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This publication is intended to alert the user to a body of research which examines the nature of emotional climates and environments, and the relationship of various environments to student achievements, attitudes, and behaviors. It provides information about the nature of school environments as they are affected by a variety of factors such as staff characteristics and behaviors, student peer-group characteristics and values, and norms of the community which support the school. This index is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center (CAPS), and planned to assist personnel workers in the identification and retrieval of information in areas where there is both expanding knowledge and personnel worker need for information. This index identifies research reports which have been recently reported either in the Educational Resources Information Center (ERIC) system, the CAPS center collection, or in Dissertation Abstracts. (BP)

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UNSELING & PERSONNEL SERVICES INFORMATION CENTER

CURRENT RESOURCES INDEX

CAPS CURRENT RESOURCES SERIES

STUDENT BEHAVIOR AND CLIMATE

Compiled
by

Juliet V. Miller

December 1968

"This index was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy."

ERIC

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PREFACE

Student Behavior and Climate

This publication is intended to alert the user to a body of research which has examined the nature of educational climates and environments and the relationship of various environments to student achievement, attitudes and behaviors. This research provides information about the nature of school environments as they are affected by a variety of factors such as staff characteristics and behaviors, student peer group characteristics and values, and norms of the community which supports the school. This research has indicated that schools do have quite different climates which are supportive of diverse types of student and staff behavior. It appears that the adjustment and success of an individual student may well be a function of the type of climate of the school he attends, and the extent to which the school climate is supportive of his individual needs.

School climate research has resulted in the development of research methodologies which have general applicability. Several of these methodologies are quite well developed and tested, and have potential application in the study of climates by counselors. These studies suggest several different ways of conceptualizing school climates which may be used by personnel workers in analyzing the climates of their own schools. To date, the results of these studies are descriptive in nature. Little has been done to attempt to change climates after initial description has been made. This, however, seems to be a possible step. It is also possible that environmental study may suggest particular groups for which particular counseling or consultation services are needed.

This Current Resources Series Index identifies research reports which have been recently reported either in the Educational Resources Information Center (ERIC) system or in Dissertation Abstracts. These two collections provide information on the major research on the area of Student Behavior and Climate.

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INTRODUCTION

This publication is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center (CAPS). The series has been planned to assist personnel workers in the identification and retrieval of informational resources in areas where there is both an expanding knowledge base and identified personnel worker need for increased informational materials.

Several characteristics of CRS deserve special emphasis. First, the coverage of each publication is tailored to the topic. Some topics will provide an extensive coverage of basic and applied research sources while other topics will lead to greater use of philosophical and humanistic documents and publications. Basic to all topics, however, is a search strategy which includes an intensive examination of Research in Education and core psychological and guidance journals. A second major characteristic of CRS is that each publication is designed to facilitate user searches. Two indices, an extensive subject index based on ERIC descriptors and an author index, enable the user to search the contents of each volume rapidly and thoroughly. A third characteristic is the inclusion of an annotation for every document indexed in each volume. The presence of the annotation both adds to the user's knowledge in a given area and provides a useful tool for the judicious selection of full documents. An important fourth characteristic is the relatively easy access to, and retrievability of, all documents indexed in CRS. A large number of the documents are available at comparatively low cost from the ERIC Documents Reproduction Service (EDRS), either on microfiche or in hard copy. Dissertations are available from University Microfilms.

The uses of CRS are legion. It can be used as the first step in the search phase of a research project; a means of analyzing informational trends in a topical area; a tool for browsing in new information areas or as a means of regularly updating knowledge acquisition on a topic of continuing interest. Other uses may be readily apparent to you as you use the index.

Additional publications focused on other topics will be introduced as new information becomes available. Existing CRS publications will also be regularly updated through the distribution of supplementary materials.

Each CRS publication is intended to be usable by itself. However, the optimum use of each is as one part of a local information system organized to meet the information needs of major user sub-groups in a given locale or unit. Through other CAPS publications and consultation with local units, CAPS is striving to assist others in the more efficient utilization of knowledge. Inquiries about available publications and services are welcome.

Suggestions and/or reactions regarding this publication or ideas for new publications are eagerly solicited.

Garry R. Walz
Director

CURRENT RESOURCES SERIES

The CAPS Current Resources Series is designed to meet the needs of personnel workers and those interested in personnel work for current research and resource information.

Topic Selection

Each individual publication within the Current Resources Series focuses on a topic of interest to a large number of users. These specific topics are selected using three types of data. First the CAPS staff surveys both the CAPS Collection and the total ERIC Collection for indications of information trends. Also, the letters of inquiry received at CAPS are analyzed to determine the current information concerns of our users. Finally, special subject matter consultants who are external to the Center are consulted to gain further insights concerning our users' information needs. The information gained from these three sources, the CAPS and ERIC document collections, users' inquiries, and consultants' suggestions, forms the guidelines for the final selection of Current Resources Series topics.

Comprehensiveness of Information Search

Once the topics for the Current Resource Index have been determined, a comprehensive search for information on this specific topic is initiated. For this publication, two major collections were searched. First, the total ERIC microfiche file was searched. This includes all issues of Research in Education. Also, a comprehensive search of Dissertation Abstracts w s made to identify dissertations relevant to the topic. We would like to express appreciation to University Microfilms, Inc. for permitting us to reproduce portions of the abstracts of these dissertations for this publication.

ORGANIZATION OF CURRENT RESOURCES INDEX

Resume Section

The Resume Section contains information about each of the documents reported in this publication. The resumes are divided into two sections. These sections are (1) ERIC Document Resumes, arranged in numerical order by accession number, and (2) Dissertation Abstracts, arranged alphabetically by author.

1. ERIC Documents - The first resumes to appear in this section are documents which have been completely abstracted and indexed for the central ERIC collection. These documents are available in either hard copy or microfiche from the ERIC Document Reproduction Service. These resumes are clearly identifiable by the ED Accession Number.

Sample ERIC Resume

(49) ED 012 710 Beker, Jerome * and others. SCHOOL DAYS. CRP-S-191-1, New York, Youth Development Center, Syracuse University, 1967.

MF-$0.25 HC-$1.76 42P.

To determine whether public school education is "different" in inner city, suburban, and rural environments, this observational pilot study undertook to define teacher and pupil perception and expectation of school. (AF)

2. Dissertation Abstracts - These abstracts are arranged alphabetically by author. Complete copies of these dissertations are available in either microfilm or hard copy from University Microfilms, Inc., 300 North Zeeb Road. Ann Arbor, Michigan 48103.

Sample Dissertation Abstract

(93) 68-3743 Haefner, Donald Andrew. LEVELS OF ACADEMIC ACHIEVEMENT AS RELATED TO ENVIRONMENTAL PRESS AND PSYCHOLOGICAL NEEDS OF HIGH ABILITY LIBERAL ARTS STUDENTS. University of Tennessee, 1967.

The purpose of this study was to determine the usefulness of available criteria identifying the press of the college environment and the psychological needs of students as indicators of variation in the academic success of high potential liberal arts male freshmen.

Subject Index Section

The Subject Index Section contains an alphabetical listing of subject headings with appropriate resume numbers and titles listed under each heading. The user may scan titles to identify those documents of greatest interest and then use the resume number to enter the Resume Section for further information about the document and document availability.

The user in encouraged to use a multiple search strategy. When searching for information, it is desirable to search more than one term. When initiating his search, the user may want to scan the Subject Index to develop an overview of the types of subject headings which are being used. Then, when searching for specific titles, he will want to enter the Subject Index through several subject headings.

Sample Subject Index Entry

COUNSELORS

(24) The Computer in Educational Research and Its Implications for the Counselor
(54) Information and Counseling: A Dilemma
(56) A Review of Literature as a Service to Teachers
(59) Three Dimensions of Counselor Encapsulation
(61) A Professional Approach to the Information Function in Counselor Education
(80) Data Processing in Counselor Education
(87) High School Counselors and College Information

Author Index Section

The Author Index Section contains an alphabetical listing of authors with appropriate resume numbers and titles listed under each author. Using the resume number, the user may enter the Resume Section for further information about the document and about document availability.

Sample Author Index Entry

BOROW, HENRY

(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research
(44) Research Frontier, Information Retrieval: A Definition and Conference Report

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RESUME SECTION

ERIC RESUMES

(1) ED 002 743 McGuire, Carson. TALENTED BEHAVIOR IN JUNIOR HIGH SCHOOLS. CRP-025, Austin, Texas University, 1960.

