Educational value of residence halls : value changes in freshman students as a function of educational programming in residence halls
by John Phillip Nelson

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE in EDUCATION
Montana State University

Abstract:
An analysis of differences in values of college freshmen at Southern Illinois University was made. Values were measured by the STUDY OF VALUES. The differences were measured to determine the function of educational programming in residence halls in changing values in freshman students.

The population consisted of 167 college freshmen Who entered school winter quarter, 1903 Eighty-seven (Group.I) of ’these freshmen lived on campus and were exposed to edu- national programming in their place of residence. Eighty (Group II) of the freshmen lived of f-us amp us and were not exposed to educational programming in their place of residence The STUDY OF VALUES was administered to the freshmen of both groups on a test-retest basis with an 11-week time interval between the initial and. terminal administrations.

Raw scores were analysed by the MANN-WHITNEY U TEST for the significance of the differences.

The findings indicated that there were significant differences in the economic, social, and religious Values on the initial test administration and that there' Were no signifi-cant differences in the theoretical, aesthetic, and political values on the initial test administration* The findings on the terminal administration indicated a significant difference in all values measured. Group II scored higher bn the: social value, while Group I spared higher on all other values measured. The findings also indicate that Group I made a greater change than Group II from the initial to the terminal administration. The findings suggest that educational programming does have a function in changing student values. More needs to be done in our residence hails if our institutions of higher learning are to more fully use the resources they now possess.

EDUCATIONAL VALUE OF RESIDENCE HALLS

Value Changes in Freshman Students as a Function of Educational Programming in Residence Halls

by

JOHN PHILLIP NELSON

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree

of

MASTER OF SCIENCE

in

EDUCATION

Approved:

Milford Franks
Head, Major Department

M. D. Monson
Chairman, Examining Committee

Louis H. Smith
Dean, Graduate Division

MONTANA STATE COLLEGE
Bozeman, Montana

August, 1963

ACKNOWLEDGMENT

The author wishes to express his special appreciation for the suggestions, guidance, and critical review provided by Dr. Donald E. Guinouard. Appreciation is further extended to Mr. Maurice E. Brookhart and Dr. Melvin S. Monson for their interest and criticisms.

Appreciation is also given to those students at Southern Illinois University who willingly agreed to take time out from their busy schedules in order to participate in this study.

J. P. N.

TABLE OF CONTENTS

LIST OF TABLES

EDUCATIONAL VALUE OF RESIDENCE HALLS

Value Changes in Freshmen Students as a Function of Educational Programming in Residence Halls

ABSTRACT

BY

JOHN P. NELSON, M.S.ED.
Montana State College, 1963

An analysis of differences in values of college freshmen at Southern Illinois University was made. Values were measured by the STUDY OF VALUES. The differences were measured to determine the function of educational programming in residence halls in changing values in freshman students.

The population consisted of 167 college freshmen who entered school winter quarter, 1963. Eighty-seven (Group I) of these freshmen lived on campus and were exposed to educational programming in their place of residence. Eighty (Group II) of the freshmen lived off-campus and were not exposed to educational programming in their place of residence.

The STUDY OF VALUES was administered to the freshmen of both groups on a test-retest basis with an 11-week time interval between the initial and terminal administrations. Raw scores were analyzed by the MANN-WHITNEY U TEST for the significance of the differences.

The findings indicated that there were significant differences in the economic, social, and religious values on the initial test administration and that there were no significant differences in the theoretical, aesthetic, and political values on the initial test administration. The findings on the terminal administration indicated a significant difference in all values measured. Group II scored higher on the social value, while Group I scored higher on all other values measured. The findings also indicate that Group I made a greater change than Group II from the initial to the terminal administration.

The findings suggest that educational programming does have a function in changing student values. More needs to be done in our residence halls if our institutions of higher learning are to more fully use the resources they now possess.

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Historical Development

The reawakening of intellectual life brought about by contact with other civilizations resulted in the formation of colleges which became a part of our civilization in the middle ages. The early colleges owned no buildings, possessed no libraries, and had no laboratories of their own. They were simply collections of teachers who guided the readings of recently discovered classical writings. The early institutions were, in a sense, non-material; the professors would have been astonished at the notion that they should feel any sense of responsibility for student welfare, much less for student housing. Nor did the colleges as such accept any responsibility for the students or acknowledge any obligation to parents.

Although some of the older institutions in the country have had residential facilities on campus for over 100 years, the residence hall is a relative newcomer on the American educational scene. The majority of colleges in the United States were not concerned with providing residential facilities until after 1900. It was not until the 1930's that the hall as we know it today became significantly important, both numerically and educationally.

The residence hall had its origin in the English universities. The English system of higher education was, and is today, built upon a residential structure in which both the student and the teacher lived and interacted.

The English universities which were organized somewhat later than those of Continental Europe, had adopted from the beginning a slightly different view of college life. The English "college" was a social unit, bearing and transmitting a cultural tradition through the forms and activities of daily life as well as through academic studies. The whole of college life, including residence, was brought under the general control of the college as an institution, with the additional aid of the community which formed the university.

> The ancient English University is first and foremost a community. Not only is residency basic as such, inclusive of quarters for its faculty as well as its students, but the whole college is a collection of academic and social institutions essential to the character of this way of getting educated.[1]

The English educational precedent, with regards to residence halls, provided the main impetus in the establishment of such halls in the United States. The German system

---

[1]Ostafin, Peter A., "Has the Residence Hall Come of Age?", address before the Association of College and University Housing Officers, Ames, Iowa, p. 11 of Association's annual minutes.

was also important in residence hall development, but in quite a different way.

Harvard, the first of the American institutions, followed the pattern of the English college; Yale did likewise. Elsewhere on the American continent the English college pattern became considerably modified. In part this was due to the influence of the state universities which developed during the period when German universities were held in high esteem. They tended to model themselves on the European pattern, which left students to shift for themselves outside the classroom.

> ...The importation from Germany of the university idea, which brought John Hopkins, Clark, and Chicago into existence and which changed Harvard, Columbia and other institutions from colleges into universities, accentuated the swing from the British heritage to a distinctly German emphasis...[2]

Indeed, the state universities grew so rapidly that they could not afford to support any activity except teaching, even if they might have wished to take on the responsibility for student housing.

---

[2]Cowley, W. H., "The History of Student Residential Housing", I & II, School and Society, 40:705-712 and 758-764, 1934, p. 711.

> Since German universities paid no attention to students outside of the classroom and since they insisted that they find their own social life and boarding and rooming facilities, Tappan introduced the same methods at Ann Arbor, Michigan. With the rapid growth of state universities immediately after the Civil War, his idea came in for considerable vogue. The German point of view also gained strength from the return to the United States of hundreds of professors who had taken graduate work at Berlin, Leipzig, Heidelberg and Gottingen. The German point of view, in fact, ruled, and as it grew in popularity dormitories were frowned upon, occasionally abolished, and seldom built at state universities.[3]

The impact of two conflicting philosophies on the American educational development, with its own unique conditions, produced a pattern which is typically American. This was a pattern in which at least some of the students of the university are provided with shelter and with some social control by the university, but in which the social life of the residence hall is thought of as distinct and separate from the intellectual life of classroom and laboratory.

