5	3.1	—	—
	OTHER	1	0.6	1	0.9
	Total	160	99.9	107	100.0
11. SIZE OF SCHOOL	-99	30	18.8	17	15.9
	100-199	38	23.7	26	24.3
	200-299	18	11.2	17	15.9
	300-399	12	7.5	11	10.3
	400-499	7	4.4	5	4.7
	500-1,000	39	24.4	24	22.4
	1,000 +	8	5.0	2	1.9
	DON'T KNOW	1	0.6	—	—
	NO REPLY	7	4.4	5	4.3
	Total	160	100.0	107	99.7

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
12. SIBLINGS OLDER	NONE	51	31.9	32	29.9
	1	34	21.9	18	16.8
	2	16	10.0	17	15.9
	3	18	11.2	14	13.1
	4	20	12.5	7	6.5
	5	6	3.7	5	4.7
	6	5	3.1	3	2.8
	7 PLUS	9	5.6	7	6.5
	NO REPLY	1	0.6	4	3.7
	Total	160	100.5	107	99.9
13. SIBLINGS YOUNGER	NONE	31	19.4	23	21.5
	1	30	18.8	17	15.9
	2	39	24.4	15	14.0
	3	19	11.9	17	15.9
	4	17	10.6	7	6.5
	5	5	3.1	6	5.6
	6	6	3.7	9	8.4
	7 PLUS	12	7.5	9	8.4
	NO REPLY	1	0.6	4	3.7
	Total	160	100.0	107	99.9

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
14. RECREATIONAL FACILITIES IN HOME COMM.	NO REC. FACILITIES	16	10.0	9	8.4
	1	18	11.2	11	10.3
	2-5	57	35.6	52	48.6
	5 PLUS	66	41.2	33	30.8
	NO REPLY	3	1.9	2	1.9
	Total	160	99.9	107	100.0
15. TELEVISION IN HOME	YES	147	91.9	98	91.6
	NO	11	6.9	7	6.5
	NO REPLY	2	1.2	2	1.9
	Total	160	100.0	107	100.0
16. RADIO IN HOME	YES	152	95.0	103	96.3
	NO	6	3.8	2	1.9
	NO REPLY	2	1.2	2	1.9
	Total	160	100.0	107	100.1

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
17. FATHER'S OCCUPATION	PROFESSIONAL	13	8.1	7	6.5
	SEMI-PROFESSIONAL	4	2.5	2	1.9
	OFFICIAL - LARGE	8	5.0	3	2.8
	OFFICIAL - SMALL	28	17.5	17	15.9
	CLERICAL & SALES	10	6.3	3	2.8
	SKILLED	34	21.3	29	27.1
	SEMI-SKILLED	22	13.8	11	10.3
	UNSKILLED	10	6.3	16	15.0
	FISHING & FARMING	20	12.5	12	11.2
	OTHER	8	5.0	3	2.8
	NO REPLY	3	1.9	4	3.7
	Total	160	100.2	107	100.0
18. FATHER'S EDUCATION	GRADE 8 OR LESS	79	49.4	50	46.7
	SOME HIGH SCHOOL	30	18.8	28	26.2
	HIGH SCHOOL GRAD.	29	18.1	16	15.0
	UNIVERSITY	15	9.4	6	5.6
	NO REPLY	7	4.4	7	6.5
	Total	160	100.1	107	100.0

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
19. FATHER'S SPECIALIZED TRAINING	PROFESSIONAL	12	7.5	6	5.6
	SEMI-PROFESSIONAL	7	4.4	6	5.6
	CLERICAL & SALES	4	2.5	4	3.7
	SKILLED	22	13.7	16	15.0
	SEMI-SKILLED	2	1.2	5	4.7
	NO SPEC. TRAINING	108	67.5	61	57.0
	NO REPLY	5	3.1	9	8.4
	Total	160	99.9	107	100.0
20. MOTHER'S EDUCATION	GRADE 8 OR LESS	62	38.7	40	37.4
	SOME HIGH SCHOOL	51	31.9	37	34.6
	HIGH SCHOOL GRAD.	30	18.8	14	13.1
	UNIVER. & NURSING	17	11.6	8	7.5
	DON'T KNOW	--	----	2	1.9
	NO REPLY	--	----	6	5.6
	Total	160	100.0	107	101.1
21. MOTHER'S SPECIALIZED TRAINING	PROFESSIONAL	13	8.1	4	3.7
	SEMI-PROFESSIONAL	14	8.7	7	6.5
	CLERICAL & SALES	15	9.4	6	5.6
	SKILLED	--	---	3	2.8
	SEMI-SKILLED	1	0.6	-	---
	NO SPEC. TRAINING	115	71.9	78	72.9
	DON'T KNOW	---	---	2	1.9
	NO REPLY	2	1.2	7	6.5
	Total	160	99.9	107	99.9

