

ATTITUDES OF IOWA STATE UNIVERSITY UNDERGRADUATE STUDENTS
TOWARD RESIDENCE FACILITIES AND
EXTRACURRICULAR ACTIVITIES

by

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INTRODUCTION

Today the role of the college student involves a commitment to an educational process that extends beyond classroom training. It involves the attainment of knowledge and development of skills and habits of mind and action necessary for the responsible participation in the affairs of government and society on all levels, campus, community, state, national, and international. A student operating in this role is one both dedicated to the truth and to preparing himself for leadership in a democratic society. He must be prepared to face the challenges of modern life and he must be willing to confront the crucial issues of public policy that affect him beyond the classroom and that determine the course of society. This combination of student and community is an essential part of the educational process. It demands the analysis of the factual information, evaluation of evidence on the basis of normative standards, the formulation of a point of view and the decision to take action directed to the general welfare as he sees it. These skills of analysis, evaluation, decision, and action are requisites for participation in a democratic society. Their fullest development through theory and practice is one of the ideals of an American education.

It is agreed that education does not end when the student walks out of the classroom door. The university

student of today is involved in a more complex educational process. Intricately interwoven into this process is found, on nearly all university campuses today, a system of extracurricular activities which seems to lend itself to the total development of those individuals who participate.

"The conviction that people live their way into thinking even more than they think their way into living is a basic justification for the existence of extracurricular activities on the university campus today. Hall T. Sprague (24), in an article in the Journal of Higher Education, has stated of administrators:

I think that too often the concern is with "keeping college life in bounds" or "co-ordinating" it. I believe that an effective first step in determining the extent to which administrators should occupy themselves with non-academic activities is to learn more about students' attitudes, values, and views on work and play; their ideas concerning what college is for; their criticisms of their academic programs; their daily activities; the behavior their peer groups reinforce, and why; and perhaps most important, their tenderest expectations and wishes.

Because these extracurricular activities seem to be learning experiences for the university student outside the classroom, it becomes important to investigate these attitudes, values, and views of university students concerning the extracurricular activities that are offered to a student body on a particular campus. It was in an effort to detect the attitudes of Iowa State University students toward extracurricular activities on the Iowa State University

campus that this study was undertaken.

The study was designed to investigate the interaction of attitudes toward activities and residences among students at Iowa State University. Interactions of attitudes were measured in the following areas: students' reasons for residing in their present residence, the importance of extracurricular activities in the educational experience, activities in which participation was desired by students, reasons for non-participation, what stimulates interest in extracurricular activities, and the importance of living in a particular residence group in order to participate in certain activities.

Stretch (25), in a discussion of curriculum, stated that the word curriculum does not mean the same to everyone. Each individual has a concept of the word that is determined by the philosophy and guiding principles of education that he has come to possess. Since there are many and varied philosophies and guiding principles of education, there are many varied concepts of curriculum. Two general classifications have emerged concerning definition of curriculum. One group is concerned with emphasis on subject matter while the other group places emphasis on student experience. The group included in the second classification tend to think of curriculum as the entire range of experiences that are essential in developing an individual. Here the curriculum is much broader than

subject matter or textbooks. It includes all educational experiences, whether they arise in school, in institutions other than school, or in life in general. This concept is based on all the experiences which influence the student. Such experiences must be arranged and related so as to enrich and make meaningful the life of the student.

It is with the second definition of curriculum that this investigation has been concerned.

REVIEW OF LITERATURE

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In an article by Robert W. Frederick (12), in 1965, the origins of student activities were traced. As early as the 16th century the College of William and Mary, 1779, and the William and Penn Charter School, 1777, were experimenting with rudimentary forms of student government as were Eton and Rugby, 1786, in England. In 1819 the University of Virginia salvaged a form of student control. Early ventures were also made at Mattakeseet School of Ducksbury, Massachusetts, 1840, at Evanston College for Ladies, 1873, and the Hartford Public Schools, 1852. The very liberal George Junior Republic was established in 1894 at Freeville, New York, under the leadership of William George. All the attempts were made in the conviction that the young must be given experience in freedom if they are to be free as adults; all were sporadic and short-lived. It was not until later than Americans finally decided to break with the European tradition of education that had preceded.

In one of the earliest surveys of student activities, Van Wagenen (26, Pg. 156), in 1929, studied student activities in colleges. Governmental groups, departmental organizations, social clubs, honorary societies, and religious organizations were present on campus but they appeared to have "just grown." Each organization was a unit within itself and had only slight

if any, relation to other student activities. No individual or committee was delegated to co-ordinate the student activity program or to develop policies in the manner comparable to that employed with respect to the academic curriculum.

More specific data on the persistence of certain types of activities was reported by Mehus (19), who stated that since 1887, 553 organizations have come into existence at the University of Michigan and 253, or 41.1 per cent, have ceased to function. At Wittenberg, 177 organizations have developed since 1891, and 97, or 54.8 per cent, have been discontinued. The most permanent type of organization was that supported by national organizations or which was a part of the college or university organization - fraternities, sororities, honor societies, and the like. The next most permanent group included the local organizations that receive faculty support - oratory, debate, dramatics, and the like. The least permanent organizations were purely local ones, such as literary and musical societies.

Hand (15) stated in 1930 that half of the colleges and universities reported as many as 28 activities and three-fourths reported as many as 45 campus groups. The range was from five to slightly over 200 organized groups on a single campus.

In 1938, a survey of 100 state teachers colleges by Briggs (3) also found a large range in number of activities.

The range went from 20 to 125, the median being 42.6. The larger institutions tended to offer a somewhat larger number of activities than the small ones, but not consistently so. Briggs also found that a lack of similarity in classification prevented accurate comparison between teachers colleges and liberal arts colleges and universities. There seemed to be more attention given in the university to academic and professional honoraries and athletic and military activities than in the teachers colleges. Since extracurricular activities in the teachers colleges have professional as well as personal value to the student, we might expect an extensive program of group work in these institutions.

Concerning group activities in teachers colleges, Briggs (3) found that the relationship between size of school and number of activities was not as large as expected. In a large institution more small interest groups were needed to provide group experiences for all the students. Further analysis of the data revealed the largest number of organizations were those concerned with school control, departmental clubs, music, school activities, athletics, and honorary status. Publications, forensics, and religious organizations were less numerous. In all, 386 different extracurricular activities existed in the state teachers colleges studied.

The opinions of alumni regarding the values of extracurricular activities were overwhelmingly favorable.

Briggs (4) gathered information by personal interview with 3939 students in 19 state teachers colleges in Illinois, Kentucky, Missouri, Arkansas, Nebraska, Kansas, Oklahoma, and Texas in 1938. The results showed that in subjects such as home economics, agriculture, and physical education, one-third or more of the alumni felt that there was considerably "less value" in extracurricular activities than the curricular activities. In most other subjects their extracurricular activities seemed, in retrospect, of "more value" than the curricular activities.

Most significant was the summary statement that 91 per cent of those who participated in academic extracurricular activities and 80 per cent of those who participated in athletics valued them highly. It would have been more illuminating if the basis of evaluation had been described. "Of more value" probably involved quite different interpretations from one subject to another.

Results from a questionnaire answered by 956 sophomores in the study by the Commission on the Relation of Schools and Colleges of the Progressive Educational Association (23, Pg. 209-222) revealed that students' participation in the specific activities depends a great deal on the program offered. For example, a much greater interest expressed by women students in religious activities in the university than the high school was probably due to difference in the quality of religious groups and the promotion

of them on the different levels.

In discussing the extent of participation, Chapin (7), in 1929, found that at the University of Minnesota in 1924 and 1925, one-third of the students were engaging in no campus activities.

In regard to trends in campus activities, Chapin (6), in 1929, stated that the average number of extracurricular activities had increased. The highest mortality appeared to be among music and debate, and dramatics; the lowest mortality among sororities, fraternities, honor societies, religious organizations, and student government. The survival was greatest among organizations that had national ties, strong traditions, and, in some cases, centralized control. Chapin was of the opinion that these changes in student activities in colleges reflected the social changes which had paralleled the more obvious changes in the economic industrial order, especially in the increase in number and complexity of remote or derivative groups.

Approximately the same proportion of students engaged in student activities in California junior colleges was evidenced in a study by Eells and Brand in 1930 (10). More specifically, approximately one-fourth participated in no activities, almost another one-fourth in one activity, slightly more than one-fifth in two activities, and the remaining number in from three to seven activities.

A survey of campus activities by Moore (20), in 1939,

revealed that in twelve four-year Alabama colleges - four coeducational liberal arts colleges, four coeducational teachers colleges, and four liberal arts colleges for women only - the existing organizations did not serve a sufficiently large number of students. Only one-half of the students in the colleges studied belonged to any campus clubs. Of the 2756 students who were members of some organizations, approximately 14 per cent belonged to more than three organizations and only 53 girls held as many as two offices.

A study by Wilkins (28) in 1940 concerning student participation in a coeducational college was also noteworthy. The percentage of participants was practically constant among the four classes, but was greater for women than for men, the ratio being about 3:2. Further analysis of the data showed a good general distribution of responsibility and opportunity. There was no case of extraordinary pyramiding of officerships.

In an effort to determine the student motives for participation, Benson and McMullen (2) found in 1954 that, for all organizations, the desire to meet people headed the list of motivating factors with recreational and intellectual appeal usually next in importance. The professional and friendship values of organizations also had very substantial weight. Thirty-two per cent found no appeal in the campus organizations; approximately the

proportion that neither belonged to nor attended campus activities. In considering the circumstances which limited or prevented participation, "studies" headed the list of reported reasons. Others included employment, family obligations, time spent with friends, and health.

In a study done by Holland and Richards (17) concerning academic and non-academic accomplishments, the investigators found that, taken together, studies of academic and non-academic potential and achievement made it clear that academic potential and achievement have little relationship to some kinds of non-academic potential and socially important performance. Some of the practical applications or findings seemed clear. If a sponsor was interested only in finding students who would do well in the classroom in college, then high school grades and tests of academic potential were the best techniques available. On the other hand, if a sponsor also wanted to find college students who would be outstanding outside the classroom and in later life, then he should continue to make an effort to secure a better record of the student's competency and achievements in high school. The number of different student organizations in college and universities ran into the hundreds and varied extensively.

A few attempts have been made to find out why students do or do not engage in group activities. From an extensive questionnaire, introduced under favorable auspices, but

eliciting replies from only 27 per cent of the students from whom it was distributed, Brown (5), in 1937, obtained information on reasons for, as well as on, extent of student participation in group activities at the University of Minnesota. The factors most frequently associated with few social contacts were limited education and income of parents, living at a distance off the campus, and necessity for self-support. With the exception of members of fraternities and sororities, the students replying to the questionnaire participated less in social affairs in college than in high school, and increasingly less each year of college. The fraternity members presented an entirely different pattern from that of the rest of the group replying.

The most significant study reviewed was a study done by Henningsen, Moss, and Ross (16). This study was done at Iowa State College in 1956, and concerned participation in campus life at Iowa State. The study listed the types of activities students most often participated in. It is noteworthy that almost half of the student body participated in religious, residential, and curricular activities; however, exclusive of these three types of activities there was a lower degree of participation.

The most significant fact concerning participation by curriculum was that the home economics majors had an average AP (activities participation) score that was almost twice

that of any other division. Whatever the reasons, it was concluded that the curriculum certainly was a factor that affected participation in college activities.