Jorgensen, in setting forth the reasons for the lack of support for residence halls during the period covered by approximately 50 years after the Civil War, gives recognition to the German influence, but also includes some additional

---

[3] Jorgensen, A. N., "The Growing Importance of Student Housing in Educational Planning", an address before the Association of College and University Housing Officers, Ames, Iowa, 1955, p. 3 of Association's annual minutes.

considerations.

> The decline in residence colleges during the 19th century can be attributed to at least four factors: (1) The rising importance of German higher education which made no provision for residence housing; (2) Objections to college and university housing as being in competition with rental income of local homeowners: (3) The rapid growth of state universities and the lack of funds to support any plans for dormitory expansion recognizing the "revenue bond approach."[4]

Due to these factors, residence halls did not gain contemporary importance and significance until well after the turn of the century. With the de-emphasis of the German educational philosophy and with the improved methods of financing both through increased legislative grants and through the employment of revenue bonds, the residence hall began to re-emerge as an integral part of most colleges and universities in the 1930's.

The great influx of students at the end of the second World War generally erased all doubts in the minds of college and university administrators as to the necessity of providing food and shelter for students. The educational potential of the residence hall, however, is only now beginning to be recognized.

---

[4]Jorgensen, A. N., Ibid., p. 5.

Function of the Residence Hall

There are two major functions for a residence hall system to perform on any campus. The first concerns itself with the physical well being of students with regards to food and shelter. The second is to provide an adjunct and supplement to the academic endeavors of students by providing the proper scholastic environment and surroundings.

It is now recognized that colleges and universities must provide shelter that is safe, pleasant, and sanitary. They must also provide meals which are nutritious and appetizing. It would appear that colleges and universities for the most part today, adequately perform this function. While improvements have been made in the shelter and feeding of students, the colleges and universities have also attempted to provide these services at the lowest possible cost to the individual student resident. It is recognized that economical housing and food service is also a function of the college and university residence hall. No one will seriously argue that great strides have been made in the housing and feeding of residence hall occupants. However, the development of the residence hall as an educational entity has not made significant progress.

In fact, only in the last few years have there been

discernible trends toward attempting to fulfill this educational potential. A great many college and university administrators as well as educators are aware or are becoming aware of this function of a residence hall. Unfortunately, there is very little experience or information available on how this educational function can best be accomplished or realized.

Residence Halls in the Future

College and university enrollments have steadily increased since the Civil War. Due to educational benefits provided for veterans after World War II, enrollments mushroomed to new heights. The projected enrollments during the next decade are even more immense. If for no other reason than the increased number of students, the residence hall will play an increasingly important role in the higher education picture in the United States. While an increasing number of students will be housed in off-campus housing, the total number of students so housed will not be able to increase significantly the proportion of the total student population that can be housed off-campus, due mainly to lack of a sufficient financial base. It will remain for the residence hall to provide the majority of accommodations for the large influx of students during the next decade. Only the residence hall

is able to meet the necessary requirements of finances, type of construction, feeding, and scholastic environment which are needed in order to properly accommodate the large numbers of students.

Statement of the Problem

Although it is agreed that attitudes and values are instilled early in life and are more easily modified in infancy and adolescence, curriculum planning in our colleges and universities assumes that attitudes and values are still modifiable at age 17 to 22, or older. In fact, if we define education in its broadest sense, we might expect to find that there would be a change or reinforcement of those attitudes and values held by students when they enter as freshmen. The fact that students do change in their attitudes and values from their freshman to senior year and even after graduation, suggests that there are some processes operating to cause these changes. These changes may be small (and maybe to some, in an undesirable direction). The processes causing these changes may be intellectual, maturational, a result of formal academic experiences or because of non-academic experiences such as "bull sessions" in residence halls.

The strong consensus of local faculty members that students do change and the fragmentary research evidence

that changes are small serve to encourage research in this area.

The purpose of this study was to analyze the differences in value strengths of freshman students who lived either on campus in university owned residence halls, or off-campus in privately owned residences at Southern Illinois University, as measured by the Allport, Vernon, Lindzey, STUDY OF VALUES on a test-retest schedule. More specifically, this study was an attempt to answer the following question: Are value changes in freshman students a function of educational programming in residence halls? This question was answered by testing the following hypotheses:

H_o There will be no significant differences in measurable value composition, when comparing the initial test administrations for the two groups of freshman students tested, at the .05 level of significance.

H_1 There will be significant differences in measurable value composition, when comparing the terminal test administrations for the two groups of freshman students tested at the .05 level of significance, in favor of the students who lived on campus.

H_2 There will be significant differences in measurable value composition, when comparing the initial and terminal test administrations for the group of students who live on campus, at the .05 level of significance, in favor of the terminal administration.

H_3 There will be no significant differences in measurable value composition, when comparing the initial and terminal test administrations for the group of students who live off-campus, at the .05 level of significance.

It was hoped that the success with which these hypotheses were proven or dis-proven would provide clues as to the educational value of residence halls within a given collegiate community.

Operational Definitions

The writer defines the following terms for purposes of clarification. The reader should keep these definitions in mind in order to better understand their use by the writer.

Community: A sub-group of the larger society, usually with a concept of a territorial area, with a more limited self-sufficiency than society, but with a closer association and deeper sympathy among its members.

Educational Programming: Providing an environment in which guided maturation of student residents is fostered. A residence hall program is designed to promote institutional objectives. Programming includes the offering of the opportunity for a learning process to take place.

Group: Two or more persons in an interaction situation or a unit of interacting individuals.

Norms: A standard or criterion for behavior patterns among individuals within a sub-cultural complex or between groups on the societal level.

Residence Hall: A residential unit associated with an academic institution.

Residency: The basic ecological position of a person or group of persons within a given community.

Value: The individual self-concept or believed capacity of any object to satisfy a human desire.

The values analyzed are those measured by the Allport, Vernon, Lindzey, STUDY OF VALUES, third edition. These values are;

Technical Title	Description
Theoretical	The dominant interest of the theoretical man is the discovery of the truth. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher.
Economic	The economic man is characteristically interested in what is useful. The economic man wants education to be practical and regards unapplied Knowledge as waste.
Aesthetic	The aesthetic man sees his highest value in form and harmony. He regards life as a procession of events; each single impression is enjoyed for its own sake.
Social	The highest value for this type is love of people. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish.
Political	The political man is interested primarily in power. He wishes above all else for personal power, influence, and renown.

Technical Title	Description
Religious	The highest value of the religious man may be called unity. He finds real satisfaction in security.[5]

[5] Allport, G. W., and Vernon, P. E., and Lindzey, G., Study of Values Manual, Third Edition, Houghton Mifflin Company, Boston, Massachusetts, 1960, pp. 4-5.

CHAPTER II

REVIEW OF RELATED RESEARCH

Empirical Evidence Regarding Residence Halls

Although the history of residence halls in the United States can be traced back over 200 years, little has been done to investigate the position the residence hall occupies in the academic community. With the now renewed interest in the residence hall, and with the forecast of a great growth in the number of students who will be housed in residence halls during the next decade, it appears that the time is upon us for some empirical investigations of the position of the residence hall in higher education.

