

A STUDY OF THE OPINIONS OF KANSAS STATE COLLEGE
STUDENTS CONCERNING STUDENT GOVERNMENT
AND RELATED ACTIVITIES

by

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INTRODUCTION

The purpose of this study was to investigate the opinions of Kansas State College undergraduate students concerning their student government and related areas. The study was designed to define areas in our total college program that need more detailed study and to elicit sufficient information to use as a basis for modifying parts of the college program.

In developing the major portion of the study the following points will be considered:

1. What is the role of student government in a college? What is the need for this study? What are the hypotheses basic to the concept of attitude and opinion?
2. What methods of procedure would be suitable for this study?
3. What are the opinions of Kansas State College undergraduate students concerning their student government, their relationships with college faculty and administrators, and their treatment as mature individuals?
4. What inferences can be made concerning the relationship of the students' opinions to the present college program and policies? What further investigation is suggested by this study?

The Role of Student Government Defined

There are two general reasons for including student government in a college educational program.

The first is to maintain a well ordered college community. In any group living situation some individual or group of individuals must set up general rules by which the group will live. Even if this could be done by one person efficiently and fairly, those within the group are more willing to abide by such rules if they participate in formulating them. As Gordon Allport states in his *Psychology of Participation*, "...a person ceases to be reactive and contrary in respect to a desirable course of conduct only when he himself has had a hand in declaring that course of conduct to be desirable."¹ In discussing the development of socially useful conduct Daniel A. Prescott says, "...self interest should be so inextricably interassociated with the welfare of the group that socially useful conduct inevitably becomes the road to personal satisfaction and self-expression."²

The second reason for student government is that it can be used as a means of developing mature judgment and the attitudes and skills of responsible citizens in those who participate. Effective citizens are those who have a realistic personal adjustment, who understand and are willing to accept their responsibilities as citizens in a democratic society, and who have the skills necessary for effective action. The best way of learning such behavior is by facing and working through

¹ Gordon W. Allport, "Psychology of Participation", p. 123.
² Daniel A. Prescott, Emotion and the Educative Process, p. 124.

specific problems. In discussing the psychology of participation, Gordon W. Allport states, "Learning is not a passive absorption but an active response."¹ He goes on to point out that learning in this way is more rapid and the response patterns are more stably formed.

Daniel A. Prescott says, "The best method of maturing children is to provide them with situations in which they can work out behavior that will satisfy their personality needs as the latter appear."² He states further,

It implies granting them opportunities for significant action in relation to their needs, attitudes, and emerging purposes. It means granting them increasing responsibility to direct their own behavior, and it implies challenging them with the world's unsolved problems as a means of evoking purpose.³

He goes on to point out that, "...a social regime of such rigidity that growth and self-expression in the form of working for self and social improvement are denied must produce personalities that are thwarted and anti-social."⁴

Need for Study

If student government and related activities are to be used as means of achieving the previously stated objectives, evaluation of these means should be undertaken.

1 Allport, op. cit., p. 119.
 2 Prescott, op. cit., p. 194.
 3 Ibid., p. 195.
 4 Ibid., p. 43.

Every day college administrators are faced with decisions which affect student activities. Often they have no basis for their decision other than rumor and conjecture. Nobody knows how the students are reacting to their student government! Nobody knows how the students feel concerning the importance and structure of group government. Nobody knows what kind of citizenship habits are being developed. Studies are needed which will provide these administrators with more of this kind of information on which to base their decisions. In discussing the need for such information, Esther Lloyd Jones and Margaret R. Smith state,

Activities outside the classroom are of major importance in the lives of students in colleges and universities. Sufficient data are not available regarding these activities, but such data should be collected and interpreted on a national scale.¹

Is the college meeting the students growing need for increased responsibility? As Esther Lloyd Jones points out,

Students need and are normally eager during adolescent years to assume more and more responsibility. These are the years, normally, when sensitivity to values and recognition of ultimate responsibility for the consequences of one's actions is generally heightened. Adolescents want almost desperately to exercise responsibility; this is basic to growth in social competence.²

A knowledge of the students' feeling as to whether they are being treated as mature individuals will give insight into

¹ Esther Lloyd Jones and Margaret R. Smith, A Student Personnel Program for Higher Education, p. 283.

² Esther Lloyd Jones, Social Competence and College Students, p. 19.

the way this need is being satisfied.

The way a person feels; i.e., his emotional set or attitude, is a basic determinant of behavior. A knowledge of these feelings is necessary for shaping and modifying an educational program to make it more effective. Referring to the need for understanding and evaluating these feelings, Daniel Prescott says, "...the measurement of attitudes is needed as children progress through school, in order to know the effects of their school years and to find out the sort of adult that is being formed."¹

A search of educational and psychological literature was made but no similar studies were found.

The Concepts of Attitude and Opinion

The essential feature of an attitude as most psychologists define it is a preparation or readiness for response.² In describing attitudes most psychologists seem to accept the following attributes. Attitudes are learned.³ Because of this they can be modified or changed. They are determinants of behavior--they're selective. Allport states, "Attitudes determine for each individual what he will see and hear, what he will think, and what he will do."⁴ They seem to have a positive-negative value.⁵ That is, an attitude connotes a

1 Prescott, op. cit., p. 205.

2 Gordon W. Allport, "Attitudes", p. 805.

3 Muzaffer Sherif, An Outline of Social Psychology, p. 212.

4 Allport, op. cit., p. 806.

5 G. Murphy, L. B. Murphy, and Theodore M. Newcomb, Experimental Social Psychology, p. 889.

for or against, a favorable or unfavorable feeling.

Several definitions of attitude may be found in Appendix

A. Gardner Murphey's definition stated below is typical.

An attitude is a readiness to act in one way rather than another. Careful analysis seems to show that it consists, at least in part, of partial and finer symbolic acts.¹

As Thurstone² and Remmers³ point out, an opinion is frequently defined as the verbal expression of an attitude. Usually an opinion is expressed in response to a verbal situation.

Public opinion is defined as the average or most characteristic opinion of the individuals of a "public" regarding a given issue, institution or person. Floyd H. Allport states,

The term public opinion is given its meaning with reference to a multi-individual situation in which individuals are expressing themselves or can be called upon to express themselves as favoring or supporting (or else disfavoring or opposing) some definite condition, person or proposal of wide spread importance in such a proportion of number, intensity and constancy as to give rise to the possibility of effecting action directly or indirectly toward the object concerned.⁴

Limitations of the Study

The study was limited to undergraduate Kansas State College students. It was primarily concerned with opinions

¹ Gardner Murphey, Personality, A Biosocial Approach to Origins and Structure, p. 980.

² L. L. Thurstone, and E. J. Chavey, The Measurement of Attitudes, p. 6-7.

³ H. H. Remmers, and Ida B. Kelley, Studies in Higher Education, p. 18.

⁴ Floyd H. Allport, "Toward a Science of Public Opinion," p. 23.

related to student government. The validity of inferences is limited to the extent that the sample is representative.

METHODS OF PROCEDURE

According to Quinn MacNemar's most recent survey of opinion-attitude methodology, the difference between attitude and opinion studies seems to be made on the basis of technique of investigation. "A typical attitude study involves a scale or battery of questions for ascertaining attitudes whereas the typical opinion study leans heavily on a single question for a given issue."¹ The single question method was used in this study; however, there were often two or more questions concerning essentially the same issues. This multiple question method was used to obtain a clearer picture of the student's feelings concerning the issues presented and to give some indication of the validity of responses.

The statements used on the questionnaire were formulated by the author. Statements concerning issues other than student government were included. This study is an analysis primarily of those statements concerning student government and relationships with faculty and administrators.

Selection of Items

An initial list of 145 statements was prepared. Over a period of three months this list was referred to 12 students

¹ Quinn MacNemar, "Opinion-Attitude Methodology", p. 290.

and two faculty members for criticism and suggestions. During this process of revision, 63 questions were dropped and several others revised leaving 82 statements on the final questionnaire.

The study was designed to determine whether the students had a positive, negative, or neutral feeling toward given issues. A three or five point response to each statement seemed to lend itself best to this problem. To determine which type of response the students preferred, two lists of statements were prepared. One used a five point response of strongly agree, agree, uncertain, disagree and strongly disagree. The other used a three point response of agree, uncertain and disagree. Fifteen students were given both of these lists. After they had responded to the statements on each list, they were interviewed individually. They unanimously agreed that it was easier and more satisfying for them to respond to the statements with the five possible responses. The general feeling was that it was difficult to express an opinion on a three point response without feeling that they were expressing an extreme opinion. The five point response was selected for this study.

Statements were arranged in a chance order on the questionnaire which consisted of three sheets mimeographed on legal size ($8\frac{1}{2}$ inches by 14 inches) paper. The instructions for filling out the questionnaire were printed at the top of the sheet. They emphasized specifically that there were no right or wrong answers and that the student was to express his own opinion of

the issue stated. Spaces for indicating classification data such as sex and age were included at the bottom of the last page. A copy of the questionnaire may be found in Appendix B.

