

AN ABSTRACT OF THE THESIS OF

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Title STUDENT DEMOCRATIC VALUES WITHIN VARIOUS  
ADMINISTRATIVE CLIMATES OF SELECTED COLLEGES AND  
UNIVERSITIES

Abstract approved   
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Statement of Problem

The purpose of this study was to determine whether the administrative climate of a college affects the student's democratic value pattern. It is contended by many writers in the field that the degree of democracy learned and practiced in college will materially affect the student's attitude towards community life and his role as a citizen in a democratic society.

Scope of Study

The Study investigates student values and administrative climate as seen by student leaders at eight Oregon colleges and Universities:

<u>College</u>	<u>N</u>
Oregon State University	13
Oregon College of Education	11
Portland State College	17
Reed College	6
Lewis and Clark College	8
Pacific University	9
Mt. Angel College	12
Linfield College	8

The colleges were selected to represent metropolitan, urban, small-town, state-supported, private, and church-related institutions. A size variance in fulltime enrollment from 500 to more than 10,000 was found. All colleges represented were co-educational.

### Procedures

Student body leaders, those elected by members of the student body of the various participating institutions, were selected to serve as the study group. The following methods were used to gather the data:

1. Request the student leaders to identify, as they see it, the college administration as autocratic, democratic, or laissez-faire.
2. Request the student leaders to rate other institutions listed in the study as they perceived them to be autocratic, democratic, or laissez-faire.
3. Request the student leaders to complete the Poe Inventory of Values so that their group value pattern might be completed.
4. Request the student leaders to complete the Leary Interpersonal Check List pertaining to the individual and scored on a group basis.

## Findings

It was found that in colleges where the students identified the administrative climate as highly democratic, a particular pattern of values on the Poe Inventory of Values appeared. The value area of Humanitarianism, denoting the trait of altruism--that of desiring to help and work for the welfare of others-- was high. Within the colleges where students identified the administrative climate as autocratic or laissez-faire, a value pattern on the Poe Inventory of Values indicated strength in the Power area. Power denotes emphasis on authority, influence, and control over others. The Humanitarian value was not strong in autocratic or laissez-faire climates and the Power value had little consequence in the democratic identified colleges. Results of group responses to the Leary Interpersonal Check List tended to concur with the value differentiation.

The results of the group scores on the Poe Inventory of Values were subjected to the chi-square and cluster analysis techniques of data analysis with inconclusive results.

## Conclusions

Profile summaries found within the sample group of student leaders lead to the acceptance of the two hypotheses:

1. That students have a stronger set of democratic values in situations which are essentially democratic in nature.
2. That there is confusion of purpose and inability to demonstrate adequately democratic values under autocratic or laissez-faire systems.

STUDENT DEMOCRATIC VALUES WITHIN VARIOUS  
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COLLEGES AND UNIVERSITIES

by

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STUDENT DEMOCRATIC VALUES WITHIN VARIOUS  
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CHAPTER I

INTRODUCTION

Purpose

This is an investigation of student democratic values. The purpose of this study is to determine whether the administrative climate of a college affects the students' democratic value pattern. Such a determination, because of the implications that a degree of democracy is learned and practiced in college, will materially affect the students' attitude towards community life and their role as citizens in a democratic society.

Harold Hand (3, pp. 172-173) states:

... For all its citizens, our society postulates democratic participation in shaping the total life of the community. This clearly requires that skills essential to such participation be learned, hence implies that they be taught in schools and collegiate institutions... skill in working cooperatively with others... skill in influencing public opinion into socially desirable ways... skill in using freedom intelligently with due regard for the rights and feelings of others... the 'good democrat' is not 'born'; he must be created. This can be done only through education.

The growing social and technological needs of this country

focus increasingly upon the total educational offerings of our institutions of higher education. Greater concern is placed by society upon student character and values. The lessons learned outside the classroom in a working democracy may bear on future citizenship. The extent of this influence is the purpose of this study.

### American Campus Heritage

American higher education is an interesting hybrid of the English tutorial system and the German lecture system influenced by the needs of an active frontier society. As such it is unique.

As American higher education grew over the years, each institution of higher learning developed and prospered in its own particular way. The influences of religion, subject matter, geographical location, students, and faculty determined the character of the institution. The administrative attitude towards students was markedly shaped by these forces.

From the early colonial colleges came a strong tradition of teaching in the tutorial method similar to the English universities. Students and faculty were severely regulated in their everyday life. Strong interest in student life, morals, as well as religious and intellectual pursuits was rigorously upheld.

Late in the nineteenth century, the great German universities

strongly influenced American higher education. The concept of complete academic freedom, use of the lecture and laboratory methods were eagerly championed by many university professors and students. Keen faculty interest in academic programs precluded interest in the student as a person, and student life outside the classroom became an entirely individual matter.

The evolution of universities in America was not inhibited by a long academic history and tradition. University leaders were able to select from the great European traditions the systems and policies they thought most appropriate to their particular institutional needs. Thus American higher education (6, p. 59) is characterized by a lack of conformity and little overall unification in administration or financial support. Great public and private colleges grew up side-by-side --each institution attempting to provide the climate and atmosphere most conducive to their concept of education.

#### Development of College Administrative Climate

Each college (6, pp. 373-390), due to its special character and history, developed a particular set of attitudes and responses towards the out-of-class life and the activities of the student body. Depending on its special orientation, the college might be a strong supporter of student action and activities, remain aloof from activities outside the

classroom, or impose strong limitations and closely supervise all activities.

Within the general response to the extracurriculum, there is an attitude towards student self-expression and initiative that goes further than permitting or sponsoring some activity and deals directly with the responsible groups.

There are three operating principles related to student participation, democratic, autocratic, and laissez-faire. The climate towards student activities and student government may be one of wholehearted support, indicative of a desire to work out problems on a mutual basis, and may be defined as democratic. Some colleges severely restrict and control activities allowing little or no freedom of expression or encouragement to share problems of mutual responsibility, and might be called autocratic. Still another group maintains an attitude of laissez-faire or complete detachment, allowing little or no help or encouragement to the groups.

What is the best attitude for a college to maintain towards student groups? Does the attitude of the college make a difference in the attitudes and value patterns of the students concerned? Within this democratic society there is an attempt to stress democratic living and to teach democratic principles in order that students may be more capable of assuming the roles of mature citizens.

Lewin's (18, pp. 271-299) classic comparison of children's reaction or interaction under simulated democratic, autocratic, and laissez-faire group atmospheres has had a lasting impact on educational research. The implications of the study seem inescapable. If aspects of student government are considered a part of the overall learning experience, then the positive and negative democratic values acquired or reinforced through these activities have a degree of importance. It behooves us to be cognizant of the attitudes of the colleges and their administrators towards students and student groups.

Henderson (12, p. 232) writes that the growth of student government in the United States is largely due to belief that this activity and experience promotes the maturing of students. Since many students have had an experience in student government stemming from the grade and high school level, collegiate student government is a continuation of that training. It is the American belief that it is essential to educate young people in the early ages in the principles and practices of the democratic method. Social skills and conduct essential to democratic participation are learned and practiced through student participation; knowledge of working within the limits of democratic society is learned first hand through student government.

The administrative climate of American Colleges stands inclusively within extremes of paternalistic and laissez-faire attitudes towards the student body. Does this environment produce a profound

effect on today's student?

Little formal study has been given to the administrative attitude toward student activities and government. It would seem plausible, then, that an experience in a working democracy or in a democratic institution would give a broad foundation in the democratic ideals, principles, and values necessary to the preservation of this way of life.

### Hypothesis

The basic problem is to investigate student democratic values and their relationship to the administrative climate of the college. Through the present study it is hoped to test the following hypotheses:

- (1) That students have a stronger set of democratic values in situations that are essentially democratic in nature.
- (2) That there is confusion of purpose and inability to demonstrate adequately democratic values under an autocratic or laissez-faire system.

### General Method, Scope, and Limitations of Study

The study will investigate student values and administrative climate found at the following Oregon schools: Oregon State University, Oregon College of Education, Portland State College, Reed

College, Lewis and Clark College, Pacific University, Mt. Angel College, and Linfield College. The colleges were selected to represent metropolitan, urban, small-town, state-supported, private, and church - related schools. All the institutions are co-educational, and there is a variance in size from under 500 to over 10,000 in full-time enrollment.

Each college was visited by the writer who gave to members of the student government the Poe Inventory of Values, the Interpersonal Check List, and two rating blanks on college climate. Due to the length of the Poe Inventory of Values, the entire set of tests was given student leaders who filled them out at their leisure. Completed forms were collected by the writer.

Those student body leaders who were elected by members of the student body of the various institutions were selected to serve as the study group. It must be assumed that this group is the most interested in student welfare, and by their presence in student governmental groups have a better-than-average knowledge of the attitude of the college administration and faculty towards their activities. The group, easily definable, is deemed the best for a study of this nature.

### Terms

Before continuing, it seems desirable to establish a common

understanding of certain basic expressions that are used in this study:

Attitude--(As used with modifiers such as administrative college.)

The official position of a college toward its various sub-groups such as students or faculty. The attitude or feeling may be in a negative or positive vein. It may be well reflected in the way the college might act towards a student initiative.

Authority--The right given through a superior status; such as a faculty member having command over a student. It may also be considered a right, in the sense of being able to do a particular thing, such as the student body authority to handle a student social program.

Autocratic--Absolute power and control over a situation in which there is denial of participation in decision making. The maintenance of undisputed sway is over every relationship. White and Lippitt characterize autocracy as having high goal and means control and low stimulation of group procedures.

Climate--The prevailing temperament, outlook or attitude characterizing a college. It may be the environmental conditions laid down by a controlling force or the conditions induced by behavior of groups within a certain sphere of influence.

College--An institution of higher learning typically accepting students who have completed secondary education. For the purpose of this study it may be used interchangeably with university.

College administration--The special staff or faculty designated as the officers responsible for the administration and operation of an institution of higher learning. These officers usually consist of such officers as president, vice-president, deans, department heads, and directors of various services.

Democracy--White and Lippitt feel democracy is a system of majority rule protecting individual freedom and equality of the individual under law. It is a government under which cooperation is considered important. There is high regard for the individual personality and his dignity. It is an institution where individuals freely choose to work with groups. Democracy is characterized by low goal and means control, but with high stimulation of group procedures.

Extracurricular or extra class--The formalized program of school activities carried on outside of the classroom. Under the sanction and approval of the college administration experience is gained in areas such as student government but without receiving academic credit for the work. Student clubs, societies, and fraternities are considered a part of the extracurriculum.

Laissez-faire--The philosophy or practice characterized by a usual deliberate abstention from direction or planning. A program of non-interference without choice or planning being indicated. White and Lippitt further characterize it through low goal and means control and low stimulation of group procedures.

Student--A learner or scholar in regular attendance at a college or university. Within this study a greater concern will be shown for the undergraduate student.

Student body--The total student group on a campus regardless of class distinction. The entire undergraduate body. The rank and file student or student electorate.

Student leader--One who has been placed in a role of authority either by his peer group or by the college administration or faculty, such as student body president, and council or senate member.

Student government--A group of students elected by their peers to represent them in collegiate government. They are usually charged with drawing up and enforcing penalties and rules independently or with faculty or administrative assistance. Oftentimes it coordinates extracurricular activities and organizations as well as the college student social life.

Student personnel service--The overall college service responsible for student life and morale. It is usually charged with housing, counseling, discipline, and the extracurricular life and is headed by a dean of students or a dean of men.

Value----A goal or constructive principle in life. It is the liking or regard for a thing--the value placed on money, home, prestige, education--its status within a hierarchy of things.

## CHAPTER II

REVIEW OF RELATED LITERATURE

The study of student democratic values, as they relate to the administrative climate of the college, represents inquiry into a growing field of interest to educators. To date there are few studies bearing directly on the subject. The review of literature represents those studies which the writer feels has the closest relationship and insight into this problem.

Pace and Stern found that each college has certain distinctive characteristics which distinguish it from other institutions. These distinct characteristics are a part of the general heritage and attitude of the college towards its students.

Pace and Stern (24, pp. 3-4) report:

... A special atmosphere seems also to characterize such schools as Antioch, Oberlin, Carlton, Macalister, Muskingum, Chicago, Reed, etc. The comprehensive State universities have distinguishing features, too, so that observers can see differences between Michigan State and the University of Michigan. In many cases these observed differences cannot be attributed to students' scores on a college aptitude test. They seem to stem more subtly from differences in rules and regulations, rewards and restrictions, classroom climate, patterns of social and interpersonal activity, and many other features of the college. Formal statements of objectives properly stress the acquisition of knowledge and the development of intellectual skills and abilities, but they may also include attitudes and values, and personal and

social development, good citizenship, responsibility, esthetic sensibility, and other attributes. Moreover a college community is more than classrooms, professors, libraries and laboratories. It is a complex of interpersonal relationships, of social and public events, of student government and publications, of religious activities, of housing and feeding, of counseling and choice of curricula.

While most colleges maintain an attitude of democracy and democratic ideals publicly, Pace and Stern found that in actuality the colleges' real attitudes towards students were oftentimes different. They continue (24, p. 5)

... In reference to colleges, the explicit press are the formal statements of objectives, the public or public lists of institutional goals. The implicit press are those influences in the environment which are actually felt by the students and the faculty or the way in which the institution really operates according to the perception of those who live in it. Ideally explicit and implicit press should be the same, for a college should do what it means to do. But when the explicit statements of purpose do not correspond to the implicit behavior of the institution, it is the implicit demands which are perceived behavior of the institution, it is the implicit demands which are perceived and responded to by students and faculty. Hence psychologically the implicit felt press are more fundamentally descriptive of the school than are its formal statements of objectives.