While a considerable number of investigations and surveys have been conducted on the physical functions of the residence hall such as feeding and housing, little has been done on investigating the educational potential and the place of the residence hall in the academic sub-culture. From a review of the literature, the writer was only able to locate six attempts to lend empiricism to the investigation of the function of the residence hall as an educational entity. Most of these are of the case study approach and many deal with residence halls only indirectly.

Fulcher's[1] work, a case study, is an excellent attempt to examine the educational potential of a residence hall in the academic community. The limited number of studies which have been conducted on residence halls have generally attempted only to investigate the structure and function of the residence hall as an entity apart from the academic community.

While such studies have been needed in the past and in the future, it was felt that a more general investigation of the function of the residence hall in the larger campus community is also needed. Specifically, an attempt to determine the function that a residence hall has in shaping student values should prove worthwhile in appraising the need for educational programming in places of residence. It may indicate clues as to how the educational function of the residence halls may be strengthened and fulfilled.

---

[1] Fulcher, Claire, The Residence Hall, A Human Relations Laboratory, Teachers College, Columbia University, 1955, (unpublished doctor's thesis).

The Place of Housing in Higher Education

It apparent that the educational potential of the residence halls becomes not only established but expanded as the realization that a residence hall must provide more than shelter and food becomes more firmly fixed in academic philosophy. If we are to assist the students on our campuses to achieve their educational goals, we must concern ourselves with their study conditions and hence, their living environment; for the typical student spends more time in his residence than in all of his classrooms combined.

> If we are to assist the student to study effectively we must concern ourselves with his study conditions. If we are to assist the student to become an effective member of society we must consider his living environment.[2]

In an attempt to gain the educational objectives in residence halls not only must additional empirical information be obtained, but personnel must be competent and skilled in applying this information to the individual residence hall

---

[2]Albright, Preston B., "The Place of Residence Hall Organization in the Student Personnel Program", Educational and Psychological Measurement, Vol. II, No. 4:700-703, 1951, pp. 700-701.

within a given collegiate community.

> The educational values in housing programs must not be left to chance if the tremendous investment of property and human energy is to be justified. Residence halls must be dignified in the eyes of faculty members and business officers: otherwise, they will be limited in function to the provision of mere shelter and social respectability to the hundreds of thousands who annually throng to our campuses. The conditions under which students live have always influenced significantly the quality of academic work; this quality is the ultimate test of the reputation of a university.[3]

The College Experience and Individual Development

The student gets a large part of his education from the group and from the surroundings in which he lives. If there is any consensus in American educational thought of the last 50 years, it is that the broadening concept of education includes all those experiences--not merely those of lecture halls or books--which develop the mind and the spirit of man.

This more inclusive idea of education, the tremendous growth of American educational resources and the staggering increase in student populations have combined to present

---

[3]Gardner, Evelyn, "The Sociology of Residence Halls," Journal of the National Association of Women's Deans and Counselors, Vol. 20:51-57, January, 1957, pp. 56-57.

institutions of higher learning with a multitude of problems for which they are neither theoretically or practically prepared.

> Colleges and universities must face a hard fact about their present accomplishments before they can plan realistically for their role in the not-too-distant future. For the most part, they seem to lack the capacity to influence students, or maybe today's students are incapable of being influenced by higher education.[4]

From the point of view of individual development the college population is a group of peers with whose support the adolescent can break away from the family social unit. It is in normal times, in contrast to most life situations, an environment in which the individual lives among his contemporaries without being forced to take on the problems of making a living, establishing a family, and competing in a society dominated by other adults.

As one means of making the break from the family, the student asserts himself by adherence to a sub-culture peculiar to his group. The freshman student faced with the task of adjusting to a new environment, must deal not only with academic requirements, but also with the student world of "bull sessions," student activities and dates. He must learn

---

[4]Jacob, Phillip E., Changing Values in College, Harper, New York, 1957.

the songs, the catch phrases, the right places to eat and the important details of dress which differentiate the initiated from the neophyte. These aspects of behavior form a culture which has rigid requirements. Yet, once they are met, they give the student a sense of belonging, of being right, which are powerful aids in his struggle for a new orientation. The value of the aid of this sub-culture may be measured, in part, by the eagerness with which the student accepts every detail of its exacting rules.

While most social scientists recognize that each academic community has its peculiar culture and that every segment of this larger community possesses its own peculiar sub-culture, little has been done to investigate the structure and function of this aspect of academic life.

The informal groups, which are basically what residential systems possess, actually determine the form structure and hence, the culture of a campus. Even the formal campus groups are regulated, in the final analysis, by informal groups.

> Informal groups thus provide positive values for members which could scarcely be obtained in any other way. In part they do this by restraining and controlling their member's behavior. Participation has its rewards, but the price one must pay is rigid adherence to the group code of values. The penalty is simple and final: ostracism. By discouraging deviant behavior the informal group thus serves to train individuals in the subtle techniques of "getting

> along" with other people; in adjusting to various types of difficult social situations--that is, "getting by"; and in "getting ahead" in the world of making friends and influencing people. It is from the informal group, not from the formal curriculum, that the college student learns the folkways of American adult society. Even the formal extra-curricular organizations function largely through the control of informal cliques within them.[5]

To the student who has come from a relatively homogenous environment in terms of socio-economic group, intellectual attitudes and cultural level, the college experience presents association with many different sorts of persons and experiences. The broadening effects of this experience represent another element in the preparation of the adolescent to face the complexities of the adult world. The college period is a time during which the individual feels, and to some extent, is actually free to choose his life plan from those represented in college life.

The Influence of Higher Education on Student Values

A study by Jacob of what happens to the values of American students of today shows that their college experience barely touches their standards of behavior, quality or judgment,

---

[5]Hartshorne, Edward Y., "Undergraduate Society and the College Culture," American Sociological Review, Vol. 8:321-332, June, 1943.

sense of social responsibility, perspicacity of understanding and guiding beliefs.[6]

This means that if institutions of higher learning are expected to fulfill the historic humanistic mission of what they have called liberal education, they will have to learn how to do it. They are not doing it now with most of their students.[7]

This conclusion stems from an analysis of three main types of data, which social scientists obtained from over 100 institutions: Studies of student attitudes conducted during the last 15 years, recent evaluations of the outcomes of general education and other courses, and of various methods of teaching and a number of comprehensive self studies by particular institutions.[8]

Fortunately, not all evidence is negative. There are some institutions in which students' values seem to develop, some teachers whose influence penetrates and stays, and some educational techniques which help open the sensibilities as well as the intellectual perceptions of some students.

---

[6]Jacob, Phillip E., op. cit., p. 1

[7]Jacob, Phillip E., op. cit., p. 1

[8]Jacob, Phillip E., op. cit., p. 1

Values

Before meaningful comments may be made about student values, it would seem pertinent to first refer to the literature of psychology to determine what the term, "value", means.