MF-$1.00 HC-$8.80 218P.

To determine the interrelationships between the societal environment and early learning experiences of young people was the goal of this project. The major outcome of this research was a workable frame of references and set of techniques for studying and testing ideas about talented behavior in school and, eventually, experimental settings. (JL)

(2) ED 002 767 Thistlethwaite, Donald L. * and others. RECRUITMENT AND RETENTION OF TALENTED COLLEGE STUDENTS. CRP-657, Nashville, Tennessee, Vanderbilt University, 1963.

MF-$1.50 HC-$15.32 381P.

A variety of recruiting, training, and environmental incentive factors were studied as they relate to college motivation among talented high school students and to scientific productivity and intellectual achievement after a student has entered college. (JH)

(3) ED 002 768 Coleman, James * and others. SOCIAL STRUCTURES AND SOCIAL CLIMATES IN HIGH SCHOOLS, FINAL REPORT. CRP-120, Chicago University, 1959.

MF-$2.50 HC-$25.64 639P.

The major objectives of the study were to--(1) inquire into the nature of adolescent social climates, (2) learn what factors in the school and community tend to generate one or another adolescent climate, and (3) determine the consequences of such social climates upon the adolescents living within them. (AH)

(4) ED 002 826 Miller, Marian B. GUIDANCE AND ELEMENTARY SCHOOL CLIMATE. CRP-273, Dover, Delaware State Department of Public Instruction, 1961.

MF-$0.50 HC-$2.76 67P.

This study was designed to evaluate the developmental progress of children in an ungraded primary school program. (GC)

(5) ED 002 899 Reiss, Albert J., Jr. * Rhodes, Albert L. A SOCIOPSYCHOLOGICAL STUDY OF CONFORMING AND DEVIATING BEHAVIOR AMONG ADOLESCENTS. CRP-507, Iowa City, Iowa University, 1959.

MF-$2.50 HC-$26.96 672P.

Description and analysis of adolescent students and the factors underlying conformity-performance-deviant behavior were attempted, and a predictive measure of nonconformity was formulated. (JL)

(6) ED 002 897 Halpin, Andrew W. * Croft, Don B. THE ORGANIZATIONAL CLIMATE OF SCHOOLS. CRP-543, St. Louis, Missouri, Washington University. Salt Lake City, Utah University, 1962.

MF-$1.00 HC-$8.04 199P.

A comprehensive questionnaire was developed, analyzed, and tested to be used for portraying the "organizational climate" of an elementary school. It was stated figuratively that personality is to the individual as "climate" is to the organization. (JH)

(7) ED 002 920 Foster, Julian * and others. THE IMPACT OF A VALUE-ORIENTED UNIVERSITY ON STUDENT ATTITUDES AND THINKING. CRP-729, California, Santa Clara University, 1961.

MF-$0.50 HC-$4.92 121P.

The objectives of this study were--(1) determine whether or not the large amounts of philosophy and the theology required in a Catholic college have an appreciable impact on students, (2) determine whether or not university experience produces conformity or individualism in students, (3) investigate the effect of Catholic education on liberal-authoritarian beliefs in students, and (4) compare the development of critical thinking in a Catholic college with non-Catholic institutions. (JL)

(8) ED 003 037 Pace, C. Robert. THE INFLUENCE OF ACADEMIC AND STUDENT SUB-CULTURES IN COLLEGE AND UNIVERSITY ENVIRONMENTS. CRP-1083, Los Angeles, California University 1964.

MF-$1.25 HC-$10.84 269P.

Students from nine colleges and universities around the United States were studied to determine the compatibility of certain student influences with the purposes of the institutions. (RS)

(9) ED 003 296 Lehmann, Irvin J. * Dressel, Paul L. CHANGES IN CRITICAL THINKING ABILITY, ATTITUDES, AND VALUES ASSOCIATED WITH COLLEGE ATTENDANCE. CRP-1646. East Lansing, Michigan State University, 1963.

MF-$0.75 HC-$7.96 197P.

An investigation was made of the relationship between the amount of college education and changes in attitudes of stereotype and dogmatism, in traditional-value orientation, and in certain selected attitudes and views related to higher education. (JC)

(10) ED 003 315 Newcomb, Theodore M. * Flacks, Richard. DEVIANT SUBCULTURES ON A COLLEGE CAMPUS. CRP-1926, Ann Arbor, Michigan University, 1964.

MF-$0.50 HC-$4.44 109P.

This study examines some of the determinants and effects of certain aspects of the informal social structure found on the campus of Bennington College, Vermont. The study was designed as a replication, as nearly as possible under changed circumstances, of a study carried out at the same college during the 1930's. (LP)

(11) ED 003 328 Stricker, George. STUDENTS' VIEWS OF THEIR COLLEGE ENVIRONMENT. CRP-2169, Garden City, New York, Adelphi University, 1964.

MF-$0.50 HC-$4.60 113P.

An investigation of one college community was undertaken, focusing on the students' views of the college environment, personality needs, and academic achievement, and attempting to locate some antecedent and concurrent correlates of these factors. (HB)

(12) ED 003 338 Nicholas, Lynn N. * and others. EFFECT OF SOCIOECONOMIC SETTING AND ORGANIZATIONAL CLIMATE ON PROBLEMS BROUGHT TO ELEMENTARY SCHOOL OFFICES. CRP-2394, Detroit, Michigan, College of Education, Wayne State University, 1965.

MF-$0.75 HC-$7.32 181P.

The effects and relationships of the school learning environment were studied. Case studies were made of four elementary schools in contrasting socio-economic settings. (RS)

(13) ED 003 372 Thistlethwaite, Donald L. EFFECTS OF COLLEGE UPON STUDENT ASPIRATIONS. CRP-D-098, Nashville, Tennessee, Vanderbilt University, 1965.

MF-$1.00 HC-$8.72 216P.

The major objectives were to identify the types of college environments which strengthen or weaken undergraduates' disposition to seek advanced training and to formulate steps which college administrators or faculties might take to encourage talented students. (HB)

(14) ED 003 385 Morrison, Virginia B. TEACHER-PUPIL INTERACTION IN ELEMENTARY URBAN SCHOOLS. CRP-2780, Detroit, Michigan, College of Education, Wayne State University, 1965.

MF-$0.50 HC-$4.24 104P.

An attempt was made to describe the various elements of the elementary classroom environment (grades K-6) which affect interactions between teachers and their pupils. Measurements of interaction occurrences were gathered with respect to (1) classroom activities, (2) teaching styles and pupil responses, (3) sensory emphases, and (4) uses of instructional materials and the emotional climate of the classroom. (JH)

(15) ED 003 671 Tenhouten, Warren D. SOCIALIZATION, RACE, AND THE AMERICAN HIGH SCHOOL. CRP-S-031, East Lansing, Michigan State University, 1965.

MF-$1.75 HC-$19.12 476P.

The socialization process of Negro and white high school students was studied. Primary data were gathered from five high schools located in various regions of the United States. The schools were selected according to their racial composition and region. (RS)

(16) ED 003 679 Lewis, David M. CHEATING AS RELATED TO THE SOCIAL SYSTEM IN A UNIVERSITY. CRP-S-072, Kalamazoo, Western Michigan University, 1965.

MF-$0.50 HC-$4.44 109P.

An instrument was developed which could be used to investigate university students' perceptions of situations which constitute cheating. Also an instrument was developed to investigate students' perception of the willingness of faculty members to relate to them in a variety of ways and situations. (JC)

(17) ED 010 098 Billings, Elizabeth L. * Spaulding, Helen. ASSESSMENT OF THE INTELLECTUAL-SOCIAL-CULTURAL ENVIRONMENT WHICH IS CHARACTERISTIC OF A PRIVATE JUNIOR COLLEGE FOR WOMEN. CRP-S-093, BR-5-8182, New London, New Hampshire, Colby Junior College for Women, 1966.

MF-$0.50 HC-$3.64 89P.

The junior college environment of a residential, 2-year private college for women was investigated in terms of the five dimensions measured by the College and University Environment Scales (CUES) - practicality, community, awareness, propriety, and scholarship. (JC)

(18) ED 010 100 Warren, Jonathan R. PATTERNS OF COLLEGE EXPERIENCES. CRP-S-327, Claremont, California, College Student Personnel Institute, BR-5-8208, California, Claremont Graduate School and University Center, 1966.

MF-$0.75 HC-$6.04 149P.

