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**A FOLLOW-UP STUDY OF THE MEMBERS OF GREEK LETTER SOCIAL
FRATERNITIES AT MICHIGAN STATE UNIVERSITY**

By

John Wayne Henderson

A DISSERTATION

Submitted to the School for Advanced Graduate Studies of Michigan
State University of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

Department of Administrative and
Educational Services

Guidance and Personnel

1958

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A handwritten signature in cursive script, appearing to read "Just", is written in the lower right portion of the page.



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AN ABSTRACT

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Department of Administrative and
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Year 1958

Approved

Walter F. Johnson

ABSTRACT

The Problem

The purposes of this study were: (1) To determine what selected socio-economic factors distinguished the male graduates of Michigan State University who have been undergraduate members of Greek letter social fraternities, (2) To ascertain how fraternity alumni evaluated various aspects of the fraternity program in light of their experiences since graduation, (3) To learn whether or not the degree of fraternity involvement is associated with the life style and opinions of the fraternity alumni, and (4) To determine whether selected broad areas of "The Decalog of Fraternity Policy" are associated with the present-day activities of the fraternity alumni.

Methods and Procedures

The study was a planned follow-up survey of the men who had been members of Greek letter social fraternities while undergraduates at Michigan State University. Data were obtained from 332 men through the use of a questionnaire, records and reports, and through personal interviews. In order to sample a generation of graduates it was decided to divide the fraternity alumni into the following groups: alumni who had graduated with the class of 1940-41; those who had graduated with the class of 1950-51, and those who had graduated with the class of 1955-56.

The responses of the alumni were also divided into three categories of fraternity involvement: major office holders, minor office holders, and non-office holders.

Findings

Four broad aspects were studied. Under each there were numerous specific questions. Since the number of specific findings were so highly detailed, the findings reflect only the broader generalizations.

Socio-economic attributes. At the time of the survey the majority of the fraternity alumni were married. Divorces among the group were a rarity. They had families of average size and made their homes for the most part in the suburban areas, middle sized cities, or large metropolitan areas. Very few had taken post-graduate college work. The typical alumnus had served in the armed forces and then had terminated his relations with the military service in so far as possible. He was employed on a salary above the national average. His education and occupation were at a higher level than his father's who generally was from the higher levels of the national occupational hierarchy. He has affiliated with the Republican party, has registered and voted but has not been interested in holding a public office. He is of the Protestant faith and attends church services more regularly than most college graduates.

Findings regarding the reactions to the fraternity program. The alumni were well satisfied with their fraternity experience and believed

that the aspects of fraternity life which contributed most to their development were obtainable only in a social fraternity. The respondents visualized the contributions of the fraternities to the campus activities program as having primary significance. The position taken by fraternities to the effect that the consideration of grades in the process of selection is a scholastic aid has little support from the alumni contacted in this study. Respondents also took a position which suggested deferred pledging, abolition of "Hell Week," and the removal of restrictive clauses from the fraternity constitutions. Further, the fraternity alumni strongly believed that the practices of the fraternities should be brought more in line with the ideals of the fraternity program.

Relationship between the degree of fraternity involvement and the daily activities and opinions of the alumni. Other than satisfaction with the fraternities within which they were the office holders, little evidence was obtained that showed any comparison between the life style and opinions of the leaders and the life style and opinions of the non-leaders.

The alumni's daily activities as associated with selected tenets of "The Decalog of Fraternity Policy." "The Decalog of Fraternity Policy" is a publication almost unknown to the fraternity alumni. Despite this the daily activities of the fraternity alumni were related positively with decalog tenets regarding healthful practices and college loyalty. A negative association appeared regarding the tenets which connote assuming civic responsibilities, appreciating and engaging in cultural activities, and participating in religious and spiritual functions.

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CHAPTER I

INTRODUCTION

A directed experience in social living is perhaps one of the better ways for a student to learn to live in a world that has become highly organized. Numerous educators and administrators of institutions of higher learning are realizing that the academic development of the student is more meaningful if the student is able to participate effectively in society. A proponent for Greek letter social fraternities would maintain that learning to live in a highly organized world is not enough, for "unless we seek to advance the total forces of life's good in the world, unless we aspire to life's higher levels of selfhood, why should we demand a special place and special privileges?" (20:16)

There has been some agreement among educators and administrators that the fraternities in colleges and universities do play some part in the educational program, a program which includes encouragement of high levels of scholarship along with learning the privileges and responsibilities of group living according to accepted community standards.

Siske (72:221) found nearly complete agreement among administrators included in colleges participating in his study that fraternity life on their respective campuses was an integral part of their college program.

Edmund E. Day, President of Cornell University, writes:

The University Administration sets a high value upon the contribution of fraternities to their members and to the institution. The fraternity is a living center, established and maintained from generation to generation by men who choose each other's companionship and pledge themselves to help each other in the achievement of a well-rounded development.

When fraternities live up to this ideal they render an immeasurable service to the young men and supplement in valuable ways the formal education of the classroom and laboratory. The fraternity becomes, in effect, a laboratory of social living. (23:1)

In keeping with the tidal wave of increased enrollment of colleges and universities, fraternities are presented with a new challenge-- expansion. It is difficult to predict with assurance the proportion of young people who will be attending institutions of higher learning in the next five years, but precision may not be too important. The significant point is that growth as predicted by individual specialists, agencies, and organizations will confront university administrators and national fraternity headquarter executives with acute problems. Even today the national fraternity program is immense. The sixty-one member fraternities of the National Interfraternity Conference comprise a male living membership of 1,578,870 members, and have a total of 3,304 chapters located throughout the United States and Canada (57:65).

In view of today's educational concepts, institutions may well assume responsibility for the educational program and operation of its recognized campus units, including social fraternities. Fraternities must be cooperatively sponsored and supervised by the university administration and the national fraternity headquarters. This implies more than giving lip service to fraternities as an integral part of the

university educational program. It implies provision of services and assistance in a program of planned integration into the educational program of the university. In a period when education for democracy is emphasized as a primary college objective and the importance is placed on collegiate preparation for civic responsibility, the contributing potentiality of a fraternity program cannot be passed over lightly. Yet, for some reason, the social fraternity existing in both small and large colleges and universities throughout the United States and Canada is a neglected field of educational research.

Statement of the Problem

This study was an attempt to ascertain selected factors related to the socio-economic attributes of fraternity alumni and to determine what fraternity alumni were doing in their professional, civic, and private lives. Further, the intent of the investigation was to obtain an evaluation of the fraternity experience, and to obtain the evaluation of the fraternity alumni regarding various issues of the fraternity program. An attempt has been made by means of an analysis of the fraternity alumni's activities, to learn whether selected tenets of "The Decalog of Fraternity Policy"¹ were being supported by this laboratory for social living. On more than one occasion it has been voiced "that to point to a campus leader is to point to a fraternity man." National fraternity officers are quick to extol the list of fraternity men of the class of

¹See Appendix A for a copy of the decalog.

'07, '08, or some similar year who are national political figures or top business and industrial executives. But what of the entire fraternity membership in any given graduating class? How many have reached the top of the ladder? What proportion have assumed positions of leadership or responsibility in their communities?

More specifically, it was the purpose of this investigation to answer the following questions:

1. What do selected socio-economic factors reveal of the male graduates who had been undergraduate members of Greek letter social fraternities at Michigan State University?

2. What is the thinking of fraternity alumni regarding various aspects of the fraternity program in light of their experiences since graduation?

3. Is the degree of fraternity involvement associated with the life style and opinions of the fraternity alumni?

4. Are selected broad areas of "The Decalog of Fraternity Policy" associated with the present-day activities of the fraternity alumni?

Importance of the Problem

Since its introduction to the American campus, the social fraternity has been a controversial topic of discussion. Presently, when colleges and universities are facing a new era of record-breaking enrollments, the eyes of the nation have been focused on these institutions. Likewise, the clubs, groups, and organizations which contribute to the educational programs of these institutions of higher learning are being

scrutinized. Fraternity programs are under severe attack with respect to the worth of the contributions they are making to the lives of the members and to the institutions where the chapters exist. Governing boards, legislators, taxpayers, college presidents and deans of students, newspaper and magazine editors, national fraternity officers, and alumni are asking more and more questions regarding the aims, objectives, and practices of the social fraternity.

Interested educators, legislators, and laymen are forcing the fraternity situation. In delivering their answers, fraternities will need to initiate studies similar to this investigation and rely on objective evidence; for until the fraternity alumni are thus examined, the issues cannot be resolved and the critics satisfied.

The National Interfraternity Conference is greatly concerned about objective studies of fraternities, writes Clyde S. Johnson.

Like the Old Lady Who Lived in a Shoe, it appears that Alma Mater today has so many children she doesn't know what to do. Tomorrow her problems are sure to be multiplied. This matter of increasing enrollments is just one of the many problems which challenge the leaders of fraternities. Only on the basis of the most careful factual studies of the implications can they feel sure that fraternities will play a significant role for a significant proportion of collegians, providing them with a fraternal experience of genuine merit.

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Lacking funds of its own, the Conference should welcome assistance by graduate students, working toward the masters or doctors degree in adding to the store of information about intercollegiate fraternalism. (43:75).

Former general follow-up studies of college graduates, with but few exceptions, dealt typically with the occupations and financial status of the graduates and thus infer the monetary value of a university

education. Two outstanding exceptions to this are Youth Tell Their Story (8) and They Went to College (65)--both reflecting the deeper concern for the social welfare and education-for-life concept of education. These studies have held that the chief goal of education is the development of personal and social competence on the part of the graduate.

Through a knowledge of the adult activities of fraternity men it is hoped that the educational program of the social fraternities can be shaped more directly to a more realistic program. The study undertaken here presents aspects of the private lives of former Michigan State University fraternity men as they are related to the aims, objectives, and practices of the fraternity program. The study has grown out of a desire to help provide an education for college men that will prove useful and effective in their years beyond college.

University presidents and deans of students of many institutions have often been asked to express their views on the fraternities as an educational factor. Yet, little has been done toward obtaining anything more than an occasional publication of the speeches made by this group. "We actually know more about certain primitive societies than we do about college fraternities and societies" (51:173). It would seem logical that a wealth of information can be learned from men who have had this educational opportunity and are now attempting to relate this experience to their professional and private lives. Whether or not a knowledge of the activities of adults who were formerly undergraduate fraternity men will provide useful clues to the educational needs of

future fraternity men in their active chapters depends somewhat on the truth of the assumption that future activities of present fraternity actives will not differ substantially from the present activities of former fraternity actives. It is believed that present and future generations of fraternity men will face the same basic society that prior graduates faced.

If the fraternity is really a "laboratory of social living," then there is truly a need for the educators to integrate this group into the educational program of the university. Evidence that educators are presently willing to concede that fraternities have a place in our educational enterprise is brought out by the proceedings of the National Association of Student Personnel Administrators:

We emphasize the need for an objective contemporary study, or studies, of the place of the fraternity as an educational enterprise in our American higher education scene. We urge that steps be taken to bring the National Interfraternity Conference, NASPA, and the American Council on Education into a joint venture for the planning, financing, and conducting of such a program of studies (60).

The American College Personnel Association made this particular area a topic of discussion at their 1957 convention in Detroit, Michigan. It is apparent that the leaders in the national educational associations consider the educational programs of the college and university fraternities a timely and worthy subject for investigation and evaluation.

Published literature in the field of the fraternity educational program is particularly meager. Of the research that has been published, it is found that the majority of the studies are concerned with the level of scholastic performance of the fraternity and non-fraternity student.

Some materials appear in periodicals dealing with the sensational nature of extreme behavior of fraternity men, as hazing, missions, restrictive clauses, "Hell Weeks," and so on. The paucity of significant and current information alone makes this study useful and desirable.

Support for the above statements is brought out by Johnson:

From 1905 to 1945, The Readers' Guide to Periodical Literature and The Educational Index have indexed 161 items relating to college fraternities and sororities. These include ten published manuals, books, and pamphlets. Of the items appearing in periodicals, fifty-nine were in "popular" magazines, and ninety-two were in the professional type of journals (41:5).

Limitations of the Study

This investigation has attempted to collect facts concerned with socio-economic status of the fraternity alumni and opinions of the fraternity alumni concerning issues that guide the operation of the fraternity program. It is a normative survey using the questionnaire, interview, records, and reports, and is subject to the weaknesses inherent in such a procedure.

No systematized attempt was made to compare the fraternity man with the non-fraternity man. This would entail obtaining a group of male graduates who are matched in every detail except for fraternity membership. This procedure would be further complicated by the attempt to control the influence of the home, college, and church in which the student is interacting at the same time he is being influenced by his fraternity.

Further, it is recognized that prior variables which would influence the social pattern of a man's personality were not considered.

Definition of Terms

Social Fraternity. For the purpose of the study, the definition found in Bairds Manual of American College Fraternities (7:58), a fraternity publication, will be used. It "is a mutually-exclusive, self-perpetuating group which organizes the social life of its members, in accredited colleges and universities, as a contributing factor to their educational program; and draws its membership primarily from the undergraduate body of the institution."

Professional Fraternity. It "is a specialized fraternity which confines its membership to a specific field of professional or vocational education in accredited colleges and universities, and maintains mutually-exclusive membership in that professional field, but may initiate members of the social college fraternities" (7:58).

"The Decalog of Fraternity Policy." A list of ten principles on which the National Interfraternity Council takes a positive position. This decalog was adopted in 1944 at the National Interfraternity Conference.

National Interfraternity Conference. This term refers to an association of national college social fraternities which meet to discuss questions of mutual interest. Sixty-one national fraternities are members of this organization.

Interfraternity Council. This term refers to an organized undergraduate body representing all the social fraternities on a given campus. The letters IFC have been used to designate this body. The IFC is not to be confused with the National Interfraternity Conference.

Organization of the Study

In order that this thesis may be considered systematically, it has been arranged in a series of eight chapters. Chapter One has presented an introduction to the study, the development of the problem, and the limitations of the study. Chapter Two encompasses the historical development of the Greek letter social fraternity and a review of the research. Chapter Three consists of a detailed report of the methodology used in developing the questionnaire and procedures used in the study. Chapter Four presents the findings of selected socio-economic characteristics of the fraternity alumni. Chapter Five furnishes an evaluation of the fraternity experience. Chapter Six consists of the current thinking of the fraternity alumni on issues presently confronting the fraternity program. Chapter Seven presents an analysis of the present-day activities of the fraternity alumni as they seem to relate to selected aims and objectives of the fraternities as stated in "The Decalog of Fraternity Policy." Chapter Eight consists of the summary, findings, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Background of Greek Letter Fraternities

Although the social fraternities that exist on our American campuses today carry Greek letter names, they have no claim whatsoever to the Greek progenitorship. They are definitely and distinctly an American organization found only on campuses in the United States and Canada.

The Apollo Room of the historic Raleigh Tavern in Williamsburg, Virginia was the site of the founding of the first Greek letter fraternity, Phi Beta Kappa. In 1776, the year of its founding, the

Phi Beta Kappa had all the characteristics of the present-day fraternity: the charm and mystery of secrecy, a ritual, oaths of fidelity, a grip, a motto, a badge of external display, a background of high idealism, a strong tie of friendship and comradeship, an urge for sharing its values through nation-wide expansion. It was formed for social and literary purposes and held regular and frequent meetings (7:3).

Phi Beta Kappa was a far cry from having the distinctive character it now bears as an honorary fraternity recognizing scholarship. In the beginning, "the youth desired freedom from censorship in the quest for truth" (49:21).

Throughout the following years, different types of societies developed which were for the most part of literary character. The object

was to train the members in composition and oratory through debates, orations, essays, and presentations of papers. Usually there were two such societies in each college and the student body was divided about equally between them. The meetings afforded opportunity for promoting acquaintances but the societies were too large to foster close friendships (7:4).

About 1830, the increased memberships and factional cliques caused these societies to become unwieldy. In some colleges, cliques for controlling elections within the societies had crystallized into formal clubs. The literary exercises were neglected while rival factions fought over offices, and the new clubs vying for positions became the center of interest. The traditional literary societies slowly perished. The student hero was no longer the writer of a verse or the president of the debating team, but was instead the man of muscle and perhaps little intellectual achievement (44:127).

The "Union Triad" composed of Kappa Alpha, Sigma Phi, and Delta Phi set the pattern for the American fraternity system as early as one hundred and thirty years ago. These three fraternities bore a close resemblance to Phi Beta Kappa in that they had Greek names, secret rituals and oaths, and displayed a similarly shaped badge. Imitation of these three fraternities or opposition to them accounts for the establishment of all of the sixty-one Greek letter fraternities of the National Interfraternity Conference.