Selection of Sample

The author obtained roughly a 10 percent sample of the undergraduate students enrolled at Kansas State College in the spring semester of 1949. The total undergraduate enrollment for that semester was 6,391.

Six hundred fifty questionnaires were distributed in regular class sessions by faculty members in the schools of Engineering, Agriculture, Arts and Science and Home Economics. These faculty members were selected on the basis of convenience and cooperation. From this group of questionnaires a study sample of 437 was drawn. This was about seven percent of the total enrollment for that semester. Table 1 shows the distribution of the sample in comparison with the composition of the enrollment for that semester. Enrollment figures used for the calculation of percentages were obtained from the registrar of Kansas State College.

Table 1 shows that the sample proportions approximate closely the enrollment proportions. In general the sample seems to be representative of the total undergraduate enrollment.

Table 1. A comparison of the distribution of individuals in the study sample with the total enrollment by schools, classes and sex.

Category	: Number of : students in : study sample	: Percent : of study : sample	: Percent of students : in total spring : enrollment
Freshmen	100	22.9	23.9
Sophomores	116	26.6	24.9
Juniors	148	33.8	28.5
Seniors	73	16.7	22.7
Men	340	78	81
Women	97	22	19
Engineering	120	27.5	31
Agriculture	93	21.2	21
Home Economics	53	12.1	10
Arts & Science	<u>171</u>	39.2	39
Total	437		

The questionnaires were distributed near the end of the semester so that all members of the sample were enrolled at Kansas State for at least one semester. Most of the students had been enrolled for two or more semesters.

Treatment of Data

The data were recorded in simple percentages in categories of agree, uncertain and disagree. The responses of strongly agree and agree are included in the category reported as agree. The responses strongly disagree and disagree are included in the category reported disagree. Percentages were computed by dividing the number of responses in each category by the total sample ($N = 437$). In the first seven statements the data are presented only for classes and the total sample. This was done because

the responses in one category were so predominant that the author felt further comparisons would not be worthwhile.

For the rest of the statements, comparisons were made for total sample, housing groups, classes, schools and sex. Distributions for East Stadium and Waltheim Halls were included in the tables, although the author felt that the samples were too small to warrant statistical comparisons. More Courts and West Stadium dormitories were combined in one group to provide a sample large enough for working purposes. However, this may have obscured some significant differences between these two groups. The sample for More Courts is not completely representative of the men living in those dormitories. By their own report most of the men in the sample came from the few dormitories which had set up some form of hall government. The sample size for married students living in college housing is not adequate. The sample for Van Zile Hall although small, is considered adequate by the author. It is one-sixth of the total population and comes from a hypothetically homogeneous population. The terms "fraternity" and "sorority" refer to social fraternities and sororities.

In some cases a critical ratio technique was used to determine the significance of differences between percentages. A critical ratio of 3.0 or above was considered definitely significant. However, critical ratios smaller than this but of considerable magnitude are important and often

suggest areas for further study.

The following formulas were used:

$$s_a\% = \frac{pq}{N}$$

$s_a\%$ = the standard deviation of a proportion in one category.

p = proportion of cases in one category.

q = 1 - p.

N = number of cases in category.

Standard error of difference = $\sqrt{(s_a\%)^2 + (s_b\%)^2}$

Critical ratio = $\frac{\text{difference between proportions}}{\text{standard error of difference}}$

Standard deviations of proportions were taken from a table of nomographs.¹

THE ANALYSIS OF DATA

Data are presented in the following tables in simple percentages for various categories. A short discussion of the data follows each table.

Table 2. Distribution of responses by classes and for the total sample to the statement, "The administration should make all rules and regulations governing students."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
100	Freshmen	10	16	74
116	Sophomores	5	3	92
148	Juniors	1	8	91
73	Seniors	3	6	91
437	Total	4	8	88

¹ Jack W. Dunlap and Albert K. Kurtz, Handbook of Statistical Nomographs, Tables, and Formulas, p. 25.

A significantly smaller proportion of freshmen than upperclassmen respond negatively to this statement. The critical ratio between freshmen and seniors is 3.1. In only three times in 1,000 would this difference occur by chance. This difference might be expected if one assumed that in most high schools it is the customary procedure for administrative officials to make the rules and regulation.

Table 3. Distribution of responses by classes and for the total sample to the statement, "The students should be free to make their own rules and regulations without consulting faculty and administration."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
100	Freshmen	9	6	85
116	Sophomores	11	11	78
148	Juniors	10	6	84
73	Seniors	6	7	87
437	Total	10	7	83

Table 4. Distribution of responses by classes and for the total sample to the statement, "It is a joint responsibility of administration and students to make rules and regulations that govern the college community."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
100	Freshmen	90	6	4
116	Sophomores	86	10	4
148	Juniors	92	5	3
73	Seniors	92	4	4
437	Total	90	6	4

Table 5. Distribution of responses by classes and for the total sample to the statement, "Students should have a large share in making the rules and regulations under which they live."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
100	Freshmen	82	10	8
116	Sophomores	95	4	1
148	Juniors	94	4	2
73	Seniors	87	8	5
437	Total	91	6	3

The responses to these four statements support the general conclusion that most students believe faculty and administration as well as students should participate in the development of rules and regulations governing the college community. This is a healthy response and shows a willingness to include all necessary groups in government.

Table 6. Distribution of responses by classes and for the total sample to the statement, "Students are not capable of self-government."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
100	Freshmen	5	11	84
116	Sophomores	4	7	89
148	Juniors	3	7	90
73	Seniors	8	6	86
437	Total	4	8	88

Most students seem to feel they are capable of self-government. With the question stated in an all or none fashion it is doubtful if any other kind of response could be expected.

Table 7. Distribution of responses by classes and for the total sample to the statement, "I don't care what student government is doing."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
100	Freshmen	7	5	88
116	Sophomores	5	9	86
148	Juniors	11	8	81
73	Seniors	14	10	76
437	Total	9	8	83

The difference between the proportion of freshmen and seniors responding "disagree" to this statement would occur in only 4.5 or 100 times by chance. The critical ratio is 2.00.

Table 8. Distribution of responses by classes and for the total sample to the statement, "I would like to know more about what student government is doing."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
100	Freshmen	87	7	6
116	Sophomores	90	6	4
148	Juniors	85	9	6
73	Seniors	79	9	12
437	Total	86	8	6

The responses to these two statements support the conclusion that most students are interested in the activities of their student government. Seniors seem to be slightly less interested than other students. This might be explained by the fact that the questionnaire was administered shortly before spring graduation. College activities would undoubtedly be of less importance to graduating seniors at that time.

Table 9. Distribution of responses for the total sample, housing groups, academic year, school, and sex for the statement, "I know little about what student government does."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	59.2	13.3	27.5
106	College housing	60.4	18.9	20.7
314	All other housing	58.6	10.8	30.6
<u>Single women's housing</u>				
40	Sororities	37.5	10.0	52.5
26	Van Zile	61.5	15.4	23.1
17	Waltheim Hall	64.8	17.6	17.6
11	East Stadium	54.5	18.2	27.3
<u>Single men's housing</u>				
56	Fraternities	50.0	3.6	46.4
28	West Stadium & Moro Cts.	57.1	32.2	10.7
168	Private rooms	64.3	13.7	22.0
<u>Married student's housing</u>				
50	Private apartments	66.0	10.0	24.0
24	College housing	62.5	8.3	29.2
<u>Classes</u>				
100	Freshmen	61.0	16.0	23.0
116	Sophomores	62.9	9.5	27.6
148	Juniors	61.5	10.8	27.7
73	Seniors	43.9	17.8	38.3
<u>Schools</u>				
93	Agriculture	66.7	12.9	20.4
120	Engineering	56.8	14.0	29.2
53	Home Economics	60.4	11.3	28.3
171	Arts & Science	57.3	11.1	31.6
<u>Sex</u>				
252	Men	60.3	13.5	26.2
94	Women	51.1	13.8	35.1

Critical Ratios for Differences in Proportions

	<u>Agree</u>	<u>Disagree</u>
Sororities-Van Zile Hall	1.95	2.4
Fraternities-Moro Cts. & West Stadium		4.06
Fraternities-Private rooms (single)	1.9	3.3
Fraternities-Private apts. (married)		2.5

(continued)

Table 9. (continued).

Critical Ratios for Differences in Proportions		
	<u>Agree</u>	<u>Disagree</u>
Fraternities-College housing (married)		1.5
Sororities-Private apts. (married)	2.8	2.86
Sororities-College housing (married)	2.0	1.9
Freshmen-Seniors	2.26	2.16
Agriculture-Arts & Science		2.03
Men-Women	1.51	1.57
College housing-All other housing	.32	2.1

This question is important because one of the first prerequisites of responsible citizenship is being informed concerning the government's activities.