> It will be enough...to conceive of values as consequentially important conceptions (standards) of desirability which influence behavior and to which conduct is referred for judgments of goodness, appropriateness and the like.[9]

> A psychological value system is the main point of inter-penetration between culture and the psychological system...personality; it is defined as an internalized cultural pattern.[10]

---

[9]Robin M. Williams, Jr., "Religion, Value Orientation and Inter-Group Conflict," Readings in Social Psychology, ed., Eleanor E. Maccoby, Theodore M. Newcomb, and Eugene L. Hartley, (3rd ed., New York; Henry Holt & Co., 1958), p. 648.

[10]Talcott Parsons, "An Approach to Psychological Theory in Terms of the Theory of Action," Psychology: A Study of a Science, Vol. III: Formulations of the Person and the Social Context, ed., Sigmund Koch (New York; McGraw-Hill Book Co., 1959), p. 659.

> The internal frame of reference is the subjective world of the individual. Only he knows it fully. It can never be known to another except through emphatic influence and then can never be perfectly known.[11]

> The main point may be restated as follows: all that a person does, all that he feels and thinks is determined by the tendency to gain satisfaction for his needs.[12]

Values become integrated into total value systems. These systems might be called guides to action--action which is based upon the individual's interpretation of such a system. Actions of individuals take on a "pattern of meaning", according to Parsons.

---

[11]Carl R. Rogers, "An Approach to Psychological Theory, Personality, and Inter-personal Relationships, as Developed in the Client-Centered Framework," Ibid., p. 210.

[12]Solomon E. Asch, "A Perspective on Social Psychology, Ibid., p. 370.

> Meaning is, in the most elementary terms, resolvable into components: (a) "Cathectic" meaning, as a goal object (or object to be avoided), or source of gratification (or deprivation), (b) "cognitive" meaning, as part of a relatively stable "definition of the situation."[13]

> A value, or an evaluative meaning, is an organized pattern of both cognitive and cathectic components which can be used to formulate a relatively stable general orientation of an actor or a class of actors to an object or a class of objects in the light of its relation to partially equivalent attitudes.[14]

> In a general sense they (units of psychological systems of action) are components in the organization of behavior processes which have come into existence through learning. What is learned is the meaning of objects in the situation of the organism-personality unity, and of parts and processes of the person's own body, treated by him as objects. The units embody what we have previously called elsewhere cathectic and cognitive components organized in relation to each other in evaluative terms; the units thus consist in organized modes or orientation to the objects in the situation of action.[15]

The meaning of objects and situations in which the person finds the objects is controlled by his values, his orientation toward the objects.

---

[13] Parsons, op. cit., p. 629

[14] Ibid., p. 629.

[15] Ibid., p. 646.

The values a person holds are based upon his attitudes about things. Attitudes, however, are not, technically speaking, the same as values.

> An attitude can be defined as an individual's tendency or pre-disposition to evaluate an object or the symbol of that object in a certain way. Evaluation is the attribution of qualities which can be placed along a dimension of desirability-undesirability, or "goodness"-"badness." Evaluation in this sense always includes cognitive and effective elements.[16]

> The affective component is the central aspect of the attitude since it is the most closely related to the evaluation of the object. In evaluating the object some elements of cognition are necessary; the object must be recognized and must be related at least implicity to other objects and beliefs. Nevertheless, it is the affective element which differentiates attitudinal evaluation and intellectual appraisal.[17]

> Individual attitudes, however, are frequently organized into larger structures called value systems which are integrated about some abstractions concerning general classes of objects.[18]

---

[16]Daniel Katz and Ezra Stotland, "A Preliminary Statement to a Theory of Attitude Structure and Change," Ibid., p. 428.

[17]Ibid., p. 429.

[18]Ibid., p. 432.

> Value systems are often involved in the individual's self-concept.[19]

Values, then, are attitudes and approaches to situations which affect an individual's perspective. Internalized values are expressed as an individual's total philosophy of life. Thus, a student's value system would seem to be expressed in his attitude toward life.

In 1957, Professor Phillip E. Jacob published a compilation of studies entitled, Changing Values in College. The book, which soon became known as the "Jacob Report," attempted to discern the influence of college, and especially of college social studies programs, upon the values of students. It is generally the contention of social studies faculties that exposure to these programs brings about a liberalizing value change in students, that is, an increased social and civic awareness. The liberalizing effect is, perhaps, the basic purpose of the social studies.

Thus, when in reporting the findings, Jacob presented a profile of the "average" or "typical" American college student, a great "hue and cry" arose across the country, for the profile presented a rather dismal picture. From the profile, it appeared that a college education did little to

---

[19] Ibid., p. 433.

liberalize student attitudes or orientations towards social responsibility or civic concern.

> Most American students have little time or concern for the welfare of others and their interest in social problems is extremely low. Only one in five anticipates that a socially oriented activity (community, national, international or religious) will be one of his three main sources of satisfactions in life, or considers helpfulness to others a highly important requirement of an ideal job. Even fewer would choose to devote a "windfall" or any part of one to alleviate human misery or in some way better the lot of others.[20]

> American students fell far short of students of other nationalities in their philanthropic impulses and showed less sympathetic concern for others in their personal philosophies of life.[21]

The profile, then, of the American college student is not one of a socially concerned individual, but rather one of an individual who is self-centered in most respects.

> The great majority of students appear unabashedly self-centered. They aspire for material gratifications for themselves and their families. They intend to look out for themselves first and expect others to do likewise.[22]

---

[20]Phillip E. Jacob, Changing Values in College, (New York; Harper & Brothers, 1957), p. 12.

[21]Ibid., p. 18.

[22]Ibid., p. 1.

> The priority which students place on themselves is confirmed by their high ranking of self-oriented values on the Allport-Vernon Study of Values. Generally, an aspiration for power (identified as the political value), or practical, material satisfactions (the economic value) predominates over the "social" value (love and concern for people) or religious values.[23]

Four years spent in institutions of higher learning must have some sort of effect upon the individual. Jacob supplies the answer.

> The impact of the college experience is rather to socialize the individual, to refine, polish, or "shape up" his values so that he can fit comfortably into the ranks of American college alumni. He is more concerned with status, achievement and prestige.[24]

A key point may be his reference to the preparation of the student for entrance into the culture, especially the sub-culture of college graduates. Colleges, as with all public institutions, reflect the culture of which they are a part. Thus, American colleges and American college students would seem to reflect the values of the general public, the American culture. If the cultural commitment toward the civic and social virtues is negligible, then should the commitment of

---

[23] Phillip E. Jacob, Changing Values in College, (New York; Harper & Brothers, 1957), p. 15.

[24] Ibid., p. 4.

the college and its students be otherwise?

Some would answer in the affirmative. Among these is Edward D. Eddy, Jr., former Vice-President and Provost of the University of New Hampshire, who conducted "an exploratory study in selected colleges and universities made for the Committee for the Study of Character Development in Education", entitled, The College Influence on Student Character.

Why is such a concern necessary? Reference to another comment from Jacob's profile may supply part of the rationale, if one is needed.

> The undergirding of the Puritan heritage on which the major value assumptions of American society have rested is inconspicuous, if it is present at all.[25]

Eddy's study revolves around character development, yet the tone of the report would seem to indicate that the "developed" character would have a high interest in the social service or altruistic value.

