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## ABSTRACT

### A STUDY OF THE RELATIONSHIP OF MARITAL STATUS TO SELECTED CHARACTERISTICS OF MALE UNDERGRADUATE STUDENTS AT MICHIGAN STATE UNIVERSITY

by Norman T. Oppelt

#### Problem

The general problem of this study was to determine whether or not significant relationships exist between the marital status of full-time, male undergraduates at Michigan State University and the following types of characteristics and activities.

1. General descriptive characteristics, age, residence, college major, etc.
2. Home and high school educational backgrounds
3. Financial conditions in college
4. Participation in University and off-campus extra-curricular activities
5. Utilization of selected University student personnel services

The study also provides a comprehensive description of married male undergraduates.

#### Methods and Techniques

The population under study included all of the full-time, male undergraduates enrolled at Michigan State University during spring term, 1960. The samples used were 5% random samples of married and unmarried male undergraduates.

Data were collected by the use of a questionnaire constructed for the study and from the records of several offices and services at Michigan State University. The questionnaire was pre-tested to determine the clarity and reliability of the items. A group of expert judges evaluated the items for the final questionnaire. The questionnaires were mailed to the samples of 200 married and 200 unmarried male undergraduates. Eighty-four per cent of the 400 questionnaires were returned in usable condition.

The chi-square test of independence was used to determine if marital status was significantly related to the variables under study. The relationship of the age of married male undergraduates to selected characteristics was also investigated. The frequencies of the responses were analyzed to determine the direction of the significant relationships. Marriage was not concluded to be necessarily the cause of the relationships uncovered.

### Major Findings

It was found that the average married male undergraduate had been married for three years and had one child. Very few wives of the married male students were making substantial progress toward a college degree. The average married male undergraduate was significantly older and more likely to be a veteran, transfer, Protestant, and live on campus than was the unmarried male. The married male students did not differ significantly from the unmarried students in the number who were enrolled in the different colleges of the University.

Financial conditions were the greatest source of problems for the married male undergraduate. The major sources of income for married male students were his own part-time work, his wife's work, and the "G.I. Bill." Only the younger married male undergraduates received much financial aid from their parents.

The high school backgrounds and home towns of the married and unmarried male undergraduates were similar in the majority of the variables studied.

The average married male undergraduate participated less than the unmarried male in all types of Michigan State University extra-curricular activities except student organizations. In several types of extra-curricular activities the younger married male undergraduates participated significantly more than the older married males. The married male students also participated less in two of the four types of off-campus activities studied. The average married male undergraduate was as well or better satisfied with his opportunities to attend most extra-curricular activities as was the unmarried male undergraduate. The general satisfaction of both married and unmarried male undergraduates with their opportunities to attend extra-curricular activities was high.

The married male undergraduates studied had used the University Counseling Center and Olin Health Center less than the unmarried male undergraduates. Marital status was not related to use by male undergraduates of the other personnel services studied. Married and unmarried male undergraduates did not differ significantly in their satisfaction with the services of the personnel services under study.



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CHARACTERISTICS OF MALE UNDERGRADUATE STUDENTS  
AT MICHIGAN STATE UNIVERSITY

By

Norman T. Oppelt

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1962

523024  
10/10/12

## ACKNOWLEDGMENTS

The author wishes to express gratitude to the students at Michigan State University who cooperated by providing the questionnaire data for this study. Thanks are also given to the administrators of the student personnel services studied for allowing the author the use of their records.

The assistance of the personnel of the Men's Division at Michigan State University was greatly appreciated. Dr. Eldon R. Nonnamaker and Dr. John W. Truitt were particularly helpful in planning and carrying out the research. Members of the author's guidance committee, Dr. James W. Costar, Dr. Buford Stefflre and Dr. Bill L. Kell, each gave helpful assistance. Dr. Walter F. Johnson, chairman of the committee, and Dr. John X. Jamrich deserve special thanks for their helpful suggestions and the time they spent reading the preliminary questionnaire and early drafts of the thesis.

Finally, the author would like to express his gratitude to his wife and colleagues at Colorado State College without whose faithful encouragement this study might not have been completed.

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## CHAPTER I

### THE PROBLEM

#### Introduction

One of the major changes that has taken place in U. S. higher education within the last two decades has been the increase in numbers of married students attending colleges and universities. Recent national enrollment statistics show that 30% of all male college students including both the graduate and undergraduate levels are married. Among the full-time, male students 18.1% are married (8:3). In a 1959 study, Smith found that 19% of all undergraduates at Michigan State University, the University of Michigan, the University of Detroit, and Wayne State University were married (48:19).

Prior to World War II there were very few married students attending institutions of higher learning at the undergraduate level. Reimer's study at the University of Washington in the fall of 1941 showed that only 7.3% of all male students, graduate and undergraduate, were married (42:804).

Many colleges and universities had regulations forbidding undergraduate marriages on penalty of dismissal. In a well publicized incident in 1925, an All-American football player was dismissed from Yale University for violating the regulation forbidding undergraduate marriages (28:92). In addition to institutional regulations regarding



marriage in college, there were strong social and economic deterrents to undergraduate matrimony. Socially it was considered inadvisable for a young man to marry, before he had graduated and found a steady job. Economically the depression of the 1930's made it very difficult for a young man to take on the responsibility of a wife while he was attending college.

Great impetus was given to the college attendance of married students by the social and economic conditions during and immediately after World War II. Large numbers of armed service veterans who had become married during or soon after the War enrolled in institutions of higher learning bringing with them their wives and children. Several factors encouraged these veterans to begin or continue college. Financial assistance was provided by Public Law 16 of the well known "G. I. Bill of Rights" for all veterans in collegiate and other types of educational programs. The increased demand for college trained men also encouraged the married veteran to pursue a college degree. It was becoming evident to these men that in order to achieve maximum advancement in most occupations a college education was a necessity. Finally, the social and economic changes brought about by the War made it easier for the students and their wives to find employment while they were attending college.

The large numbers of married veterans were rapidly integrated into the student bodies and the colleges made some changes to meet the needs peculiar to these students. Veteran's counselors were installed at most schools and temporary married student housing was hastily constructed. Most educators believed the large number of married

students was a temporary phenomenon and as soon as the veterans graduated, the student population would return to a pre-war proportion of married students. For several reasons this did not occur. Principal among the events causing the continuance of large numbers of married students was the Korean War, 1950-1953. This War brought about a new influx of veterans just as the World War II veterans were finishing their college programs. A new bill, Public Law 550, was passed to provide financial assistance for men who served in the armed forces during the Korean hostilities. At the time this study was undertaken there were still some Korean Veterans attending college but not enough to account solely for the large numbers of married students enrolled. Another possible reason for the continued large numbers of married college students was the lack of employment opportunity for men without a college education. In Chapter III the literature concerning the reasons for the persistence of the married students in college is reviewed.

A sizable proportion of the married undergraduates in colleges at the time of this study were not veterans of the armed forces. These married students in the same age group as their unmarried contemporaries reflect a trend toward younger marriages in the general population of the United States. In a few years all of the Korean Veterans will have completed their college programs, but if the present increase in early marriages continues there will still be considerable numbers of young married undergraduates.

Administrators in higher education should now realize that the married undergraduate is a permanent part of the student population

and begin, as some institutions have, to provide permanent facilities and services for this group of students. Married students pose particularly important problems for the student personnel administration who are responsible for providing for the non-instructional needs of all the students.

This study is designed to describe the married male undergraduate student at Michigan State University in terms of his educational and home background, general descriptive characteristics, financial condition, participation in extra-curricular activities, and utilization of student personnel services and to compare him with his unmarried contemporary.

#### Statement of the Problem

The general problem of this study is to determine whether or not significant relationships exist between the marital status of full-time, male undergraduates at Michigan State University and the following characteristics and activities.

- A. General descriptive characteristics
- B. Home and educational backgrounds
- C. Financial conditions while attending college
- D. Participation in extra-curricular activities
- E. Utilization of selected Michigan State University student personnel services.

An inseparable secondary objective is to provide a comprehensive description of the married male undergraduate at Michigan State University.

The general problem is divided into the following sub-problems.

1. What is characteristic of the full-time, married male undergraduate at Michigan State University concerning the following factors?
  - a. Length of marriage
  - b. Number of children
  - c. Wife's higher education
  - d. Wife's employment
  - e. Knowledge of student personnel services available to wives of married students
2. Is there a significant relationship between the marital status of full-time, male undergraduates and the following?
  - a. Age
  - b. Transfer status (transfer or native student)
  - c. College residence (on or off-campus)
  - d. Veteran status
  - e. Class in college
  - f. College major
  - g. Religious preference
  - h. Major sources of problems
3. Is there a significant relationship between the marital status of full-time, male undergraduates and their financial conditions while attending Michigan State University?
4. Is there a significant relationship between the marital status of full-time, male undergraduates and their socio-economic family backgrounds?

5. Is there a significant relationship between the marital status of full-time, male undergraduates and their high school curricular and extra-curricular backgrounds?
6. Is there a significant relationship between the marital status of full-time, male undergraduates and the frequency of their participation in and their satisfaction with their opportunities to take part in selected Michigan State University and off-campus extra-curricular activities?
7. Is there a significant relationship between the marital status of full-time, male undergraduates and their utilization of and their satisfaction with selected Michigan State University student personnel services?

#### Hypotheses to be Tested

The general hypothesis to be tested is that:

There is a significant relationship between the marital status of full-time, male undergraduates at Michigan State University and their general descriptive characteristics, financial conditions, home and educational backgrounds, participation in student activities, and utilization of selected Michigan State University student personnel services.

The specific sub-hypotheses to be tested are:

1. There is a significant relationship between the marital status of full-time, male undergraduates and the following.
  - a. Age
  - b. Transfer status (native or transfer student)

- c. College residence (on or off-campus)
  - d. Veteran status
  - e. Class in college
  - f. College major
  - g. Religious preference
  - h. Major sources of problems.
2. There is a significant relationship between the marital status of full-time, male undergraduates and their financial conditions while attending Michigan State University.
  3. There is a significant relationship between the marital status of full-time, male undergraduates and their family socio-economic and religious backgrounds.
  4. There is a significant relationship between the high school and home town backgrounds of full-time, male undergraduates and their marital status.
  5. There is a significant relationship between the marital status of full-time, male undergraduates and the frequency of their participation in and their satisfaction with their opportunities to attend or participate in the following types of extra-curricular activities at Michigan State University.
    - a. Cultural-intellectual activities
    - b. Social-recreational activities
    - c. Student organizations
    - d. Intercollegiate athletic events

- e. Leisure-time athletics.
6. There is a significant relationship between the marital status of full-time, male undergraduates and the frequency of their participation in or their attendance at the following types of off-campus activities.
- a. Cultural-intellectual activities
  - b. Social-recreational activities
  - c. Organizations
  - d. Religious activities.
7. There is a significant relationship between the marital status of full-time undergraduates and their utilization of and their satisfaction with the following selected Michigan State University student personnel services.
- a. Counseling Center
  - b. Olin Health Center
  - c. Financial Aids Office
  - d. Scholarship Office
  - e. Placement Bureau
  - f. Student Health Insurance (sold by the All-University Student Government).

#### Importance of the Problem

The student personnel point of view holds, in part, that a college or university should be concerned with the total educational environment of the students (53:1). The student personnel services are designed to meet the responsibility of providing for the out-of-class needs of the student as the instructional part of the university

provides for the academic needs.

One of several ways to study the out-of-class needs of students is to describe their characteristic behavior in this area and determine their satisfaction with the present program. Any major change in the character of the student body of a university may cause resultant changes in the extra-curricular needs of at least part of the students. These changes in needs would then require a reappraisal of the services and activities being provided.

The present program of student services and activities at Michigan State University, like those in most colleges and universities, was originally designed for a student body which included very few married undergraduates. Since the enrollment of large numbers of married students there have been a number of changes made to better provide for the married students. The outstanding change has been the development of the married housing program from a few temporary barrack-type buildings to the present 2000 permanent one and two bedroom apartments. This is the largest married student housing development in the country. Nursery facilities have been provided for the children of these married students. The University has also considered the needs and wants of the student wives by permitting them to buy student tickets to many of the activities and allowing them to use the Counseling Center and the Placement Bureau if they desire part-time employment. They also have an organization known as Spartan Wives which is a social-service group.

Some of the churches in the East Lansing area have provided activities for married students.



Other than these services and facilities, which might generally be considered to be better than those of most institutions, little has been done in the areas of counseling, financial advisement, social activities, and student organizations specifically for married students. There is a need to study the undergraduate married students in order to determine what additional services might be advisable.

During the spring term of 1960, there were 8213 full-time, male undergraduates enrolled at Michigan State, 1460 or 17.7 per cent of whom were married. If the part-time and graduate males were included, the proportion of married students would be even greater. Since over one-sixth of the population under study in this investigation were married, this is a large enough proportion to be considered in future planning of student personnel services.

The following quotation from a speech by John A. Hannah, present president of Michigan State University, in 1957, indicates the attitude of the administration toward married students:

We believe that the married student is not a liability, as was once believed, but an asset which lends quality, stability, and admirable strength of purpose to the student body as a whole.  
(28:92)

In the light of the above statement and the indirect encouragement to marriages and enrollment of married students through the construction of married housing and other facilities, it would seem important to study the characteristics of the married student.

Not everyone believes that marriage is conducive to educational development in college. Margaret Mead, the noted anthropologist, in a recent widely publicized article condemns undergraduate marriages as ". . . a premature imprisonment of young people." (29)

She believes that marriage prevents students from taking full advantage of their educational opportunities through exploration of many fields of knowledge and through participation in a variety of activities. It is not the purpose of this study to judge the wisdom of undergraduate marriage but it will provide some information to help understand the married student in hopes that through this understanding we can improve the educational program for these students.

There has been no comprehensive study done of the differences between married and single undergraduates at Michigan State University.

The importance of this study rests on the need to know more about the large proportion of married undergraduates and the possibility that these students may differ significantly from single students on the variables previously mentioned. Any differences that are uncovered will provide information which may indicate changes in services and facilities to meet the needs peculiar to married undergraduates at Michigan State University.

#### Definitions of Terms

Full-time student - a student enrolled for twelve or more term hours.

Transfer status - for the purposes of this study students in the sample are separated into two categories: those who began their college work at Michigan State University and those who transferred from another college or university.

College residence - this term refers to a dichotomy of living on or off campus. The married students who live in

college owned married housing are considered to be living on-campus and all others are off-campus. In the case of the unmarried students, those who live in the residence halls are on-campus and all others off-campus.

Veteran status - all male students in the sample are separated in veterans or non-veterans on the basis of whether or not they had served 90 days or more in the armed forces at the time the data were gathered.

Marital status - this term refers to a dichotomy of whether a male student was married or unmarried at the time the data were gathered.

Student-personnel services - all the services, excluding instruction, provided by Michigan State University to meet the needs of the students.

#### Limitations and Scope of the Study

This study is limited to the married male undergraduate students enrolled at Michigan State University during Spring term 1960 and to the services and activities provided by the University during the 1959-1960 academic year. All of the data and conclusions refer to the population under study during the above period.

The purpose of this study is not primarily to evaluate the activities of married students and the services provided for them by the university but to describe these students by comparing them to similar single students.

It should be pointed out that marriage cannot be concluded to be the cause of any differences found between married and single

students because the design of the study does not include the necessary control of the sample.

### Outline of the Study

Chapter II includes a review of the literature pertaining to married students with special emphasis on research concerning their extra-curricular activities.

Chapter III is a description of the design, methods, and procedure of the study. The instrument used is described and the population and the sample are defined.

Chapter IV is an analysis of all of the data gathered for the study. The significant relationships are indicated and the inter-relationships of the data are presented. Tables of all of the chi-square values are included in this chapter.

Chapter V, the final chapter, contains a summary of the study, findings, conclusions, and recommendations for further study. Implications for Michigan State University are also included in this chapter.

Appendix I includes all of the tables of frequencies and percentages of the data gathered from the Questionnaires and the Michigan State University records. Tables 1-64 present the data from the Questionnaires and are arranged in the order in which the questions appear in the Questionnaires. Tables 65-78 include the data for the relationship of age to selected variables under study among the married male undergraduates.

Appendix II contains a copy of the Married Student Questionnaire, the Unmarried Student Questionnaire, and the letter of transmittal.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

Literature pertaining directly to the married college student is rather scarce. This can probably partially be explained by the comparatively few years that married students have attended colleges in significant numbers. It has only been fifteen years since married students became common among the undergraduate students.

It is noteworthy that only one of the general textbooks in student personnel work gives more than passing mention to married students. In this text, Mueller (33) seriously questions the advisability of undergraduate marriages. She believes that if we cannot financially afford to provide personnel services for all students, married students may be the most expendable (33:442).

Mueller's discussion of married college students is one of the most complete treatments of this subject now available. She indicates the importance of study of the married student as follows: "In 1955, of eleven midwestern state universities with a total of 160,000 students, 21 per cent were married, and a figure amounting to 23 - 35 per cent was expected by 1965" (33:430).

In addition to the numbers of students she discusses living conditions, finances, and pros and cons of early marriage. She

states that participation in extra-curricular activities among married students is at a minimum and that marriage forces students to be too practical in their education (33:434). She concludes with the implications of student marriages for women, society, and the personnel worker.

Mueller includes the following as major factors favorable to early student marriages:

1. Current prosperity and the time-payment philosophy of finances
2. Mobility and anonymity of our culture
3. Current marriage customs and the general trend toward early marriages
4. More women working
5. Availability of scholarships and loans
6. Inexpensive married student housing
7. Availability of part-time jobs for college students
8. Permissive twentieth century attitude toward sex and dating
9. The example set by the married veterans after World War II (33:429-30)

Mueller's chapter appears to be a valid discussion of student marriages. She includes several problems which pertain directly to the investigation of the present study and are referred to in later chapters.

This chapter in Mueller's book closely follows her article in College and University (34).

The periodical articles pertaining to married college students can be divided into two general classifications: descriptive research studies in professional journals and general descriptive discussions in popular magazines. The former provide valuable data, but the latter are primarily based on unverified opinions of the authors. Chronologically, these articles can be grouped in three periods. A few articles from the pre-World War II period, 1930 to 1941; the post-war period, 1946-1948; and the past six years, 1955-1960. With one exception, the pre-war literature consists of magazine articles based on the opinions of the authors concerning the advisability of student marriages.

The one exception to this is the study by Riemer (42) at Washington State University in 1941. This was the first systematic study exclusively concerned with married college students. Although Riemer's study concerns the last of the pre-war students, and does not distinguish between undergraduate and graduate students, it provides some helpful information which can be used for comparison with later studies. The major conclusions drawn by Riemer concerning male married students at Washington in the fall of 1941 were:

1. Seven and three-tenths per cent of the total male enrollment was married (42:804).
2. Married students were disproportionately represented by larger numbers among the upperclassmen and graduate students (42:804).
3. The more advanced age groups were strongly represented among the married men. The median age for all male

students was in the range from twenty to twenty-four years. In contrast, the median of the married students was in the twenty-five to twenty-nine years age range (42:804).

4. Among all married students, male and female, a larger proportion was not affiliated with a particular church (42:806).
5. Among the married men, 85 per cent of the students were wholly self-supporting as compared to 34 per cent of all the male students (42:806).
6. The Colleges of Science and Arts, Education, and Law enroll a disproportionately large number of married students (42:807).
7. Campus marriages are relatively free from observable marital maladjustments (42:814).
8. Economic strains are unavoidable among married students (42:814).
9. The married students do not fit into the normal campus social life and must arrange their activities on an individual basis (42:810).
10. Riemer predicts a large increase of married students after World War II (42:815).
11. Universities should provide curricular and extra-curricular activities designed to include the married students (42:815).

The studies and articles published during the post-war period,



1946-1948, were concerned almost entirely with veterans who were much older and not typical of current married students. Therefore, it is difficult to make comparisons between the data of these studies and the population of the present study.

One group of studies pertaining specifically to housing of married students has been purposely omitted from this review because of its lack of direct relevance to this investigation.

Research on Participation in Student Activities  
by Married Students

Several studies have included an investigation of the degree to which married students participate in extra-curricular activities.

Rogers' study at Iowa State College in 1956 yields some data pertinent to the present study (43). The population apparently includes men and women of undergraduate and graduate standing. It was concluded, on the basis of a questionnaire study, that married students participated less than single students in three areas of activity. The three areas studied were participation in college activities, attendance at athletic events, and attendance at social events. Married students with children were found to participate less than childless couples (43:195). The data on participation by students who married before entering college as compared to those married after enrolling leads Rogers to conclude that marriage actually causes less participation rather than selecting low participants (43:197). The lack of control and description of the sample makes this conclusion questionable. Rogers concludes by stating that it would be desirable to have further research concerning the married

students because of the increase in numbers and lack of accurate information (43:199).

In a 1952 study at Kansas State College, Marchand and Longford found that both men and women married students participate less in activities (26:114). They also concluded that couples with children participated less than those without families (26:114).

Bailey found in a study of the State Colleges of Wisconsin that married students often attended dances, plays, and concerts, but he made no comparisons to single students (2:12). The most common social activity among married students contacted was visiting friends for an evening (2:12). These married students rarely attended motion pictures. This study indicates the opinion of William D. McIntyre, Chairman of the Coordinating Committee for Higher Education in Wisconsin, concerning the need for facilities for married students in the following quotation: ["If the trend for undergraduates to mix marriage and education is established, as it seems to be in Wisconsin and the Nation, then it becomes the obligation of educational institutions to provide facilities to meet the needs"] (2:12).