Eddy (7, p. 30) finds that expediency and extenuating circumstances often divert honest effort towards a goal. Students are constantly plagued with a paternalistic, or "father knows best" attitude by members of a college faculty and administration. Students are continuously reminded that they are adults and should be able to make

mature and real decisions.

Eddy (33, pp. 43-44) later states:

Colleges are 'guilty of prolonging adolescence.' They entice the eager freshman with glowing pictures of social life, athletics and extracurricular activities. Not enough is said about the serious business of learning.

Lloyd-Jones and Smith (9, p. 177) state very emphatically that the term "student government" is completely misleading. Legally, a faculty and administration cannot delegate the right of students to govern themselves independently of faculty and administrative control. Eddy (7, pp. 94-95) finds that on many campuses student government was void of power from its very beginning. In this way faculty members can maintain a check on all student decisions.

Traditional attitudes (6, p. 30) on many campuses do not include the confidence of student contribution--or even that of the faculty. Eggersten (3, p. 106) reports:

To administrators and faculty members of eight higher institutions, large and small, public and private, the question was asked, 'What opportunities do you give prospective citizens and teachers to observe democratic practices in the administration of your institution?' For the most part the answers were disappointing. They ranged from the candid reply that students were given none at all to the claim that since faculty members exercised considerable control over institutional policies, students did gain from their environment some profitable experience in shared policy-making.

On the other hand, students (13, p. 27; 19, pp. 177-178) do not appear to be without blame in relationship to carrying their share of the administrative load. While their fellow students may be crying for a mere voice and authority in college policies, others sit idly back.

Jacob (13, pp. 3-10) states:

... Except for the ritual of voting, they [students] are content to abdicate the citizen's role in the political process and to leave to others the effective power of governmental decision. They are politically irresponsible, and often politically illiterate as well. . .

Some students have a set of mind so rigid, an outlook on human relations so stereotyped and a reliance on authority so compulsive that they are intellectually and emotionally incapable of understanding new ideas, and seeing, much less accepting, educational implications which run counter to their preconceptions. This partially limits their responsiveness to the social sciences and humanities whenever controversial issues arise.

Yet all is not clear cut in the relationship of student government working with college administration. There are many areas which are not meant for the involvement of the student. There are limits, as Benezet (10, p. 94) points out, and an honest appraisal of these limits must be accomplished. Klopf (15, p. 58) writes:

The successful operation of student governing groups demands a clear understanding between students and administration of the specific limits of student jurisdiction. A verbal understanding is not satisfactory because of the comparatively rapid change of student personnel involved. The jurisdiction that any student government has is a matter to

be resolved mutually by the students, faculty, and administration of the institution.

Harold Taylor (27, pp. 778-800) describes the shift in attitude of students at Sarah Lawrence College. Early in the forties the college granted responsibility and authority for an autonomous student government and community without a direct or visible connection with two other essential community components--the faculty and the administration--the system ground to a stop and ceased to function as a true community because of the loss of essential community components. The formation of students' attitudes if left to the natural development of an autonomous student community will not necessarily produce positive results through the operation of a free social system.

Authority, argues Taylor (27, p. 774), is the set of general agreements which members of the community are willing to abide by; these agreements change from time to time as circumstances change and as the community develops.

Taylor (27, p. 775) continues:

... To put the matter broadly, the ultimate form of radical democracy in social organization or in education is either the anarchy of accepting no authority and thus deliberately cultivating the disorder of laissez-faire, or it is a consensus resting upon the unanimous judgment of the community, thus enforcing a new, and in some ways, a more unpleasant kind of authority than that which the liberals have sought to overthrow.

Taylor (27, p. 778) adds:

Over the years, however, the concept of college authority administered by the dean to those in his charge has shifted away from the punitive towards permissive policies. Students sometimes have a part in forming policy, occasionally in administering it, and the dean and his staff act in the role of advisers and counselors who handle problems of discipline as part of the total educational process rather than as the enforcement of rules made by the college. It is assumed that learning to handle personal problems in a social context is one phase of the process of maturing in the young adult, and that in these matters the college should provide all the opportunities and help that it can.

Briggs (5, pp. 149-150) brings out yet another point of view:

... This cooperation between scholar and master, between student and professor, is the most striking characteristic of modern school and college discipline. It is not what is called 'student government'; but it is better than student government. So far as my experience goes, the government of a university, or any large part of a university, cannot with safety be entrusted to students; they are harsher than their elders, and less just to persons that they dislike. Nor do students themselves seriously wish for such responsibility and power. In their own enterprises, their athletics and athletic management, their newspapers, their social and debating societies--in a hundred things,--they may develop their leadership and their administrative capacity. In the conduct of the university they should, I believe, have great weight with the administrative officers and have their confidence, but not themselves be administrative officers.

Returning to the concept of explicit and implicit press raised by Pace and Stern, Eddy (7, p. 28) points out that the climate of the campus is a key to expectations and is an amorphous totality of

implicit and explicit factors. These factors include, in addition to teaching, the conduct of campus affairs, social activities, and organizational life.

A college must be a place for learning, and in a certain sense, a place for mistakes. Briggs (5, p. 183) continues:

... In college a young man tests his strength, and, while testing it, is protected from the results of failure far more effectively than he would be afterward.

College may be a laboratory of learning allowing men and women to become really effective using the real issues and involving them completely. Students (7, p. 97) will respond when faced with vital issues which require them to make decisions.

Lunn (20, p. 29) continues:

Successful student participation does not develop overnight even in the most desirable of climates. Institutional tradition is a strong restraining factor. The attitudes students, faculty and administrators hold towards each other are subjective elements of great importance to the success of the venture. Even the most thoroughly democratic campuses have developed student participation only after a period of years.

Klopf cites Jefferson's (15, p. 40) thesis that student government should provide training for citizenship, yet in the application of this theory it has more often failed than not. In some instances administrators gave large amounts of power to students with little faculty or administrative guidance and the students were unable to

handle these powers. In the other extreme administrators gave too little power or too close supervision, leading to student government in name only.

Lloyd-Jones and Smith (19, p. 179) add:

In many instances, student participation in government is a farce and a sham. It is frequently used to voice the decrees and wishes of the administration. This is because neither the administration nor the faculty nor the students have any definite concept of the ideals or philosophy of student participation in government.

Colleges (7, pp. 28-29) seeking help to raise their standards and educational level need to look for support from many of their constituent groups among which are students and faculty. It is through these groups that a real desire to learn and teach will come. Administrations would have a difficult time stimulating teaching or learning, except through the interaction and support of the students and faculty.

Many teachers in the field of education feel that democracy needs to be taught and practiced in our colleges. Morgan (32, pp. 116-117) adds:

The degree of democracy existing in college will largely influence the amount exercised by the graduate later in his community, and if anything like democracy is to survive in America it must have a school for training.

Warner, Havinghurst, and Loeb pointed out (31, pp. 141-158)

that to make democracy work in America's complex society, a high order of technical skills as well as civic competence is needed.

These must exist on all social levels. It is the responsibility of the college to teach such skills. They must not only be taught, but experienced and practiced and related to everyday life as well.

Eddy (7, p. 110) and Kelley (14, p. 212) feel that experience and involvement are integral parts of the decision making and educative process. Student involvement in decision making should be as much as they are able and willing to do. They feel the need for security and recognition. Their social maturity needs to be recognized and used. Students' willingness to take a stand on an issue as well as their decisions need our support and commendation.

Klopf (15, pp. 15-16) states that being members of a group gives students status as well as opportunities for fellowship and comradeship. Through these experiences of sharing and participating, they learn concepts of democracy and citizenship roles as live and dynamic entities rather than textbook theories.

Yet Eddy (7, pp. 102-110) observes that working directly with people such as faculty and administration, and gaining an understanding of others as well as oneself, are the benefits gained from properly organized group activity.

Antioch College ( 2, p. 25) maintains an active program of

student and faculty cooperation in an effort to make its entire program more educational. There is no student government program as such. Students and faculty join together in a form of community government. Students, however, carry the bulk of the load. A community government fee is paid by students and faculty alike.

In an analysis of the Antioch program, Jacob (13, p. 100) says that it helped students acquire a greater tolerance of others and confidence in the capacity of persons to manage social relations. They gained a capacity for leadership as well as a respect for nonconformity.

Lloyd-Jones and Smith (19, p. 177) state that student government as an institution cannot be carried on by itself. Satisfactory campus government needs cooperation by administration, students, and faculty.

Klopf (15, p. 72) adds that students must accept their new rights with responsibility. Increased freedom does not mean increased license. They must show the confidence given them is not misplaced, and they must use sound judgement and the greatest discretion, especially with confidential information.

Lunn (20, p. 15) feels that the goals of the college are most important and these should be made known to the student. The attitude of the administration is important as well as the attitude of the

students towards the administration. The strength of these attitudes has a direct bearing on the success or failure of a program.

The administrative pattern of colleges evolved over a period of years. Testimony agrees that autocracy has changed to oligarchy, to limited discussion, to an ever widening area of democracy.

A survey of institutions (20, p. 15) today would reveal colleges in this transition process with a range from autocratic administrative patterns to the most successful experiment in community government.

Townsend (30, p. 52) views these college administrative patterns as being either laissez-faire, allowing students to devise their own program without guidance or help from the college administration; or providing strong leadership through the ever-present adult attitudes. The warm friendly feeling of acceptance on some campuses and the feeling of coldness and rejection on others is not accidental, but the direct result of the college attitude towards students.

McGuire (21, pp. 378-381) finds that while many colleges developed some sort of student government, the attitude of the faculty ranged from complete faculty-student administration type to the paternalistic, fatherly type. The policy making of student government directly relates to the concern for democratic ideals. As a part of the educational background, the college must transmit the cultural heritage. A vital method and technique by which the philosophy of our

democracy might be transmitted is through student government and by the particular attitudes of the administration towards the students.

Student government (21, pp. 379-380) provides not only an experience in working democracy, but a chance for individual growth beyond the classroom. Social and intellectual development is more nearly assured by student participation in college administration. Real training in democracy will exist if real training is practiced.

Pace (23, p. 109) warns us:

Effective citizenship and concern for the social good are broad educational objectives especially pertinent to and significant for the continued growth of American democracy. If large numbers of university graduates do not, as young adults, give evidence of responsible citizenship, democracy will suffer. If men and women who have been exposed to the teachings and experiences offered by free public education and have further extended their educational experiences to the college and university level do not emerge from such training prepared and willing to undertake the duties of citizenship, the schools must assume part of the responsibility for this failure.

White and Lippitt ( 34, pp. 10-11) present some new insights into democracy based on their 1938 experiments with Kurt Lewin.

Within our democratic society are three definable leadership roles: autocratic, democratic, and laissez-faire. The three behavioral patterns are found in leaders of strong motivation, good will, and the desire to contribute to the democratic goals of the group. People as groups and individuals play roles of autocrat, democrat, and laissez-faire advocate. White and Lippitt (34, pp. 268-269) continue:

If democracy is really democracy and not laissez-faire--i. e. , if it emphasizes strong leadership and other factors that make for efficiency--it is usually more satisfying than autocracy. This is true at least in our culture and probably most other cultures of the world. . .

The two major factors that sometime make autocracy more satisfying, in the experimental literature, are clearness of roles and efficiency of group performance. Both of them can sometimes be achieved in a democracy, and if they are achieved, it is a clear superiority, since the other major factors in satisfaction--participation, consideration, and freedom--all favor democracy.

Harold Taylor (27, pp. 801-802) states:

In fact, it is possible to argue on the basis of our results that it is fallacious to assume, as the other progressive theory held, that absence of institutional authority and the award of freedom to the young in a radically democratic system [laissez-faire] will develop an understanding of democracy. We have found that in many cases it tended to foster authoritarian attitudes. The fallacy lies in assuming that because students have student rights and an equality of status with all other members of the campus community, including faculty and administration, therefore the role of the student is of the same character (and 'equal' in this sense) as the status and the role of the faculty and administration. If this fallacy is acted upon in educational planning, students may insist upon a student right to make decisions on all questions, regardless of competence, experience, or knowledge, in disregard of the rights and judgment of the faculty and the administration. Or it may result in such an amount of continuous student bickering over legalism and procedural questions that no student enjoys any part of the work of self-government.

Stodgill (28, pp. 274-284) states that an individual lacking freedom to decide and act within his defined area of responsibility feels

frustration and quickly loses interest in his tasks. The individual given too much freedom feels lost, confused, and inhibited lest he overstep his authority and promote conflict with other group members.

### Summary

College officials appear to have several attitudes toward student and student groups. While in most cases their tolerance towards democracy is expressed publicly, it may not actually be manifest.

While many institutions of higher learning do offer comprehensive experience in student self-government and policy making, they are prepared in no way to make an evaluation of the results. Often they do not even know why students are participating in college policy making. It is necessary to prove the value of this kind of experience lest we lose the confidence of the public and support of the administration.

Collegiate administrative attitude manifests itself into three separate and distinct attitudes: autocratic, democratic, and laissez-faire. Student values and the carry-over to adult life may be greatly affected by these attitudes.

It is widely acknowledged that student participation in college government is beneficial to both students and college alike. In

addition it gives the students a chance to gain priceless experience in a working democracy which will be a valuable carry-over for them in later life.

## CHAPTER III

THE STUDY

The first order of the research was to select the colleges and universities which would adequately represent various philosophies and outlooks towards the student body. The study was restricted to colleges in Oregon, largely within the populous Willamette Valley.

The following colleges and universities were chosen as a basis for the experiment:

Oregon State University--A large, land-grant, state-supported institution with an emphasis on scientific and technical matter. It is the largest institution in the state, and has an urban environment.