The identification and evaluation of student types and the interaction of their college experiences were reported. (RS)

(19) ED 010 169 Pinner, Frank A. RELATIONSHIPS BETWEEN HIGH SCHOOL GROUP STRUCTURES AND THE DEVELOPMENT OF ORIENTATIONS TOWARD PUBLIC AFFAIRS. CRP-1412, BR-5-0524, East Lansing, Michigan State University, 1966.

MF-$1.50 HC-$13.92 346P.

A social strata study was made of selected high schools. The instruments, methods of clique and crowd detection, and the structure of participation were all reported. Empirical explorations included cultural and political orientations, social participation, and political orientations. (RS)

(20) ED 010 179 Phillips, Beeman N. AN ANALYSIS OF CAUSES OF ANXIETY AMONG CHILDREN IN SCHOOL. CRP-2616, BR-5-1039, Austin, University of Texas, 1966.

MF-$2.00 HC-$20.16 502P.

The basic purpose of this study was to attempt to find out whether anxiety in elementary school children was to a significant degree the result of school experiences and conditions. The antecedents and consequences of school anxiety were also to be analyzed. (ED)

(21) ED 010 267 Hood, Albert B. * Swanson, Edward O. WHAT TYPE OF COLLEGE FOR WHAT TYPE OF STUDENT. CRP-2128, BR-5-0754, Minneapolis, University of Minnesota, 1965.

MF-$1.00 HC-$10.60 263P.

Major objectives of the study were--(1) to compare entering freshmen students at different types of colleges on ability, high school achievement, cultural status, economic status, and personality factors, (2) to compare the academic performance of students matched on ability, socio-economic, and personality factors, and (3) to predict college grades by using socio-economic classification and personality indexes in conjunction with ability and achievement factors. (JH)

(22) ED 010 288 Thompson, Orville E. * Carr, Sara G. VALUES OF HIGH SCHOOL STUDENTS AND THEIR TEACHERS. CRP-1849, BR-5-0354, University of California, Davis Campus, 1966.

MF-$0.50 HC-$4.60 113P.

This study was designed to provide information on the personal values of high school students and their teachers. Evidence of changes in personal values and value patterns were sought in an attempt to reveal impacts from teachers, certain socio-economic and psychological factors, and educational objectives. (LP)

(23) ED 010 405 Rhea, Buford * and others. MEASURES OF CHILD INVOLVEMENT AND ALIENATION FROM THE SCHOOL PROGRAM. CRP-S-383, BR-5-8079, Chestnut Hill, Massachusetts, Boston College, 1966.

MF-$0.75 HC-$5.28 130P.

Students from two high schools were surveyed to gather information about alienation and involvement in school. An acceptance of the educational environment was observed, but with a pre-eminent desire for getting through school and for going on to college. Little interest was expressed for sociological experiences which the high school curriculum presumably could afford. (GC)

(24) ED 010 427 Hamaty, George G. SOME BEHAVIORAL CORRELATES OF ORGANIZATIONAL CLIMATES AND CULTURES. CRP-S-611-65, BR-5-8456, New York, Syracuse University, 1966.

MF-$1.00 HC-$8.48 210P.

The influence of school cultures (conventional, work, and impulse expression) on selected pupil and teacher behavior variables was studied. The variables included pupil achievement, teacher and pupil absenteeism, and teacher turnover. (RS)

(25) ED 010 537 Gurin, Patricia, * Katz, Daniel. MOTIVATION AND ASPIRATION IN THE NEGRO COLLEGE. CRP-2483, BR-5-0787, Ann Arbor, Survey Research Center, Michigan University, 1966.

MF-$1.50 HC-$14.64 364P.

The factors which influence career choices and aspirations of students attending selected Negro colleges in the South were studied. Of major concern were the ways which the students' social and family backgrounds, motivational characteristics, involvements in civil rights, and educational experiences encourage or constrain

alternatives in making choices about their futures.

(26) ED 010 621 McDill, Edward L. * and others. SOURCES OF EDUCATIONAL CLIMATES IN HIGH SCHOOLS. CRP-1999, BR-5-0387, Baltimore, Maryland, Johns Hopkins University, 1966.

MF-$1.50 HC-$16.12 401P.

Variations in the informal social systems of 20 high schools, the sources of these variations, and the effects of such variations on the academic attitudes and behavior of students were studied. Two related aspects of the school social organizations received major research emphasis--(1) the characteristic global demands, features, and emphases of the school in terms of relationships among students and between students and staff, and (2) the extent to which adolescent peer groups either reward academic excellence or value social and antischool activities. (JM)

(27) ED 010 647 Stern, George G. STUDIES OF COLLEGE ENVIRONMENTS. CRP-378, BR-5-0830, New York, Syracuse University, 1966.

MF-$1.00 HC-$10.52 261P.

In an attempt to increase fundamental knowledge about the psychological characteristics of college environments, those characteristics were related to student attributes and to criteria of institutional excellence. (GD)

(28) ED 010 732 Metcalf, Alan W. COMMUNITY COLLEGE STUDENT CHARACTERISTICS. Olympia, Washington Office of State Superintendent of Public Instruction, 1965.

MF-$0.25 HC-$1.68 40P.

A tabulation shows student characteristics of 30,951 students in 15 community colleges located in the state of Washington in fall 1964. (HS)

(29) ED 010 800 Mitchell, James V., Jr. A STUDY OF HIGH SCHOOL LEARNING ENVIRONMENTS AND THEIR IMPACT ON STUDENTS. BR-5-8032, New York, Rochester University, 1967.

MF-$0.75 HC-$5.60 138P.

High school learning environments were analyzed and compared to determine their effect on student needs, satisfactions, values, and aspirations. (JH)

(30) ED 010 846 Winborn, Bob B. SOME PERSONAL CHARACTERISTICS OF CAMPUS STUDENT LEADERS--A COMPARISON OF SOCIAL-POLITICAL ACTION LEADERS WITH FOUR OTHER CATEGORIES OF STUDENT LEADERS. BR-6-8504, Bloomington, Indiana University, 1966.

MF-$0.75 HC-$7.56 187P.

This investigation was designed to provide data about the characteristics of social-political action leaders at one university and to compare those characteristics with other types or categories of student leaders. (GD)

(31) ED 010 901 Kenney, James B. * Gentry, Harold W. A COMPARISON OF THE ORGANIZATIONAL CLIMATES OF NEGRO AND WHITE ELEMENTARY SCHOOLS WITH CONCOMITANT IMPLICATIONS FOR SCHOOL ADMINISTRATORS.

MF-$0.25 HC-$0.80 18P.

Faculty perception of school organizational climate in a predominately segregated school system was determined from a sample of 45 Negro and 66 white elementary schools in a Southeastern urban school district. (JK)

(32) ED 010 909 Hills, John R. * Gladney, Marilyn B. COMPARISONS OF STUDENTS IN DIFFERENT SCHOOLS OF A LARGE INSTITUTION. Atlanta, University System of Georgia, 1966.

MF-$0.25 HC-$0.56 12P.

This study tested the hypotheses that one school in a college may be easier than others in the same institution, and that students in academic difficulty in other schools will transfer to the easier school in order to graduate. (JK)

(33) ED 011 083 Cohen, Roger D. STUDENTS AND COLLEGES--NEED-PRESS DIMENSIONS FOR THE DEVELOPMENT OF A COMMON FRAMEWORK FOR CHARACTERIZING STUDENTS AND COLLEGES, FINAL REPORT. BR-6-8115, New York, Syracuse University, 1966.

MF-$0.50 HC-$5.04 124P.

The nature of the interacting relationship between personality characteristics of college students and environmental characteristics of the institutions they attend was explored. (TC)

(34) ED 011 085 Otto, Henry J. * Veldman, Donald J. ADMINISTRATIVE CONTROLS IN PUBLIC SCHOOLS AND EFFECTIVE WORKING RELATIONSHIPS. CRP-S-350, BR-5-8126, Austin, Texas University, 1966.

MF-$0.50 HC-$2.40 58P.

The control structure in public school systems was related to the dimensions of organizational climate by investigating the relationships of elementary principals' and teachers' scores on two measurement instruments. (GD)

(35) ED 011 268 Clark, Kenneth * Plotkin, Lawrence. THE NEGRO STUDENT AT INTECRATED COLLEGES. National Scholarship Service and Fund for Negro Students, 1963.

MF-$0.50 HC-$2.80 68P.