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER			NOENTER		
		No.	%	% adj. freq.	No.	%	% adj. freq.
22. SIBLINGS ATTENDED UNIVERSITY	NONE	45	28.1	41.3	40	37.4	56.3
	1	38	23.7	34.9	23	21.5	32.4
	2	14	8.7	12.9	4	3.7	5.7
	3	7	4.4	6.4	4	3.7	5.7
	4 PLUS	5	3.1	4.6	--	----	----
	NO REPLY	1	0.6		4	3.7	
	NOT APPLICABLE[a]	50	31.3		32	29.9	
	Valid	109	100.1	100.1	71	99.9	100.1
	Missing[b]	51			36		
23. SEX OF SIBLINGS ATTENDED UNIVERSITY	MALE	22	13.8	36.7	20	18.7	74.1
	FEMALE	24	15.0	40.0	6	5.6	22.2
	MALE & FEMALE	14	8.8	23.3	1	0.9	3.7
	NO REPLY	5	3.1		8	7.5	
	NOT APPLICABLE[c]	95	59.4		72	67.8	
	Valid	60	100.1	100.0	27	100.0	100.0
	Missing	100			80		

[a] Not Applicable: Of the 160 applicants who entered Memorial, 50 were the oldest in the family. Therefore their siblings were not old enough to have attended university.

[b] Missing: No Reply plus Not Applicable.

[c] These students either did not have an older sibling or their older sibling(s) had not attended university, i.e. None (45) plus Not Applicable (50) in Table 22.

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER			NOENTER		
		No.	%	% adj. freq.	No.	%	% adj. freq.
24. SIBLINGS ATTENDED TRADES SCHOOL	NONE	75	46.9	70.0	38	35.5	54.3
	1	23	14.4	21.5	18	16.8	25.7
	2	6	3.7	5.6	13	12.1	18.6
	3	2	1.2	1.9	—	—	—
	4 PLUS	1	0.6	1.0	1	0.9	1.4
	NO REPLY	3	1.9		5	4.7	
	NOT APPLICABLE	50	31.3	—	32	29.9	—
	Valid	107	100.0	100.0	70	100.0	100.0
	Missing	53			37		
25. SIBLINGS ATTENDED NURSING SCHOOL	NONE	87	54.4	81.3	62	57.9	87.3
	1	19	11.9	17.8	9	8.4	12.7
	2	1	0.6	1.0	—	—	—
	NO REPLY	3	1.9		4	3.7	
	NOT APPLICABLE	50	31.3	—	32	29.9	—
	Valid	107	100.1	100.1	71	99.9	100.0
	Missing	53			36		

DEMOGRAPHIC VARIABLES (Cont'd)

VARIABLE	VALUE LABELS	ENTER No.	ENTER %	ENTER % adj. freq.	NOENTER No.	NOENTER %	NOENTER % adj. freq.
26. SIBLINGS	NONE	101	63.1	94.4	67	62.6	95.7
ATTENDED	1	6	3.7	5.6	2	1.9	2.9
FISHERY	2	-	---	---	1	0.9	1.4
COLLEGE	NO REPLY	3	1.9		5	4.7	
	NOT APPLICABLE	50	31.3		32	29.9	
	Valid	107	100.0	100.0	70	100.0	100.0
	Missing	53			37		