An investigation of 155 coeducational liberal arts colleges and universities of the North Central Association of Colleges and Secondary Schools by Kamm and Wrenn indicates there is little difference between veterans and non-veterans in participation in school activities (22:92). They do not state what proportion of the veterans were married nor present any data to support their conclusion.

In the most comprehensive study of participation in college activities, Williamson, Layton, and Snoke (52) of the University of

Minnesota wrote as follows:

The marital status of men students was also significantly related to participation. Single male students tended to participate more than did married students. A total of 69 per cent of the single men and 57 per cent of the married men were participants. This difference was significant at the 1 per cent level of probability, with a contingency coefficient of .12 (52:47).

The population studied was all of the male students enrolled at the University of Minnesota during 1949 and the participation was based on a dichotomy of participant and non-participant (52:4). Concerning participation in activities in general, their data indicated that no single factor or set of factors related highly with participation but a number of variables were mildly related (52:71).

Williamson, et al, also found that married men with children participate less than married men without children but the difference was not significantly different (52:47).

The study by Brown in 1937, which the Williamson study followed up, made no mention of married students (7). This is probably due to the small proportion of married students enrolled in 1937.

In a study at the Santa Barbara branch of the University of California in 1959, Lantagne concluded that married students participate less than single students in student activities and that they are interested in different types of activities (24:90). The conclusions in this study seem to be too broad in relation to the methods of gathering the data.

In an opinion survey of deans of students of nineteen colleges and universities in 1960, Altman and McFarlane found the consensus concerning married students and student activities to be that married

students are too isolated from college activities to contribute to campus life.] The deans also believed that [married students lost some of the intangible benefits of informal associations during the college years] (1:51).

The preceding articles are the few that have based their conclusions concerning the participation of married students in activities on at least some objective data.

#### Research Concerning the Problems of Married Students

Investigations concerning the major problems of married students agree that the primary source of problems is finances. Bailey (2:51), Altman and McFarlane (1:51), Cushing, Phillips, and Stevenson (11:26), Donnelly (12:34), Harry (17:78), Lantagne (24:87), and Riemer (42:814) all concluded from their data that insufficient financial support is the greatest single source of problems for married college students.

Harry also found the related problems of living conditions and employment to be major sources of concern to the married students at Michigan College of Mining and Technology (17:234).

Jones revealed that married students at Indiana University were more concerned over present problems while single students' problems were more often related to their futures (21:128). In this study, unmarried students expressed more problems than married students. Concerning the student's ability to deal with problems, Jones concludes: "Thus it appears that [married undergraduate college students are better able to cope with emotional problems and tensions

than unmarried students as determined by self rating techniques" ] (21:128). Jones' study has a better design than most of the studies in this review and therefore more faith can be put in his conclusions.

The expressed problems of married women students appear to differ some from those of the men. Lee, in a study of married women students at Indiana State Teachers College, concluded that time pressures were the source of the most problems. Concerning finances, she found 85 per cent of the women contacted said their funds were adequate (25:119).

Mueller believes that 90 per cent of all married students live under constant financial stress. On the basis of the previous studies cited, this seems to be a reasonable estimate. Concerning the problems of married student life she says: "The personal and emotional satisfactions and stability which his married status offers him are often offset by the personal and emotional stress and the time taken from his study by his other responsibilities" ] (33:433).

In his pre-war study Riemer concluded that married students externalize their personal problems because of the necessity of working extremely hard to overcome the burden of their financial and educational responsibilities. He believed that the unusual lack of personal marital problems might be due to the emphasis placed on working together toward an educational goal (42:813).

#### Research on the Finances of Married Students

In addition to the influence of finances as the major source of problems, other pertinent data have been gathered concerning the

financial conditions of married students. The evidence does not support the popular belief that most student marriages are primarily supported by subsidization of one or both sets of parents.

Married students do not expect aid from their parents according to Cushing, Phillips, and Stevenson (11:26).

The proportion of students indicating they received financial support from their parents in several studies were as follows: Bailey, 12.7 per cent (2:11); Perry, 12.5 per cent (37:767); Rogers, 13 per cent (43:195); Lantagne, 6 per cent (24:87); and Riemer, 15 per cent (42:806). In contrast, 60 per cent of the single students in Rogers' study and 66 per cent of those in Riemer's sample received financial aid from their parents. Mueller estimates that less than 10 per cent of all married students are well financed by their parents (33:432).]

Many married students work full or part-time while attending college.] Bailey's study indicated that 56.9 per cent of the married students in his sample worked part-time and 12.7 per cent worked full-time (2:11). In Rogers' sample, 40 per cent of the married students were working in contrast to 26 per cent of the single students (43:194). Perry's sample worked twenty to thirty-three hours per week (37:767), and Lantagne found the average married student worked 21.4 hours a week (24:90).

Although it is not mentioned in several of the studies, "G.I. Bill" benefits were a source of income for 69.1 per cent of the 732 married students in Bailey's research (2:11). Rogers indicated 66 per cent of the married students in his sample were veterans and only

11 per cent of the single students had served in the armed forces (43:194). He does not indicate how many of the veterans were receiving G. I. benefits. Apparently the "G.I. Bill" is still a major source of financial income for male married students. Mueller believes that when Public Laws 550 and 894 expire there will be a decrease in married students (33:432).

In 1948 Cushing, Phillips, and Stevenson determined that the combined average income of married couples was \$277 per month and the majority of the couples owned no real estate or car and had a combined savings of less than \$1000 (11:26).

Perry, in 1960, determined the average monthly expenses were \$310 (37:76) compared with \$200 per month average expenses in Bailey's 1957 research (2:11). Lantagne's sample had an average total income of \$256 and average total expenses of \$228 per month (24:88). Thus, three studies between 1957 and 1960 indicate that the average monthly expenses of married couples on three different campuses are between \$200 and \$310.

Recent studies indicate that an overwhelming majority of the married students own automobiles. In Perry's sample of sixteen couples, 100 per cent owned cars (37:768), and 95 per cent of the 732 married students in Bailey's study owned such vehicles (2:11). Rogers' married students owned cars in the proportion of 91 per cent in contrast to 38 per cent of his single students (43:194). The difference between these percentages and the less than 50 per cent of Cushing's sample who owned cars may be explained by the fact that Cushing's study was done in 1948 while the others were 1957 to 1960.

The majority of the married students owned refrigerators and television sets according to Bailey (2:11).

Research on the Academic Achievement  
of Married Students

The present study is not directly concerned with academic achievement of married students, but it seems advisable to mention the results of some of the research in this area.

It is generally believed that marriage improves a student's grades, but research does not entirely support this belief. Two studies, Bailey (2:11) and Lantagne (24:87), revealed that 80 per cent and 62 per cent respectively of the male students showed a rise in their grades after marriage. Bailey's research showed that 3.5 per cent of the students experienced a drop in grades after marriage, and Lantagne had 8 per cent in this category. The major shortcoming of these two studies is the lack of a control group of single students with which to compare these rises in grade point averages. It may be that the increase in grade average may be due to the fact that, on the average, all students' grade averages increase as they progress through college. There are probably other uncontrolled factors which may be influencing the grades of these students.

Two studies using matched pairs of married and single students indicated no significant differences in their grades. Jensen and Clark used thirty-six pairs of married and single male students matched on age and ability and the data revealed there were no significant differences in their grade point averages for four years at Brigham Young University (20:125). Lee matched fifty-six pairs of



full-time undergraduate married and single women and found no significant differences in academic achievement as represented by grade averages (25:119).

Altman and McFarlane's survey of the opinions of deans of students showed that most of the deans believed marriage has a stabilizing effect upon studies (1:50).

Margaret Mead, in a previously mentioned article (29), holds that undergraduate marriages have the effect of discouraging students from exploring different majors and taking part in broadening activities. She refers to the responsibilities of marriage which prevent students from enjoying the intellectual freedom which is a valuable part of the college years. Overemphasis on vocational aspects of a college education are also the result of marriage on the undergraduate level (29:196). Morton also believes that the increase in married students has injected an element of "super practicality" that can be harmful (32:625).

Blood in an answer to Mead gives the advantages and positive values of marriage for students. He says if students are psychologically ready for marriage, have the financial support, and are willing to postpone parenthood, there is no good reason for them to wait until after graduation (6:202). He says married students get better grades.

Mead's, Morton's, and Blood's articles are not based entirely upon research but are mentioned to illustrate the sharp contrast in current opinions concerning the advisability of student marriages. The present study gives some data relative to these opinions.

Research on Various Characteristics  
of Married Students

Two studies indicate that the majority of the student marriages have the approval of the couple's parents. Bailey's study shows that 91.6 per cent of the brides' parents approved and 92.2 per cent of the grooms' parents were in favor of the match (2:11). Cushing, Phillips, and Stevenson's data indicates that 89 per cent of the parents approved of the marriages in their sample (11:25). Eighteen months was the average length of the courtship among Bailey's sample and 83.7 per cent of the weddings took place in a church (2:11).

Cushing, Phillips, and Stevenson found the age at the time of marriage was twenty-one to twenty-four years (11:25), and the average ages in Perry's sample were 23.5 and 21.5 years for men and women respectively (37:767). In Lantagne's investigation, the average age of the men at marriage was 22.6 years (24:85).

Jensen and Clark used the Minnesota Multiphasic Personality Inventory to study personality differences between married and single men who attended B. Y. U. There were no significant differences except on the MF scale on which the single students were significantly higher. This led to the conclusion that single students show a higher degree of feminine interests as measured by the M.M.P.I. (20:125).

In an international conference on mental health in 1959, the participants made two recommendations relating directly to married students:

13. The married student poses a number of important psychological problems. Special attention and study of the needs of this group are of particular importance in any mental health program (9:426).

14. Proper housing and other environmental needs of students should be adequately met. Such problems are particularly acute for young married couples (9:426).

#### Popular Magazine Articles Concerning Married Students

A number of articles in popular magazines have considered different aspects of the married college student. Although these articles certainly cannot be used to draw scientifically accurate conclusions concerning married students, they are worth considering briefly. These articles provide broad descriptions of married students' activities, problems, and other characteristics.

One of the more objective articles, by Havemann, lists a number of reasons for student marriages (18:154-56). The reasons listed in this article are similar to those in Mueller's book (33:429). Havemann's article is apparently based upon informal research findings.

Six pre-World War II writers discuss the advantages and disadvantages of married student life--Halle (15), Parkhurst (35), Popenoe (40), Stevens (49), Taylor (50), and Wood (55). These articles tend toward the opinion that student marriages are not undesirable, if the students are mature individuals and can cope with their financial problems.

More recent articles are descriptive of the lives of married male students and their families--Ball (3), Beatty (4), Beetle (5), Clifton (10), Hansen (11), Morris (31), Pickard (38), Reyher (41), Ross (44), Wilcox (51). The majority of these articles were written soon after World War II when married students with families were

still somewhat of a novelty on college campuses. The articles by Ball, Beetle, Clifton, and Wilcox are primarily concerned with the lives of student wives. Wilcox describes the many activities and organizations of the student wives on the Michigan State University Campus (51:43-49).

Perhaps the only conclusion that can be drawn from these nine descriptions is that the married students included seem to be satisfied with their conditions and are willing to sacrifice for a few years in hopes that a college education will enable them to reach their future goals.

#### Summary of the Review of Related Research

A review of the research concerning married students leads to the following major findings which are pertinent to the present study.

1. Married student participate less in extra-curricular activities than do unmarried students.
2. Research shows that the greatest single source of problems, as expressed by married students, is financial need.
3. Research does not support the popular belief that many married student couples are financially subsidized by their parents.
4. Part-time work by the student or his spouse is the major source of financial support.
5. Although there is some disagreement among the studies, research tends to show that there is no significant relationship between marriage and academic achievement.

6. There is considerable disagreement among authors concerning the advisability of undergraduate marriages.
7. There is no single comprehensive scientific study of the characteristics of undergraduate male married students, and there are few real research studies on any aspect of student marriage.
8. The studies and the opinions of the authors indicate a need for further study of the married student.
9. There is little evidence on the relationship of personality characteristics to marital status among college students, but two studies have found significant relationships in this area as follows:
  - a. Single students were significantly higher on the MF scale of the MMPI than were matched married students.
  - b. Married students express fewer problems than single students and are better able to cope with emotional problems and tensions than are unmarried students as determined by self-ratings.

## CHAPTER III

### DESIGN AND PROCEDURES OF THE STUDY

This study is designed to investigate the relationship between marital status and family and educational backgrounds, participation in student activities, and utilization of selected student personnel services among full-time, male undergraduates at Michigan State University.

The seven sub-hypotheses to be tested are presented in Chapter I.

#### Population

The total population under study includes all of the full-time male undergraduates enrolled during Spring term 1960 at Michigan State University. Descriptive characteristics of this population obtained from the Tabulating Office and Housing Office at Michigan State are reported in Tables 1-6.

The primary population from which inferences are drawn in this research is the married male, full-time undergraduates; however, the unmarried males are included in the general population in order to provide a group with which to compare the married males. This study, incidentally, provides information concerning unmarried male undergraduates, although this is not the primary purpose.

The population was limited to full-time, male undergraduates

because it was decided that including part-time, female, and graduate students would confuse the reporting of the analysis of the data and the conclusions to be drawn. The conclusions drawn to this population will be more easily understood and meaningful than to a more heterogeneous group.

### The Sample

The sample used in this research is an approximate 5 per cent random sample, stratified to include equal numbers of married and single male undergraduates. The sample was stratified on the basis of marital status to insure the inclusion of a sufficiently large number of married students for the statistical analysis. The total sample is 400 male undergraduates divided equally into strata of 200 married and 200 single students. After careful consideration, this size of sample was selected because it would provide large enough sub-groups for study but would not be too large to study with the time and resources available (36:294).

The sample was randomly selected by the use of the I.B.M. equipment in the Tabulating Office at Michigan State. The total population of cards was first sorted from all of the students enrolled during Spring term, 1960. This population consisted of 8,213 full-time, male undergraduate students of which 1,460 or 17.7 per cent were married and the remaining 6,753 or 82.3 per cent single. The married and single groups were separated and sorted into alphabetical order. In order to obtain random samples of 200 from each of these groups every thirty-fourth and seventh card was selected from the

single and married groups respectively. This alphabetical listing and method of selection, although not strictly random, closely approximates randomness and is acceptable for the purposes of this study (36:268).

### Collection of Data

Data were collected by two methods for this study. The descriptive data in Tables 1-6 and the information concerning the utilization of the student services were obtained from the official records of several offices at Michigan State University. The majority of the data, including that which was related to educational and home background, financial conditions, participation in and satisfaction with student activities, and data on the wives of the married students were collected by use of the Student Questionnaire constructed for this investigation.

The mail questionnaire method was selected because it was the only feasible way to collect the large amount of data desired from a sufficiently large sample. The alternative was to obtain this information by an interview with each person in the sample and would not have been feasible for a single investigator in the time period available for contacting the sample involved.

The data in Tables 1-6 indicate that the sample does not differ significantly from the population on the variables of age, college residence, transfer status, veteran status, class in college, or college major. These data were obtained from the records of the Tabulating and Housing Offices at Michigan State University. The



TABLE 1.--Distribution of age of married and unmarried full-time,  
male, undergraduates, spring term 1960

Age	Married								Unmarried							
	Popu- lation		Sample		Returns		Popu- lation		Sample		Returns					
	N	%	N	%	N	%	N	%	N	%	N	%				
Under 19	0	0.0	0	0.0	0	0.0	197	3.5	4	2.0	3	1.8				
19	6	.4	1	.5	1	.6	1465	21.7	42	21.0	38	22.6				
20	22	1.6	2	1.0	2	1.2	1288	19.1	44	22.0	35	20.8				
21	81	5.5	14	7.0	11	6.5	1222	18.1	33	16.5	26	15.5				
22	195	13.4	23	11.5	21	12.5	1087	16.1	28	14.0	25	14.9				
23	152	10.4	22	11.0	16	9.5	523	7.7	20	10.0	18	10.7				
24	161	11.0	27	13.5	21	12.5	301	3.9	15	7.5	12	7.1				
25	170	11.6	25	12.5	21	12.5	214	3.2	3	1.5	2	1.2				
26	169	11.6	21	10.5	17	10.1	154	2.3	4	2.0	3	1.8				
27	165	11.3	28	14.0	28	16.7	117	1.7	2	1.0	2	1.2				
28	119	8.1	16	8.0	13	7.7	81	1.2	2	1.0	2	1.2				
29	74	5.1	9	4.5	7	4.2	28	.4	2	1.0	1	.6				
30	39	2.7	2	1.0	3	1.8	26	.4	1	.5	1	.6				
Over 30	106	7.3	10	5.0	7	4.2	49	.7	0	0.0	0	0.0				
Total	1459	100.0	200	100.0	168	100.0	6752	100.0	200	100.0	168	100.0				
			Mean=		Mean=				Mean=		Mean=					
			:25.13 yrs.		:25.17 yrs.				:21.33 yrs.		:21.25 yrs.					

TABLE 2.--Frequencies and percentages of married and unmarried male undergraduates living on and off-campus

## Married Students

Residence	Population			Sample			Returns		
	N	%		N	%		N	%	
Married Housing:	886	60.7		129	64.5		113	67.3	
Off-Campus	574	39.3		71	35.5		55	32.7	
Total	1460	100.0		200	100.0		168	100.0	

## Unmarried Students

Residence	Population			Sample			Returns		
	N	%		N	%		N	%	
Residence Halls:	3244	48.1		98	49.0		85	50.6	
Off-Campus	3508	51.9		102	51.0		83	49.4	
Total	6752	100.0		200	100.0		168	100.0	

TABLE 3.--Frequencies and percentages of married and unmarried male undergraduates who are native or transfer students

	Married						Single					
	Popu- lation		Sample		Returns		Popu- lation		Sample		Returns	
	N	%	N	%	N	%	N	%	N	%	N	%
Transfer	759	52.0	101	50.5	87	51.8	1736	25.7	50	25.0	39	23.2
Non- Transfer	701	48.0	99	49.5	81	48.2	5017	74.3	150	75.0	129	76.8
Total	1460	100.0	200	100.0	168	100.0	6753	100.0	200	100.0	168	100.0

TABLE 4.--Frequencies and percentages of married and unmarried male undergraduates who are and are not veterans of the armed forces

	Married						Single					
	Popu- lation		Sample		Returns		Popu- lation		Sample		Returns	
	N	%	N	%	N	%	N	%	N	%	N	%
Veterans	524	35.8	65	32.5	56	33.3	554	8.2	12	6.0	10	6.0
Non- Veterans	936	64.2	135	67.5	112	66.7	6199	91.8	188	94.0	158	94.0
Total	1460	100.0	200	100.0	168	100.0	6753	100.0	200	100.0	168	100.0

TABLE 5.--Frequencies and percentages of married and unmarried male undergraduate students who are in upper or lower college

	Married								Single							
	Popu- lation				Sample				Popu- lation				Sample			
	Returns				Returns				Returns				Returns			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Upper																
College:	1219	83.4	161	80.5	137	81.5	3184	47.1	90	45.0	82	48.0				
Lower																
College:	240	16.6	39	19.5	31	18.5	3567	52.9	110	55.0	86	51.2				
Total	1459	100.0	200	100.0	168	100.0	6751	100.0	200	100.0	168	100.0				

TABLE 6.--Distribution of colleges of the University in which married and unmarried male undergraduates major

	Married							Single						
	Popu- lation		Sample		Returns			Popu- lation		Sample		Returns		
	N	%	N	%	N	%		N	%	N	%	N	%	
No pref- erence	43	2.9	3	1.5	3	1.8		777	11.5	19	9.5	16	9.5	
Agri- culture	191	13.1	26	13.0	23	13.7		734	10.8	21	10.5	20	11.8	
Business & Public Service	477	32.7	59	29.5	50	29.8		2039	30.1	64	32.0	51	30.4	
Engineer- ing	253	17.3	39	19.5	32	19.0		915	13.6	34	17.0	28	16.7	
Home Econ.	. . . . .		. . . . .		. . . . .			1	.0	. . . . .		. . . . .		
Science & Arts	273	18.7	42	21.0	31	18.5		1569	23.2	49	24.5	43	25.6	
Vet. Med.	56	3.8	7	3.5	6	3.6		166	2.4	5	2.5	5	3.0	
Education	105	7.2	15	7.5	15	8.8		262	3.8	3	1.5	1	.6	
Comm. Arts	49	3.4	8	4.0	7	4.2		273	4.0	5	2.5	4	2.4	
Unclass.	13	.9	1	.5	1	.6		17	.2	0	0.0	0	0.0	
Total	1460	100.0	200	100.0	168	100.0		6753	100.0	200	100.0	168	100.0	

relationship of marital status to each of these variables is analyzed in Chapter IV.

### The Questionnaire

Because the questionnaire was so important to this study, considerable effort and money were expended to make it as effective as possible. The primary drawback in the use of mailed questionnaires is the usually low proportion of returns from a large random sample. If a large enough proportion of the questionnaires mailed are returned, most of the objections to mailed questionnaires can be overcome. It was decided by the writer and the members of his doctoral committee that 80 per cent of the questionnaires would be the minimum satisfactory return from the sample. In order to attain this goal the following measures were taken to increase the proportion of returned questionnaires.

1. The Student Questionnaire was made as short as possible by exclusion of all but the essential items.
2. The Questionnaire was printed by a commercial offset printer to make it appear shorter and more appealing to the students.
3. All but a few items were constructed so they could be answered by placing a check in a box.
4. Instructions were made as simple as possible.
5. A stamped return envelope was included with each Questionnaire.
6. A letter of transmittal was included to explain the

purpose of the study, assure the student of the confidentiality of his answers, and encourage him to return his Questionnaire.