Participation by residence group was also summarized by Henningsen. Womens' residences seemed to have a much higher average degree of participation than did the mens' groups. In general, Greeks had a higher AP score than Independents of the same sex. This may be due to the group pressure, especially during pledgship, and the member selection process which tends to seek those high in high school or college activities. Sorority pledges had the highest degree of participation with an average AP score of close to 17. This would mean they are actively members of at least six or seven campus organizations. The fact that sorority actives had lower average AP scores than pledges might indicate that these residence groups encouraged pledges to participate more actively than the pledges would on a strictly voluntary basis. The high participation of sorority pledges is even more remarkable when we consider that college regulations discourage the participation in activities of first-quarter freshmen.

It is interesting to note that pledges residing in the fraternity house were more similar in their participation behavior to their actives than were those pledges residing outside of their fraternity house. "Out of

house" pledges had a lower degree of participation than the average student with whom they actually lived. These individuals seemed to be neglected by both residence groups.

Henningsen's breakdown of activities participation scores was as follows: sorority pledges, 16.87; sorority actives, 10.24; womens residence hall, 10.29; fraternity members, 10.21; mens residence hall, 6.14; Alumni Hall, 5.67; off-campus residence, 3.79; Pammel Court, 3.36; and the average for all students was 7.09. In discussing personal characteristics and activities, it was concluded that participation in activities increased from the freshman through the senior year. This was validated by the survey findings.

A common idea among American college students today is that most of those active in college were also active in a great number of activities in high school. Of course there are exceptions to this, with an occasional high participator in campus activities who was a real "deadhead" in high school, or vice versa. When students were asked if they were in more, the same, or less activities in college than in high school, Henningsen found that over 63 per cent reported decreased participation in activities upon entering college.

One of the interesting facts in the study was revealed when the AP scores of the part-time student workers were tabulated against those that didn't work. From the results,

it was shown that the part-time worker has a higher degree of participation than the non-worker.

The study also related attitudes and opinions toward student activities at Iowa State. Most students at Iowa State felt that participation in activities was at least fairly important. Of the sample students, 43 per cent responded that they felt participation in activities was "very important" or "an absolute necessity." Another 45 per cent said that activities were just "fairly important" and only 12 per cent thought that the activities were "not very important" or "unimportant." The regard for the worth and importance of activities was directly related to participation in activities. This finding might suggest that, in this case, at least attitudes seemed to be highly related to actual behavior. When questioned as to their interest in campus activities, 4.5 per cent replied that they were "not interested at all," 19 per cent were "not very interested," and 66 per cent indicated they had "above average interest." Only about one student in four was not very interested in activities.

A survey by Haggerty and Brumbaugh (14) of 42 junior colleges, 38 publicly controlled teachers colleges, 189 liberal arts colleges, and 13 universities accredited by the North Central Association also deserves mention. Information was elicited from the institutions on official institutional attitudes towards student organizations,

financial support of these activities, student membership on administrative boards and committees, advisory and supervisory functions, and the scope of organization and participation of the students. Haggerty and Brumbaugh concluded that more than 95 per cent of the institutions required that all existing student organizations be officially recognized and that new organizations secure such approval. The amount of financial support received by the 83 per cent of the institutions that charged fees covered a range from one dollar to more than \$50. The average for the entire 235 was \$14.62. Half of the institutions had fraternities and almost three-fourths had regular chapel exercises. Aside from chapel activities, community churches provided student programs in three-fourths of the institutions.

The percentage of participation was higher in this group of institutions than in those included in other surveys. Thirty-nine institutions reported 100 per cent participation and the average was 88 per cent. The six most commonly reported objectives were: 1) to follow intellectual interests informally, 2) to acquire appreciation in fine arts, 3) to develop social refinement, 4) to enjoy physical recreation, 5) to participate in religious activities, and 6) to develop qualities of leadership. The survey concluded by showing the wide variation among institutions of higher learning with

respect to their group activity program.

In an effort to discover characteristics of a single off-campus residence student and his environment Prusok's study (22) in 1960 found that the section of the questionnaire relating to social and recreational activities asked the respondents whether or not they had found social and recreational activities and to list them if they had. Of the male respondents, 80 per cent indicated they had found such activities and 88 per cent of the women respondents reported that they had. The remaining 20 per cent eluded to work situations, financial problems, and heavy course loads as reasons for not having sought and found such activities. Most of the activities and facilities used were of an "anonymous" nature; that is, they did not require belonging to a group or organization (with the exemption of church groups, fraternities, and sororities). The organized types of student activities were represented to a very small extent. Therefore, the actual participation and interest in joining campus activities appears to have supported speculations about interested off-campus students in a relatively unstructured type of activities when and which "belonging" is not an essential feature. Primary reasons for selection of off-campus residences were finances and a desire for independence. Dormitory housing was rejected primarily for financial reasons, although presumed poor study conditions were a close second. In

approximately 50 per cent of the cases the students were working an average of 17 hours a week.

In an attempt to identify reasons for the disproportionate numbers of Greeks holding leadership positions at the University of Missouri, Farmer (11) found in 1960 that, according to indications shown by the range of scores, there were definitely larger numbers of non-members of sororities who showed measurable tendencies toward the social introversion on the MMPI (SI) Scale. Introvertive tendencies, or a lack of them, seemed to be part of a personality pattern the student had when she arrived at college. During her first two semesters as a freshman she began to express these tendencies through the activities she joined or did not join. Her fellow students had also begun to show that they recognized these tendencies.

Baker (1) attempted to focus upon the relationship of type of residence to student perception of environmental press. He tested the following hypotheses: there are no differences in the perception of environmental factors between a) dormitory residents and boarding home residents, b) students who reside in dormitories and students who live with their own families. The results indicated that the type of residence does significantly account for difference in the perception of the characteristics of college environment. Boarding and dormitory residents seemed to be less aware of press of the college environment

as compared to those who resided with their families. Boarding and dormitory residents are in one sense more dependent upon the university for their need satisfactions than are family residents who are members of a community.

Jackson and Winkler (18) compared the characteristics of college freshmen who pledged and who did not pledge social fraternities. From freshmen entering the University of North Dakota in the fall of 1962 a random sample was drawn and divided into four groups of 46 Ss each: male pledges, male independents, female pledges, and female independents. The results suggested that a) pledges are different from those students who do not pledge fraternities on a number of characteristics, values, and expectations, b) potential pledges participate in more social activities in high school, and c) pledges had unfilled expectations of the role fraternities would play in their academic lives.

At the University of Florida, Neal (21) conducted a study of off-campus women. She concerned herself with six areas: key characteristics, housing, academic performance, activities, dating, and advantages and disadvantages of off-campus residence. In regard to activities, Neal reported that 45 per cent of the women off-campus reported nonmembership in any campus organization. Only 20 per cent of the respondents were affiliated with student religious centers. Data concerning events, generally defined as voluntary, extracurricular programs

of an educational, social, or entertainment nature, likewise revealed a relatively small degree of participation. Slightly more than 215 of the respondents were attending "regularly" or "frequently" each of the two most popular kinds of events.

Neal also found that freshmen more than upper-classmen, non-transfer more than transfer, and part-time job holders more than non-job holders were participating actively in campus activities. Neal concluded that it would seem that women off-campus reflect a widely noted trend of university students away from organized activity.

In regard to participation by Greeks, Goldsen (13) found that extracurricular activities attract students who value sociability and interaction and who feel secure about their social skills - qualities which are also more prevalent, whether by pre-selection or thorough socialization, among fraternity members than among the independents. Regardless of how secure the individuals may feel about their social skills, fraternity members are consistently more likely than independent students to engage in extracurricular activities.

In a study by Dollar (9) concerning student characteristics and choice of housing, it was found that housing groups were not equal on certain initial characteristics. The fraternity group had the greatest

potential for academic success and persistence in higher education. The off-campus group presented a special problem. Dollar explained one can expect a higher drop out rate from this group than should be expected for the other groups for at least two reasons. First they have less academic aptitude; and second, there seems to be a greater chance for financial difficulty to interfere with their progress in college.

The fraternity group valued recognition more than the other groups and they described themselves as being more sociable and ascendant in their behavior patterns. In other words, they considered it more important to be looked up to and admired - to be recognized, and they tended to be less submissive and more inclined to come to the defense of their ideas, exhibit habits of leadership rather than following, and were less hesitant in speaking out in public or with other individuals. They described themselves as being more inclined to have many friends and acquaintances, many social activities and social contacts, and to be more aggressive in seeking the limelight.

The off-campus group valued being benevolent more than either of the other groups and the greatest difference was between it and the fraternity groups.

The dormitory group valued independence more than both other groups. Considering this data, Dollar tended

to place the dormitory group in an intermediate position.

The range of student activities and social affairs formerly characteristic of American colleges no longer appears central to the interests of the college students. Many such activities are termed inconsequential or adolescent by the students. In large measures, Wise (29) said students have turned against the kinds of campus activities that were once considered an essential ingredient of college life. They disdain the "collegiate". Their interest in intercollegiate athletics, in the usual social activities of fraternity and sorority, and in the maintenance of campus traditions is markedly diminished. These trends are quite compatible with the new seriousness of many college students, their practical orientation, and their desire to make their total college experience count in preparing them for life after graduation. Wise felt that the activity program was of greatest interest to those who were already participating in their fraternity and sorority activities. Consequently some campus programs were only serving to provide an extended range of activities for the already active minority.

In this chapter various literature was cited in four general areas.

First, a general historical background was given concerning the emergence of extracurricular activities in the system of American higher education.

Secondly, some types of activities which are involved in a system of extracurricular activities were briefly summarized. Also reviewed was literature concerning the range of student activities.

Thirdly, reasons for participation by the student were explored. Most significant in this portion of the chapter was a study by Henningsen (16) in 1956 concerning activities at Iowa State University.

The effect of residence was the fourth area briefly summarized.

Lastly, the trends as identified by Wise (29) in 1958, were discussed. By citing and discussing trends, it was hoped that the reader might put in proper perspective the development and future of extracurricular activities.

METHOD OF PROCEDURE

For the purpose of this study it was decided to sample students from each of five residence units at Iowa State University: 1) Womens' Residence Association, 2) Mens' Residence Association, 3) fraternity system, 4) sorority system, and 5) the off-campus housing group. No distinction was made between off-campus students in general and those off-campus students belonging to the Ward system. Married student housing was not represented because at Iowa State University this sector of students' housing exists as a distinctly separate unit in relation to the above mentioned units.

In this study, 100 names of people in each type of residence to be surveyed were randomly selected. The names of sorority members were randomly selected from the sorority membership file in the Office of the Dean of Students. The same procedure was used in selection of those male students residing in fraternities. The three remaining students residence were randomly selected from the student directory. These samples were selected with the aid of the table of random numbers (27). Five hundred questionnaires were distributed throughout the five residence areas. Three hundred seventy-two, or 74.4 per cent were returned. The questionnaires were distributed to the mens' and womens' residence halls and also to fraternities and sororities. The questionnaires

were mailed to those in the off-campus group. Included with the questionnaire was a self-addressed stamped envelope for the individuals to return the questionnaire. This envelope was addressed to the Office of the Dean of Students at Iowa State University. Perhaps this was one reason 74.4 per cent were returned without a follow-up letter. Because of this initial return no follow-up was made.

The sample was selected primarily on the basis of residence. No graduate students were selected. Consequently all academic classifications were contacted. Approximately the same number of men and women received questionnaires. Exactly the same number of men and women received questionnaires in each area other than the off-campus group where men outnumbered the women.

The age range in the study was not definitely defined. However, realizing that students in various academic classifications were contacted, it may be assumed the age range was approximately between 18 and 23. This was not definite as it was assumed some students will elude this range.