Until 1831, Phi Beta Kappa continued under the original purpose and philosophy, but the prejudice aroused by the Anti-Masonic movement

against secret societies forced the fraternity to expose its secrets to the public. After this, Phi Beta Kappa--"Philosophy is the guide of life"--became an honorary college society as we know it today.

By 1834, seven secret Greek letter fraternities were in existence. At this time, and as a result of the increasing pressure against secret fraternities, Delta Upsilon was founded at Williams College as an organized protest against the domination in college affairs by the secret fraternities.

It was charged that under the veil of secrecy and mystery and with the vantage ground of compact union they entered the college literary societies and speedily assumed control of the organizations, gaining influence and prominence at commencement for reasons other than merit (7:158).

This popular feeling was reflected on the campuses then, as it is now in several contemporary institutions of higher learning, but no other fraternity has since taken such a stand or maintained such a rival program. It should be pointed out that the relations of the Delta Upsilon fraternity with the secret fraternities have since changed: from open warfare to amicable rivalry; from bitter enemies to cooperating brothers; all members of the National Interfraternity Conference, having similar aims, objectives, purposes, and programs.

In addition to the opposition presented by Delta Upsilon, the secret fraternal organizations faced another adversary on campus. The college authorities not only failed to lend their support to these secret fraternities but also distrusted and viewed them with open suspicion. On occasion the faculty and staff would present active opposition.

Such opposition caused numerous chapters to become inactive and others to exist sub rosa, conducting their activities in a surreptitious manner.

It was during this period that the first fraternity house was established. At the University of Michigan, when the president demanded that the students discontinue their membership, the students found an abandoned log cabin in the near-by woods and used it for their meeting purposes. The acquisition of a house changed the character of fraternities perhaps more than any other single factor. The first fraternity house was built as such during the Civil War at Williams College in 1864. It was a decade later that the fraternity houses were used as a living place and dormitory for the members (71:43).

Undoubtedly, the German influence on the philosophy of higher education in the United States during the latter part of the nineteenth century resulted in an increasing role of importance for the fraternity house. German university ideas of student housing, free elective principles, coeducation, and individual responsibility for conduct were introduced by Chancellor Tappan at the University of Michigan. As president of the University in 1856, President Tappan attempted to do away with the college dormitory system and have the students live in the homes of the community. Practically all of the land grant universities of the mid-western and far-western states followed this pattern (27:133). Thus, the lack of student housing and the period of fraternity expansion from the eastern schools to the mid-western and far-western colleges and universities gave the fraternities a real foothold.

As the colleges and universities buried themselves in the pursuit of research and productive scholarship, and dropped their responsibility for the student's personal conduct and his room and board, the fraternities occupied themselves with the developing principles, practices, and finances for cooperative living. Fraternity upperclassmen began to regulate the conduct of the freshmen. The problems of pledge training, hazing, and poor academic standing of fraternity men came into their own. As a rule, the male student had money to spend and the upperclass fraternity man taught him how to spend it. The question was already raised by college authorities as to whether fraternities were assets or liabilities to the college.

During the last fifty years the college social fraternity has shown marked improvement from the period of the "gay nineties." Musgrave (62:10) pointed out that from the very beginning the mid-western colleges took a very important part in helping to settle the fraternity problems as a whole. The fraternity house ceased to be a place to loaf and became a "home away from home." Administrators gave some responsibility of government to the student body and provided needed encouragement and cooperation. College administrators again assumed interest in the education of the whole man.

Since the year 1909, fraternity men have bonded together under the National Interfraternity Conference. Under the original purpose the Conference afforded fraternity men an opportunity to talk over questions relating to fraternity organization and management. Today, however, the

Conference has developed into a highly organized structure with numerous committees constantly working on various subjects and common problems. From a beginning in which the Conference was characterized by a few fraternity delegates, moved with curiosity and anxious that no other fraternity should get ahead of their own, the National Interfraternity Conference has developed into an organization composed of college presidents, deans of students, and faculty, in addition to fraternity delegates and undergraduate fraternity leaders, numbering nearly eight hundred.

A first major step toward clarifying the value and place of the fraternity in the educational program of the college came from the fraternities themselves. Around 1920, the fraternities began to see themselves as something not separate and apart from college, but as an important adjunct and supplement to the educational program of institutions of higher learning. The limited studies on scholarship which followed undoubtedly have had some positive influences on the attitude of college faculty and staff toward fraternities. In 1934, the Conference adopted the "Fraternity Criteria,"² a declaration by the fraternities which expressed the concepts of the fraternity program. As a result of this creed, it was suggested that the principles and relationships by which the fraternities and college would interact should be put into concrete terms. "The document when drafted, was a statement of the principles which underlie the reciprocal relations between the colleges,

²See Appendix B for a copy of the "Fraternity Criteria."

the organized student groups and the individual" (7:68). This agreement was adopted by the Conference and is known as "A Definition of the Reciprocal Relations between Colleges and Fraternity Adopted by the Association of American Colleges and the National Interfraternity Conference in 1938."³

Six years later the National Interfraternity Conference adopted "The Decalog of Fraternity Policy." In this decalog the fraternities set down their program for the training of the individual in the areas of scholarship, moral and spiritual development, cultural knowledge, social graces, healthful living, civic responsibility, basic values of life, financial and business practices, and loyalty to the college and fraternity. The investigation reported in this dissertation is in part an evaluation of the educational program that is subscribed to in "The Decalog of Fraternity Policy."

No better account could be found in published material or could be presented to summarize the historical development of the Greek letter fraternity program than that presented by Alvan E. Buerr--

A gradual change has overtaken the attitude of the college toward the fraternities, and of the fraternities toward the college. Oddly enough in the days when the fraternities were perhaps most serious of purpose and because of the limited resources of educational institutions relatively did their most constructive work, the college reciprocated by viewing them with suspicion and distrust. This broke out gradually, and especially in certain parts of the country, into open hostility. Then the college began to tolerate its fraternities. Now it has begun to embrace them.

During the past few years the intellectualistic concept of education which has dominated the policies of American colleges

³See Appendix C for a copy of this agreement.

for three quarters of a century, has been attacked from within and is slowly yielding to the theory that it is the function of education to prepare the student for life as he will find it beyond academic gates and for assuming a place of leadership among his fellows. The advocates of this new, or recovered, philosophy call it educating the whole man, and this means that the college must direct its instruction toward the personal and social problems of the individual if he is to be well educated.

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The fraternity group is formed by mutual selection, based on congeniality and common purpose. It is self-governing, within the few limits imposed by college regulations or alumni guidance. Here the young member learns, perhaps for the first time, to submit to the will of the majority and to shape his own conduct in accordance with the interests and standards of the group in which he lives. Here in assuming his allotted share of the work of the group he develops a sense of responsibility for the well being of something outside himself. He is merged with the group; must work with and for the group; must fight to emerge as a leader who will direct the group. He learns the valuable lesson of subordinating self and selfish desires for the good of others. He thus learns to think in terms of those about him; to do for those about him; to lend his strength to those who have less; to give of his abundance to those who do not have enough. No public opinion exercises so deep an influence upon youth as that of youth itself; neither home nor college can effect sweeping results with so little delay or friction. But perhaps the greatest strength in the chapter house is that it is the one place on campus where men have the courage to be their best selves; where idealism is expected, not scoffed at; where altruism is the tradition, not the rare practice. In an academic atmosphere which has been too fond of making its own rules for living, the fraternity group is a realistic struggle to evolve those principles of community living upon which our form of government depends. . . . The fraternity chapter is democracy in action without fear or favor.

.....

. . . Certainly no one will understand the fraternity system of America until he regards it as a great youth movement, inarticulate, too often misdirected, but sound in its instincts, and finally discovering that all the time it has been on the right road.

We would wish, however, that it had spent less time in exploring the by-ways; that it had followed the shallow enthusiasms of the gay nineties with less eagerness and had substituted a leadership of its own more in keeping with its basic purpose; that it had been less infected by the spirit of inflation which swept the country including the very institutions in which the fraternities

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had their roots. But perhaps that is wishing that the fraternity had not been the product of the soil which brings it forth. It is neither historically accurate nor necessary to gloss over the futile character of fraternity life during much of this period; for it but reflected college life as a whole and the spirit of the homes from which the students came.

.
 It has taken a century to bring about this orientation of the fraternities in the educational program. But now it would seem that they have served their apprenticeship and are approaching the era of their greatest usefulness to their members and to the college. To be sure, this involves as radical a change in the thinking of many fraternity men as it calls for a broader concept of education on the part of college administrators and professors. But there is something too compelling to ignore in the opportunity which is offered to the leaders of both fraternity and college. (7:26-28).

Research

A survey of fraternity literature has revealed few addresses or reports based on anything but personal experience or candid observations. In the available related literature published within the most recent twenty years, the content was grouped into three classifications: research studies, theses and dissertations, and periodical articles.

Research studies. Students at Cornell were requested to indicate by means of a check list their opinions of the effects that fraternities and sororities would have on them during and after their college life. Divesta and Woodruff (25:119) found that "non-Greeks" believed that neither beneficial nor detrimental effects would result in their lives during their college days or after their college life. The fraternity and sorority members felt that membership was financially detrimental during their college years, but as alumni the membership would be highly beneficial socially, financially, and morally.

Hodges (39:251) tested the hypothesis that certain differences in social, cultural, physical, and psychological traits and backgrounds distinguished leaders from non-leaders in that area of life represented by upper-division college fraternity men. He found a close correlation between elective fraternity leadership and earlier elective leadership in secondary and elementary school students. He also found that the leader was more prone than the non-leader toward a professional or semi-professional occupational preference. The leader generally was a more superior student than the non-leader, as reflected by a higher academic average. The leaders demonstrated more enthusiasm toward poetry, ballet, and art exhibits, attended movies less frequently, and were enthusiastic toward participant sports. Non-leaders were older by eight and one-half months and excelled in sailing, skiing, and shooting.

Estrin (28:247) reported a study made on engineering students who had joined a fraternity. He found that eight-tenths had joined a fraternity in either the freshman or sophomore year, one-sixth had joined as juniors, and that only two per cent had joined in their senior year. Increasing cost was named as the outstanding disadvantage to joining a fraternity. Nearly two-tenths felt that unjust discrimination in rushing and pledging was a disadvantage. As for the advantages of joining a fraternity, students cited: provided training in getting along with people, offered social and cultural opportunities for the student, fostered lasting friendships, developed a feeling of mutual interest and responsibility among its members, and instilled a better spirit within the college. Nearly one-third of the men were completely

satisfied with their fraternity. Ninety-six per cent of the sample would advise a freshman to join a fraternity.

The majority of the research studies on fraternities were concerned mostly with a comparison of the scholastic prowess of "Greeks" versus "non-Greeks." By and large these studies were made prior to 1936 and showed quite contradictory results. Lehman (52:451) pointed up the difficulty in attempting to cull out the influence of fraternities. In his comparative study on scholarship between fraternity and non-fraternity men, he found that attempts to equate the two groups are of doubtful validity, since consideration must also be given to rejected fraternity pledges and the factor of motivation.

Theses and dissertations. Only four doctoral dissertations on fraternities have been located in the review of the literature.

Dr. James Harding Siske (72) in 1956 reported on "The Development of the Guidance Concept in the College Social Fraternity." The study was concerned with guidance activities which were provided by fraternity chapters for their members. He found that guidance activities were not usually found in any definite or formally organized program. Siske also found that fraternity life was considered an integral part of the college program by nine-tenths of the college and university administrators participating in the study, and that fraternity members also seemed to be well satisfied with their membership. Outstanding benefits stressed by the fraternity members included; the bond of brotherhood which provided lasting friendships, learning to accept the other person's point of view and still retain one's individuality, and social advantages.

Crookston (21) carried out a survey involving the degree of college control and supervision of fraternities. He based his dissertation on "The Reciprical Agreement between Colleges and Fraternities as Adopted by the Association of American Colleges and the National Interfraternity Conference of 1938." He attempted to determine the degree of integration which existed in the colleges that signed the agreement. In addition, he studied the thinking of educators, fraternity leaders, and undergraduate fraternity men regarding the degree of integration which they believed was most desirable. Crookston indicated that although substantial progress appeared to have been made in recent years toward integrating the fraternity with the college, such progress falls short of the degree of integration which college and fraternity administrators consider as most desirable. He found a rather consistent disagreement among IFC presidents and the college and national fraternity administrators regarding the responsibility for assumptions by the colleges toward greater integration. A basic cause of this undergraduate resistance against added efforts by the college toward integration is the fear that such efforts will lead to additional college control. He suggested that the undergraduate also resisted college control because it is a symbol of authority.

Gardiner (32) made an appraisal of selected areas of fraternity operation on the Michigan State University campus. He submitted a questionnaire to undergraduate fraternity members in order to solicit information regarding the background of fraternity members and their ratings of effectiveness of 128 specific aspects of the operation and

organization of the fraternity system. Based on the opinions of the undergraduate fraternity men, Dr. Gardiner found that Michigan State University fraternities are most successful in the quality of members they select, in their enforcement of rules and regulations, in their social program, in their financial management, in their kitchen, dining, and food operation. At the other end of the scale, the undergraduate men thought less highly of their relationship with the university administration, their scholastic program, the assistance from alumni, the rush program, and the alumni and fraternity advisers. Regarding the profile of the typical undergraduate fraternity man at Michigan State University, he found that the average man came from a family whose annual income was less than \$10,000, his father was college educated and a fraternity man. He earned up to one-fourth of his college expenses by working during the summer. He was affiliated with the Protestant faith, and joined a fraternity seeking fellowship and group identification.

William R. Butler (14) made an analytical study of factors associated with scholastic achievement in high and low achieving fraternities at the University of Kansas. He also attempted to understand scholarship practices and the methods employed in assisting pledges of social fraternities to attain scholastic achievement. On the basis of his analysis of the data, it was concluded that the two factors of scholastic ability and educational achievement in high school did not account for all of the differences in college achievement between the pledges of the high achieving fraternities and the pledges of the low achieving fraternities. He developed nine hypotheses which suggested relationships

between certain environment factors and scholastic achievement, and presented the data in support of the hypotheses.

In partial fulfillment of the requirements for his masters degree, Allan W. Johnson (41) conducted "A Survey and Evaluation of Pledge Training in Three Undergraduate Social Fraternities for Men." In this study he surveyed and evaluated the educational worth of the courses of pledge training used in the chapters of Phi Delta Theta, Phi Gamma Delta, and Phi Kappa Psi. In his review of the literature he found that the subject of scholarship received more attention than any other and that the evidence was inconclusive other than that scholarship of pledges tended to fall off after initiation has taken place and this motivating factor has been removed. In most of the fraternity chapters studied, the conditions were favorable for the development of the proper use of leisure time. Chapter libraries were found to be moderately well stocked, and there were only a few in which magazines of a high caliber were not subscribed to by the chapter. Displays of fine art work ran a poor second to collections of recorded music of a serious nature, which was found in one-third of the chapters.

Clyde Sanford Johnson (44) investigated the background of fraternities with specific reference to their democratic ideals and purposes. He eloquently cited that "the fraternity, so frequently regarded as a sort of parasitic weed in the academic garden, has at least shown to be a hardy perennial, indigenous to democracy's soil which flourishes at almost every college. . . . Its acknowledged and stated objectives are worthy and include a desire to encourage a more complete personal

development of the students physically, socially, and intellectually. In harmony with the college, the fraternity now clearly seeks to prepare men for more responsible citizenship."

He found that a preponderant number of fraternity men share in the values of extracurricular activities and they participate more intensively than do non-affiliated men. His evidence was inconclusive as to whether or not the chapter environment was a wholesome one for the physical, mental, emotional, and moral health of students regarded as future citizens. He wrote that the fraternity attainments have been disappointing in light of the tremendous potential that fraternities would seem to possess for educating men for democratic citizenship. "Folks admire the ant for carrying more than its own weight, but they cannot respect the man of great strength who fails to use it constructively."

Periodical articles. Crowley (22:281) pointed to the need for study of the place and future of the fraternity in the American college. He went on to express that the fraternity constitutes the very heart of the social life of the college. "Its extra-social influences, moreover, radiate down uncounted avenues and by-paths. Some day these influences must be studied and a plan for the future evolved. The sooner such a study is made the better." Crowley believed that the fraternity public was re-examining the foundations of the fraternity practices and that it then followed that the time was auspicious for the launching of a comprehensive study of the future of the fraternity program.

Bogardus supported Crowley's position when he appealed to the need for the evaluation of fraternities.

Someone has said that a human is more influenced by the group than any other factor. It makes a difference, therefore, what the group stands for and what it stands against. If the fraternity in vital matters is omnipotent in changing the attitudes of its members, it needs to examine its points of emphasis from time to time. It needs to conduct a self-study every two years or so in order to find out in what direction it is molding the personalities of its members, and how far it approves its own influence (11:456).