7. Addresses of the sample were carefully checked and a return address was placed on the envelopes in which the Questionnaires were mailed to ensure the return of the undelivered ones.
8. The Questionnaire was pre-tested on a sample of the population to be studied in order to decrease ambiguity of the questions and to eliminate questions students could not answer.
9. An intensive follow-up by telephone and mail was made of the individuals who did not return their Questionnaires to persuade them to cooperate.

The preliminary items for the Questionnaire were selected from the literature related to student activities and services, studies of married students, previous studies at Michigan State, and the suggestions of students, faculty, and student personnel workers. The study done at the University of Minnesota by Williamson, Sayton, and Snoke was particularly useful in the selection of the activity areas for study and scaled responses to the items. The items for the first draft of the Questionnaire were selected from this pool of items.

#### Validity of the Questionnaire

One of the major problems of any instrument is whether or not

it is valid. The validity of the Questionnaire cannot be empirically determined because there are no criterion measures against which it can be validated. The validity can, however, be logically determined on the basis of the method of construction. The first draft of the Questionnaire was submitted to three members of the faculty of the College of Education who have extensive training and/or experience in student personnel services and one member of the Men's Division of Student Affairs at Michigan State who is the director of most of the men's student activities at the University. These four persons made corrections, additions, and deletions in order to improve the Questionnaire and develop its content to cover the areas under study. The major criticisms of the Questionnaire were that it was too long and that some of the directions were confusing.

In the first revision of the Questionnaire an effort was made to shorten and clarify the instrument by eliminating and combining items and reorganizing the format. Many of the items were reworded to make them more easily understood. Some items were eliminated as unnecessary or because the editors did not believe the students would have the information to answer them. The revised Questionnaire was returned to two of the previously mentioned persons who examined it and made a few additional suggestions. This method of construction permits the assumption of logical content validity for the instrument. The items making up the Questionnaire can be considered to be a logically representative sample of all of the items concerning the areas under consideration. The following description of the pre-test of the instrument gives additional support to the validity of the



content and indicates how face validity was achieved.

### Pre-Test of the Questionnaire

The second revision was pre-tested on a selected sample of twenty married students from the University Village married housing area and twenty single male students from the men's residence halls at Michigan State University. This pre-test was mandatory because the Questionnaire was new and this was the only way to find out how students would react to it and how reliable the items were. Parten (36), in her book on surveys and polls, mentions that research shows the value of pre-testing questionnaires (47:200). Each member of the pre-test sample filled out the Questionnaire in the presence of the writer who solicited any comments the student might have concerning ambiguity of the items, inability to answer or any other difficulty they experienced. The students were timed and the mean time for completing the Questionnaire including the interspersed comments was thirty-two minutes. The pre-test group made a number of suggestions which were incorporated in the final Questionnaire. The more important of these suggestions were:

1. Shortening the Questionnaire, if possible, by eliminating some items.
2. Lengthening the range of responses on several items.
3. Adding responses to clarify items.
4. Removing items that did not pertain to them from the married students' Questionnaire.
5. Rewording items to make them less ambiguous.

There was a considerable amount of interest expressed by the married pre-test group concerning the results of the study and several asked if they might obtain summaries of the conclusions of the study. Both the married and single students said that if the changes they suggested were made, the Questionnaire would be a reasonably accurate representation of their activities, backgrounds, and use of the student personnel services listed. Two of the married students said they thought the items relating to their financial conditions were too personal. Although they were told they did not have to answer any item they did not want to, they did not refuse to answer the ones they objected to. The pre-test group was given the same directions as the final sample except that they were told their answers would not be analyzed in the report.

The responses of the married and single pre-test groups and the implementation of their suggestions lead to the conclusion that the resulting Questionnaire appears to measure what it purports to measure or in other words has face validity.

#### Reliability of the Questionnaire

Two weeks after the first administration of the Questionnaire to the pre-test group each member of the group was mailed a slightly revised Questionnaire and asked to complete and return it. Thirty-six of the pre-test group returned their Questionnaires. The responses of each person's first and second Questionnaires were compared to determine whether or not they were consistent. Probably because the information requested is primarily objective and not too

personal, only a few responses were changed on the second administration. The items on which four or more persons changed their responses were disregarded or changed to logically make them more reliable. As would be expected, the items which were the most unreliable were those which asked for the individual's degree of satisfaction with a type of activity or service. Even on these items 75 per cent to 80 per cent of the group gave the same responses each time. It was impossible to compute a coefficient of correlation between the first and second administrations of the total Questionnaire because there is no summary score for this instrument. A few items which have questionable reliability were retained because of their importance to the study. The directions for these items were changed in an attempt to make them more reliable. The evidence on the agreement between the responses on the items on the first and second administration indicates that the Questionnaire is sufficiently reliable for the purposes of this study.

The final Questionnaire was slightly over nine typewritten pages and contained fifty-eight items for the unmarried students and sixty-seven items for the married students. The Questionnaire was printed by a commercial printer in a six page form. Printing was used rather than another form of reproduction because it was felt that the printed form would look shorter and more professional, and, therefore, tend to increase the proportion of returns. It is impossible to determine whether or not the added expense of printing was justified in increased returns although one research study has found this to be the case (47:199). It was necessary to have two

forms of the Student Questionnaire because there were several items for the married students which were not applicable to the single students. The printed Married and Unmarried Student Questionnaires appear in Appendix II.

A mimeographed letter of transmittal was included with each Questionnaire to explain the purpose of the study, assure confidentiality of the responses, and encourage the student to cooperate. Although most writers state that it is best to use the letterhead of an institution in order to give the study status and thus encourage returns, this was not done in this study. The letter was mimeographed on plain paper. The letterhead of the College of Education was not used because it was thought that because of the nature of the information desired, students might be more frank if they knew the Questionnaires were going to a student rather than to the University. An appeal was also made to help a fellow student who was not receiving financial help from the University or other institutions. A copy of this letter appears in Appendix II.

#### Administration of the Questionnaire

During the eighth week of Spring Term 1960 the 200 married and 200 single male undergraduates were each mailed a Married Student Questionnaire or an Unmarried Student Questionnaire.

The local addresses to which these Questionnaires were sent were obtained from the Tabulating Office and the Men's Division of Student Affairs. A letter of transmittal and a stamped return envelope accompanied each Questionnaire. Return addresses were

placed on the envelopes in which the Questionnaires were sent to ensure the return of undelivered Questionnaires. Five of the Questionnaires were returned because of incorrect addresses and these were corrected and remailed. Only one of these Questionnaires was returned from this second mailing so it can be assumed that a very high proportion of them were delivered to the addressee.

Two weeks after the original mailing, 259 or 64.7 per cent of the Questionnaires had been returned. On June 10, 1960, the writer and an assistant began telephoning the individuals who had not returned their Questionnaires. These persons were asked if they had received a Questionnaire and, if so, they were encouraged to complete and return it. If an individual said he had lost or not received a Questionnaire, he was asked if he would be willing to fill one out if it were sent to him. This also enabled the writer to make sure the addresses were correct for those who claimed they had not received a Questionnaire. Of the 141 subjects who did not respond within the first two weeks, 121 or 85.8 per cent were contacted by telephone. Only 7 or 5.8 per cent of the persons contacted by telephone refused to cooperate by indicating they would not be willing to return the Questionnaire they received. The most common reason for not responding was lack of time. By the end of Spring Term, a total of 308 or 77 per cent of the Questionnaires had been returned.

During the first two weeks of Summer Term 1960 another attempt was made to follow-up the non-respondents. All of the persons who had agreed to send in their Questionnaires when previously called but had not done so were mailed another Questionnaire as a

reminder. These persons were also called again if they were still in the Lansing, Michigan area. The use of the telephone may, under some circumstances, bias the returns from a sample because not as many non-telephone subscribers are included. This was not a problem in this study because almost all of the students had a telephone in their residence or had the use of one.

The final number of Questionnaires returned was 341 or 85.25 per cent of the total sample of 400. Five of these responses were not usable because they did not have names on them. Thus, the final usable returns equalled 336 or 84 per cent of the total sample. Coincidentally, exactly 168 married and 168 single students returned usable Questionnaires.

A return of 84 per cent from a random sample of this size on a questionnaire this long is considered to be a good return (36:250) (45:241).

Tables 1 - 6 compare descriptive characteristics of the returns with the same characteristics of the population and the sample. The percentages in these tables show that the sample returns are not significantly different from the population with the following two exceptions:

1. Of the married students who reside in married housing, 6.6 per cent more returned their Questionnaires than the percentage of these students in the population. This is possibly due to their greater interest in student life because of their proximity to the campus and other students.

2. For inexplicable reasons a larger percentage of students twenty-seven years old and a smaller percentage of those over twenty-eight years of age returned their Questionnaires than the percentages of these age groups in the population.

This representativeness on these variables is important because these characteristics have been shown to be related to participation in activities and therefore might logically bias the results if they were not proportionally represented in the sample returns.

The 16 per cent of the sample which did not return usable Questionnaires, and, therefore, are not represented in this study, may differ significantly from the ones who did respond in some characteristic other than those in Tables 1 - 6. These characteristics may be significantly related to the variables under study, but if this is taken into consideration, it need not invalidate the conclusions of the research.

#### Tabulation of the Data

The responses to the items were transferred directly from the Questionnaires to tally sheets containing the names of all the students who responded. Questions not answered or answered illegibly were tallied as "no response" and are indicated as such in the tables. The responses of each member of the sample return were punched into I.B.M. cards to facilitate analysis of the data.

### Data Collected from Records

The descriptive characteristics of the full-time, married male undergraduates were taken from the records in the Tabulating Office and Housing Office at Michigan State. These data include age, residence, transfer status, veteran status, upper or lower college, and major college.

The data relating to the use of the Counseling Center were taken from the official records of the Center. The appointment cards in the Counseling Center were examined by the writer to determine the number of interviews each student had had during the 1959-1960 school year and the character of his problem as perceived by the counselor. On the appointment cards the problems of the counselees are broken down into five categories: administrative, academic-achievement, personal-social, educational-vocational, and other.

The data on the individuals in the sample returns who utilized the services of the Financial Aids Office were gathered by the writer from the official records of the Men's Division of Student Affairs.

The data collected from the official records of these Michigan State University Offices are assumed to be accurate to such a degree that they can be considered reliable.

### Methods of Analysis

The descriptive data are reported in frequencies and percentages of married students in the categories of the variables.

Since the primary purpose of the study is to determine the relationship between marital status and the variables under study, it



is necessary to use methods of analysis which will indicate the presence or absence of such relationships.

One statistic was used to test these relationships. Because the data were gathered in discrete categories and could not be assumed to be continuous and taken from a normally distributed population the statistic used was chi-square. The test of relationship was the chi-square test of independence (46:104). Chi-square is a measure of discrepancy between observed and expected frequencies. The chi-square test of independency is used to test whether or not one characteristic is dependent on another. In this study it is used to determine whether or not backgrounds, activities, and use of student personnel services are independent of marital status among full-time, male undergraduates. A computed chi-square can be translated into a probability value to determine to what extent differences between observed and expected frequencies can be attributed to chance variation. The probability value selected as significant for this study was .05. This means that there are only five chances in one hundred that a chi-square value this large could result from chance variation. If a chi-square is significant at the 1 per cent level of confidence, it is termed very significant. The computed chi-square does not indicate the direction of the differences, only their presence; therefore, it is necessary to analyze the data rationally to uncover the direction of the differences.

In some questions categories of answers were combined to provide at least 20 per cent of the cells with expectancies of five and no cell with an expected frequency of zero. If it was not

feasible to combine categories, it was necessary to omit categories in which the expected frequencies were too small (46:110).

The tables containing the chi-square values were included in Chapter IV because they indicate the significance of the relationships of marital status to the variables under study. The 64 tables of frequencies and percentages of responses to the items were included in Appendix I because the inclusion of these tables in the body of the dissertation would have made Chapter IV too long and awkward to read. The tables in Appendix I were placed in the same order as the questions in the Questionnaires to enable the reader to find readily the responses to any item in the Questionnaires. Tables 65-82 in Appendix I are the frequencies and percentages of responses of the married students of different age groups. The analysis of the relationship of age to selected variables is included in Chapter IV.

### Summary

The population and sample have been described and defined. The development, administration, and follow-up of the Student Questionnaire were explained in some detail. The sample returns were characterized and the proportion of usable Questionnaires was stated as 84 per cent of the total sample. The sources and methods of collection of data from Michigan State University records have been given.

Percentages and means are the statistics used to describe the married male undergraduates. The statistical test used to test the

relationship between marital status and the variables under study is the chi-square test of independence.

Because this is an exploratory study, the 5 per cent level has been established as the point at which the hypothesis will be accepted. The next chapter contains the analyses of the data.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### General Descriptive Characteristics of Married Male Undergraduates

The following data were gathered to provide a general description of the married male undergraduate in order to establish a background for later comparisons with unmarried male students. These data are not the primary objective of the study but are of value because they help in understanding the married male student at Michigan State University.

The average length of marriage of the married males in the sample was 3.16 years and the range was from one month to 18 years as indicated in Table 1, Appendix I. This indicates that the average marriage is mature and that there is a wide variance in the length of these marriages. Table 1, Appendix I also shows that the average length of marriage was shortest for the seniors and longest for the sophomores.

Table 4, Appendix I includes the data for the number of children of each married student. The average married student had .96 or almost one child but 37.12% were childless at the time of the study. This indicates that 62.88% of the married male undergraduates had at least three members in their families. This is a larger proportion than Donnelly found in her 1956 study (11:36). Only one

man had five or more children.

The seniors averaged .86 children per couple and the juniors 1.11 children. The class with the highest average number of children was the sophomores with an average of 1.27 children. The comparatively low mean number of children among the seniors was probably related to the shorter average length of marriage of seniors in comparison to the other three classes. Many seniors had been married less than one year and had not had time to start a family. This is indicated by the fact that 43.14% of the seniors were childless in comparison to only 29.54% of the juniors. Other previous studies cited in Chapter II neglect to indicate the number of children so it is impossible to determine a trend concerning the number of children of married students.

During the three terms of the 1959-1960 school year 83.73% of the wives of married male undergraduates were not enrolled for any course work. Wives enrolled as full-time students, 12 or more hours, equaled 9.13% and 7.14% were enrolled for a partial load of from 1-11 term hours. These data are presented in Table 2, Appendix I.

The median number of hours of formal higher education completed by the wives of the married students was in the range of from 1-46 term hours. Almost two-fifths, 38.55%, had no formal college education and one-fifth were college graduates. The frequencies and percentages of the educational progress of the wives in this study are presented in Table 3, Appendix I.

The lack of educational progress is understandable when the data in Tables 23 and 24, Appendix I, are examined. These data show

that 65.26% of the wives of married students worked outside the home for pay during the 1959-1960 school year. The median number of hours worked per week was 30 or almost a full-time job. In addition to work outside the home 79.64% of the wives did some type of work in their home for pay during the year the data were gathered. These data relative to the amount of work done by the wives of married students substantially agree with Perry's research (37:767) and Mueller's statements in her book (33:432). A study by Cushing, Phillips, and Stevenson in 1946 at the State College of Washington showed that at that time a larger proportion of wives of married students were attending college, 22%, and a smaller proportion were working, 58% (10:25).

Relationship of Marital Status to Selected  
Descriptive Characteristics of  
Male Undergraduates

Table 7 contains the chi-square values for the relationship of marital status to the selected descriptive characteristics mentioned in Chapter III.

A very significant relationship was found between a student's marital status and all of the characteristics listed except the college of the University in which he was majoring. Inspections of Tables 1, 2, 3, 4, and 5, Chapter III, lead to the conclusion that male married undergraduates are older and more likely to be upper-classmen, veterans, transfers, and live on-campus than are unmarried male undergraduates.

TABLE 7.--The relationship of marital status to selected descriptive characteristics of male undergraduates

Characteristic	$\chi^2$
Age	168.88 <sup>a</sup>
College residence (on or off-campus)	9.17 <sup>a</sup>
Transfer status (transfer or native student)	6.65 <sup>a</sup>
Veteran status	43.49 <sup>a</sup>
Class in college (upper or lower classman)	52.41 <sup>a</sup>
College of major study	10.44

<sup>a</sup>Significant at the 1% level of confidence.

The mean difference in age between the married and unmarried males is almost four years and is one of the most significant differences found in the study. Although this is a logically expected difference its magnitude is not indicated in previous studies. The significance in more veterans, transfers, and upperclassmen is logically directly related to the married student's significantly greater age.

Because a previous study by Williamson, Layton, and Snoke indicated that the age of a student was significantly related to his participation in college extra-curricular activities (53:70) it was advisable to study the relationship of selected variables to the age of the married male undergraduates in the sample. Where a significant relationship was found between marital status and a variable the relationship of this variable to the age of the married male undergraduates was also studied. The data for these relationships of age to selected variables are reported in the chi-square values in Tables

9, 12, and 19; the frequencies and percentages are in Tables 65 - 82, Appendix I. The purpose of these analyses was to determine if some of the significant relationships between marital status and the variables under study could have been related to the significant differences in age between the samples of married and unmarried male undergraduates.

The finding that significantly more of the married male students live on campus in comparison to the unmarried male students apparently indicates an unusual situation peculiar to Michigan State University. This condition is a result of the unusually large amount of married housing available at Michigan State. A national study of college enrollments in 1958 indicated that only a very small proportion of married students live in college housing (8:12).

As Table 7 indicates, there is no significant relationship between marital status and the college of the University in which a student is majoring. The relationship of this finding to other studies is included in the conclusions in Chapter V.

#### Relationship of Marital Status to the Financial Conditions of Male Undergraduates

As would be expected, married male students have significantly greater financial responsibilities than do unmarried males. Table 8 contains the chi-square values for the relationship of marital status to the financial variables studies. All of the chi-squares are significant with the exception of the earnings the students expected ten years after graduation. There is no significant relationship between what a student expected to be earning and his marital status.



TABLE 8.--The relationship of marital status to financial conditions and problems of male undergraduates

Characteristic	$\chi^2$
Major sources of income	95.92 <sup>a</sup>
Automobile ownership	125.35 <sup>a</sup>
Number of dependents	150.87 <sup>a</sup>
Total indebtedness	32.78 <sup>a</sup>
Expenditures for winter term, 1960	120.12 <sup>a</sup>
Hours worked each week	34.39 <sup>a</sup>
Expected earnings, ten years after graduation	2.88 <sup>a</sup>
Major source of problems	13.06 <sup>a</sup>

<sup>a</sup>Significant at the 1% level of confidence.

The figures in Table 15, Appendix I, indicate that married male students depend more upon working and the "G. I. Bill" for financial support than do the unmarried males. A much larger proportion of the unmarried male undergraduates receive one-fourth or more of their financial aid from their parents. Almost twice as many unmarried males received substantial aid from scholarships as did the married males. An examination of Table 68, Appendix I, shows that age is significantly related to the major sources of income. The younger married couples received a larger proportion of their incomes from the husband's and wife's parents and the wife's work and less from the "G. I. Bill" than did the older couples. The amount of part-time work of the married male undergraduate is not significantly related to his age. These relationships of age to sources of income when coupled with the fact that the married male undergraduates are significantly older than unmarried males leads to this conclusion. Youth is related to the greater dependence upon the support of a

student's parents and the lack of aid from the "G. I. Bill" among unmarried males.

Table 9 contains the chi-square values for the relationship of age to selected financial and background characteristics.

TABLE 9.--The relationship of age to selected characteristics of married male undergraduates

Characteristic	:	$\chi^2$
Major sources of income	:	44.54 <sup>a</sup>
Hours worked each week	:	29.92 <sup>a</sup>
Major source of problems	:	6.62 <sup>b</sup>
High school curriculum	:	9.30 <sup>b</sup>
Father's occupation	:	22.02
Father's formal education	:	16.02

<sup>a</sup>Significant at the 1% level of confidence.

<sup>b</sup>Significant at the 5% level of confidence.

Married undergraduates had much greater financial responsibilities than did the unmarried males. Ninety-seven per cent of the married male undergraduates owned or were buying an automobile in comparison to 42.86% of the unmarried males. Automobile payments were being made by 29.95% of the married males but by only 3.57% of their single classmates. The average married male had significantly more persons dependent upon him, greater debts, and naturally spent much more per term than his unmarried counterpart. The frequency data for these characteristics are presented in Tables 17, 18, 19, and 20, Appendix I.

In agreement with the data on the sources of income the data

on the number of hours worked per week presented in Table 16, Appendix I, show that married male undergraduates worked significantly more each week than did the unmarried males. Married students worked a median number of 11 - 20 hours per week but more than half of the unmarried males did no work. Table 9 shows that the number of hours worked each week by married students is significantly related to their age. Inspection of Table 67, Appendix I, indicates that older married male undergraduates worked more than the younger married males. This increased work was not reflected in the data on major sources of income as they are related to age.

Finally, the data from the questionnaires concerning the major sources of problems substantiate the findings that married male undergraduates considered finances to be a significantly greater source of problems than did unmarried male undergraduates. The data in Table 22, Appendix I, show finances to be considered the greatest source of problems by married male undergraduates. Unmarried males rated the personal-social area as a much greater source of problems than did the married males. Although this is a rather rough way to rate problems the data agree with the conclusions of other researchers as stated in Chapter II, page 21 of the present study. The chi-square value in Table 9 is not significant for the relationship of age to major source of problems among married male undergraduates. Therefore the significant difference in age between the married and unmarried samples is not significantly related to the sources of problems.