The questionnaire was administered to 25 Iowa State students in order to detect areas which needed further explanation or revision. The questionnaire contained 53 items to which the student could respond by writing a number from 1 to 99 in the blank space following the

statement. If the individual agreed completely with the statement, he responded by writing 99. If he disagreed completely he responded by writing 1 in the space following the statement. Numbers between 1 and 99 were used for various amounts of agreement or disagreement with each statement. A response of 50 indicated the student was uncertain or neither agreed nor disagreed with the statement.

These numbers, furnished by the respondents, were transformed to normal derivatives. A response of one was treated as .01 and transformed to -2.33, a response of 50 was treated as .50 and transformed to 0.00, and a response of 99 was treated as .99 and transformed to 2.33. This procedure resulted in the relationship between two variables being more nearly linear than other scaling procedures (8).

The instrument was designed with the assistance of the graduate committee, members of student government, and Dr. LeRoy Wolins, consultant.

Four items were also included regarding personal information. These four were exclusive of the above mentioned 53. These items included: 1) year in school, 2) sex, 3) per cent of college expenses earned while attending Iowa State University, and 4) hours employed per week while attending Iowa State University. Therefore, there were 57 total responses which might correlate. In

the program, Variables 1-4 repeated twice. Consequently Variables 24-27 and 47-50 represent Variables 1-4.

These were only presented once in the findings chapter. On the sample questionnaire in the Appendix these items have been blocked out.

The items were designed to measure any interaction of attitudes in the following areas: students' reasons for residing in their present residence, the importance of extracurricular activities in the educational experience, activities which offer students an area to participate, reasons for non-participation, what stimulates an interest in extracurricular activities, and the importance of living in a certain residence in order to participate in certain activities.

FINDINGS

Information concerning the 363 questionnaires returned was entered in the tables following the description of each variable. The tables show each variable, the variables with which that variable is correlated, and the correlation. There were 65 variables; however, due to the particular program, Variables 1-4 were repeated twice in the listing. Note will be made of this later in the chapter; however, the four variables will only be discussed once.

Variable 1 is the academic classification of the respondent. Variable 1 was significantly, negatively, correlated with Variables 12, 16, and 44. Variable 12: I feel it is far more important to concentrate on grades in college than on extracurricular activities. Variable 16: It is hard for me to obtain information on extracurricular activities. Variable 44: I would like to

Table 1. Academic classification of the respondents

Variable	1	3	12	16	44
1	1.000				
3	.2859	1.000			
12	-.2505	-.0362	1.000		
16	-.2627	.0506	.0858	1.000	
44	-.2938	-.0132	.0202	.1885	1.000

participate in more extracurricular activities. Variable 1 was positively correlated with Variable 3, which is the per cent of college expenses the respondent was paying while attending Iowa State.

These intercorrelations do not support the notion that upper-classmen are more academically oriented and less recreationally oriented. It may be noted that there is a tendency for lower-classmen to respond to grades. Grades are more important than recreation relative to the way upper-classmen responded.

Variable 2 is the sex of the respondent. This variable was negatively correlated with Variables 3 and 20. Variable 3 refers to the per cent of college expenses the respondent was paying while attending Iowa State. Variable 20: I would like to participate in intramural sports.

Table 2. Sex of the respondent

Variable	2	3	20
2	1.000		
3	-.3279	1.000	
20	-.4640	.1057	1.000

Variable 3 is the per cent of college expenses the respondent was earning while attending Iowa State. A positive correlation exists with Variables 3 and 4. Variable 4 refers to the number of hours the respondent was employed per week. Variable 3 is negatively correlated with Variable 2, which is the sex of the respondent. The positive correlations express a positive relationship between the number of hours worked per week and the per cent of college expenses the student was earning.

Table 3. The per cent of college expenses the respondent was earning while attending Iowa State University

Variable	3	2	4
3	1.000		
2	- .3279	1.000	
4	.4777	- .2213	1.000

Variable 4 is correlated with Variable 3 and is explained in the preceding paragraph.

Variable 5: I am satisfied living in my present residence. This statement is highly correlated with Variables 8, 9, and 10, and highly negatively correlated with Variables 13, 41, and 46. The positive correlations include the following statements: Variable 8: I like group living conditions, Variable 9: I like the study

conditions, and Variable 10: I like the social and dating conditions. These three correlations presented three reasons for expressed satisfaction of the present residence. The negative correlations included: Variable 13: I would like to date more; however, my present residence has an inadequate social program, Variable 41: I do not participate in many activities because my spare time is devoted to my academic work rather than activities, and Variable 46: I would like to increase participation in student activities if I lived in a different residence group. The negative correlations suggested reasons for which the respondent was dissatisfied with the present residence.

Table 4. I am satisfied living in my present residence

Variable	5	8	9	10	13	41	46
5	1.000						
8	.3799	1.000					
9	.4468	.3520	1.000				
10	.3541	.5517	.3453	1.000			
13	-.3182	-.1738	-.0546	-.3434	1.000		
41	-.2065	-.0633	-.0564	-.2506	.2362	1.000	
46	-.2345	-.2002	-.0130	-.2207	.4370	.0499	1.000

Variable 6: I reside in my present residence because I can find no other place to live. There were no responses on the questionnaire which were significantly correlated either positively or negatively to this variable. Since no intercorrelations existed it was assumed that respondents' choice of residence was not influenced by this variable.

Variable 7: I reside in my present residence because I like the privacy. This statement is highly correlated with Variable 9, which states: I reside in my present residence because I like the study conditions. This correlation indicates a positive relationship between privacy and study conditions. Variable 7 is also negatively correlated with Variable 45, which states that the present residence has adequate recreational programming. A negative relationship exists between these two statements. As agreement to one increases, disagreement will increase with the second. This suggests that, for some reason, the privacy and study conditions, which were highly correlated, are not positively correlated with the recreational opportunities afforded one in a residence facility. Privacy and study conditions were two expressed attitudes concerning choice of residence. Recreational programming was not significantly correlated with privacy and study conditions.

Table 5. I reside in my present residence because I like the privacy

Variable	7	9	45
7	1.000		
9	.5055	1.000	
45	-.2320	-.0594	1.000

Variable 8: I reside in my present residence because I like group living conditions. This variable was highly correlated with Variables 9, 10, 30, 31, 32, 42, 52, 53, and 54. Variable 9: I reside in my present residence because I like the study conditions. Variable 10: I reside in my present residence because I like the social life and dating conditions. Variable 30: I would like to participate in Varieties (a student directed and presented series of skits and individual talent). Variable 31: I would like to participate in campus residence politics. Variable 32: I would like to participate in residence activities. Variable 42: Social events draw a lot of student support and enthusiasm from my present residence group. Variable 52: I became interested in extracurricular activities in college because my residence helped me get into the activity. Variable 53: I became interested in extracurricular activities because I investigated the activity on my own.

Variable 54: I became interested in extracurricular activities because I participated in many activities in high school. This series of intercorrelations indicated some relationship between the social, academic, and extracurricular activities which a residence or group living condition might provide. It is significant that group living conditions were positively correlated with the social, academic, and extracurricular activities. This seemed to emphasize the general attitudes concerning the well-rounded educational experience. This series also measured reasons of general satisfaction with the present residence.

Variable 9: I live in my present residence because I like the study conditions. Highly correlated with this variable were Variables 5, 7, 8, and 10. Variable 5 states: I am satisfied living in my present residence. Variable 7 states: I reside in my present residence because I like the privacy. Variable 8 states: I reside in my present residence because I like group living conditions. Variable 10 states: I reside in my present residence because I like the social and dating conditions. This intercorrelation illustrated general reasons for residing in a particular residence. This suggested evidence for the assumption that the student on this campus is concerned with not only gathering technical knowledge and excelling academically but also

Table 6. I reside in my present residence because I like group living conditions

Variable	8	9	10	30	31	32	42	52	53	54
8	1.000									
9	.3520	1.000								
10	.5517	.3453	1.000							
30	.2825	.1097	.3208	1.000						
31	.2908	.1138	.2507	.3128	1.000					
32	.3522	.0798	.2689	.3657	.5727	1.000				
42	.3473	.0359	.3765	.3069	.1754	.2728	1.000			
52	.2724	.1102	.2877	.3060	.3122	.3849	.3935	1.000		
53	.2523	.1969	.2283	.1438	.1750	.1365	.0910	.1975	1.000	
54	.2641	.0766	.1642	.1804	.2047	.1861	.2134	.2152	.4200	1.000

expanding himself socially.

Table 7. I live in my present residence because I like the study conditions

Variable	9	5	7	8	10
9	1.000				
5	.4468	1.000			
7	.5055	.2349	1.000		
8	.3520	.3799	.0524	1.000	
10	.3453	.3541	.1378	.5517	1.000

Variable 10: I reside in my present residence because I like the social and dating conditions. This variable is highly correlated with Variables 5, 8, 30, 31, 32, 42, 45, and 52. Variable 5: I am satisfied living in my present residence. Variable 8: I reside in my present residence because I like group living conditions. Variable 30: I would like to participate more in Varieties. Variable 31: I would like to participate in residence politics. Variable 32: I would like to participate in residence activities. Variable 42: Social activities draw a lot of student support and enthusiasm from my present residence group. Variable 45: My residence has adequate recreational programming. Variable 52: I became interested in extra-curricular activities in college because my residence helped me to get into the activity. These correlations

Table 8. I reside in my present residence because I like the social and dating conditions

Variable	10	5	8	13	30	31	32	40	41	42	45	52
10	1.000											
5	.3541	1.000										
8	.5517	.3799	1.000									
13	-.3434	-.3182	-.1738	1.000								
30	.3208	.1807	.2825	-.1342	1.000							
31	.2507	.1313	.2908	-.1200	.3128	1.000						
32	.2689	.1821	.3522	-.1598	.3657	.5727	1.000					
40	-.2535	-.0857	.0418	.1355	-.1580	-.1739	-.2299	1.000				
41	.2506	-.2065	-.0633	.2362	-.0897	-.1404	-.1561	.5876	1.000			
42	.3765	.1858	.3473	-.3556	.3069	.1754	.2728	-.0977	-.1254	1.000		
45	-.2812	.1317	.2154	-.3648	.1036	.1434	.1932	-.1198	-.1030	.3825	1.000	
52	.2877	.1799	.2724	-.2731	.3060	.3122	.3849	-.1997	-.1663	.3935	.3182	1.000

relate the social attitudes of the respondents. Negatively correlated with Variable 10 are Variables 13, 40, and 41. Variable 13: I would like to date more; however, my present residence has an inadequate social program. Variable 40: I did not participate in many extracurricular activities because participation in activities is not as important as grades to me. Variable 41: I did not participate in many extracurricular activities because my spare time is devoted to my academic work rather than activities.

Variables 5, 8, 9, and 10 are mutually intercorrelated and appeared to represent measures of general satisfaction with present residence. Variables 13, 41, and 46 correlate relatively lower with the four previously mentioned statements and appeared to measure somewhat more specific areas of dissatisfaction with present residence

There are no items which correlated highly, positively, or negatively with Variable 11. Variable 11 is an open end response on the questionnaire.

Variable 12: I feel it is far more important to concentrate on grades in college than on extracurricular activities. Variable 12 was correlated with Variable 40. It was negatively correlated with Variables 1, 59, and 60. Variable 40: Participation in activities is not as important as grades to me. Variable 1 refers to the year enrolled in the university. Variable 59: I feel my

participation in extracurricular activities is not as important as are my grades. Variable 60: Participation in extracurricular activities will broaden my educational experience. This matrix of correlations seemed to exemplify two attitudes by respondents regarding the importance of extracurricular activities in relation to academic excellence. One attitude valued the academic while the second valued participation in extracurricular activities.