Oregon College of Education--A small, homogeneous, state-controlled teacher-training institution with a small-town environment.

Linfield College--A small, homogeneous liberal arts college under the auspices of the Baptist Church. It has a small-town environment.

Mount Angel College --A small homogenous, liberal arts college controlled by the Roman Catholic Church. It has a small-town environment.

Lewis and Clark College--A medium-sized liberal arts college affiliated with the Presbyterian Church. It has a metropolitan environment.

Reed College--A medium-sized, cosmopolitan, homogenous, urban-centered, private liberal arts college. It has a metropolitan environment.

Portland State College--A moderately-large, highly urban, heterogeneous type, liberal arts and teacher-training institution under state control. It has a metropolitan environment.

Pacific University--A medium-sized, liberal arts college affiliated with the Congregational Church. An urban environment.

It was assumed that students working in the area of student government and on the student council knew more than the average student about the administrative attitude of the university towards the student population. Through their work and as spokesmen for their fellow students, these student governmental leaders developed a sensitivity towards college feeling and attitude.

The plan of this study was to contact student leaders on each of the campuses represented and secure from them an impression of their attitudes of the administration and the college towards students. The design of the study followed a direct line of approach:

(1) Requested the student leaders to identify, as they see it, the college administration as autocratic, democratic, or laissez-faire

(2) Requested the student leaders to rate the other institutions listed in the study as they perceive them as autocratic, democratic, or laissez-faire

(3) Requested the student leaders to complete the Poe Inventory of Values so their group value pattern may be compiled

(4) Requested the student leaders to complete the Leary Interpersonal Check List pertaining to themselves. This instrument tested for the degree of authoritarian attitude within the individuals.

#### The Poe Inventory of Values

The Poe Inventory of Values was chosen because of its ability to reflect the widest range of values of any given value inventory currently in standard use. It also represented areas which more closely approximate democratic values than any other system. A maximum of flexibility in the value items was obtained as each score was computed independently of the others.

The eight value areas contained in the Poe Inventory of Values are:

1. Aesthetic--In this area, the emphasis is on beauty, form, and sensory patterns of an artistic nature.
2. Intellectual--This area emphasizes knowledge, facts, theories, and cognition.
3. Material--This area refers to the emphasis on monetary gain, property, and objects with utility.
4. Power--The emphasis here is on authority, influence, and control over others.
5. Social Contact--In this area is found an emphasis on sociability, gregariousness, and affiliation.
6. Religious--This value involves emphasis on worship, reverence, and spiritual aspects of life.

7. Prestige--This area involves the desire for social position, distinction, and status.
8. Humanitarian--The emphasis is on altruism in this area, helpfulness and working with and for the welfare of others.

The split-half technique (26, p. 51-79) was used to determine reliability of the Inventory of Values. A random sample of 27 college students at the University of Nebraska was used in the correlations. Coefficients of correlation were computed between the split-half scores, and these were stepped up by the Spearman-Brown formula. The following correlations were made:

Aesthetic	.92
Intellectual	.84
Material	.84
Power	.86
Social Contact	.88
Religious	.93
Prestige	.90
Humanitarian	.89

Empirical validity was established by the manner in which the inventory was found to discriminate between groups with different value patterns.

A sample of 120 men, 60 of them from the College of Business Administration and the other 60 from the Teacher College of the University of Nebraska, was used. In measuring group difference, a significance much beyond the one percent level of confidence was found.

In general, there appeared to be several characteristics of the Inventory of Values not found in other instruments to a high degree. The Intellectual, Power, Social Contact, and Prestige areas were not correlated at a highly significant level with any of the scales of the Allport-Vernon Study of Values. The Poe Inventory of Values tended to measure four characteristics which were relatively independent of the Allport-Vernon test.

#### Interpersonal Check List

The Interpersonal Check List (16, pp. 455-463) was developed over a period of four years. Four major forms were developed, the third form was revised twice. The original series of items was formed from a list prepared by Suczek representative of trait lists in psychology up to the year 1950. Form 1 was a selection of 106 interpersonal words made from this list on the pooled judgment of five psychologists.

During its three year period of revision, the check list was administered to several thousand subjects. Samples include several hundred University of California students at Berkeley, 100 students at San Francisco State College, San Francisco, California, a group of dermatitis patients, and a group of 200 overweight women. The most frequent administration called for a description of self. The

statistical data used in revision of the Interpersonal Check List came from these samples.

Test-retest reliability correlations of 77 of the obesity samples revealed an average of .73 for 16th reliability and .78 for constant reliability. This suggested that the Interpersonal Check List scores had sufficient stability to be used in personnel research and clinical evaluation.

#### Identification of Administrative Climate

The "Identification of Administrative Climate" form was developed by the writer, in part from the research of Lewin, White, and Lippitt at the Iowa Child Welfare Research Station of the University of Iowa. The autocratic, democratic, and laissez-faire terms were developed directly from the attitudes of the research workers in their attempt to portray these roles to their subjects.

The Identification of Administrative Climate blank was administered to a senior class of nine students in a school activities course at Oregon State University.

Individual sections of the test battery were given to several groups in the form of a pilot study. The Poe Inventory of Values and the Identification of Administrative Climate blank were given to six graduating student body officers at Oregon State University, and to

fourteen graduating student leaders at Oregon College of Education. Within this experimental group a statistically valid response to both forms was obtained.

Upon analysis of the data in the pilot study it was determined that in order to maintain a control and check for the authoritarian personality, the Interpersonal Check List was needed.

The "College Climate Rating Blank" was included at this time to ascertain how the colleges in the study were rated by student leaders of other institutions.

The entire battery of tests, then contained four sections: The Poe Inventory of Values, Interpersonal Check List, Identification of Administrative Climate Blank, and the College Climate Rating Blank. All items within the battery could be completed in less than 60 minutes and were of an easy, self administering type.

During the time the investigation was conducted, the writer visited each of the colleges within the study. Necessary permission was gained from college officials to work on the campus. The student leaders were contacted through the student body president. The writer met with each student governmental unit and briefly explained the project and solicited the cooperation of the group. The test materials were then distributed to the group and taken home for completion. Test results and booklets were collected a week later.

Results of the various tests were scored and grouped by individual colleges. The mean scores were obtained for each of the test sections and then converted into standard scores and entered on profile wheels. A complete series of the college values and administrative climate ratings were then in suitable form for the comparison included in Chapter IV.

## CHAPTER IV

## THE FINDINGS

Student government officers from the eight participating colleges and universities responded to the various test questions and informational items used in the study. The findings are compiled according to the colleges represented.

Oregon State University

The study of thirteen Poe Inventory of Values returned revealed a diverse pattern. Two value areas, Aesthetic and Power, ranked two standard deviations above the mean, while Intellectual ranked one-half a standard deviation above the mean. The Religious value ranked the lowest, nearly two and one-half standard deviations below the mean.

Table 1. Mean Standard Scores on the PIV by Thirteen Oregon State University Student Leaders<sup>1</sup>

Scale	Score	Rank Order
1. Aesthetic	70	1.5
2. Intellectual	55	3
3. Material	30	6.5
4. Power	70	1.5
5. Social Contact	35	5
6. Religious	26	8
7. Prestige	30	6.5
8. Humanitarian	47	4

<sup>1</sup> PIV scores are converted standard scores with the mean of 50 and a standard deviation of 10. See page 32.

A comparison of the matriculate and public image of the college was made through the analysis of the Identification of Administrative Climate and the College Climate Rating Blank. These two forms will be referred to hereafter and analyzed in the Appraisal of Administrative Climate.

Oregon State University students identified the administrative climate towards them to be moderately democratic, but indicated that a degree of autocracy was also present in the administrative attitude. A negligible amount of laissez-faire attitude was detected by the students.

Students from the seven other institutions in the study indicated a feeling of a moderately high degree of democratic attitude present on the Oregon State University campus. They concurred with Oregon State University students on the degree of autocracy. They felt, however, that there was little laissez-faire attitude.

Table II. Appraisal of Oregon State University Administrative Climate Towards Students

	Oregon State University students (N=12)	Outside students (N=29)
Democratic attitude present	58%	67%
Autocratic attitude present	29%	27%
Laissez-faire attitude present	13%	6%

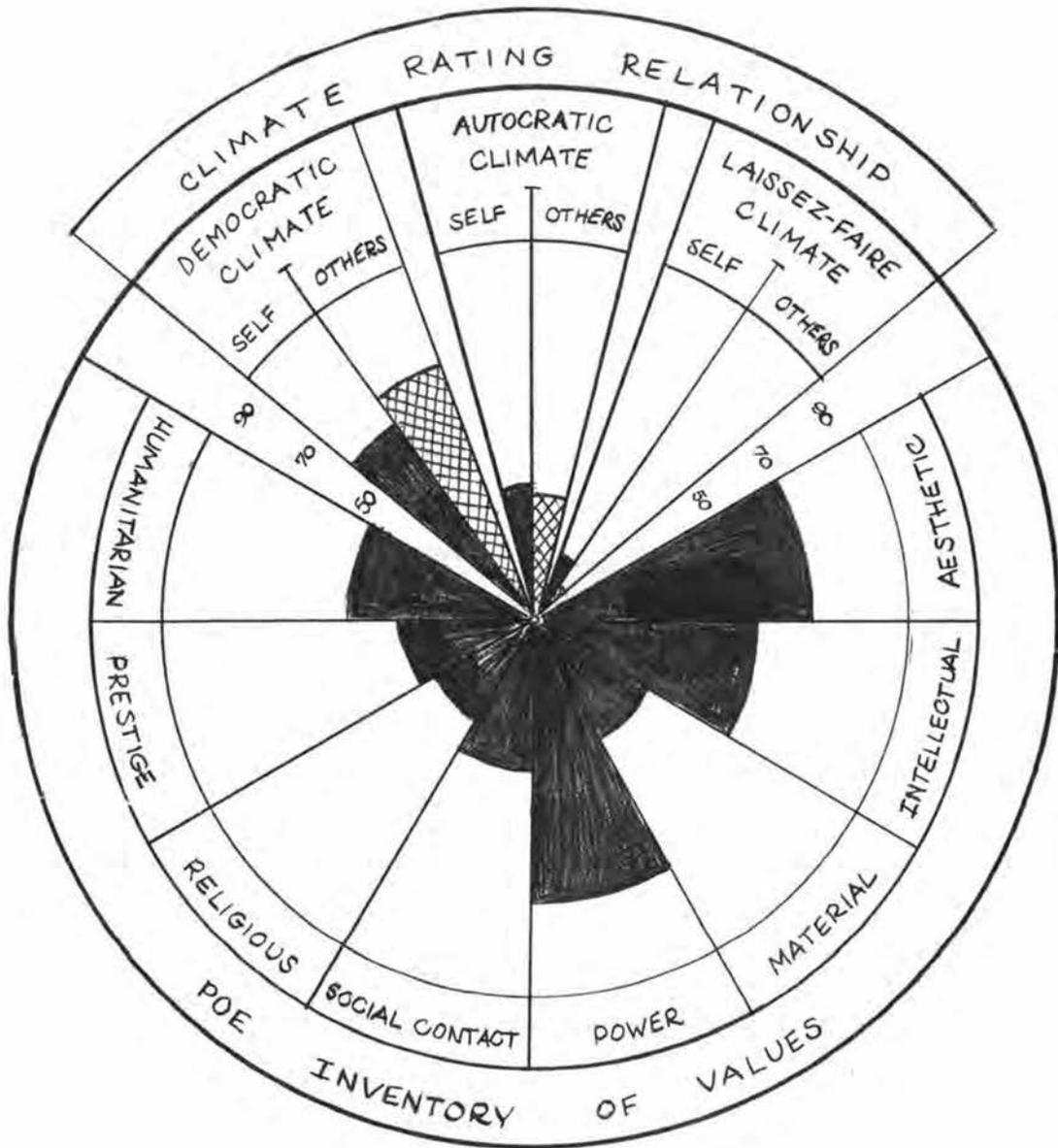
The group scores on the Interpersonal Check List registered a score of 52 on the love-hate scale (hereafter referred to as the LOV scale). A score of 60 was obtained on the dominance-submission scale (hereafter referred to as the DOM scale. See Chart IX page 62 ). The scores fall into the general descriptive quadrant of responsible, friendly dominance, and paternalistic.

The analysis of the scores on the Interpersonal Check List indicated that Oregon State University student leaders see themselves as dominant, capable, and able to guide and lead others. Reliant, they can be aggressive as well as warm and friendly.<sup>2</sup>

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<sup>2</sup> The author was aided by Elizabeth Graves Brody Ph. D. Assistant Professor of Psychology, who has done considerable research on administration and interpretation of the Interpersonal Check List, in making characterization analysis of scores on the check list for Oregon State University students and those of students from other institutions in the study.

CHART I



OREGON STATE UNIVERSITY

Diagram of Poe Inventory of Values  
and Climate Rating Relationship

Oregon College of Education

A study of the eleven Poe Inventory of Values returned revealed a group of high scores and a corresponding group of low scores. The three value areas of Humanitarian, Intellectual, and Aesthetic ranked two or more standard deviations above the mean. The Power value was also above the mean but not to the same degree. Prestige and Material values were considered the least important and were more than three standard deviations below the mean.

Table III. Mean Standard Scores on the PIV by Eleven Oregon College of Education Student Leaders

Scale	Score	Rank order
1. Aesthetic	71	3
2. Intellectual	85	2
3. Material	15	7.5
4. Power	55	4
5. Social Contact	27	6
6. Religious	26	5
7. Prestige	15	7.5
8. Humanitarian	87	1

Oregon College of Education student leaders identified the administrative climate of their institution to be highly democratic. There were negligible amounts of the autocratic and laissez-faire attitude expressed by this group.