Relationship of Marital Status to Selected Home  
and Educational Background Characteristics  
of Male Undergraduates

The chi-square values indicating the relationship of marital status to selected home and educational background characteristics are shown in Table 10.

TABLE 10.--The relationship of marital status to selected home and educational background characteristics of male undergraduates

Characteristic	$\chi^2$
Population of home town	7.96
Location of home town	5.50
Participation in high school extracurricular activities	3.90
Frequency of high school dating	3.20
Size of high school graduating class	5.30
High school curriculum	11.36 <sup>a</sup>
Father's occupation	29.02 <sup>a</sup>
Father's formal education	13.06 <sup>a</sup>
Parent's total income	8.90
Parent's encouragement to attend college	12.18 <sup>a</sup>
Religious preference	13.83 <sup>a</sup>

<sup>a</sup>Significant at the 1% level of confidence.

The chi-square values in Table 10 show there was no significant relationship between marital status and size or location of a student's home town. A student's participation in high school extracurricular activities, the frequency of dating in high school, and the size of his high school class were not significantly related to his marital status in college. The data for these characteristics are presented in Tables 10, 12, 13, and 14, Appendix I. The only educational background characteristic significantly related to marital status was the curriculum pursued in high school by the male

undergraduates. Significantly fewer married male undergraduates followed a college preparatory program and more took a general program in comparison to the sample of unmarried male students.

The chi-square value in Table 9 indicates that a married male undergraduate's high school curriculum was significantly related to his age. The frequencies in Table 66, Appendix I, reveal that more of the older married students took a general program than did the younger ones. This is logical because there has been an increasing interest in the college preparatory curriculum during the last fifteen years. Therefore the younger students would have been more likely to have taken a college preparatory than a general program. Considering that the sample of married male students was significantly older than the unmarried males it is probable that the difference in high school curriculum is related to the age factor.

The data in Table 10 concerning the relationship of a student's marital status to his socio-economic background is not entirely consistent. Two of the factors, father's occupation and education, indicate that married male undergraduates came from lower socio-economic backgrounds than did unmarried male undergraduates as shown by the data in Tables 5 and 6, Appendix I. The chi-square values in Table 9 show that there was no significant relationship between a married male's age and his father's occupation or education. Therefore the significant relationship cannot be explained by the difference in age of the married and single male undergraduates. The third socio-economic factor, parent's total income, does not agree with the other two in that marital status was not significantly related to

this characteristic. Perhaps including the wife's income has obscured the relationship that would be expected on the basis of the differences in the level of occupation.

Because of the importance of the parent's attitude to a student's college attendance the relationship of this factor to marital status was investigated. The chi-square value in Table 10 and the frequencies in Table 9, Appendix I, lead to the conclusion that married male undergraduates received significantly less encouragement to attend college than did the unmarried students. This agrees with the significantly lower socio-economic level of the married students' parents as shown by the variables of father's occupation and education.

A comparison of the religious preferences is made in the data in Table 40, Appendix I. There were more Protestants and fewer Catholics and other religious among the married male undergraduates. A chi-square value of 13.83 in Table 10 indicates that religious preference was related to the marital status of male undergraduates. This characteristic was distinct and cannot validly be compared to other characteristics in this study except the attendance at religious activities. Apparently previous researchers have not studied the relationship of marital status to religious preference.

#### Relationship of Participation in Extra-curricular Activities to Marital Status

In this section the total samples of married and unmarried male undergraduates were compared on the basis of participation in, satisfaction with, and desire for more participation in selected

extra-curricular activities at Michigan State University. The tables in Appendix I give the composite frequencies of attendance at or participation in the groups of activities in each area covered in the Questionnaire. The reader is directed to the Questionnaire, Appendix II, to determine the specific activities studied in each area of extra-curricular activities. Since the frequencies of attendance at or participation in specific activities were added together for the total composite the assumption must be made that participation in any one activity in the group was equal to the same degree of participation in any other activity. If this assumption were not made it would be mathematically incorrect to add these different activities to form the composite total. In addition to the frequencies the mean number of activities is included for each degree of participation. Thus in Table 25, Appendix I, the value 3.13 under the category "never" for the married males means that of the six types of cultural-intellectual activities under study the average married male never attended 3.13 or over half of these activities. The means are included in order to provide an indication of the degree of participation of the married and unmarried male undergraduates in the activities studied. A total score is also included but this is not representative of the male undergraduate student body because it contains a disproportionately large number of married male undergraduates.

Table 11 contains the chi-square values for the relationship of marital status to participation in five types of campus and four types of off-campus activities.

TABLE 11.--The relationship of marital status to attendance at or participation in extra-curricular activities

Activity	$\chi^2$
Michigan State University Extra-curricular Activities:	
Cultural - intellectual	46.03 <sup>a</sup>
Social - recreational	164.35 <sup>a</sup>
Student organizations	3.71
Intercollegiate athletic events	110.59 <sup>a</sup>
Participation in leisure time athletics	9.87 <sup>b</sup>
Off-Campus Extra-curricular Activities:	
Cultural - intellectual	59.11 <sup>a</sup>
Social - recreational	2.80
Organizations	.06
Religious activities	20.05 <sup>a</sup>

<sup>a</sup>Significant at the 1% level of confidence.

<sup>b</sup>Significant at the 5% level of confidence.

The values in this table show a significant relationship between marital status and participation in all types of campus activities except student organizations. Inspection of Tables 25, 30, 44, and 48, Appendix I, show that the significant differences are all in the direction of less participation by the married male undergraduates. It is noteworthy that there was no significant relationship between a student's marital status and his participation in student organizations. Table 36, Appendix I, indicates that participation by both married and unmarried males in student organizations was very low. The average married and unmarried male student only participated to any degree in 1.13 and 1.32 of the eleven types of student organizations studied.



There was no significant relationship between marital status and participation in off-campus social-recreational activities or organizations. The married male undergraduates attended fewer off-campus cultural-intellectual and religious activities than did the unmarried males. The data for these activities are presented in Tables 29 and 36, Appendix I. The significance of these relationships is indicated by the chi-square values in Table 11. The larger number of Catholics among the unmarried students probably is one factor influencing the greater attendance at religious activities since Catholics are usually more conscientious about attending church.

The relationship of age to participation in extra-curricular activities is indicated by the chi-square values in Table 12.

TABLE 12.—The relationship of age to attendance at or participation in extra-curricular activities by married male undergraduates

Activity	$\chi^2$
Michigan State University Extra-curricular Activities	
Cultural - intellectual	2.71
Social - recreational	10.66 <sup>a</sup>
Student organizations	.97
Intercollegiate athletic events	25.33 <sup>a</sup>
Participation in leisure-time athletics	12.26 <sup>a</sup>
Off-Campus Extra-curricular Activities	
Cultural - intellectual	2.34
Religious activities	1.86

<sup>a</sup>Significant at the 1% level of confidence.

The chi-square values in Table 12 show that age is significantly related to participation in three of the seven types of extra-

curricular activities. These activities are social-recreational, attendance at intercollegiate athletics, and participation in leisure athletics. Inspection of Tables 72, 75, and 76, Appendix I, indicates that in all three types of activities the younger married male students participated more than the older ones.

As was previously mentioned, participation in these three types of activity is significantly related to age. In fact the chi-squares in Table 11 show that two of these types of activities are very significantly related to marriage. Apparently age was an important factor in relationship to the lack of participation among the married male undergraduates in comparison to the younger unmarried males. In four of the types of activity in which marital status was significantly related to participation the data in Table 12 indicate that age was insignificant.

Considering that the relationships of marital status and age to participation in extra-curricular activities have been established it is logical to find out whether or not married students are less satisfied with their opportunities to take part in these activities.

Table 13 contains the chi-square values for the relationship of marital status to the satisfaction of a male undergraduate student with his opportunities to attend or participate in Michigan State University extra-curricular activities.

The values in this Table show that there was a very significant relationship between whether or not a student was married and his satisfaction with his opportunity to attend cultural-intellectual and intercollegiate athletic events. Upon inspection of the data in

TABLE 13.—The relationship of marital status to satisfaction with the opportunity to attend or participate in University extra-curricular activities

Activity	:	$\chi^2$
Cultural - intellectual activities	:	7.35 <sup>a</sup>
Social - recreational activities	:	1.85
Student organizations	:	1.72
Intercollegiate athletic events	:	10.36 <sup>a</sup>
Religious activities	:	.98

<sup>a</sup>Significant at the 1% level of confidence.

Table 28, Appendix I, it becomes evident that married male undergraduates were significantly better satisfied with their opportunities to attend campus cultural intellectual activities than were unmarried males. The reverse was true in relationship to attendance at intercollegiate athletic events. The frequencies in Table 47, Appendix I, indicate that married male students were significantly less satisfied with their opportunities to attend athletic events than unmarried males. Evidently married students attend fewer cultural intellectual activities but are better satisfied with their opportunities than the unmarried students are with theirs. In the case of the athletic events male married students attended fewer events than their unmarried contemporaries and were less satisfied with their opportunities to attend these events.

In social-recreational activities, student organizations, and religious activities there were no significant relationships between marital status and a student's satisfaction with his opportunities to attend or participate.

The satisfaction of a composite sample of married and unmarried male undergraduates is presented in Table 14. The types of activities are ranked in order with the activity in which the composite sample indicated the greatest satisfaction of opportunity listed first.

TABLE 14.--Ranking of five types of student activities by the satisfaction male undergraduates expressed with their opportunities to attend or participate in these activities

Rank	Type of Michigan State University Activity	Percentage of Students	
		Very or fairly satisfactory	Somewhat or very unsatisfactory
1.	Cultural - intellectual	92.47	7.53
2.	Religious	89.79	10.21
3.	Social - recreational	88.79	11.21
4.	Student organizations	84.47	15.53
5.	Intercollegiate athletics	84.29	15.71

The data in Table 14 show that in a composite sample of equal numbers of married and unmarried male undergraduates 92.47% of the students felt their opportunities to attend cultural-intellectual activities were very or fairly satisfactory. The type of activity with which the male undergraduates expressed the least satisfaction with their opportunity to attend was the intercollegiate athletic events. In general, the students in the study were well satisfied with their opportunity to attend extra-curricular activities at Michigan State University. The composite group in Table 14 cannot be considered representative of the full-time undergraduate males at Michigan State University because it contains a disproportionately

large number of married males.

The chi-square values in Table 15 are all insignificant. This means there was no significant relationship between marital status and a student's desire to attend more cultural-intellectual activities, social-recreational activities, student organizations, or intercollegiate athletic events at Michigan State University. The frequencies for the specific activities presented in Tables 31, 37, and 45, Appendix I, were too small to compute chi-squares; therefore the chi-squares in Table 15 were computed on the dichotomy of wanting or not wanting more attendance at or participation in any one of these types of activities. Inspection of the data in Table 26, Appendix I, shows that married male undergraduates were slightly more interested in attending all types of cultural-intellectual activities than were unmarried males but the differences were not significant. Table 37, Appendix I, shows that married males were somewhat more interested in participating in professional groups, Veterans Club, and religious organizations and less interested in student government and fraternities than were unmarried male undergraduates. Married male students had more desire for more attendance at fall athletic events than did unmarried males.

TABLE 15.--The relationship of marital status to the desire for more participation in or attendance at University extra-curricular activities

Activity	$\chi^2$
Cultural - intellectual	5.27
Social - recreational	.01
Student organizations	1.45
Intercollegiate athletic events	.34

There is a significant relationship between marital status and the different reasons male undergraduates did not attend more activities they would like to have attended in all four types of activities in Table 16.

TABLE 16.--The relationship of marital status to different reasons for not attending University student activities

Activity	$\chi^2$
Cultural - intellectual	12.12 <sup>a</sup>
Social - recreational	15.18 <sup>a</sup>
Student organizations	12.66 <sup>a</sup>
Intercollegiate athletic events	14.11 <sup>a</sup>

<sup>a</sup>Significant at the 1% level of confidence.

Inspection of Tables 27, 32, 38, and 46, Appendix I, indicates several general relationships of marital status to the reasons students did not attend more activities. In all four types of activities the married male undergraduates indicated that "lack of time" was a more frequent reason for non-attendance than did the unmarried male students. In two areas, cultural-intellectual and athletic, the married students gave "lack of money" as a more frequent reason for non-attendance but in the social-recreational activities more single students than married ones gave "lack of money" as a reason. It is important to point out that in the one area, athletic events, in which the married males felt less satisfied with their opportunity to attend they gave "lack of time" and "lack of money" as more frequent reasons for less attendance than did the unmarried male students.

"Lack of information" was given less frequently by married males as a reason for not attending in all four types of activities. Evidently the married students felt they were adequately informed concerning the extra-curricular activities. Considering both the married and unmarried male students, "lack of time" was by far the reason most frequently given for not attending all types of extra-curricular activities at Michigan State University.

Relationship of Marital Status to the Utilization  
of Selected Student Personnel Services

The data in this section were gathered from the Student Questionnaires and the records of several student personnel offices at Michigan State University. As in the previous sections of this chapter, the relationship of age to utilization of selected student personnel services is analyzed.

The chi-square values in Table 17 indicate a significant relationship between marital status and the utilization of the Counseling Center and the Olin Health Center at Michigan State University as indicated by Student Questionnaires. Examination of Tables 49 and 56, Appendix I, shows that in the case of both of these services there was less use by married than by unmarried male undergraduates. There were no significant relationships between a student's marital status and his use of the Financial Aids Office, Scholarship Office, or Placement Bureau at Michigan State University.

TABLE 17.--The relationship of marital status to utilization of selected University student personnel services by male undergraduates

Student Personnel Service	:	$\chi^2$
Counseling Center	:	8.58 <sup>a</sup>
Olin Health Center	:	4.24 <sup>b</sup>
Financial Aids Office	:	1.63
Scholarship Office	:	2.11
Placement Bureau	:	.93
Acquired part-time job through Placement Bureau	:	1.00
Type of Health Insurance held	:	32.05 <sup>a</sup>
	:	

<sup>a</sup>Significant at the 1% level of confidence.

<sup>b</sup>Significant at the 5% level of confidence.

The chi-square values in Table 18 give the relationship of marital status to use of two personnel services based upon the records of these services at Michigan State University. The data in Table 79, Appendix I, corroborate the findings based on the Student Questionnaires concerning the significantly greater use of the Counseling Center by the unmarried male students. Unfortunately the data from the Olin Health Center were not available in time to be included in the study.

This table also shows there is no significant relationship between marital status and reception of financial aid through the services of the Financial Aids Office.



TABLE 18.--The relationship of marital status to the utilization of selected University student personnel services as indicated by the records of these offices

Student Personnel Service	:	$\chi^2$
Counseling Center	:	14.42 <sup>a</sup>
Problem areas of counseling interviews	:	4.38
Level of emphasis counseling interviews	:	2.78
Received aid through Financial Aids Office	:	.08

<sup>a</sup>Significant at the 1% level of confidence.

The age of a married male undergraduate was not significantly related to his utilization of the Counseling Center or Olin Health Center. This lack of relationship is shown in the chi-square values in Table 19.

TABLE 19.--The relationship of age to utilization of selected University student personnel services by married male undergraduates

Student Personnel Service	:	$\chi^2$
Counseling Center	:	5.12
Olin Health Center	:	3.57

This lack of relationship between age and utilization of the Counseling Center and Olin Health Center indicates that the significant relationship between marital status and utilization of these services is not related to the differences in age of the married male undergraduates.

Significantly fewer married male undergraduates purchased

the Student Health Insurance sold by the All-University Student Government during the 1959-1960 school year. Also slightly more married than unmarried male undergraduates had no health insurance during this period as the data in Table 58, Appendix I, show. The significance of the relationship of marital status to the type of health insurance held by male undergraduates is shown by a chi-square of 32.05 in Table 17. A 1946 study by Cushing, Phillips, and Stevenson at the State College of Washington indicated that 75% of the married students had no health insurance (10:2).

The Contact Cards used in the Counseling Center at Michigan State University contain an indication of the level of cognitive-attitudinal emphasis and different problem areas as judged by the counselors. The author examined the cards of the married and unmarried students in the sample and tabulated the results for the levels of emphasis and the problem areas. Unfortunately the problem areas did not include finances as a category. It would have been valuable to have been able to check this type of data against the prevalence of financial problems expressed by the married males in the Student Questionnaire. The data from the Contact Cards are presented in Tables 80 and 81, Appendix I. The chi-square values in Table 18 show that no significant relationship was found between marital status and the problem areas or levels of emphasis in the counseling interviews.

In the Student Questionnaire the students were asked to give their degree of satisfaction with the services of the five student personnel services under study. The chi-square values in Table 20

show there was no significant relationship between marital status and male undergraduates' satisfaction with the services of the Counseling Center, Financial Aids Office, Scholarship Office, Health Center, or Placement Bureau at Michigan State University.

TABLE 20.—The relationship of marital status to satisfaction with selected University student personnel services among male undergraduates

Student Personnel Service	:	$\chi^2$
Counseling Center	:	6.42
Olin Health Center	:	4.14
Financial Aids Office	:	5.93
Scholarship Office	:	2.11
Placement Bureau	:	1.89

Only 22.64% of the married male undergraduates were aware that even though their wives were not students they could use the services of the Michigan State University Counseling Center. Forty-eight per cent of the married males were aware of the fact that their wives could use the Placement Bureau to seek part-time employment. The data for these statements are presented in Tables 62 and 63, Appendix I.

The relationships of the data in this chapter to previous studies and the conclusions to be drawn from these data are included in the final chapter.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to analyze the relationship between marital status and selected characteristics and activities of male undergraduates at Michigan State University.

The population under study was the full-time, male undergraduates enrolled during Spring Term, 1960 at Michigan State University. Two samples of 200 subjects were selected at random from the full-time married and unmarried male undergraduates respectively.

Data were gathered from carefully constructed Student Questionnaires which were mailed to the subjects and the records of several offices at Michigan State University. Eighty-four per cent of the Student Questionnaires were returned in usable condition. The data were tabulated in tables of frequencies and percentages which are included in Appendix I. The chi-square statistic was used to determine where significant relationships existed between marital status and the variables under study. The tables of these chi-square values are included in Chapter IV. If the chi-square exceeded the 5% level of confidence the relationship was considered significant. Because of the significant differences in the ages of the samples of

married and unmarried male undergraduates the relationship of age to some of the significant characteristics was analyzed.

Literature pertaining to the married student was carefully and systematically reviewed in Chapter II. The major conclusions from these previous researches were summarized.

In this, the final chapter, the findings and conclusions based on the hypotheses and the analyzed data are presented. Recommendations for changes in the student personnel program at Michigan State University and for further research in this area are stated.

It should be mentioned again that the conclusions in this chapter do not imply a causal relationship between marriage and the differences found in the variables studied.

### Findings

1. The average full-time, married male undergraduate at Michigan State University during the Spring Term, 1960 had been married three years and had one child. Three years is a somewhat longer mean length of marriage than has been found in previous studies and may be indicative of a trend toward students marrying earlier in their college careers.
2. A large proportion, 84%, of the wives of married male undergraduates did not take any course work during the 1959-1960 academic year. Only 9% of the wives were attending college on a full-time basis. This substantially agrees with Mueller's statement that only one out

of ten wives is in the classroom (33:437). Thus it can be concluded that only a small proportion of the wives of married male undergraduates are making appreciable progress toward a college degree.

There was a large variance in the amount of formal education completed by the wives of male undergraduates at the time of this study. One-fifth of the wives were college graduates in contrast to almost two-fifths who had no college education. The remaining two-fifths were predominantly underclassmen. Considering the amount of education the wives had completed and the few that were making progress toward a degree it seems highly probable that over one-half of the wives of students in this study will never graduate from college. Assuming that the majority of the married males in the sample graduate, there will be a large average difference between the educations of these students and their wives.

3. Two-thirds of the wives of the married males worked outside the home for pay during the 1959-1960 school year. The median number of hours worked was almost equal to a full-time job. It might therefore be concluded that the wife's income is a major source of revenue for most married couples at Michigan State University. This is in agreement with Perry's research (37:767) and Mueller's statement in her book on student personnel work (33:342).

## Conclusions

### Conclusions Concerning the Relationship of Marital Status to Selected General Descriptive Characteristics of Male Undergraduates

1. Hypothesis 1, Chapter I can be accepted for all characteristics except the college of the University in which a male undergraduate was majoring.

It can be concluded that married male undergraduates are significantly older and more likely to be transfer students, veterans, upperclassmen, Protestants, and live on-campus than are their unmarried contemporaries.

The significant difference in age does not agree with Mueller's statement that the average age of married and unmarried students is "about the same" (33:431-32). The importance of this age difference is included in later conclusions.

The frequency of veterans, upperclassmen, and transfer students among the married male undergraduates was directly related to the fact that these students are older.

The finding that there are significantly more Protestants and fewer Catholics and other religions among the married males cannot be related to other data in this study or previous studies.

The significantly larger number of married male undergraduates living on-campus in comparison to the unmarried males is a result of the unusually large number of college owned married housing units at Michigan State University. As was previously mentioned this is an unusual condition in that at most institutions of higher learning

there would be significantly more unmarried than married students living on campus (8:12).

There was no significant relationship between marital status and the college within the University in which a male undergraduate student was majoring. Although further study needs to be done to determine the specific majors within each college, this evidence does not tend to support Mead's (29:4) and Mueller's (34:156) statements that the majority of the male married students specialize in the strongly vocationally oriented fields of study.