A majority of the students feel uninformed about the activities of student government. Approximately one-fourth of these students feel informed. Students in college housing tend to feel less informed than other students. The difference in the disagree category would occur less than four times in 100 by chance. Members of social fraternities and sororities seem to feel better informed than other students. The uncertain category is not exceptionally large in most cases. Seniors seem to feel somewhat better informed than underclassmen. The difference between these two percentages would occur only three times in 100 by chance. The difference between fraternities and Moro Courts-West Stadium dormitories would occur less than one time in 1,000 by chance. The difference between fraternities and private rooms for

single students would occur less than one time in 1,000 by chance.

Apparently the students living in college housing have less contact with student government than those living in Greek social organizations even though these college housing groups are themselves organized and hypothetically a part of student government. Of course, it would be expected that students living in private rooms would feel less informed because of the difficulty of reaching them.

Women seem to feel slightly better informed than men although this difference does not meet our criteria for statistical significance.

Table 10. Distribution of responses for the total sample, housing groups, academic year, school, and sex for the statement, "Our student government is effective."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	49.0	38.4	12.6
106	College housing	50.0	43.4	6.6
314	All other housing	47.8	37.3	14.9
<u>Single women's housing</u>				
40	Sororities	67.5	30.0	2.5
26	Van Zile Hall	53.9	34.6	11.5
17	Walthelm Hall	52.9	47.1	0.0
11	East Stadium Hall	45.4	54.6	0.0
<u>Single men's housing</u>				
56	Fraternities	57.1	35.7	7.2
28	West Stadium & Moro Cts.	50.0	39.3	10.7
168	Private rooms	42.8	39.3	17.9
<u>Married student's housing</u>				
50	Private apartments	40.0	38.0	22.0
24	College housing	45.8	50.0	4.2

(continued)

Table 10. (continued).

N	Category	Percent		
		Agree	Uncertain	Disagree
Classes				
100	Freshmen	34.0	29.0	37.0
116	Sophomores	51.8	37.9	10.3
148	Juniors	43.9	42.5	13.6
73	Seniors	52.0	34.3	13.7
Schools				
93	Agriculture	42.0	42.0	16.0
120	Engineering	44.2	40.8	15.0
53	Home Economics	60.4	34.0	5.6
171	Arts & Science	51.4	38.0	10.6
Sex				
252	Men	46.8	38.5	14.7
94	Women	58.5	37.2	4.3

Critical Ratios for Differences in Percentages

	Agree	Disagree
Sororities-Private apts.(married)	2.71	3.05
Fraternities-Private apts.(married)	1.79	2.54
Fraternities-Private rooms(single)	1.9	2.37
Freshmen-Sophomores	2.63	4.7
Freshmen-Juniors	1.58	4.18
Freshmen-Seniors	2.39	3.75
Men-Women	1.96	3.4
College housing-All other housing	.39	2.63

Approximately one-half the students feel that their student government is effective. Nearly two-fifths of the students feel uncertain concerning their government's effectiveness.

There seems to be more of a tendency for students in other than college housing to feel that student government is not effective. There is statistically no difference between the groups in the feeling that student government is effective.

There seems to be a slightly larger proportion of students in social fraternities and sororities who feel student government is effective. No definite statement can be made, however, because differences do not meet the criteria for statistical significance.

A larger proportion of married students living in private apartments than other groups feel student government is not effective. The difference in the disagree category between this group and sorority members would occur less than three times in 1,000 by chance. The difference between these married students and fraternity members in the disagree category would occur less than 11 times in 1,000 by chance.

A larger proportion of freshmen than upper-classmen feel student government is not effective. There is almost no probability that the differences in the disagree category could have occurred by chance.

A larger proportion of women than men feel student government is effective. The difference in the disagree category would occur less than two times in 1,000 by chance.

The proportion of uncertain responses to this statement is quite large. Since this statement hypothetically requires information regarding the activities, these results would tend to support the response to the previous statement. It is significant to note that while only one-fourth of the students felt informed, one-half of them feel that their student government is effective. The students interpretation

of the term "effective" in this statement is, of course, crucial.

Why do a larger proportion of freshmen feel student government is not effective? It may be because they aren't represented. They don't seem to feel less informed than other groups.

The fact that a larger proportion of men live in private rooms may account for at least part of the apparent sex difference.

Table 11. Distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "Student government benefits me personally."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	48.0	33.7	18.3
106	College housing	53.7	35	11.3
314	All other housing	44.3	34.4	21.3
<u>Single women's housing</u>				
40	Sororities	55.0	35.0	10.0
26	Van Zile Hall	42.0	46.0	12.0
17	Waltheim Hall	65.0	35.0	0.0
11	East Stadium Hall	64.0	36.0	0.0
<u>Single men's housing</u>				
56	Fraternities	48.0	31.0	21.0
28	West Stadium & More Cts.	57.1	32.2	10.7
168	Private rooms	39.8	36.2	24.0
<u>Married student's housing</u>				
50	Private apartments	56.0	12.0	32.0
24	College housing	50.0	25.0	25.0
<u>Classes</u>				
100	Freshmen	35.0	43.0	22.0
116	Sophomores	49.0	29.0	22.0
148	Juniors	47.0	37.0	16.0
73	Seniors	57.0	29.0	14.0

(continued)

Table 11. (continued)

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
<u>Schools</u>				
93	Agriculture	36.6	38.7	24.7
120	Engineering	48.3	34.2	17.5
53	Home Economics	54.7	35.8	9.5
171	Arts & Science	48.5	32.2	19.3
<u>Sex</u>				
252	Men	43.6	34.6	21.8
94	Women	54.3	38.3	7.4

Critical Ratios for Differences in Percentages

	<u>Agree</u>	<u>Disagree</u>
Sororities-Van Zile Hall	1.05	
Pvt. rms.(single)-Pvt. apts.(married)	2.04	
Freshmen-Seniors	2.92	1.38
Agriculture-Home Economics	2.17	2.51
Agriculture-Arts & Science	1.9	
Men-Women	1.8	4.32
College housing-All other housing	1.68	2.57

Only about fifty percent of the students feel that student government is of personal benefit to them. There is a large proportion of uncertain responses. This may also be related to the feeling of being uninformed stated on a previous question.

There appears to be a tendency for a larger proportion of students in college housing than in other housing to feel that student government is of personal benefit. The difference in the disagree category would occur less than two times in 100 by chance.

A larger proportion of upperclassmen than freshmen feel that student government is of personal benefit. The differ-

ence in the agree category between freshmen and seniors would occur only four times in 1,000 by chance. This would suggest that the longer a student is in school at K-State the more he comes to feel the personal importance of student government.

A significantly larger proportion of men than women seem to feel that student government does not benefit them personally. There is almost no possibility that the difference in the disagree category could have occurred by chance. This might be due to the fact that a larger proportion of women live in organized houses or dormitories.

Table 12. Distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "Student government protects my rights as a student."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	49.2	38.9	11.9
106	College housing	54.7	36.8	8.5
314	All other housing	49.4	37.6	13.0
<u>Single women's housing</u>				
40	Sororities	65.0	25.0	10.0
26	Van Zile Hall	61.6	30.7	7.7
17	Waltheim Hall	82.3	11.8	5.9
11	East Stadium Hall	54.5	45.5	0.0
<u>Single men's housing</u>				
56	Fraternities	59.0	30.4	10.6
28	West Stadium & Moro Cts.	35.7	50.0	14.3
168	Private rooms	43.5	42.2	14.3
<u>Married student's housing</u>				
50	Private apartments	46.0	50.1	14.0
24	College housing	50.0	41.7	8.3
<u>Classes</u>				
100	Freshmen	49.0	43.0	8.0
116	Sophomores	55.2	36.2	8.6

(continued)

Table 12. (continued).

N	Category	Percent		
		: Agree	:Uncertain:	Disagree
<u>Classes (con't.)</u>				
148	Juniors	50.6	35.8	13.6
73	Seniors	48.0	37.0	15.0
<u>Schools</u>				
93	Agriculture	45.2	42.0	12.8
120	Engineering	36.7	49.3	14.0
53	Home Economics	64.1	30.2	5.7
171	Arts & Science	59.7	39.7	10.6
<u>Sex</u>				
252	Men	46.0	40.5	13.5
94	Women	66.0	26.6	7.4

Critical Ratios for Differences in Percentages

	<u>Agree</u>	<u>Disagree</u>
Fraternities-Moro Cts. & West Stadium	2.1	
Fraternities-Private rooms (single)	2.1	
Freshmen-Seniors		1.4
Home Economics-Agriculture	2.25	
Home Economics-Engineering	3.44	
Home Economics-Arts & Science	1.88	
Men-Women	3.44	1.77
College housing-All other housing	.95	1.36

Approximately one-half the students feel that student government protects their rights as students while almost two-fifths are uncertain.

There seems to be a slight difference in favor of college housing on this statement. However, these differences could easily have been due to chance fluctuations.

A larger proportion of men living in fraternities than those living in Moro Courts dormitories, West Stadium dormitory, or private rooms feel that student government

protects their rights as students. The differences in the agree category would occur about two times in 100 by chance.