Students from the seven other institutions estimated a lesser degree of democracy on the Oregon College of Education campus with a corresponding rise in their estimation of the amount of autocracy and laissez-faire attitude present on this campus.

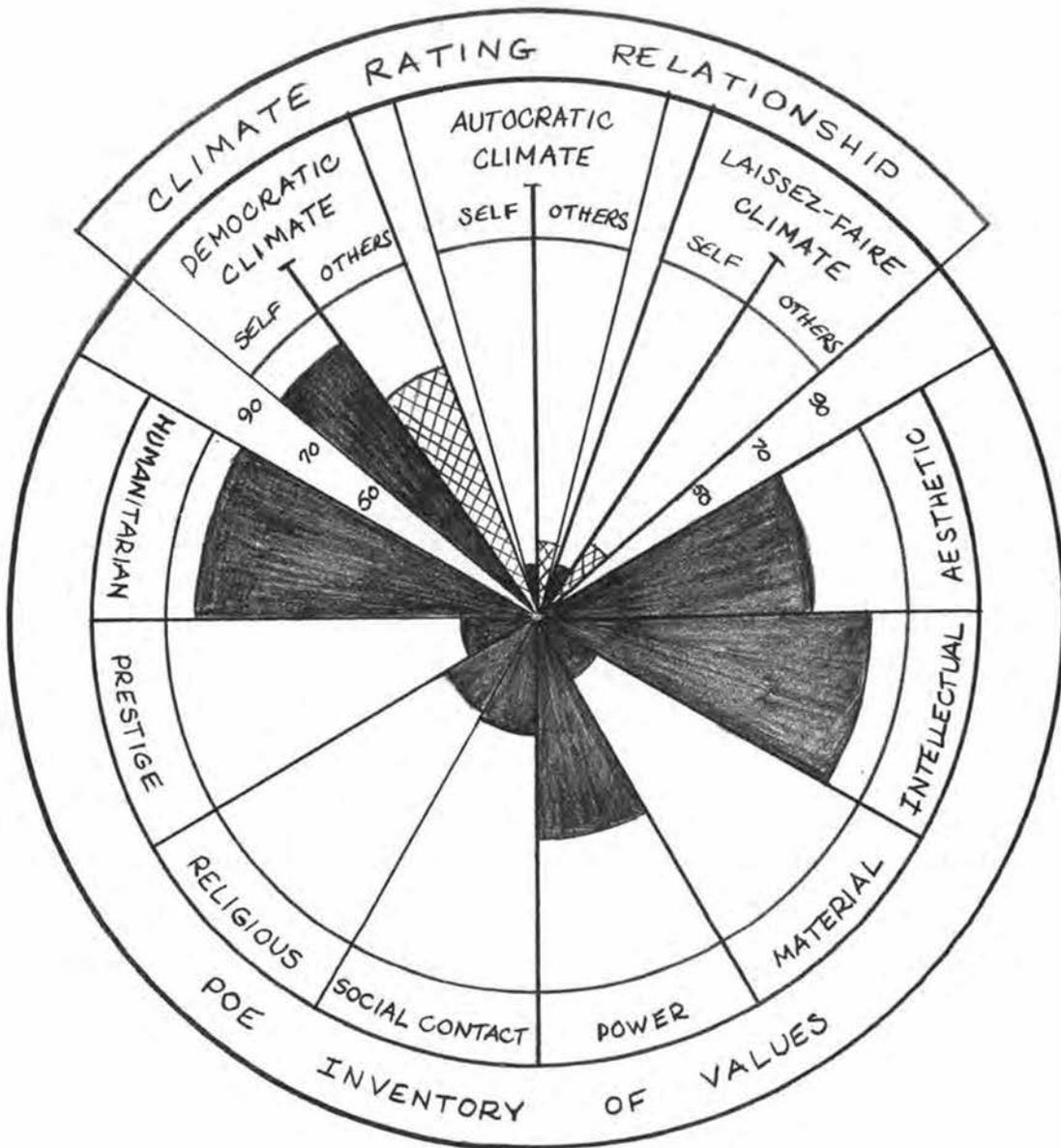
Table IV. Appraisal of Oregon College of Education Administrative Climate Towards Students

	Oregon College of Education students (N=12)	Outside students (N=19)
Democratic attitude present	84%	69%
Autocratic attitude present	7%	12%
Laissez-faire attitude present	9%	19%

The group scores on the Interpersonal Check List indicate a LOV score of 50 and a DOM score of 60. The scores fall into the general quadrant described as responsible, friendly dominance, and paternalistic.

An analysis of the results of the Interpersonal Check List reveals that Oregon College of Education student leaders see themselves as dominant and capable of leadership. They are concerned with the welfare of others more than their own personal welfare.

CHART II



OREGON COLLEGE OF EDUCATION

Diagram of Poe Inventory of Values  
and Climate Rating Relationship

Portland State College

An analysis of seventeen Poe Inventory of Values submitted reveals a mixed pattern of high and low value scores. The values of Aesthetic and Intellectual ranked two or more standard deviations above the mean. Power ranked one standard deviation above the mean. Religion, as the lowest score, ranked two and one-half standard deviations below the mean.

Table V. Mean Standard Scores on the PIV by Seventeen Portland State College Student Leaders

Scale	Score	Rank order
1. Aesthetic	77	1
2. Intellectual	70	2
3. Material	35	7.5
4. Power	60	3
5. Social Contact	44	5
6. Religious	25	8
7. Prestige	35	7.5
8. Humanitarian	47	4

Student leaders at Portland State College identified the administrative climate towards them to be moderately democratic. They felt that there were some autocratic and laissez-faire qualities present.

Students from the seven other institutions rated Portland State College lower on the democratic scale. They considered the

college strongly autocratic with little consideration of the laissez-faire quality.

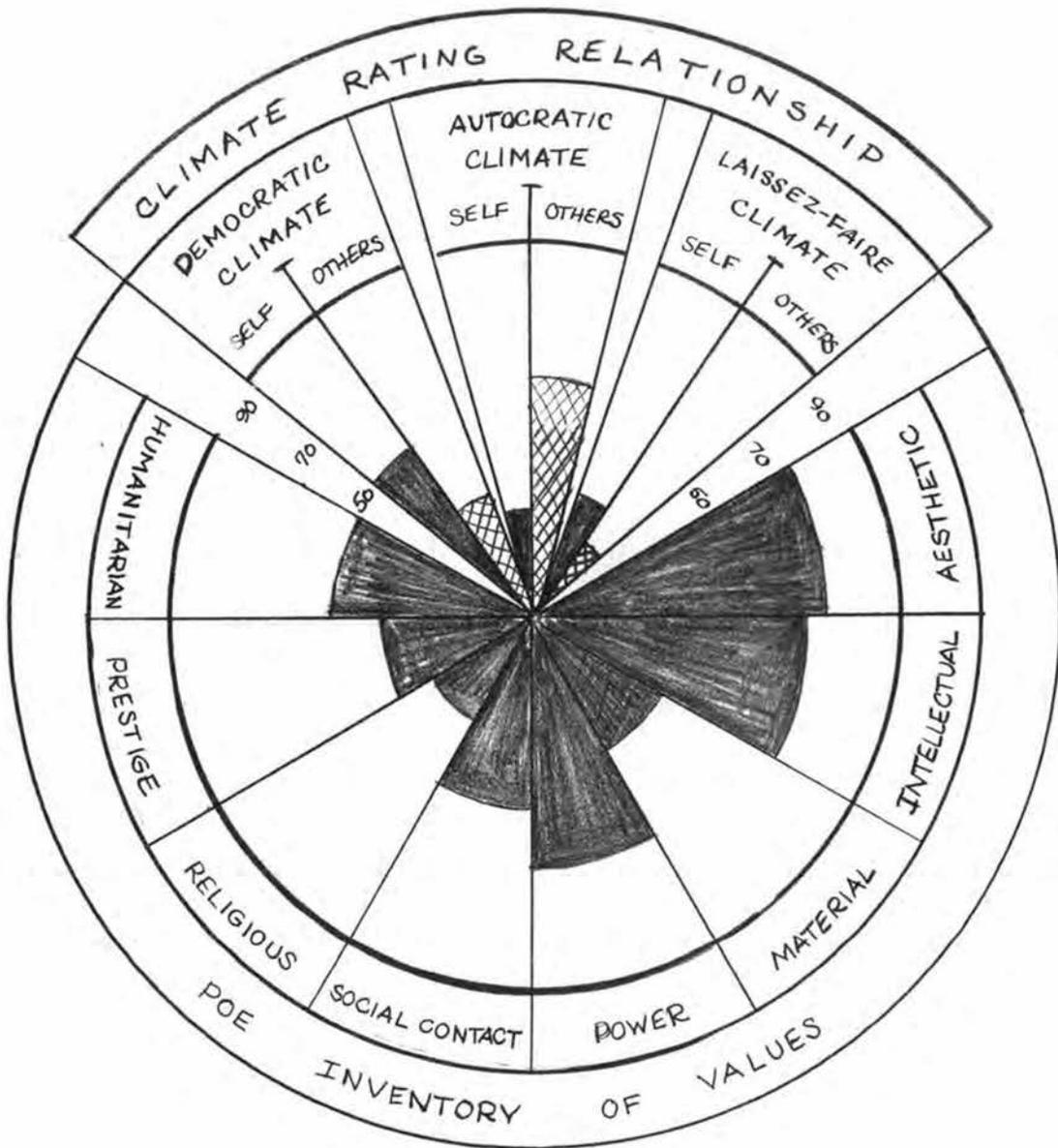
Table VI. Appraisal of Portland State College Administrative Climate Towards Students

	Portland State College students (N=15)	Outside students (N=18)
Democratic attitude present	58%	27%
Autocratic attitude present	29%	67%
Laissez-faire attitude present	13%	6%

The group scores on the Interpersonal Check List reveals a LOV score of 48 and a DOM score of 58. The scores fall into the general quadrant described as responsible, friendly dominance, and paternalistic.

An analysis of the results of the Interpersonal Check List indicated that Portland State College student leaders see themselves as dominant and competitive. They are not particularly concerned with responsibility for others, but are passively friendly and warm. They deny skepticism and are distrusting as well as being submissive to others.

CHART III



PORTLAND STATE COLLEGE

Diagram of Poe Inventory of Values  
and Climate Rating Relationship

Reed College

The study of six Poe Inventory of Values returned by student leaders from Reed College reveals an unusual pattern of mixed value scores. The areas of Aesthetic and Intellectual were two or more standard deviations above the mean. The area of Prestige was two standard deviations below the mean and Social Contact, Religious, and Humanitarian values were all three or more standard deviations below the mean.

Table VII. Mean Standard Scores on the PIV by Six Reed College Student Leaders

Scale	Score	Rank order
1. Aesthetic	77	1
2. Intellectual	70	2
3. Material	40	4
4. Power	50	3
5. Social Contact	22	6
6. Religious	5	8
7. Prestige	30	5
8. Humanitarian	15	7

Reed College Student leaders identified administrative climate as moderately democratic. Some, however, felt that there was a mild autocratic tendency. Still others felt that it was moderately laissez-faire.

Students from the seven other colleges expressed a sharp

difference in perception of the Reed administrative climate. They felt that the Reed College campus was not democratic, nor autocratic, but highly laissez-faire in nature.

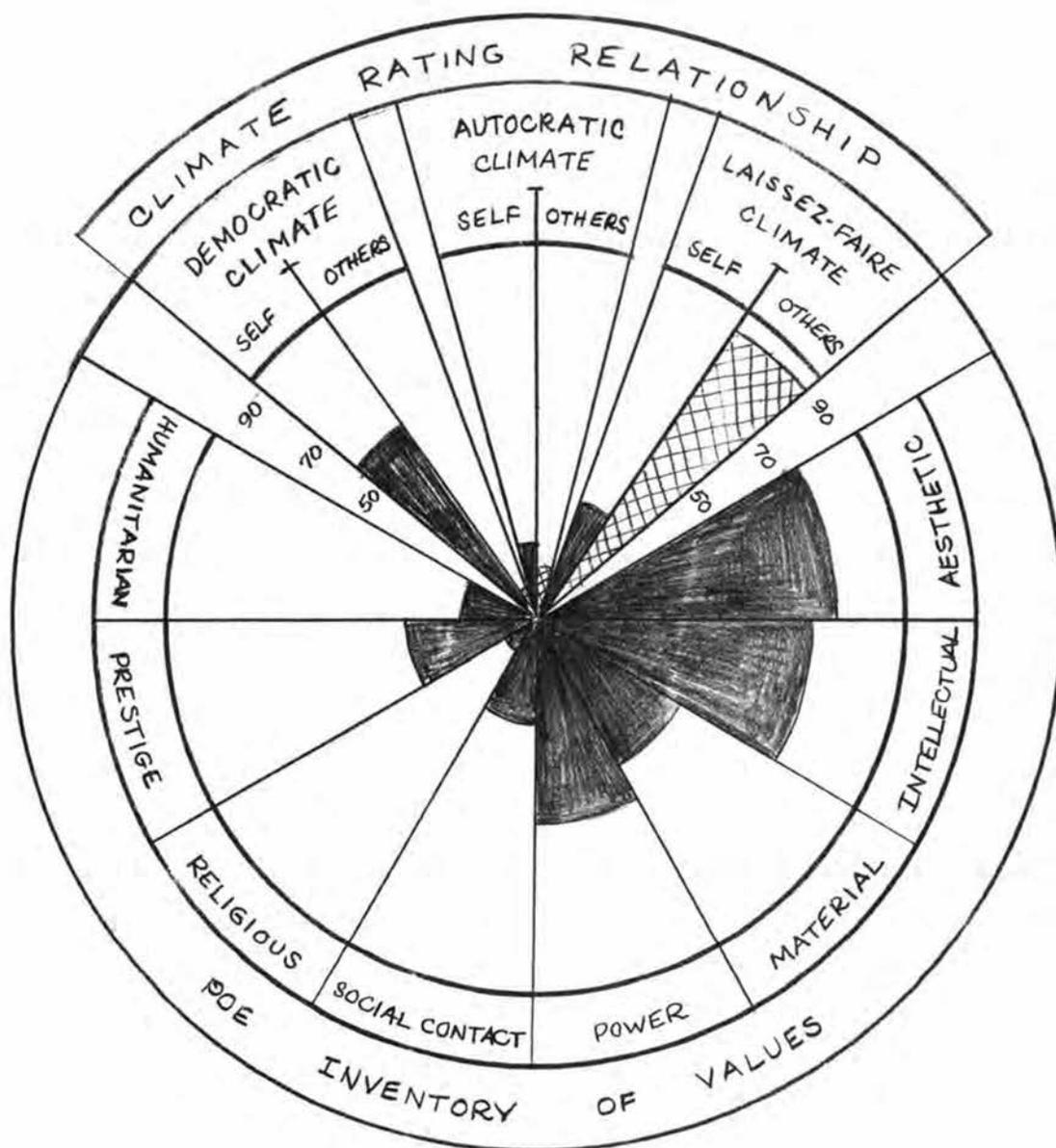
Table VIII. Appraisal of the Reed College Administrative Climate Towards Students

	Reed College students (N=6)	Outside students (N=31)
Democratic attitude present	57%	4%
Autocratic attitude present	15%	8%
Laissez-faire attitude present	28%	88%

The group scores on the Interpersonal Check List reveal a LOV score of 37 and a DOM score of 55. The scores fall into the general quadrant described as competitive, individualistic, self seeking, and hostile dominance.