Table 9. I feel it is far more important to concentrate on grades in college than on extracurricular activities

Variable	12	1	40	59	60
12	1.000				
1	-.2505	1.000			
40	.4114	-.2209	1.000		
59	-.4014	.2859	-.0156	1.000	
60	-.3020	.0235	-.2915	-.0116	1.000

Variable 13: I would like to date more; however, my present residence has an inadequate social program. This variable is positively correlated with Variables 16, 37, 38, and 65. Variable 16: It is hard for me to obtain information on extracurricular student activities.

Variable 37: I do not participate in many extracurricular

Table 10: I would like to date more; however, my present residence has an inadequate social program

Variable	13	10	16	37	28	42	45	46	52	65
13	1.000									
10	-.3434	1.000								
16	.3514	-.2482	1.000							
37	.3034	-.1668	.4791	1.000						
38	.2961	-.1768	.5609	.7604	1.000					
42	-.3556	.3765	-.2668	.2207	-.1666	1.000				
45	-.3648	.2812	-.2948	-.2487	-.2487	.3825	1.000			
46	-.4370	.2207	.4812	.3367	.3529	-.3287	-.3522	1.000		
52	-.2731	.2877	-.2786	-.1727	-.2084	.3935	.3182	-.2422	1.000	
65	.2547	.1234	.1169	.1273	.1234	.0748	-.0373	.1994	.1003	1.000

activities because I do not have the contact with people in activities. Variable 38: I do not participate in many extracurricular activities because I never receive any information about activities. Variable 65: I participate in activities because it offers me a chance to meet members of the opposite sex. Variable 13 was negatively correlated with Variables 10, 42, 45, 46, and 52. Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 42: Social events draw a lot of student support and enthusiasm from my present residence group. Variable 45: My present residence group has adequate recreational programming. Variable 46: I would increase my participation in student activities if I lived in a different residence group. Variable 52: I became interested in extracurricular activities in college because my residence helped me into the activity. This series of intercorrelations suggested reasons for general dissatisfaction with, and nonparticipation in the social program of the present residence group.

Variable 14: It is important to live in a particular residence group in order to obtain positions in extracurricular student activities. This variable is positively correlated with Variables 17, 43, and 57. Variable 17: I have had some negative experiences with extracurricular activities that I have tried to participate in. Variable 43:

It is important to be a Greek in order to obtain a position in student activities at Iowa State. Variable 57: A majority of students involved in extracurricular activities at Iowa State are Greeks. These correlations pointed to the attitude of some respondents concerning the importance of residing in a particular residence in order to obtain positions in extracurricular activities.

Table 11. It is important to live in a particular residence group in order to obtain positions in extracurricular activities

Variable	14	17	43	57
14	1.000			
17	.2641	1.000		
43	.4355	.2750	1.000	
57	.2714	.1086	.3918	1.000

Variable 15: Students in extracurricular activities are just trying to bolster their ego. This variable is highly correlated with Variables 17, 19, 35, 36, and 43. Variable 17: I have had some negative experiences with extracurricular activities that I have tried to participate in. Variable 19: I get tired of hearing about student activities. Variable 35: Students involved in extracurricular activities are simply seeking items to use on their credentials upon graduation. Variable 36: I do

not participate in many extracurricular activities because I am simply not interested. Variable 43: It is important to be a Greek in order to obtain a position in student activities at Iowa State. This series of intercorrelations suggested reasons for student dissatisfaction with extracurricular activities. It is significant to note that the variable concerning Greeks is correlated significantly with Variable 15. Variable 15 is negatively correlated with Variable 60, which states: participation in extracurricular activities will broaden my educational experience.

Table 12. Students in extracurricular activities are just trying to bolster their egos

Variable	15	17	19	35	36	43	60
15	1.000						
17	.2910	1.000					
19	.3360	.2917	1.000				
35	.5177	.2270	.2642	1.000			
36	.3017	.1380	.3272	.2517	1.000		
43	.2477	.2750	.1139	.2453	.0203	1.000	
60	-.2513	-.1190	-.2127	-.1947	-.3509	-.0219	1.000

Variable 16: It is hard for me to obtain information on student extracurricular activities. This variable was highly correlated with Variables 37, 38, 46, and 58. It

Table 13. It is hard for me to obtain information on student extracurricular activities

Variable	16	1	13	37	38	42	45	46	52	58
16	1.000									
1	-.2627	1.000								
13	.3514	-.1191	1.000							
37	.4791	-.1520	.3054	1.000						
38	.5609	-.1518	.2961	.7604	1.000					
42	-.2668	-.0715	-.3556	-.2207	.1666	1.000				
45	-.2948	.0568	-.3648	.2528	-.2487	.3825	1.000			
46	.4812	-.1626	.4370	.3367	.3529	-.3287	-.3522	1.000		
52	-.2786	.0528	-.2731	-.1727	-.2084	.3935	.3182	.2422	1.000	
58	.3635	-.1929	.1799	.3695	.4020	-.1398	-.2728	.2969	-.1307	1.000

is also positively correlated with Variable 13, which states: I would like to date more; however, my present residence has an inadequate social program. Variable 37: I do not participate in many extracurricular activities because I do not have any contact with people in activities. Variable 38: I do not participate in many extracurricular activities because I never receive any information about activities. Variable 46: I would increase my participation in student activities if I lived in a different residence group. Variable 58: I feel it is difficult to become involved in extracurricular activities at Iowa State. Variables 1, 42, 45, and 52 are negatively correlated with Variable 16. Variable 1 refers to academic classification. Variable 42: Social events draw a lot of student support and enthusiasm from my present residence group. Variable 45: My present residence group has adequate recreational programming. Variable 52: I became interested in extracurricular activities in college because my residence helped me get into the activity. The positive correlations exemplified an attitude of the respondents toward the communications they received, and the attitude among some respondents that information concerning extracurricular activities is not disseminated very well.

Variable 17: I have had some negative experiences with extracurricular activities that I've tried to participate in. This variable was highly correlated with

Variables 14, 15, 19, and 43. Variable 14: It is important to live in a particular residence group in order to obtain positions in extracurricular student activities. Variable 15: Students in extracurricular activities are just trying to bolster their egos. Variable 19: I get tired of hearing about student activities. Variable 43: It is important to be a Greek in order to obtain positions in student activities at Iowa State. It is interesting to note that this variable was significantly correlated with the variable concerning the importance of being a Greek in order to obtain a position in extracurricular activities. This reflected an attitude by respondents concerning the importance of residence, particularly the Greek residences.

Table 14. I have had some negative experiences with extracurricular activities that I've tried to participate in

Variable	17	14	15	19	43
17	1.000				
14	.2641	1.000			
15	.2910	.2237	1.000		
19	.2917	.1263	.3360	1.000	
43	.2750	.4355	.2477	.1139	1.000

No items were significantly correlated with Variable 18, which states: There is a recognized group of student leaders on this campus.

Variable 19: I get tired of hearing about student activities. Variables 15, 17, 35, and 36 are significantly correlated with this variable. Variable 15: Students in extracurricular activities are just trying to bolster their egos. Variable 17: I have had some negative experiences with extracurricular activities that I have tried to participate in. Variable 35: Students are simply seeking items to place on their credentials upon graduation.

Variable 36: I do not participate in extracurricular activities because I'm simply not interested. Variable 51, which is negatively correlated, states: Extracurricular activities lend themselves to the socialization process of the individual.

Table 15. I get tired of hearing about student activities

Variable	19	15	17	35	36	63
19	1.000					
15	.3360	1.000				
17	.2917	.2910	1.000			
35	.2642	.5177	.2270	1.000		
36	.3272	.3017	.1380	.2517	1.000	
63	-.2581	-.1556	-.0574	-.2181	-.2330	1.000

There was one item significantly correlated with Variable 20, which states: I would like to participate in intramural sports. Variable 2, the sex of the respondent, was correlated significantly.

Table 16. I would like to participate in intramural sports

Variable	20	2
20	1.000	
2	.4640	1.000

Variable 21: I would like to participate in departmental clubs. The only variable significantly correlated with this variable is Variable 28, which states: I would like to participate in recreational and hobby groups.

Table 17. I would like to participate in departmental clubs

Variable	21	28
21	1.000	
28	.3476	1.000

Variable 22: I would like to participate in student politics. This variable is highly correlated with Variables 23, 30, 31, and 33. Variable 23: I would like to participate in student and faculty committees. Variable 30: I would like to participate in Varieties. Variable 31: I would like to participate in residence politics. Variable 33: I would like to participate in student-faculty seminars. Correlations involving student-faculty committees and student-faculty seminars pointed to an apparent attitude among students desiring to participate in these types of activities.

Table 18. I would like to participate in student politics

Variable	22	23	30	31	33
22	1.000				
23	.4757	1.000			
30	.3038	.2530	1.000		
31	.5363	.3732	.3128	1.000	
33	.3238	.6499	.1172	.2773	1.000

Variable 23: I would like to participate in student-faculty committees. This variable is highly correlated with Variables 30, 31, 33, and 53. Variable 22 was also positively correlated and stated: I would like to participate in student politics. Variable 30: I would

like to participate in Varieties. Variable 31: I would like to participate in residence politics. Variable 33: I would like to participate in student-faculty seminars. Variable 53: I became interested in extracurricular activities in college because I investigated the activity on my own.

Table 19. I would like to participate in student-faculty committees

Variable	23	22	30	31	33	53
23	1.000					
22	.4757	1.000				
30	.2530	.3038	1.000			
31	.3732	.5363	.3128	1.000		
33	.6499	.3238	.1172	.2773	1.000	
53	.2835	.1398	.1438	.1750	.2854	1.000

Variables 24-27 are actually Variables 1-4 which have been repeated in the program. Because they were discussed earlier they are not discussed here.

Variable 21 was significantly correlated with Variable 28, which refers to a desire to participate in recreational and hobby groups. Variable 21 refers to a desire to participate in departmental clubs.

Table 20. I would like to participate in recreational and hobby groups

Variable	21	28
21	1.000	
28	.3476	1.000

Variable 29: I would like to participate in Veishea and/or Homecoming. This was significantly correlated with Variables 30, 32, 44, 60, and 62. It is correlated with Variable 36. Variables 30 and 32 refer to a desire to participate in Varieties and residence activities. Variable 44: I would like to participate in more university extracurricular activities. Variable 60: Participation in extracurricular activities will broaden my educational experience. Variable 62: Student activities provide leadership training. This seemed to point to the fact that valuable experiences have been associated with the activities mentioned in Variable 29. The negative correlation states: I do not participate in many extracurricular activities because I'm simply not interested.

Table 21: I would like to participate in Veishea and/or Homecoming

Variable	29	30	32	36	44	60	62
29	1.000						
30	.4362	1.000					
32	.4306	.3657	1.000				
36	-.2730	-.1889	-.1623	1.000			
44	.2923	.1745	.1571	-.2652	1.000		
60	.2558	.0751	.2396	-.3509	.1577	1.000	
62	.2491	.1016	.2144	-.2620	.0871	.4779	1.000

Variable 30: I would like to participate in Varieties. (Varieties is a series of student managed and produced skits and individual talent presented during winter quarter). This is highly correlated with Variables 10, 22, 23, 29, 31, 32, 42, 52, and 59. Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 22: I would like to participate in student politics. Variable 23: I would like to participate in student-faculty committees. Variable 29: I would like to participate in Veishea and/or Homecoming. Variable 31: I would like to participate in residence politics. Variable 32: I would like to participate in residence activities. Variable 42: Social events draw a lot of student support and enthusiasm from my present

Table 22. I would like to participate in Varieties

Variable	30	10	22	23	29	31	32	42	52	59
30	1.000									
10	.3208	1.000								
22	.3038	.0995	1.000							
23	.2530	.1431	.4757	1.000						
29	.4362	.1853	.1984	.1377	1.000					
31	.3128	.2507	.5363	.3732	.2395	1.000				
32	.3657	.2689	.2280	.2254	.4306	.5727	1.000			
42	.3069	.3765	.0417	.0563	.14587	.1754	.2728	1.000		
52	.3060	.2877	.1815	.2181	.1600	.3122	.3849	.3935	1.000	
59	.2479	.2074	.1750	.2430	.2337	.2565	.2581	.0690	.2040	1.000

residence group. Variable 52: I became interested in extracurricular activities in college because my residence helped me get into the activity. Variable 59: I feel my participation in extracurricular activities is as important as are my grades.