SIGNIFICANT OTHER INFLUENCE

Variable	Value Labels	ENTER		NOENTER	
		No	%	No	%
1. Sign. other attended university	Yes	122	76.2	81	75.7
	No	37	23.1	21	19.6
	No Reply	1	0.6	5	4.7
	TOTAL	160	99.9	107	100.0
2. Relationship of sign. other	Parent	1	0.6	-	-
	Sibling	41	25.6	14	13.1
	Relative	15	9.4	7	6.5
	Teacher	7	4.4	1	0.9
	Friend	26	16.2	31	29.0
	Combination	31	19.4	27	25.3
	No Reply	2	1.2	6	5.6
	Not Applicable[a]	37	23.1	21	19.6
		160	99.9	107	100.0

[a] No significant other had attended university. Sign. other defined here as person student feels close to.

SIGNIFICANT OTHER INFLUENCE (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
3. PARENT INFL. ON SOCIAL LIFE	MUCH INFLUENCE	90	56.3	58	54.2
	SOME INFLUENCE	64	40.0	42	39.3
	DOES NOT MATTER	1	0.6	—	----
	NO ADVICE	3	1.9	5	4.7
	NO REPLY	2	1.2	2	1.9
	Total	160	100.0	107	100.1
4. TEACHER INFL. ON SOCIAL LIFE	MUCH INFLUENCE	25	15.6	22	20.6
	SOME INFLUENCE	68	42.5	54	50.5
	DOES NOT MATTER	21	13.1	14	13.1
	NO ADVICE	41	25.6	15	14.0
	NO REPLY	5	3.1	2	1.9
	Total	160	99.9	107	100.1
5. CLERGY INFL. ON SOCIAL LIFE	MUCH INFLUENCE	10	6.3	12	11.2
	SOME INFLUENCE	46	28.7	39	36.4
	DOES NOT MATTER	17	10.6	15	14.0
	NO ADVICE	82	51.2	38	35.5
	NO REPLY	5	3.1	3	2.8
	Total	160	99.9	107	99.9

SIGNIFICANCE OTHER INFLUENCE (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
6. FRIENDS INFL. ON SOCIAL LIFE	MUCH INFLUENCE	34	21.2	28	26.2
	SOME INFLUENCE	98	61.2	62	57.9
	DOES NOT MATTER	12	7.5	5	4.7
	NO ADVICE	12	7.5	9	8.4
	NO REPLY	4	2.5	3	2.8
	Total	160	99.9	107	100.0
7. PARENTS INFL. ON STUDY	MUCH INFLUENCE	58	36.2	53	49.5
	SOME INFLUENCE	64	40.0	40	37.4
	LITTLE INFLUENCE	19	11.9	9	8.4
	NO INFLUENCE	16	10.0	3	2.8
	NO REPLY	3	1.9	2	1.9
	Total	160	100.0	107	100.0
8. TEACHER INFL. ON STUDY	MUCH INFLUENCE	36	22.5	35	32.7
	SOME INFLUENCE	71	44.4	53	49.5
	LITTLE INFLUENCE	34	21.2	14	13.1
	NO INFLUENCE	16	10.0	3	2.8
	NO REPLY	3	1.9	2	1.9
	Total	160	100.0	107	100.0

SIGNIFICANT OTHER INFLUENCE (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
9. CLERGY INFL. ON STUDY	MUCH INFLUENCE	2	1.2	3	2.8
	SOME INFLUENCE	14	8.7	13	12.1
	LITTLE INFLUENCE	28	17.5	27	25.2
	NO INFLUENCE	110	68.8	61	57.0
	NO REPLY	6	3.7	3	2.8
	Total	160	99.9	107	99.9
10. FRIENDS INFL. ON STUDY	MUCH INFLUENCE	10	6.3	7	6.5
	SOME INFLUENCE	50	31.3	42	39.3
	LITTLE INFLUENCE	53	33.1	29	27.1
	NO INFLUENCE	44	27.5	26	24.3
	NO REPLY	3	1.9	3	2.8
	Total	160	100.1	107	100.0
11. MAIN REASON FOR ATTENDING UNIVERSITY	PARENT INFLUENCE	3	1.9	3	2.8
	TEACHER INFLUENCE	1	0.6	1	0.9
	FRIENDS GOING	-	—	3	2.8
	MORE MONEY	29	18.1	20	18.7
	SELF-MOTIVATED	117	73.1	75	70.1
	BEST ALTERNATIVE	6	3.7	2	1.9
	OTHER	2	1.3	—	—
	NO REPLY	2	1.3	3	2.8
	Total	160	100.0	107	100.0