On the basis of the results of the Interpersonal Check List, Reed College students describe themselves as individualistic and competitive. Although they believe they are capable of guiding and directing others, they describe themselves as hostile, skeptical, and distrustful. They deny friendliness, warmth, and submissiveness.

CHART IV



REED COLLEGE

Diagram of Poe Inventory of Values  
and Climate Rating Relationship

Lewis and Clark College

Eight Poe Inventory of Values returned by student leaders from Lewis and Clark College revealed a diverse pattern of values. The Aesthetic value area was two standard deviations above the mean; Intellectual and Power were one standard deviation above the mean, while Humanitarian was one-half a standard deviation above the mean. The lowest score was in the value area of Religion with a score of three and one-half standard deviations below the mean.

Table IX. Mean Standard Scores on the PIV by Eight Lewis and Clark College Student Leaders

Scale	Score	Rank order
1. Aesthetic	70	1
2. Intellectual	60	3
3. Material	35	7
4. Power	62	2
5. Social Contact	45	5
6. Religious	15	8
7. Prestige	40	6
8. Humanitarian	55	4

Lewis and Clark College students identified the administrative climate towards them as moderately democratic; however, they also rated their administration moderately on the autocratic scale. Laissez-faire climate held little significance in their estimation.

Students from the seven colleges within the study felt that the Lewis and Clark College campus was quite democratic, but with a mild undercurrent of autocratic feeling. The outside students agreed with Lewis and Clark College students that there was little laissez-faire attitude present.

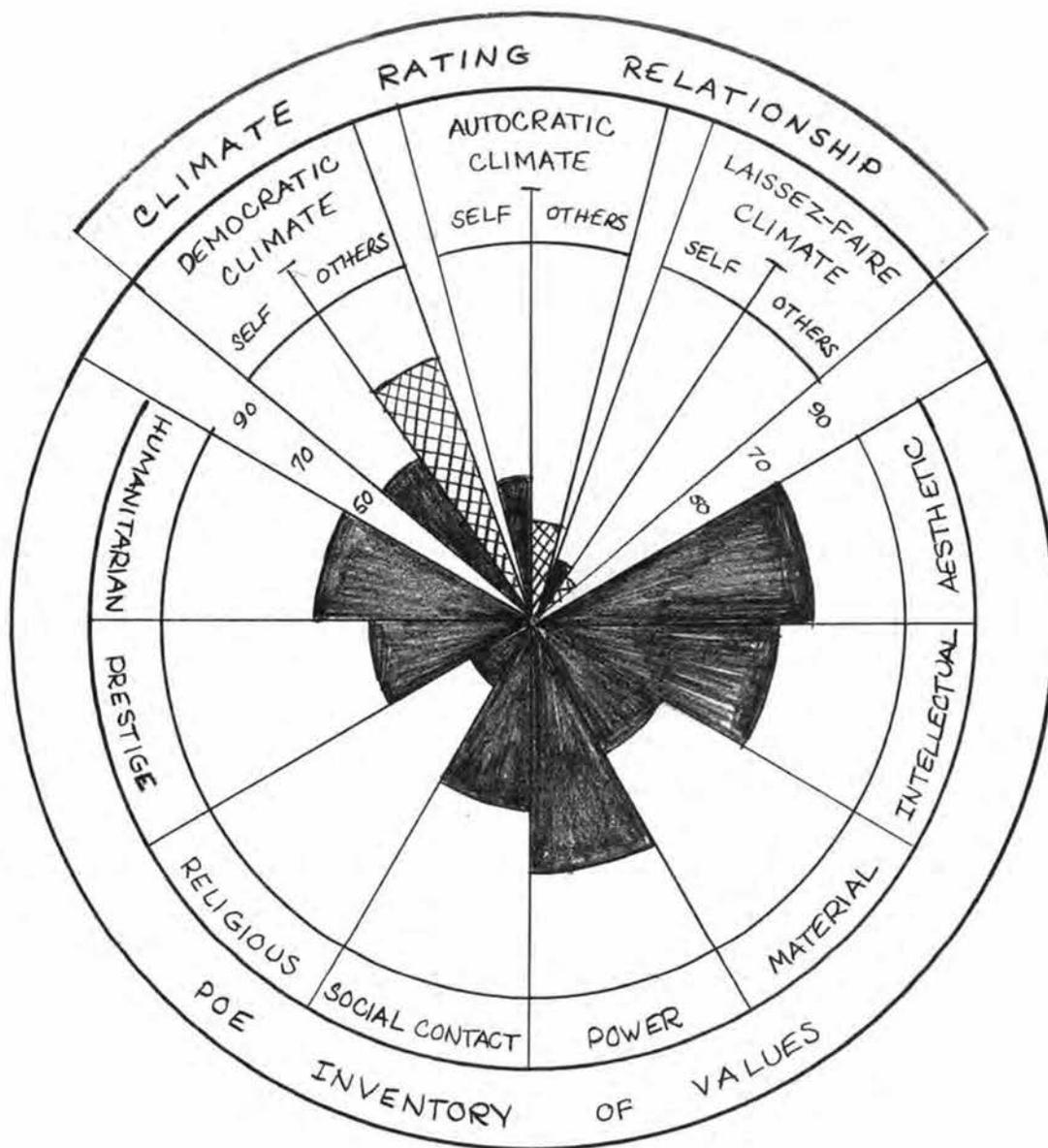
Table X. Appraisal of Lewis and Clark College Atmosphere Towards Students

	Lewis and Clark College students (N=8)	Outside students (N=25)
Democratic attitude present	54%	68%
Autocratic attitude present	33%	23%
Laissez-faire attitude present	13%	9%

Group scores on the Interpersonal Check List reveal a LOV score of 49 and a DOM score of 61. The scores fall into the general category described as responsible, friendly dominance, and paternalistic.

Analysis of the group scores reveals that Lewis and Clark College students characterize themselves as capable and able to lead others. They believe they are aggressively hostile as well as warm and friendly. They tend to deny passive hostility.

CHART V



LEWIS AND CLARK COLLEGE

Diagram of Poe Inventory of Values and Climate Rating Relationship

### Pacific University

The nine Poe Inventories of Value returned by student leaders from Pacific University reveal a lower set of value scores than found at other colleges. Two scores, Intellectual and Humanitarian were one standard deviation above the mean. The lowest scores were in the area of Prestige and Religion ranking two and one-half and three and one-half standard deviations below the mean respectively.

Table XI. Mean Standard Scores on the PIV by Nine Pacific University Student Leaders

Scale	Score	Rank order
1. Aesthetic	50	3
2. Intellectual	60	1.5
3. Material	35	6
4. Power	45	4
5. Social Contact	40	5
6. Religious	15	8
7. Prestige	25	7
8. Humanitarian	60	1.5

Pacific University student leaders identified the administrative climate towards them as highly democratic. There is little consideration of autocratic or laissez-faire climate on campus.

Students from the seven participating colleges in the study feel that there is a moderate democratic climate at Pacific University.

There is some indication that they feel there is a degree of autocratic atmosphere present, but little laissez-faire attitude.

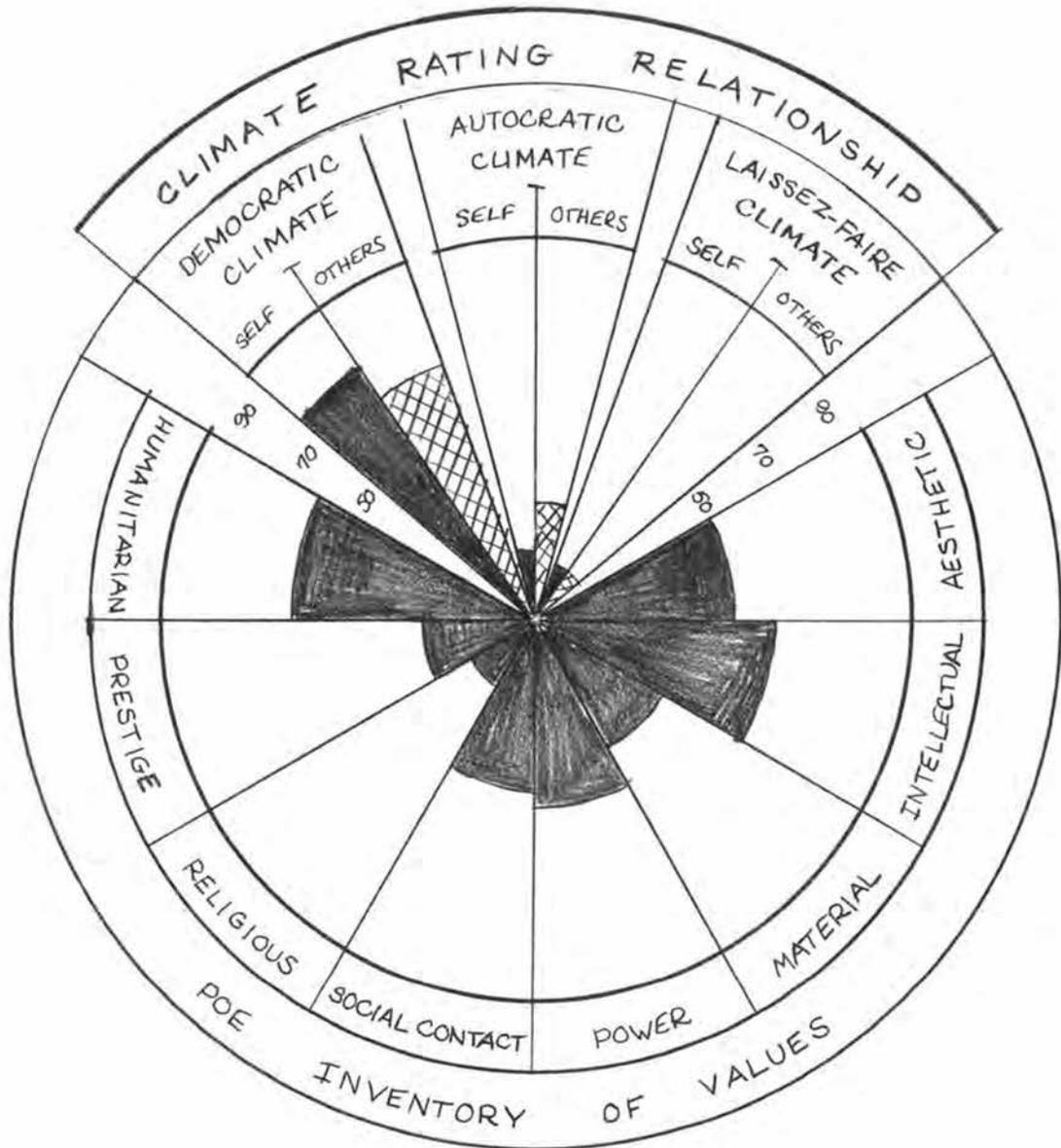
Table XII. Appraisal of Pacific University Attitude Towards Students

	Pacific University students (N=9)	Outside students (N=11)
Democratic attitude present	77%	67%
Autocratic attitude present	13%	25%
Laissez-faire attitude present	10%	8%

Group scores on the Interpersonal Check List reveal a LOV score of 46 and a DOM score of 60. The scores fall into the general quadrant described as responsible, friendly dominance, and paternalistic.

The characterization based on an analysis of the scores of the Interpersonal Check List revealed that Pacific University students saw themselves as friendly and responsible with considerable aggressive hostility.

CHART VI



PACIFIC UNIVERSITY

Diagram of Poe Inventory of Values and Climate Rating Relationship

Mt. Angel College

A study of twelve Poe Inventory of Values returned reveals a moderate set of value scores. The area of Aesthetic stood two standard deviations above the mean. Contrasting, the areas of Power and Prestige stood one and one-half standard deviations below the mean.