> A primary task of the college in character development is to give the student the incentive to move out from his once narrow confines into challenges which require the best of his many talents...As one faculty member told a group in which we participated, "If we are preoccupied with ourselves and with our immediate problems, and if we try to solve these problems

---

[25] Phillip E. Jacob, Changing Values in College, (New York; Harper & Brothers, 1957), p. 4.

> in terms of the unfortunate demands of the immediate present alone, then we shall solve nothing. We shall fail to meet our responsibilities to ourselves or to anyone or anything else."[26]

Character, then, is concern for the challenges facing the educated man. Character is shown through a concern for the challenges facing the educated man. Character is also seen in a commitment and an awareness of responsibilities beyond the self-centered.

> Character is intelligence direction and purposeful control of conduct by definite moral principles. In this sense, character is reflected in the conversion of commitments into application to the complex and varied activites of life. Thus, character is found in action based on principle rather than on that dictated by pressure or expediency. The word, "moral", is used to connote excellence in practice or conduct.[27]

> Character as an intellectual commitment alone is valueless, unless it is accompanied by living proof of the commitment. Belief is affirmed in behavior. An important test of the substance of education should

---

[26] Edward D. Eddy, Jr., The College Influence on Student Character, (Washington, D. C.; American Council on Education, 1959), p. 27.

[27] Ibid., pp. 2-3.

> lie in the deepest convictions, the actual conduct, and the attitude exhibited in the life of the college graduate.[28]

"Moral" is excellence in action or practice. Action, as has been shown, is usually based on a value judgment. Writing in another publication, Eddy makes a relevant comment about morality and the colleges.

> Assuming this larger task of value education is an imperative one, what responsibility does the college have for morality? Almost comically, however, in most colleges and thus to most students, Morality is confined to questions of sex, liquor and cheating. A larger concept is both desirable and necessary. To the thinking man, morality should be more encompassing, should include integrity, justice, self-discipline, altruism...Morality cannot be taught, but it can be demonstrated.[29]

Both Jacob and Eddy found that not all students fit the category of self-centered, socially unconcerned individualists.

> A few institutions have apparently been able to arouse the selfless motivations of an unusual number of their students, and propel them towards values

---

[28] Ibid., p. 3.

[29] Edward D. Eddy, Jr., "How May the Colleges Have a Greater and More Lasting Impact on Student Values?" Current Issues in Higher Education, 1959, (Washington, D. C.; Association for Higher Education, 1959), p. 253.

> which stress the well being of others. This accomplishment is especially significant because it runs against the prevailing current.[30]
>
> The emphasis, however, on helping others which is found in all religions does have an appeal to the student. As a junior mentioned, "I get my biggest kick out of doing things for other people." The element of service appeals to the idealism of some students.[31]
>
> We sensed also that participation serves the additional useful purpose of pulling the student away from lesser allegiance to a larger loyalty. If he engages in activities of importance to the larger community, he is bound to sense a responsibility for that community.[32]
>
> Activities include a wide range of volunteer work on behalf of less fortunate people in the wider community...It was obvious to us that students are willing to give of themselves and their time to significant causes.[33]

It should be pointed out that both authors report these findings as minority actions, however, not as the general outlook. The picture of the American college student does

---

[30] Jacob, op. cit., p. 111.

[31] Eddy, The College Influence, p. 119.

[32] Ibid., pp. 81-82.

[33] Ibid., p. 125.

not usually show a high concern for altruism. Yet, colleges and students are making some attempts to inculcate the values of concern for a larger community. Thus, the research done for this study becomes relevant in this line of thought.

Group Effect Upon Behavior

As has been noted earlier, little has been done in examining the position and importance of residency in academic life. Further, while some work has been done on studying residency from the larger scope of human existence, little has been done to determine the effects of residency upon human behavior within a determinate community. Specifically, what is the differential, if any, between the value systems of residence halls and off-campus living?

For purposes of the theoretical considerations relevant here, it may be broadly assumed that generally speaking, group membership has effect on values.[34] For group values help determine individual values and all groups have a certain value system.

Also, it should be remembered that actual objective

---

[34] Lehman, Irvin J., and Payne, Isabell K., "An Exploration of Attitude and Value Changes of College Freshmen", Personnel and Guidance Journal, Vol. XLI, January, 1963, No. 5, p. 403.

measurement of the values of a particular group or of a particular individual is not as important in regard to behavior patterns as is the conceived measurement of values by those persons within and by those persons without a particular role, or in this instance, a particular type of residency.

> The membership in the group is as one perceives it, not as it "actually is."[35]

The norms associated with a particular group determine, in part, the norms of the individuals belonging to that group and hence, ultimately determine the values of the group as well as the group's members. Also, since norms refer to "ideal-typical" behavior, they do not necessarily reflect individual behavior on the individual level. They are, however, reliable indices of group behavior due to the cohesive element in all group relationships.

> No doubt the norms accepted in a group vary somewhat from one person to another, and from one sub-group to another, and yet the members of the group are often more nearly alike in the norms they hold than in their overt behavior.[36]

---

[35] Thelen, Horbert A., "Basic Concepts in Human Dynamics," Journal of the National Association of Women Deans and Counselors, Vol. 15:99-111, March, 1952, p. 100.

[36] Homan, George C., The Human Group, New York, Harcourt, Brace & Company, 1950, p. 126.

> Perhaps the explanation of this rule, if there is one, lies in the fact that a person's subjective recognition of a norm, although under influence from other aspects of the social system, is under less immediate influence than his social activity. Being an idea, the norm comes closer to having an independent life of its own.[37]

Norms, values, and behavior are related factors and enjoy a reciprocal relationship. By examining norms and values, it is hoped we can obtain clues to the prediction of behavior. In other words, by studying the environment, in this case, residency, it is hoped that more may be learned of behavior, for environment is a determining factor of values and norms.

> In fact, the environment determines the character of a group in two chief ways: through its influence on the external system, and through widely held norms.[38]

The values of a group, then, depends upon the opinion of members and non-members as to the ability of that group to fulfill certain ideal-typical goals of the individual and of the community at large.

---

[37] Homan, George C., Ibid., p. 127.

[38] Homan, George C., Ibid., p. 127.

> ...attraction to the group will depend upon two sets of conditions: (a) such properties of the group as its goals, programs, size, type of organization, and position in the community; and (b) the needs of the person for affiliation, recognition, security, and other things which can be mediated by groups.[39]

Assumptions

On the basis of the points which have thus far been presented, certain assumptions may be made upon which the model of this study can be constructed.

1. There does exist a continuum of group value stratification within an academic community which is related directly to the residential position which these groups occupy within this community.
2. Residency is a determinent of value stratification within any given community.

---

[39] Cartwright, Darwin and Zandor, Alvin, Group Dynamics: Research and Theory, Evanston, Raw, Peterson, and Company, 1953, p. 77.