Berry (10:594) reported that numerous fraternity malpractices which have occurred on campuses are directly related to the careless administrative positions taken toward the fraternal organization. Further he was of the opinion that the relationship of the college administration with fraternities should be positive and the responsibility assumed by the administration. "In a word, as long as the Master's hand is on the helm the ship does not run into the rocks" (10:597).

Of the articles which appeared in periodicals and magazines, nearly all dealt with the opinions and judgments of proponents and critics of Greek letter social fraternities. A few were selected and included in order to provide a picture of the controversy.

Turner (76:14), an enthusiastic advocate of the fraternity program, cited leadership, citizenship, and university loyalty as proven outcomes of the program. "The officers of a fraternity secure a fine training in leadership. . . . It is a splendid opportunity for training in group citizenship. . . . There can be no question about the fact that fraternity men make the best alumni of any institution."

Livengood (53:98) in an article on college fraternities and adjustment observed that the paramount phase of the college fraternity

was the contribution it made in helping students with adjustment.

Deakins (24:259) envisioned the college fraternity as seeking the education of the whole student and considered that fraternity life was a necessary adjunct to wholesome college experiences.

Perhaps the criticism of fraternities was captured in the position of Malcolm who satirically wrote:

I can think of only three justifications of the fraternity system. The first--that it constitutes a sort of atheneum for the mutual promotion of learning among the members--is rarely encountered these days, except deep in the dull columns of fraternity magazines where it is safe from irreverent snickers. The second--that it educates the student to take his place as a responsible citizen in an adult society--gives rise to interesting speculation as to what is meant by 'responsible citizens' and 'adult society.' The third and most prevalent simply relies upon the spirit of fellowship of brotherhood, that supposedly pervades the system (54:18).

Brown continued the criticism:

. . . The third faulty condition which the fraternity seeking to guard its educational usefulness must constantly attempt to control is the temptation to divorce itself from the full cultural patterns of its obligations. Too often fraternities are guilty of a concerted indifference to the cultural interests of education and intelligent living. Some fraternity members will be inclined to deny the charge. But check the number of fraternity men who make use of Carnegie music set in the college union. Check the attendance at the musical, dramatic and lecture programs (12:60).

Despite the admitted contributions of the fraternity in material benefits, Tunis believed that many praiseworthy contributions were lacking.

There are more important things than satisfied digestive systems, well appointed card rooms and jazz belching radios. . . . First, what has the American fraternity accomplished toward increasing interest in scholarships and sound learning as part of the educational institution. Nothing--if the college presidents who talked with me can be trusted. The opportunity for quiet, thoughtful concentration on college work is a distinct exception rather than the rule in fraternity houses (75:16).

Summary

A review of the literature revealed that relatively little research has been conducted regarding social fraternities. There was an occasional study made by a doctoral candidate who was associated with the fraternity program in his professional work.

Of the research conducted, most was concerned with the scholastic prowess of the fraternity member in comparison with the independent. Results were inconclusive and quite contradictory.

Most of the literature available regarding Greek letter fraternities was in the form of addresses presented by advocates or critics of the social fraternity program whose opinions were based on candid observations.

There appeared to be a need for research in social fraternities that would be concerned with areas other than scholarship. It was concluded that a follow-up study of fraternity men would be a desirable and worth-while contribution to the literature.

CHAPTER III

PROCEDURES AND TECHNIQUES OF THE STUDY

To clarify the methods and procedures used in the preliminary phases of this investigation, the initial steps have been explained in this chapter. The following paragraphs indicate how the sample was selected, how the instrument was developed, and how the study was conducted.

Initial Activities

The planning phase of this study was begun by discussing the need for and the desirability of procuring and analyzing information regarding selected factors of the present socio-economic status of fraternity alumni. Also considered was the feasibility of learning how men who have experienced the interaction in a social fraternity view this controversial program of group living. Various members of the office of the Dean of Students, Fraternity Advisers Association, College of Education, Department of Sociology and Anthropology, and College of Communication Arts were consulted regarding the importance of such a study and the areas and factors that should be considered.

A search was conducted for information regarding prior research studies or publications related to the study. Materials reviewed include fraternity magazines, pamphlets, bulletins, and manuals. Unpublished

dissertations and theses were reviewed, as were the minutes of the meetings of the local Interfraternity Council and the Fraternity Advisers Association. The Readers Guide to Periodical Literature and the Education Index were searched for publications which might prove helpful. As a result of an extensive review of the directly and indirectly related literature, two conclusions were apparent: (1) little research had been conducted and reported on fraternity programs in general, and (2) no evidence was found in the literature that a follow-up study had ever been made on members of Greek letter social fraternities, and specifically on members of fraternities located on the campus of Michigan State University.

The proposed study was presented to several delegates to the 1956 National Interfraternity Conference in New York City. From these interviews ideas and advice were received and have been incorporated into the study. At this point colleagues, friends, and acquaintances who were fraternity actives were consulted in order to obtain their thinking on the problem.

Following further discussions with the doctoral committee it was determined that a follow-up study would be made on members of fourteen Greek letter social fraternities who had graduated from Michigan State University with the classes of 1940-41, 1950-51, and 1955-56.

Selection Procedures

This study was a planned follow-up survey of the lives of the men who had joined Greek letter social fraternities while undergraduates

at Michigan State University. For this investigation three groups were selected.

The fraternity members of the class of 1940-41 were selected because this school year is considered to be the last year of normal fraternity operation before World War II. The opinion was that the men of this class had been out of college long enough to have faced the problems of responsible adults, yet not so many years had passed that they would have forgotten their fraternity experiences.

The graduating class of 1950-51 was selected because this was the first graduating class after World War II to be composed of men pledged as freshmen who had experienced a complete undergraduate education as fraternity men since World War II. It is important to note that the fraternity program at Michigan State University did not function in the houses during the war years of 1941-42 through 1946-47. The fraternity houses were opened for the first time after World War II in September 1947. Thus, a follow-up study of fraternity graduates at five year periods was not feasible.

The class of 1955-56 was the third sample group selected. This class was composed of the most recent graduates at the time the survey was initiated. It was held that this group would provide the most recent comparison possible and would furnish the thinking of men who had experienced the contemporary fraternity program. It was realized that the returns from this group might be influenced adversely by the number of men likely to be serving in the armed forces and consequently unable to return their questionnaires in time to be included in the survey.

Only the members of the same fourteen fraternities which were on campus during all three periods selected have been included in the study. To have extended the study another five years to include the graduates of the class of 1935-36 would have reduced the number of fraternities whose members had had four years of fraternity experience to seven. This would have reduced proportionately and considerably the size of the sample. The fraternities from which the graduating members were studied were: Alpha Epsilon Pi, Alpha Gamma Rho, Alpha Tau Omega, Delta Chi, Delta Sigma Phi, Farm House, Kappa Sigma, Lambda Chi Alpha, Phi Delta Theta, Phi Kappa Tau, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Nu, and Theta Chi.

Because the number of fraternity men in the graduating class of 1940-41 was relatively small (only one hundred and seventy in the fourteen fraternities on campus at that time) all the fraternity alumni whose addresses could be located were included in the survey. One hundred and thirty-three men from this group were invited to participate in the study; while two hundred men were selected from the classes of 1950-51 and 1955-56, respectively, by using the table of random numbers (33:450).

Development of the Instrument

After a preliminary list of questions had been formulated, a review of the literature produced other possible areas and questions. The selection of items was a cooperative endeavor drawing upon the opinions and suggestions of the doctoral committee, colleagues, members of the

Fraternity Advisers Association, and other fraternity men. Within the process of selecting and refining the questions, the criterion of suitability was the value of the information these questions would elicit.

It was evident that the final questionnaire would be exceptionally long even though nearly every item included in the instrument constituted an hypothesis or part of an hypothesis in itself. Consequently, inducing alumni to spend time to complete the instrument was of serious concern. To reduce as far as possible the danger of inadequate returns caused by length, experiments were conducted with several forms of the questionnaire. The participants in the pilot study were requested to time themselves and to indicate the question at which they began to tire. Time limitations of approximately twenty-five minutes restricted the content of the form. Information was reduced further to the areas reflected in "The Decalog of Fraternity Policy." On the basis of these considerations the decision was made that the pertinent information could be obtained on a four page printed form.

It was assumed that factors other than the length of the instrument might influence adversely the number of returns. To arouse interest and encourage cooperation, an accompanying letter explaining the purposes of the study was mailed with the questionnaire.⁴ Further, this cover letter appealed to the alumni to aid the Fraternity Advisers Association and the Office of the Dean of Students to improve the fraternity program.

⁴See Appendix D for a copy of the questionnaire and cover letter.

Items which were attention-catching, neutral, and non-threatening were introduced at the beginning of the instrument in order to involve the respondent without arousing a controversial response. The more "delicate" questions were placed in the later sections of the questionnaire. Items requiring a narrative answer were placed as near as possible to the end of the questionnaire. Further, an attempt was made not to leave the participant in an embarrassing position by the answer to a particular question. The alternative "other" was repetitiously included in order that the respondent could extricate himself if he felt the need, or to explain a more complete answer as it may have related to an unusual situation.

In return for their cooperation, the respondents were offered a summary of the results of the study. In order to obtain their names and addresses and yet maintain anonymity in the return, the participants were requested to return under separate cover an enclosed card showing their name and address.⁵

The directions for completing the questionnaire were used in the pilot study on fraternity alumni. In the follow-up interviews, any noted ambiguities or difficulties in following directions were ascertained and the directions on the final form reworded and clarified accordingly.

Wherever possible, the respondent was requested to indicate the appropriate information by placing a check mark by the correct response. These responses were derived from open ended questions asked of

⁵See Appendix E for a copy of the card.

fraternity men who were on the staff and faculty at Michigan State University and of selected members of the Fraternity Advisers Association. The suggestions offered by the members of the pilot study were very meaningful, particularly in this area. Thus, no great expenditure of effort in completing the instrument was anticipated.

To include as many items as possible, the instrument was printed with six-point type. The advice of the Director of the Tabulating Office was followed in designing the format of the instrument so that the transposing of information to IBM cards would be facilitated.

To reduce the expense and effort in returning the completed form, an addressed and stamped envelope was included in the packet mailed to each participant.

Survey Procedures

When the initial instrument included all of the items of information that were desired, typed copies with directions for completion were mailed to the participants in the pilot study who were of comparable age to the larger group and who had been initiated as undergraduates into the social fraternities at Michigan State University. These men were involved in business, industry, public school education, university faculty and staff, or university post-graduate study. A typed cover letter explaining the study and soliciting their cooperation was included. As the typed questionnaires were returned, an interview was arranged with each participant in order to check the adequacy of the form, to explore with each of the respondents the possible meanings of each item,

and to present alternate questions and thus to clarify, refine, and validate the instrument. The information from the group was then tabulated in order to determine any weaknesses, unexpected results, and the feasibility of coding narrative responses.

The final questionnaire was printed and mailed with enclosures to 532 fraternity alumni on May 6, 1957.

As the questionnaires were returned, the date of return was affixed to each group so that the instruments which had been received promptly were separated from those received later. When it was found that there was very little difference between the groups and that the response was high, it was felt that the sampling bias was not excessive. It was noted on the questionnaire whether the respondent identified the completed instrument in any way. Such a note was made since in these cases the fear of identification would hardly have influenced the individual's responses. Nearly half of the returns were so identified.

The letter that accompanied the instrument requested that the returns be mailed in time for tabulation to begin on May 24, 1957. An accurate account was kept of the individuals who had returned their questionnaires by making reference to the code number placed on each instrument. On June 3, 1957, a follow-up letter⁶ with copies of the original enclosures were sent to 270 men who had not returned their initial copies. On the date that the follow-up letter was mailed, 262 instruments had been returned. Of the 532 fraternity alumni invited

⁶See Appendix F for a copy of the follow-up letter.

to participate in the study, half had accepted the invitation. Eight-tenths of the sample of 1940-41 had returned their forms, as had eight-tenths sample of 1950-51, and three-quarters of the sample of 1955-56.

On July 6, 1957, as a result of the follow-up letter, 76 additional questionnaires had been returned. Five hundred and twenty-five fraternity alumni received questionnaires, and 332 of these people completed and returned the questionnaires that were used in the study--a response of 63 per cent. The distribution of the instruments used in the study was 61 per cent from the class of 1940-41, 62 per cent from the class of 1950-51, and 64 per cent from the class of 1955-56. That 63 per cent of those who received the questionnaire returned it was gratifying. It was heartening to know that 222, or two-thirds of the sample, indicated an interest in receiving a copy of the results.

Providing for Group Analysis

In order that the data of this study could receive a more comprehensive analysis, it was decided to divide the fraternity alumni into groups or categories. The groups consisted of those who had graduated with the class of 1940-41, those who had graduated with the class of 1950-51, and those who had graduated with the class of 1955-56. For brevity and clarity of presentation these groups will be referred to as the class of 1940-41, 1950-51, or 1955-56 or the early, intermediate, or late classes respectively. The alumni were also divided into three categories of fraternity involvement: major office holders, minor office holders, and non-office holders or category I, II or III

respectively. Where reference is made to major office holders it is understood to include fraternity alumni who as undergraduates held an office in the Interfraternity Council as well as men who had held an office of President, Vice-President, Secretary, or Treasurer in their respective fraternities. Where reference is made to minor office holders it is understood to include men who never held office in the Interfraternity Council nor held any of the four major offices listed above, but held offices such as the following: Social Chairman, Athletic Chairman, Steward, Historian, Chaplain, Scholarship Chairman, Rush Chairman, Pledge Trainer, Special Events Chairman, Music Chairman, Librarian, or Publicity Chairman. Non-office holders will include those men who joined Greek letter social fraternities but held no office in the Interfraternity Council or in their respective fraternities. Thus, there are six basic subdivisions to which reference will be made: the class of 1940-41, the class of 1950-51, the class of 1955-56, major office holders, minor office holders, and non-office holders.

Analyzing the Data

To analyze the data it was desirable to transpose the information to IBM cards. Each questionnaire was identified by a code number punched into the card along with the individual's response to each item. The written responses to any item were hand tabulated, grouped, and assigned a code number. By assigning a code number to these narrative responses and punching the number into the IBM cards, this information was also tabulated by use of the IBM equipment. Two cards were required for each of the 332 cases.

The basic groupings were maintained for all the analyses--the years of graduation and the degrees of involvement. Figure I presents a breakdown of the basic groupings in which the returns were analyzed. The grouping by year of graduation was used because of the possible effect of age. For example, the activities associated with the private and community lives may be somewhat different for each of the graduating classes. Further, those men who graduated in 1940-41 were members in a fraternity program before World War II when the student enrollment at Michigan State University was one-third the size that it was when the classes of 1950-51 and 1955-56 graduated. Likewise, the residence hall program and independent organizations were smaller, as was the number of fraternity men within the fraternity program.

The male graduating class of 1950-51 was composed of a large number of veterans of World War II. These men were older and more experienced in adult life while they were fraternity men enrolled in undergraduate studies than were the members of the other classes included in this study. Others of this class had served in the armed services during the Korean Conflict and had returned to their civilian lives two or three years before.

The men of the class of 1955-56 had not had much opportunity for establishing themselves in their communities. Their opinions are worthy of note since they represented the most recent graduating class and had experienced any recent changes in the fraternity program at Michigan State University.