PARENTS - STUDENT

PREFERRED PLACE OF RESIDENCE

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
1. PARENTS' PREFERENCE	HOME	31	19.4	13	12.2
	RESIDENCE	70	43.8	50	46.7
	BOARDING HOUSE	16	10.0	20	18.7
	APARTMENT	5	3.1	2	1.9
	WITH RELATIVES	13	8.1	7	6.5
	DOESN'T MATTER	18	11.2	13	12.2
	OTHER, e.g. Littledale[a], with friends	4	2.5	1	0.9
	NO REPLY	3	1.9	1	0.9
	Total	160	100.0	107	100.0
2. PARENTS' REASON	ECONOMIC	9	5.6	3	2.8
	SOCIAL	28	17.5	14	13.1
	ACADEMIC	18	11.2	9	8.4
	CONVENIENCE	63	39.4	34	31.8
	DISCIPLINE	15	9.4	13	12.1
	NO REPLY	27	16.9	34	31.8
	Total	160	100.0	107	100.0

[a] Littledale - church operated college for girls; affiliated with M.U.N.

PARENTS - STUDENT

PREFERRED PLACE OF RESIDENCE (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
3. STUDENT PREFERENCE	HOME	27	16.9	13	12.2
	RESIDENCE	85	53.1	62	57.9
	BOARDING HOUSE	13	8.1	18	16.8
	APARTMENT	20	12.5	7	6.5
	WITH RELATIVES	11	6.9	5	4.7
	OTHER, e.g. Littledale, with friends	2	1.2	1	0.9
	NO REPLY	2	1.2	1	0.9
	Total	160	99.9	107	99.9
4. STUDENT REASON	ECONOMIC	7	4.4	5	4.7
	SOCIAL	61	38.1	42	39.3
	ACADEMIC	18	11.2	11	10.3
	CONVENIENCE	59	36.9	37	34.6
	DISCIPLINE	4	2.5	3	2.8
	NO REPLY	11	6.8	9	8.4
	Total	160	99.9	107	100.1

SOCIAL ATTITUDES - BEHAVIOR PATTERNS

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
1. RETURN HOME TO LIVE PERMANENTLY	YES	14	8.7	11	10.3
	PROBABLY	33	20.6	23	21.5
	NOT LIKELY	32	20.0	21	19.6
	NO	31	19.4	15	14.0
	NOT SURE	49	30 6	31	29.0
	NO REPLY	1	0.6	6	5.6
	Total	160	99.9	107	100.0
2. RANK OF UNIVERSITY AS ALTERNATIVE FOR 1971-72	FIRST	149	93.1	90	84.1
	SECOND	10	6.2	12	11.2
	NO REPLY	1	0.6	5	4.7
	Total	160	99.9	107	100.0
3. RANK OF WORK AS ALTERNATIVE FOR 1971-72	FIRST	4	2.5	2	1.9
	SECOND	47	29.4	18	16.8
	THIRD	81	50.6	64	59.8
	FOURTH	5	3.1	5	4.7
	NO REPLY	23	14.4	18	16.8
	Total	160	100.0	107	100.0

SOCIAL ATTITUDES - BEHAVIOR PATTERNS (Cont'd)

VARIABLE	VALUE LABEL	ENTER		NOENTER	
		No.	%	No.	%
4. RANK OF TRADES SCHOOL AS ALTERNATIVE FOR 1971-72	FIRST	1	0.6	5	4.7
	SECOND	74	46.3	60	56.1
	THIRD	42	26.3	18	16.8
	FOURTH	4	2.5	-	-
	NO REPLY	39	24.4	24	22.4
	Total	160	100.1	107	100.0
5. RANK OF OTHER AS ALTERNATIVE FOR 1971-72	FIRST	5	3.1	6	5.6
	SECOND	18	11.3	8	7.5
	THIRD	9	5.6	5	4.7
	FOURTH	6	3.8	3	2.8
	NO REPLY	122	76.2	85	79.4
	Total	160	100.0	107	100.0
6. NO. OF FRIENDS RELATIVE TO PEERS	MORE	18	11.3	23	21.5
	SAME	130	81.3	70	65.4
	LESS	8	5.0	10	9.3
	NO REPLY	4	2.5	4	3.7
	Total	160	100.1	107	99.9