CHAPTER III

DESIGN OF THE STUDY

The Population

The population of this study consists of 167 college freshmen at Southern Illinois University. Southern Illinois University is a liberal arts and sciences university located in Carbondale, Illinois, a town of approximately 14,000 persons. The student population is drawn, for the most part, from Illinois families who would loosely fit the category of middle-class families. The students in the study entered the University during the winter quarter of 1963.

The students in this study were divided into two groups. Group I consisted of freshmen who entered college winter quarter and whose place of residency was the Thompson Point Residential Area of Southern Illinois University. Group II were also freshman students who entered college winter quarter, but whose place of residence was off-campus in private residences. The author hereafter refers to the subjects as either Group I or Group II. Group I consisted of 87 students and Group II consisted of 80 students.

Group I was subjected to structured educational programming in their place of residence, while the students of Group II were not exposed to structured educational programming in their place of residence.

The educational concept related to the Thompson Point Residential Area envisions a residential community-college with which the student may develop individual identity and group loyalty. By being able to identify with a residential area which is recognized as a part of the total university, the individual is given the opportunity of "belonging" to a more meaningful sub-grouping (be it the Area of 1,300, the Hall of 122, or the Floor of 40). Not only may they thus have formal and informal social contact, but they also have a living experience that is an integral part of the total college learning process. In other words, an attempt is made to develop a residential environment in order to foster an end to the self-imposed isolation of the residence halls from the total academic community that is common to the "hotel" accommodations of many residence halls systems.

Evidence of this educational integration is implicit in the very physical design of the Area. Each hall unit contains a classroom in which residents of the Thompson Point Area attend class. Thus, the further mixture of the Area sub-grouping is nurtured in the classroom setting. It is also noteworthy that the courses held in the Thompson Point classrooms are taught by resident university faculty (resident counselors) and faculty members selected by the department chairman to handle general education requirements of

this Area. A student may conceivably take all of his general, non-laboratory courses within the Area, and some of these from Area faculty members.

Additional efforts have been made more recently to further the educational potential of the Area through more informal programming. All of this has been instituted to stimulate student thinking, and to broaden their cultural horizons, and to involve the faculty in the residence experience. An example of such area programs is the monthly Thompson Point Forum Series, which utilizes faculty members and prominent off-campus experts for open discussions on controversial issues. A second innovation of last year was the Winter Movie Series, which featured art and foreign films. Student response was so enthusiastic that informal coffee hours were held following the showing for discussion purposes.

An effort is made to satisfy as many as possible of the varied interests of the residents. Programs have ranged from a chemistry professor discussing the relationship between science and religion, to a professor of mathematics demonstrating the close relationship between mathematics and music by setting math to various types of music. Many guests use visual aids, such as slides and movies which are quite effective. In attempting to select a criteria by which to judge the success of such programming, it is apparent that mere numbers of persons attending cannot be used. Rather, the

success of educational programming can only be measured in terms of how much each person attending benefits from the program.

Musicals are held at which university student organizations such as the choir, theatre groups, and instrumental groups perform. Musicals acquaint the residents with the various cultural aspects of the university and aid them in developing an appreciation of the fine arts. Of a similar nature, student art displays are held to acquaint the residents with another facet of cultural activity. These cultural activities create a great impact upon the resident because he personally knows the students who are performing.

The Instrument Used

Of the relatively few instruments available, the Study of Values was selected for the purpose of obtaining measures of student values.

The Study of Values aims to measure the relative prominence of six basic interests or motives in personality; the theoretical, economic, aesthetic, social, political, and religious. The classification is based directly upon Edward Spranger's Types of Men, a brilliant work which defends the

view that the personalities of men are best known through a study of their values or evaluative attitudes.[1]

The scale is designed primarily for use with college students, or with adults who have had some college (or equivalent) education. The test consists of a number of questions, based upon a variety of familiar situations to which two alternative answers in Part I and four alternative answers in Part II are provided. In all, there are 120 answers, 20 of which refer to each of the six values. The subject records his preferences numerically by the side of each alternative answer. His scores on each page are then added and the totals transcribed onto the score sheet. The page totals belonging to each of the six values are then summed.[2] It was the summed totals for the six values that the writer used in his analysis.

Another factor which influenced the writer's choice of instrument was the availability of general college norms, which made the study much simpler in terms of the data and

---

[1] Allport, G. W. and Vernon, P. E., and Lindzey, G., p. 18.

[2] Gage, N. L., "The Study of Values," Fifth Mental Measurements Yearbook, ed., Oscar K. Buros, 5th ed., Highland Park, New Jersey: The Gryphon Press, 1959, p. 200.

the way it was analyzed.[3]

Finally, the Study of Values was found to have a very high reliability, ranging from .88 to .89 on a controlled one-month and two-month test-retest interval.[4]

The test was administered to the subjects on a test-retest schedule. The original test was administered during the first week of the winter quarter, 1963. The elapsed time between test-retest was 11 weeks. The author administered the tests and the test periods were unlimited with relation to time. Some subjects finished the test in as few as 20 minutes, and one subject took one and one-half hours to finish. The purpose of the test was explained to the subjects as an attempt to determine the effect of residence on value changes.

Statistical Treatment of the Data

After all tests had been scored, the Mann-Whitney U Test was used to determine whether or not the groups had been drawn from the same population. A two-tailed test was used. Level of significance was at or beyond the .05 level. The

---

[3]Allport, op. cit., p. 11.

[4]Allport, op. cit., p. 10.

Mann-Whitney U Test is considered to be an excellent alternative to the most powerful parametric test, the t test, and has a power-efficiency of 95.5 per cent for a sample of this size.[5]

There were three primary reasons for using the Mann-Whitney U Test. First, the only assumptions necessary when using this test are that the variables have an underlying continuity and that the observations are independent, both of which are inherent in the appropriate parametric tests. The writer believes that any apparent lack of underlying continuity was due to the lack of refinement of psychological tests in general. The requirement of independent observation was full met. Second, generalizations to groups other than those studied are believed possible, inasmuch as the statistical model makes no assumptions concerning normal distribution, like variances with a known ratio. Third, it was believed that the ordinal level of measurement was the highest level reached by the instrument used. The appropriate parametric tests require interval level of measurement.

---

[5]Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences, New York, McGraw-Hill Book Co., 1956, pp. 112-116.

Limitations

1. It must be kept in mind that no attempt was or should be made to generalize these findings beyond the Thompson Point Area of the Southern Illinois University. Where residence halls programs have been established for many years, where residence halls have become firmly entrenched within the traditions and social structure of an academic community, and where the educational philosophy of residence halls is expounded, one may expect to find them enjoying as high and perhaps an even greater influence than all other residential units.

2. Further, it must be remembered that only a description of the residence hall programs influence in one area was herein obtained. More research in depth will be necessary before one will be able to ascertain just what are the casual factors at work. If the residence hall is to take its rightful place in the educational program of our institutions of higher learning, these casual factors should be discovered and explored.

3. This paper is seriously limited by the fact that the writer in his search of the literature did not find studies which are directly related to the matter under investigation. This eliminated the possibility of comparison

and led the writer to draw several tentative conclusions which he was unable to support with related research.

4. The reader should also keep in mind the fact that all conclusions drawn by the writer were his own and are subject to his personal bias.