#### Conclusions Concerning the Relationship of Marital Status to the Financial Conditions of Male Undergraduates

2. Hypothesis 2, Chapter I can be accepted since a significant relationship was found between a student's marital status and his financial conditions.

As would logically be expected, married male undergraduates had significantly more financial responsibilities and spent more time working than did unmarried male students. This conclusion agrees with the summary of previous research in Chapter II of the present study.

The major sources of income for married male undergraduates in order of importance were student's part-time work, wife's work, "G. I. Bill," and aid from husband's and wife's parents. In contrast the unmarried male undergraduate's three major sources of income in order of importance were parent's aid, part-time work, and scholarship aid. Therefore it can be concluded that married male students



receive less financial aid from their parents than do unmarried male students.

Age was significantly related to the major sources of income among married male undergraduates. Younger married male undergraduates were more likely to be receiving aid from their parents and less likely to be working than were the older students.

It can be concluded that finances are a significantly more frequent source of problems for the married male undergraduates than for the unmarried males. The data from the Student Questionnaire show that married male undergraduates listed finances as the area that caused them the most concern. Unmarried male undergraduates indicated that both education and vocation were more important sources of problems than finances. The data in the present study and previous studies substantiate the importance of financial problems for married male undergraduates.

It can be concluded that the expectations for the amount of financial earnings ten years after graduation are not significantly related to the marital status of male undergraduates at Michigan State University.

### Conclusions Concerning the Relationship of Marital Status to Home and Educational Background Characteristics of Male Undergraduates

3. Hypothesis 3 can be accepted on the basis of two out of the three measures of socio-economic level indicating a relationship between marital status and socio-economic level of the home.

The characteristics of father's occupation and formal

education lead to the conclusion that married male undergraduates come from homes of lower socio-economic level than do unmarried male undergraduates. Age is not significantly related to the occupation or education of the fathers of married male undergraduates. The third measure of socio-economic level of the student's family, parent's total income, was not significantly related to the marital status of full-time male undergraduates at Michigan State University. It can also be concluded from the data that married male undergraduates received significantly less encouragement by their parents to attend college than did unmarried male undergraduates.

There were significantly more Protestants and fewer Catholics, "others," and students having no religious affiliation among the married male undergraduates than the unmarried male undergraduates.

Conclusions Concerning the Relationship  
of Marital Status to the High School  
and Home Town Backgrounds of  
Male Undergraduates

4. Hypothesis 4, Chapter I must be rejected with the one exception that there was a significant relationship between marital status and the type of high school curriculum followed by male undergraduates.

There was no significant relationship between a male undergraduate's marital status and the population or location of his home town, the size of his high school, or his high school participation in extra-curricular activities or dating. On the basis of the above mentioned variables the educational and home town backgrounds of married and unmarried male undergraduates can be concluded to have

been similar.

Significantly fewer married than unmarried male undergraduates indicated they followed a college preparatory curriculum in high school. More married students indicated they followed a general program. It was discovered that a student's age was significantly related to his high school curriculum. Older students were more likely to have taken a general rather than a college preparatory program. Therefore it can be concluded that the differences between married and unmarried male undergraduates in their high school curriculums is related to the married males being significantly older. This is logical since college preparatory programs have become increasingly popular over the past fifteen years. This variable may also have been influenced by the lesser encouragement given to married male undergraduates by their parents to attend college.

Conclusions Concerning the Relationship  
of Marital Status to Participation  
in Michigan State University  
Extra-curricular Activities  
by Male Undergraduates

5. Hypothesis 5, Chapter I can be accepted concerning the portion pertaining to frequency of participation in or attendance at four of the five types of Michigan State University extra-curricular activities studied.

It can be concluded that there was less participation in or attendance at the following Michigan State University extra-curricular activities by married than unmarried male undergraduates.

- (1) Cultural-intellectual activities
- (2) Social-recreational activities
- (3) Attendance at Intercollegiate athletic events
- (4) Participation in leisure time athletics

In activities 2, 3, and 4 above, younger married students were significantly more likely to have participated than older ones. This indicates that the lack of participation in these activities by married male undergraduates may have been influenced by their being older than the unmarried male undergraduates. The conclusion of less participation by married students agrees with the previous studies summarized in Chapter II of this study. The one exception to Hypothesis 5 is that there was no significant relationship between a student's participation in student organizations and his marital status. Participation by both married and unmarried male undergraduates was very light.

6. Hypothesis 6, Chapter I can be accepted for off-campus cultural-intellectual and religious activities, but must be rejected for off-campus social-recreational activities and organizations.

It can be concluded that there is less attendance by married than unmarried male undergraduates at off-campus cultural-intellectual and religious activities and that age is not related to attendance at these types of activities. Marital status is not significantly related to participation in off-campus social-recreational activities or organizations. The participation among both married and unmarried male undergraduates in off-campus organizations was very light. It can be concluded that marital status is not significantly related to

a male undergraduate's satisfaction with his opportunities to attend social-recreational activities, religious activities, or student organizations at Michigan State University. Married male students were less satisfied with their opportunities to attend intercollegiate athletic events than were unmarried males. In the case of cultural-intellectual activities at Michigan State University the married male undergraduates were better satisfied with their opportunities to attend than were the unmarried males. The general conclusion concerning the relationship of marital status to a male undergraduate's satisfaction with his opportunity to attend extra-curricular activities is that married students are as well or better satisfied as single students in all areas except attendance at intercollegiate athletic events.

It can also be concluded that the level of satisfaction of a composite sample of married and unmarried male undergraduates with their opportunities to attend or participate in extra-curricular activities at Michigan State University is high. The satisfaction of this group is highest in relation to cultural-intellectual activities and lowest in relation to attendance at intercollegiate athletic events.

Analyses of the data in Chapter IV lead to the conclusion that there was no significant relationship between male undergraduates' marital status and their desire to attend or participate more in any of the following types of Michigan State University activities.

- (1) Cultural-intellectual activities
- (2) Social-recreational activities

(3) Student organizations

(4) Intercollegiate athletic events

It can be concluded that married male students have different reasons from those of unmarried males for not attending more extra-curricular activities. "Lack of time" was given as a more common reason for nonattendance by married than unmarried male undergraduates in regard to all types of student activities. In two areas of activity, cultural-intellectual and intercollegiate athletic events, married students indicated "lack of money" as a more frequent cause of nonattendance than did unmarried males. This is important because intercollegiate athletic events was the one type of activity in which the married male undergraduates indicated significantly less satisfaction with their opportunities for attendance. The conclusion can be reached that married male undergraduates feel relatively well informed concerning student activities since they gave "lack of information" as a less frequent reason for nonattendance than did single males in regard to all types of activities. Among both married and unmarried male undergraduates "lack of time" was by far the most common reason for not attending or participating more in all types of Michigan State University student activities.

Conclusions Concerning the Relationship  
of Marital Status to Utilization of  
Selected Student Personnel Services  
by Male Undergraduates

7. Hypothesis 7, Chapter I must be rejected in relation to Financial Aids Office, Scholarship Office, and Placement Bureau at Michigan State University because no significant relationship was

found between the use of these services and a student's marital status.

In relation to the Counseling Center and the Olin Health Center Hypothesis 7 can be accepted. In the case of both of these services, it was found that the married male undergraduates had used these services significantly less than the unmarried males. Considering the age of a student it can be stated that there was no significant relationship between a married student's age and utilization of either the Counseling Center or Olin Health Center. Significantly fewer married male undergraduates purchased the Student Health Insurance sold by the student government at Michigan State University than did the unmarried male undergraduates. Slightly more married males had no health insurance of any kind in comparison to unmarried males.

Concerning the use of the Counseling Center by married and unmarried male undergraduates the records of the Center indicate the following conclusion. There were no significant differences between married and unmarried males in relation to the level of cognitive-attitudinal emphasis or the problem areas of the interview as judged by the counselors who saw these students.

It can be concluded that there were no significant relationships between the marital status of a male undergraduate and his satisfaction with the services of the five personnel services under study. This agrees with Form's finding that there were no significant differences between married and unmarried students in their favorableness of attitude toward the Counseling Center (12:272).

Only one-fifth and one-half of the married male undergraduates respectively were aware that their wives were eligible to use the Counseling Center and the Placement Bureau at Michigan State University.

Description of the Married Male  
Undergraduate at Michigan  
State University

The average married male undergraduate had been married for three years and had one child. His wife was working almost full-time and had earned only enough college credits to be a freshman. His wife was not making substantial progress toward a college degree.

The average married male undergraduate was older and more likely to be a veteran, Protestant, and live on campus than was his unmarried male contemporary. The married male students did not differ significantly from the unmarried male students in the numbers who were enrolled in the different colleges of the University.

Financial conditions were the greatest source of problems for the married male undergraduate as indicated by his statements and the considerable amount of financial responsibility he listed. His major sources of income were his own part-time work, his wife's work, and the "G. I. Bill." He did not receive much financial aid from his parents unless he was among the younger married students.

The high school background of the married male undergraduate differed only slightly from that of the unmarried male. It was more likely that the married student would have taken a general program in high school and the unmarried a college preparatory curriculum.



The older married students were more likely to have taken a general than a college preparatory curriculum in high school.

The average married male student came from a lower socio-economic level than did the unmarried male and received less encouragement at home to attend college.

The home town of the married undergraduate male was similar in size and location to that of the unmarried male. In general the background of the married male undergraduate was similar to that of his unmarried contemporary except for his socio-economic level.

The average married male undergraduate participates less than the unmarried male in all types of campus extra-curricular activities except student organizations. In several types of activities the married student's greater age was evidently related to his lack of participation. His participation was also less in most types of off-campus activities. In spite of his less frequent attendance, the average married male undergraduate was as well or better satisfied with his opportunities to attend most student activities as was the unmarried male student. The general satisfaction of both married and unmarried male undergraduates with their opportunities to attend extra-curricular activities was high. The average married male undergraduate had no more desire to attend more extra-curricular activities than did the average unmarried male. "Lack of money" was indicated as a frequent reason that married male undergraduates did not attend more student activities. "Lack of time" was the most common reason both married and unmarried male undergraduates did not

attend more extra-curricular activities.

The average married male undergraduate was less likely to have used the University Counseling Center and the Olin Health Center than the unmarried male undergraduate. A married male undergraduate's age was not related to his use of these two services.

The average married male undergraduate was unaware that several of the student personnel services were available to his wife.

### Recommendations

#### Recommendations for Providing for the Needs of Married Male Undergraduates at Michigan State University

Most of the needs of married students included in this study are evidently being well met at Michigan State University. However, the conclusions from the data of this study do indicate some desirable changes which could be made.

1. Since finances are the major source of problems the student personnel administrators should consider the following recommendations which might help alleviate this source of problems.
  - (a) Employment of a person as an advisor to married students whose primary duty would be to help married students plan their finances and advise them concerning possible ways to supplement their incomes.
  - (b) Devise ways to disseminate information concerning sources of financial aid and University services available to married students and their wives.

(c) The financial advisor should encourage the fiances and wives of students to continue their educations.

2. The Counseling Center should consider employing at least one counselor with interest, experience, and training in marital counseling; particularly the pre-marital counseling would be helpful in enabling students considering marriage to avoid some common problems of student marriages.
3. Marital and pre-marital health counseling might be instituted and publicized as a regular part of the services of the Olin Health Center in order better to serve the health needs of the engaged and married students. The administrator of the Health Center might also investigate the possibility of advising the married students concerning health insurance.
4. Considering the satisfaction of married students with their opportunities to attend student activities it is not suggested that major changes be made in the present program. However, ways should be considered to help married male students to attend specific activities in which they indicate an interest, particularly intercollegiate athletic events. It would also seem advisable to investigate the possibility of instituting new types of activities specifically designed for married male students.

Recommendations for Further Research  
Concerning the Married College  
Student

This study has uncovered several important unanswered questions concerning the married college student. Following are the suggestions for further research which were brought to mind by the present study and the review of related research.

1. A study of the effect of living in college owned married housing on the activities and scholastic achievement of married college students.
2. A study of specialized student activities and facilities for married students in conjunction with the married student housing program.
3. A follow up study of male and female students who drop out after a college marriage.
4. An exploration of the need for pre-marital counseling at Michigan State University.
5. A study of the causes of less use of the Counseling Center and Olin Health Center at Michigan State University by married than unmarried undergraduates.
6. A study of the academic programs and achievement of undergraduate students prior to and after marriage.
7. An investigation of different methods of aiding married students with their financial problems.
8. A study of the psychological and sociological consequences of significant differences in formal education between college graduates and their wives.

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## APPENDIX I

TABLE 1.—Length of marriage of married male undergraduates by college class

Class	Length of Marriage											
	Less than:			1-2			2-3			3-4		
	1 Year			Years			Years			Years		
	N	%		N	%		N	%		N	%	
Senior	20	20.00	25	25.00	23	23.00	12	12.00	6	6.00	14	14.00
Junior	5	11.11	10	22.22	7	15.55	5	11.11	10	22.22	8	17.78
Sophomore	0	-	4	33.33	4	33.33	0	-	1	8.33	3	25.00
Freshman	3	30.00	0	-	5	50.00	0	-	1	10.00	1	10.00
All Students	28	16.77	39	23.35	39	23.35	17	10.18	18	10.78	26	15.57

No response = 1

Total : : : : :  
 Mean Length of Marriage : : : : :  
 2.46 : : : : :  
 3.35 : : : : :  
 3.73 : : : : :  
 2.72 : : : : :

TABLE 2.--Term hours of course work taken by wives of married male undergraduates

Term	12 or More		7-11 Term		1-6 Term		None		Total	
	Term Hours		Hours		Hours					
	N	%	N	%	N	%	N	%	N	%
Fall Term	15	8.93	2	1.19	10	5.95	141	83.93	168	100
Winter Term	15	8.93	5	2.98	8	4.76	140	83.33	168	100
Spring Term	16	9.52	2	1.19	9	5.36	141	83.93	168	100
Total	46	9.13	9	1.78	27	5.36	422	83.73	504	100

No response = 0

TABLE 3.--Formal higher education of wives of married male undergraduates

None	1 - 46		47 - 92		93 - 138		Over 138		College Graduate		Total	
	Term Hours		Term Hours		Term Hours		Term Hours					
	N	%	N	%	N	%	N	%	N	%	N	%
	64	38.55	22	13.25	14	8.44	19	11.45	13	7.83	34	20.48
	166	100.00										

Median = 1 - 46 term hours

No response = 2

TABLE 4.--Number of children of married male undergraduates by college class

Number of Children														
Class	None		1		2		3		4		5 or More		Total Number of Children	Mean Number of Children
	N	%	N	%	N	%	N	%	N	%	N	%		
Senior	44	43.14	35	34.31	19	18.63	1	.98	3	2.94	0	-	88	.863
Junior	13	29.54	19	43.18	8	18.18	3	6.82	0	-	1	2.28	49	1.111
Sophomore	2	18.18	6	54.55	2	18.18	0	-	1	9.09	0	-	14	1.273
Freshman	3	30.00	5	50.00	1	10.00	1	10.00	0	-	0	-	10	1.000
Total	62	37.12	65	39.16	30	17.96	5	2.99	4	2.39	1	.60	161	.964

No response = 1

TABLE 5.--Formal education of the fathers of married and unmarried male undergraduates

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No response = 0

TABLE 6.--Occupations of the fathers of married and unmarried male undergraduates

	Large Business	Profes- sional	Small Business	White Collar	Farmer (Owner)	Skilled Worker	Semi- Skilled	Un- skilled Worker	Total
N	%	N	%	N	%	N	%	N	%
Married	1: .60	20:12.20	21:12.81	24:14.61	17:10.37	41:25.00	31:18.90	9:5.48	164:100.00
Unmarried	11:6.54	20:11.91	29:17.26	38:22.62	5: 2.98	40:23.80	16: 9.53	9:5.36	168:100.00
Total	12:3.60	40:12.05	50:15.06	62:18.67	22: 6.63	81:24.40	47:14.17	18:5.42	332:100.00

No response = 4





TABLE 7.--Total yearly income of the parents of married and unmarried male undergraduates

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**No response = 13**



TABLE 8.—Population of the home towns of married and unmarried male undergraduates

	Farm		Under 5,000		5,000-25,000		25,000-100,000		100,000 and More		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Married	25	14.88	36	21.44	41	24.40	31	18.45	35	20.83	168	100.00
Unmarried	14	8.33	28	16.67	39	23.21	34	20.24	53	31.55	168	100.00
Total	39	11.61	64	19.05	80	23.81	65	19.35	88	52.38	336	100.00

No response = 0

TABLE 9.—Degree of encouragement to attend college by parents of married and unmarried male undergraduates

	Strongly Encouraged		Encouraged		Neither Encouraged or Discouraged		Discouraged		Strongly Discouraged		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Married	77	46.12	52	31.13	36	21.55	1	.60	1	.60	167	100.00
Unmarried	102	60.71	48	28.57	15	8.93	3	1.79	0	-	168	100.00
Total	179	53.43	100	29.85	51	15.23	4	1.19	1	.30	335	100.00

No response = 1

TABLE 10.--Geographical location of the home towns of married and unmarried male undergraduates

	Within 5 Miles of E. Lansing:		Within 35 Miles of East Lansing:		In Michigan: But More Than 35 Miles From E. Lansing:		Outside of Michigan:		Total	
	N	%	N	%	N	%	N	%	N	%
Married	14	8.33	6	3.58	109	64.88	39	23.21	168	100.00
Unmarried	20	11.90	9	5.36	88	52.38	51	30.36	168	100.00
Total	34	10.12	15	4.46	197	58.63	90	26.79	336	100.00

No response = 0

TABLE 11.--High school curriculum pursued by married and unmarried male undergraduates

	College Preparatory:		General		Technical:		Business or Clerical:		Total	
	N	%	N	%	N	%	N	%	N	%
Married	111	66.07	49	29.17	5	2.98	3	1.78	168	100.00
Unmarried	138	82.14	26	15.48	3	1.78	1	.60	168	100.00
Total	249	74.10	75	22.33	8	2.38	4	1.19	336	100.00

No response = 0

TABLE 12.--Number of persons in the high school graduating classes of married and unmarried male undergraduates

	Under 50	50- 200	200- 300	300- 400	400- 500	500 or More	Total
	N: %	N: %	N: %	N: %	N: %	N: %	N: %
Married	34:20.36	71:41.92	24:14.36	18:10.78	7:4.19	14:8.39	168:100
Unmarried	20:11.90	74:44.05	26:15.49	20:11.90	12:7.14	16:9.52	168:100
Total	54:16.08	145:43.14	50:14.88	38:11.32	19:5.65	30:8.93	336:100

No response = 0

TABLE 13.--Participation in high school extra-curricular activities by married and unmarried male undergraduates

	Above Average	Average	Below Average	Total
	N: %	N: %	N: %	N: %
Married	72: 43.64	66: 40.00	27: 16.36	165: 100.00
Unmarried	88: 52.38	63: 37.50	17: 10.12	168: 100.00
Total	160: 48.05	129: 38.74	44: 13.21	333: 100.00

No response = 3

TABLE 14.—Amount of dating in high school by married and unmarried male undergraduates

	Above Average		Average		Below Average		Total	
	N	%	N	%	N	%	N	%
Married	46	27.55	91	54.49	30	17.96	167	100.00
Unmarried	38	22.75	86	51.50	43	25.75	167	100.00
Total	84	25.15	177	52.99	73	21.86	334	100.00

No response = 2

TABLE 15.---Sources of one-fourth or more of the income of married and unmarried male undergraduates<sup>a</sup>

	Student's	Part-time	Wife's	Scholar-	"G.I.	Summer	Savings	Loan	Misc.	Total
Parents	Work	Parents	Work	ship	Bill	Work				
N	%	N	%	N	%	N	%	N	%	Re-plies
Married	34:20.36:111.66.47:15:8.98:106:63.47:20:11.98:73:43.71:2:1.20:8:4.79:7:4.19:0:-	167								
Unmarried	120:73.62:96:58.89:...	...	...	38:23.31:10:6.13:12:7.36:10:6.13:7:4.29:8:4.91:163						
Total	164:207:...	...	...	58:83:14:18:14:8:330						

No response = 6

<sup>a</sup>Percentages do not total 100 because most students received income from more than one source.