Negro students who had sought assistance from the National Scholarship Service and Fund for Negro Students to attend interracial colleges were followed up to determine the degree of their progress and adjustment in college and after graduation. (BD)

(36) ED 011 323 Whiteley, John M. * Goldston, Jean. AN EXPLORATORY STUDY OF SECONDARY SCHOOL STUDENTS USING THE TYPICAL DAY INTERVIEW. BR-5-0215-23, 1967.

MF-$0.25 HC-$1.20 28P.

This paper presented results from an exploratory study of differentiation in which adolescents were given the Typical Day Interview. The focus of the instrument was on the student's ability to cognitively differentiate aspects of the school environment. Differentiation was defined as capacity to perceive nuances of problems, people, and programs which compose one's environment. (TC)

(37) ED 011 345 Mock, Kathleen * and others. AN EXPLORATORY INVESTIGATION OF SELECTED STUDENT TYPES AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES, A PRELIMINARY REPORT. BR-5-0248-4, Berkeley, Center for Research and Development in Education, California University, 1966.

MF-$0.50 HC-$4.20 103P.

A concern over the loss of potentially capable students led research personnel on the Davis, Los Angeles, and Santa Barbara campuses of the University of California to join forces in a study to identify ways for accommodating the various types of students admitted to the three schools. (JH)

(38) ED 011 346 Lunsford, Terry F. THE "FREE SPEECH" CRISES AT BERKELEY, 1964-1965--SOME ISSUES FOR SOCIAL AND LEGAL RESEARCH. BR-5-0248-5, Berkeley, Center for Research and Development in Education, California University, Berkeley, Center for Study of Law, California University, 1965.

MF-$0.75 HC-$7.60 188P.

An examination was made of the issues and events of the "free speech" crises on the Berkeley campus of the University of California in an attempt to provide the basis for more systematic and dispassionate study of certain issues behind the student protests, and to stimulate social and legal research on these issues. (GD)

(39) ED 011 391 Marks, Edmond. PERSONALITY AND MOTIVATIONAL FACTORS IN RESPONSES TO AN ENVIRONMENTAL DESCRIPTION SCALE. Atlanta, Georgia Institute of Technology, 1967.

MF-$0.25 HC-$1.48 35P.

Many of the 150 items forming the Pace College and University Environment Scales (CUES), an instrument for assessing college student perceptions of their environment, fall within the category of high response variability (50 percent true and 50 percent false responses). The author hypothesized that this variability is attributable to certain characteristics of the items and of the respondents. (PS)

(40) ED 011 395 Tiedeman, David V. SELF ESTEEM BECAUSE OF COLLEGIATE ADMISSION AND EDUCATION. Cambridge, Massachusetts, Harvard University, 1967.

MF-$0.25 HC-$0.72 16P.

The author feels that self-esteem can be both a predictor and a criterion of college success. The concept of self consists of self-conception, impressions which an individual attributes to himself, and self-consistency, the correspondence between the person's ideal picture of himself and the perception of his real self.

A successful experience for the college and the student exists when discontinuities inherent in the college experience become integrated into the student's personality without loss of self-esteem. (PS)

(41) ED 011 669 Apostal, Robert A. COLLEGE STUDENT SUBCULTURES AND PERSONAL VALUES. 1966.

MF-$0.25 HC-$0.80 18P.

This study was designed to find out if relationships exist between college subcultures and student values. (PS)

(42) ED 011 671 Astin, Alexander W. TRENDS IN THE CHARACTERISTICS OF ENTERING COLLEGE STUDENTS, 1961-65. Washington, D.C., American Council on Education, 1966.

MF-$0.25 HC-$0.72 16P.

Empirical findings concerning trends in entering college students' characteristics between 1961 and 1965 are based upon two studies of 45 institutions. Data from the studies used to formulate the trends include sex, father's educational level, high school grade average, probable major field in college, highest degree planned, and extra-curricular achievements. (PS)

(43) ED 011 680 Creager, John A. INTERACTION BETWEEN THE STUDENT AND COLLEGE ENVIRONMENT. 1967.

MF-$0.25 HC-$0.76 17P.

A theoretical scheme was discussed for matching students to colleges through the use of a directory which could contain profiles of student characteristics and of college environmental characteristics. Each profile would carry a designated index number factored from the input of given characteristic variables. (AO)

(44) ED 011 888 Harvey, O. J. * and others. TEACHERS' BELIEFS, CLASSROOM ATMOSPHERE, AND STUDENT BEHAVIOR.

MF-$0.25 HC-$1.12 26P.

This study investigated the influence of teachers' overt classroom behaviors (earlier shown to be a function of their belief systems) upon the learning and performance of students in 118 K-1 classes in rural and urban school district. (LC)

(45) ED 011 970 Harp, John * Morton, Mildred. FACTORS ASSOCIATED WITH THE COLLEGE ATTENDANCE OF YOUTH. BR-5-0146, Ithaca, New York, Cornell University, 1966.

MF $0.50 HC-$3.08 75P.

The effects of a number of independent variables on college attendance rate were studied, using a sample (590) of male and female high school graduates from a relatively underdeveloped region. The variables investigated were social class, size of high school, education of father, education of mother, number of siblings, sex, marital status, residential background, mental aptitude, educational aspiration, vocational aspiration, and high school curriculum. (JH)

(46) ED 012 266 Koplyay, Janos * Mathis, B. Claude. THE RELATIONSHIP BETWEEN TEACHER MORALE AND ORGANIZATIONAL CLIMATE. 1967.

MF-$0.25 HC-$0.48 10P.

To investigate the relationship between teacher morale and organizational climate, 299 elementary school teachers in suburban Chicago schools were given (1) the 50-item Chandler-Mathis Attitude Inventory, which measures level of morale with respect to self, school, community, administration, and policy, and (2) the Organizational Climate Description Questionnaire (OCDQ), which measures degree of openness or closedness of school climate. (LC)

(47) ED 012 270 Rhea, Buford. INSTITUTIONAL PATERNALISM IN HIGH SCHOOL.

MF-$0.25 HC-$0.88 20P.

To determine whether students are alienated from or involved in their school work 49 interviews and 2,329 questionnaires were secured from students from three high schools in which quality of facilities, curriculum, student background, and staff were optimal, thus allowing concentration on the organizational aspects of the school. (AW)

(48) ED 012 618 Sogomonian, Aram. REPORT ON A SURVEY OF ATTITUDES ON CURRENT POLITICAL ISSUES. California, San Bernardino Valley College, 1965.

MF-$0.25 HC-$0.64 14P.

In January of 1965, the college asked 477 Political Science 1 students to complete a questionnaire indicating their attitudes toward several controversial contemporary problems. (AD)

(49) ED 012 710 Beker, Jerome * and others. SCHOOL DAYS. CRP-S-191-1, New York, Youth Development Center, Syracuse University, 1967.

MF-$0.25 HC-$1.76 42P.

To determine whether public school education is "different" in inner city, suburban, and rural environments, this observational pilot study undertook to define teacher and pupil perception and expectation of school. (AF)

(50) ED 012 943 Lahaderne, Henriette M. ADAPTATION TO SCHOOL SETTINGS--A STUDY OF CHILDREN'S ATTITUDES AND CLASSROOM BEHAVIOR, FINAL REPORT. BR-6-8171, Illinois, Chicago University, 1967.

MF-$0.50 HC-$4.04 99P.

The relationship between children's attitudes toward school and their behavior in the classroom was explored. (SK)

(51) ED 012 956 Creager, John A. EMPIRICAL TAXONOMIES OF FOUR-YEAR COLLEGES AND UNIVERSITIES. 1967.

MF-$0.25 HC-$0.60 13P.

A model of hierarchical grouping is applied to 24 institutions of higher education. The grouping is a function of differences among the institutions' characteristics. The three hierarchical groupings shown are based on (1) 10 USOE categories of institutional characteristics, (2) 14 input and orientation variables, and (3) 36 college environment variables. (HW)

(52) ED 013 073 Gold, Benjamin Knox. RELIGIOUS ATTITUDES OF COLLEGE STUDENTS AT HARVARD UNIVERSITY, RADCLIFFE COLLEGE, AND LOS ANGELES CITY COLLEGE--HIGHLIGHTS OF COMPARATIVE STUDIES MADE IN 1946-48 AND IN 1966-67. California, Los Angeles City College, 1967.

MF-$0.25 HC-$0.80 18P.

Questionnaire surveys of the religious attitudes of students at Harvard, Radcliffe, and Los Angeles City College were conducted in 1946-48 and again in 1966-67. Selected results from the two studies are compared. (AD)

(53) ED 013 076 Mauss, Armand L. TOWARD AN EMPIRICAL TYPOLOGY OF JUNIOR COLLEGE STUDENT SUBCULTURES. 1967.