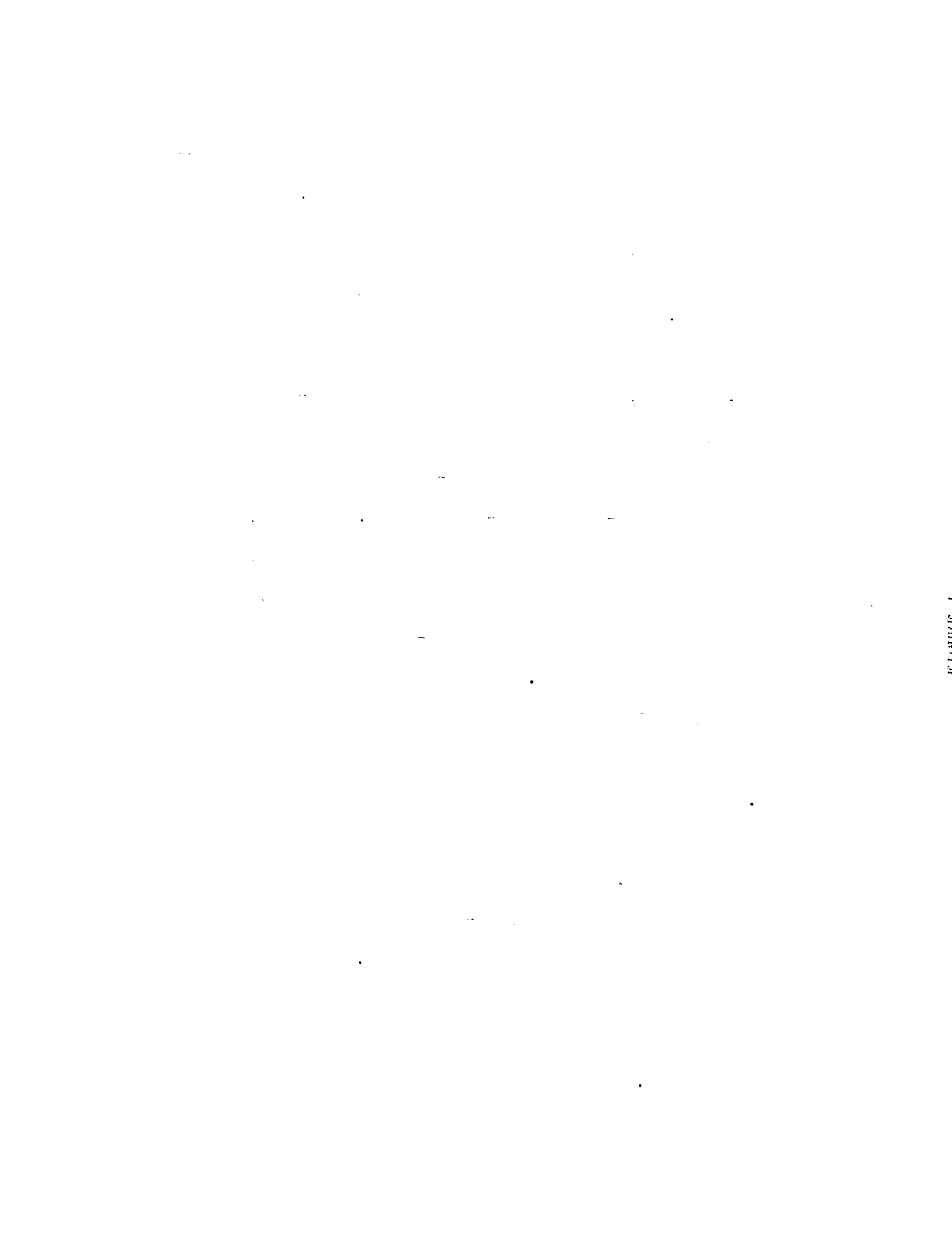


FIGURE I

BASIC GROUPINGS IN WHICH QUESTIONNAIRE
RETURNS WERE ANALYZED

81	Fraternity Alumni Who Graduated with the Class of 1940-41 (61% of returns) (24% of sample)	124	Fraternity Alumni Who Graduated with the Class of 1950-51 (62% of returns) (37% of sample)	127	Fraternity Alumni Who Graduated with the Class of 1955-56 (64% of returns) (38% of sample)
		332	Fraternity Alumni (63% of usable returns)		
105	Fraternity Alumni Who Held a Major Office in Their Fraternities (32% of the sample)	114	Fraternity Alumni Who Held a Minor Office in Their Fraternities (34% of the sample)	113	Fraternity Alumni Who Held No Office in Their Fraternities (34% of the sample)

The division of men into those who had held office and those who had not held office permits drawing of inferences concerning the influence of fraternity involvement. There should be some measurable difference between the results of holding office and being highly involved in the fraternity experience and not holding office and being less involved.

In each of the analyses a frequency of distribution was made of the number of fraternity men checking the various alternatives for each item in the questionnaire. The Chi Square⁷ test of significance was used to test for differences among the basic groupings according to the year of graduation and the degree of fraternity involvement. The five per cent level of significance was used in this study. However, in some instances differences significant between the ten per cent and five per cent levels were discussed if they appeared to represent possible trends. In any instance the actual probability level of the obtained Chi Square is listed for each table.

It became obvious that these significant relationships among the basic groupings and the various responses could be better interpreted if the frequency counts were computed to percentages, since the mere presentation of frequency counts would not be adequate due to differences in the total number of cases in each distribution.

In presenting the results of the study, four main divisions were made. In Chapter IV a general description has been submitted of certain

⁷For detailed explanation of Chi Square, see Goulden (36:353-368).

selected factors of the socio-economic status of these fraternity men. Included were factors of age, marital status, number of children, residence, military experience, parental socio-economic status, present employment, and income. In Chapter V an evaluation of the fraternity program was presented. Chapter VI consisted of the current thinking of the alumni regarding the organization, administration, and practices of the fraternity program. Chapter VII has presented an analysis of the present-day activities of the fraternity alumni as they relate to selected aims and objectives of the fraternities stated in "The Decalog of Fraternity Policy." These include their alumni, community, political, religious, cultural, and recreational activities.

CHAPTER IV

SELECTED CHARACTERISTICS OF FRATERNITY ALUMNI

The purpose of this chapter was to describe the characteristics of the fraternity alumni as determined by selected aspects which are often included with indices of socio-economic status. It will be recalled that a plan of grouping was adopted for purposes of comparison and analysis. Reference will be made to the class of 1940-41, 1950-51, or 1955-56, and major office holder, minor office holder, or non-office holder in accordance with the explanation presented in Chapter III. Since various aspects of ones socio-economic status is a result of the passing of time we will not point to these unless we find some trend or pattern of interest.

Age

The fraternity alumni included in this investigation ranged in age from twenty-one to forty-six as depicted in Table I. The median age of the 1940-41 class was thirty-eight, the median age of the class of 1950-51 was twenty-eight, and the median age of the respondents in the class of 1955-56 was twenty-three. Most of them, therefore, were in the prime of young adulthood and had been out of college from one to fifteen years.

TABLE I
AGES OF FRATERNITY ALUMNI BY YEAR OF GRADUATION AND
THE DEGREE OF FRATERNITY INVOLVEMENT

Age	Year of Graduation				Degree of Fraternity Involvement		
	1940-44	1950-51	1955-56	Total	Major	Minor (Percentages)	Non Total
	(Percentages)						
24 years and under	--	--	81.9	31.2	30.3	41.2	23.0 31.2
25-30	--	86.2	18.0	39.1	35.9	38.4	42.5 39.1
31-35	2.4	12.9	--	5.4	7.5	4.4	4.4 5.4
36-40	86.4	0.8	--	21.3	24.6	13.6	26.5 21.3
41 years and over	11.2	--	--	2.7	1.8	2.6	3.6 2.7
Total	100.0	99.9	99.9	99.7	100.1	100.2	100.0 99.7
Number of cases	81	124	127	332	105	114	113 332
Median age	37.8	27.9	23.4	26.8	27.4	25.4	27.8 26.8

Marital Status

It has been inferred on more than one occasion that the college man has practically committed race suicide in that he has not married and reproduced (37:39). This inference was not evinced in this investigation of fraternity men. Only one respondent from among the oldest alumni had not married, whereas one-tenth of all college male graduates of this age were listed as single (4:24). Eight-tenths of the fraternity men in the class of 1950-51 had married at the time the data were collected. The new alumni were certainly not doomed to bachelorhood; nearly half of this class had married before they had been out of college one year. Of the total alumni sampled, seven-tenths were married.

According to Havemann who found that the college graduates' matrimonial possibilities run in direct proportion to the amount of worldly success (37:43), the fraternity man is extremely successful. Only two divorces were found among the entire group. In a recent national survey on college graduates it was learned that six out of every hundred have been divorced (37:41). None of the fraternity members were widowed or separated.

There was no significant relationship between the degree of fraternity involvement and the marital status of the alumni.

Number of Children

A majority of those who married had children. Of the 236 fraternity alumni who had married, seven-tenths were fathers. In Table II it was

TABLE II
MARITAL STATUS AND SIZE OF FAMILY OF THE FRATERNITY ALUMNI

Characteristics:	Year of Graduation			TOTAL
	1940-41	1950-51	1955-56	
Married Men	80	102	54	236
Fathers	78	79	20	177
Childless Married Men	2	23	34	59
Fathers of One Child	7	27	16	50
Fathers of Two Children	27	35	4	66
Fathers of Three Children	23	16	--	39
Fathers of Four Children	13	1	--	14
Fathers of Five Children	6	--	--	6
Fathers of Six Children	2	--	--	2
Total Children	228	149	24	401
Average Number of Children per Father	2.9	1.9	1.2	2.3

noted that this included graduates of the most recent class. When the men of the class of 1955-56 were excluded, it was learned that nearly nine-tenths of the married men were fathers. The average number of children per married man was 2.3 as compared with an average number of two children for all married college graduates (37:50).

Residence

Although the fraternity alumni resided in towns and cities of many sizes, they did not live in all the locations in equal proportions. In cities from 10,001-50,000 population, cities over 100,000 population, and suburban areas they resided in nearly equal proportions. About one-fifth of the alumni resided in these types of areas. This was compared to three-tenths of the American population who reside in the suburbs of metropolitan areas (80:53). Over one-tenth of the respondents lived in cities of 2,501-10,000 and one-tenth resided in localities of 50,001-100,000 population. Whereas one-quarter of the American population lived in towns of 2,000 population or less (80:53), less than one in twenty of the fraternity alumni lived in towns of this size. Today, when about one-eighth of the American population reside in rural areas (80:53), less than half that proportion of fraternity alumni live in the rural areas.

Further analysis of the data revealed no significant differences between the recency of graduation and the place of residence of the fraternity alumni. No significant differences were found between the degree of fraternity involvement and the place of residence of the respondents.

College Degrees Earned

About one-eighth of the fraternity men had continued their college education at the post-graduate level and seven-tenths of these had

earned the Masters Degree. Eight of the respondents had received a doctorate. Nearly one-sixth of the non-office holders and one-tenth of both categories I and II received post-graduate degrees.

Military Experience

A majority of the fraternity alumni had served in the armed forces. Data in Table III, revealed that almost three-fourths of the men included in this investigation had served in the armed forces. As expected, a greater proportion of the members of earlier classes had served. Eight-tenths of the 1940-41 class, nine-tenths of the 1950-51 class and six-tenths of the most recent class had already served.

The degree of fraternity involvement was significantly related to the proportion of men who had military service. The higher the degree of fraternity involvement, the more often the men had served in the armed forces. The data did not reveal information which would account for this finding.

Of the 243 fraternity alumni who had been in the military service, six-tenths were commissioned officers. When the data were analyzed according to the year of graduation it was revealed that nine-tenths of the service men from the earliest class once had been commissioned officers as compared to four-tenths of the members from the class of 1950-51 and six-tenths of the men in the most recent class.

There was no relationship revealed between the degree of fraternity involvement and the proportion of respondents who had held commissions in the armed forces. About two-thirds of the service men who were

TABLE III
MILITARY EXPERIENCE OF THE RESPONDENTS

Military Experience	Year of Graduation (Percentages)				Degree of Fraternity Involvement (Percentages)		
	1940-41	1950-51	1955-56	Total	Major	Minor	Non Total
No	21.0	12.9	40.9	25.5	14.3	27.2	34.5 25.5
Yes	77.8	87.1	56.7	72.9	84.7	71.9	63.7 72.9
*Not ascertained	1.2	--	2.4	1.2	1.0	.9	1.8 1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0 100.0
Number of cases	81	124	127	332	105	114	113 332
	$\chi^2 = 28.4$ df = 2 P = < .001				$\chi^2 = 12.2$ df = 2 P = < .01		

*Was excluded in calculating χ^2 .

former major office holders and an equal proportion of non-office holders were commissioned, while one-third of the minor office holders also held commissions in the military forces. We cannot account for this pattern.

About half of the service men were in the Army, one-quarter had served with the Navy, and one-fifth had served with the Air Force. Two per cent had served with the Marines, two respondents had served in the Coast Guard, and one man had served with the Merchant Marines. When the data were analyzed according to the recency of graduation, no relationship was found between the year of graduation and the branch of service in which the men had served.

Likewise, the degree of fraternity involvement made no difference among the respondents and the branch of the armed forces in which they had served.

Present Military Status

By and large, the alumni were either in the active reserves or were discharged veterans with no military obligations (Table IV). Three-tenths and two-tenths of the fraternity alumni, respectively were in these categories. Slightly less than one-tenth of the men were in the active reserves and slightly more than one-tenth had been deferred. Less than one tenth had been classified as physically disabled. Only one fraternity alumnus revealed that he was in the National Guard. Nearly two-tenths of the alumni were presently on active duty with the armed services.

TABLE IV
THE PRESENT MILITARY STATUS OF THE RESPONDENTS

Status	Year of Graduation (Percentages)				Total
	1940-41	1950-51	1955-56		
Active duty	6.1	2.4	33.9		15.3
Active reserves	3.7	9.7	10.2		8.4
Inactive reserves	34.6	35.5	9.4		25.2
Discharged veteran with no military obligation	30.8	31.5	5.5		21.3
Physically disabled	1.2	5.6	10.2		6.3
Deferred	—	8.0	18.3		10.2
*Others	4.9	2.4	6.4		4.5
*Not ascertained	18.4	4.9	5.5		8.4
Total	99.7	100.0	100.0		99.6
Number of cases	81	124	127		332
$\chi^2 = 117.3$ $df = 10$ $P = < .001$					

*None excluded in calculating χ^2 .

Naturally, the largest proportion of men presently on active duty were the youngest men. Of the fifty-one men who were on active duty with the armed forces, only five were members of the earliest class and only three were from the class of 1950-51. The percentage of the most recent class that will make a career in the armed service is not known, for included with the men presently serving are men fulfilling their military draft requirements. The number of men who were in the active reserves, physically disabled or deferred was related significantly to the recency of graduation.

Regarding the degree of fraternity involvement, no significant differences were noted.

Fathers' Main Occupation

As depicted in Table V, most of the fathers of the fraternity alumni were clerical, sales or kindred workers. Three-quarters of the fathers of fraternity men were "white collar" workers. Less than half were either professional, proprietors, or managerial. The largest single category was clerical workers. The fathers of over half of the male students at Michigan State University come from "white collar" occupations. The fathers who are not white collared workers are mostly skilled workers or foremen (26:39). Whereas slightly more than one-tenth of the fathers of male students enrolled at the University have professional occupations, one-sixth of the fraternity alumni have fathers whose occupations are of a professional nature.

The data in Table V revealed no significant relationship between the fathers occupation and the degree of fraternity involvement of the son.

TABLE V

OCCUPATIONAL DISTRIBUTION OF THE FATHERS OF THE FRATERNITY ALUMNI

Occupational Level	Year of Graduation (Percentages)				Degree of Fraternity Involvement (Percentages)		
	1940-41	1950-51	1955-56	Total	Major	Minor	Total
Professional and semi-professional	16.0	15.3	20.5	17.5	20.0	21.5	11.5
Proprietors, wholesale and retail dealers	10.0	16.9	11.8	13.2	16.3	11.4	12.4
Farmers, owners, and tenants	10.0	11.3	7.9	9.6	9.5	7.2	12.4
Managerial	19.7	14.5	14.2	15.7	13.4	14.4	19.5
Clerical, sales, and kindred	23.5	17.7	27.6	22.9	24.8	21.9	22.1
Skilled workers and foremen	7.4	7.2	4.7	6.3	6.7	4.4	7.8
Semi-skilled workers	6.1	3.2	3.9	4.2	1.0	6.1	5.4
Unskilled workers, laborers, and servants	--	4.0	3.9	3.0	1.9	4.4	2.7
Protective service	--	4.0	3.1	2.7	1.9	3.6	2.7
Not ascertained	7.4	5.6	2.4	4.8	4.8	6.1	3.6
Totals	100.1	99.7	100.0	99.9	100.3	100.0	100.1
Number of cases	81	124	127	332	105	114	113
							332

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Fathers' Education

From the respondents it was learned that four-tenths of the fathers had attended college. Of the 136 fathers who had attended college, three-tenths did not graduate, whereas six-tenths had terminated their education with a Bachelors degree, and one-tenth had obtained an advanced degree. Thus, three-tenths of all the fraternity alumni included in this study had fathers who had earned a college degree. This figure was compared to the number of male college graduates throughout the United States, one-quarter of whom had fathers with a Bachelors Degree (37:14). In 1954 a survey revealed that three-tenths of the fathers of the male all-campus seniors attended college whereas over half of the fathers of fraternity seniors attended college (32:56).

No significant relationships were found between the father's education and the recency of graduation of the son. Neither was there a significant difference between the father's education and the degree of fraternity involvement of the son.