TABLE 16.--Hours worked per week by married and unmarried male undergraduates

	None		1-10		11-20		21-30		31-40		40 or More		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Married	56	33.53	28	16.77	35	20.96	27	16.17	12	7.18	9	5.39	167	100
Unmarried	86	51.19	34	20.24	39	23.21	6	3.57	0	.00	3	1.79	168	100
Total	142	42.39	62	18.51	74	22.09	33	9.85	12	3.58	12	3.58	335	100

No response = 1

TABLE 17.--Automobile ownership among married and unmarried male undergraduates

	No Automobile		Buying an Automobile		Own an Automobile		Total	
	N	%	N	%	N	%	N	%
Married	5	2.99	50	29.95	112	67.06	167	100.00
Unmarried	96	57.14	6	3.57	66	39.29	168	100.00
Total	101	30.15	56	16.72	178	53.13	335	100.00

No response = 1

TABLE 18.--Number of persons at least fifty per cent dependent upon married and unmarried male undergraduates

	:	None	:	1	:	2	:	3	:	4	:	5 or More	:	Total		
	:	N	:	%	:	N	:	%	:	N	:	%	:	N	:	%
Married	:	44	:	26.35	:	16	:	9.58	:	32	:	19.16	:	44	:	26.35
Unmarried	:	121	:	72.02	:	45	:	26.75	:	2	:	1.19	:	0	:	. .
Total	:	165	:	49.25	:	61	:	18.21	:	34	:	10.15	:	44	:	13.13

No response = 1

TABLE 19.--Total expenditures for winter term 1960 by married and unmarried male undergraduates

	Under	\$400-	\$600-	\$800-	\$1,000-	\$1,200-	\$1,400-	\$1,600-	\$1,800	Total
	\$400	\$600	\$800	\$1,000	\$1,200	\$1,400	\$1,600	\$1,800	Up	
Married	0:00.00	23:14.11	55:33.74	36:22.09	23:14.11	12:7.36	8:4.91	4:2.45	2:1.23	163:100.00
Unmarried	44:26.83	76:46.34	25:15.24	6:3.66	4:2.44	4:2.44	5:3.05	0:0.00	0:0.00	164:100.00
Total	44:13.46	99:30.28	80:24.46	42:12.84	27:8.26	16:4.89	13:3.98	4:1.22	2:.61	327:100.00

**No response = 9**

TABLE 20.--Indebtedness of married and unmarried male undergraduates

	0-\$50		\$50-\$100		\$100-\$300		\$300-\$500		\$500 or More		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Married	70	42.68	6	3.66	18	10.97	15	9.15	56	34.15	164	100.00
Unmarried	115	70.55	7	4.29	15	9.20	5	3.08	21	12.88	163	100.00
Total	185	56.57	13	3.97	33	10.09	20	6.12	77	23.55	327	100.00

No response = 9

TABLE 21.--Earnings expected, ten years after graduation, by married and unmarried male undergraduates

	\$3000-\$5000		\$5000-\$7000		\$7000-\$9000		\$9,000-\$11,000		\$11,000-\$13,000		\$13,000 or More		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Married	1	.60	13	7.83	38	22.89	48	28.91	28	16.87	38	22.89	166	100
Unmarried	1	.60	14	8.38	44	26.35	46	27.54	33	19.76	29	17.37	167	100
Total	2	.60	27	8.11	82	24.63	94	28.23	61	18.32	67	20.12	333	100

No response = 3

TABLE 22.--Areas ranked as the greatest source of problems by married and unmarried male undergraduates

	Education		Personal-Social		Vocation		Finances		Health		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Married	52	32.30	9	5.59	13	8.07	81	50.31	6	2.99	161	100.00
Unmarried	61	38.36	28	17.61	17	10.69	51	32.08	2	1.26	159	100.00
Total	113	35.31	37	11.56	30	9.38	132	41.25	8	2.50	320	100.00

No response = 16

TABLE 23.--Average number of hours worked each week by wives of male married undergraduates

None		1-10 Hours		11-20 Hours		21-30 Hours		31-40 Hours		Over 40 Hours		Total	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
58	34.74	9	5.39	10	5.99	5	2.99	64	38.32	21	12.57	167	100

No response = 1

Median hours of work = 30 hours

TABLE 24.--Number of wives of married male undergraduates who worked at home for pay

Worked at Home			:	Did Not Work at Home			:	Total		
N	:	%	:	N	:	%	:	N	:	%
34	:	20.36	:	133	:	79.64	:	167	:	100.00

No response = 1

TABLE 25.--Composite frequencies of attendance at six types of University cultural-intellectual activities of married and unmarried male undergraduates

	:	Never		:	Rarely		:	Occasion- ally		:	Often or Regularly		:	Total	
	:	N	M	:	N	M	:	N	M	:	N	M	:	N	Indi- viduals
Married	:	520	3.13	:	252	1.52	:	193	1.17	:	33	.19	:	998	166
Unmarried	:	392	2.33	:	288	1.71	:	254	1.51	:	68	.41	:	1002	168
Total	:	912	2.73	:	540	1.63	:	447	1.34	:	101	.30	:	2000	334

No response = 2

TABLE 26.--University cultural-intellectual activities which married and unmarried male undergraduates would like to attend more frequently<sup>a</sup>

	Plays	Lecture- Concerts	Music Pro- ductions	Art Exhibits	M.S.U. Museum	Science Displays	None	Total								
	N	%	N	%	N	%	N	%	Indi- viduals							
Married	46	28.22	84	31.33	47	28.82	20	12.26	9	5.52	20	12.26	56	34.35	282	163
Unmarried	34	21.25	63	39.37	28	17.50	9	5.63	8	5.00	10	6.25	76	47.50	228	160
Total	80	24.77	147	35.51	75	23.22	29	8.98	17	5.26	30	9.29	132	40.87	510	323

No response = 13

<sup>a</sup>Percentages do not total 100% because some students wanted to attend more than one activity more frequently.

TABLE 27.--Frequencies of reasons married and unmarried male undergraduates do not attend more University cultural-intellectual activities<sup>a</sup>

	Lack of Money		Lack of Time		Lack of Information		Not Interested		Total	
	N	%	N	%	N	%	N	%	N	Individuals
Married	25	15.12	142	88.75	11	6.87	13	8.13	191	160
Unmarried	8	5.16	137	88.39	19	12.26	11	7.10	175	155
Total	33	10.48	279	88.57	30	9.52	24	7.62	366	315

No response = 21

<sup>a</sup>Percentages do not total 100% because some students gave more than one reason for not attending more activities.

TABLE 28.--Satisfaction of married and unmarried male undergraduates with their opportunity to attend University cultural-intellectual activities

	Very Satisfactory		Satisfactory		Somewhat Unsatisfactory		Very Unsatisfactory		Total	
	N	%	N	%	N	%	N	%	N	%
Married	83	50.30	76	46.06	5	3.03	1	.61	165	100
Unmarried	74	44.31	74	44.31	15	8.98	4	2.40	167	100
Total	157	47.29	150	45.18	20	6.02	5	1.51	332	100

No response = 4



TABLE 29.--Composite frequencies of attendance at six types of off-campus cultural-intellectual activities by married and unmarried male undergraduates

	Never		Rarely		Occasion-ally		Often or Regularly		Total	
	N	M	N	M	N	M	N	M	N	Indi-viduals
Married	635	3.87	202	1.23	127	.77	17	.10	981	164
Unmarried	489	2.95	243	1.46	222	1.34	42	.25	996	166
Total	1124	3.41	445	1.35	349	1.06	59	.18	1977	330

No response = 6

TABLE 30.--Composite frequencies of attendance at eight types of University social-recreational activities by married and unmarried male undergraduates

	Never		Rarely		Occasion-ally		Often or Regularly		Total	
	N	M	N	M	N	M	N	M	N	Indi-viduals
Married	733	4.39	275	1.64	257	1.55	73	.44	1338	167
Unmarried	456	2.71	305	1.81	375	2.23	209	1.24	1345	168
Total	1189		580		632		282		2683	335

No response = 1

TABLE 31.---University social-recreational activities which married and unmarried male undergraduates would like to attend more frequently<sup>a</sup>

[illegible]

**No response = 23**

<sup>a</sup>Percentages do not total 100% because some students wanted to attend more than one activity more frequently.

TABLE 32.—Frequencies of reasons married and unmarried male undergraduates do not attend more University social-recreational activities<sup>a</sup>

	Lack of Money		Lack of Time		Not Invited		Lack of: Infor- mation		Not Inter- ested		Total
	N	%	N	%	N	%	N	%	N	%	Indi- viduals
Married	24	15.69	114	73.87	2	1.65	9	5.88	23	15.03	172
Unmarried	30	18.99	92	58.23	14	2.53	11	6.92	12	7.59	159
Total	54	17.36	206	66.24	16	1.93	20	6.43	35	11.25	331

No response = 35

<sup>a</sup>Percentages do not equal 100% because some students gave more than one reason for non attendance.

TABLE 33.—Satisfaction of married and unmarried male undergraduates with their opportunity to attend University social-recreational activities

	Very Satisfactory		Fairly Satisfactory		Somewhat Un- satisfactory		Very Un- satisfactory		Total
	N	%	N	%	N	%	N	%	
Married	62	38.04	86	52.76	11	6.75	4	2.45	163
Unmarried	67	40.12	78	46.71	15	8.98	7	4.19	167
Total	129	39.09	164	49.70	26	7.88	11	3.33	330

No response = 6

TABLE 34.—Composite frequencies of attendance at eight types of off-campus social-recreational activities by married and unmarried male undergraduates

	Never		Rarely		Occasionally		Often or Regularly		Total	
	N	M	N	M	N	M	N	M	N	Individuals
Married	323	1.95	350	2.11	434	2.61	220	1.32	1327	166
Unmarried	296	1.78	364	2.19	462	2.78	205	1.23	1327	166
Total	619	1.84	714	2.15	896	2.70	425	1.28	2654	332

No response = 4

TABLE 35.—Number of male married undergraduates who purchased University activity books for their wives

Fall Term 1959		Winter and Spring 1960		None		Total	
N	%	N	%	N	%	Individuals	Activity Book
95	57.23	26	15.66	55	33.13	166	121

No response = 2

TABLE 36.--Composite frequency of participation in eleven types of University student organizations by married and unmarried male undergraduates

	:	:	:	:	:	:	:	:	:	:	:	:								
	:	Non	:	Member in	:	Participating	:	Officer or	:	:	:	:								
	:	Member	:	Name Only	:	Member	:	Committee	:	Chairman	:	Total								
	:	:	:	:	:	:	:	:	:	:	:	:								
	:	N	:	M	:	N	:	M	:	N	:	Indi-								
	:	:	:	:	:	:	:	:	:	:	:	viduals								
Married	:	1630:	:	9.88:	:	67	:	.41	:	83	:	.50	:	36	:	.22	:	1816:	:	165
Unmarried:	:	1624:	:	9.67:	:	85	:	.51	:	101	:	.60	:	35	:	.21	:	1845:	:	168
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Total	:	3254:	:	9.77:	:	152	:	.46	:	184	:	.55	:	71	:	.21	:	3661:	:	333
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:

No response = 3

TABLE 37.—University student organizations in which married and unmarried male undergraduates would like to have more participation<sup>a</sup>

	Student Govt.		Fraternity		Honorary Fraternity		Political Club		Service Organization		Dramatic Groups	
	N	%	N	%	N	%	N	%	N	%	N	%
Married	6	3.75	1	.62	9	5.63	8	5.00	4	2.50	3	1.87
Unmarried	11	7.01	16	10.19	9	5.73	5	3.18	7	4.46	5	3.18
Total	17	5.36	17	5.36	18	5.68	13	4.10	11	3.47	8	2.52

TABLE 37.—(Continued)

	Special Interest Groups		Professional Groups		Speech Groups		Veteran's Club		Religious Organization		None		Individuals
	N	%	N	%	N	%	N	%	N	%	N	%	
Married	31	19.38	16	10.00	5	3.12	14	8.75	14	8.75	95	59.37	160
Unmarried	29	18.47	6	3.82	9	5.73	5	3.18	7	4.46	90	57.32	157
Total	60	18.93	22	6.94	14	4.42	19	5.99	21	6.62	185	58.36	317

No response = 19

<sup>a</sup>Percentages do not total 100% because some students wanted to participate more in more than one type of organization.

TABLE 38.--Frequencies of reasons married and unmarried male undergraduates do not participate more in organizations in which they wanted to participate<sup>a</sup>

	Lack of Money		Lack of Time		Not Invited		Not Qualified		Not Interested		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	Indi-vidu-als
Married	12	7.32	122	74.39	5	3.05	1	.61	28	17.07	3	1.83	171
Unmarried	10	6.10	115	70.12	8	4.88	14	8.54	29	17.68	5	3.05	181
Total	22	6.71	237	72.26	13	3.96	15	4.57	57	17.38	8	2.44	352

No response = 8

<sup>a</sup>Percentages do not equal 100% because some students gave more than one reason.

TABLE 39.--Satisfaction of married and unmarried male undergraduates with their opportunities to participate in University student organizations

	Very Satisfactory		Fairly Satisfactory		Somewhat Un-satisfactory		Very Un-satisfactory		Total
	N	%	N	%	N	%	N	%	N
Married	65	41.14	68	43.04	19	12.03	6	3.80	158
Unmarried	57	34.76	82	50.00	20	12.19	5	3.05	164
Total	122	37.89	150	46.58	39	12.11	11	3.42	322

No response = 14

TABLE 40.--Degree of participation in eight types of off-campus organizations by married and unmarried male undergraduates

	No Membership		Member in Name Only		Partici- pating Member		Officer or Committee Chairman		Total	
	N	M	N	M	N	M	N	M	N	Indi- viduals
Married	1173	7.11	73	.44	63	.38	11	.07	1320	165
Unmarried	1180	7.06	75	.45	73	.44	11	.06	1339	167
Total	2353	7.08	148	.44	136	.41	22	.07	2659	332

No response = 4

TABLE 41.--Religious preference of married and unmarried male undergraduates

	Catholic		Protestant		Jewish		Other		None		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Married	25	15.06	125	73.30	2	1.20	3	1.81	11	6.63	166	100.00
Unmarried	46	27.38	89	52.98	6	3.57	9	5.36	18	10.71	168	100.00
Total	71	21.26	214	64.07	8	2.40	12	3.59	29	8.68	334	100.00

No response = 2



TABLE 42.--Composite frequency of participation in seven religious activities by married and unmarried male undergraduates

	Never		Rarely		Occasion- ally		Often or Regularly		Total	
	N	M	N	M	N	M	N	M	N	Indi- viduals
Married	731	4.38	120	.72	146	.87	162	.97	1159	167
Unmarried	660	3.95	191	1.14	147	.88	173	1.03	1171	167
Total	1391	4.17	311	.94	293	.88	335	1.00	2330	334

No response = 2

TABLE 43.--Degree of satisfaction with opportunities to attend University religious activities among married and unmarried male undergraduates

	Very Satisfactory		Fairly Satisfactory		Somewhat Un- satisfactory		Very Un- satisfactory		Total	
	N	%	N	%	N	%	N	%	N	%
Married	91	56.52	51	31.68	13	8.07	6	3.73	161	100
Unmarried	92	56.79	56	34.57	9	5.55	5	3.09	162	100
Total	183	56.66	107	33.13	22	6.81	11	3.40	323	100

No response = 13

TABLE 44.--Composite frequencies of attendance at fourteen types of intercollegiate athletic events by married and unmarried male undergraduates

	Never		Rarely		Occasionally		Often or Regularly		Total	
	N	M	N	M	N	M	N	M	N	Individuals
Married	1683	10.14	245	1.48	193	1.16	193	1.16	2314	166
Unmarried	1320	8.15	333	2.05	324	2.00	291	1.80	2268	162
Total	3003	9.16	578	1.77	517	1.58	484	1.48	4582	328

No response = 8

TABLE 45.--Season of the year married and unmarried male undergraduates would like to attend more intercollegiate athletic events<sup>a</sup>

	Fall		Winter		Spring		None		Total	
	N	%	N	%	N	%	N	%	N	Individuals
Married	43	26.00	73	44.20	59	35.70	72	43.64	247	165
Unmarried	31	19.62	67	42.40	54	34.18	75	47.47	227	158
Total	74	22.91	140	43.34	113	34.98	147	45.51	474	323

No response = 13

<sup>a</sup>Percentages do not equal 100% because some students wanted to attend more events more than one season.

TABLE 46.--Frequencies of reasons married and unmarried male undergraduates do not attend more intercollegiate athletic events<sup>a</sup>

	: Lack of Money :		: Lack of Time :		: Lack of Information :		: No One to Go With :		: Not Interested :		: Misc. :		: Total :	
	N :	% :	N :	% :	N :	% :	N :	% :	N :	% :	N :	% :	N :	Individuals
Married	12	8.27	135	81.32	4	2.76	2	1.38	26	15.66	1	.60	180	166
Unmarried	6	3.59	115	68.86	15	8.98	3	1.80	31	18.56	7	4.19	177	167
Total	18	5.40	250	75.07	19	5.71	5	1.50	57	17.12	8	2.40	357	333

No response = 3

<sup>a</sup>Percentages do not equal 100% because some students gave more than one reason for non-attendance.

TABLE 47.--Satisfaction of married and unmarried male undergraduates with their opportunity to attend intercollegiate athletic events

	: Very Satisfactory :		: Fairly Satisfactory :		: Somewhat Unsatisfactory :		: Very Unsatisfactory :		: Total :	
	N :	% :	N :	% :	N :	% :	N :	% :	N :	% :
Married	85	51.83	43	26.22	29	17.68	7	4.27	164	100
Unmarried	107	64.07	44	26.35	12	7.19	4	2.39	167	100
Total	192	58.01	87	26.28	41	12.39	11	3.32	331	100

No response = 5

TABLE 48.--Participation in leisure time athletic activities, to at least some extent, by married and unmarried male undergraduates<sup>a</sup>

	Attend Intramurals as a Spectator		Participate in Organized Intramurals		Participate in Informal Athletics		Use University Athletic Facilities		Total	
	N	%	N	%	N	%	N	%	N	Individuals
Married	56	33.33	39	23.21	103	61.31	114	67.86	312	168
Unmarried	103	62.05	102	61.44	149	90.96	155	94.56	509	166
Total	159	47.60	141	42.21	252	76.05	269	81.14	821	334

No response = 2

<sup>a</sup>Percentages do not equal 100% because many students participate in more than one athletic activity.

TABLE 49.--Use of the University Counseling Center by married and unmarried male undergraduates

	Used		Did Not Use		Total	
	N	%	N	%	N	%
Married	30	18.75	130	81.25	160	100.00
Unmarried	45	28.85	111	71.15	156	100.00
Total	75	23.73	241	76.27	316	100.00

No response = 20

TABLE 50.—Degree of satisfaction with the University Counseling Center among married and unmarried male undergraduates who have made use of its services at some time

	Very Satisfactory		Fairly Satisfactory		Somewhat Unsatisfactory		Very Unsatisfactory		Total	
	N	%	N	%	N	%	N	%	N	Responses
Married	30	31.25	41	42.71	17	17.71	8	8.33	96	144
Unmarried	18	18.95	57	60.00	15	15.79	5	5.26	95	148
Total	48	25.13	98	51.31	32	16.75	13	6.81	191	292

No response = 44

TABLE 51.—Satisfaction with and reputation of the services of the University Counseling Center among married and unmarried undergraduates

	Very Satisfactory		Fairly Satisfactory		Somewhat Unsatisfactory		Very Unsatisfactory		Total	
	N	%	N	%	N	%	N	%	N	%
Married	36	25.00	75	52.08	23	15.98	10	6.94	144	100.00
Unmarried	27	18.24	86	58.12	29	19.59	6	4.05	148	100.00
Total	63	21.58	161	55.14	52	17.81	16	5.48	292	100.00

No response = 44

TABLE 52.--Use of the University Financial Aids Office by married and unmarried male undergraduates

	Used		Did Not Use		Total	
	N	%	N	%	N	%
Married	30	18.63	131	81.37	161	100.00
Unmarried	18	11.61	137	88.39	155	100.00
Total	48	15.19	268	84.81	316	100.00

No response = 20

TABLE 53.--Satisfaction with and reputation of the services of the University Financial Aids Office among married and unmarried male undergraduates

	Very Satisfactory		Fairly Satisfactory		Somewhat Unsatisfactory		Very Unsatisfactory		Total	
	N	%	N	%	N	%	N	%	N	%
Married	50	37.31	58	43.28	22	16.42	4	2.98	134	100.00
Unmarried	46	34.07	75	55.55	10	7.41	4	2.96	135	100.00
Total	96	35.69	133	49.44	32	11.90	8	2.97	269	100.00

No response = 67

TABLE 54.—Use of the University Scholarship Office by married and unmarried male undergraduates

	Used		Did Not Use		Total	
	N	%	N	%	N	%
Married	11	6.79	151	93.21	162	100.00
Unmarried	21	13.55	134	86.45	155	100.00
Total	32	10.09	285	89.91	317	100.00

No response = 19

TABLE 55.—Satisfaction with and reputation of the services of the University Scholarship Office among married and unmarried male undergraduates

	Very Satisfactory		Fairly Satisfactory		Somewhat Unsatisfactory		Very Unsatisfactory		Total	
	N	%	N	%	N	%	N	%	N	%
Married	27	21.09	74	57.82	16	12.50	11	8.59	128	100.00
Unmarried	33	24.44	78	57.78	18	13.33	6	4.44	135	100.00
Total	60	22.81	152	57.79	34	12.94	17	6.46	263	100.00

No response = 73

TABLE 56.--Use of the University Health Center by married and unmarried male undergraduates

	Used		Did Not Use		Total	
	N	%	N	%	N	%
Married	93	58.49	66	41.51	159	100.00
Unmarried	107	69.03	48	30.97	155	100.00
Total	200	63.69	114	36.31	314	100.00

No response = 22

TABLE 57.--Satisfaction with the University Health Center by married and unmarried male undergraduates who had used its services

	Very Satisfactory		Fairly Satisfactory		Somewhat Unsatisfactory		Very Unsatisfactory		Total	
	N	%	N	%	N	%	N	%	N	%
Married	44	34.37	41	32.03	29	22.66	14	10.94	128	100.00
Unmarried	29	23.20	51	40.80	30	24.00	15	12.00	125	100.00
Total	73	28.85	92	36.36	59	23.32	29	11.47	253	100.00

No response = 83



TABLE 58.--Type of health insurance held by married and unmarried male undergraduates<sup>a</sup>

	M.S.U. Student Health Insurance		Other Health Insurance		None		Total	
	N	%	N	%	N	%	N	Individuals
Married	21	13.29	105	66.45	36	22.78	162	158
Unmarried	69	44.80	76	49.35	25	16.23	170	154
Total	90	28.85	181	58.01	61	19.55	332	312

No response = 24

<sup>a</sup>Percentages do not equal 100% because some students had two types of health insurance.