MF-$0.25 HC-$1.36 32P.

Adaptation of the fourfold typology developed by Clark and Trow to the junior college environment premits discussion of the role of sociological factors in educational performance. Students of the four types differ primarily in their value commitments to (1) the values of the adult world and (2) the pursuit of intellectual ideas. (AL)

(54) ED 013 082 Richards, James M. * Braskamp, Larry A. WHO GOES WHERE TO JUNIOR COLLEGE. Iowa City, American College Testing Program, 1967.

MF-$0.25 HC-$1.20 28P.

The staff of the American College Testing Program developed questionnaires, checklists and procedures designed to express in quantitative terms the characteristics of students and the junior colleges they attend. (AD)

(55) ED 013 352 Katz, Joseph. THE STUDENT ACTIVISTS--RIGHTS, NEEDS AND POWERS OF UNDERGRADUATES. BR-6-1722-30, Durham, North Carolina, Duke University, 1967.

MF-$0.50 HC-$3.28 80P.

An analysis of student activism developed from a review of literature attempts to (1) provide a definition of activism, (2) identify the forces that created student activism, (3) analyze the characteristics of the activists, (4) determine the implications of activism for college policy, and (5) identify questions for further research. (AL)

(56) ED 013 378 Kurland, Norman D. TRANSITION FROM SCHOOL TO COLLEGE. BR-6-1722-17, Durham, North Carolina, Duke University, 1967.

MF-$0.50 HC-$3.32 81P.

This report is a survey of the research on the process by which students move from secondary to higher education. The largest area of research is on the identification and selection of students for admission to college. Methods of predicting academic performance have been greatly refined, but the search continues for better measures of nonintellective factors. (TC)

(57) ED 013 379 Freedman, Mervin B. THE STUDENT AND CAMPUS CLIMATES OF LEARNING. BR-6-1722-18, Durham, North Carolina, Duke University, 1967.

MF-$0.50 HC-$4.00 98P.

Current beliefs about the extent of the influence of college experience were surveyed by a review of reported research. (AL)

(58) ED 013 489 Richards, James M., Jr. * and others. A DESCRIPTION OF MEDICAL COLLEGE ENVIRONMENTS. 1967.

MF-$0.25 HC-$1.16 27P.

A factor analysis of 28 institutional characteristics of all Canadian and American medical colleges (N-100) was undertaken to develop a descriptive profile of medical college environments. (JN)

(59) ED 013 599 Richards, James M. * and others. A DESCRIPTION OF JUNIOR COLLEGES. Iowa City, Iowa, American College Testing Program, 1965.

MF-$0.25 HC-$2.00 48P.

From information given to the American Association of Junior Colleges by 581 colleges, 36 variables were identified in the areas of type of control, curricular emphasis, financial characteristics, and miscellaneous characteristics. (WO)

(60) ED 013 989 Fuller, Frances F. * and others. CREATING CLIMATES FOR GROWTH. BR-5-0249-28, Austin, Research and Development Center for Education, Texas University.

MF-$0.25 HC-$1.36 32P.

The teacher-pupil-parent relationships that influence child development are explored. The authors see the complex task of the elementary school teacher as a product of an intimate, enduring, powerful relationship with all kinds of children and all kinds of parents, and of the complex nature of each individual which is always partially unknown both to himself and to the person with whom he interacts. (AL)

(61) ED 014 084 McDowell, James V. STUDENT ROLE ORIENTATION IN THE FRESHMAN YEAR--ITS STABILITY, CHANGE AND CORRELATES AT 13 SMALL COLLEGES.

MF-$0.25 HC-$0.44 9P.

Student orientation toward college was studied by administering a uniform battery of tests and questionnaires, including the Clark and Trow Role Orientation instrument (RO), to 1,988 entering freshmen at 13 small colleges. (PR)

(62) ED 014 095 Skager, Rodney * and others. CHANGES IN SELF-RATINGS AND LIFE GOALS AMONG STUDENTS AT COLLEGES WITH DIFFERENT CHARACTERISTICS. Iowa City, Iowa, American College Testing Program, 1966.

MF-$0.25 HC-$1.28 30P.

Eleven self-ratings on personal characteristics and life goals were re-administered, after a one-year period, to freshmen and sophomore students at a sample of ten colleges and universities. Comparisons across institutions were made of students giving the same initial response to determine (1) whether students at different colleges showed differential changes on the self-ratings and goals, and (2) whether or not these changes were correlated with such objective measures of college characteristics as enrollment, selectivity, or the proportion of students in various curricula. (Author)

(63) ED 014 099 Chickering, Arthur W. INSTITUTIONAL DIFFERENCES AND STUDENT CHARACTERISTICS. 1966.

MF-$0.25 HC-$0.84 19P.

A comparison of the characteristics of 13 colleges shows that these dimensions are important--curriculum organization, religious emphasis, patterns of regulation and supervision, student faculty relationships, and sense of community and institutional objectives. An examination of the relationships between institutional characteristics and student personality illustrates a high degree of congruence. (PS)

(64) ED 014 113 Panos, Robert J. * Astin, Alexander W. ATTRITION AMONG COLLEGE STUDENTS. Washington, D. C., American Council of Education, 1967.

MF-$0.25 HC-$1.08 25P.

To investigate students' ability to complete four years of college with four years, 36,405 college students at 246 institutions were polled before and after a four year interval. Results indicate that 21 characteristics involving positive peer relationships, participation in college activities, faculty concern for students, and certain administrative policies are related to student persistence in college. (PR)

(65) ED 014 137 Anello, Michael. STUDENT POLITICAL BEHAVIOR IN ITALY.

MF-$0.25 HC-$0.40 8P.

Like students in other countries, Italian university students display increasingly militant political activities aimed at educational reform. (CC)

(66) ED 014 306 Porter, Lawrence C. CLIMATES OF LEARNING AND THE INNOVATIVE PROCESS. BR-6-2183-4, Union for Research and Experimentation in Higher Education, 1967.

MF-$0.50 HC-$2.44 59P.

Speakers at the conference discussed processes of innovation in higher education. (JM)

(67) ED 014 320 Harvey, O. J. * and others. TEACHERS' BELIEF SYSTEMS AND PRESCHOOL ATMOSPHERES. Boulder, Extension Division, Colorado University, 1965.

MF-$0.25 HC-$1.04 24P.

Thie study investigates the effect of a teacher's belief or conceptual system on his teaching method and on the classroom atmosphere created by that teaching method. A belief system was characterized as either concrete or abstract. A concrete system was represented by a tendency for the teacher's instructional approach to be more structured, more invariant, and less flexible than the approach of a teacher manifesting an abstract system. (WD)

(68) ED 014 471 Walberg, Herbert J. TEACHER PERSONALITY AND CLASSROOM CLIMATE. 1967.

MF-$0.25 HC-$0.80 18P.

To discover if personality characteristics, needs, values, and attitudes of teachers predict classroom climate, 36 male physics teachers voluntarily attended a briefing session for a new high school physics course and took a battery of personality tests before teaching approximately 2,000 juniors and seniors taking the new course. (AF)

(69) ED 014 735 Demos, George D. ANALYSIS OF COLLEGE DROPOUTS--SOME MANIFEST AND COVERT REASONS. 1967.

MF-$0.25 HC-$0.72 16P.

The reasons students drop out of college were explored. The subjects were 250 full-time students who had withdrawn from college during one semester. A disparity existed between reasons for withdrawal as stated by the students and as seen by the counselor. Need for employment was to most popular reason cited by students. Counselors believed the primary reasons to be motivation or poor performance. (SK)

(70) ED 014 741 Abe, Clifford * and others. A DESCRIPTION OF AMERICAN COLLEGE FRESHMEN. Iowa City, Iowa, American College Testing Program, 1965.

MF-$0.50 HC-$2.80 68P.

The American College Survey was administered to 12,432 college freshmen at 31 different institutions to obtain a more complete picture of the typical college student and the variation among students from college to college. The American College Survey contains 45 scales which can be scored to assess student interests, potential for various achievements, attitudes, and other orientations. (SK)

(71) ED 014 749 Chickering, Arthur W. THE DEVELOPMENT OF AUTONOMY. Plainfield, Vermont, Goddard College.