5. Variations existed in the procedures for administration of the instrument. This was controlled as closely as possible by administering all tests personally. Variables such as test conditions, time, and the motivation of the subjects could not be rigidly controlled by the writer.

6. Another delimiting factor of the study was that no analysis of the changes in values was made by sex.

CHAPTER IV

ANALYSIS OF THE DATA

In this study, the Study of Values was used to determine whether or not there were differences in values between two groups of college freshmen. One group was exposed to educational programming in their residence hall and the other group was not exposed to educational programming in their off-campus residence.

The Mann-Whitney U Test was used to analyze the differences in raw scores. Both n_1 and n_2 were greater than 20; therefore, the long formula recommended by Siegel was used.[1] The long formula utilizes the Z transformation.[2] After presenting the test a total of 167 subjects were used as the basis for the analysis. The Z values were placed in the column of the group that scored the highest in each value studied.

---

[1] Siegel, Sidney, pp. 119-120.

[2] Ibid., pp. 120-126.

Findings

TABLE I. INITIAL Z VALUES FOR THE ALLPORT, VERNON, LINDZEY STUDY OF VALUES BETWEEN GROUP I AND GROUP II.

VALUES	GROUP I (N = 87)	GROUP II (N = 80)	LEVEL OF SIGNIFICANCE
Theoretical	.....	1.34	n.s.
Economic	.....	3.39	.001
Aesthetic	.....	.004	n.s.
Social	.....	7.81	.00006
Political	.....	1.72	n.s.
Religious	6.42	.....	.00006

The findings of TABLE I show that Group II scored higher in the theoretical, economic, aesthetic, social and political values, while Group I scored higher in the religious value. The only significant differences between the two groups at the 5% level of confidence occurred in the economic and social values in which Group II scored higher and in the religious value in which Group I scored higher.

TABLE II. TERMINAL Z VALUES FOR THE ALLPORT, VERNON, LINDZEY STUDY OF VALUES BETWEEN GROUP I AND GROUP II.

VALUES	GROUP I (N = 87)	GROUP II (N = 80)	LEVEL OF SIGNIFICANCE
Theoretical	5.43	.....	.00006
Economic	2.73	.....	.0064
Aesthetic	6.16	.....	.00006
Social	.....	4.29	.00006
Political	2.95	.....	.0032
Religious	7.90	.....	.00006

The findings of TABLE II show that Group I scored higher in the theoretical, economic, aesthetic, political and religious values, while Group II scored higher in the social value. The TABLE indicates that a significant difference at the 5% level of confidence occurred in every value category.

TABLE III. TEST-RETEST Z VALUES FOR THE ALLPORT, VERNON, LINDZEY, STUDY OF VALUES FOR GROUP I.

VALUES	TEST (N=87)	RETEST (N=87)	LEVEL OF SIGNIFICANCE
Theoretical	....	3.70	.0002
Economic	....	5.10	.00006
Aesthetic	....	4.57	.00006
Social	....	2.90	.0038
Political	....	1.60	n.s.
Religious	....	1.07	n.s.

The findings of TABLE III indicate that a significant difference at the 5% level of confidence occurred in theoretical, economic, aesthetic, and social values, while there was no significant difference in the political and religious values. The scores in all values were higher on the retest.

TABLE IV. TEST-RETEST Z VALUES FOR THE ALLPORT, VERNON, LINDZEY, STUDY OF VALUES FOR GROUP II.

VALUES	TEST (N=80)	RETEST (N=80)	LEVEL OF SIGNIFICANCE
Theoretical	3.48	....	.0006
Economic	....	.25	n.s.
Aesthetic	2.46	....	.0138
Social	.61	....	n.s.
Political	2.08	....	.0376
Religious	....	4.52	.00006

The findings of TABLE IV indicate that a significant difference at the 5% level of confidence occurred in the theoretical, aesthetic, political, and religious values, while there was no significant difference in the economic and social values. The scores on the initial test were higher for the theoretical, aesthetic, social, and political values, while the scores on the retest were higher for the economic and religious values.

Discussion of the Findings

Examination of Table I indicates that the students in Group II are significantly different from Group I with regards to the economic value. This is an indication that they are more practical and more concerned with what is directly useful rather than being concerned with frills. They are more interested in self-preservation.[3] Group II is also significantly different from Group I in the social value, which indicates a concern for their fellow man. They would also tend to be more sympathetic, kind, and unselfish.[4] Table I also indicates that Group I is significantly different from Group II in the religious value. The students of Group I are more likely to have a greater need for unity (everything in its place).[5]

Table II indicates a significant difference in all values between Groups I and II. Group I scored higher in all values except the social. The higher score on the social

---

[3]Allport, op. cit., p. 4.

[4]Ibid., p. 5.

[5]Ibid., p. 5.

value for Group II indicates that they still have a greater interest in the altruistic and philanthropic values than Group I.[6] Comparison of Table I and Table II indicates that after exposure to educational programming, Group I scored higher in the values which related to truth (theoretical), usefulness (economic), form and harmony (aesthetic), power (political), and unity (religious).[7] It is significant to note that in Table II Group I scored higher in all those values except social, in which Group II had scored highest in Table I.

Table III indicates a significant difference in the theoretical, economic, aesthetic, and social values when comparing the initial test administration with the terminal test administration for Group I. In all of the above mentioned values Group I scored higher on the terminal administration. It is also noteworthy that even though there were no significant differences in the political and religious values, their scores on the terminal administration were also higher for these values.

---

[6] Allport, op. cit., p. 5.

[7] Ibid., pp. 4-5.

Table IV indicates that for Group II the comparison of the initial and terminal test administrations only show an increase in the economic and religious values, and only the increase in the religious value was significant. The higher scores on the initial administration for the theoretical, aesthetic, social, and political values led the writer to assume that little or no changes had taken place in these values for Group II over the elapsed time period.

CHAPTER V

SUMMARY AND CONCLUSIONS

The present study has investigated the change in values in freshman students as a function of educational programming in residence halls. Previous studies have investigated the management function of residence halls with regard to food and shelter. Other studies have investigated student values and attitudes, but none have tried to determine what function educational programming had in changing student values. The present study differs from previous studies in that it compares student group against student group instead of student group against some criteria.

The sample population consisted of 167 college freshmen at Southern Illinois University who entered college during the winter quarter of 1963. The majority of the freshmen were drawn from Illinois families who could loosely be categorized as middle-class families. The population was split into two groups: 87 who resided on campus in university owned residence halls and 80 who resided off-campus in privately owned residences.

The Study of Values was administered to both groups on a test-retest basis with an elapsed time interval of 11 weeks. The raw scores were then analyzed for the significance of the differences by means of the Mann-Whitney U Test. The statistical test is a non-parametric equivalent of the t

test. A non-parametric test which did not require normal distribution or measure higher than ordinal level was believed to be necessary because the writer believed the ordinal level of measurement to be the highest level reached by the instrument used.