TABLE 59.--Use of the University Placement Bureau to seek part-time work by married and unmarried male undergraduates

	Used		Did Not Use		Total	
	N	%	N	%	N	%
Married	57	35.62	103	64.38	160	100.00
Unmarried	46	29.87	108	70.13	154	100.00
Total	103	32.80	211	67.20	314	100.00

No response = 22

TABLE 60.--Part-time positions secured through the use of the University Placement Bureau by married and unmarried male undergraduates

	Secured a Job		Did Not Secure a Job		Total	
	N	%	N	%	N	%
Married	26	16.25	134	83.75	160	100.00
Unmarried	18	11.69	136	88.31	154	100.00
Total	44	14.01	270	85.99	314	100.00

No response = 22

TABLE 61.--Satisfaction with and reputation of the services of the University Placement Bureau among married and unmarried male undergraduates

	Very Satisfactory		Fairly Satisfactory		Somewhat Unsatisfactory		Very Unsatisfactory		Total	
	N	%	N	%	N	%	N	%	N	%
Married	48	33.80	69	48.59	18	12.68	7	4.93	142	100.00
Unmarried	47	33.57	74	52.86	16	11.43	3	2.14	140	100.00
Total	95	33.68	143	50.71	34	12.06	10	3.55	282	100.00

No response = 54

TABLE 62.--Knowledge among married male undergraduates that wives of married students are eligible to use the University Counseling Center

Knew This			:	Did Not Know This			:	Total		
N	:	%	:	N	:	%	:	N	:	%
36	:	22.64	:	123	:	77.36	:	159	:	100.00

No response = 9

TABLE 63.--Knowledge that wives of married students may use the University Placement Bureau to secure part-time employment

Knew This			:	Did Not Know This			:	Total		
N	:	%	:	N	:	%	:	N	:	%
77	:	48.12	:	83	:	51.88	:	160	:	100.00

No response = 8

TABLE 64.--Relationship of age to father's occupation among married male undergraduates

Age	Professional		Small Business		White Collar		Farm (Owner)		Skilled Worker		Semi-skilled Worker		Unskilled Worker		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
27 or older	6	10.71	4	7.15	8	14.28	11	19.64	13	23.21	10	17.86	4	7.15	56	100.00
25 - 26 years	8	21.05	4	10.53	6	15.79	1	2.64	9	23.68	7	18.42	3	7.89	38	100.00
23 - 24 years	3	8.11	5	13.51	6	16.22	5	13.51	7	18.92	8	21.62	3	8.11	37	100.00
22 or younger	4	12.12	8	24.24	5	15.16	1	3.03	12	36.36	2	6.06	1	3.03	33	100.00
Total	21	12.80	21	12.80	25	15.24	18	10.98	41	25.00	27	16.46	11	6.72	164	100.00

No response = 4

TABLE 65.--Relationship of age to formal education of the fathers of married male undergraduates

Age	0 - 8 Years		9 - 12 Years		High School Graduate		Some College or Graduate		Total	
	N	%	N	%	N	%	N	%	N	%
27 or older	29	50.00	8	13.79	9	15.52	12	20.69	58	100.00
25 - 26 years	9	24.32	9	24.32	7	18.92	12	32.44	37	100.00
23 - 24 years	9	24.32	10	27.03	7	18.92	11	29.73	37	100.00
22 or younger	8	22.86	3	8.57	8	22.86	16	45.71	35	100.00
Total	56		30		31		51		167	

No response = 1

TABLE 66.--Relationship of age to the high school curriculum of married male undergraduates

Age	College Preparatory		General		Business or Technical		Total	
	N	%	N	%	N	%	N	%
27 or older	29	54.72	24	45.28	.	.	53	100.00
25 - 26 years	27	71.05	8	21.06	3	7.89	38	100.00
23 - 24 years	27	77.14	8	22.86	.	.	35	100.00
22 or younger	28	70.00	7	17.50	5	12.50	40	100.00
Total	111		47		8		166	

No response = 2

TABLE 67.—Relationship of age to hours worked each week by married male undergraduates

Age	None		1 - 20 Hours		20 or More Hours		Total	
	N	%	N	%	N	%	N	%
27 or older	13	22.41	25	43.10	20	34.49	58	100.00
25 - 26 years	18	47.37	9	23.68	11	28.95	38	100.00
23 - 24 years	14	37.84	13	35.13	10	27.03	37	100.00
22 or younger	12	36.36	14	42.42	7	21.22	33	100.00
Total	47		61		48		166	

No response = 2

TABLE 68.--Relationship of age to the sources of one-fourth or more of the income of married male undergraduates<sup>a</sup>

Age	Student's Parents		Part-Time Work		Wife's Parents		Wife's Part-Time Work		"G.I. Bill": Loans, and Savings		Scholarships, :		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
27 or older	4	6.90	38	65.52	3	5.17	34	58.62	37	63.79	12	20.69	128 : 58
25 - 26 years	9	24.32	21	56.76	1	2.70	24	64.86	27	72.97	6	16.22	88 : 37
23 - 24 years	8	21.62	26	70.27	6	16.22	23	62.16	8	21.62	10	27.03	80 : 37
22 or younger	13	37.14	25	71.43	5	14.28	25	71.43	1	2.86	8	22.86	77 : 35
Total	34		110		15		106		73		36		373 : 167

No response = 1

<sup>a</sup>Percentages do not total 100% because most students received income from more than one source.

TABLE 69.--Relationship of age to major sources of problems among married male undergraduates

Age	Educa- tional		Personal- Social		Voca- tional		Finan- cial		Health		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
27 or older	21	36.85	5	8.77	5	8.77	23	40.35	3	5.26	57	100.00
25 - 26 years	15	40.54	1	2.70	1	2.70	19	51.35	1	2.70	37	100.00
23 - 24 years	10	27.78	1	2.78	6	16.67	17	47.22	2	5.55	36	100.00
22 or younger	6	20.00	2	6.67	1	3.33	21	70.00	...	...	30	100.00
Total	52		9		13		80		6		160	

No response = 8

TABLE 70.--Relationship of age to attendance at University cultural-intellectual activities among married male undergraduates

Age	Never		Rarely to Often		Total	
	N	%	N	%	N	%
27 or older	21	51.22	20	48.78	41	100.00
25 - 26 years	19	57.58	14	42.42	33	100.00
23 - 24 years	10	37.04	17	62.96	27	100.00
22 or younger	16	53.33	14	46.67	30	100.00
Total	66		65		131	

No response = 37



TABLE 71.--Relationship of age to attendance at off-campus cultural-intellectual activities among married male undergraduates

Age	Never		Rarely to Often		Total	
	N	%	N	%	N	%
27 or older	37	75.51	12	24.49	49	100.00
25 - 26 years	24	72.73	9	27.27	33	100.00
23 - 24 years	20	60.61	13	39.39	33	100.00
22 or younger	20	66.67	10	33.33	30	100.00
Total	101		44		145	

No response = 23

TABLE 72.--Relationship of age to attendance at University social-recreational activities among male married undergraduates

Age	Never		Rarely to Often		Total	
	N	%	N	%	N	%
27 or older	33	57.89	24	42.11	57	100.00
25 - 26 years	23	60.53	15	39.47	38	100.00
23 - 24 years	11	30.55	25	69.45	36	100.00
22 or younger	13	37.14	22	62.85	35	100.00
Total	80		86		166	

No response = 2

TABLE 73.--Relationship of age to membership in University student organizations among male married undergraduates

Age	Non-member		Member		Total	
	N	%	N	%	N	%
27 or older	24	42.86	32	57.14	56	100.00
25 - 26 years	14	35.90	25	64.10	39	100.00
23 - 24 years	12	33.33	24	66.67	36	100.00
22 or younger	13	39.39	20	60.61	33	100.00
Total	63		101		164	

No response = 4

TABLE 74.--Relationship of age to participation in religious activities among married male undergraduates

Age	Below Average Participation		Above Average Participation		Total	
	N	%	N	%	N	%
27 or older	41	70.69	17	29.31	58	100.00
25 - 26 years	29	74.36	10	25.64	39	100.00
23 - 24 years	23	62.16	14	37.84	37	100.00
22 or younger	24	75.00	8	25.00	32	100.00
Total	117		49		166	

No response = 2

TABLE 75.--Relationship of age to attendance at intercollegiate athletic events among married male undergraduates

Age	Low Attendance		High Attendance		Total	
	N	%	N	%	N	%
27 or older	47	81.03	11	18.97	58	100.00
25 - 26 years	31	81.58	7	18.42	38	100.00
23 - 24 years	15	42.86	20	57.14	35	100.00
22 or younger	15	44.12	19	55.87	34	100.00
Total	108		57		165	

No response = 3

TABLE 76.--Relationship of age to participation in University leisure time athletics among male married undergraduates

Age	Low Participation		High Participation		Total	
	N	%	N	%	N	%
27 or older	44	77.19	13	22.81	57	100.00
25 - 26 years	28	73.68	10	26.32	38	100.00
23 - 24 years	21	55.26	17	44.74	38	100.00
22 or younger	16	45.71	19	54.29	35	100.00
Total	109		59		168	

No response = 0

TABLE 77.--Relationship of age to utilization of the University Counseling Center among married male undergraduates

Age	Used		Did Not Use		Total	
	N	%	N	%	N	%
27 or older	8	14.81	46	85.19	54	100.00
25 - 26 years	5	13.16	33	86.84	38	100.00
23 - 24 years	8	22.22	28	77.78	36	100.00
22 or younger	10	32.26	21	67.74	31	100.00
Total	31		128		159	

No response = 9

TABLE 78.--Relationship of age to the utilization of the University Health Center by male married undergraduates

Age	Used		Did Not Use		Total	
	N	%	N	%	N	%
27 or older	32	60.38	21	39.62	53	100.00
25 - 26 years	17	44.74	21	55.26	38	100.00
23 - 24 years	22	64.70	12	35.30	34	100.00
22 or younger	20	60.61	13	39.39	33	100.00
Total	91		67		158	

No response = 10

TABLE 79.--Use of the University Counseling Center by married and unmarried male undergraduates according to records of the Counseling Center

	Used		Did Not Use		Total	
	N	%	N	%	N	%
Married	18	10.71	150	89.29	168	100.00
Unmarried	44	26.19	124	73.81	168	100.00
Total	62	18.45	274	81.55	336	100.00

TABLE 80.--Primary problem areas of counseling interviews of married and unmarried male undergraduates as classified by the counselors

	Adminis- trative	Academic	Educa- tional- Vocational	Personal- Social	Other	Total
	N	%	N	%	N	%
Married	6:33.33	2:11.11	4:22.22	5:27.78	1:5.56	18:100.00
Unmarried	14:31.82	4: 9.09	20:45.46	4: 9.09	2:4.54	44:100.00
Total	20:32.26	6: 9.68	24:38.71	9:14.51	3:4.84	62:100.00

TABLE 81.--Cognitive-attitudinal emphasis in the counseling interviews of married and unmarried male undergraduates as classified by the counselors

	C		CA		AC		A		Total	
	N	%	N	%	N	%	N	%	N	%
Married	11	61.11	3	16.67	4	22.22	1	5.00	18	100.00
Unmarried	26	59.09	14	31.82	3	6.82	1	2.27	44	100.00
Total	37	59.68	17	27.42	7	11.29	1	1.61	62	100.00

C = cognitive or informational level

CA = both cognitive and attitudinal, cognitive predominant

AC = both cognitive and attitudinal, attitudinal predominant

A = primarily attitudinal

TABLE 82.--Married and unmarried male undergraduates who applied for financial aid at the University Financial Aids Office according to the records

	Received Aid		Did Not Receive Aid		Total	
	N	%	N	%	N	%
Married	18	52.94	16	47.06	34	100.00
Unmarried	9	45.00	11	55.00	20	100.00
Total	27	50.00	27	50.00	54	100.00

## APPENDIX II

Dear Student:

This questionnaire is part of a research study designed to determine to what extent students at Michigan State University participate in out-of-class activities and utilize selected services provided for them. The results of this study will be reported to the appropriate administrators in hopes that the implications for improvement will be followed.

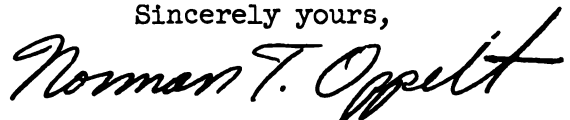
The information you give on this questionnaire will be reported in conjunction with the responses of similar students. Your answers will be confidential and no one except the writer will know your name. It is, however, necessary for you to give your name so I can determine which students have returned their questionnaires. Filling out this questionnaire does not obligate you to any further participation in this study.

Because most of the questions require no writing, it should not take long to complete this questionnaire. Please read each question carefully and answer it as accurately and frankly as possible. Answer all of the questions even though you may have to make a rough estimate on some of them.

In a study of this type, it is very important to get a large proportion of the questionnaires returned. This information is very important to me as it comprises part of the data for my doctoral dissertation. I am hoping you will be willing to cooperate by completing this questionnaire as soon as you can and returning it in the enclosed stamped envelope.

Thank you for your cooperation.

Sincerely yours,

A handwritten signature in cursive script that reads "Norman T. Oppelt". The signature is written in dark ink and is positioned to the right of the typed name.

Norman T. Oppelt  
Graduate Student  
College of Education





# STUDENT QUESTIONNAIRE (Married Students)

**Directions:** Please answer the following questions by PRINTING the information on the line indicated or selecting the ONE correct response by checking the appropriate box or line. PLEASE ANSWER ALL QUESTIONS EVEN THOUGH YOU MAY HAVE TO MAKE A ROUGH ESTIMATE ON SOME OF THEM.

## BIOGRAPHICAL DATA

- Name \_\_\_\_\_  
Last First Middle Student No.
- Local address \_\_\_\_\_  
Street or box City
- Home address \_\_\_\_\_  
Street City State
- How long have you been married to your present wife? \_\_\_\_\_  
Years Months
- Place a check in the box opposite the number of term hours your wife has taken during each term this year.  

	Fall 1959	Winter 1960	Spring 1960		Fall 1959	Winter 1960	Spring 1960
Not enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enrolled for 7-11 hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolled for 1-6 hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enrolled for 12 or more hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- How much college education does your wife have? Check one. ☐ None  
☐ 1-46 term hours ☐ 47-92 term hours ☐ 93-138 term hours ☐ Over 138 term hours ☐ College graduate
- How many children do you and your wife have? Check one.  
☐ None ☐ One ☐ Two ☐ Three ☐ Four ☐ Five or more

## FAMILY BACKGROUND

- How much formal education did your father have? Check one.  
☐ None ☐ 1-8 years ☐ 9-12 years ☐ High school graduate  
☐ Some college ☐ College graduate ☐ Post-graduate or professional degree
- What is (was) your father's principal occupation? (Write the name of the occupation.) \_\_\_\_\_
- What is (was) your mother's principal occupation? \_\_\_\_\_
- As closely as you can estimate, what is you parent's total yearly income? Check one.  
☐ \$0-\$2999 ☐ \$3000-\$3999 ☐ \$4000-\$4999 ☐ \$5000-\$5999  
☐ \$6000-\$7999 ☐ \$8000-\$9999 ☐ \$10,000-\$11,999 ☐ \$12,000 and up
- What is the population of the town in which you lived while attending high school? Check one.  
☐ Farm ☐ Under 5000 persons ☐ 5000-25,000 persons ☐ 25,000-100,000 persons ☐ over 100,000 persons
- What was your parents' attitude toward your attending college? Check one. ☐ Strongly encouraged me to attend college.  
☐ Encouraged me to attend college. ☐ Neither encouraged nor discouraged me.  
☐ Somewhat discouraged me from attending college. ☐ Strongly discouraged me from attending college.
- Geographically, where is the town you lived in while attending high school located? Check one.  
☐ Within a 5 mile radius of M.S.U. ☐ Within a 35 mile radius of M.S.U.  
☐ In Michigan but more than 35 miles from M.S.U. ☐ Outside the state of Michigan.

## EDUCATIONAL BACKGROUND

- What type of high school program did you follow? Check one.  
☐ College preparatory ☐ General program ☐ Technical or trade ☐ Business or clerical
- How many persons were in your high school graduating class? Check one.  
☐ Under 50 ☐ 50-199 ☐ 200-299 ☐ 300-399 ☐ 400-499 ☐ 500-599 ☐ 600 or more

3. In comparison to others in your high school, how much do you think you participated in high school extra-curricular activities? Check one. ☐ Above average ☐ Average ☐ Below average
4. In comparison to others in your high school, how frequently did you have dates with girls? ☐ Above average ☐ Average ☐ Below average

### FINANCIAL INFORMATION

1. What proportion have the sources listed below contributed toward paying your expenses? This includes all the expenses of you, your wife, and any children, during the current school year. (If you haven't been enrolled or married the entire year, base your answer on the part of the year you have been enrolled and married.) Check the box under the approximate proportion.
- |                         | None                     | $\frac{1}{4}$            | $\frac{1}{2}$            | $\frac{3}{4}$            | all                      |                             | None                     | $\frac{1}{4}$            | $\frac{1}{2}$            | $\frac{3}{4}$            | all                      |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Your parent's support   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Scholarship aid (all types) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your part-time work     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | G.I. Bill                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wife's parent's support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other (Specify) _____       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wife's work             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
2. How many hours per week have you averaged working (for pay) during the current school year? Check one.  
☐ None ☐ 1-10 hours ☐ 11-20 hours ☐ 21-30 hours ☐ 31-40 hours ☐ Over 40 hours
3. Check the terms during this school year that you worked for your board and/or room.
- |           | Did not work             | Worked                   |             | Did not work             | Worked                   |             | Did not work             | Worked                   |
|-----------|--------------------------|--------------------------|-------------|--------------------------|--------------------------|-------------|--------------------------|--------------------------|
| Fall 1959 | <input type="checkbox"/> | <input type="checkbox"/> | Winter 1960 | <input type="checkbox"/> | <input type="checkbox"/> | Spring 1960 | <input type="checkbox"/> | <input type="checkbox"/> |
4. Check the statement which describes your ownership of an automobile.  
☐ I do not own nor am I buying an automobile. ☐ I am buying an automobile on time payments. ☐ I own an automobile.
5. How many persons, including yourself, are at least 50% financially dependent upon you? Check one.  
☐ None ☐ One ☐ Two ☐ Three ☐ Four ☐ Five or more
6. How much money did you and your wife spend for your total expenses during last term (Winter term 1960)? If you weren't married all of last term, try to estimate what the term would have cost on the basis of what you spent for a proportion of the term or what you are spending this term. Please answer this question even though you have to make a rough estimate. Check one.  
☐ Less than \$600 ☐ \$600-\$799 ☐ \$800-\$999 ☐ \$1000-\$1199  
☐ \$1200-\$1399 ☐ \$1400-\$1599 ☐ \$1600-\$1799 ☐ \$1800-\$1999 ☐ Over \$2000
7. What is your present financial indebtedness? Check one.  
☐ \$0-\$50 ☐ \$50-\$100 ☐ \$100-\$300 ☐ \$300-\$500 ☐ Over \$500
8. How much money do you expect to be earning 10 years after graduation? Check one.  
☐ \$3000-\$4999 ☐ \$5000-\$6999 ☐ \$7000-\$8999 ☐ \$9000-\$10,999 ☐ \$11,000-\$12,999 ☐ \$13,000 or more
9. Rate the following possible sources of problems by placing a number 1 opposite the area which has been the greatest source of problems to you during the current school year. Place a 2 opposite the second greatest source of problems, a 3 by the third, etc., until you reach 5 which will be the area of least problems during the past year.  
☐ Educational ☐ Personal-social ☐ Vocational ☐ Financial ☐ Health
10. How many hours per week has your wife averaged working outside your home for pay during the current school year? If you haven't been married all of this year, answer by giving the average for the time you have been married. Check one.  
☐ None ☐ 1-10 hours ☐ 11-20 hours ☐ 21-30 hours ☐ 31-40 hours ☐ Over 40 hours
11. Has your wife done any type of part-time work for pay at home (baby sitting, ironing, etc.) at any time during the current school year? Check one.  
☐ Yes ☐ No

### M.S.U. STUDENT ACTIVITIES

**Directions:** This section is concerned with the frequency with which you have attended certain activities during the current school year. Place a check in the box under the response that best describes your attendance at each of the activities listed.

#### M.S.U. Cultural-Intellectual Activities

- |  | Never                    | Rarely                   | Occasionally             | Often or Regularly       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. A. Plays and other dramatic productions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Lecture-Concert Series                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Musical presentations                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Visit Kresge Art Center                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Visit M.S.U. Museum                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Visit science displays on campus        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. If there are any of the cultural-intellectual activities listed above which you would have liked to have attended more frequently, list them below. If there are none, check "none".

☐ None

3. What was the major factor preventing you from attending more cultural-intellectual activities? (If you desired to do so, check the major factor.)

☐ Lack of money   ☐ Lack of time   ☐ Lack of information about time, place, etc.   ☐ Other (specify) \_\_\_\_\_

4. In relation to your own attitudes and interests, how would you rate the provisions at M.S.U. for the cultural-intellectual activities listed in question 1? Check one.

☐ Very satisfactory   ☐ Fairly satisfactory   ☐ Somewhat unsatisfactory   ☐ Very unsatisfactory

#### 5. Attendance at Off-Campus Cultural-Intellectual Events and Facilities

Place a check in the box under the response that best describes your attendance at the off-campus events and facilities, listed below, during the current school year.