Variable 31: I would like to participate in residence politics. This variable was highly correlated with Variables 8, 10, 22, 23, 30, 32, 33, 52, and 59. Variable 8: I reside in my present residence because I like group living conditions. Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 22: I would like to participate in student politics. Variable 23: I would like to participate in student-faculty committees. Variable 30: I would like to participate in Varieties. Variable 32: I would like to participate in residence activities. Variable 33: I would like to participate in student-faculty seminars. Variable 52: I became interested in extracurricular activities in college because my residence helped me get into the activity. Variable 59: I feel participation in extracurricular activities is as important as are my grades.

Variable 32: I would like to participate in residence activities. This is highly correlated with Variables 8, 10, 29, 30, 31, 42, 52, and 59. Variable 8: I reside in my present residence because I like group living conditions.

Table 23. I would like to participate in residence politics

Variable	31	8	10	22	23	30	32	33	52	59
31	1.000									
8	.2908	1.000								
10	.2507	.5517	1.000							
22	.5363	.1465	.0995	1.000						
23	.3732	.1577	.1431	.4757	1.000					
30	.3128	.2825	.3208	.3038	.2530	1.000				
32	.5727	.3522	.2689	.2280	.2254	.3657	1.000			
33	.2773	.1801	.1833	.3238	.6499	.1172	.1965	1.000		
52	.3122	.2724	.2877	.1815	.2181	.3060	.3849	.1828	1.000	
59	.2565	.1240	.2074	.1750	.2430	.2479	.2581	.2142	.2040	1.000

Table 24. I would like to participate in residence activities

Variable	32	8	10	29	30	31	42	52	59
32	1.000								
8	.3522	1.000							
10	.2689	.5517	1.000						
29	.4306	.1754	.1853	1.000					
30	.3657	.2825	.3208	.4362	1.000				
31	.5727	.2908	.2507	.2395	.3128	1.000			
42	.2728	.3473	.3765	.1458	.3069	.1754	1.000		
52	.3849	.2724	.2877	.1600	.3060	.3122	.3539	1.000	
59	.2581	.1240	.2074	.2331	.2479	.2565	.0690	.2040	1.000

Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 29: I would like to participate in Veishea and/or Homecoming. Variable 30: I would like to participate in Varieties. Variable 31: I would like to participate in residence politics. Variable 42: Social events draw a lot of student support and enthusiasm from my present residence group. Variable 52: I became interested in extra-curricular activities because my residence helped me get into the activity. Variable 59: I feel participation in extracurricular activities is as important as are my grades.

Variable 33: I would like to participate in student-faculty seminars. This was highly correlated with Variables 22, 23, 31, 51, and 53. Variable 22: I would like to participate in student politics. Variable 23: I would like to participate in student-faculty committees. Variable 31: I would like to participate in residence politics. Variable 51: I became interested in extra-curricular activities in college because I had a friend in the activity. Variable 53: I became interested in extracurricular activities in college because I investigated the activity on my own.

Variables 22-33 presented intercorrelations concerning specific attitudes toward activities. These intercorrelations represented general satisfaction with those activities

which are included. It is significant to notice the inclusion of student-faculty seminars and student-faculty committees as activities which were included in this cluster of intercorrelations. Also various reasons for the respondents valuing these activities were included in the correlations.

Table 25. I would like to participate in student-faculty seminars

Variable	33	22	23	31	51	53
33	1.000					
22	.3238	1.000				
23	.6499	.4757	1.000			
31	.2773	.5363	.3732	1.000		
51	.2818	.1664	.2131	.1804	1.000	
53	.2854	.1398	.2835	.1750	.2178	1.000

There were no responses significantly correlated with Variable 34, which states: Off-campus housing facilities should be rated by the university in relation to physical facilities.

Variable 35: Students involved in extracurricular activities are simply seeking items to place on their credentials upon graduation. This is positively correlated with Variables 15, 19, and 36. Variable 15: Students

in extracurricular activities are just trying to bolster their egos. Variable 19: I get tired of hearing about student activities. Variable 36: I do not participate in extracurricular activities because I'm simply not interested. Variable 43 was also correlated positively. Variable 43 states: It is important to be a Greek in order to obtain a position in extracurricular student activities at Iowa State. This series of intercorrelations identified certain negative attitudes toward participation in extracurricular activities.

Table 26. Students involved in extracurricular activities are simply seeking items to place on their credentials upon graduation

Variable	35	15	19	36	43
35	1.000				
15	.5177	1.000			
19	.2642	.3360	1.000		
36	.2517	.3017	.3272	1.000	
43	.2453	.2477	.1139	.0203	1.000

Variable 36: I do not participate in many extracurricular activities because I am simply not interested. This variable is highly correlated with Variables 15, 19, 35, 37, 38, and 40, and is negatively correlated with 44, 60, and 62. Variable 15: Students in extracurricular

Table 27. I do not participate in many extracurricular activities because I am simply not interested

Variable	36	15	19	35	37	38	40	44	60	62
36	1.000									
15	.3017	1.000								
19	.3279	.3360	1.000							
35	.2517	.5177	.2642	1.000						
37	.4002	.1423	.0953	.1376	1.000					
38	.3368	.0972	.1056	.0914	.7604	1.000				
40	.3078	.1748	.1536	.1549	.3053	.2686	1.000			
44	-.2652	-.1096	-.0965	-.0541	.1024	.1670	.0058	1.000		
60	-.3509	-.2513	-.2127	-.1947	-.1117	-.0918	-.2915	.1577	1.000	
62	-.2620	-.2515	-.2165	-.2112	-.1263	-.1234	-.2369	.0871	.4779	1.000

activities are just trying to bolster their egos. Variable 19: I get tired of hearing about student activities. Variable 35: Students involved in extracurricular activities are simply seeking items to place on their credentials upon graduation. Variable 37: I do not participate in many extracurricular activities because I do not have contact with people in activities. Variable 38: I do not participate in many extracurricular activities because I never receive any information about the activities. Variable 40: I do not participate in extracurricular activities because participation in extracurricular activities is not as important as grades to me. Variable 44: I would like to participate in more university extracurricular activities. Variable 59: Participation in extracurricular activities would broaden my educational experience. Variable 62: Student activities provide leadership training.

Variable 37: I do not participate in many extracurricular activities because I do not have any contact with people in the activities. This variable is correlated with Variables 16, 36, 38, 39, 40, 41, 46, and 58. It is also negatively correlated with Variable 45. Variable 16: It is hard for me to obtain information on extracurricular student activities. Variable 36: I do not participate in many extracurricular activities because I'm simply not interested. Variable 38: I do not

Table 28. I do not participate in many extracurricular activities because I do not have any contact with people in the activities.

Variable	37	16	35	38	39	40	41	45	46	58
37	1.000									
16	.4791	1.000								
36	.4002	.0970	1.000							
38	.7604	.5609	.3368	1.000						
39	.2764	.1562	.1685	.2916	1.000					
40	.3053	.1944	.3078	.2686	.4894	1.000				
41	.2885	.1744	.2356	.2418	.4911	.5876	1.000			
45	-.2528	-.2948	.0457	.2487	-.1148	-.1198	-.1030	1.000		
46	.3367	.4812	.0290	.3529	.0388	.0812	.0499	-.3522	1.000	
58	.3695	.3635	.1093	.4020	.2337	.2247	.1744	-.2728	.2969	1.000

participate in many extracurricular activities because I never receive any information about the activities.

Variable 39: I do not participate in many extracurricular activities because I don't have the free time to participate in activities. Variable 40: Participation in activities is not as important to me as grades. Variable 41: I do not participate in many extracurricular activities because my spare time is devoted to my academic work rather than to activities. Variable 46: I would increase my participation in student activities if I lived in a different residence group. Variable 58: I feel it is difficult to become involved in extracurricular activities at Iowa State. Variable 45: My present residence group has adequate recreational programming.

Variable 38: I do not participate in many extracurricular activities because I never receive any information about activities. This variable is highly correlated with Variables 13, 16, 36, 37, 39, 40, 46, and 58.

Variable 13: I would like to date more; however, my present residence has an inadequate social program. Variable 16: It is hard for me to obtain information on extracurricular activities. Variable 36: I do not participate in many extracurricular activities because I'm simply not interested. Variable 37: I do not participate in many extracurricular activities because I do not have any contact with people in activities. Variable 39:

Table 29. I do not participate in many extracurricular activities because I never receive any information about activities

Variable	38	13	16	36	37	39	40	46	58
38	1.000								
13	.2961	1.000							
16	.5609	.3514	1.000						
36	.3368	.0610	.0970	1.000					
37	.7604	.3054	.4791	.4002	1.000				
39	.2916	.1219	.1562	.1685	.2764	1.000			
40	.2628	.1355	.1944	.3078	.3053	.4894	1.000		
46	.3529	.4370	.4812	.0290	.3367	.0388	.0812	1.000	
58	.4020	.1799	.3635	.1093	.3695	.2337	.2247	.2969	1.000

I do not participate in many extracurricular activities because I do not have enough free time to participate in activities. Variable 40: I do not participate in many extracurricular activities because participation in activities is not as important as grades to me. Variable 46: I would increase my participation in student activities if I lived in a different residence group. Variable 58: I feel it is difficult to become involved in extracurricular activities at Iowa State.

Variable 39: I do not participate in many extracurricular activities because I do not have enough free time to participate in activities. This variable is highly correlated with Variables 37, 38, 40, and 41. Variable 37: I do not participate in many extracurricular activities because I do not have any contact with people in activities. Variable 38: I do not participate in many extracurricular activities because I never receive any information about activities. Variable 40: I do not participate in many extracurricular activities because participation in activities is not as important as grades to me. Variable 41: I do not participate in many extracurricular activities because my spare time is devoted to my academic work rather than activities.

Table 30. I do not participate in many extracurricular activities because I do not have enough free time to participate in activities

Variable	39	37	38	40	41
39	1.000				
37	.2764	1.000			
38	.2916	.7604	1.000		
40	.4894	.3053	.2628	1.000	
41	.4911	.2885	.2418	.5876	1.000

Variable 40: I do not participate in many extracurricular activities because participation in activities is not important as grades to me. Highly correlated with this variable were Variables 12, 36, 37, 38, 39, and 41.

Variable 12: I feel it is far more important to concentrate on grades in college than on extracurricular activities.

Variable 36: I do not participate in many extracurricular activities because I'm simply not interested. Variable

37: I do not participate in many extracurricular activities because I do not have any contact with people in activities.