Present Employment Status of the Alumni

As shown in Table VI, an overwhelming majority of fraternity alumni were employed full time on salary. Regardless of the year of graduation or the degree of fraternity involvement, this was by far the most frequently mentioned mode for earning an income. The more recent the year of graduation, the less frequently the alumni were self-employed. As would be expected, the more recent the year of graduation, the more significant was the trend for the respondents to be attending college

TABLE VI

PRESENT EMPLOYMENT STATUS OF THE FRATERNITY ALUMNI BY YEAR OF GRADUATION

Employment Status	Year of Graduation			
	1940-41	1950-51	1955-56	Total
	(Percentages)			
Self employed	19.7	17.7	4.0	12.9
Employed full time on salary	75.3	71.8	79.5	75.3
Attending college for advanced study	--	2.4	12.0	5.4
* Others	5.0	7.2	3.1	5.1
* Not ascertained	--	0.8	1.5	0.9
Total	100.0	99.9	100.1	99.6
Number of cases	81	124	127	332
$\chi^2 = 29.2$ $df = 4$ $P = < .001$				

*Were excluded in calculating χ^2 .

for advanced study. Although the data were not available for the male graduates of Michigan State University for the class of 1956, it was revealed that an identical percentage of male graduates in the class of 1957 from Michigan State University were attending graduate school as were fraternity men from the class of 1956 (68:2).

No significant differences were found between the percent employment status of the fraternity alumni and the degree of fraternity involvement.

Chief Occupations of the Fraternity Alumni

The fraternity alumni had climbed higher on the occupational hierarchy than had their fathers. It was recalled from Table V that most frequently the fathers had occupations of a clerical, sales, or kindred nature. In Table VII it is noted that more than one-third of the alumni had occupations of either a professional or semi-professional nature. Further, the fraternity alumni had increased their proportions in the professional and semi-professional occupations by one-fifth over their fathers. The alumni had likewise increased in the percentage of men in the managerial positions. At the same time, the fraternity men, as compared with their fathers, had decreased their representation in the following categories: proprietor, wholesale and retail owners, farmer, clerical, sales and kindred, and skilled workers and foremen.

The recency of graduation was significantly related to occupational distribution. Thus, the more recently graduated were concentrated more heavily in clerical, sales, and kindred occupations, whereas older

TABLE VII
OCCUPATIONAL LEVELS OF THE FRATERNITY ALUMNI

Occupational Level	Year of Graduation			Degree of Fraternity Involvement		
	1940-41	1950-51	1955-56	Major	Minor	Non Total
	(Percentages)			(Percentages)		
Professional and semi-professional	43.2	43.5	26.8	29.5	36.8	44.2 36.9
Proprietor, wholesale, and retail	7.4	6.4	--	8.6	1.8	2.7 4.2
Managerial	29.6	25.0	8.6	23.8	21.0	14.7 19.8
Clerical, sales, and kindred	9.4	18.5	21.3	14.3	16.6	21.6 17.4
Armed Services	5.0	1.6	29.2	17.1	13.8	7.8 12.9
*Others	5.0	4.8	14.4	6.7	9.9	9.0 8.4
Total	99.6	99.8	100.3	100.0	99.9	100.0 99.6
Number of cases	81	124	127	105	114	113 332
	$\chi^2 = 75.3$ df = 8 P = < .001			$\chi^2 = 17.5$ df = 8 P = > .05		

*Were excluded in calculating χ^2 .

respondents were represented more in the managerial positions.

Occupational mobility over the years probably explains this pattern.

There was a significant relationship between the degree of fraternity involvement and the occupational composition. Respondents who were less involved in the fraternity program had entered the professional levels more frequently than the office holders. Likewise, the less involved respondents entered the clerical, sales and kindred more frequently. Those greater involved in the fraternity program entered the managerial and proprietor levels in greater proportions.

It was recalled from Table V that no relationships existed between the degree of fraternity involvement of the son and the occupational categories of the fathers of these alumni.

Annual Income

How much income does a fraternity man earn? Their incomes vary by age groups, of course, as in any group of college men selected at random, there are tremendous variations. As was noted in Table I, the samples of the fraternity alumni were nearly all under forty years of age. Thus, by no means were they near their peak annual income. As recorded in Table VIII, the men reported the highest income in the bracket of \$25,000 to \$50,000 per year, with the income bracket most frequently mentioned by the alumni group being \$5,001 to \$7,500. The median salary for all the alumni, whether they had been out of college for only one year or fifteen years, was \$6,686 per year. The median salary for male graduates throughout the nation in 1956 was approximately \$5,000 per

TABLE VIII

ANNUAL INCOME OF THE FRATERNITY ALUMNI BY YEAR OF GRADUATION AND
THE DEGREE OF FRATERNITY INVOLVEMENT

Income	Year of Graduation				Degree of Fraternity Involvement			
	1940-41	1950-51	1955-56	Total	Major	Minor	Non	Total
	(Percentages)				(Percentages)			
Less than \$3,000	--	3.2	13.6	6.3	5.7	6.2	7.1	6.3
\$3,001 to \$5,000	1.2	4.8	43.2	18.6	20.0	24.5	11.6	18.6
\$5,001 to \$7,500	12.4	49.2	34.5	34.5	32.4	35.1	36.5	34.5
\$7,501 to \$10,000	30.8	24.8	1.6	17.4	18.1	12.8	21.0	17.4
\$10,001 to \$15,000	30.8	12.8	0.8	12.6	11.4	10.6	16.0	12.6
\$15,001 to \$25,000	18.5	1.6	--	5.1	6.7	2.7	6.2	5.1
\$25,001 to \$50,000	6.2	0.8	--	1.8	2.9	1.8	0.9	1.8
Not ascertained	--	2.4	6.4	3.3	2.9	6.2	0.9	3.3
Total	99.9	99.6	100.1	99.6	100.1	99.9	100.2	99.6
Number of cases	81	124	127	332	105	114	113	332
Median	\$10,900	\$7,070	\$4,546	\$6,686	\$6,795	\$6,157	\$7,135	\$6,686

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year (19:110). Latest figures revealed the annual median salary for college faculty members to be about \$5,200 (17:2).

In 1956, Michigan State University reported a starting average base salary of \$4,286 for graduates of the class of 1955-56 (73). The median annual salary for the fraternity alumni in this class was \$4,546. This figure falls in the largest of all income brackets of American families. Nearly one-third of the population this current year of 1957 were included in the income bracket of \$4,000 to \$6,999 (66:15). The median annual salary for the fraternity alumni in the class of 1950-51 was \$7,070. This salary fell in the income bracket of \$7,000 to \$9,999 which included nearly one-tenth of the nation's population in 1957 (66:15). The median income of the fraternity alumni in the earliest class was \$10,900. This figure falls in the income bracket which includes five per cent of the nation's population (66:15).

How did the alumni who were highly or less highly involved in fraternity activities compare salary-wise? No significant differences were noted. In the class of 1940-41, the highly involved received a median salary of \$11,000, whereas the minor office holders of this earliest class earned a median income of \$11,250, and the men who were least involved earned a median income of \$11,250. In comparison, the former major office holders of the class of 1950-51 earned a median income of \$7,025, the minor office holders of that year, \$7,175 and the non-office holders \$6,925. The median annual salaries for the categories in the class of 1955-56 were \$4,400, \$4,760, and \$4,500, respectively for the men in categories I, II, and III.

Memberships Held

As could be expected among a group which most frequently had an occupation of a professional nature, the most frequently held memberships by the alumni were in professional associations. Half of the memberships were of this type. Less than two-tenths were members of trade associations. Less than one in twenty held memberships in learned societies. A like proportion were members of labor unions. Four-tenths held no membership in any of the organizations included in the questionnaire.

Recency of graduation was significantly related to organization membership. The more recent classes had the least organization participation. Thus, more than one-tenth of the class of 1940-41 had no participation, compared to four-tenths of the intermediate class and one-half of the most recent class. On the other hand, three-quarters of the earliest class, four-tenths of the intermediate class and one-third of the latest alumni class held membership in professional associations. None of the alumni from the earliest class held membership in a labor union and only one in twenty of the class of 1950-51 and also the class of 1955-56 were members of labor unions.

No significant trend was revealed regarding the degree of fraternity involvement and the men who joined professional or trade association, learned societies, labor unions, or professional fraternities.

Summary

Any representation of the characteristic alumnus who as an undergraduate joined a Greek letter social fraternity ignores the reality that every fraternity alumnus is at least somewhat different from every other fraternity alumnus, and each group different from another. But, a representation of the characteristic alumnus does provide a standard of reference with which a comparison can be made. A summary of the data disclosed in this investigation shows the typical fraternity alumnus was twenty-seven years of age. If he had been graduated with the oldest class he was thirty-eight years of age, or if graduated in the intermediate class he was twenty-eight years of age, and if he was graduated with the most recent class he was twenty-three. He was married and resided either in a suburban area, in a city of 10,000-50,000 population or in a city of over 100,000 population. He had continued his education in post-graduate college work in the same proportions as other Michigan State University graduates. He had performed his necessary military obligations in the armed forces as a commissioned officer in the United States Army, and then terminated his relations with the military service in so far as possible.

He has taken a position in a professional, semi-professional or managerial type occupation and has been paid an annual salary of \$6,686. He holds membership in a professional occupational association.

Not only has the typical fraternity alumnus obtained a better education than his father, but he has also surpassed his father in the occupational hierarchy.

CHAPTER V

ALUMNI EVALUATION OF THE FRATERNITY PROGRAM

It will be recalled from Chapter I that in this chapter the findings concerned with the evaluation of the fraternity alumni regarding the fraternity program would be presented. It will be recalled, also, that for the purpose of comparison and analysis a plan of grouping according to the degree of fraternity involvement was adopted. For the purpose of brevity in presenting the data, reference will be made to the classes in accordance with the explanation recorded in Chapter III. Likewise, the categories will be used in accordance with the explanation presented in Chapter III.

The Evaluation

A good measure of success in business is the degree of satisfaction among the consumers. The same measure should have some validity in education. If the larger number of all the fraternity alumni are pleased that they joined a fraternity, we must add that in favor of the fraternity program. But, if a large number of fraternity alumni consider the fraternity a waste of time and money, or be reluctant to join again, or refuse to advise others to join, we must seriously question the fraternity program.

To the question: What is your general feeling about the fraternity program? nearly seven-tenths of the alumni were of the opinion that the fraternity offers a vital part of a man's education that cannot be obtained elsewhere. Nearly one-quarter of the alumni perceived the fraternity as something "nice to belong to while in college, but of little interest afterwards." Slightly less than one in twenty responded that a fraternity "has little to offer other than prestige."

There was a significant relationship between the length of time since graduation and the reaction to the alternative that "it is nice to belong to a fraternity while in college, but it is of little interest afterwards" (Table IX). It might be reasoned that this pattern exists because the longer the man is out of college the greater would be the tendency for him to be concerned with his family and profession. The result would be that his interest in his fraternity would be subordinated. There was also a relationship between the recency of graduation and the perception that "the fraternity offers a vital part of an education that cannot be obtained elsewhere." It is submitted that more recent graduate would not have had opportunity to experience the programs and inter-workings of other institutions and organizations which promote and support intangible and tangible goals not too dissimilar from those of the Greek letter social fraternity.

There were no significant patterns revealed between the degree of fraternity involvement and the responses to this question.

If you had it to do over again, what would be your reaction to joining a fraternity? Almost to a man they look back on their fraternity

TABLE IX

ALUMNI REACTIONS TO THE QUESTION:

"What is your general feeling about the fraternity program?"

Appraisal	Year of Graduation (Percentages)				Total
	1940-41	1950-51	1955-56		
It offers a vital part of education that is unobtainable elsewhere	45.7	66.9	84.3		68.1
Other than prestige it has little to offer	6.0	1.6	4.8		3.9
Nice to belong while in college but of little interest afterward	46.9	25.0	8.8		24.0
* Others	1.2	6.4	2.4		3.6
Total	99.8	99.9	100.3		99.6
Number of cases	81	124	127		332
$\chi^2 = 43.0$ $df = 4$ $P = < .001$					

*Not included in calculating χ^2 .

life with satisfaction. It was revealed in the study, (Table X), that nearly nine in every ten fraternity alumni would again join a fraternity. Better than eight-tenths of the alumni would again join the same fraternity, and approximately one in twenty would join a different fraternity. Four men would again join a fraternity but with some reservations, and two others cited that they would join sooner if they had it to do over. On the other hand, less than one-tenth of the sample would be reluctant to join again, and only two men, both of whom were non-office holders, would not join a fraternity again.

The more recently the men had graduated the more they would join a different fraternity. This pattern might give cause to speculation that fraternity life is satisfying, but that the rush and pledging program is such that the men are not given complete information on a chapter before they join. The longer the men had been out of college, the more often they responded that they would be reluctant to join a fraternity again. It might be reasoned that the contemporary fraternity program is becoming more satisfying than that of earlier years, or that the pleasant experiences of the fraternity program are soon forgotten with the years.

The degree of fraternity involvement was significantly related to the attitude toward joining the same fraternity again. Also, the degree of fraternity involvement was significantly related to the attitude of reluctance toward joining a fraternity again if they had it to do over. These two patterns would support the feeling that activity within an organization results in greater satisfaction on the part of the

TABLE X

FRATERNITY ALUMNI RESPONSES TO THE QUESTION:

"If you had it to do over, what would be your reactions to joining a fraternity?"

Reactions	Year of Graduation (Percentages)				Degree of Fraternity Involvement (Percentages)		
	1940-41	1950-51	1955-56	Total	Major	Minor	Non Total
Join same	80.2	84.7	84.2	83.1	91.4	83.3	76.1 83.1
Join different	1.2	5.6	8.8	5.7	3.8	8.1	5.4 5.7
Reluctant to join	11.6	7.2	4.8	7.5	1.9	7.2	13.3 7.5
*Others	4.9	1.6	1.6	2.4	2.8	1.8	2.7 2.4
*Not ascertained	1.2	.8	.8	.9	--	--	2.7 .9
Total	99.1	99.9	100.2	99.6	99.9	100.4	100.2 99.6
Number of cases	81	124	127	332	105	114	113 332
$\chi^2 = 8.89$ $df = 4$ $P = < .10$					$\chi^2 = 12.48$ $df = 4$ $P = < .02$		

*Were not included in calculating χ^2 .

individual. It may be that positions of leadership should be assumed by each member of the fraternity in order that the fraternity experience will become more meaningful and satisfying.

How well did your fraternity fulfill the expectations which you had had as a pledge? Since nine-tenths of the alumni would again join a fraternity, it might be expected that they had been well satisfied as undergraduates. As presented in Table XI, six-tenths of the fraternity alumni perceived that their expectations had been met about as they had anticipated. Three-tenths of the respondents believed the fraternity had fulfilled beyond their first expectations. Thus, nine-tenths of the alumni responded that their expectations of the fraternity had been met. It was recalled that the same number would again join a fraternity if they were undergraduates. Less than one-tenth were dissatisfied with the fraternity in fulfilling their expectations.

Which graduating class was most satisfied with its fraternity experiences? There was no significant difference among the members of the three classes included in the investigation. Approximately six-tenths of the members of all three classes believed that the fraternities had fulfilled their expectations about as the men had expected as pledges. About three-tenths of all the classes had their expectations fulfilled beyond their first anticipations. Since the number of members who were disappointed was so small, only slight differences could exist among the members of each graduating class.

No significant relationship existed between the degree of fraternity involvement and the members who expressed a fulfillment of their

TABLE XI

RESPONSES TO THE QUESTION;

"How well did your fraternity fulfill the expectation you had as a pledge?"

Responses	Degree of Fraternity Involvement		
	Major	Minor (Percentages)	Non Total
Less than expected	2.4	9.0	13.5 8.1
About as expected	61.8	55.3	63.7 60.0
Beyond expectations	36.1	34.2	21.6 30.3
*Not ascertained	--	1.8	1.8 1.2
Total	100.3	100.3	100.6 99.6
Number of cases	105	114	113 332
	$\chi^2 = 14.4$ df = 4 P = < .01		

*Was excluded in calculating χ^2 .

expectations as pledges. There was a significant difference with regard to the men who discerned that their expectations had been fulfilled beyond their first anticipation. Also, a significant relationship existed between the degree of fraternity involvement and the men who indicated their expectations were met "less than expected." Again, the feeling is supported that activity within an organization results in greater satisfaction on the part of the individual, and it might well be that there should be a more rapid turnover in the positions of leadership within a chapter.

In your opinion, how serious are the fraternities regarding their ideals? As shown in Table XII, a majority of the fraternity alumni perceived a needed strengthening of the fraternity practices in regard to the fraternity ideals. Although nine-tenths of the fraternity alumni would again join a fraternity, and a like proportion were quite satisfied that the fraternity had fulfilled their expectations, four-tenths submitted that the fraternities could be more serious regarding their ideals. Nearly four-tenths were satisfied that the fraternities give their ideals appropriate regard. On the other hand, two-tenths accused the fraternities of giving little concern to their ideals, and one in twenty elicited that the fraternities are too idealistic.