SOCIAL ATTITUDES - BEHAVIOR PATTERNS (Cont'd)

VARIABLE	VALUE LABEL	ENTER		NOENTER	
		No.	%	No.	%
7. SOCIAL ACTIVITES OF STUDENT	NO ACTIVITIES	2	1.2	-	-
	1 ORGANIZED	7	4.4	5	4.7
	1+ ORGANIZED	19	11.9	10	9.3
	1 UNORGANIZED	10	6.3	4	3.7
	1+ UNORGANIZED	23	14.4	23	21.5
	COMBINATION	96	60.0	63	58.9
	NO REPLY	3	1.9	2	1.9
	Total	160	100.1	107	100.0
8. SOCIAL ACTIVITIES OF PARENTS	NO ACTIVITIES	54	33.7	38	35.5
	1 ORGANIZED	27	16.9	19	17.8
	1+ ORGANIZED	51	31.9	32	29.9
	1 UNORGANIZED	2	1.3	-	-
	1+ UNORGANIZED	3	1.9	4	3.7
	COMBINATION	20	12.5	11	10.3
	NO REPLY	3	1.9	3	2.8
	Total	160	100.1	107	100.0
9. SELF-INFLUENCE ON STUDY	MUCH INFLUENCE	136	85.0	84	78.5
	SOME INFLUENCE	20	12.5	16	15.0
	LITTLE INFLUENCE	-	-	4	3.7
	NO INFLUENCE	2	1.2	-	-
	NO REPLY	2	1.2	3	2.8
	Total	160	99.9	107	100.0

SOCIAL ATTITUDES - BEHAVIOR PATTERNS (Cont'd)

VARIABLE	VALUE LABEL	ENTER		NOENTER	
		No.	%	No.	%
10. GOOD RELATIONSHIP WITH TEACHERS	YES	141	88.1	87	81.3
	SO-SO	18	11.2	16	15.0
	NO	1	0.6	2	1.9
	NO REPLY	-	---	2	1.9
	Total	160	99.9	107	100.1
11. FAVORITE TEACHER	YES	77	48.1	47	43.9
	NO	82	51.2	58	54.2
	NO REPLY	1	0.6	2	1.9
	Total	160	100.0	107	100.0
12. CHURCH ATTENDANCE IN HIGH SCHOOL	1 A WEEK	80	50.0	63	58.9
	1 A MONTH	23	14.4	15	14.0
	SELDOM	39	24.4	22	20.6
	NEVER	12	7.5	4	3.7
	NO REG. SERVICE	5	3.1	1	0.9
	NO REPLY	1	0.6	2	1.9
	Total	160	100.0	107	100.0

SOCIAL ATTITUDES - BEHAVIOR PATTERNS (Cont'd)

VARIABLE	VALUE LABEL	ENTER		NOENTER	
		No.	%	No.	%
13. ANTICIPATED FUTURE CHURCH ATTENDANCE	1 A WEEK	65	40.6	47	43.9
	1 A MONTH	17	10.6	19	17.8
	SELDOM	27	16.9	11	10.3
	NEVER	21	13.1	7	6.5
	DON'T KNOW	29	18.1	21	19.6
	NO REPLY	1	0.6	2	1.9
	Total	160	99.9	107	100.0
14. FREQUENCY OF DATING	NEVER	18	11.3	8	7.5
	IRREGULARLY	77	48.1	49	45.8
	REGULARLY	31	19.4	24	22.4
	GO STEADY	34	21.2	24	22.4
	NO REPLY	-	-	2	1.9
	Total	160	100.0	107	100.0
15. GO OUT WEEKNIGHTS	YES	17	10.6	8	7.5
	SOMETIMES	66	41.2	49	45.8
	NO	76	47.5	50	46.7
	NO REPLY	1	0.6	-	-
	Total	160	99.9	107	100.0