Variable 38: I do not participate in many extracurricular activities because I never receive any information about activities. Variable 39: I do not participate in many

extracurricular activities because I do not have enough free time to participate in activities. Variable 41:

Table 31. I do not participate in many extracurricular activities because participation in activities is not important as grades to me

Variable	40	10	12	36	37	38	39	41	59	60
40	1.000									
10	-.2535	1.000								
12	.4114	-.1837	1.000							
36	.3078	-.0549	.0752	1.000						
37	.3053	-.1668	.0961	.4002	1.000					
38	.2686	-.1768	-.0001	.3368	.7604	1.000				
39	.4894	.1587	.1525	.1685	.2764	.2916	1.000			
41	.5876	-.2506	.2224	.2356	.2885	.2418	.4911	1.000		
59	-.4856	.2074	-.4014	-.2321	-.1643	-.1279	-.2081	-.2647	1.000	
60	-.2915	.1707	-.3020	-.3509	-.1117	-.0918	-.0793	-.1834	.4222	1.000

which states: I do not participate in many extracurricular activities because my spare time is devoted to my academic work rather than to activities. Negatively correlated were Variables 10, 59, and 60. Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 59: I feel my participation in extracurricular activities is as important as are my grades. Variable 60: Participation in extracurricular activities will broaden my educational experience.

Variable 41: I do not participate in many extracurricular activities because my spare time is devoted to my academic work rather than activities. This is positively correlated with Variables 37, 39, and 40. Variable 37: I do not participate in many extracurricular activities because I do not have any contact with people in activities. Variable 39: I do not participate in many extracurricular activities because I do not have enough free time to participate in activities. Variable 40: I do not participate in many extracurricular activities because participation in activities is not important as grades to me. Variable 41 is also significantly negatively correlated with Variables 10 and 59. Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 59: I feel participation in extracurricular activities is as important as are my grades. This cluster of correlations from Variables 36-

41 delineated some of the expressed reasons for non-participation in activities.

Reasons for nonparticipation in extracurricular activities are exemplified in the series of inter-correlations concerning Variables 36-41. They are: 1) I'm simply not interested, 2) I do not have any contact with people in activities, 3) I never receive any information concerning activities, 4) I do not have enough spare time to participate, 5) Participation is not as important as are my grades, and 6) My spare time is devoted to my academic work.

Table 32. I do not participate in many extracurricular activities because my spare time is devoted to my academic work rather than activities

Variable	41	10	37	39	40	59
41	1.000					
10	-.2506	1.000				
37	.2885	-.1668	1.000			
39	.4911	-.1587	.2764	1.000		
40	.5876	-.2535	.3053	.4894	1.000	
59	-.2647	.2074	-.1643	-.2081	-.4856	1.000

Variable 42: Social events draw a lot of student support and enthusiasm from my present residence group. This variable was highly correlated with Variables 8, 10, 30, 45, and 52. Variable 8: I reside in my present

Table 33. Social events draw a lot of student support and enthusiasm from my present residence group

Variable	42	8	10	13	16	30	45	46	52
42	1.000								
8	.3473	1.000							
10	.3765	.5517	1.000						
13	-.3556	-.1738	-.3434	1.000					
16	-.2668	-.1544	-.2482	.3514	1.000				
30	.3069	.2825	.3208	-.1342	-.1217	1.000			
45	.3825	.2154	.2812	-.3648	-.2948	.1036	1.000		
46	-.3287	-.2002	-.2207	.4370	.4812	-.0944	-.3522	1.000	
52	.3935	.2724	.2877	-.2731	-.2786	.3060	.3182	-.2422	1.000

residence because I like group living conditions. Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 30: I would like to participate in Varieties. Variable 45: My present residence group has adequate social programming. Variable 52: I became interested in extracurricular activities because my residence helped me get into the activities. Variable 13: I would like to date more; however, my present residence has an inadequate social program. Variable 16: It is hard for me to obtain information on extracurricular student activities. Variable 46: I would increase my participation in student activities if I lived in a different residence group.

Variable 43: It is important to be a Greek in order to obtain a position in activities at Iowa State. This was significantly correlated with Variables 14, 15, 17, 35, and 57. Variable 14: It is important to live in a particular residence group in order to obtain positions in extracurricular student activities. Variable 15: Students in extracurricular activities are just trying to bolster their egos. Variable 17: I have had some negative experiences with extracurricular activities that I have tried to participate in. Variable 35: Students involved in extracurricular activities are simply seeking items to place on their credentials upon graduation. Variable 57: A majority of students

involved in extracurricular activities at Iowa State are Greeks.

Table 34. It is important to be a Greek in order to obtain a position in activities at Iowa State

Variable	43	14	15	17	35	57
43	1.000					
14	.4355	1.000				
15	.2477	.2237	1.000			
17	.2750	.2641	.2910	1.000		
35	.2453	.1494	.5177	.2270	1.000	
57	.3918	.2714	.0455	.1086	.0606	1.000

Variable 44: I would like to participate in more university extracurricular activities. This was significantly correlated with Variables 29 and 58. Variable 29: I would like to participate in Veishea and/or Homecoming. Variable 58: I feel it is difficult to become involved in extracurricular activities at Iowa State. This correlation of attitudes represented another reason for nonparticipation in activities. Variables 36 and 44 were negatively correlated with Variable 1, regarding the year in school. Variable 36: I do not participate in many extracurricular activities because I'm simply not interested.

Table 35. I would like to participate in more university extracurricular activities

Variable	44	1	29	36	58
44	1.000				
1	-.2938	1.000			
29	.2923	-.1261	1.000		
36	-.2652	.0646	-.2730	1.000	
58	.2536	-.1929	.0029	.1093	1.000

Variable 45: My present residence group has adequate recreational programming. Highly correlated with this variable were Variables 10, 42, and 52. Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 42: Social events draw a lot of student support and enthusiasm from my present residence group. Variable 52: I became interested in extracurricular activities in college because my residence helped me get into the activity. Negatively correlated with this response were Variables 7, 13, 16, 37, 46, and 58. Variable 7: I reside in my present residence because I like the privacy. Variable 13: I would like to date more; however, my present residence has an inadequate social program. Variable 37: I do not participate in many extracurricular activities because I do not have any contact with people in activities.

Table 36. My present residence group has adequate recreational programming

Variable	45	7	10	13	16	37	42	46	52	58
45	1.000									
7	-.2320	1.000								
10	.2812	.1378	1.000							
13	-.3648	.0947	-.3434	1.000						
16	-.2948	.1496	-.2482	.3514	1.000					
37	-.2528	.2016	-.1668	.3054	.4791	1.000				
42	.3825	-.1897	.3765	-.3556	-.2668	-.2207	1.000			
46	-.3522	.0870	-.2207	.4370	.4812	-.2207	-.3287	1.000		
52	.3182	-.0240	.2877	-.2731	-.2786	-.1727	.3935	-.2422	1.000	
58	-.2728	.1206	-.1106	.1799	.3635	.3695	-.1398	.2969	-.1307	1.000

Variable 46: I would increase my participation in student activities if I lived in a different residence group.

Variable 58: I feel it is difficult to become involved in activities at Iowa State.

Variable 46: I would increase my participation in student activities if I lived in a different residence group. This was positively correlated with Variables 13, 16, 37, 38, 45, and 58. Variable 13: I would like to date more; however, my present residence has an inadequate social program. Variable 16: It is hard for me to obtain information on extracurricular student activities. Variable 37: I do not participate in many extracurricular activities because I do not have any contact with people in activities. Variable 38: I do not participate in many extracurricular activities because I never receive any information about activities. Variable 45: My present residence group has adequate recreational programming. Variable 58: I feel it is difficult to become involved in extracurricular activities at Iowa State. Negatively correlated with Variable 46 was Variable 42, which states: Social events draw a lot of student support and enthusiasm from my present residence group. This series of correlations portrayed attitudes of respondents concerning the possibility of increased participation in extracurricular activities if they resided in a different residence facility. This

Table 37. I would increase my participation in student activities if I lived in a different residence group.

Variable	46	13	16	37	38	42	45	58
46	1.000							
13	.4370	1.000						
16	.4812	.3514	1.000					
37	.3367	.3054	.4791	1.000				
38	.3529	.2961	.5609	.7604	1.000			
42	-.3287	-.3556	-.2668	-.2207	-.1666	1.000		
45	-.3522	-.3648	-.2948	-.2528	-.2487	.3825	1.000	
58	.2969	.1799	.3635	.3695	.4020	-.1398	.2536	1.000

series also suggested reasons for nonparticipation within the residence group.

Variables 47-50 are actually Variables 1-4 which have been discussed.

Variable 51: I became interested in extracurricular activities in college because I had a friend in the activity. This was significantly correlated with Variables 33, 52, and 54. Variable 33: I would like to participate in student-faculty seminars. Variable 52: I became interested in extracurricular activities in college because my residence helped me get into the activity. Variable 54: I became interested in extracurricular activities in college because I participated in many activities in high school.

Table 38. I became interested in extracurricular activities in college because I had a friend in the activity

Variable	51	33	52	54
51	1.000			
33	.2818	1.000		
52	.3736	.1828	1.000	
54	.2776	.2028	.2214	1.000

Variable 52: I became interested in extracurricular activities in college because my residence helped me get into the activity. This variable was positively correlated

Table 39. I became interested in extracurricular activities in college because my residence helped me get into the activity

Variable	52	10	13	16	30	31	32	42	45	51
52	1.000									
10	.2877	1.000								
13	-.2731	-.3434	1.000							
16	-.2786	-.2482	.3514	1.000						
30	.3060	.3208	-.1342	-.1217	1.000					
31	.3122	.2507	-.1200	-.1054	.3128	1.000				
32	.3849	.2689	-.1598	-.2052	.3657	.5727	1.000			
42	.3938	.3765	-.3556	-.2668	.3069	.1754	.2728	1.000		
45	.3182	.2812	-.3648	-.2948	.1036	.1434	.1932	.3825	1.000	
51	.3736	.1435	-.0929	-.0803	.1417	.1804	.1611	.0958	.0412	1.000

with Variables 10, 30, 31, 32, 42, 45, and 51. Variable 10: I reside in my present residence because I like the social and dating conditions. Variable 30: I would like to participate in Varieties. Variable 31: I would like to participate in residence politics. Variable 32: I would like to participate in residence activities. Variable 42: Social events draw a lot of student support and enthusiasm from my present residence group. Variable 45: My present residence group has adequate recreational programming. Variable 51: I became interested in extracurricular activities in college because I had a friend in the activity. Variable 52 was negatively correlated with Variables 13 and 16. Variable 13: I would like to date more; however, my present residence has an inadequate social program. Variable 16: It is hard for me to obtain information on extracurricular student activities.

Variable 53: I became interested in extracurricular activities in college because I investigated the activities on my own. Variables 8, 23, 33, 54, and 59 were significantly correlated with this variable. Variable 8: I reside in my present residence because I like group living conditions. Variable 23: I would like to participate in student-faculty committees. Variable 33: I would like to participate in student-faculty seminars. Variable 54: I became interested in extracurricular

activities in college because I participated in the activities in high school. Variable 59: I feel my participation in extracurricular activities is as important as are my grades.

Table 40. I became interested in extracurricular activities in college because I investigated the activities on my own

Variable	53	8	23	33	54	59
53	1.000					
8	.2523	1.000				
23	.2835	.1577	1.000			
33	.2854	.1801	.6499	1.000		
54	.4200	.2641	.2332	.2028	1.000	
59	.2918	.1240	.2430	.2142	.2506	1.000

Variable 54: I became interested in extracurricular activities in college because I participated in many activities in high school. This variable was highly correlated with Variables 8, 51, 53, 59, and 62.

Variable 8: I reside in my present residence because I like group living conditions. Variable 51: I became interested in extracurricular activities in college because I had a friend in the activity. Variable 53: I became interested in extracurricular activities in college because I investigated the activity on my own.

Variable 59: I feel my participation in extracurricular activities is as important as are my grades. Variable 62: Student activities provide leadership training.