MF-$0.25 HC-$0.68 15P

The development of autonomy in college students is an outgrowth of the development of emotional and instrumental independence and the recognition of interdependence. The development of emotional independence involves disengagement from, and rebellious feelings toward authority figures and leads to maturity with reciprocal respect for adults and recognition of weaknesses and strengths in the self and others. (PS)

(72) ED 014 750 Chickering, Arthur W. INSTITUTIONAL OBJECTIVES AND PATTERNS OF STUDENT CHANGE. Plainfield, Vermont, Goddard College.

MF-$0.25 HC-$0.96 22P.

College objectives were redefined and student change examined to determine whether--(1) students change in college, (2) when and where change occurs, and (3) developmental principles which would apply to student change to facilitate decisions. Definitional activities yielded six major subcategories of behaviors and student characteristics--goal directedness, personal stability and integration, venturing, resourcefulness and organization, full involvement, motivation and persistence, and interdependence. (PS)

(73) ED 014 751 Chickering, Arthur W. THE YOUNG ADULT--A CONCEPTUAL FRAMEWORK, SUMMARY. Plainfield, Vermont, Goddard College.

MF-$0.25 HC-$0.60 13P.

The developmental stage spanning the years from 18 to 25 must be studied separately from other developmental stages. The developmental tasks of this period are related to, but substantially different from, those of both adolescence and adulthood. The seven major developmental vectors for the young adult include development of competence, management of emotions, development of autonomy, development of identity, freeing of interpersonal relationships, and development of purpose and integrity. (PS)

(74) ED 015 153 Walberg, Herbert J. * Anderson, Gary. CLASSROOM CLIMATE AND INDIVIDUAL LEARNING. 1967.

MF-$0.25 HC-$0.72 16P.

To investigate the relationship between individual satisfaction with classroom climate and learning, 2100 high school juniors and seniors were asked to evaluate the Harvard Project Physics. Significant and complex relations existed between climate measures and learning criteria and groups of climate variables predicted learning better than others. (AW)

(75) ED 015 154 Walberg, Herbert J. STRUCTURAL AND AFFECTIVE ASPECTS OF CLASSROOM CLIMATE. 1967.

MF-$0.25 HC-$0.80 18P.

Using the classroom as the unit of analysis a 25 percent random sample of students in 72 classes from all parts of the country took the Classroom Climate Questionnaire in order to investigate the relationship between structural (organizational) and affective (personal interaction between group members) dimensions of group climate. (AW)

(76) ED 015 156 Anderson, Gary J. * Walberg, Herbert J. CLASSROOM CLIMATE AND GROUP LEARNING. 1967.

MF-$0.25 HC-$0.64 14P.

To investigate the relationship between emotional climate and learning, random samples of students in 49 twelfth grade physics classes from all parts of the country were given a classroom climate questionnaire which was correlated with the Test on Understanding Science, a physics achievement test, and the Semantic Differential for Science Students. (AF)

(77) ED 015 489 Andrews, Ernest E. THE RESIDENTIAL COLLEGE STUDENT--A STUDY IN IDENTITY CRISIS. 1967.

MF-$0.25 HC-$0.40 8P.

The residential college student re-experiences the typical adolescence identity crisis related to and reinforced by ambivalence, distorted expectations, and the lack of emotional support. The causal factors, inherent in the nature of the residential university, are--(1) detachment from direct parental support, (2) the struggle to break from parental control and choice, and (3) the need for new adjustments caused by unresolved conflicts in the family living situation. If these problems are unresolved, difficulties can arise in academic functioning and social adjustment. (SK)

(78) ED 015 514 Burlingame, William V. AN INVESTIGATION OF THE CORRELATES OF ADHERENCE TO THE ADOLESCENT PEER CULTURE. BR-6-8094, Seattle, Washington University, 1967.

MF-$1.00 HC-$9.36 232P.

The adolescent peer culture was examined to determine conditions among adolescents associated with dependence on, or independence of, the youth culture. A model containing the dimensions of the youth culture was constructed. Findings were--(1) adherence to the adolescent peer culture is greater among boys than among girls, (2) youth culture adherence is negatively related to school activity, academic achievement and aptitude, social leadership, and college attendance, and (3) increasing youth culture adherence is associated with decreasing socio-economic status. (Author/PS)

(79) ED 015 885 Hoffman, Carl B. * and others. TEACHER PERCEPTION OF PUPIL SOCIOMETRIC CHOICE. Terre Haute, Indiana State University, 1966.

MF-$0.25 HC-$0.28 5P.

To help teachers work with children who are social isolates in the classroom, 300 elementary school students were asked to name 3 children (1) with whom they would like to play and do things after school, at recess, and at noon, (2) with whom they would like to work in the room, (3) beside whom they would most like to sit, (4) beside whom they would least like to sit. (AW)

DISSERTATION ABSTRACTS

(80) 67-14,465 Abbott, Charles Franklin. AN INVESTIGATION OF THE COLLEGE ENVIRONMENTAL PERCEPTIONS OF PRESPECTIVE COLLEGE FRESHMEN AND THEIR RELATIONSHIPS TO THE CHOICE OF A COLLEGE OR UNIVERSITY. Michigan State University, 1967.

It is generally acknowledged that there are many factors involved in the choice of a college by prospective college freshmen. This particular study had as its major concern, the influence of the student's perception of the college environment on his choice of a college.

(81) 67-12,637 Berreman, Norman Paul. AN INVESTIGATION OF CERTAIN ELEMENTARY SCHOOL ENVIRONMENTS HAVING DIFFERENT MENTAL HEALTH SERVICES. Arizona State University, 1967.

This study involved the development of an instrument, the Elementary School Characteristics Index, to measure psychological pressures created by aspects of the elementary school environment as perceived by responding students of elementary schools who had fifth grade reading ability or better.

(82) 68-4707 Bodelson, Gerald R. ENVIRONMENTAL PERCEPTIONS OF FRESHMAN COLLEGE STUDENTS AS RELATED TO SELECTED ABILITY AND ACHIEVEMENT LEVELS. Indiana University, 1967.

This study was designed to investigate perceptions of campus environmental characteristics of freshman college students as related to selected ability and achievement levels. More specifically, this study endeavored to assess differences in perceived environmental characteristics among high ability overachieving, high ability underachieving, low ability overachieving and low ability underachieving freshman students at Indiana University.

(83) 68-3838 Carbone, Gilbert Joseph. CHARACTERISTICS OF ENTERING TRANSFER STUDENTS' PERCEPTIONS OF A COLLEGIATE INSTITUTIONAL ENVIRONMENT. University of Washington, 1967.

This study was an attempt to analyze the characteristics of entering transfer students' descriptions of the institutional environment (institutional perceptions) of the University of Washington and to compare the institutional perceptions of entering transfer students with those of a sample of previously enrolled students.

(84) 67-14,487 Chesin, Sorrell Ely. THE DIFFERENTIAL EFFECTS OF HOUSING ON COLLEGE FRESHMEN. Michigan State University, 1967.

The purpose of this study was to investigate the effects of varying contact with upperclassmen on the attitudes, values, and selected academic and social behavioral characteristics of male college freshmen.

(85) 67-15,609 Cope, Robert Gary. DIFFERENTIAL CHARACTERISTICS OF ENTERING FRESHMEN, ENVIRONMENTAL PRESSES AND ATTRITION AT A LIBERAL ARTS COLLEGE. University of Michigan, 1967.

The purpose of this study was to relate the salient environmental characteristics at a large public university to attrition from the University's liberal arts college. The assumption guiding the investigation was that a proportion of the dropouts from an institution of higher education can be attributed to a lack of "fit" between student characteristics and the social and academic presses of the institution.

(86) 68-4126 Eberlein, E. Larry. THE RELATIONSHIP BETWEEN SCHOOL CLIMATE AND EDWARDS' MANIFEST NEEDS OF THE ELEMENTARY SCHOOL TEACHER. Michigan State University, 1967.

The purpose of this study was to investigate and analyze the relationships that exist between the climate of different elementary schools and the teachers who teach within those schools.

(87) 67-11,511 Eisenstein, Herbert Stanley. LEVELS OF STEREOPATHY AND SELECTED VARIABLES OF COLLEGE EXPERIENCES. State University of New York at Buffalo, 1967.

Certain procedures and alternatives are available to all entering college freshmen. Major field selection, and maintenance of a satisfactory academic record are required; major field changing is permitted. The

entering college freshman is thus confronted with novel demands, expectancies, and environmental press at a significant developmental stage. It was hypothesized that Steropath levels of college freshmen would be related to selected variables in the college environment.