No significant differences were noted between the recency of graduation and the feeling of regard fraternities have for their ideals. About four-tenths of the fraternity members sampled from the respective classes expressed the opinion that the fraternities could be more serious. The members of the three classes sampled were nearly divided

TABLE XII

REACTIONS TO THE QUESTION:

"In your opinion, how serious are the fraternities regarding their ideals?"

Opinions	Degree of Fraternity Involvement		
	Major	Minor	Non Total
	(Percentages)		
Tend to be too idealistic	1.9	8.7	3.5 4.8
Give ideals appropriate regard	40.9	35.0	32.1 35.8
Could be more serious	44.7	37.7	41.5 41.1
Little concern given ideals	12.3	17.0	22.1 17.1
*Not ascertained	—	1.8	0.9 0.9
Total	99.8	100.2	100.1 99.7
Number of cases	105	114	113 332
	$\chi^2 = 10.8$ df = 6 P = < .10		

*Was not included in calculating χ^2 .

in the belief that the fraternities give little concern to their ideals. At the same time, about one-third of the fraternity alumni submitted that the fraternities give their ideals the appropriate regard.

Regardless of the degree of fraternity involvement, the dominant response was that the fraternities could be more serious regarding their ideals. The degree of fraternity involvement was significantly related to the feeling that fraternities give their ideals appropriate regard. It followed, that the less the degree of fraternity involvement, the more the alumni believed that fraternities give little concern to their ideals. This finding might well imply that the respondents who had been less involved with the fraternity program have had less opportunity to understand the ideals of the fraternity.

What would you advise a friend's son if he asked your opinion on whether or not to join a fraternity? With the amount of satisfaction with fraternities so far demonstrated, one would conjecture that a large number of men would advise affirmatively. The data verified that they did just that. Nearly nine-tenths of the participants in this investigation would advise a friend's son to join a fraternity. This was compared to nine-tenths the respondents who had formerly noted that if they had it to do over again, they would join a fraternity, and also the nine-tenths of the alumni who were satisfied that the fraternity had fulfilled their expectations. Of the alumni who would recommend that the friend's son join a fraternity, half indicated that they would advise him to "definitely join" and half recommended that he join "after careful consideration." Less than one-tenth reasoned that

"it is all right to join, but, not absolutely necessary." Others reflected that the son should join only if he is unable to obtain his social life elsewhere. Less than two per cent of the respondents would advise the son not to join. This number of six men who advised that the son not join was compared to the two respondents who had previously stated they would not again join a fraternity if they had it to do over. None of these six men were major office holders in the fraternity.

No significant differences were noted with respect to recency of graduation or the degree of fraternity involvement and the advice they would give to a friend's son in regard to joining a fraternity.

What types of people benefit most by joining a fraternity? As shown in Table XIII it was perceived by one-third of the opinions expressed that "all types" of people benefit by joining a fraternity. Three-tenths of the responses pointed more specifically to the introverted, quiet, reserved, shy or retiring person as the type which benefits most by joining a fraternity. Half that proportion believed that his counterpart--the extroverted, social, and aggressive person--benefits most by joining a fraternity. One-tenth of the participants who responded to this item had the impression "those who are willing to put themselves into it" benefit most by the fraternity experience.

When the replies were analyzed according to the year the respondents had graduated, it was noted that the more recent the graduate the more he supplied a general answer. The year of graduation was related to the responses that extroverts receive most benefit from the fraternity experience.

TABLE XIII

FRATERNITY ALUMNI REACTIONS TO THE QUESTION:

"What types of people benefit most by joining a fraternity?"

Types	Year of Graduation (Percentages)			
	1940-41	1950-51	1955-56	Total
All	20.9	33.9	44.9	34.8
Introvert	32.1	32.3	26.0	29.7
Extrovert	18.5	18.1	11.0	15.6
Those willing to put themselves into it	2.4	10.4	8.7	7.8
*Others	10.9	2.4	6.3	6.0
*Not ascertained	14.8	2.4	3.2	5.7
Total	99.6	99.5	100.1	99.6
Number of cases	81	124	127	332
$\chi^2 = 14.6$ df = 6				$P = < .05$

*Not included in calculating χ^2 .

The degree of fraternity involvement was not significantly related to the opinions regarding who receives most benefit from belonging to a fraternity.

What do you feel you received from a fraternity that you would have been unable to obtain elsewhere in college? In attempting to discern the advantages of fraternity affiliation, the alumni were requested to reveal in unstructured form what they experienced in their fraternity which could not have been obtained in other types of university living. Heading the list in frequency of mention was the underlying concept of fellowship, companionship, friendship, and personal associations. Three-tenths of the responses were placed in this category. Two-tenths held that only in the fraternity could they learn to give and take, understand and get along with people. About one-sixth were of the opinion that only in the fraternity could they have developed confidence, poise, and their command of the social graces. One-tenth replied that they received "security and a sense of belonging" that was unobtainable elsewhere on campus. Other benefits less often mentioned were "training for management, leadership, and citizenship," "incentive to develop myself," "physical comforts and better living conditions," "prestige and social status," "a reason to return to campus," and "social activities." Less than one-tenth of the respondents received nothing constructive or positive from the fraternity that they could not have obtained elsewhere.

Did the earlier fraternity alumni differ from their more recently graduated brothers regarding what they obtained from their fraternity experience? The answer is "no." The aspect most frequently mentioned,

was fellowship, companionship, and associations. Three-tenths of each class perceived this. The same pattern held for the second most frequently named benefit that was not obtainable elsewhere--"learned to give and take, understand and get along with people." Next, about one-sixth of each class responded that they "developed confidence, poise, and their command of the social graces." About one-tenth obtained security and a sense of belonging that could not have been obtained elsewhere in college.

There was no significant relationship noted between the degree of fraternity involvement and the percentage of a certain response to this item. One-sixth of the men in each category would not have been able to "learn to develop confidence, poise and their social graces" elsewhere.

What aspects of fraternity life contributed most to your development? The aspects which were indicated the largest number of times as contributing most to the men's development with but one exception were closely related to the responses to the prior question--"what was obtained from the fraternity experience that was unobtainable elsewhere in college?" In Table XIV, over two-tenths of the responses were grouped under "living in the house and learning to cooperate with others," and a like percentage were recorded under "social affairs and activities." One-tenth of the replies indicated "fellowship, companionship, and associations," and less than one-tenth of the responses indicated "developing self-assurance by participating in the extracurricular activities for the fraternity" as the aspects which contributed most to their development. The scholastic environment and emphasis was an aspect

TABLE XIV

ASPECTS OF FRATERNITY LIFE WHICH CONTRIBUTED MOST TO THE DEVELOPMENT OF THE ALUMNI

Aspects	Year of Graduation			Degree of Fraternity Involvement		
	1940-41	1950-51	1955-56	Major	Minor	Non Total
	(Percentages)			(Percentages)		
Social affairs and activities	23.7	20.3	24.5	22.8	23.1	26.6 18.0 22.8
Fellowships, companionships and associations	15.1	10.5	6.3	9.9	8.2	3.6 18.9 9.9
Developing leadership by holding chapter positions	11.8	4.2	6.9	7.0	15.6	5.0 -- 7.0
Developing self-assurance by participating	5.4	11.2	8.8	8.9	8.2	9.4 9.0 8.9
Living in the house and learning to cooperate	15.1	25.2	26.4	23.4	20.9	28.8 19.7 23.4
Formal meetings, self-government, and house management	4.3	6.3	7.5	6.3	8.2	9.4 .9 6.3
*Others	9.7	8.4	8.2	8.6	6.7	8.6 10.7 8.6
*Not ascertained	15.1	14.0	11.3	13.0	9.0	8.6 22.9 13.0
Total	100.2	100.1	99.9	99.9	100.0	100.1 99.9
Number of cases	93	143	159	395	134	139 122 395
$\chi^2 = 16.7$ df = 10 P = < .10 $\chi^2 = 52.6$ df = 10 P = < .001						

* Not included in calculating χ^2 .

1. The first row of the matrix is $(1, 0, 0, 0, 0, 0, 0, 0, 0, 0)$.

2. The second row of the matrix is $(0, 1, 0, 0, 0, 0, 0, 0, 0, 0)$.

3. The third row of the matrix is $(0, 0, 1, 0, 0, 0, 0, 0, 0, 0)$.

4. The fourth row of the matrix is $(0, 0, 0, 1, 0, 0, 0, 0, 0, 0)$.

5. The fifth row of the matrix is $(0, 0, 0, 0, 1, 0, 0, 0, 0, 0)$.

6. The sixth row of the matrix is $(0, 0, 0, 0, 0, 1, 0, 0, 0, 0)$.

7. The seventh row of the matrix is $(0, 0, 0, 0, 0, 0, 1, 0, 0, 0)$.

8. The eighth row of the matrix is $(0, 0, 0, 0, 0, 0, 0, 1, 0, 0)$.

9. The ninth row of the matrix is $(0, 0, 0, 0, 0, 0, 0, 0, 1, 0)$.

10. The tenth row of the matrix is $(0, 0, 0, 0, 0, 0, 0, 0, 0, 1)$.

11. The eleventh row of the matrix is $(0, 0, 0, 0, 0, 0, 0, 0, 0, 0)$.

12. The twelfth row of the matrix is $(0, 0, 0, 0, 0, 0, 0, 0, 0, 0)$.

which was not appreciated, and even more slighted as an aspect which contributed most to their development was the fraternity ritual and initiation. Less than three per cent of the responses cited scholastic environment and one per cent of the replies referred to the ritual and initiation.

When the responses of the members of the three classes included in this investigation were analyzed, it was found that the more recently the members had graduated, the less they pointed to fellowship, companionship, and associations as the aspect of fraternity life which contributed most to their development. On the other hand, the more recently the respondents had graduated, the more frequently they submitted that the aspects which contributed most to their development were "living in the house and learning to cooperate" and the "formal meeting, self government and house management."

As might be expected the degree of fraternity involvement was related significantly to those who noted that the factor which contributed most to their development was the leadership developed by holding chapter office.

What aspects of fraternity life were most disappointing to you?

Of the 292 responses to this item, nearly two-tenths noted that there were "no aspects" which were disappointing. "Cliques and factions within the fraternity" was mentioned by one-tenth of the group. A like proportion were disappointed by a "lack of seriousness of purpose and disregard for fraternity ideals." One-tenth commented that the "lack of cooperation from the non-producers" was the most disappointing aspect. Less often,

others noted "hazing and Hell Week" or the "lack of academic effort and scholastic stress," "lack of expected brotherhood," "hopelessly high ideals of the ritual," "lack of moral standards and religious practices," "houses too small and too many good men turned down because of this," "poor relations with the independents," "lack of interfraternity cooperation and friendliness," "pointless, disorganized, and boring meetings," "lack of order and discipline in the house," "lack of leadership and interest by upperclassmen," "too much social pressure to engage in activities," "too much restriction by the administration," and "not careful enough in screening members," as the most disappointing areas of fraternity life.

To what extent do the members of the three graduating classes included in this investigation concur or dissent regarding the most disappointing aspects of fraternity life? No significant trends were noted from an analysis of the data. Likewise, no significant patterns were noted regarding the degree of fraternity involvement and the most disappointing aspects of fraternity life.

Summary

The purpose of this chapter was to present the findings concerned with the evaluations of the fraternity alumni regarding the fraternity program.

If they had it to do over again, fraternity alumni would join a fraternity. The men were quite satisfied that whatever expectations they had had of the fraternity as pledges, the expectations had been

met by the fraternities. Yet, the fraternity alumni were not satisfied with the degree of seriousness that fraternities have for their ideals.

A great majority of the alumni were of the opinion that the fraternity offers a vital part of a man's education that cannot be obtained elsewhere. However, in the replies to the question, "what would you advise a friend's son if he asked your opinion on whether or not to join a fraternity?," a degree of conservatism was noted. Of the vast majority who stated that the son should join, half indicated that he should join after careful consideration. The period of time needed for this careful consideration is revealed in Table XIX of Chapter VII, where the dominant response supports deferred pledging of from one to three terms.

All types of people benefit from the fraternity experience, according to the most frequently submitted opinion of the alumni. Specifically though, the introvert was pointed out more frequently than the extrovert as the personality type which benefits most by joining a fraternity.

The alumni disclosed most frequently that in their fraternity they obtained a concept of "fellowship, companionship, friendship, and a personal association" that they would have been unable to obtain elsewhere in college. The aspects of fraternity life which were indicated the largest number of times as contributing most to the men's development with but one exception were closely allied to those things which they received from their fraternity which they would have been unable to obtain elsewhere in college. The scholastic environment and emphasis and the fraternity ritual and initiation were very much slighted when the

respondents specified the aspects of fraternity life which contributed most to their development.

As noted earlier in this chapter, the alumni were well satisfied with their fraternity experience. When asked, "what aspects of fraternity life were most disappointing?" the most frequent response was that there were no disappointing aspects.

CHAPTER VI

ALUMNI OPINIONS REGARDING THE FRATERNITY PROGRAM

The OPINIONS section of the instrument used in the investigation included ten controversial aspects of a Greek letter social fraternity program. It was thought that the fraternity alumni could, and would, provide sincere suggestions and reactions to issues of major concern to the fraternity program. Since the opinions of the undergraduate and the administrative officers can be obtained momentarily, the thought was advanced that the opinions of these fraternity alumni would be invaluable in considering changes to the fraternity program.

The Opinions

Point 1. Ideally, how many active members should a fraternity chapter have? Of the alumni who suggested an ideal size, a membership of forty-five to fifty-four was most frequently noted, Table XV. Nearly one-quarter of the alumni preferred this figure as an ideal size. Almost as many suggested an ideal size of between fifty-five and sixty-four members. Nearly one-fifth of the alumni indicated a preference for a still larger chapter, namely from sixty-five to seventy-four active members. Only four preferences were noted for an ideal chapter size of over one hundred members. One-sixth expressed a preference for a chapter size of less than forty-five members. Further analysis

TABLE XV

THE SUGGESTED OPTIMUM SIZE OF MEMBERSHIP FOR AN IDEAL CHAPTER

Number of Members	Year of Graduation (Percentages)			
	1940-41	1950-51	1955-56	Total
Less than 45	24.7	20.1	10.4	17.4
45-54	29.6	23.4	19.3	23.1
55-64	16.1	18.5	27.6	21.3
65-74	9.8	18.5	24.2	18.9
75 and over	9.8	13.6	17.7	14.1
*Not ascertained	9.8	5.6	.8	4.8
Total	99.8	99.7	100.2	99.6
Number of cases	81	124	127	332
Median	52.4	56.6	63.4	59.0
$X^2 = 20.7$ df = 8 P = < .01				

*Not included in calculating X^2 .

of the data revealed the median score of the ideal sized chapter to be fifty-nine. The median score for the size of the chapters at Michigan State University is fifty-five (32:49).

In analyzing the ideal size according to the different classes, it was noted that the more recent the year of graduation, the larger the sizes suggested. The median score recommended by the men in the earliest class was 52.4, whereas the members of the middle class submitted a median score of 56.6 members, and the most recent class indicated a median score of 63.4 as an ideal for the size of chapter membership.

No relationship was noted between the degree of fraternity involvement and the chapter size suggested as ideal.

Point 2. With the increasing college enrollment, how would you suggest fraternities provide opportunity for all who are eligible to affiliate? Once an ideal size was established for fraternity chapters, consideration was given to the question of providing opportunity for all who are eligible to affiliate. This could be difficult in light of the continual increase of male undergraduates at Michigan State University. Of the 325 men who responded to this question, three in five would maintain the ideal chapter size but increase the number of chapters on campus. Better than one-quarter suggested increasing the membership above the ideal size along with adding more national chapters to the campus. One in twenty advised admitting more members to each chapter in order to provide for the increased numbers, while a like number submitted establishing an Alpha and a Beta chapter of the same nationals presently organized on the Michigan State University campus.

No significant trends were noted regarding the recency of graduation or the degree of fraternity involvement and the suggestions as to how to provide opportunity for all to affiliate.

Point 3. In light of your experience, what THREE aspects would you emphasize in selecting a pledge? Contrary to the type which the alumni had specified as benefiting most from the fraternity experience, one-quarter of the responses to this question were "social poise and appearance," (Table XVI). One-fifth of the responses indicated "high school activities," and a like proportion indicated "philosophy of life." The fourth ranked factor was "high school success," and the fifth ranked aspect was "first term college grades." Other aspects, less often mentioned, were fields of study in college, color and creed, and parental socio-economic status. Included in "others" were high school extra-curricular activities, ability to get along with others, and the desire to join.

When the aspects for selecting a pledge were analyzed according to the year of graduation, no significant differences were noted.