	Never	Rarely	Occasionally	Often or Regularly		Never	Rarely	Occasionally	Often or Regularly
A. Theatrical productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Visit art displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Musical productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Lectures or formal discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Visit museums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Art or educational films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### M.S.U. SOCIAL-RECREATIONAL ACTIVITIES

1. Using the scale at the right below, place a check in the box under the response that best describes the frequency with which you attended these M.S.U. activities.

	Never	Rarely	Occasionally	Often or Regularly
A. M.S.U. All-University dances (J-Hop, Senior Ball, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Parties with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Fraternity social events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Residence Hall social functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Social activities with faculty members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Special campus activities (International Festival, Spartacade, Water Carnival, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Student Union social-recreational facilities (Grill, lounges, game rooms, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Play cards or similar games with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Spend an evening with another married student couple, talking, playing cards, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are any of the activities listed above that you would like to have attended more frequently list them in order of preference below. If there are none check the word "none".

☐ None

3. What was the major factor preventing you from attending more social-recreational activities if you desire to do so? Check one.

☐ Lack of money   ☐ Lack of time   ☐ Not invited  
☐ Lack of information concerning time, place, etc.   ☐ Other (Specify) \_\_\_\_\_

4. In relation to your own interests and attitudes, how would you rate the recreational-social activities and facilities at M.S.U.? Consider only those activities listed in question 1. Check one.

☐ Very satisfactory   ☐ Fairly satisfactory   ☐ Somewhat unsatisfactory   ☐ Very unsatisfactory



5. **NON-MICHIGAN STATE SOCIAL-RECREATIONAL ACTIVITIES.** Place a check in the box under the response that best describes your participation in or attendance at the following activities during the current school year.

	Never	Rarely	Occasionally	Often or Regularly
A. Non-Michigan State dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Parties with friends other than students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Visit parents or other relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Visit friends who are not students for an evening of cards, conversation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Attend off-campus movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Go to local taverns, bars, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Go to Kewpees, Short Course, or similar places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If your wife isn't a student, check the terms you purchased a M.S.U. Activity book for her.  
☐ Fall 1959 ☐ Winter and Spring 1960

### CAMPUS ORGANIZATIONS

1. Place a check in the box under the response that best describes the degree to which you participated in each of the following types of organizations during the current school year.

	No membership or participation	Member in name only	Participating Member	Officer or Committee chair.
A. All-Univ. Student Govt. (all branches)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Social fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Honorary fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Campus political groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Service organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Dramatics groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Special interest groups (Ski Club, Rifle Club, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Professional Fraternity or Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Speech groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Veteran's club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Campus Religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are any of the above types of organizations you would have liked to join or participate in more during this school year, list them in order of preference below. (If you did not want to participate more than you did, check the word "none".)

☐ None

3. If you would have liked to participate more in some campus organization, what was the major factor preventing you from doing so? Check one.

☐ Lack of money ☐ Lack of time ☐ Not invited  
☐ Not qualified ☐ Other (Specify) \_\_\_\_\_

4. On the basis of your own interests and attitudes, how would you rate your opportunities to participate in campus organizations of your choice at M.S.U.? Check one.

☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory

### OFF-CAMPUS ORGANIZATIONS

Place a check in the box under the response that best describes your degree of participation in the following off-campus organizations during the current school year.

	No membership or participation	Member in name only	Participating Member	Officer or Committee chair.
A. Lodge or fraternal order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Veteran's organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Professional organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Political groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Labor union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Service organization (Lions, Rotary, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Special interest groups (camera club, garden club, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Religious organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**RELIGIOUS ACTIVITIES**

1. What is your religious preference? Check one.

☐ Catholic
                     ☐ Protestant
                     ☐ Jewish
                     ☐ Other
                     ☐ None

2. Place a check in the box under the response that best describes the frequency with which you participate in the following activities.

	Never	Rarely	Occasionally	Often or Regularly
A. Church attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Attend M.S.U. Memorial Chapel services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Attend young people's church group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Attend church social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Attend Sunday school or adult classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Give financial aid to the church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Attend religious student centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. On the basis of your own interests and needs, how would you rate the provisions for religious activities and facilities at M.S.U. Check one.

☐ Very satisfactory
                     ☐ Fairly satisfactory
                     ☐ Somewhat unsatisfactory
                     ☐ Very unsatisfactory
**ATHLETIC ACTIVITIES**

1. Place a check under the response that best describes your attendance at M.S.U. inter-collegiate athletic events during the current school year.

Fall term 1959	Never	Rarely	Occasionally	Often or Regularly		Never	Rarely	Occasionally	Often or Regularly
A. Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Indoor track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Cross country track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winter term 1960					Spring term 1960				
A. Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Fencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are any of the above athletic events you would have liked to have attended more frequently than you did during the school year, list them in your order of preference below. If there are none you wanted to attend more frequently, check the word "none".

---



---

☐ None

3. If you would have liked to attend athletic events more frequently, what was the major factor preventing you from doing so? Check one.

☐ Lack of money
                     ☐ Lack of time
                     ☐ Lack of information concerning time, place, etc.
                     ☐ Other (Specify) \_\_\_\_\_

4. In relation to your interests, how would you rate your opportunity to attend M.S.U.'s intercollegiate athletic events? Check one.

☐ Very satisfactory
                     ☐ Fairly satisfactory
                     ☐ Somewhat unsatisfactory
                     ☐ Very unsatisfactory

5. Place a check in the box under the response that best describes your participation in each of the following athletic activities during the current school year.

	Never	Rarely	Occasionally	Often or Regularly
A. Attend intramural athletic events as a spectator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Participate in organized intramural athletics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Participate in informal leisure-time athletics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Utilize the athletic facilities at M.S.U. (Men's Intramural Bldg., Golf Course, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





The purpose of this section is to determine whether or not you have used certain services provided for students at M.S.U. during the current school year and how well you were satisfied with these services. Check the response that best indicates your use of or satisfaction with the service during the 1959-60 school year. Please answer all questions. IF YOU HAVE NOT PERSONALLY USED A SERVICE, ANSWER ON THE BASIS OF WHAT KNOWLEDGE YOU HAVE OR WHAT OTHER STUDENTS HAVE SAID CONCERNING THEIR SATISFACTION.

### COUNSELING CENTER (2nd floor of Student Services Building)

1. Have you been to the M.S.U. Counseling Center during this school year to talk to a counselor? ☐ Yes ☐ No
2. How satisfactory do you feel the M.S.U. Counseling Center is in helping students solve their problems or giving them advice? (Circle your choice if you are answering on the basis of another student's experience.) Check one.  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory
3. Did you know that even though your wife may not be a student, she can go to the M.S.U. Counseling Center if she desires counseling? Check one. ☐ Yes ☐ No

### FINANCIAL AIDS OFFICE

1. Have you sought financial aid from the Financial Aids Office in the Men's Division on the first floor of the Student Services Building during the current school year? Check one. ☐ Yes ☐ No
2. How would you rate the services provided by the Financial Aids Office? Check one. (If you are answering on the basis of another student's experiences, circle your choice.)  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory

### SCHOLARSHIP OFFICE

1. Have you sought financial aid through the services of the Scholarship Office, on the second floor of the Student Services Building, during the current school year? Check one. ☐ Yes ☐ No
2. How would you rate the services provided by the Scholarship Office? Check one. (If you are answering on the basis of another student's experience, circle your choice.)  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory

### OLIN HEALTH CENTER

1. Have you been to Olin Health Center for medical care or advice during the current school year? Check one. ☐ Yes ☐ No
2. How would you rate the services of the Olin Health Center? Check one. (If you are answering on the basis of another student's experience, circle your choice.)  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory
3. What type(s) of accident or sickness insurance do you have?  
☐ M.S.U. Student Insurance ☐ Other medical insurance (Blue Cross, etc.) ☐ None

### M.S.U. PLACEMENT BUREAU (1st floor of the Student Services Building)

1. Have you used the services of the M.S.U. Placement Bureau to seek part-time employment during the current school year? (This includes the job listings in the Placement Bureau.) Check one. ☐ Yes ☐ No
2. Have you secured part-time employment this year through the aid of the Placement Bureau? (Aid includes the use of job listing or any other assistance you received.) ☐ Yes ☐ No
3. How would you rate the part-time employment services of the M.S.U. Placement Bureau? (If you are answering on the basis of other student's experience circle your choice.) Check one.  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory
4. Did you know that even though your wife may not be a student, she can use the M.S.U. Placement Bureau to find part-time employment? Check one. ☐ Yes ☐ No



## BIOGRAPHICAL DATA

**3. Home address**

Street	City	State
--------	------	-------

☐ Within a 5 mile radius of M.S.U. ☐ Within a 35 mile radius of M.S.U.

☐ In Michigan but more than 35 miles from M.S.U. ☐ Outside the state of Michigan.

☐ Under 50      ☐ 50-199      ☐ 200-299      ☐ 300-399      ☐ 400-499      ☐ 500-599      ☐ 600 or more

3. In comparison to others in your high school, how much do you think you participated in high school extra-curricular activities? Check one. ☐ Above average ☐ Average ☐ Below average
4. In comparison to others in your high school, how frequently did you have dates with girls? ☐ Above average ☐ Average ☐ Below average

### FINANCIAL INFORMATION

1. What proportion have the sources below contributed toward paying your total expenses during this school year? (If you haven't been here for the full year, answer on the basis of the terms you have been enrolled.) Check the closest proportion for each of the sources.

	None	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	all		None	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	all
Parent's support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G.I. Bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (Specify) _____					
Scholarship aid (all types)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How many hours per week have you averaged working (for pay) during the current school year? Check one.  
☐ None ☐ 1-10 hours ☐ 11-20 hours ☐ 21-30 hours ☐ 31-40 hours ☐ Over 40 hours
3. Check the terms during this school year that you worked for your board and/or room.
- |           | Did not work             | Worked                   |             | Did not work             | Worked                   |             | Did not work             | Worked                   |
|-----------|--------------------------|--------------------------|-------------|--------------------------|--------------------------|-------------|--------------------------|--------------------------|
| Fall 1959 | <input type="checkbox"/> | <input type="checkbox"/> | Winter 1960 | <input type="checkbox"/> | <input type="checkbox"/> | Spring 1960 | <input type="checkbox"/> | <input type="checkbox"/> |
4. Check the statement which describes your ownership of an automobile.  
☐ I do not own nor am I buying an automobile. ☐ I am buying an automobile on time payments. ☐ I own an automobile.
5. How many persons, including yourself, are at least 50% financially dependent upon you? Check one.  
☐ None ☐ One ☐ Two ☐ Three ☐ Four ☐ Five or more
6. How much money did you spend for all of your expenses including tuition, board, room, books, social activities, automobile, clothes, etc., during Winter term 1960? (If you don't have any accurate way to determine this, make an estimate.)  
☐ Under \$400 ☐ \$400-\$599 ☐ \$600-\$799 ☐ \$800-\$999 ☐ \$1000-\$1199 ☐ \$1200-\$1399 ☐ \$1400 or more
7. What is your present financial indebtedness? Check one.  
☐ \$0-\$50 ☐ \$50-\$100 ☐ \$100-\$300 ☐ \$300-\$500 ☐ Over \$500
8. How much money do you expect to be earning 10 years after graduation? Check one.  
☐ \$3000-\$4999 ☐ \$5000-\$6999 ☐ \$7000-\$8999 ☐ \$9000-\$10,999 ☐ \$11,000-\$12,999 ☐ \$13,000 or more
9. Rate the following possible sources of problems by placing a number 1 opposite the area which has been the greatest source of problems to you during the current school year. Place a 2 opposite the second greatest source of problems, a 3 by the third, etc., until you reach 5 which will be the area of least problems during the past year.  
☐ Educational ☐ Personal-social ☐ Vocational ☐ Financial ☐ Health

### M.S.U. STUDENT ACTIVITIES

Directions: This section is concerned with the frequency with which you have attended certain activities during the current school year. Place a check in the box under the response that best describes your attendance at each of the activities listed.

#### M.S.U. Cultural-Intellectual Activities

	Never	Rarely	Occasionally	Often or Regularly
1. A. Plays and other-dramatic productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Lecture-Concert Series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Musical presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Visit Kresge Art Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Visit M.S.U. Museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Visit science displays on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are any of the cultural-intellectual activities listed above which you would have liked to have attended more frequently, list them below. If there are none, check "none".

\_\_\_\_\_

\_\_\_\_\_

☐ None

3. What was the major factor preventing you from attending more cultural-intellectual activities? (If you desired to do so, check the major factor.)

☐ Lack of money    ☐ Lack of time    ☐ Lack of information about time, place, etc.    ☐ Other (specify) \_\_\_\_\_

4. In relation to your own attitudes and interests, how would you rate the provisions at M.S.U. for the cultural-intellectual activities listed in question 1? Check one.

☐ Very satisfactory    ☐ Fairly satisfactory    ☐ Somewhat unsatisfactory    ☐ Very unsatisfactory

#### 5. Attendance at Off-Campus Cultural-Intellectual Events and Facilities

Place a check in the box under the response that best describes your attendance at the off-campus events and facilities, listed below, during the current school year.

	Never	Rarely	Occasionally	Often or Regularly		Never	Rarely	Occasionally	Often or Regularly
A. Theatrical productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Visit art displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Musical productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Lectures or formal discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Visit museums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Art or educational films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### M.S.U. SOCIAL-RECREATIONAL ACTIVITIES

1. Using the scale at the right below, place a check in the box under the response that best describes the frequency with which you attended these M.S.U. activities.

	Never	Rarely	Occasionally	Often or Regularly
A. M.S.U. All-University dances (J-Hop, Senior Ball, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Parties with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Fraternity social events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Residence Hall social functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Social activities with faculty members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Special campus activities (International Festival, Spartacade, Water Carnival, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Student Union social-recreational facilities (Grill, lounges, game rooms, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Play cards or similar games with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are any of the activities listed above that you would like to have attended more frequently list them in order of preference below. If there are none check the word "none".

\_\_\_\_\_

\_\_\_\_\_

☐ None

3. What was the major factor preventing you from attending more social-recreational activities if you desire to do so? Check one.

☐ Lack of money    ☐ Lack of time    ☐ Not invited  
☐ Lack of information concerning time, place, etc.    ☐ Other (Specify) \_\_\_\_\_

4. In relation to your own interests and attitudes, how would you rate the recreational-social activities and facilities at M.S.U.? Consider only those activities listed in question 1. Check one.

☐ Very satisfactory    ☐ Fairly satisfactory    ☐ Somewhat unsatisfactory    ☐ Very unsatisfactory

5. NON-MICHIGAN STATE SOCIAL-RECREATIONAL ACTIVITIES. Place a check in the box under the response that best describes your participation in or attendance at the following activities during the current school year.

	Never	Rarely	Occasionally	Often or Regularly
A. Non-Michigan State dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Parties with friends other than students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Visit parents or other relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Visit friends who are not students for an evening of cards, conversation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Attend off-campus movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Go to local taverns, bars, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Go to Kewpees, Short Course, or similar places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### CAMPUS ORGANIZATIONS

1. Place a check in the box under the response that best describes the degree to which you participated in each of the following types of organizations during the current school year.

	No membership or participation	Member in name only	Participating Member	Officer or Committee chair.
A. All-Univ. Student Govt. (all branches)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Social fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Honorary fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Campus political groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Service organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Dramatics groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Special interest groups (Ski Club, Rifle Club, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Professional Fraternity or Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Speech groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Veteran's club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Campus Religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are any of the above types of organizations you would have liked to join or participate in more during this school year, list them in order of preference below. (If you did not want to participate more than you did, check the word "none".)

\_\_\_\_\_

\_\_\_\_\_ ☐ None

3. If you would have liked to participate more in some campus organization, what was the major factor preventing you from doing so? Check one.

☐ Lack of money ☐ Lack of time ☐ Not invited

☐ Not qualified ☐ Other (Specify) \_\_\_\_\_

4. On the basis of your own interests and attitudes, how would you rate your opportunities to participate in campus organizations of your choice at M.S.U.? Check one.

☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory

### OFF-CAMPUS ORGANIZATIONS

Place a check in the box under the response that best describes your degree of participation in the following off-campus organizations during the current school year.

	No membership or participation	Member in name only	Participating Member	Officer or Committee chair.
A. Lodge or fraternal order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Veteran's organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Professional organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Political groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Labor union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Service organization (Lions, Rotary, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Special interest groups (camera club, garden club, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Religious organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**RELIGIOUS ACTIVITIES**

1. What is your religious preference? Check one.

☐ Catholic      ☐ Protestant      ☐ Jewish      ☐ Other      ☐ None

2. Place a check in the box under the response that best describes the frequency with which you participate in the following activities.

	Never	Rarely	Occasionally	Often or Regularly
A. Church attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Attend M.S.U. Memorial Chapel services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Attend young people's church group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Attend church social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Attend Sunday school or adult classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Give financial aid to the church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Attend religious student centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. On the basis of your own interests and needs, how would you rate the provisions for religious activities and facilities at M.S.U. Check one.

☐ Very satisfactory      ☐ Fairly satisfactory      ☐ Somewhat unsatisfactory      ☐ Very unsatisfactory

**ATHLETIC ACTIVITIES**

1. Place a check under the response that best describes your attendance at M.S.U. inter-collegiate athletic events during the current school year.

Fall term 1959	Never	Rarely	Occasionally	Often or Regularly		Never	Rarely	Occasionally	Often or Regularly
A. Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Indoor track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Cross country track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winter term 1960					Spring term 1960				
A. Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Fencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If there are any of the above athletic events you would have liked to have attended more frequently than you did during the school year, list them in your order of preference below. If there are none you wanted to attend more frequently, check the word "none".

\_\_\_\_\_

\_\_\_\_\_

☐ None

3. If you would have liked to attend athletic events more frequently, what was the major factor preventing you from doing so? Check one.

☐ Lack of money      ☐ Lack of time      ☐ Lack of information concerning time, place, etc.  
☐ No one to go with      ☐ Other (Specify) \_\_\_\_\_

4. In relation to your interests, how would you rate your opportunity to attend M.S.U.'s intercollegiate athletic events? Check one.

☐ Very satisfactory      ☐ Fairly satisfactory      ☐ Somewhat unsatisfactory      ☐ Very unsatisfactory

5. Place a check in the box under the response that best describes your participation in each of the following athletic activities during the current school year.

	Never	Rarely	Occasionally	Often or Regularly
A. Attend intramural athletic events as a spectator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Participate in organized intramural athletics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Participate in informal leisure-time athletics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Utilize the athletic facilities at M.S.U. (Men's Intramural Bldg., Golf Course, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The purpose of this section is to determine whether or not you have used certain services provided for students at M.S.U. during the current school year and how well you were satisfied with these services. Check the response that best indicates your use of or satisfaction with the service during the 1959-60 school year. Please answer all questions. IF YOU HAVE NOT PERSONALLY USED A SERVICE, ANSWER ON THE BASIS OF WHAT KNOWLEDGE YOU HAVE OR WHAT OTHER STUDENTS HAVE SAID CONCERNING THEIR SATISFACTION.

#### COUNSELING CENTER (2nd floor of Student Services Building)

1. Have you been to the M.S.U. Counseling Center during this school year to talk to a counselor? ☐ Yes ☐ No
2. How satisfactory do you feel the M.S.U. Counseling Center is in helping students solve their problems or giving them advice? (Circle your choice if you are answering on the basis of another student's experience.) Check one.  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory
3. Did you know that even though your wife may not be a student, she can go to the M.S.U. Counseling Center if she desires counseling? Check one. ☐ Yes ☐ No

#### FINANCIAL AIDS OFFICE

1. Have you sought financial aid from the Financial Aids Office in the Men's Division on the first floor of the Student Services Building during the current school year? Check one. ☐ Yes ☐ No
2. How would you rate the services provided by the Financial Aids Office? Check one. (If you are answering on the basis of another student's experiences, circle your choice.)  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory

#### SCHOLARSHIP OFFICE

1. Have you sought financial aid through the services of the Scholarship Office, on the second floor of the Student Services Building, during the current school year? Check one. ☐ Yes ☐ No
2. How would you rate the services provided by the Scholarship Office? Check one. (If you are answering on the basis of another student's experience, circle your choice.)  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory

#### OLIN HEALTH CENTER

1. Have you been to Olin Health Center for medical care or advice during the current school year? Check one. ☐ Yes ☐ No
2. How would you rate the services of the Olin Health Center? Check one. (If you are answering on the basis of another student's experience, circle your choice.)  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory
3. What type(s) of accident or sickness insurance do you have?  
☐ M.S.U. Student Insurance ☐ Other medical insurance (Blue Cross, etc.) ☐ None

#### M.S.U. PLACEMENT BUREAU (1st floor of the Student Services Building)

1. Have you used the services of the M.S.U. Placement Bureau to seek part-time employment during the current school year? (This includes the job listings in the Placement Bureau.) Check one. ☐ Yes ☐ No
2. Have you secured part-time employment this year through the aid of the Placement Bureau? (Aid includes the use of job listing or any other assistance you received.) ☐ Yes ☐ No
3. How would you rate the part-time employment services of the M.S.U. Placement Bureau? (If you are answering on the basis of other student's experience circle your choice.) Check one.  
☐ Very satisfactory ☐ Fairly satisfactory ☐ Somewhat unsatisfactory ☐ Very unsatisfactory
4. Did you know that even though your wife may not be a student, she can use the M.S.U. Placement Bureau to find part-time employment? Check one. ☐ Yes ☐ No





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