Conclusions of the Study

The findings presented in Chapter IV have indicated that there are significant differences in values between the students who are exposed to educational programming and those students who are not exposed to educational programming. Hypothesis H_o (the null hypothesis of no difference between the two groups)[1] was partially supported and partially not supported by the findings as reported in Table I.[2] H_1 (significant differences will exist between the two groups in favor of Group I)[3] was supported by the findings as reported in Table II, which showed significant differences in all values for the terminal test administration. The reader

---

[1]Refer to Chapter I, p. 9.

[2]Refer to Chapter IV, p. 46.

[3]Refer to Chapter I, p. 9.

should keep in mind that there were differences in the initial administration, and these were greater for Group I than Group II, except for the social value. Group II scored higher on the social value for both test administrations.

Findings in Tables III and IV[4] indicated that over the elapsed time interval Group I made more significant changes in values than Group II. This gives further indication of the function of educational programming in changing values. Table III partially supported H_2 (there will be significant differences between the initial and terminal test administrations for Group I in favor of the terminal administration).[5] Table IV partially supported H_3 (there will be no significant differences between the initial and terminal test administrations for Group II).[6]

The finding, as a whole, would seem to indicate that students who are exposed to educational programming in their place of residence are more prone to change values than students who are not exposed to educational programming in their place of residence.

---

[4]Refer to Chapter IV, p. 50.

[5]Refer to Chapter I, p. 10.

[6]Refer to Chapter I, p. 10.

Implications of the Study

The implications of the study are several. First, it is felt that this investigation has accomplished what it set out to do--namely, to determine whether value changes in freshman students are a function of educational programming in residence halls. No attempts have been made to discover what operative forces tend to place the program aspects of residence halls in the position they now occupy with regard to affecting student values. None were intended. It was earlier stated that this was to be an exploratory study and descriptive inquiry. However, it is now apparent that by following up leads uncovered in this study, one should be able to examine in depth the operative factors of educational programming which affect students who live in residence halls.

Second, the findings have emphasized the necessity of having some criteria or criterion against which the effectiveness of educational programming may be measured. The findings have indicated that educational programming has a function in value changes in freshman students, but as programming off-campus becomes more sophisticated the writer does not feel that value changes will be a valid means of measurement of effectiveness.

Third, the periodic use of an instrument similar to the one used in this study could be useful, not only in providing a means of objectively measuring effectiveness of programming, but it could serve as a means of strengthening areas of programming as well as pointing out deficiences in the programming.

Recommendations for Further Research

In light of the findings of the present study, it has become apparent that a study of the operative forces of educational programming is needed in order to determine what and how different areas of educational programming affect student values. Further research is needed to identify and describe what the specific role of the resident staff is in fostering better educational programming. But first, the writer feels that other studies such as this one, along with surveys, must be carried out in order to better determine the specific function and value of educational programming. The present study gives minimal evidence of the function of educational programming and without follow-up studies to better determine the function of educational programming, all other studies would be presumptuous.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Asch, Solomon E., "A Perspective on Social Psychology", in Psychology: A Study of a Science, Vol. III: Formulations of the Person and the Social Context, Sigmund Koch, (ed.), New York, McGraw-Hill Book Co., 1959.

Dammen, Arnold H., "Residence Halls for Students", Trends in Student Personnel Work (Edited by E. G. Williamson) Minneapolis, The University of Minnesota Press, 1949.

Gage, N. L., "The Study of Values", Fifth Mental Measurements Yearbook, Oscar D. Buros, (ed.), Highland Park, N.J., The Gryphon Press, 1959.

Garrett, Henry E., Statistics in Psychology and Education, 5th edition revised, New York, Longmans, Green & Co., 1958.

Homan, George C., The Human Group, New York, Harcourt, Brace & Company, 1950.

Jacob, Phillip E., Changing Values in College, New York, Harper & Brothers, 1957.

Katz, Daniel and Stotland, Ezra, "A Preliminary Statement to a Theory of Attitude Structure and Change", Psychology: A Study of a Science, Vol. III: Formulations of the Person and the Social Context, Sigmund Koch, (ed.), New York, McGraw-Hill Book Co., 1959.

Parsons, Talcott, "An Approach to Psychological Theory in Terms of the Theory of Action", Psychology: A Study of a Science, Vol. III, Formulations of the Person and the Social Context, Sigmund Koch, (ed.,), New York, McGraw-Hill Book Co., 1959.

Rogers, Carl R., "A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-Centered Framework," Psychology: A Study of a Science, Vol. III, Formulations of the Person and the Social Context, Sigmund Koch, (ed.,), New York, McGraw-Hill Book Co., 1959.

Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences, New York, McGraw-Hill Book Co., 1956.

Sifferd, Calvin S., Residence Hall Counseling, Bollmington, McKnight & McKnight Publishing Company.

Williams, Robin M., Jr., "Religion, Value Orientation and Inter-Group Conflict"; Readings in Social Psychology, Eleanor E. Maccoby, Theodore M. Newcomb, and Eugene L. Hartley, (ed.,) New York, Henry Holt & Co., 1959.

Williamson, E. G., and Foley, J. D., Counseling and Discipline, New York, McGraw-Hill Book Co., 1949.

Periodicals

Albright, Preston B., "The Place of Residence Hall Organization in the Student Personal Program", Educational and Psychological Measurement, Vol. 11:700-703, 1951.

Cowley, W. N., "The History of Student Residential Housing", I & II, School and Society, Vol. 40:705-712, 758-764, 1934.

Dowse, E. M. and Harrison, M. E., "The Educational Program of the Residence Hall", Journal of the National Association of Women Deans and Counselors, Vol. 20:58-75, January, 1957.

Eddy, Edward D., Jr., "How May the Colleges Have a Greater and More Lasting Impact on Student Values?", Current Issues in Higher Education, 1959, Washington, D. C., The Association for Higher Education, 1959.

____ The College Influence on Student Character, Washington, D. C., The American Council on Education, 1959.

Gardner, Evelyn, "The Sociology of Residence Halls", Journal of the National Association of Women Deans and Counselors, Vol. 20:51-57, January, 1957.

Hartshorne, Edward Y., "Undergraduate Society and the College Culture", American Sociological Review, Vol. 8:321-333, June, 1943.

Lehmann, Irvin J., and Payne, Isabelle K., "An Exploration of Attitude and Value Changes of College Freshmen", Personnel and Guidance Journal, Vol. XLI, No. 5, January, 1963, pp. 403-408.

Thelen, Herbert A., "Basic Concepts in Human Dynamics", Journal of the National Association of Women Deans and Counselors, Vol. 15:99-111, March, 1952.

Minutes

Jorgensen, A. N., "The Growing Importance of Student Housing in Educational Planning", Address before the Association of College and University Housing Officers, Ames, Iowa, 1955.

Ostafin, Peter A., "Has the Residence Hall Come of Age?", Address before the Association of College and University Housing Officers, Ames, Iowa, 1955.

Miscellaneous

Allport, G. W., and Vernon, P. E., and Lindzey, G., Study of Values; Manual for test interpretation, Third Edition, 1960, Houghton Mifflin Co., Boston, Massachusetts.

Fulcher, Claire, The Residence Hall, A Human Relations Laboratory, New York: Teachers College, Columbia University, 1955 (unpublished doctor's thesis).