Table XIII. Mean Standard Scores on the PIV by Twelve Mt. Angel College Student Leaders

Scale	Score	Rank order
1. Aesthetic	70	1
2. Intellectual	40	5
3. Material	30	8
4. Power	35	6.5
5. Social Contact	55	3.5
6. Religious	55	3.5
7. Prestige	35	6.5
8. Humanitarian	60	2

Students from Mt. Angel College identified their administrative climate to be highly democratic. They sensed little or no autocratic or laissez-faire climate.

Students from other colleges and universities apparently did not know enough about Mt. Angel College to venture an impression or opinion as to what they thought the administrative climate was towards students. In only one instance did a student from another

college rate Mt. Angel and in that case he rated it autocratic. Because of the limited response to this item, further breakdown is impossible.

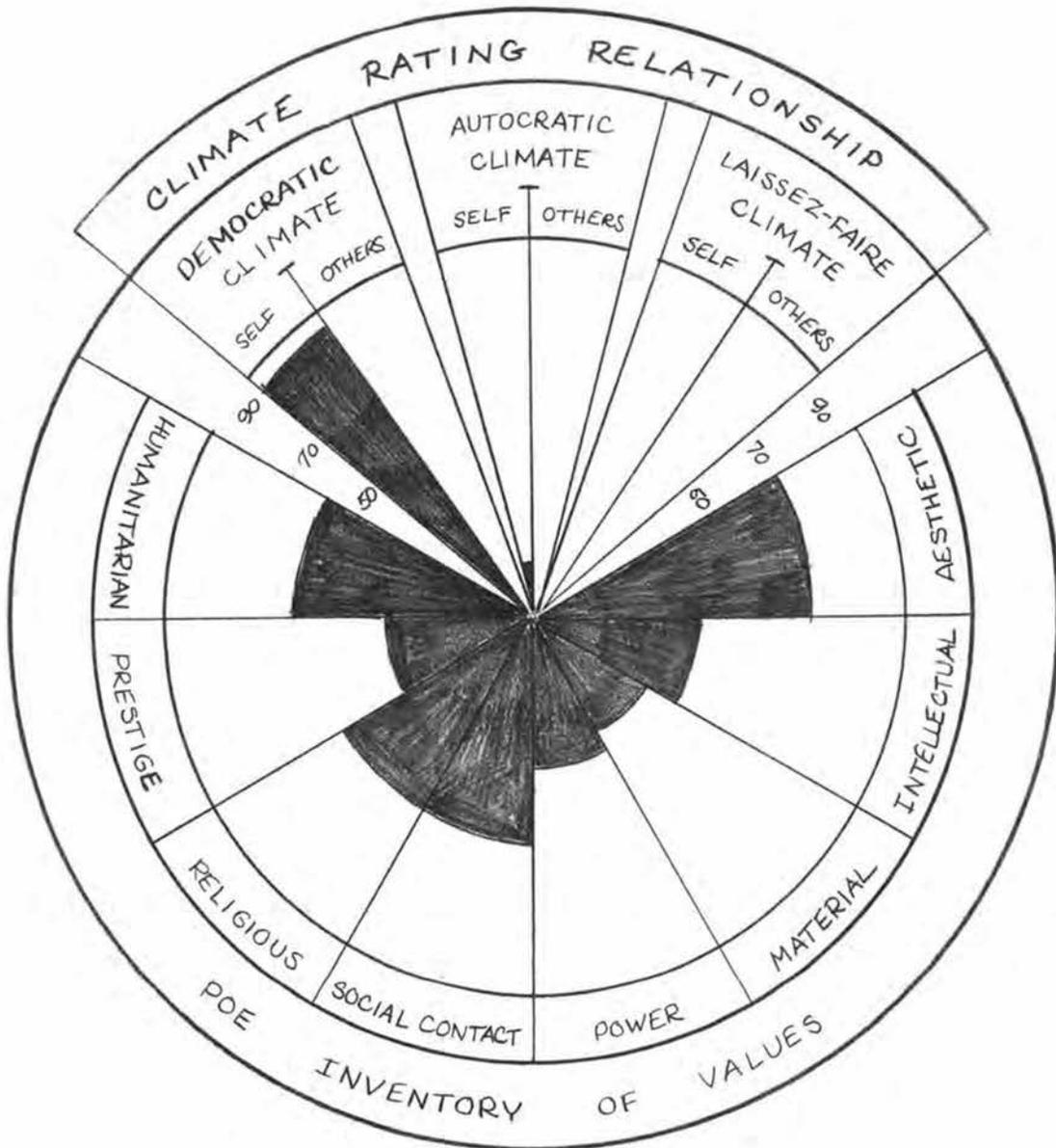
Table XIV. Appraisal of Mt. Angel College Administrative Attitude Towards Students

	Mt. Angel College students (N=12)	Other students (N=1)
Democratic attitude present	89%	---
Autocratic attitude present	8%	---
Laissez-faire attitude present	3%	---

An analysis of the group scores on the Interpersonal Check List reveals a LOV score of 52 and a DOM score of 57. The general quadrant describing these scores suggests responsible, friendly dominance, and paternalistic.

The character analysis of the Interpersonal Check List score indicates that Mt. Angel College students see themselves as warm, pleasant, denying, passive, and motherly.

CHART VII



MT. ANGEL COLLEGE

Diagram of Poe Inventory of Values and Climate Rating Relationship

Linfield College

A study of the eight Poe Inventory of Values returned by students of Linfield College reveals a high profile with five areas above the mean. The scores of the value areas, Aesthetic, Intellectual, and Power were all three standard deviations or more above the mean. The lowest score was in the Material value area which ranked one and one-half standard deviations below the mean.

Table XV. Mean Standard Scores on the PIV by Eight Linfield College Student Leaders

Scale	Score	Rank order
1. Aesthetic	87	1
2. Intellectual	80	3
3. Material	33	8
4. Power	85	2
5. Social Contact	70	4
6. Religious	45	6.5
7. Prestige	45	6.5
8. Humanitarian	60	5

Linfield College students identified the administrative climate towards them to be highly democratic, with only a slight degree of autocratic attitude. Laissez-faire attitude was almost totally absent from their estimation.

Students from the seven participating colleges were almost

equally divided on rating Linfield College as democratic or laissez-faire. Little feeling regarding the autocratic climate was registered.

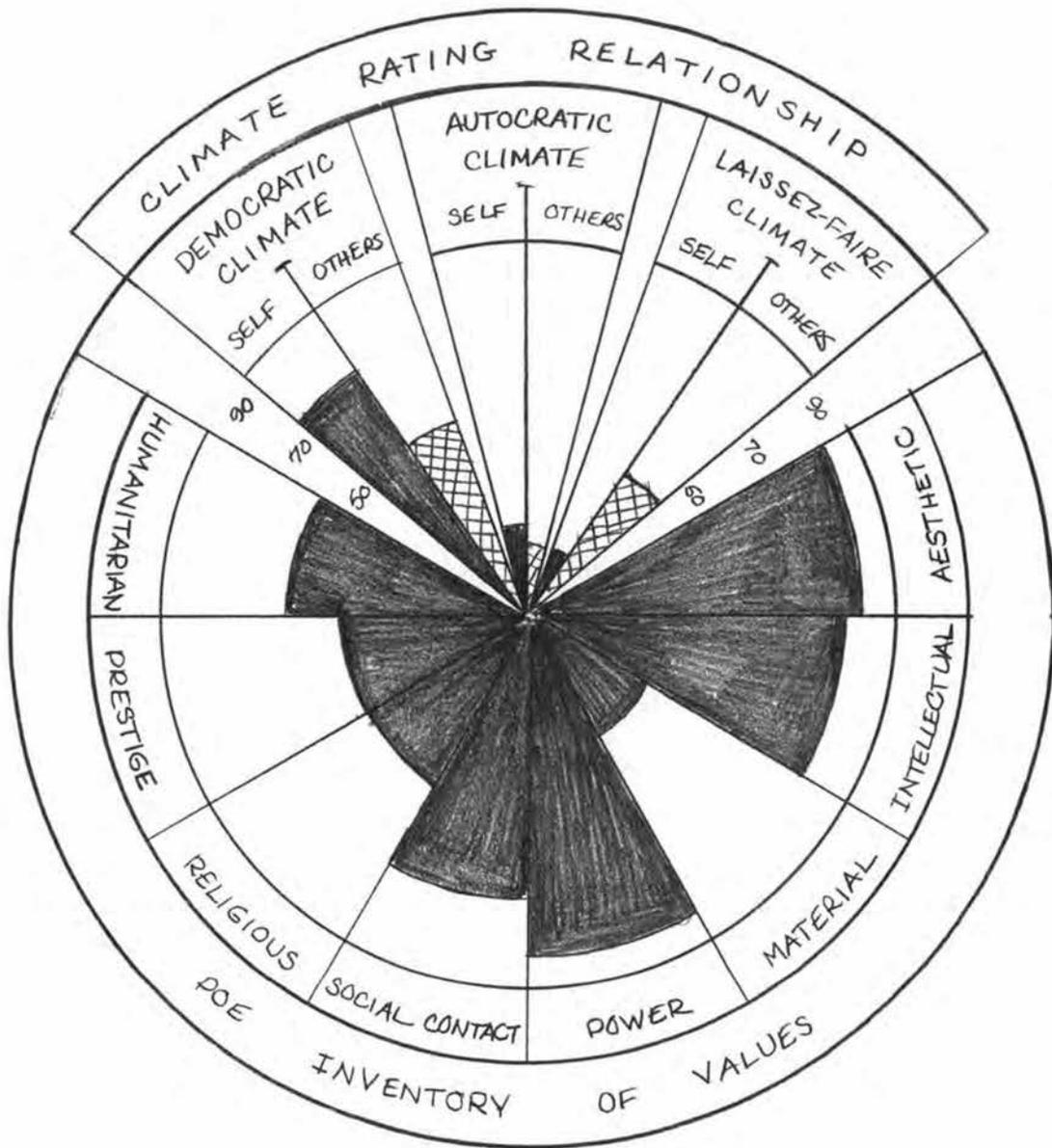
Table XVI. Appraisal of Linfield College Administrative Climate Towards Students

	Linfield College students (N=7)	Outside students (N=18)
Democratic attitude present	75%	47%
Autocratic attitude present	19%	13%
Laissez-faire attitude present	6%	40%

An analysis of the Interpersonal Check List scores for Linfield College students reveals a LOV score of 55 and a DOM score of 58. This suggests a general grouping in the quadrant indicating them as responsible, paternalistic, and possessing friendly dominance.

The group score analysis of the Interpersonal Check List shows that Linfield College students describe themselves as warm, pleasant, and motherly. They tend to be denying and passive.

CHART VIII



LINFIELD COLLEGE

Diagram of Poe Inventory of Values  
and Climate Rating Relationship

Table XVII. Rank Order of College Student Leaders as They Identified the Administrative Climate Toward Themselves, and How Student Leaders from Other Colleges Perceived Them.

<u>Self identification</u>	<u>Perceived by others</u>
Rank	Rank
<u>Democratic climate</u>	
(Mt. Angel College)*	
1. Oregon College of Education	1. Oregon College of Education
2. Pacific University	2. Lewis and Clark College
3. Linfield College	3. Pacific University
4. Oregon State University	4. Oregon State University
5. Reed College	5. Linfield College
6. Lewis and Clark College	6. Portland State College
7. Portland State College	7. Reed College
<u>Autocratic climate</u>	
1. Lewis and Clark College	1. Portland State College
2. Oregon State University	2. Oregon State University
3. Portland State College	3. Pacific University
4. Linfield College	4. Lewis and Clark College
5. Reed College	5. Linfield College
6. Pacific University (Mt. Angel College)	6. Oregon College of Education
7. Oregon College of Education	
<u>Laissez-faire climate</u>	
1. Reed College	1. Reed College
2. Portland State College	2. Linfield College
3. Lewis and Clark College	3. Oregon College of Education
4. Oregon State University	4. Portland State College
5. Pacific University	5. Lewis and Clark College
6. Oregon College of Education	6. Pacific University
7. Linfield College (Mt. Angel College)	7. Oregon State University

\* Since students from the other colleges did not rank Mt. Angel College in sufficient strength to warrant comparisons, a rank has not been given but is placed in its proper sequence in the chart. See pages 52-53.

The results of group scores on the Poe Inventory of Values were treated in several ways to determine their statistical significance.

An analysis of the data through the use of a cluster analysis technique was employed. Cluster analysis is the technique whereby correlation coefficients are grouped to determine whether the average correlation variable within the cluster is greater than the average correlations not in the cluster. While this technique is not generally used to prove hypotheses it is a useful technique to gain further understanding of the progress and nature of factor analysis. In this way it was hoped to find a degree of a common factor which would tend to associate like groups together as shown in Table XVIII.

Table XVIII. Cluster Analysis of PIV Scores of Eight Oregon Colleges

<u>Cluster #1</u>	<u>Cluster #2</u>
Oregon State University	Mt. Angel College
Oregon College of Education	Linfield College
Portland State College	
Reed College	
Lewis and Clark College	
Pacific University	

A further analysis of the Poe Inventory of Value scores was employed using the chi-square technique as a test of independence to determine how well observed traits fit hypothetical traits. This

method was used to determine whether there was a closeness of fit and degree of freedom between the private and public colleges. An analysis of the Poe Inventory of Values by the chi-square method was inconclusive.

Additional study of the data revealed differences which lent themselves to narrative interpretation. Colleges who identified themselves high on the democratic scale tended to have a pattern of values with certain marked similarities not present to any great extent within colleges who identified themselves high on either the autocratic or laissez-faire scale.