A larger proportion of students in Home Economics than in other schools feel that student government protects their rights. A larger proportion of women than men feel student government protects their rights. There is almost no possibility that the difference in the agree category would occur by chance. Since the enrollment in the school of Home Economics is almost entirely women, the differences between this school and the others on this question may be due to the difference between men and women in general.

Table 13. Distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "The student council doesn't represent me."

N	Category	Percent		
		Agree	Uncertain	Disagree
437	Total sample	14.8	32.5	52.7
106	College housing	15.1	27.3	57.6
314	All other housing	14	33.8	52.2
<u>Single women's housing</u>				
40	Sororities	5.0	26.0	69.0
26	Van Zile Hall	7.7	23.0	69.3
17	Waltheim Hall	12.0	17.0	71.0
11	East Stadium Hall	0.0	18.0	82.0
<u>Single men's housing</u>				
56	Fraternities	9.0	28.0	63.0
28	West Stadium & Moro Cts.	21.4	52.9	35.7
168	Private rooms	17.3	36.1	46.6
<u>Married student's housing</u>				
50	Private apartments	16.0	36.0	48.0
24	College housing	25.0	25.0	50.0

(continued)

Table 13. (continued).

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
<u>Classes</u>				
100	Freshmen	10.0	43.0	47.0
116	Sophomores	12.0	35.0	56.0
148	Juniors	18.9	29.7	51.4
73	Seniors	16.5	27.4	56.1
<u>Schools</u>				
93	Agriculture	20.4	30.1	49.5
120	Engineering	16.8	32.5	50.7
53	Home Economics	11.3	32.1	56.6
171	Arts & Science	13.4	32.2	54.5
<u>Sex</u>				
252	Men	15.9	35.3	48.8
94	Women	6.4	23.4	70.2

Critical Ratios for Differences in Percentages

	<u>Agree</u>	<u>Disagree</u>
Fraternities-Moro Cts. & West Stadium		2.45
Fraternities-Private rooms (single)		2.15
Fraternities-Private apartments (married)		1.57
Fraternities-College housing (married)		1.46
Freshmen-Juniors	2.03	
Men-Women	2.78	3.75
College housing-All other housing	.27	.97

Approximately one-half of the students feel that the student council represents them. A large proportion, approximately one-third, indicate they are uncertain. There is little difference between the categories of college housing and all other housing on this statement.

Fraternity men seem to feel they are more adequately represented than men living in private rooms, Moro Courts and West Stadium dormitories. The differences in the

disagree category would occur less than 1.2 times in 100 by chance.

More women than men feel represented. There is almost no possibility for the difference in the disagree category to occur by chance. The difference in the agree category would occur less than six times in 1,000 by chance.

It is significant to note that the distributions on this statement and the three previous ones are very similar. In all cases the total response in the direction of positive feeling is about 50 percent. For each statement the uncertain category is about one-third the total response. In all cases a significantly larger proportion of women than men feel that student government is effective and beneficial. The consistency of these responses would seem to support the validity of the results.

Table 14. Distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "Student council elections aren't important to me."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	20.4	18.1	61.5
106	College housing	15.1	17	67.9
314	All other housing	23.6	15.9	60.5
<u>Single women's housing</u>				
40	Sororities	5.0	12.5	82.5
26	Van Zile Hall	15.4	7.7	76.9
17	Waltheim Hall	0.0	17.6	82.4
11	East Stadium Hall	9.1	9.1	81.8
<u>Single men's housing</u>				
56	Fraternities	7.1	16.0	76.9
28	More Cts. & West Stadium	21.4	17.9	60.7
168	Private rooms	29.2	18.4	52.4

(continued)

Table 14. (continued).

N	Category	Percent		
		Agree	Uncertain	Disagree
<u>Married student's housing</u>				
50	Private apartments	38.0	10.0	52.0
24	College housing	20.8	29.2	50.0
<u>Classes</u>				
100	Freshmen	15.0	24.0	61.0
116	Sophomores	15.5	15.5	69.0
158	Juniors	25.0	16.2	58.8
73	Seniors	26.0	12.3	61.7
<u>Schools</u>				
93	Agriculture	20.4	20.4	59.2
120	Engineering	26.6	18.4	55.0
53	Home Economics	5.7	15.1	79.2
171	Arts & Science	21.6	15.2	63.2
<u>Sex</u>				
252	Men	23.4	17.8	58.8
94	Women	7.4	11.7	80.9

Critical Ratios for Differences in Percentages

	<u>Agree</u>	<u>Disagree</u>
Sororities-Private apts.(married)	4.29	3.45
Fraternities-More Cts. & West Stadium	1.7	
Fraternities-Private rooms(single)	4.53	1.5
Fraternities-Private apts.(married)	4.01	2.63
Fraternities-College housing(married)	1.54	2.12
Freshmen-Juniors	1.75	
Freshmen-Seniors	1.75	
Home Economics-Agriculture	2.79	2.64
Home Economics-Engineering	4.04	3.35
Home Economics-Arts & Science	3.55	2.37
Men-Women	3.5	4.31
College housing-All other housing	2.00	1.39

Approximately one-fifth of the students feel that student council elections are not important to them. Approximately three-fifths feel elections are important. There seems to be a tendency for a larger proportion of students in other

than college housing to feel that student council elections aren't important to them. The difference in the agree category would occur about one time in 20 by chance.

A larger proportion of married students living in private apartments than members of social fraternities and sororities feel that student council elections aren't important to them. There is almost no possibility that the differences in the agree category could have occurred by chance. In the disagree category the difference between sorority members and married students in private apartments would occur only two times in 1,000 by chance. The difference between fraternity members and married students in private apartments would occur about one time in 100 by chance. A larger proportion of single men in private rooms than fraternity members feel that student council elections aren't important to them. There is almost no chance that the difference in the agree category could occur by chance. A significantly larger proportion of students in the schools of Agriculture, Engineering, and Arts and Science than in Home Economics feel student council elections are not important to them. There is also a pronounced sex difference with women feeling these elections are more important to them than men. There is almost no possibility that these differences could have occurred by chance. Since Home Economics has primarily a female enrollment the apparent differences in schools may be due to the sex difference.

Why the sex difference? Once again the most suggestive hypothesis is that it is the result of differences in ex-

periences due to living arrangements. A large proportion of male students live in private rooms or poorly organized college housing areas. A large majority of the married students in the sample are men. The fact that the responses for fraternity men differ little from the responses of women lend credence to this hypothesis. In the past much more emphasis has been placed on organizing women's housing than men's. The apparent sex differences may be due to this.

Table 15. Distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "Most of the rules and regulations governing us here at college are unnecessary."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	16.0	16.7	67.3
106	College housing	9.4	17.9	72.7
314	All other housing	18.8	16.5	64.7
<u>Single women's housing</u>				
40	Sororities	17.5	27.5	55.0
26	Van Zile Hall	4.0	8.0	88.0
17	Waltheim Hall	0.0	18.0	82.0
11	East Stadium	0.0	27.0	73.0
<u>Single men's housing</u>				
56	Fraternities	21.0	16.0	63.0
28	West Stadium & Moro Cts.	17.9	25.0	57.1
168	Private rooms	19.0	14.3	66.7
<u>Married student's housing</u>				
50	Private apartments	16.0	16.0	68.0
24	College housing	17.0	16.0	67.0
<u>Classes</u>				
100	Freshmen	14.0	23.0	63.0
116	Sophomores	19.0	12.0	69.0
148	Juniors	16.9	16.9	66.2
73	Seniors	19.2	17.8	63.0
<u>Schools</u>				
93	Agriculture	22.6	17.2	60.2

Table 15. (continued).

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
<u>Schools (con't.)</u>				
120	Engineering	16.8	20.8	62.4
53	Home Economics	17.0	18.9	64.1
171	Arts & Science	15.2	12.8	72.0
<u>Sex</u>				
252	Men	19.4	15.9	64.7
94	Women	8.5	20.2	71.3

Critical Ratios for Differences in Percentages

	<u>Agree</u>	<u>Disagree</u>
Sororities-Van Zile Hall	1.9	3.22
Agriculture-Arts & Science	1.44	1.92
Men-Women	2.86	
College housing-All other housing	2.61	1.57

Approximately two-thirds of the students feel that most of the rules and regulations governing them here at college are necessary. There appears to be a slightly larger proportion of students in other than college housing who feel that most of the rules and regulations are necessary. The difference in the agree category would appear about one time in 100 by chance.

A larger proportion of women living in Van Zile indicate this feeling than those living in social sororities. The difference in the disagree category would occur less than two times in 1,000 by chance.

A larger proportion of men than women feel that these rules are unnecessary. The difference in the agree category would occur less than five times in 1,000 by chance.

The differences between sororities and other living groups may have occurred because sorority women were carrying on a very active argument with college officials concerning late night privileges at the time the questionnaires were given. It may also be the result of more detailed regulations in sororities than in other groups.

The sex difference may be due to the cultural phenomenon of more freedom of action for men than women. As a result of this the men may feel that they need very few regulations. At least they are probably more unwilling to accept many regulations. Since the college has few regulations directly governing men it is possible that this response is an expression of dislike for the regulations governing the relationships of men and women.