(88) 67-11,582 Elliott, Arthur Howard. AN INVESTIGATION OF SCHOOL ORGANIZATION VARIABLES AND THEIR RELATION TO THE PRINCIPAL'S RECEPTIVITY TO INNOVATION. AN EXPLORATORY STUDY. University of California, Berkeley, 1967.

The purpose of the study was to examine certain school organizational variables and staff characteristics in order to determine how these relate to educational innovation. The specific variables involved were: (1) elements of "organizational climate." (2) characteristics of the professional staff and (3) principals' self-expectations to support innovation.

(89) 68-8063 Ewalt, Robert Hermann. STUDENT SUBCULTURES IN UNIVERSITY RESIDENCE HALLS. University of Illinois, 1967.

The purpose of this research was to study two general hypotheses: (1) Significantly different subculture patterns exist between residence halls on the Washington State University campus, and (2) Students whose subculture membership is different from the dominant subculture in their halls resolve this inconsistency by one of three methods: (a) changing subculture orientation by moving toward the dominant subculture, (b) identifying with a group outside of the hall, or (c) moving from the hall.

(90) 67-16,756 Fick, Dorcas Jane. A COMPARISON OF CAMPUS CLIMATES OF A MULTI-CAMPUS UNIVERSITY AS MEASURED BY THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES. Columbia University, 1967.

This study was an attempt to compare the social climate of the several campuses of a multi-campus university through the use of the College and University Environment Scales (CUES). An effort was made to find out what is considered the ideal climate by the students and faculty on each of the three campuses and to compare these ideal concepts of climate with each other and with the actually perceived climates and to discover the similarities and differences among campuses.

(91) 67-7110 Ford, Richard William. THE RELATIONSHIP OF PSYCHOLOGICAL HEALTH OF ELEMENTARY SCHOOL PRINCIPALS TO THE ORGANIZATIONAL CLIMATE OF SCHOOLS. Syracuse University, 1966.

The purpose of this study was to investigate the relationships between aspects of the psychological health of elementary school principals and certain leadership behaviors contributing to the organizational climate of the school.

(92) 68-927 Frantz, Thomas T. AN INVESTIGATION OF COLLEGE STUDENT SUBCULTURES. University of Iowa, 1967.

The purpose of this study was to identify college students subcultures defined as groups of students sharing patterns of behavior differentiating them from other groups of students. Behavior was conceptualized in three components: activity, sentiment and interaction. Activity was viewed as the most important component of behavior; hence, subcultures were initially identified on the basis of students' shared activities.

(93) 68-3743 Haefner, Donald Andrew. LEVELS OF ACADEMIC ACHIEVEMENT AS RELATED TO ENVIRONMENTAL PRESS AND PSYCHOLOGICAL NEEDS OF HIGH ABILITY LIBERAL ARTS STUDENTS. University of Tennessee, 1967.

The purpose of this study was to determine the usefulness of available criteria identifying the press of the college environment and the psychological needs of students as indicators of variation in the academic success of high potential liberal arts male freshmen.

(94) 68-5509 Hamaty, Goerge Gregory. SOME BEHAVIORAL CORRELATES OF ORGANIZATIONAL CLIMATES AND CULTURES. Syracuse University, 1967.

The purpose of this study was to investigate the influence of school cultures on selected pupil and teacher variables. Three school cultures were defined as Conventional, Work, and Impulse Expression. The selected variables were pupil achievement, pupil absenteeism, teacher absenteeism, teacher turnover, and socio-economic level of school neighborhoods.

(95) 67-14,306 Herrscher, Barton Robert. PATTERNS OF ATTAINMENT AND THE ENVIRONMENTAL PRESS OF UCLA STUDENT GROUPS. University of California, Los Angeles, 1967.

It was the purpose of this in-depth study of institutional dynamics to determine if selected peer and academic groups differ from UCLA students in general on perceptions of the campus environment, attainment of broad educational objectives, satisfaction with and involvement in campus life, and grades.

(96) 67-8277 Hollister, Clifton David. BUREAUCRATIC STRUCTURE AND SCHOOL-PARENT COMMUNICATION IN EIGHTEEN DETROIT ELEMENTARY SCHOOLS. University of Michigan, 1966.

In this study hypotheses are examined linking the frequency and form of school-parent communication to parents' social characteristics and to the school's mode of social control over internal staff activity. In addition, attention is given to environmental and internal influences upon the school's mode of control.

(97) 67-16,362 Jackson, Ross Peter. THE ACADEMIC-VOCATIONAL ORIENTATION OF COLLEGE STUDENTS. Cornell University, 1967.

The model for this research was structured upon three criteria: what the ideal college education should provide; what the ideal major should provide; and, reasons for selecting a major. These criteria were the basis of an Educational Career Style typology, which consisted of three types of students Academic, Balance, and Vocational.

(98) 68-2306 Jansen, David George. CHARACTERISTICS OF STUDENT LEADERS. Indiana University, 1967.

This investigation was designed to provide data about the characteristics of elected student leaders at one institution, Indiana University, and to compare the characteristics of social-political action leaders with those of four other types of elected student leaders.

(99) 68-703 Kees, Donald Joseph. A STUDY OF COLLEGE STUDENT SUBCULTURES USING A TYPOLOGY. Washington State University, 1967.

The purpose of this research was to investigate the usefulness and effectiveness of a typology in studying college student subcultures in a small land grant university. The chosen typology was a four-fold one developed by Clark and Trow and includes the Vocational, Academic, Collegiate, and Nonconformist subcultural groups.

(100) 68-5056 Kelley, David Branham. PERCEPTIONS OF COLLEGE ENVIRONMENTS OF FRESHMAN STUDENTS ENROLLED IN THREE NEW GEORGIA COMMUNITY JUNIOR COLLEGES. University of Georgia, 1967.

The major purpose of this study was to measure and determine perceptions of college environments of beginning freshmen in three new Georgia junior colleges. Both preconceptions and actual perceptions were tested to better understand this problem.

(101) 67-16,167 Koval, John Patrick. THE DRIFTERS AND THE DIRECTED: AN ANATOMY OF EDUCATIONAL INVOLVEMENT. University of Oregon, 1967.

This was a study of all male high school seniors in a medium-sized county in Oregon who, by self-admission, had a strong personal commitment to continue their education on into college. The empirical problem was related to the concept of involvement, and explored the ways in which individuals maintain one ongoing and consistent line of activity rather than another.

(102) 68-8442 Larkin, Joseph M. A COMPARATIVE ANALYSIS OF THE SIX UNDERGRADUATE COLLEGE ENVIRONMENTS AT OKLAHOMA STATE UNIVERSITY. Oklahoma State University, 1967.

This investigation sought to determine whether or not a difference in the environment of the six undergraduate Colleges at Oklahoma State University exists, and the extent to which the students perceive their respective environments differing.

(103) 67-14,431 McWilliams, Emmet Francis. THE ORGANIZATIONAL CLIMATE AND CERTAIN ADMINISTRATIVE AND PERSONNEL VARIABLES IN SELECTED HIGH SCHOOLS. Rutgers - The State University, 1967.

The purpose of this study was to determine the organizational climates of the nine public high schools in a suburban county of New Jersey and relate it to the factors of size. grade organization, supervisor-teacher ratio, and the subject-matter assignment of teachers in each school. The climate of the campus-type school in the study was compared with the climates of the other eight high schools.

(104) 67-13,817 Mevers, Edmund Dean, Jr. EFFECTS OF SOCIAL AND EDUCATIONAL CLIMATE OF HIGH SCHOOLS UPON THE ACADEMIC PERFORMANCE OF NEGRO AND WHITE ADOLESCENTS. Johns Hopkins University, 1967.

A review of existing literature in race and education indicates that while much knowledge has been accumulated about climate or contextual effects and about the academic responses of Negroes to integrated schools, there is a dearth of knowledge concerning the differential academic response of Negro and white students to the social and educational milieu of the school. An exploratory study of such differential racial responses to climate is conducted here.

(105) 67-14,529 Minzey, Jack DeVere. A STUDY OF THE RELATIONSHIP BETWEEN TEACHER MORALE AND STUDENT ATTITUDES TOWARD THEIR SCHOOL ENVIRONMENT. Michigan State University, 1967.

It was the purpose of this study to examine the attitudes of high school students toward their school environment and to investigate the relation of these attitudes to teacher morale. Since knowledge of the attitudes of groups within any organization is important to the successful operation of that organization, knowledge of student attitudes is important to the successful operation of a school.