Three colleges -- Mt. Angel College, Oregon College of Education, and Pacific University ranked among the top three in identification of a democratic climate. It is noted that the Humanitarian value (8) ranked either in prime or secondary importance within the value hierarchy of these colleges.

The remaining colleges who identified themselves high in either laissez-faire or autocratic climate tended to rate the Humanitarian value lower in their hierarchy of values. These colleges ranked Power (4) in either the second or third place of importance. Colleges who identified themselves more autocratic tended to place Power in the second position while those who identified themselves more laissez-faire rated it in third place.

By grouping the colleges in coded responses to the Poe Inventory of Values and taking into consideration only the value scores above the mean, the following results were obtained:

Table XIX. PIV Scores and Climate Identification Rank

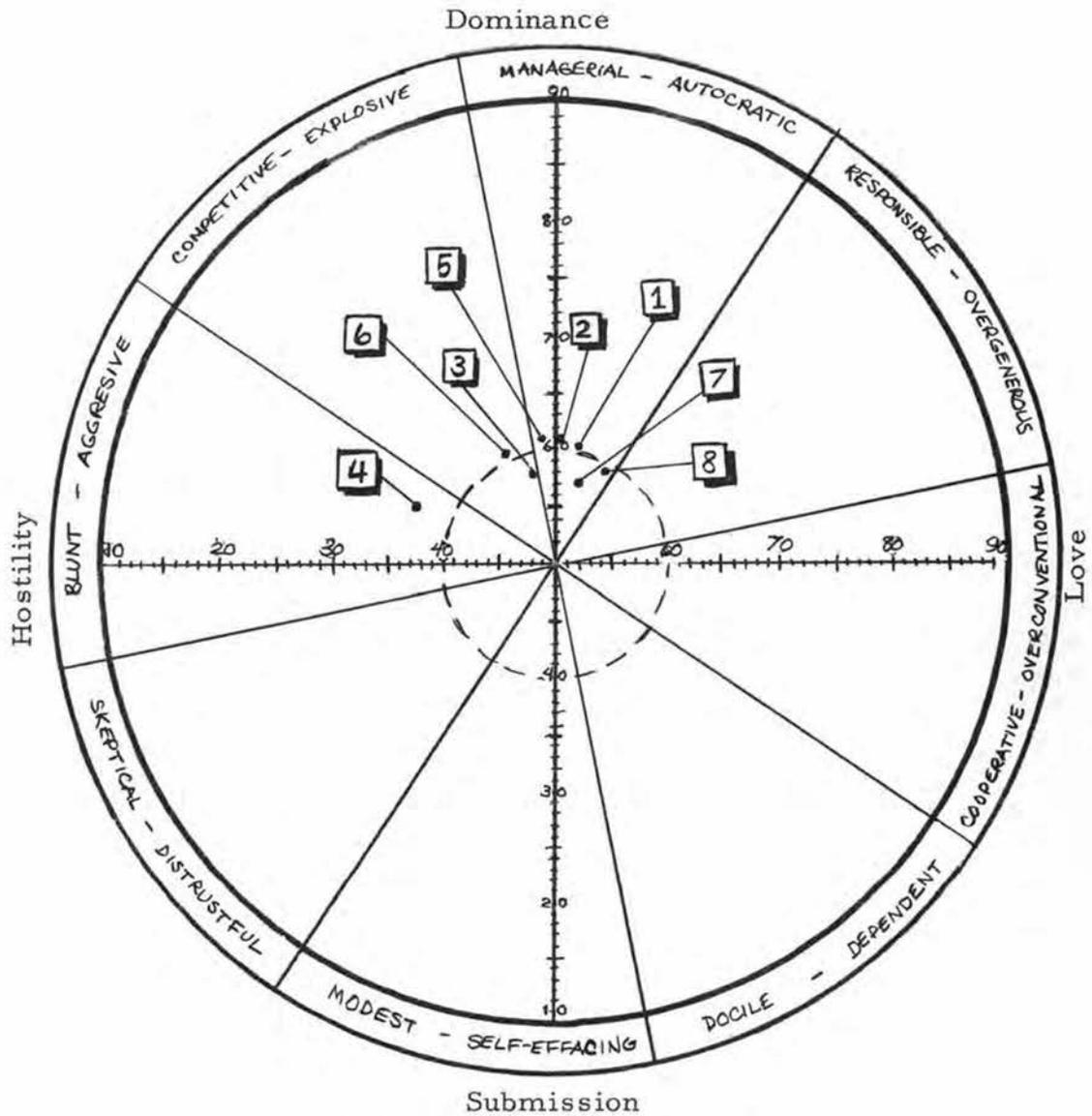
Rank order of climate identification			College	PIV scores above mean of 50
D	A	L		
1	7	8	Mt. Angel College	1 8 5 6
2	8	6	Oregon College of Education	8 2 1 4
3	6	5	Pacific University	8 2 1
5	2	4	Oregon State University	1 4 2
7	1	3	Lewis and Clark College	1 4 2 8
4	4	7	Linfield College	1 4 2 5 8
8	3	2	Portland State College	1 2 4
6	5	1	Reed College	1 2 4

Key

D - Democratic  
A - Autocratic  
L - Laissez-faire

1 - Aesthetic  
2 - Intellectual  
3 - Material  
4 - Power  
5 - Social Contact  
6 - Religious  
7 - Prestige  
8 - Humanitarian

CHART IX  
 GROUP INTERPERSONAL CHECK LIST SCORES  
 OF STUDENT LEADERS FROM EIGHT COLLEGES



- |                                |                            |
|--------------------------------|----------------------------|
| 1. Oregon State University     | 5. Lewis and Clark College |
| 2. Oregon College of Education | 6. Pacific University      |
| 3. Portland State College      | 7. Mt. Angel College       |
| 4. Reed College                | 8. Linfield College        |

## CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS  
AND RECOMMENDATIONSSummary

The general purpose of this study is the determination of different value patterns among college students, as revealed by responses to an inventory of values administered to student government leaders on several Oregon campuses. It is contended that the administrative climate of a college affects value patterns and the influence of autocratic, democratic, or laissez-faire atmosphere will produce its own particular effect on students. Democratic values learned and practiced as a part of the collegiate work will affect students' attitudes towards community life and their role as citizens.

Students' personal values may be greatly affected by these climates. Participation in student affairs gives students a chance to gain priceless experience in a working democracy-- a valuable carry-over for them in adult life. It is acknowledged that student participation in collegiate government is beneficial to both students and college alike.

Student leaders (those working in the area of student

government such as elected officers to the student senate) attending the following eight Oregon colleges were chosen for the study:

<u>College</u>	<u>N</u>
Oregon State University	13
Oregon College of Education	11
Portland State College	17
Reed College	6
Lewis and Clark College	8
Pacific University	9
Mt. Angel College	12
Linfield College	8

Student leaders were contacted on each of the campuses represented and the following data secured from them:

1. The identification of their college administration as autocratic, democratic, or laissez-faire;
2. The rating by student leaders of the other institutions listed in the study as autocratic, democratic, or laissez-faire;
3. The completion of the Poe Inventory of Values so that the group value pattern could be discovered for each college;
4. The completion of the Leary Interpersonal Check List pertaining to the individual and scored on a group basis.

The results of these tests and inventories were converted into standard scores, and percentile ranks. Profiles were made for each college grouping to discover the pattern differentials. The results of the Poe Inventory of Values were subjected to the chi-square technique of data analysis as well as a cluster analysis technique of grouping data, to test for common factors.

An interpretation of the college group scores on the Interpersonal Check List revealed basic personality characteristics of the students as a unit within their own particular campus.

Profile differences were found for the individual colleges reporting their administrative climate as either autocratic, democratic, or laissez-faire. Fairly close agreement was found between the identified administrative attitude of matriculants of the college and students from the other colleges within the study. Exceptions were found, however, in the cases of Reed, Portland State, and Linfield Colleges; Mt. Angel College could not be adequately compared as there were insufficient ratings from among the other college students.

### Conclusions

Student democratic values are affected by the presence of autocratic, democratic, or laissez-faire college administrative climates. The purpose of this study was to test the following hypotheses:

1. That students have a stronger set of democratic values in situations which are essentially democratic in nature.
2. That there is confusion of purpose and inability to demonstrate adequately democratic values under autocratic or laissez-faire systems.

From the evidence presented there is a difference in value

pattern on the Poe Inventory of Values for those colleges whose identified administrative climate ranked among the first three in democratic climate, and the five colleges whose administrative climate was identified in either the first four autocratic or the first two laissez-faire categories. The data were also subjected to the chi-square test of significance and the cluster analysis technique with inconclusive results.

Significant results were obtained by comparing the pattern of the Poe Inventory of Values to those colleges who identified their administrative climate as high ranking in the categories of autocratic, democratic, or laissez-faire (see Table XIX, page 61).

Mt. Angel College, Oregon College of Education, and Pacific University stood apart from the other colleges within the study as to their hierarchy of values and the identification of their administrative climate as strongly democratic. These three colleges rated the Humanitarian (8) value in either the first or second place in their hierarchy of values. No other college within the study rated the value as highly. The Humanitarian value represents the trait of altruism, that of desiring to help and work for the welfare of others. It appears that this trait serves as a sentinel guarding and tempering many of the other value categories, including the Power (4) value.

Results of the Interpersonal Check List show these students describing themselves as capable of leadership, interested in welfare, friendly, responsible, and passive. These are traits which are harmonious with democratic ideals.

The high place delegated to the value of Humanitarianism and the evidence that this value is one of the most consistently strong values within colleges who identify their administrative climate as highly democratic, seems to be a direct outgrowth of environmental experience within an identified democratic setting.

In light of this evidence, the first hypothesis--that students have a stronger set of democratic values in situations which are essentially democratic in nature, is accepted.

Within the group of colleges who identified their administrative climate as substantially autocratic or laissez-faire, a value pattern distinct from the democratic pattern, but with great similarities within itself, is projected.

Reed College and Portland State College identified their administrative climate as high in the laissez-faire category with the rank of one and two respectively. Their value strengths in the Poe Inventory of Values indicate a pattern in the areas of Aesthetic (1), Intellectual (2), and Power (4).

Oregon State University, Lewis and Clark College, and Linfield College identified their administrative climate to be high in the

autocratic area ranking them two, one, and four respectively. Their value strengths stood high in the areas of Aesthetic (1), Power (4), and Intellectual (2).

From the results of the Poe Inventory of Values, there is little difference within the value hierarchies of those institutions identifying their administrative climate as substantially autocratic or laissez-faire. The major difference within these value patterns is, however, clearly shown in the ranked place of the Power (4) value. The Power value denotes emphasis on authority, influence, and control over others. Autocratically identified campuses place Power in a second position of importance and laissez-faire identified campuses place it in a position of third importance. The Humanitarian value that played such an important part in the democratic identified groups has little consequence, and in its strongest rating at Linfield College only stands one standard deviation above the mean.

Results of the Interpersonal Check List indicate that the colleges who identified themselves in an autocratic climate had a predominance of paternalistic traits. Those who are more in the laissez-faire category showed the traits of denying friendliness, not being concerned for others, individualistic, and competing.

The similarity of value patterns between the autocratic and laissez-faire identified campuses, the low regard for the Humanitarian value, and the grouping of traits within identified climates

would indicate confusion of purpose. Atmospheres which encourage paternalism or completely individualistic behavior patterns, nor concern with the welfare of others, tend to deny the basic concepts of democracy as it is known today. This would to a large extent indicate confusion of purpose and inability to demonstrate democratic value patterns.

In light of the evidence, the second hypothesis--that there is a confusion of purpose and inability to demonstrate adequately democratic values under autocratic or laissez-faire systems, is accepted.

### Implications

In actuality, the administrative climate of institutions of higher learning is more important than many educators might believe. Student democratic activity is an important training ground for future leaders. As Morgan states (32, pp. 116-117), "The degree of democracy existing in college will largely influence the amount exercised by the graduate later in his community, and if anything like democracy is to survive in America it must have a school of training."

Student government can be fruitful training for learning democratic principles. It can be a laboratory where students can

experiment in democratic living and through democratic experiences learn valuable lessons in human nature and understanding. It can be a platform where issues are discussed and evaluated so that honest and intelligent decisions may be made.

Harold Taylor warns us (27, pp. 801-802), "...It is fallacious to assume, as the older progressive theory held, that the absence of institutional authority and the award of freedom to the young in a radically democratic system will develop an understanding of democracy. We have found in many cases it tended to foster authoritarian attitudes."

It could well be that there is substance to Taylor's remarks. As is pointed out in this study, there is a strong similarity to autocratic and laissez-faire climates. Students involved in these climates find it hard to express democratic values, and the attitudes of persons in these areas are quite unlike those of students in democratic settings.

According to the findings of this writer, the similarity between autocratic values and laissez-faire values is so striking that some of the radically democratic or laissez-faire institutions may become autocratic as even now their students foster authoritarian values. What will the values and attitudes of these graduates be within the next ten years or during their lifetime?

### Recommendations

Continued research is needed in the area of student values and the extracurriculum. Further study might be in the following areas:

1. Development of a Democratic Value Inventory.
2. Longitudinal studies of the citizenship role of graduates having served as students under identified autocratic, democratic, and laissez-faire college climates.
3. Study the personality and interpersonal drives that cause students to assume leadership roles in college.
4. Investigate opportunities present for learning democratic values within American colleges.
5. Compare in depth the differences in student value patterns between two colleges of pre-determined different administrative climates.

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APPENDIX

## THE POE INVENTORY OF VALUES

**PIV**Directions

This inventory consists of a number of statements which are designed to sample certain of your personal opinions. There are no right or wrong answers. What is wanted is your own individual feeling about the statements. Read each statement carefully and then decide how YOU feel about it. Mark your answer on the proper space on the answer sheet.