Summary of Results for Statements Concerning Student Government

Total Sample. Most students feel that the government of the college community should be carried on by both students and college faculty or administrative officials. They feel that students are capable of self government and should have a large share of the responsibility for it.

Most students are interested in student government but more than half of them feel uninformed concerning its activities.

About one-half of the students feel that student government is effective, that it is of personal benefit to them,

that it protects their rights as students, and that the student council represents them. One-third or more of the students are uncertain concerning these issues. This may be the result of being uninformed.

About two-thirds of the students feel that student council elections are important to them while one-fifth of the students definitely feel that elections are not important. Slightly more than two-thirds of the students feel that most of the rules and regulations governing them here at college are necessary.

Housing Groups. Students living in college housing seem to feel somewhat less informed about student government activities than other students. There also seems to be a slight tendency for a larger proportion of these students to feel that student government is effective; that it is of personal benefit and importance; and that most college rules and regulations are necessary. These differences are quite small, however, and could possibly be due to chance fluctuations. It appears that there is very little difference between the opinions of students living in college housing and those who are not concerning student government. This would suggest that the college personnel program in college housing has had little effect in this area.

Members of social fraternities and sororities seem to feel better informed concerning the activities of their student government than do students in other living groups.

There appears to be a tendency for a larger proportion of men in social fraternities than in other men's housing groups to feel that student government protects their rights; that student council elections are important to them; and that the student council represents them. There seems to be a tendency for men living in private rooms to feel that student government is of less personal benefit to them. All men's groups seem to feel about the same concerning the necessity for college rules and regulations. There seems to be a tendency for a larger proportion of women in social sororities than in other groups to feel that student government is effective. There is a large degree of uncertainty concerning this issue in all cases. There seems to be a smaller proportion of women in Van Zile Hall who feel that student government is of personal benefit than in other groups. There is a large degree of uncertainty concerning this issue also. There is a smaller proportion of women in social sororities who feel that most of the rules and regulations governing them are necessary than in other groups.

There appears to be a larger proportion of married students living in private apartments than in other groups who feel that student government is not effective. There seems to be a larger proportion of married students who feel that student council elections are not important to them. These married students also tend to feel less represented in student government than do other groups.

Classes. Freshmen seem slightly more willing than upper class students to have the administration make the rules and regulations governing them. A larger proportion of seniors than underclassmen feel informed concerning activities of the student government. A larger proportion of freshmen than upperclassmen feel that student government is not effective. A larger proportion of seniors than freshmen feel that student government is of personal benefit to them.

Schools. A somewhat larger proportion of Home Economics students than Agriculture students feel that student government benefits them personally. This may be due, however, to differences between men and women. A larger proportion of Home Economics students than students in other schools feel that student council elections are important to them. This may also be due to differences between men and women. There also seems to be a larger proportion of Home Economics students than students in other schools who feel that student government protects their rights. In this case also there is a difference between men and women.

Sex. More men than women feel that student government is not effective. There is also a larger proportion of men who feel that student government is not of personal benefit to them. A larger proportion of women feel that student government protects their rights. A larger proportion of men feel that the student council does not represent them. A larger proportion of men than women feel that student council elections are not important to them. There seems to be a

tendency for more men than women to feel that the rules and regulations governing them here at college are unnecessary.

Table 16. Distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "College faculty members are helpful in assisting me with my problems."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	68.0	15.1	16.9
106	College housing	69.8	11.3	18.9
314	All other housing	68.1	16.3	15.6
<u>Single women's housing</u>				
40	Sororities	70.0	17.5	12.5
26	Van Zile Hall	92.3	7.7	0.0
17	Waltheim Hall	64.8	17.6	17.6
11	East Stadium	72.6	9.1	18.3
<u>Single men's housing</u>				
56	Fraternities	66.1	12.5	21.4
28	West Stadium & Moro Cts.	64.3	14.3	21.4
168	Private rooms	69.0	19.0	12.0
<u>Married student's housing</u>				
50	Private apartments	66.0	10.0	24.0
24	College housing	54.2	8.3	37.5
<u>Classes</u>				
100	Freshmen	71.0	12.0	17.0
116	Sophomores	66.4	10.3	23.3
148	Juniors	67.6	16.9	15.5
73	Seniors	67.1	15.1	17.8
<u>Schools</u>				
93	Agriculture	63.5	16.1	20.4
120	Engineering	68.3	12.5	19.2
53	Home Economics	66.1	15.1	18.8
171	Arts & Science	69.0	14.6	16.4
<u>Sex</u>				
252	Men	67.9	17.0	15.1
94	Women	75.5	13.8	10.7

Critical Ratios for Differences in Percentages

	<u>Agree</u>	<u>Disagree</u>
Sororities-Van Zile Hall	2.5	
Fraternities-Private rooms		1.55
Fraternities-College housing (married)	.99	1.42
Pvt. rooms (single)-College housing (married)		2.5
College housing-All other housing	.33	.77

Approximately two-thirds of the students feel that college faculty members are helpful in assisting them with their problems. About one-sixth of the students feel they are not. There seems to be no difference in the opinions of students in college housing compared with students in other housing on this statement.

A smaller proportion of sorority members than women living in Van Zile Hall feel that faculty members are helpful. The difference in the agree category would occur less than 1.2 times in 100 by chance.

A larger proportion of married students living in college housing feel faculty members are not helpful than do other students. The differences, although quite large do not meet the criteria for definite statistical significance. However, the sample is small and these results suggest several interesting possibilities which might be developed through further investigation. The married students reference point of "my problems" may be different than that of the single students, or this may be an expression of a general negative feeling toward faculty members. This second hypothesis is given support by the responses to the next statement.

It is interesting to note that a slightly larger proportion of freshmen than other classes feel that faculty members are helpful, although differences do not meet the criteria for significance. It is possible that the faculty advising program has some effect here.

Table 17. Distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "K-State faculty members try to meet the needs of the students."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	62.2	23.6	14.2
106	College housing	59.4	27.4	13.2
314	All other housing	62.4	22.6	15
<u>Single women's housing</u>				
40	Sororities	70.0	15.0	15.0
26	Van Zile Hall	73.1	23.1	3.8
17	Waltheim Hall	76.5	23.5	0.0
11	East Stadium Hall	45.4	45.4	9.2
<u>Single men's housing</u>				
56	Fraternities	62.5	23.2	14.3
28	West Stadium & Moro Cts.	60.7	32.1	7.2
168	Private rooms	64.3	23.2	12.5
<u>Married student's housing</u>				
50	Private apartments	58.0	26.0	16.0
24	College housing	37.5	20.8	41.7
<u>Classes</u>				
100	Freshmen	65.0	24.0	11.0
116	Sophomores	53.4	29.3	17.3
148	Juniors	66.2	22.3	11.5
73	Seniors	64.4	13.7	21.9
<u>Schools</u>				
93	Agriculture	54.9	31.2	13.9
120	Engineering	60.8	24.2	15.0
53	Home Economics	62.3	20.8	16.9
171	Arts & Science	66.1	19.3	14.6
<u>Sex</u>				
252	Men	64.5	25.2	10.3
94	Women	69.2	22.3	8.5

Critical Ratios for Differences in Percentages

	<u>Agree</u>	<u>Disagree</u>
College housing (married)-Pvt.apt.(mrd.)	1.7	2.28
College housing (married)-Pvt.rooms(sgl.)	2.54	2.83
Col. hsg.(married)-Moro Cts.& W. Stadium	1.72	3.11
College housing (married)-Fraternities	2.12	2.48
Sophomores-Freshmen	1.74	
Sophomores-Juniors	2.13	
Sophomores-Seniors	1.52	
Agriculture-Arts & Science	1.77	
College housing-All other housing	.54	.46

About three-fifths of the students feel that faculty members try to meet their needs. Nearly one-fourth of the students feel uncertain. There seems to be no difference between the opinions of students in college housing and students in other housing on this statement.

Women living in East Stadium Hall seem much more uncertain of this than women living in other units. However, the sample is small and the differences can only be interpreted as suggesting more study.

Married students living in college housing seem to feel much more definitely than other students that faculty members are not trying to meet their needs. Although in several cases statistical prediction would indicate that differences would occur less than two times in 100 by chance, the sample is too small to be able to make statements with a large degree of certainty. When compared with the previous question on which a large proportion of these students indicated the feeling that faculty members were not helpful with their problems, one begins to wonder what these students' experiences with faculty members have been.

Table 18. Distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "K-State administrative officials understand the students needs."