On the other hand, the degree of fraternity involvement was related to those who would emphasize social poise and appearance, high school extracurricular activities, and philosophy of life. It was noted that the less the degree of fraternity involvement, the more the members submitted "philosophy of life" as one of the most important aspects.

Point 4. In light of your experience, what do you think are the THREE most important aspects a rushee should consider in selecting a

TABLE XVI

ASPECTS WHICH FRATERNITY ALUMNI WOULD CONSIDER WHEN SELECTING A PLEDGE

Aspects	Degree of Fraternity Involvement		
	Major	Minor	Total
	(Percentages)		
Social poise and appearance	26.2	25.8	23.2
High school extra-curricular activities	19.9	18.6	14.6
Philosophy of life	13.4	18.6	19.6
High school scholastic success	13.1	13.5	12.1
First term college grades	12.4	8.7	12.4
Fields of study in college	4.5	3.9	8.4
Color and creed	3.5	6.3	3.2
Parental socio-economic status	2.9	2.1	1.8
*Others	3.5	2.4	3.5
*Not ascertained	.3	.3	1.5
Total	99.7	100.2	100.3
Number of cases	312	334	315
$\chi^2 = 21.6$			$df = 14$
			$P = < .10$

*Not included in calculating χ^2 .

fraternity? The two most frequent responses to this question were "the scholastic standing of the house," and the number of campus activities entered by the fraternity." Two-tenths of the responses were for each of these aspects. One-tenth of the fraternity alumni submitted that the size of the fraternity chapter membership should be among the three most important aspects a rushee should consider in selecting a fraternity.

Table XVII presents the aspects and the corresponding percentages of responses in reference to the year of graduation. It was noted that the more recently the alumni had graduated, the more frequently they submitted "the physical condition of the house" and "the number of campus activities entered by the fraternity" as the aspects a rushee should consider in selecting a fraternity. On the other hand, the older alumni specified more often that the rushee should consider the scholastic standing of the house. It was interesting to note that the alumni ranked the physical condition of the house in seventh place, yet one of the greatest concerns by national officers in establishing a chapter on a campus is the availability of attractive houses so that the fraternity may compete for the rushees.

No significant differences were noted between the degree of fraternity involvement and the most important aspects a rushee should consider in selecting a fraternity.

Point 5. In your opinion, what all-university grade point average should be required for pledging? Most frequently, as reflected in Table XVIII, the fraternity alumni indicated that to pledge, a rushee

TABLE XVII

ASPECTS WHICH THE FRATERNITY ALUMNI BELIEVE A RUSHEE SHOULD CONSIDER WHEN SELECTING A FRATERNITY

Aspects	Year of Graduation (Percentages)			
	1940-41	1950-51	1955-56	Total
Scholastic standing of the house	26.3	19.4	18.1	20.5
Number of campus activities entered by the fraternity	15.2	20.8	23.0	20.3
Size of chapter membership	9.0	14.7	9.9	11.6
Number of campus leaders in the fraternity	8.6	10.4	10.8	10.0
Freedom from social probations	13.5	7.5	8.4	9.3
Chapter traditions	10.7	8.1	9.0	9.1
Physical condition of the house	6.7	7.5	9.3	8.0
Proximity of the house to the campus	2.9	2.9	.8	2.1
*Others	5.9	7.2	10.2	8.0
*Not ascertained	1.2	1.5	.6	1.0
Total	100.0	100.1	100.1	99.9
Number of cases	224	346	365	935
$\chi^2 = 27.6$ df = 14 P = < .02				

*Not included in calculating χ^2 .

should have a grade point average equal to the all-men's average. At Michigan State University where the grading is based on a four-point system this would equal approximately 2.37. Slightly less of the alumni indicated that the grade point average should be the same as that required for graduation, or a 2.0 point. One-eighth submitted that the grade point average for pledging should be equal to the all-fraternity average. Based on the four-point system this would be approximately 2.3, or slightly less than the all men's average. One-tenth noted that a rushee should have an all-university grade point average above the all-fraternity average in order to pledge. This would be a minimum of 2.4 and would correspond to the all-men's average at Michigan State University. Others believed that one's grade point average should make very little difference in pledging.

It was noted that the recency of graduation was reflected in the feeling that in order to pledge the rushee's grade point average should be the same as that required for graduation. It was also noted that the longer the men had been out of college, the more they indicated the grade point average should be equal to the all-men's average in order to pledge.

The degree of fraternity involvement was not significantly related to the responses regarding the grade point average that should be required for pledging a fraternity.

Point 6. When is the best time for a student to pledge? The unusual interest displayed by fraternity leaders in this area of

TABLE XVIII

PROPORTION OF FRATERNITY ALUMNI SUGGESTING THE GRADE POINT AVERAGE A RUSHEE SHOULD
HAVE IN ORDER TO PLEDGE

Grade Point Level	Year of Graduation			Total
	1940-41	1950-51	1955-56 (Percentages)	
Equal to the all-mens average	48.0	35.2	26.0	34.9
Equal to the all-fraternity average	12.3	10.6	15.0	12.6
Above the all-fraternity average	8.7	12.0	9.3	10.2
Same as required for graduation	19.8	31.0	40.9	31.9
Makes very little difference	3.6	7.2	6.4	6.0
*Others	4.8	2.4	2.4	3.0
*Not ascertained	2.4	1.6	--	1.2
Total	99.6	100.0	100.0	99.8
Number of cases	81	124	127	332
$\chi^2 = 16.8$ $df = 8$ $P = < .05$				

*Not included in calculating χ^2 .

fraternity activity added importance to the inclusion of this item in the investigation. Also it has been quite apparent that Deans of Students are groping for the answer to this question. Observations made from the data in Table XIX were quite revealing. Surprisingly enough, the group most frequently indicated that the beginning of the sophomore year is the best time for a student to pledge. This was unexpected in light of the opposition to deferred pledging by the National Fraternity officers, the Fraternity Advisers Association at Michigan State University and a large number of undergraduates. Over two-tenths of the sample submitted that a person should pledge after two terms on campus, and the same proportion replied that the best time for a man to pledge is after one term or less on campus. Only a total of six men were in agreement with the present pledging system conducted at Michigan State University, this being to allow a man to pledge after being on campus two or three weeks.

When the responses were analyzed according to the year of graduation, it was disclosed that one in every two men in the two earlier classes included in this survey indicated the beginning of the sophomore year as the best time for a man to pledge a fraternity. The frequency of this response was reduced to one in every three of the fraternity men in the most recent graduating class. A similar number of men in this latter class indicated that the best time for a man to pledge is "after one term or less on campus." It was the concensus of nearly the same percentage of men in each class that the best time for a man to pledge is "after two terms on campus." Five of the six responses that

TABLE XIX

THE BEST TIME FOR A STUDENT TO PLEDGE A FRATERNITY, AS SUGGESTED BY THE FRATERNITY ALUMNI

Time Periods	Year of Graduation (Percentages)			Degree of Fraternity Involvement (Percentages)		
	1940-41	1950-51	1955-56	Major	Minor	Total
After one term or less	15.9	12.8	35.4	22.3	22.8	14.2
After two terms	24.8	22.6	22.0	22.9	22.8	16.8
Beginning of sophomore year	49.4	52.4	33.9	44.5	42.1	56.7
Makes little difference	4.8	6.4	7.9	6.6	10.5	7.1
*Others	1.2	4.0	.8	2.1	1.6	2.6
*Not ascertained	3.6	1.6	--	1.5	--	2.6
Total	99.7	99.8	100.0	99.9	99.8	100.0
Number of cases	81	124	127	332	114	113
$\chi^2 = 22.0$ $df = 6$ $P = < .01$ $\chi^2 = 22.8$ $df = 6$ $P = < .001$						

*Not included in calculating χ^2 .

the best time to pledge is "after two to three weeks on campus" came from men who had most recently graduated.

The degree of fraternity involvement was related to those who indicated a preference as the best time to pledge a fraternity. The non-office holders preferred more dominantly a longer period of delayed pledging, although the period most preferred by the members of all three categories was the beginning of the sophomore year.

Point 7. What length pledge training period do you think would be ideal? The average length of the pledge training period conducted at present among most of the fraternities on the campus at Michigan State University is nine to twelve weeks. This period gained support from a majority of the fraternity alumni who were sampled. A shorter pledge training period was suggested by one-fifth of the alumni who submitted that the training period should be from five to eight weeks in length. One-sixth of the sample indicated a desire for the pledge training period to be from thirteen to sixteen weeks in length, and less than one-tenth suggested seventeen weeks or longer as the length of the pledge training period.

The only significant pattern revealed in Table XX was that the more recently the respondents had graduated the more frequent they suggested that the length of the pledge training period should extend from nine to twelve weeks as is presently being conducted at Michigan State University.

Regardless of the degree of fraternity involvement the men at all levels indicated most often that a pledge training period should be from

TABLE XX

OPTIMUM LENGTH FOR A PLEDGE TRAINING PERIOD, AS SUGGESTED BY THE FRATERNITY ALUMNI

Number of Weeks	Year of Graduation (Percentages)				Total
	1940-41	1950-51	1955-56		
5-8 weeks	35.8	12.0	16.5		19.9
9-12 weeks	34.5	53.2	64.5		52.8
13-16 weeks	14.8	22.5	11.0		16.2
17 weeks and over	7.3	6.4	7.2		6.9
*Others	2.4	3.2	.8		2.1
*Not ascertained	4.9	2.4	--		2.1
Total	99.7	99.7	100.0		100.0
Number of cases	81	124	127		332
$\chi^2 = 29.1$ df = 6 P = < .001					

*Not included in calculating χ^2 .

nine to twelve weeks. No significant difference was found regarding the popularity of a shorter or a more extended pledge training period among the men who had held office in the fraternities.

Point 8. How do you feel about restrictive clauses in a fraternity constitution? One of the statements asked of the alumni was their reaction to one of the fraternities most difficult queries--the restrictive clauses within the constitutions of some of the fraternities. The data are considered in Table XXI. Most often the participants in this study indicated a desire for removing the color and creed restriction from the constitutions. On the other hand, one-third believed the restrictive clauses should remain. One-tenth would lift the creed restrictions but not the color restrictions, and others would lift the color restrictions but not the creed restrictions. All in all, approximately four-tenths would continue the color restrictions in the fraternity constitutions.

As noted in Table XXI, nearly like numbers of the class of 1955-56 indicated a desire that the restrictive clauses be lifted as desired that the restrictive clauses remain. Slightly more than one-tenth of the recently graduated class would continue the color restrictions in the constitutions. Thus, half of this class would continue the color restrictions in the fraternity constitutions. This pattern was not found in an analysis of the responses of the members of the other two classes. The alumni from the intermediate class have taken a more definite stand in desiring that the restrictive clauses be lifted from the constitutions. Only where the respondents would remove either the color or creed restrictions but not both was the recency of graduation related to the feeling about the removal of restrictive clauses.

TABLE XXI
THE FEELING OF THE FRATERNITY ALUMNI ABOUT RESTRICTIVE CLAUSES
IN THE FRATERNITY'S CONSTITUTION

Opinions	Year of Graduation			
	1940-41	1950-51	1955-56	Total
	(Percentages)			
Color and creed restrictions should remain	33.4	21.7	40.9	31.9
Color and creed restrictions should be lifted	48.1	58.8	41.7	49.6
Would remove either color or creed	8.4	11.9	13.4	11.8
*Others	1.2	1.6	.8	1.2
*Not ascertained	8.6	5.6	3.1	5.4
Total	99.7	99.6	99.9	99.9
Number of cases	81	124	127	332
	$\chi^2 = 11.8$ df = 4 P = < .02			

*Not included in calculating χ^2 .

In the various categories of fraternity involvement no significant patterns were found in the responses to the question of removing the restrictive clauses from the constitutions of the Greek letter social fraternities.

Point 9. If you feel that certain restrictions should be removed, what procedures would you favor? Regarding the procedures to be used in lifting restrictive clauses, the alumni were definite that the university should not take the action. Less than one-tenth favored the restrictions being removed by the local chapters by a date set by the university; half as many favored the university informing the nationals to remove the restrictive clauses by a certain date or lose the local chapter. On the other hand, three-tenths desired that the restrictions be removed at the discretion of the local chapters. Nearly four-tenths believed the national organizations should remove the restrictive clauses at their conventions.

When the responses were analyzed according to the recency of graduation, no significant differences were revealed. Further, no significant differences were revealed between the degree of fraternity involvement and the feelings about the procedures to be used in removing the restrictive clauses from the constitutions of the Greek letter social fraternities.

Point 10. If you had complete freedom to do so, what changes would you make in the fraternity program regarding:

Rush? Of the 222 responses submitted by this sample group, one-quarter indicated that no changes are needed. One-third of the responses made by the earliest and middle classes and one-sixth of the responses from the members of the most recently graduated class were in this category. This was the most dominant response by each class. When this response was analyzed according to the degree of fraternity involvement of the men who had made it, it was found again to be the response most frequently made. About one-quarter of the responses made by the men in each of the three categories were of this nature. One-sixth of the total responses were in favor of "extending the rush periods and having more informal smokers." A like number of responses suggested "delayed rushing." These were the changes which by far were the most frequently offered. Others less often suggested were "required attendance at a specified number of houses," "open rush with no formal smokers," "honest, all inclusive program of information for the rushee," "making rush more inclusive," and "have an indoctrination given by either the Interfraternity Council or the university administration."

No direct relationship was found between the changes suggested and the recency of graduation or the degree of fraternity involvement.

Pledge selection? Again the most frequent comment made was "no changes needed." One-third of the responses were to this effect. Less than one-tenth of the responses was in reference to each of the following suggestions: men show concrete reasons why a rushee should not be selected, the blackball be eliminated and replaced with a majority vote, more careful screening of pledges, more weight on the philosophy,

judgment, and character of the rushee, and more weight on the rushees grades. Less often the group suggested more emphasis be placed on the rushee's potential and not on family background, less interest on economic status, and more active talk with rushees.

There was no relationship between the recency of graduation and the responses to this question regarding pledge selection. The most frequent response made by members of all classes was that "no changes be made." About one-third of the members of the three classes agreed on this point. About one-tenth of the alumni from the three classes suggested the elimination of the blackball in pledge selection.

There was no relationship between the degree of fraternity involvement and the replies to this item.

Pledge training? One-quarter of the respondents were satisfied with the pledge training program and would make no changes. One-eighth suggested training the pledges to have a better understanding of the fraternity aims, ideals, and history. A like proportion submitted that there should be a more formal, serious, and academic program for pledge training. One-tenth noted these changes curtail the "hell raising" and hazing," currently incorporated in some of the pledge training programs, have a more intimate program between the actives and pledges, and emphasize more the campus and house responsibilities. Other less often suggested changes were: emphasize the scholastic efforts more during this period; pledges be around the house more; more emphasis placed on extracurricular activities; include all aspects of the fraternity so that the pledges are not fooled; limit the pledge training period to

one evening per week, and have the actives set a good example for the pledges.

As was the case in most of these items requesting the respondents to suggest changes in the fraternity program, once again the most dominant response made by the members of the individual classes was that "no changes be made." One-tenth of the men from all three classes were in agreement that more emphasis should be placed on learning campus and house responsibilities. There was no significant relationship between the recency of graduation and the responses to this item.

The most frequent observation by the men who had experienced the various degrees of fraternity involvement was that no changes should be made to the pledge training program. Again, the degree of fraternity involvement was not related to the changes suggested for the pledge training program.

"Hell Week?" This was the only aspect in which a specific change was offered more frequently than the comment, "no changes needed." The men were quite definite in their support of the program to eliminate "Hell Week" and to replace it with constructive civic, campus, or fraternity work. Over four-tenths of the responses concurred with this position. One-fifth believed that "Hell Week" should remain with no changes. One-sixth proposed the removal of the hazing, "rough stuff," and trivialities of the "Hell Week." Half this proportion submitted that "Hell Week" should be continued, but extended to include civic, campus, and fraternity projects. Others commented that "there should be more constructive and positive participation by all actives,"

"'Hell Week' has its place," "limit to three days," "remove the university restrictions from the 'Hell Week' program."

More than four-tenths of the members of all three classes were in accord that "Hell Week" should be eliminated. The members of the two classes out of college the longest indicated about twice as often as the most recent graduates that the "hazing, 'rough stuff,' and trivialities" should be removed. One-quarter of the participants from the earliest and middle classes desired that "Hell Week" remain unchanged. One-fifth of the sample from the latest class agreed.

The degree of fraternity involvement made little difference in the agreement that "Hell Week" should be eliminated. Over four-tenths of the men in all three categories advanced this point of view. The non-office holders were more emphatic than others that the "hazing, rough play, and trivialities" should be removed. Three-tenths of the non-office holders indicated this, whereas better than one-tenth of the men who had held major offices and one in twenty of the alumni who had held minor offices held this position.