If you Strongly Agree, blacken the space under "SA".

If you Agree, blacken the space under "A".

If you are Undecided or uncertain, blacken the space under "U".

If you Disagree, blacken the space under "D".

If you Strongly Disagree, blacken the space under "SD".

Think in terms of the general situation. There is no time limit, but do not spend too much on any one item. Please respond to every statement.

By

Wesley A. Poe

University of Nebraska

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SA -- Strongly Agree

U -- Undecided or uncertain

D -- Disagree

A -- Agree

SD -- Strongly Disagree

1. I would rather develop the principles upon which a science is based than apply these principles.
2. I would never be happy in any position which did not afford the highest income that I could possibly attain.
3. I enjoy being active in the political life of the community.
4. My friends would probably consider me a very gregarious person.
5. I would work very hard to achieve great recognition.
6. It is of great importance to me that my life work be such that I can be of direct, personal service to others.
7. My great ambition is to make a significant contribution to our basic knowledge by helping discover new facts and principles.
8. It is distasteful to me when people place so much emphasis on material success.
9. I would prefer being an officer of a club rather than just being a member.
10. I like social entertaining as a way of spending my spare time.
11. My chosen career must be one which will give me considerable status in the community.
12. Volunteer social or public welfare work is a good way of spending one's leisure time.
13. If I had the ability, I would like being an artist.
14. I particularly enjoy reading about great financial and industrial leaders.
15. Participating in political affairs interests me greatly.
16. I especially like situations in which there are many people around.
17. It is impossible to live "the good life" without believing in a higher power than man.
18. I enjoy attending functions which are full-dress affairs.
19. It is more important to me to be considered the type of person who will "put himself out" for others than to be financially successful.
20. I prefer an occupation in which making a contribution to intellectual progress is more important than making money.

21. I like to be the person who "runs the show" when a situation demands leadership.
22. I think one should use prayer in everyday life.
23. I make a special effort to meet people who have achieved considerable fame.
24. Studying a masterpiece of art is very inspiring to me.
25. College students should spend more time thinking about world problems rather than placing so much emphasis on social and recreational activities.
26. In general, some of my most enjoyable experiences are gained from social gatherings.
27. I want to improve my social position in the community by joining exclusive clubs.
28. I usually prefer to spend my leisure time by reading good books rather than on social activities.
29. The success of a civilization can best be measured by its material achievements.
30. I would enjoy being a congressman.
31. The best answer to our many social ills is a greater emphasis on religious things.
32. I greatly enjoy reading about people in society circles.
33. I enjoy reading poetry.
34. Being a recognized authority in some field would be very appealing to me.
35. I would not remain in any location which did not afford good opportunities for being most successful financially.
36. I would not consider entering a vocation unless it had a good deal of social prestige.
37. I especially enjoy reading about great humanitarians.
38. The most important part of the newspaper is the editorial section.
39. I admire executives who are known for their dynamic qualities.
40. I am known as a "good mixer" socially.
41. I especially like to read or hear about men who have made great artistic achievement.
42. I would like to be a college professor.
43. I envy people who are rich.
44. Holding a responsible position is to my liking and usually brings out the best in me.

45. I usually "jump at" any opportunity for joining group activities.
46. I believe in the value of prayer.
47. One of my ambitions is to live in the "best part of town".
48. I enjoy magazines on arts and decorations.
49. Reading technical or "serious" books appeals to me more than reading fiction.
50. My chief aim in life is to become wealthy.
51. I usually prefer spending evenings at some social get-together rather than at home.
52. I believe that everyone should read regularly some form of religious literature.
53. I would like to be the type of person who devotes his life to improving the opportunities for less fortunate people.
54. I enjoy hearing the philosophies of various people on "how we can improve our world".
55. One of the most interesting parts of the newspaper is the business and stock market section.
56. In any organization I belong to, I am usually satisfied to be a member and not take on the responsibilities of being an officer.
57. I dislike being in large gatherings of people.
58. I enjoy reading about great men in religion.
59. It is important to affiliate with those groups which will help one's social position in the community.
60. I usually welcome any chance to assist people who are in difficult circumstances.
61. I can't say I care especially for artistic things.
62. I get a big "kick" out of buying and wearing expensive clothes.
63. I would like being the manager of a large firm or organization.
64. I believe that the importance of religious worship has been over-emphasized.
65. The biggest difficulty with the world is that people are not as charitable to others as they should be.
66. I like being active in society functions.
67. Art galleries intrigue me.
68. I like to read about new theories in science and education.

69. I enjoy the duties of being an officer in social organizations.
70. I prefer an occupation in which one works with many people.
71. The society page is one of the most interesting parts of the newspaper.
72. As a rule I enjoy attending lectures and forums.
73. It is a worthy ambition to want to make a great deal of money, assuming that it is done legitimately.
74. In general, I think of myself as a very sociable person.
75. Religion must become a stronger force than it is today if our civilization is to survive.
76. I particularly enjoy entertaining well-known personages.
77. My goal is to go into work which involves trying to understand and help people.
78. Whenever possible, I make it a point to visit art exhibitions.
79. One of my foremost aims is to be able to spend luxurious vacations at expensive resorts.
80. Taking charge of a group of people and getting them organized is something I really enjoy.
81. One of my aims in life is to work for a better understanding of religion and its values.
82. I want my children to attend a school where the pupils are from upper-class families.
83. My aim is to help people to be charitable to others.
84. I would enjoy a series of talks on contemporary painters.
85. If I had a sum of money to give away, it would most likely be to some foundation for the advancement of science.
86. In our society there is too much emphasis on economic gain.
87. I would like to achieve a position with considerable power and influence.
88. "Coking " is a valuable experience.
89. Volunteer welfare work doesn't appeal to me at all.
90. Attending a symphony concert is an interesting way to spend an evening.
91. One of my main goals in life is to enter some field where one can be recognized for his intellectual attainments.
92. I especially enjoy associating with people who are "well-fixed" in a material way.

93. I try to pattern myself after people who take the lead and become officers in various organizations.
94. I get my greatest enjoyment from engaging in social activities of various kinds.
95. Religion is a very important part of my life.
96. I like to spend a good deal of my leisure time reading things which will improve me intellectually.
97. My great ambition is to own a Cadillac.
98. I think it is important to meet people who have considerable influence.
99. I enjoy attending parties.
100. I would greatly enjoy an opportunity to entertain a celebrity in my home.
101. Trying to be helpful to others is a pretty thankless job.
102. People should spend more time in serious reflection about their philosophy of life.
103. I enjoy the financial and business sections of the weekly news magazines.
104. I particularly enjoy work which involves organizing and directing events.
105. I enjoy helping people get acquainted, introducing them around and the like.
106. It is of extreme importance to me that people recognize my achievements.
107. The sense of satisfaction gained from assisting people who are in difficult situations more than compensate for the trouble.
108. There should be greater emphasis in our schools on the appreciation of the masterpieces in art and literature.
109. Social gatherings have no particularly strong appeal for me.
110. Religion and the church have been the strongest influences in the progress of mankind.
111. I have no particular desire to gain high social status in the community.
112. I like to give financial aid to those whose living standards are below my own.
113. One of my ambitions is to be in a position which affords the opportunity to exercise leadership qualities.
114. "More things are accomplished by prayer than this world dreams of."
115. Someday I would like to become very well-known in my chosen field.

116. Working for the welfare of others is the highest aim of mankind.
117. One of my major goals in life is to help people gain a better understanding of the values of the fine arts.
118. I greatly enjoy discussions involving philosophical speculations.
119. I would like a position where I could influence large numbers of people.
120. Belief in God is the most important thing in life.
121. I admire people who are aristocratic-looking.
122. I get the most satisfaction from helping someone in less fortunate circumstances than my own.
123. In choosing my friends, I am particularly attracted to people with artistic interests.
124. I most enjoy reading books that are non-fictional.
125. Material possessions are a good measure of success in life.
126. An active social life is essential if I am to be happy.
127. I would like belonging to a religious discussion group.
128. My goal is to be a member of the exclusive clubs of the community.
129. I would like being a successful financier.
130. Leadership positions are very challenging to me.
131. I would enjoy heading a political organization in my community.
132. I don't particularly enjoy making new social contacts.
133. I usually buy name-brand clothes at fashionable stores rather than shopping around for them.
134. I prefer work in which I can be of service to other people even though the financial rewards are much less.
135. If I had a large sum of money to give away, it would be to some organization for furthering the cause of art and beauty.
136. More time should be devoted to "pure" science rather than so much on practical applications.
137. Primarily, the purpose of college should be for insuring one's financial success after graduation.
138. I like being a member of groups which are known for their active social life.

139. I have a definite preference for doing work which involves being of service to others.
140. I like to belong to groups which are known for their intellectual interests.
141. Millionaires are a necessary and important part of a society such as ours.
142. I like to participate in activities which might help develop my leadership ability.
143. One of my aims in life is to be a sociable person who is liked by everyone.
144. I like to be one of the first to demonstrate a new style.
145. About the most important thing in this life is to see to it that one is always taken care of financially.
146. Supervising or managing people does not appeal to me.
147. The friends I prefer most are those who like sociable good times.
148. I prefer an occupation in which there is more emphasis on making a contribution to society than on making money.
149. I usually find it more interesting to read the "great books" than to read fiction.
150. The chief consideration in choosing a career is how much a person can make.

# The Interpersonal Check List

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_ Testing # \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ Phone \_\_\_\_\_ Education \_\_\_\_\_  
Occupation \_\_\_\_\_ Marital Status \_\_\_\_\_ Referred by \_\_\_\_\_  
Group \_\_\_\_\_ Other \_\_\_\_\_

**DIRECTIONS:** This booklet contains a list of descriptive words and phrases which you will use in describing yourself and members of your family or members of your group. The test administrator will indicate which persons you are to describe. Write their names in the spaces prepared at the top of the inside pages. In front of each item are columns of answer spaces. The first column is for yourself, and there is another column for each of the persons you will describe.

Read the items quickly and fill in the first circle in front of each item you consider to be generally descriptive of yourself at the present time. Leave the answer space blank when an item does not describe you. In the example below, the subject (Column 1) has indicated that Item A is true and item B is false as applied to him.

	Item								
	1	2	3	4	5	6	7	8	
<b>A</b>	●	○	○	○	○	○	○	○	well-behaved
<b>B</b>	○	○	○	○	○	○	○	○	suspicious

After you have gone through the list marking those items which apply to you, return to the beginning and consider the next person you have been asked to describe, marking the second column of answer spaces for every item you consider to be descriptive of him (or her). Proceed in the same way to describe the other persons indicated by the test administrator. Always complete your description of one person before starting the next.

Your first impression is generally the best so work quickly and don't be concerned about duplications, contradictions, or being exact. If you feel much doubt whether an item applies, leave it blank.

---

This booklet has been prepared by Timothy Leary, Ph.D., and published by the Psychological Consultation Service, 1230 Queens Road, Berkeley 8, California. The Interpersonal Check List was developed by Rolfe LaForge, Ph.D., and Robert Suczek, Ph.D., and other staff members of the Kaiser Foundation Research Project in Psychology.



Name \_\_\_\_\_  
 Class \_\_\_\_\_ Major \_\_\_\_\_

### IDENTIFICATION OF ADMINISTRATIVE CLIMATE

Please indicate by circling the appropriate letter in each group your estimation of administrative attitude toward student government and activities on your campus.

A B C	A. Exercising little control over the goals of student government and the means to achieve these goals. B. Exercising no control over the goals of student government and the means to achieve these goals. C. Exercising high control over the goals of student government and the means to achieve these goals.
D E F	D. A genuine sharing of responsibility with faculty & administration. E. Given complete responsibility without visible limits or direction. F. Little or no sharing of responsibility with faculty or administration.
G H I	G. Dignity of the individual. H. Unconcerned attitude towards the individual. I. Little regard for the individual.
J K L	J. Freedom of speech and press. K. Complete freedom of speech and press. L. Freedom of speech and press restricted.
M N O	M. Encouragement and stimulation of student groups. N. Neutral attitude toward student groups. O. Discouragement of student groups.
P Q R	P. Knowledge of limits. Q. No limits perceptible. R. Limits rigidly applied and maintained.
S T U	S. <u>Democratic</u> (government by the people; supreme power held by the people and executed directly or through representation) T. <u>Laissez faire</u> (Let the people do or make what they choose without interference or restrictions) U. <u>Autocratic</u> (government by individuals possessing absolute power)

Name \_\_\_\_\_  
 College \_\_\_\_\_

### COLLEGE CLIMATE RATING BLANK

Below is a list of several colleges and universities in Oregon. From your real knowledge of these institutions through attendance, frequent visitation to the campuses, or through the attendance of friends or relatives, rate them according to your knowledge of the administrative climate. Indicate whether the climate is  democratic, laissez-faire, or autocratic. If you have actually attended any of these institutions named, place a check immediately after the institution. Then check the climate most nearly fitting the college. If you have no knowledge to make a judgment place a check in the far corner and proceed to the next school.

No Knowledge	Attended	Demo- cratic	Laissez- faire	Auto- cratic
___ 1. Oregon State University	( )	( )	( )	( )
___ 2. Oregon College of Education	( )	( )	( )	( )
___ 3. University of Oregon	( )	( )	( )	( )
___ 4. Portland State College	( )	( )	( )	( )
___ 5. Reed College	( )	( )	( )	( )
___ 6. Lewis and Clark College	( )	( )	( )	( )
___ 7. Pacific University	( )	( )	( )	( )
___ 8. Mt. Angel College	( )	( )	( )	( )
___ 9. Linfield College	( )	( )	( )	( )