Table 41. I became interested in extracurricular activities in college because I participated in many activities in high school

Variable	54	8	51	53	59	62
54	1.000					
8	.2641	1.000				
51	.2776	.1339	1.000			
53	.4200	.2523	.2178	1.000		
59	.2506	.1240	.2259	.2918	1.000	
62	.2418	.1658	.1188	.2229	.3145	1.000

This series of intercorrelations (51-54) exemplified expressed attitudes by respondents concerning the origin of their desire to participate in extracurricular activities. These represented reasons for which respondents may have become involved in extracurricular activities.

No variables were significantly correlated with Variable 55. This was an open end response.

Variable 56: Participation in extracurricular activities will enlarge employment opportunities upon graduation. This statement was significantly correlated with Variables 59, 60, 62, and 63. Variable 59: I feel

my participation in extracurricular activities is as important as are my grades. Variable 60: Participation in extracurricular activities will broaden my educational experience. Variable 62: Student activities provide leadership training. Variable 63: Extracurricular activities lend themselves to the socialization process of the individual. These responses seemed to reflect the attitudes of those students who felt their participation in extracurricular activities would enlarge employment opportunities upon graduation.

Table 42. Participation in extracurricular activities will enlarge employment opportunities upon graduation

Variable	56	59	60	62	63
56	1.000				
59	.3398	1.000			
60	.3335	.4222	1.000		
62	.3378	.3145	.4779	1.000	
63	.2998	.2788	.4518	.6702	1.000

Variable 57: The majority of students involved in extracurricular activities at Iowa State are Greeks. This was highly correlated with Variables 14, 43, and 63. Variable 14: It is important to live in a particular residence group in order to obtain positions in extracur-

ricular student activities. Variable 43: It is important to be a Greek in order to obtain a position in student activities at Iowa State. Variable 63: Extracurricular activities lend themselves to the socialization process of the individual.

Table 43. The majority of students involved in extracurricular activities at Iowa State are Greeks

Variable	57	14	43	63
57	1.000			
14	.2714	1.000		
43	.3918	.4355	1.000	
63	.2334	.0681	.0181	1.000

Variable 58: I feel it is difficult to become involved in extracurricular activities at Iowa State. This variable was positively correlated with Variables 16, 37, 38, 44, and 46, and was negatively correlated with Variable 45.

Variable 16: It is hard for me to obtain information on extracurricular student activities. Variable 37: I do not participate in many extracurricular activities because I do not have any contact with people in activities.

Variable 38: I do not participate in many extracurricular activities because I never receive any information about activities. Variable 44: I would like to participate

in more university extracurricular activities. Variable 45: My present residence group has adequate recreational programming. Variable 46: I would increase my participation in student activities if I lived in a different residence group.

Table 44. I feel it is difficult to become involved in extracurricular activities at Iowa State

Variable 58	16	37	38	44	45	46
58	1.000					
16	.3635	1.000				
37	.3695	.4791	1.000			
38	.4020	.5609	.7604	1.000		
44	.2536	.1885	.1024	.1670	1.000	
45	-.2728	.2948	-.2528	-.2487	.2101	1.000
46	.2969	.4812	.3367	.3529	.2323	-.3522 1.000

Variable 59: I feel my participation in extracurricular activities is as important as are my grades. Variables significantly correlated with this variable were Variables 30, 31, 32, 53, 54, 56, 60, 62, and 63. Variables 12, 40, 41, and 61 were negatively correlated. Variable 30: I would like to participate in Varieties. Variable 31: I would like to participate in residence politics. Variable 32: I would like to participate in residence activities. Variable 53: I became interested in extracurricular

Table 45. I feel my participation in extracurricular activities is as important as are my grades

Variable	59	12	30	31	32	40	41	53	54	56	60	61	62	63
59	1.000													
12	-.4014	1.000												
30	.2479	-.0785	1.000											
31	.2565	-.0562	.3128	1.000										
32	.2581	-.0873	.3657	.5727	1.000									
40	-.4856	.4114	-.1580	.1739	-.2299	1.000								
41	-.2647	.2224	-.0897	.1404	-.1561	.5876	1.000							
53	.2918	-.1293	.1438	.1750	.1365	-.2189	-.1424	1.000						
54	.2506	-.0723	.1804	.2047	.1861	-.1492	-.1413	.4200	1.000					
56	.3398	-.2201	.1197	.0985	.2079	.1960	-.1047	.1820	.1815	1.000				
60	.4222	-.3020	.0751	.1464	.2396	-.2915	-.1834	.1578	.1804	.3335	1.000			
61	-.3293	.1649	-.0682	-.1455	-.1805	.2206	.1309	-.1833	-.2236	-.2521	-.3660	1.000		
62	.3145	-.1867	.1016	.1589	.2144	-.2369	-.1918	.2229	.2418	.3378	.4779	.3342	1.000	
63	.2788	-.1381	.1161	.0858	.1419	-.1621	-.0795	.1787	.1249	.2998	.4518	-.2594	.6702	1.000

activities in college because I investigated the activity on my own. Variable 54: I became interested in extracurricular activities in college because I participated in many activities in high school. Variable 56: Participation in extracurricular activities will enlarge employment opportunities upon graduation. Variable 60: Participation in extracurricular activities will broaden my educational experience. Variable 62: Student activities provide leadership training. Variable 63: Extracurricular activities lend themselves to the socialization process of the individual. Variable 12: I feel it is far more important to concentrate on grades in college than on extracurricular activities. Variable 40: I do not participate in many extracurricular activities because participation in activities is not important as grades to me. Variable 41: I do not participate in many extracurricular activities because my spare time is devoted to my academic work rather than activities. Variable 61: Participation in extracurricular activities is not essential in an educational program. These responses seemed to show the attitudes of those students who felt participation in extracurricular activities was as important as were their grades.

Variable 60: Participation in extracurricular activities will broaden my educational experience. This variable was significantly correlated with Variables

Table 46. Participation in extracurricular activities will broaden my educational experience

Variable	60	12	29	36	40	56	59	61	62	63
60	1.000									
12	-.3020	1.000								
29	.2558	-.0564	1.000							
36	-.3509	.0752	-.2730	1.000						
40	-.2915	.4114	.1784	.3078	1.000					
56	.3335	-.2201	.0365	-.1198	-.1960	1.000				
59	.4222	-.4014	.2337	-.2321	-.4856	.3398	1.000			
61	-.3360	.1649	.1053	.1612	.2206	-.2521	-.3292	1.000		
62	.4779	-.1867	.2491	-.2620	-.2369	.3378	.3145	.3342	1.000	
63	.4518	-.1381	.2074	-.2330	-.1621	.2996	.2788	.2594	.6702	1.000

29, 56, 59, 62, and 63. Variable 29: I would like to participate in Veishea and/or Homecoming. Variable 56: Participation in extracurricular activities will enlarge employment opportunities upon graduation. Variable 59: I feel my participation in extracurricular activities is as important as are my grades. Variable 62: Student activities provide leadership training. Variable 63: Extracurricular activities lend themselves to the socialization process of the individual. Variable 60 was negatively correlated with Variables 12, 36, 40, and 61. Variable 12: I feel it is far more important to concentrate on grades in college than on extracurricular activities. Variable 36: I do not participate in many extracurricular activities because I'm simply not interested. Variable 40: I do not participate in many extracurricular activities because participation in activities is not important as grades to me. Variable 61: Participation in extracurricular activities is not essential in an educational program.

Variable 61: Participation in extracurricular activities is not essential in an educational program. This was negatively correlated with Variables 59, 60, 62, and 63. Variable 59: I feel my participation in extracurricular activities is as important as are my grades. Variable 60: Participation in extracurricular activities will broaden my educational experience.

Variable 62: Student activities provide leadership training. Variable 63: Extracurricular activities lend themselves to the socialization process of the individual. These represented opposite attitudes as expressed by the respondents.

Table 47. Participation in extracurricular activities is not essential in an educational program

Variable	61	59	60	62	63
61	1.000				
59	-.3293	1.000			
60	-.3660	.4222	1.000		
62	-.3342	.3145	.4779	1.000	
63	-.2594	.2788	.4518	.6702	1.000

Variable 62: Student activities provide leadership training. This was significantly correlated with Variables 29, 54, 56, 59, 60, and 63. Variable 29: I would like to participate in Veishea and/or Homecoming. Variable 54: I became interested in extracurricular activities in college because I participated in many activities in high school. Variable 56: Participation in extracurricular activities will enlarge employment opportunities upon graduation. Variable 59: I feel my participation in extracurricular activities is as important as are my grades. Variable 60: Participation in extracurricular

Table 48. Student activities provide leadership training

Variable	62	29	36	54	56	59	60	63
62	1.000							
29	.2491	1.000						
36	-.2620	.2730	1.000					
54	.2418	.1716	-.1881	1.000				
56	.3378	.0385	-.1198	.1815	1.000			
59	.3145	.2337	-.2321	.2506	.3398	1.000		
60	.4779	.2558	-.3509	.1804	.3335	.4222	1.000	
63	.6702	.2074	-.2330	.1294	.2998	-.3293	.4518	1.000

activities will broaden my educational experience. Variable 63: Extracurricular activities lend themselves to the socialization process of the individual. Variable 62 was also negatively correlated with Variable 36, which states: I do not participate in many extracurricular activities because I'm simply not interested.

Variable 63: Extracurricular activities lend themselves to the socialization process of the individual. This variable was positively correlated with Variables 19, 56, 57, 59, and 60, and was negatively correlated with Variables 61 and 62. Variable 19: I get tired of hearing about student activities. Variable 56: Participation in extracurricular activities will enlarge employment opportunities upon graduation. Variable 57: The majority of students involved in extracurricular activities at Iowa State are Greeks. Variable 59: I feel my participation in extracurricular activities is as important as are my grades. Variable 60: Participation in extracurricular activities will broaden my educational experience. Variable 61: Participation in extracurricular activities is not essential in an educational program. Variable 62: Student activities provide leadership training. This series of correlations expressed the general attitude of students who felt that extracurricular activities lent to the socialization process.

Table 49. Extracurricular activities lend themselves to the socialization process of the individual

Variable	63	19	56	57	59	60	61	62
63	1.000							
19	-.2581	1.000						
56	.2998	-.1875	1.000					
57	.2434	-.0161	.1926	1.000				
59	.2788	-.1350	.3398	.1219	1.000			
60	.4518	-.2127	.3335	.2077	.4222	1.000		
61	-.2594	.2213	-.2521	-.0006	.3293	-.3360	1.000	
62	.6702	-.2165	.3378	.1969	.3415	.4779	-.3342	1.000

Variable 64: I prefer participation in social activities rather than vocational activities such as departmental clubs. This was highly correlated with Variable 65, which states: I participate in activities because it offers a chance to meet members of the opposite sex. The correlation seemed to indicate a motivation for participation in social, rather than vocational, activities.

Table 50. I prefer participation in social activities rather than vocational activities such as departmental clubs

Variable	64	65
64	1.000	
65	.3499	1.000

Variable 65: I participate in activities because it offers a chance to meet members of the other sex. This variable is correlated with Variables 13 and 64. Variable 13: I would like to date more; however, my present residence has an inadequate social program. Variable 64: I prefer participation in social activities rather than vocational activities such as departmental clubs. This series of correlations exemplified an attitude of those students who valued the social aspect of participation in extracurricular activities.

Table 51. I participate in activities because it offers a chance to meet members of the other sex

Variable	65	13	64
65	1.000		
13	.2547	1.000	
64	.3499	.0060	1.000

DISCUSSION

The data presented in the previous chapter were collected in an effort to detect interacting relationships among attitudes of Iowa State University undergraduates in the previously described residences. Specifically, interactions of attitudes were sought in the following areas:

1. Students' reasons for residing in their present residence.
 2. The importance of extracurricular activities in the educational experience.
 3. Activities which offered students an area to participate.
 4. Reasons for nonparticipation.
 5. What stimulated interest in extracurricular activities.
 6. The importance of living in a particular residence in order to obtain positions in certain activities.
- In discussing these areas it was important to investigate clusters of interactions rather than specific individual interactions.