SOCIAL ATTITUDES - BEHAVIOR PATTERNS (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
16. STUDY TIME WEEKNIGHTS	NO STUDY	2	1.2	1	0.9
	-1 HOUR	9	5.6	1	0.9
	1-2 HOURS	32	20.0	22	20.6
	2-3 HOURS	62	38.8	46	43.0
	3-4 HOURS	45	28.1	31	29.0
	MORE THAN 4 HOURS	5	3.1	6	28.0
	NO REPLY	5	3.1	-	---
	Total	160	99.9	107	100.0
17. STUDY TIME WEEKENDS	NO STUDY	7	4.4	5	4.7
	-1 HOUR	9	5.6	2	1.9
	1-2 HOURS	24	15.0	14	13.1
	2-3 HOURS	40	25.0	28	26.2
	3-4 HOURS	41	25.6	27	25.2
	MORE THAN 4 HOURS	31	19.4	30	28.2
	DON'T KNOW	1	0.6	1	0.9
	NO REPLY	7	4.4	---	---
	Total	160	100.0	107	100.0

SOCIAL ATTITUDES-BEHAVIOR PATTERNS (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
18. ANTICIPATED STUDY TIME IN UNIVERSITY	MORE	134	83.8	89	83.2
	SAME	23	14.3	16	15.0
	LESS	2	1.2	1	0.9
	NO REPLY	1	0.6	1	0.9
	Total	160	99.9	107	100.0
19. IMAGE OF UNIVERSITY	MORE FUN LESS WORK	3	1.9	3	2.8
	MORE WORK LESS FUN	12	7.5	9	8.4
	SAME AS HIGH SCHOOL	7	4.4	7	6.5
	MORE FUN MORE WORK	119	74.3	80	74.8
	NO UNIVER. FRIENDS	6	3.7	4	3.7
	OTHER	10	6.3	3	2.8
	NO REPLY	3	1.9	1	0.9
	Total	160	100.0	107	99.9

SOCIAL ATTITUDES - BEHAVIOR PATTERNS (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
20. REASON FOR CHOOSING MEMORIAL	ECONOMIC	30	18.8	6	5.6
	SOCIAL	13	8.1	3	2.8
	INTELLECTUAL	6	3.7	1	0.9
	CONVENIENCE	107	66.9	90	84.1
	OTHER	1	0.6	--	---
	WILL NOT ENTER MUN	1	0.6	3	2.8
	NO REPLY	2	1.2	4	3.7
	Total	160	99.9	107	99.9
21. APPLY TO OTHER UNIVERSITY	YES	4	2.5	6	5.6
	NO	154	96.2	101	94.4
	NO REPLY	2	1.2	--	---
	Total	160	99.9	107	100.0

SOURCE OF FUNDS

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
1. AID FROM PARENTS	NONE	44	27.5	25	23.4
	A LITTLE - $400	18	11.2	10	9.3
	SUPPLEMT - $400-800	21	13.1	16	15.0
	MAJORITY - $800+	17	10.6	12	11.2
	ALL	3	1.9	9	8.4
	DON'T KNOW	41	25.6	18	16.8
	NO REPLY	16	10.0	17	15.9
	Total	160	99.9	107	100.0
2. AID FROM RELATIVES	NONE	115	71.0	76	71.6
	A LITTLE - $400	5	3.1	3	2.8
	SUPPLEMT - $400-800	1	0.6	—	—
	DON'T KNOW	20	12.5	6	5.6
	NO REPLY	19	11.9	22	20.6
	Total	160	100.0	107	100.0

SOURCE OF FUNDS (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
3. SAVINGS FROM WORK	NONE	85	53.1	49	45.8
	A LITTLE - $400	30	18.8	18	16.8
	SUPPLEMT - $400-800	5	3.1	7	6.5
	MAJORITY - $800+	1	0.6	2	1.9
	ALL	1	0.6	—	—
	DON'T KNOW	17	10.6	10	9.3
	NO REPLY	21	13.1	21	19.7
	Total	160	99.9	107	100.0
4. EXPECTED SCHOLARSHIP AID	NONE	103	64.4	73	68.2
	A LITTLE	6	3.7	—	—
	SUPPLEMT - $400-800	3	1.9	1	0.9
	MAJORITY - $800+	—	—	1	0.9
	DON'T KNOW	26	16.2	10	9.3
	NO REPLY	22	13.7	22	20.6
	Total	160	99.9	107	99.9