N	Category	Percent		
		Agree	Uncertain	Disagree
437	Total Sample	41.2	40.5	18.3
106	College housing	42.4	39.6	18
314	All other housing	37.3	40.4	22.3
<u>Single women's housing</u>				
40	Sororities	30.0	37.5	32.5
26	Van Zile Hall	46.2	46.2	7.6
17	Waltheim Hall	59.0	35.0	6.0
11	East Stadium Hall	45.0	28.0	27.0
<u>Single men's housing</u>				
56	Fraternities	38.0	44.0	18.0
28	Moro Cts. & West Stadium	39.3	39.3	21.4
168	Private rooms	38.7	42.3	19.0
<u>Married student's housing</u>				
50	Private apartments	38.0	32.0	30.0
24	College housing	29.0	42.0	29.0
<u>Classes</u>				
100	Freshmen	39.0	40.0	21.0
116	Sophomores	40.5	37.9	21.6
148	Juniors	39.1	39.9	21.0
73	Seniors	46.6	35.6	17.8
<u>Schools</u>				
93	Agriculture	38.7	31.2	30.1
120	Engineering	39.2	40.0	20.8
53	Home Economics	43.4	37.7	18.9
171	Arts & Science	40.9	42.1	17.0
<u>Sex</u>				
252	Men	38.5	42.5	19.0
94	Women	41.5	38.3	20.2

Critical Ratios for Differences in Percentages

	Agree	Disagree
Sororities-Van Zile Hall	1.34	2.65
Fraternities-Pvt. apartments (married)		1.45
Private rooms (single)-Pvt. apts. (married)		1.53
Freshmen-Seniors	1.0	
Agriculture-Arts & Science		2.35
College housing-All other housing	.92	.98

About two-fifths of the students feel that Kansas State College administrative officials understand their needs. About the same proportion are uncertain. There seems to be little difference between the opinions of students in college housing and students in other housing on this statement.

A larger proportion of women living in social sororities than women living in Van Zile Hall feel that administrative officials do not understand their needs. The difference in the disagree category would occur less than one time in 100 by chance. Once again the married students living in college housing feel more strongly than most other groups that administrative officials do not understand their needs. Married students living in private apartments also seem to feel more that way than others.

One could expect a large uncertain response on this question because many students have very little contact with administrative officials.

Apparently sorority women have contacts with administrative officials which lead them to feel that these officials do not understand the students' needs. Married students seem also to have contacts which lead them toward this feeling.

Although the difference does not meet our criteria for statistical significance, there seems to be a larger proportion of agriculture students than students in other schools who feel that administrators do not understand students' needs. It would seem that in this case the feeling would be directed toward administrators in their particular school.

Table 19. Distribution of responses for the total sample, housing groups, academic year, school and sex for the for the statement, "Kansas State College administrators treat students fairly."

N	Category	Percent		
		Agree	Uncertain	Disagree
437	Total sample	68.7	18.0	13.3
106	College housing	67	21.7	11.3
314	All other housing	71.7	16.2	12.1
<u>Single women's housing</u>				
40	Sororities	70.0	15.0	15.0
26	Van Zile Hall	84.6	11.5	3.9
17	Waltheim Hall	88.3	11.7	0.0
11	East Stadium Hall	54.5	36.4	9.1
<u>Single men's housing</u>				
56	Fraternities	69.7	21.4	8.9
28	West Stadium & Moro Cts.	57.1	28.6	14.3
168	Private rooms	74.4	15.5	10.1
<u>Married student's housing</u>				
50	Private apartments	66.0	14.0	20.0
24	College housing	50.0	25.0	25.0
<u>Classes</u>				
100	Freshmen	68.0	21.0	11.0
116	Sophomores	65.5	20.7	13.9
148	Juniors	74.3	15.5	10.2
73	Seniors	65.3	19.2	15.0
<u>Schools</u>				
93	Agriculture	64.5	23.7	11.8
120	Engineering	65.8	17.5	16.7
53	Home Economics	71.7	13.2	15.1
171	Arts & Science	73.7	18.1	8.2
<u>Sex</u>				
252	Men	71.5	18.2	10.3
94	Women	75.5	16.0	8.5

Critical Ratios for Differences in Percentages

	Agree	Disagree
Sororities-Van Zile Hall	1.43	1.63
Fraternities-Moro Cts. & West Stadium	1.13	.71
Fraternities-Pvt. rooms(single)	.66	.27
Fraternities-Pvt. apts.(married)	.41	1.63
Fraternities-College housing(married)	1.65	1.68
Pvt. rooms(single)-Moro Cts. & W. Stadium	1.75	.6
Pvt. rooms(single)-Pvt. apts.(married)	1.13	1.63
Pvt. rooms(single)-College housing(married)	2.28	1.63
Juniors-Sophomores	2.04	
Agriculture-Arts & Science	2.17	
College housing-All other housing	.90	.22

About two-thirds of the students feel that Kansas State College administrators treat students fairly. There seems to be little difference between the opinions of students in college housing and students in other housing on this statement.

Married students seem to feel less this way than other students. Although differences do not meet criteria for statistical significance, the trend is the same as that on other statements concerning faculty and administrators.

A smaller proportion of men in More Courts and West Stadium than in other men's groups feel administrators treat students fairly. These differences do not meet the criteria for statistical significance but the direction of the trend is suggestive.

Summary of Results for Statements
Concerning Relationships with Faculty
and Administrators

Total Sample. About two-thirds of the students feel that faculty members try to meet the students' needs and are helpful in assisting the students with their problems. About two-thirds of the students feel that Kansas State College administrators treat students fairly. Only two-fifths of the students feel that K-State administrative officials understand the students' needs. An equal proportion of students were uncertain concerning this issue. This is quite possibly due to a lack of information.

Housing Groups. As a total group students living in college housing differ little from other students in their opinions concerning these statements. A larger proportion of women living in Van Zile Hall than women in other living groups feel that faculty members are helpful. A larger proportion of sorority women than Van Zile women feel that administrative officials do not understand the students' needs. There seems to be little difference among the mens' groups.

There seems to be a larger proportion of negative feeling toward faculty and administrators among married students than among single students. Considerably larger proportions of married students in college housing feel that faculty members do not try to meet the needs of the students and are not helpful. A larger proportion of them also tend to feel that administrators are not fair or understanding. The

sample is small but the trend is consistent.

Classes. There seems to be very little difference between classes.

Schools. There seems to be very little difference between schools with the exception that a larger proportion of agriculture students tend to feel that administrative officials do not understand students' needs.

Sex. There appear to be no sex differences.

Table 20. This table shows the distribution of responses for the total sample, housing groups, academic year, school and sex for the statement, "Kansas State College treats us as mature individuals capable of regulating our own lives."

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
437	Total sample	48.8	14.0	37.2
106	College housing	49	16.1	34.9
314	All other housing	49.1	13	37.9
<u>Single women's housing</u>				
40	Sororities	28.0	12.0	60.0
26	Van Zile Hall	62.0	7.0	31.0
28	Waltheim & East Stadium	46.5	17.9	35.6
<u>Single men's housing</u>				
56	Fraternities	48.0	16.0	36.0
17	Moro Courts	47.0	24.0	29.0
11	West Stadium	64.0	27.0	9.0
168	Private rooms	53.5	14.3	32.2
<u>Married student's housing</u>				
50	Private apartments	33.0	13.0	54.0
24	College housing	52.0	6.0	42.0
<u>Classes</u>				
100	Freshmen	57.0	15.0	28.0
116	Sophomores	47.5	14.6	37.9
148	Juniors	48.0	12.2	39.8
73	Seniors	41.1	15.1	43.8

(continued)

Table 20. (continued).

N	Category	Percent		
		: Agree	: Uncertain	: Disagree
<u>Schools & Curriculum</u>				
120	Engineering	51.6	12.5	35.8
53	Home Economics	51.0	13.2	35.9
93	Agriculture	51.6	15.0	33.4
19	Physical Science	31.6	15.8	52.6
56	Biological Science	53.5	14.3	32.2
96	Arts & Science	43.8	13.5	42.7
225	Veterans	47.1	14.2	38.7
91	Married	47.3	7.7	45.0
340	Men	50.6	14.7	34.7
97	Women	42.3	11.3	46.4

Critical Ratios for Differences in Percentages

	<u>Agree</u>	<u>Disagree</u>
Sororities-Van Zile Hall	2.85	2.45
Sororities-East Stadium & Waltheim	1.57	2.04
Private rooms-Private apts.(married)	2.68	2.76
Van Zile Hall-Private apts.(married)	2.50	2.00
Pvt. apts.(married)-Col.housing(married)	1.58	.96
Freshmen-Sophomores	1.38	1.52
Freshmen-Juniors	1.4	1.96
Freshmen-Seniors	2.1	2.16
Men-Women	1.46	2.06
College housing-All other housing	.02	.56

Table 21. Mean ages and standard deviations of the age distributions for each category of response to the statement, "Kansas State College treats us as mature individuals capable of regulating our own lives."

<u>Response category</u>	<u>Mean Age</u>	<u>Standard deviation</u>
Agree	21.65	2.88
Uncertain	21.48	2.79
Disagree	21.96	2.73

Critical ratio for difference in mean age between agree and disagree. . . . 1.06.