The expressed interaction of attitudes of respondents concerning reasons for residing in a particular residence was quite diverse. Interacting attitudes included: privacy, study conditions, group living conditions, and

social and dating conditions. This interaction was expressed by Variables 5-10. All but two of the attitudes towards these activities were correlated. This suggests that this cluster is indicative of reasons respondents resided in a particular residence group. One variable which was not intercorrelated stated that the respondent could not find any other place to live. There was apparently a small portion of respondents who were forced to reside in a particular residence because they could not find any other place to reside. From the data it seemed that those respondents expressing a positive attitude toward the privacy a residence offered were those inclined to reside in off-campus facilities. Those students who apparently valued group conditions more than likely chose the residence halls or the Greek system.

These relationships suggested that those residences providing better study conditions were less satisfactory in facilitating recreational activity. This was consistent with the popular notion of residence hall versus fraternity-sorority residences. Detection of specific attitudes in a particular group seemed to be an area for further investigation.

Two general positions were expressed concerning the interaction of attitudes toward the importance of participation in extracurricular activities. One segment felt that activities would broaden the educational experience,

would lend to the socialization process, would provide leadership training, and would enlarge employment opportunities upon graduation. This was evidenced by the interaction of Variables 56, 59, 60, 62, and 63. The opposite interaction of attitudes was expressed by Variables 12, 40, and 41. This group's attitudes emphasized the academic side of the educational experience.

The cluster of interactions centering about Variables 36-41 seemed to be related to this attitude as the cluster showed reasons for nonparticipation. Expressed reasons for nonparticipation ranged from concentration on the academics to disinterest in extracurricular activities. Significant variables in this interaction included 37 and 38 which emphasized a lack of communication to the respondents concerning activities.

Those respondents who did not value participation seemed to emphasize the academic side of their university life. From material cited in the review of literature and in working with this data it seemed that the group valuing participation and possessing related attitudes were the Greeks. Those off-campus residents, who had differing attitudes and inadequate channels of communication, represented the opposite end of the spectrum. Those students residing in residence halls appeared to be at a point between the first two.

The cluster of interacting attitudes about Variables

51-54 exhibited reasons for how some respondents became interested in the system of extracurricular activities. Included were: friends in activities, residence influences, individual investigation, and prior experience. The interaction with Variable 54, which refers to the respondents' prior experience in activities, suggested that prior experience in activities was important in future participation as it was true of the academic predicting devices. Prior behavior seemed to prove to be the important predictor of future actions. This data seemed to indicate that this cluster was closely related to the cluster concerning motivating factors for participation.

The interaction of attitudes toward activities in which an individual might participate revealed the following: cluster of activities such as departmental clubs, student politics, student-faculty committees, Veishea and/or Homecoming, Varieties, residence politics, residence activities, and student-faculty seminars. There were two activities which were not involved in the interaction. These were intramural sports and recreational hobby groups. This cluster seemed to suggest that respondents would like to participate in the activities which were included in the extracurricular. It was interesting to note that the student-faculty activities were included in this interaction. This seemed to reveal

that there was a desire on the part of the respondents to be involved with faculty members in varying degrees other than the classroom experience. It seemed that those individuals who expressed interest in participation in any of the activities mentioned were likely to be interested in participating in other activities listed. Those students who maintained an attitude of indifference toward participation in activities were indifferent toward all of the activities listed. Therefore, it was not surprising that all but two of these activities were intercorrelated. Those students interested in activities were interested in all activities listed.

Variables 14, 17, 43, and 57 associated interacting attitudes seemed to project the importance of residing in a particular residence in order to participate in extracurricular activities. This cluster pointed to the importance of residing in a particular residence to a segment of the respondents. This suggested that because of various leadership positions being regularly filled by members of a particular group, certain members outside this group felt that it was difficult to become involved in and obtain positions in the system of extracurricular activities.

From reviewing other literature it was apparent that Greeks were more extensive in participating in activities than were residents of other groups. Because

Because the Greeks valued participation, it was natural to assume they would attempt to involve many members in various activities. Members of other residence groups seemed to have negative attitudes toward the Greeks because of the importance they placed on extracurricular activities and the per cent of their numbers who obtained leadership positions in activities.

In reviewing the intercorrelations among Variables 13, 16, 37, 38, and 57, it seemed there was an existing attitude toward the lack of adequate communication which a portion of the respondents felt existed. This seemed to be an area in need of further investigation. Specifically it must be known where the channels of communication are failing and what group of students are failing to receive communication concerning activities.

SUMMARY

The study was designed to investigate various intercorrelations of attitudes toward activities and residences among students at Iowa State University. Attitudes were measured in the following areas: students' reasons for residing in their present residence, the importance of extracurricular activities in the educational experience, activities in which participation was desired by students, reasons for nonparticipation, what stimulates interest in extracurricular activities, and the importance of living in a particular residence group in order to participate in certain activities.

For the purpose of this study it was decided to sample 100 students from each of five residence units at Iowa State University: 1) Womens' Residence Association, 2) Mens' Residence Association, 3) fraternity system, 4) sorority system, and 5) the off-campus housing group.

In this study 100 names of students in each type of residence to be surveyed were randomly selected. The names of sorority members were randomly selected from the sorority membership file in the Office of the Dean of Students. The same procedure was used in selection of those male students residing in fraternities. The three remaining residences were randomly selected from the student directory.

The questionnaires were distributed to the mens' and womens' residence halls and also to fraternities and sororities. The questionnaires were mailed to those in the off-campus group. Included with the questionnaire was a self-addressed stamped envelope for the individuals to return the questionnaire. This envelope was addressed to the Office of the Dean of Students at Iowa State University. Perhaps this was one reason 372, or 74.4 per cent, were returned without a follow-up letter. Because of this initial return no follow-up was made.

The questionnaire contained 53 items which the student could respond to by writing a number from 1 to 99 in the blank space following the statement. If the individual agreed completely with the statement, he responded by writing 99. If he disagreed completely, he responded by writing 1 in the space following the statement. Numbers between 1 and 99 were used for various amounts of agreement or disagreement with each statement. A response of 50 indicated the student was uncertain or neither agreed nor disagreed with the statement.

The items were designed to measure any correlations of attitudes in the following areas: (students' reasons for residing in their present residence, the importance of extracurricular activities in the educational experience, activities which offer students an area to participate,

reasons for nonparticipation, what stimulates an interest in extracurricular activities, and the importance of living in a certain residence in order to participate in certain activities.

The major findings drawn from this data were as follows:

1. There was a diversity of reasons expressed by respondents concerning the reasons for residing in their present residence. Intercorrelated reasons included privacy, study conditions, group living conditions, and social and dating conditions. There were no other significant correlations with the statement: I could find no other place to live. This seemed to indicate that this statement was not a factor in residence selection.

2. Two positions were expressed by the respondents concerning the importance of participation in extracurricular activities. One segment felt the system of extracurricular activities offered many benefits in the educational experience, while the second segment placed their academic success above any participation in activities.

3. Most activities listed on the instrument were positively correlated with other variables. Two variables were not significantly correlated. These included hobby groups and intramural sports activities. The absence of correlations with intramural sports activities was interesting when one considers the "model" intramural program at Iowa State.

4. Correlated reasons for nonparticipation included: 1) disinterest in activities, 2) lack of contact with people in activities, 3) lack of information concerning activities, 4) not enough spare time, 5) activities lack the importance of grades, and 6) spare time is devoted to academic endeavors.

5. Interest in extracurricular activities was stimulated by the residence group in which respondents resided, the importance the respondent placed on participation in extracurricular activities, and the desire for a broad educational experience which would provide him with leadership training and would also contribute to his optimum personal development. Previous participation was also important.

6. It was apparent that the respondent felt it was important to reside in a particular residence in order to obtain positions in extracurricular activities. The residence seemed to play an important role in determining the extent of participation by its occupants, in helping the individual into an activity, and cultivating an attitude toward extracurricular activities.

7. Certain correlations emphasized that there was a lack of communication concerning activities, which, in turn, made it difficult to become involved in extracurricular activities. Correlations indicated that respondents who had little contact with people in activities,

who received little information concerning activities, and who wanted to participate in activities found it difficult to become involved and obtain positions in extracurricular activities.

Many intercorrelations existed concerning attitudes of students toward their activities and residence. Most of the intercorrelations existed in the six previously described general areas.

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APPENDIX

Answers

1. I am satisfied living in my present residence. _____
2. I reside in my present residence because:
 - a. I could not find any other place to live _____
 - b. I like the privacy _____
 - c. I like group living conditions _____
 - d. I like the study conditions _____
 - e. I like the social and dating conditions _____
 - f. Other: _____
3. I feel it is far more important to concentrate on grades in college than on extracurricular activities. _____
4. I would like to date more; however, my present residence has an inadequate social program. _____
5. It is important to live in a particular residence group in order to obtain positions in extracurricular student activities. _____
6. Students in extracurricular activities are just trying to bolster their egos. _____
7. It is hard for me to obtain information on extracurricular student activities. _____
8. I have had some negative experiences with extracurricular activities that I have tried to participate in. _____
9. There is a recognized group of student leaders on this campus. _____
10. I get tired of hearing about student activities. _____
11. I would like to participate in:
 - a. Intramural sports _____
 - b. Departmental clubs _____
 - c. Student politics _____
 - d. Student-faculty committees _____
 - e. Recreational and hobby groups _____
 - f. Veishea and/or Homecoming _____
 - g. Varieties _____
 - h. Residence politics _____
 - i. Residence activities _____
 - j. Student-faculty seminars _____

12. Off-campus housing facilities should be rated by the University in relation to physical factors. _____
13. Students involved in extracurricular activities are simply seeking items to place on their credentials upon graduation. _____
14. I do not participate in many extracurricular activities because:
- a. I'm simply not interested. _____
 - b. I do not have any contact with people in activities. _____
 - c. I never receive any information about activities. _____
 - d. I do not have enough free time to participate in activities. _____
 - e. Participation in activities is not important as grades to me. _____
 - f. My spare time is devoted to my academic work rather than activities. _____
 - g. Other _____
15. Social events draw a lot of student support and enthusiasm from my present residence group. _____
16. It is important to be a Greek in order to obtain a position in student activities at Iowa State. _____
17. I would like to participate in more University activities. _____
18. My present residence group has adequate recreational programming. _____
19. I would increase my participation in student activities if I lived in a different residence. _____
20. I became interested in extracurricular activities in college because:
- a. I had a friend in the activity. _____
 - b. My residence helped me get into the activity. _____
 - c. I investigated the activity on my own. _____
 - d. I participated in many activities in high school. _____
 - e. Other _____
21. Participation in extracurricular activities will enlarge employment opportunities upon graduation. _____

22. The majority of students involved in extracurricular activities at Iowa State are Greeks. _____
23. I feel it is difficult to become involved in extracurricular activities at Iowa State. _____
24. I feel my participation in extracurricular activities is as important as are my grades. _____
25. Participation in extracurricular activities will broaden my educational experience. _____
26. Participation in extracurricular activities is not essential in an educational program. _____
27. Student activities provide leadership training. _____
28. Extracurricular activities lend themselves to the socialization process of the individual. _____
29. I prefer participation in social activities rather than vocational activities such as departmental clubs. _____
30. I participate in activities because it offers a chance to meet members of the other sex. _____