(106) 68-400 Olson, Gary Franklin. CONGRUENCE AND DISSONANCE IN THE ECOLOGY OF EDUCATIONAL ADMINISTRATORS AS A BASIS FOR DISCRIMINATING BETWEEN PATTERNS OF LEADERSHIP BEHAVIOR. Illinois State University, 1967.

This research was concerned with discriminating between a group of 29 secondary-school principals classified according to most-effective patterns of leadership behavior and a group of 24 principals classified according to least-effective leadership patterns. The discriminations were in terms of the subjects' personality needs, the press of their respective school environment, and the degree of congruence between personality needs and environmental press.

(107) 68-447 Pace, Lawlis Theron. ROOMMATE DISSATISFACTION IN A COLLEGE RESIDENCE HALL AS RELATED TO ROOMMATE SCHOLASTIC ACHIEVEMENT, THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, AND THE EDWARDS PERSONAL PREFERENCE SCHEDULE. Colorado State College, 1967.

This study was an effort to perform some of the needed housing research and to stimulate additional research efforts by linking the current study with previously published research reports. Roommate dissatisfaction was compared with roommate scholastic achievement, psychological campus perception, and personality variables.

(108) 67-13,524 Palmer, Timothy A. THE RELATIONSHIP OF TEACHER PERCEPTION OF ORGANIZATIONAL CLIMATE TO LOCAL-COSMOPOLITAN LATENT ROLE ORIENTATION. State University of New York at Buffalo, 1967.

This theoretical study attempted to determine whether there was a significant difference in the perceptions of the organizational climate of elementary schools by teachers possessing the differing latent role orientations of Locals and Cosmopolitans. An additional purpose was to determine whether principals in schools perceived as having certain climates were influenced by the above latent role behaviors when asked to select teachers for transfer to an imaginary new school.

(109) 67-14,534 Paulus, George Stephen. A MULTIVARIATE ANALYSIS STUDY OF STUDENT ACTIVIST LEADERS, STUDENT GOVERNMENT LEADERS, AND NON-ACTIVISTS. Michigan State University, 1967.

This study is an attempt to understand the student who becomes an office holder of a student activist group. The specific purpose of the study was to determine major factors which differentiate the student activist leader of the "new left" from his counterpart in student government and his fellow students classified as non-activists.

(110) 66-4517 Perryman, Lucile Cooney. HOW EIGHT- AND NINE-YEAR-OLD CHILDREN ATTENDING LARGE CITY SCHOOLS VIEW THE FUNCTION OF SCHOOL AND THE OBLIGATIONS OF THE TEACHER. Columbia University, 1964.

This study describes what one hundred and fifteen third-grade children attending public school in urban areas of New York and New Jersey say about the function of the school and the role of the teacher. The study is concerned with trying to understand what eight- and nine-year-old children believe they should do at school and how they expect the teacher to behave in the classroom.

(111) 67-11,578 Ramey, William Edward. A STUDY OF SELECTED VARIABLES OF THE HIGH SCHOOL CHARACTERISTICS INDEX. Arizona State University, 1964.

The purpose of the study was twofold: To determine the conceptual structure underlying the environmental press of high schools by extracting homogeneous clusters of items from the High School Characteristics Index, and to test the empirical validity of the obtained clusters in measuring the characteristics of four manifestly different high schools.

(112) 68-7705 Richens, George LeRoy. URBAN AND SUBURBAN HIGH SCHOOLS: A COMPARATIVE STUDY OF ORGANIZATIONAL CLIMATE. University of Michigan, 1967.

It was the primary purpose of this investigation to obtain data about the way professional staff members in urban and suburban high schools of varying size, perceive the social interaction which occurs within their school unit, and to determine, by statistically examining and comparing their perceptions of the dimensions of Organizational Climate, whether differences exist, and if so, the nature of such differences.

(113) 67-16,430 Schuchman, Betty Jane Engleman. REAL AND IDEAL COLLEGE ENVIRONMENTS PERCEIVED BY FRESHMEN. Indiana University, 1967.

The study was designed to investigate and describe the nature, direction, and relationship of changes in freshmen students' perceptions of a real college environment and an ideal college environment. The formulation of the study was based on two major assumptions regarding environmental perceptions. First, it was assumed that changes in perceptions of a college environment were a function of experience and interaction in the college environment. It was also assumed that adjustments in the perception of an ideal college environment would be a function of experience and interaction in a real college environment.

(114) 67-14,284 Stanton, Gordon Everett. SOCIAL CLASS INFLUENCES ON URBAN ADOLESCENT INVOLVEMENT WITH HIGH SCHOOL VOLUNTARY ASSOCIATIONS. University of California, Los Angeles, 1967.

In this study the social participation of 1184 twelfth grade students in five Los Angeles High Schools was analyzed in a framework of hypotheses developed from previous investigation of voluntary associations in American society: Urban adolescent involvement with high school voluntary associations is related to social class, the degree of involvement by urban adolescents with high school voluntary associations does not vary significantly on the basis of ethnicity when social class is held constant, and urban adolescent involvement with high school voluntary associations is related to an instrumental orientation to life.

(115) 68-7741 Taylor, John Hayes. AN EXPLORATION IN STUDENT VALUE DEVELOPMENT IN A SMALL, RESIDENTIAL, CHURCH-RELATED LIBERAL ARTS COLLEGE. University of Michigan, 1967.

Evidence too well documented to ignore indicates that the impact of the small, residential church-related, liberal arts colleges on student value development may not be as significant as desired. An exploratory field study, with pretest-posttest element, was designed to test hypotheses that (1) personal characteristics or activities could be identified in students at such a college which are related to changes occurring in student values, (2) that changes in student values are not due simply to the process of maturation, and (3) that similarities and dissimilarities in student needs or campus press at other institutions of higher education help identify processes leading to student value change.

(116) 67-12,215 Van Alfen, Curtis Nicholas. A STUDY TO DEVELOP AN INSTRUMENT MEASURING THE PERCEPTION OF EDUCATORS AND TEACHERS AS IT RELATES TO INNOVATIVE, TRANSITIONAL, OR TRADITIONAL EDUCATIONAL ENVIRONMENTS. University of Utah, 1967.

This study was designed to develop an instrument which would measure the perceptions of an individual or group as they relate to "new or innovated" educational environments as well as "old or traditional" educational environments. An initial use of the instrument was made to determine the most discriminating items of those developed.

(117) 68-8516 Walker, Jimmy Reeves. A STUDY OF SELECTED PSYCHOSOCIAL CORRELATES OF COLLEGE STUDENT SUBCULTURES. Oklahoma State University, 1967.

This investigation sought to determine whether members of four college student subcultures differed significantly and in predicted directions on selected psychosocial factors. The data were gathered from 200 undergraduate men; 50 men in each of the four subgroups. The subcultures: Academic, Collegiate, Nonconformist, and Vocational, were selected according to a typology developed by Burton R. Clark and Martin Trow.

(118) 68-8260 Wall, Robert Charles. A STUDY OF THE ORGANIZATIONAL CLIMATE IN SELECTED SUBURBAN ELEMENTARY SCHOOLS. University of Illinois, 1967.

The investigator sought to determine whether a relationship existed between teachers' perceptions of the organizational climate and, (a) the congruence of the school principals' predictions of his respective teachers' perceptions, (b) the congruence of teachers' perceptions of the actual and the ideal teaching situation, and (c) three personal characteristics of teachers - age, total number of years experience, or years of experience in the present school.

(119) 68-1577 White, Andrew William. AN ANALYSIS OF ENVIRONMENTAL PRESS DIFFERENCES IN FIVE INSTITUTIONS PREPARING CANDIDATES FOR A RELIGIOUS TEACHING ORDER. University of Minnesota, 1967.

The present study involves learning climates in five colleges attended by Christian Brother candidates. This study had three major goals. On the basis of candidates' perceptions it aimed: (1) to find how they perceived the educational climates of these colleges; (2) to compare the climates of these colleges; (3) to determine how these institutional climates compare with those of colleges of similar orientation.

(120) 67-12,523 Williams, James Orrin. A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN BUREAUCRACY IN SCHOOL SYSTEMS AND DECISION-MAKING PRACTICES AS PERCEIVED BY TEACHERS, PRINCIPALS, AND OTHER PROFESSIONAL PERSONNEL. Auburn University, 1967.

Research in recent years has demonstrated relationships between organizational structure and teacher satisfaction and between teacher satisfaction and decision-making practices in sch ol systems. The current study was conducted to determine the relationship between organizational structure in school systems and teacher satisfaction with decision-making practices.

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