Table 22. The responses to the following statements are distributed according to the response given to the statement, "Kansas State College treats us as mature individuals capable of regulating our own lives."¹

Statements	N	:Response:Response category B ⁵			
		:category: : A ²	: Un- : Agree:	: Dis- : certain: : agree	
Percents					
"Our student government is effective."	213	agree	58.7	31.0	10.3
	61	uncertain	42.6	50.8	6.6
	163	disagree	38.6	43.5	17.9
Critical ratios ⁴ between the percent agree and percent disagree in A			3.94		2.11
"I know little about what student government does."	213	agree	57.7	13.2	29.1
	61	uncertain	64.0	14.7	21.3
	163	disagree	59.5	12.9	27.6
"Student government benefits me personally"	213	agree	51.2	32.4	16.4
	61	uncertain	32.8	49.2	18.0
	163	disagree	49.6	29.4	21.0
"Student council elections aren't important to me."	213	agree	21.6	18.8	59.6
	61	uncertain	21.3	27.9	50.8
	163	disagree	19.0	13.5	67.5
"The student council doesn't represent me."	213	agree	12.7	28.6	58.7
	61	uncertain	9.8	54.1	36.1
	163	disagree	19.0	30.0	51.0
"Student government protects my rights as a student."	213	agree	60.6	32.8	6.6
	61	uncertain	42.6	49.2	8.2
	163	disagree	37.4	42.9	19.7
Critical ratios between the percent agree and percent disagree in A.			4.59		3.3
"Most of the roles and regulations governing us here at college are unnecessary."	213	agree	8.0	14.0	78.0
	61	uncertain	6.6	26.2	67.0
	163	disagree	30.0	17.2	52.8
Critical ratios between the percent agree and the percent disagree in A.			5.42		5.24

(continued)

Table 22. (continued).

Statements	:Response:Response category B ³		:category: : Un- : Dis-		
	: A ²	: Agree:	: certain:	: agree	
		Percents			
"College faculty members are helpful in assisting me with my problems."	213 agree	79.0	9.3	11.7	
	61 uncertain	57.4	24.6	18.0	
	163 disagree	58.2	18.4	23.4	
Critical ratios between the percent agree and percent disagree in A.		4.33		2.94	
"K-State faculty members try to meet the needs of the students."	213 agree	74.2	16.9	8.9	
	61 uncertain	54.1	34.4	11.5	
	163 disagree	49.1	28.8	22.1	
Critical ratios between the percent agree and percent disagree in A.		6.12		3.48	
"K-State administrative officials understand the students needs."	213 agree	51.7	36.1	12.2	
	61 uncertain	34.4	47.5	18.1	
	163 disagree	30.0	37.4	32.6	
Critical ratios between the percent agree and percent disagree in A.		4.37		4.73	
"Kansas State College administrators treat students fairly."	213 agree	83.1	9.4	7.5	
	61 uncertain	61.5	31.2	3.3	
	163 disagree	54.0	24.0	22.0	
Critical ratios between the percent agree and percent disagree in A.		5.24		3.9	

¹ The table is read as follows: Statement 1 - Of the 213 students who agree with the statement in the table heading, 58.7 percent also agree with the statement, "Our student government is effective."; 31 percent were uncertain, and 10.3 percent disagreed with the statement. The uncertain and disagree categories in response category A are read in the same way.

² Response category A refers to the responses made to the statement in the table heading.

³ Response category B refers to the responses made to the statements in the left hand column of the table.

⁴ Critical ratios are computed for differences between the percent agree and percent disagree responses in response category A in both the agree and disagree columns of response category B.

Summary of Results for the Statement
Concerning Treatment as Mature Individuals

Approximately 50 percent of the students feel they are being treated as mature people, but nearly two-fifths of them feel they are not being treated as mature people.

As a group, students living in college housing seem to feel about the same concerning this issue as do other students. Within these groups there are definite variations. A significantly larger proportion of sorority women than women living in Van Zile feel they are not being treated as mature people. The differences in both the agree and disagree category would occur less than two times in 100 by chance. A larger proportion of married students than students in private rooms feel they are not being treated as mature people.

There seems to be a definite trend from the freshman through senior class toward a feeling of not being treated as mature people. The difference between freshmen and seniors would occur less than four times in 100 by chance. This trend deserves further investigation.

There seems to be a somewhat larger proportion of women than men who feel they are not being treated as mature people. The difference in the disagree category would occur about three times in 100 by chance. This difference is probably largely due to the proportion of sorority women in the sample.

Those students who feel that they are not being treated as mature people also seem to have a more negative attitude toward student government. On several of the statements the differences are not large but the direction is the same. The one exception is the statement, "Student council elections aren't important to me." This is not too inconsistent, however, because the other statements refer to the operation of student government while this one involves a principle.

A smaller proportion of students who feel that they aren't being treated as mature individuals (contrasted with those who feel they are) feel that student government is effective, that it protects their rights as students, and that most college rules and regulations are necessary. These differences appear in both the agree and disagree categories for the individual statements. However, the uncertain category for those who feel that they are not being treated as mature people tends to be somewhat larger on these statements. The possibility that these differences could have occurred by chance is extremely small.

There seems to be a much more positive attitude toward faculty and administrative officials among those students who feel that they are being treated as mature people than among those students who feel the opposite. The differences appear in both the agree and disagree categories for the individual statements. The possibility that these differ-

ences could have occurred by chance is very small. There is also a tendency toward a larger proportion of uncertain responses among those students who feel that they are not being treated as mature people.

Table 22 shows that the differences between the agree and disagree categories are probably not due to age differences.

There seems to be a definite relationship between these two feelings but this study does not make the relationship clear. Further study is indicated.

CONCLUSION

Inferences Concerning the Present College Program and Policies

It is apparent from these results that a large proportion of the students feel uninformed concerning their student government. This is shown in the responses to the statement of the issue. This conclusion is also supported by the fact that on all statements which seem to require knowledge of student government to respond, the proportion of uncertain responses is considerably larger than in those statements which can be answered on the basis of principle. This also suggests that student government may be making very little impact on the students lives that is recognized by the students.

In view of this, the author believes this problem should be given careful consideration in the proposed reorganization of student government. The student govern-

ment should include students, faculty, and administrative officials with the students being given the major share of the responsibility. The government should be structured so that the students are kept informed of its activities and decisions.

The heads of the college personnel departments should examine their policies and relationships with students. Specifically, the college housing program should be examined. This study suggests that the personnel program is making no major impact upon the students in college housing.

Studies Suggested by the Results of This Study

A large proportion of students feel uninformed concerning the activities of student government. It would be worthwhile to determine the kind and amount of information actually possessed and the way in which that information is obtained. Effective citizens keep informed concerning the government's activities. What kind of habits is Kansas State College developing in its students?

What causes the apparently greater negative feeling toward faculty and administrative officials among married students living in college housing? Why do sorority women feel more strongly than women in Van Zile that college administrative officials do not understand their needs? A controlled interview in which there is an opportunity for free expression would probably be the best approach

to these problems.

The problem of why students feel they are not being treated as mature individuals should be investigated more fully. Specific problems which should be considered are the relationship of this attitude and the attitude toward faculty and administrative officials; the apparent trend from freshmen through seniors toward a feeling of not being treated maturely; and the apparent sex difference. A controlled interview study would also be best suited to this problem.

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APPENDIX A

Definition of Attitude

"---the sum total of a man's inclinations and feelings, prejudices or biases, preconceived notions, ideas, fears, threats and convictions about any specific topic."

L. L. Thurstone

"The term attitude includes the sum total of an individuals beliefs, feelings, prejudices, notions, ideas and fears about any topic."

H. H. Remmers and Ida B. Kelley

"---the motor set built up by suggestion."

F. H. Allport

"An attitude is a disposition to action which is built up by the integration of numerous specific responses of a similar type, but which exists as a general neural 'set' and when activated by a specific stimulus results in behavior that is more obviously a function of the disposition than of the activating stimulus."

Gordon W. Allport

"An attitude is a certain subjective state of preparation to act."