SOURCE OF FUNDS (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
5. GOVERNMENT STUDENT AID	NONE	30	18.8	23	21.5
	A LITTLE - $400'	1	0.6	1	0.9
	SUPPLEMT - $400-800	24	15.0	20	18.7
	MAJORITY - $800+	15	9.4	9	8.4
	ALL	--	----	3	2.8
	DON'T KNOW	71	44.4	36	33.6
	NO REPLY	19	11.9	15	14.1
	Total	160	100.1	107	100.0
6. CANADA STUDENT LOANS	NONE	35	21.9	25	23.4
	A LITTLE - $400	3	1.9	1	0.9
	SUPPLEMT - $400-800	19	11.9	14	13.1
	MAJORITY - $800+	19	11.9	12	11.2
	ALL	2	1.2	2	1.9
	DON'T KNOW	66	41.2	36	33.6
	NO REPLY	16	10.0	17	16.0
	Total	160	100.0	107	100.1

SOURCE OF FUNDS (Cont'd)

VARIABLE	VALUE LABELS	ENTER		NOENTER	
		No.	%	No.	%
7. AID FROM OTHER SOURCES	NONE	91	56.9	67	62.6
	A LITTLE - $400	5	3.1	--	--
	SUPPLEMT - $400-800 [a]	17	10.6	5	4.7
	MAJORITY - $800+	1	0.6	--	--
	ALL	1	0.6	--	--
	DON'T KNOW	24	15.0	9	8.4
	NO REPLY	21	13.1	26	24.3
	Total	160	99.9	107	100.0

[a] The most frequent response to this category was EDUCATION GRANT

APPENDIX C

TYPES OF REPLIES GIVEN BY APPLICANTS TO THE QUESTION "WHY DO YOU WANT TO GO TO UNIVERSITY AT ALL?"

Education
Education, Prepare for the Future
Education, Specific Career
Education, Job
Education, Money
Education, To Get a Job at Home
Education, Job, Money, Advised to Go
Education, To Be Able to Help Others
Education, Job, Recommended
Education, Success
Education, Money, Social
Education, Job, Social
Education, Self-improvement
Education, Social
Education, Job Self Satisfaction
Education, Money, To Be Able to Leave Newfoundland
Education, Money, No Alternative
Education, Curiosity, Everyone Else Is Going
Education, Experience
Education, Career, To Be Able to Help Others, Self-improvement

Specific Career
Specific Career, Interest in Subject
Specific Career, Money
Specific CAreer, Prepare for the Future
Specific Career, Social
Specific Career, Self-fulfillment
Specific Career, Social, Self-improvement
Specific Career, To Be Able to Help Others

Job
Job, Success, Money
Job, Prepare for the Future
Job, Social
Job, Money
Job, Social, Experience of University
Job, Experience of University
Job, Education, Independance, Social
Job, Self-satisfaction

Money
Money, To Be Able to Help Others
Money, Advancement
Money, Self-satisfaction
Money, Prepare for the Future
Money, No Alternative

Prepare for the Future
Prepare for the Future, Recommended, Social, No Alternative
Prepare for the Future, Experience of University
Prepare for the Future, Money, Influence of Family
Prepare for the Future, Advancement
Prepare for the Future, Education, Experience
Prepare for the Future, Degree, Experience of University
Prepare for the Future, Parental Pressure
Prepare for the Future, Experience

Higher Standard of Living

To Be Able to Help Others

Don't Know

To Check It Out

Status (with a University Education)

No Alternative

Security, Like the Academic Life

Challenge

Self-improvement

Ambivalent (Don't Really Know Why; Not Sure It Is a Good Idea)

Necessary

Social, Parental Pressure

Independance

Satisfying Life, Job, Money

Other (Nonsense Reply)

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