D. D. Droba

APPENDIX B

Sample of Questionnaire

First Page of Questionnaire

The following pages contain a number of statements about which there is no general agreement. Read each statement carefully and mark the response in each statement that best expresses the way you feel about that statement. There are no right or wrong answers. Be sure to answer every item by marking an "X" through one of the following alternatives:

- (SA) Strongly agree
- (A) Agree
- (U) Uncertain
- (D) Disagree
- (SD) Strongly disagree

1. (SA) (A) (U) (D) (SD) I'm not interested in extracurricular activities.
2. (SA) (A) (U) (D) (SD) I can find little to do for recreation.
3. (SA) (A) (U) (D) (SD) I find it easy to get acquainted with other students.
4. (SA) (A) (U) (D) (SD) In most organizations a few members do all the work.
5. (SA) (A) (U) (D) (SD) I would refuse to live in a dormitory which also housed negro students.
6. (SA) (A) (U) (D) (SD) My religious beliefs play an important part in my life.
7. (SA) (A) (U) (D) (SD) The college religious program should serve the students's needs rather than the churches wishes.
8. (SA) (A) (U) (D) (SD) The administration should make all rules and regulations governing students.
9. (SA) (A) (U) (D) (SD) I'm not very happy here at college.
10. (SA) (A) (U) (D) (SD) Kansas State College treats us as mature individuals capable of regulating our own lives.
11. (SA) (A) (U) (D) (SD) I don't care what student government is doing.
12. (SA) (A) (U) (D) (SD) Negro students should not be allowed to play on varsity athletic teams such as football and basketball with other students.
13. (SA) (A) (U) (D) (SD) Student government benefits me personally.
14. (SA) (A) (U) (D) (SD) Too much emphasis is placed on extracurricular activities at Kansas State.
15. (SA) (A) (U) (D) (SD) Most students do a good job when they are elected to an office.
16. (SA) (A) (U) (D) (SD) There is not adequate opportunity for me to meet members of the opposite sex.
17. (SA) (A) (U) (D) (SD) Recreation is no problem at Kansas State.
18. (SA) (A) (U) (D) (SD) Most of the rules and regulations governing us here at college are unnecessary.
19. (SA) (A) (U) (D) (SD) College faculty members are helpful in assisting me with my problems.
20. (SA) (A) (U) (D) (SD) I feel left out of college activities.
21. (SA) (A) (U) (D) (SD) The sciences I have studied have made me lose faith in religion.
22. (SA) (A) (U) (D) (SD) Negro students should be given equal opportunity with other students for student jobs on the campus.
23. (SA) (A) (U) (D) (SD) There is not enough emphasis on religion at Kansas State.
24. (SA) (A) (U) (D) (SD) I do not know how to become a member of the campus organizations in which I'm interested.
25. (SA) (A) (U) (D) (SD) Student officers should be better trained than they are present.
26. (SA) (A) (U) (D) (SD) I would like more opportunity to participate in intramural sports.
27. (SA) (A) (U) (D) (SD) Extracurricular activities are a waste of time.
28. (SA) (A) (U) (D) (SD) I feel ill at ease in social situations.
29. (SA) (A) (U) (D) (SD) The college has given me a raw deal.
30. (SA) (A) (U) (D) (SD) I have many good times at Kansas State.
31. (SA) (A) (U) (D) (SD) I know little about what student government does.
32. (SA) (A) (U) (D) (SD) The students should be free to make their own rules and regulations without consulting faculty and administration.
33. (SA) (A) (U) (D) (SD) The college religious program should be an educational program.
34. (SA) (A) (U) (D) (SD) Negro students should not be allowed to sit anywhere they wish in Manhattan theaters.

Second Page of Questionnaire

35. (SA) (A) (U) (D) (SD) Negro students should be allowed to eat in Manhattan restuarants.
36. (SA) (A) (U) (D) (SD) Student council elections aren't important to me.
37. (SA) (A) (U) (D) (SD) Students are not capable of self government.
38. (SA) (A) (U) (D) (SD) The college religious program should make a deep spiritual impression upon the students.
39. (SA) (A) (U) (D) (SD) Negro students should be allowed to live in college housing on an equal basis with other students.
40. (SA) (A) (U) (D) (SD) I'm confused about my religious beliefs.
41. (SA) (A) (U) (D) (SD) I would like to belong to more campus organizations.
42. (SA) (A) (U) (D) (SD) Most chairmen or presidents can't keep very good order in a meeting.
43. (SA) (A) (U) (D) (SD) The college should provide more facilities for recreation.
44. (SA) (A) (U) (D) (SD) I feel I belong among students at Kansas State.
45. (SA) (A) (U) (D) (SD) Kansas State College administrators treat students fairly.
46. (SA) (A) (U) (D) (SD) I'm not getting what I want out of college.
47. (SA) (A) (U) (D) (SD) The student council doesn't work closely enough with other student groups such as housing councils and school councils.
48. (SA) (A) (U) (D) (SD) I don't know what kind of work I want to do when I finish college.
49. (SA) (A) (U) (D) (SD) It is a joint responsibility of administration and students to make rules and regulations that govern the college community.
50. (SA) (A) (U) (D) (SD) The religious program at K-State is not very effective.
51. (SA) (A) (U) (D) (SD) Given an equal chance, the Negro student can be as successful as other students.
52. (SA) (A) (U) (D) (SD) Extracurricular activities need to be better organized.
53. (SA) (A) (U) (D) (SD) I need more social activity.
54. (SA) (A) (U) (D) (SD) Organizations could do much better work if the officers were better leaders.
55. (SA) (A) (U) (D) (SD) More of our student activity fee should be used to provide free or low cost recreational activities.
56. (SA) (A) (U) (D) (SD) K-State faculty members try to meet the needs of the students.
57. (SA) (A) (U) (D) (SD) K-State administrative officials understand the students' needs.
58. (SA) (A) (U) (D) (SD) Student government protects my rights as a student.
59. (SA) (A) (U) (D) (SD) I would like to know more about what student government is doing.
60. (SA) (A) (U) (D) (SD) I have benefited from the religious education on the campus.
61. (SA) (A) (U) (D) (SD) I have no time to participate in extracurricular activities.
62. (SA) (A) (U) (D) (SD) I am seldom lonely here at school.
63. (SA) (A) (U) (D) (SD) The student council doesn't represent me.
64. (SA) (A) (U) (D) (SD) There should be an organized religious program on the campus.
65. (SA) (A) (U) (D) (SD) Negro students should not be allowed to live anywhere in Manhattan except in the negro district in the south part of town.
66. (SA) (A) (U) (D) (SD) It is my responsibility to see that student government does what I want it to do.
67. (SA) (A) (U) (D) (SD) Negro students should not be allowed to participate in intramurals with other students.
68. (SA) (A) (U) (D) (SD) Most organizations need more continuity in their leadership.
69. (SA) (A) (U) (D) (SD) There is too much emphasis on social activities at K-State.
70. (SA) (A) (U) (D) (SD) No one seems interested in me here at college.
71. (SA) (A) (U) (D) (SD) Our student government is effective.
72. (SA) (A) (U) (D) (SD) Students should have a large share in making the rules and regulations under which they live.
73. (SA) (A) (U) (D) (SD) The college religious program should help the students understand all religions.

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74. (SA) (A) (U) (D) (SD) I have no one here at school that I feel I can talk over my problems with.
75. (SA) (A) (U) (D) (SD) I have all the dates I want.
76. (SA) (A) (U) (D) (SD) Student officers try to do too much of the work themselves.
77. (SA) (A) (U) (D) (SD) Participation in extracurricular activities is an important part of going to college.
78. (SA) (A) (U) (D) (SD) Negro students should be allowed to live in college housing, but in reserved sections only.
79. (SA) (A) (U) (D) (SD) The college religious program should stimulate religious thinking.
80. (SA) (A) (U) (D) (SD) Most of the things my organization(s) do are worthwhile.
81. (SA) (A) (U) (D) (SD) Students do not need any special experience or training to make good officers.
82. (SA) (A) (U) (D) (SD) College religious programs should convince students of the meaningfulness religion holds for their lives.

Below is a list of statements concerning living conditions in student rooms and dormitories. Mark an "X" in front of all statements with which you agree and an "O" in front of all statements with which you disagree. Omit any statements that do not apply to you

1. There are too many rules and regulations governing us where I live.
2. I dislike my present living quarters because they don't give me much chance to associate with other students.
3. My housing group doesn't have enough social activities.
4. I have no pleasant place to entertain guests or friends.
5. My room is too small.
6. I like my present living quarters.
7. Our hall government really runs our dormitory.
8. Our housemother cooperates willingly with our hall government.
9. Our rules and regulations are too lenient.
10. We all have a share in making the rules where I live.
11. Conditions where I stay are good for study.
12. The place where I stay is chaperoned.
13. We have quiet hours for study during week nights.
14. We have a governing council that helps make up rules and regulations.
15. We are overcrowded where I stay.
16. The conditions in general at my rooming house are good.
17. There is no place for recreation where I stay.
18. I feel something needs to be done about conditions at the place where I stay.
19. The place where I stay is below par as far as decent housing is concerned.
20. It is too noisy to study at my house.
21. I don't like the rules and regulations that govern students living at my place.
22. I feel that the place where I stay contributes definitely to my well being.

Please fill in the following blanks:

Curriculum _____ Year in college _____ Age _____

Sex _____ Veteran _____ Married _____ Children _____ Race _____ Religion _____

I live in: (Check the one which applies to you)

- | | |
|--|--|
| <input type="checkbox"/> Sorority | <input type="checkbox"/> Moro Courts |
| <input type="checkbox"/> Fraternity | <input type="checkbox"/> Hilltop Courts |
| <input type="checkbox"/> Van Zile | <input type="checkbox"/> Elliott Courts |
| <input type="checkbox"/> West Stadium | <input type="checkbox"/> Campus Courts |
| <input type="checkbox"/> East Stadium | <input type="checkbox"/> Independent organized house |
| <input type="checkbox"/> Walthiem Hall | <input type="checkbox"/> Private room or apartment |

Please list all the activities in which you participate and indicate any offices held now or in the past.