Fraternity activities? Once again the most frequent response was that no changes were needed. Nearly three-tenths of the responses indicated this. Less than half this number desired to balance the number of fraternity activities, or design the activities to be of more service to the university and the community, or obtain more participation from all actives. Other less often submitted responses were that there be: more emphasis on scholarship, more self-government, and less university control of the fraternity activities.

One-tenth of the members of all three classes were in agreement that they would develop more participation from all actives.

Regarding the degree of fraternity involvement, what relationship exist among the suggested changes? No significant differences were noted regarding fraternity involvement and suggested changes.

Summary

This chapter included ten issues facing the fraternity program. Following is a summary of the analysis of the data.

Point 1. The alumni suggested the ideal chapter size to be less than one hundred, and more than thirty-five. The median score indicated an ideal membership to consist of fifty-nine men. This number is slightly larger than the median for the chapters presently on campus.

Point 2. Most frequently, the alumni submitted that in order to provide opportunity for all men eligible to affiliate with a fraternity, the ideal chapter size should be continued but the number of chapters on campus should be increased.

Point 3. According to the fraternity alumni the three aspects to be emphasized in the selection of pledges were, in order of rank, social poise and appearance, high school extracurricular activities, and philosophy of life.

Point 4. Although the alumni ranked high school success and first term college grades fourth and fifth, respectively, among the aspects to be emphasized in pledge selection, they most frequently endorsed the rushee's considering the scholastic standing of the house when

selecting a fraternity, followed by the number of campus activities entered by the fraternity and the size of chapter membership.

Point 5. Most frequently the alumni indicated that a rushee should have a grade point average equal to the all-men's average in order to pledge. Following closely in frequency was the response that the grade point average should be the same as required by the university for graduation.

Point 6. Surprisingly enough, the alumni were most disposed to advance a plea for deferred pledging and most frequently indicated that pledging should be deferred until the beginning of the sophomore year.

Point 7. The nine to twelve week pledge training period currently in practice with the majority of the fraternities on the campus of Michigan State University was supported most predominantly by the fraternity alumni.

Point 8. Whereas a larger proportion of the older graduates favored lifting color and creed restrictions the most recent class was equally divided. For the total group six-tenths would remove the color restriction.

Point 9. In the actual removal of the restrictive clauses, the men were quite definite that the university should not initiate the action to force the removal. The opinions were nearly evenly divided that the restrictions should be removed at the discretion of the local chapter or by action of the nationals at their conventions.

Point 10. One of the most predominant responses to the item requesting recommended changes in the rush program, pledge selection,

pledge training and the fraternity activities was the comment, "no changes needed."

Regarding the rush program, two specific changes most often recommended were to extend the rush period and to initiate a program of delayed rushing.

The most frequent specific change proposed for pledge selection was to be afforded more time to make the selections.

The preponderance of the recommended changes to the pledge training program subscribed to the idea of venturing on a program to make the pledge training period more serious, academic, intimate, and worthwhile.

Only when the alumni responded to the suggested changes to "Hell Week" was there an exception to the fact that "no changes needed" was the most frequent response. The men were quite definite in their point of view that "Hell Week" practices should be eliminated altogether.

It was the desire of the alumni that specific changes to the fraternity activities should result in a better balance in the number of fraternity activities and that the fraternity activities should be designed to be of more service to the university and the community.

CHAPTER VII

ALUMNI ACTIVITIES AS RELATED TO SELECTED TENETS OF "THE DECALOG OF FRATERNITY POLICY"

The folklore on Greek letter social fraternities is endless; the facts scarce. What a fraternity attempts to do for its members is expressed in "The Decalog of Fraternity Policy," but what the actual influence of the social fraternity is on the lives of these men is a question to which the complete and final answer may never be well established.

No attempt has been made to determine whether the fraternity alumni arrived where they did in terms of their community, political, or religious activities because of the fraternity experience or in spite of it. For such answers matched groups would have been needed along with a procedure for determining the influences of the church, the home, and the university which were daily interacting with the man.

The purpose of this chapter is to analyze the activities in which the fraternity alumni were engaged. If it is found that the alumni were engaged in activities promoted by "The Decalog of Fraternity Policy," there can be greater assurance that the aims and objectives of the National Interfraternity Council have been met. The social institution which deserves the credit is of less concern. If in spite of the fraternity experience the fraternity alumni are not fulfilling the

expectations of the aims, goals, and objectives as recorded in "The Decalog of Fraternity Policy," then the fraternity leaders must be concerned with the fraternity program.

It is possible that an analysis of the data according to recency of graduation or the degree of fraternity involvement will reveal that some or all of the groups have not kept faith with the principles and ideals for which the social fraternity program stands. On the other hand, if that faith has been maintained, this information should be made known.

Recreational Activities and Healthful Practices

There is a deep concern in many places over the physical fitness of the male population. Even though young male adults have a life expectancy of seventy years, recent publications report a lack of healthful practices. An excerpt from one of the tenets in "The Decalog of Fraternity Policy" reads, "The college fraternity recognizes the importance of the physical well-being of its members, . . . so that mens sana in corpore sano shall be the aim of every fraternity member."

Fraternity alumni considered outdoor sports their primary recreational activities—golfing, swimming, hunting, fishing, and hiking. One-fifth of the responses indicated this preference. In addition, about one-sixth enjoyed: playing bridge, chess, or indoor games; dancing; or participating in indoor sports such as gymnastics, bowling, handball. Less often others listed taking daily exercise of callisthenics; participating in amateur dramatics or choral groups, working around

the house; lawn care; home improvements; and "do-it-yourself" activities.

The accusation leveled at the American public to the effect that it is developing "spectatoritis" as the most common form of recreation was certainly not true of the fraternity alumni. To the request that they indicate their recreational activities, only two-tenths responded that they were spectators at sporting events. The fraternity alumni seek active recreation rather than passive spectator entertainment.

Participation in outdoor sports was equally popular regardless of the year of graduation. In fact, all responses in the three classes were in the same order of frequency of mention as the total sample.

Of the seven healthful practices suggested in the questionnaire, the fraternity alumni averaged 4.3 of these practices. Three men failed to indicate any healthful practices. About one-sixth have regular eye and teeth examinations; take an annual or semi-annual vacation; and/or belong to a medical benefit plan. One-tenth have a family doctor; take steps to keep their weight normal; have an annual medical examination; and/or read news articles on health.

No direct relationship existed between any specific healthful practice and the recency of graduation.

The degree of fraternity involvement was not related to any specific healthful practice followed by the fraternity men. Each category indicated the same percentage of responses per healthful practice as did the total alumni group.

To what recreational clubs or organizations do the fraternity alumni belong? One-fifth belonged to a company athletic team; a bowling league; or a country club. Only these three organizations were mentioned more than eight times. Less than one-tenth of the sample, specified that they did not belong to any recreational club or organization. Memberships in recreational clubs averaged less than one per alumni (.66), with the clubs having great diversity of activity. Although one-fifth of the respondents mentioned they were members of a company athletic team, no one mentioned membership on a union athletic team.

There was no direct relationship between the degree of fraternity involvement and the recreational organizations to which the fraternity alumni belonged.

Cultural Status

To many people the eminence of a well-rounded man is found in the quantity and quality of his interests. As recorded in "The Decalog of Fraternity Policy," "The college fraternity recognizes that culture goes hand in hand with education, and, therefore, seeks to broaden the growth of the fraternity members by encouraging the acquisition of knowledge and training in cultural subjects. It is in this field that the college fraternity augments the formal instruction of the institution in encouraging an appreciation of art, music, of literature, of dramatics, of sports and games, of speaking and writing, and of national affairs."

How many fraternity alumni appreciate art or music to the point that they paint, sketch, or play a musical instrument? One-sixth of the responses indicated this activity. How many fraternity alumni appreciate art, music, or dramatics to the point that they attend plays, concerts, or the theatre? One-fifth attend these performances. Like numbers read non-fiction or listened to radio and/or television concerts. One-tenth attend lecture, or forums, and a similar number visit museums or art galleries.

No significant differences were revealed regarding the relationship between the year of graduation or the degree of fraternity involvement and the cultural activities enjoyed.

The newspaper was very common non-fictional reading material for the alumni. As revealed in Table XXII, national news, local and state news, and sports news were of equal interest. It was noted that the financial page and comic strips possessed identical popularity, with the editorial page being of lesser interest to the alumni.

No significant differences were noted between the recency of graduation or the degree of fraternity involvement and the newspaper reading habits of the fraternity alumni.

Some insight into the cultural status may be gained from an analysis of the magazines to which the fraternity alumni subscribed. For the purpose of this analysis the magazines were classified into types as suggested by Baus (6:144). The three types of magazines, to which the alumni subscribed, were picture magazines, news magazines, women's and home magazines. Of the 332 alumni, over four-tenths subscribed to

TABLE XXII
NEWSPAPER ARTICLES READ BY FRATERNITY ALUMNI BY RANK ORDER, FREQUENCY AND PER CENT

Kind of Article	Rank	Frequency	Per Cent
National news	1	271	81.6
Sports news	2.5	265	79.8
Local and state news	2.5	265	79.8
Foreign news	4	213	64.1
Financial	5.5	190	57.2
Comic Strips	5.5	188	57.0
Editorials	7	167	50.3
Number of cases		1559	

magazines in each of these types. Three-tenths subscribed to digests and general interest magazines and two-tenths subscribed to sports magazines, business magazines, or trade publications. Conspicuously fewer subscriptions were made to either class magazines or intellectual magazines. One in ten subscribed to magazines of the former type; one in thirty subscribed to an intellectual type magazine. In comparison, periodicals magazines of the class or intellectual type are found in less than three per cent of the homes of Michigan State students (26:44).

Neither the recency of graduation nor the degree of fraternity involvement were related significantly to the subscriptions to the intellectual or class type magazines.

The magazines to which the greatest number of fraternity alumni subscribed were in order: Life, Time, Saturday Evening Post, Readers' Digest, Better Homes and Gardens. Conspicuously absent from the top list were such magazines as Harpers, New Yorker, Atlantic Monthly, Saturday Review, American Mercury, and American Heritage. The data revealed that the fraternity alumni were not unlike other college men in regard to their primary preference for the popular widely circulating news magazines. Partial explanation might be the "selling program" conducted by these publishers. It is well known that the fraternity houses receive reduced subscription rates to these magazines.

An attempt was made to gain some insight into the cultural status from an analysis of the music the fraternity alumni appreciated. Not only was it important to reveal how many of the alumni appreciated music, it was also of importance to know what kinds of music they appreciated.

Three-tenths enjoyed popular music, one-fifth enjoyed semi-classical and one-seventh enjoyed classical and jazz.

The degree of fraternity involvement was not related to the types of music the respondents appreciated.

A slight majority of the fraternity do not own encyclopedias. Of the members of the earliest class nearly eight-tenths possessed an encyclopedia, whereas four-tenths of the other two classes owned an encyclopedia.

There was no significant relationship between the recency of graduation or the degree of fraternity involvement and the ownership of an encyclopedia.

Only one-fifth were engaged in cultural activities which they considered important. Of these about one-quarter had a new interest in reading, or a new interest in music. The most important thing that others had done was to keep up with the news and current events, or were doing creative work in ceramics and wood, or painting or attending the theatre.

Religious Activities

Anyone who has witnessed the ritual and formal initiation of a Greek letter social fraternity is impressed with the religious connotations. As expressed in "The Decalog of Fraternity Policy," "The college fraternity accepts its role in the moral and spiritual development of the individual . . . in addition, endeavors to develop those finer qualities of ethical conduct which adds to the inner growth of man."

On the matter of how religious the fraternity alumni are--or how irreligious--five questions asked in the survey seemed to go to the heart of the matter: What is your religious preference?; How is your church relationship best described?; How often do you attend worship services?; In what church activities are you presently engaged?, and What do you consider to be the most important things you have done or are doing in this area?

All but nine fraternity alumni disclosed a religious preference. Eight in ten preferred the Protestant faith. Thirteen per cent showed a preference for the Catholic religion, and slightly less than two per cent indicated a preference for the Jewish religion. On the national level two out of every three adult Americans class themselves as Protestants and one in four as Catholics (15:5). Two-thirds of the male all-campus seniors at Michigan State University are of the Protestant faith while nearly one-quarter are Catholic and two per cent are Jewish (32:63).

No relationship was found between religious preference and the degree of fraternity involvement or the recency of graduation.

As pointed out in Table XXIII, seven-tenths of the fraternity alumni held membership in a church at the time of this study. Six-tenths stated that they have held continuous membership since childhood. How much the fraternities have influenced their members in joining a church was not known, but one in twenty-five had joined a church while in college. One-eighth had waited until after graduation before obtaining church membership. Of the one-quarter who did not hold church membership,

TABLE XXIII

CHURCH MEMBERSHIP OF THE FRATERNITY ALUMNI BY YEAR OF GRADUATION

Membership Status	Year of Graduation (Percentages)			
	1940-44	1950-51	1955-56	Total
Never joined a church	9.7	13.8	13.4	12.7
Held continuous membership since a child	59.2	52.4	59.8	56.8
Joined a church since graduation	18.5	14.7	5.5	12.1
Was once a member but am not now	6.1	12.8	14.2	11.8
*Others	3.6	4.8	5.5	4.8
*Not ascertained	2.4	1.6	1.6	1.8
Total	99.5	99.8	100.0	100.0
Number of cases	81	124	127	332
$\chi^2 = 12.2$ $df = 6$ $P = < .10$				

*Not included in calculating χ^2 .

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half never had been members whereas the others had once held membership but did not at the time of the study.

The more recent the respondents had graduated the more frequently they had held membership but were not church members at the time of the survey. Likewise, the more recently they had graduated the less the fraternity alumni had obtained church membership since graduation from college.

No significant differences were noted between the degree of fraternity involvement and the holding of church membership.

Holding church membership is one thing; attendance at church is another. The data revealed that four-tenths of the sample attended church regularly, about one-sixth attended most of the time, and a like proportion attended half the time, nearly one-quarter attended church only on special occasions. Only one in twenty never attended church. A recent survey of college students reported that one-quarter attend church once a week or more often and one-quarter never attend (40:18).

No relationship was disclosed between the recency of graduation and the regularity of church attendance, nor between the degree of fraternity involvement and the regularity of church attendance.

Since some of the fraternity alumni were engaged in several church activities it was decided to consider the frequency with which they were engaged in these activities. The majority of the alumni indicated that they were not engaged in any church activity. The remaining four-tenths were engaged in some church activity at the time of the study. About one-tenth were in men's work; were serving on some church committee;

were ushers; or were serving as church officers. Others were choir members, Sunday School teachers, or working with youth groups.

As shown in Table XXIV there was a direct relationship between the recency of graduation and the fraternity alumni who were not engaged in church activities. Likewise, the longer the men had been out of college the more they were participating in activities of their churches.

There was no significant relationship revealed between the degree of fraternity involvement and church activities.

The fraternity alumni did not consider their church activities of much importance. Only four-tenths of the group replied to this item, and of these responses two-tenths were doing nothing or not enough. As shown in Table XXV, less than one-tenth considered regular attendance as their most important activity. Less often other men noted that the most important thing they had done was to serve as a church officer; committee; served as Sunday School teachers, Boy Scout leader, or adviser to young people's departments; supported church financially, encouraged others to attend; studied religion; and joined a church.

The recency of graduation was related to church activities considered by the alumni to be of importance.

Community Activities

Not infrequently during a discussion on the worth of fraternity membership the point is made numerously and vociferously that fraternity men are most active in community affairs. The concept of a fraternity alumnus as a dynamic leader in community affairs is the hope of national

TABLE XXIV

CHURCH ACTIVITIES IN WHICH FRATERNITY ALUMNI ARE PRESENTLY ENGAGED

Activities	Year of Graduation (Percentages)			Total
	1940-41	1950-51	1955-56	
None	28.3	56.2	69.9	52.4
Church officer	13.3	5.5	1.5	6.5
Usher	14.1	6.1	3.8	7.8
Mens work	13.3	11.0	6.8	10.3
Church committee member	16.3	8.2	2.3	8.5
*Others	7.4	11.0	8.3	9.0
*Not ascertained	7.4	2.0	7.5	5.5
Total	100.1	100.0	100.0	100.0
Number of cases	120	146	133	399
$\chi^2 = 61.7$ df = 8 P = < .001				

*Not included in calculating χ^2 .

TABLE XXV

THE MOST IMPORTANT RELIGIOUS ACTIVITY IN WHICH ALUMNI ARE ENGAGED

Activity	Year of Graduation (Percentages)			
	1940-41	1950-51	1955-56	Total
Church officer	14.3	5.6	1.6	6.4
Committee work	8.8	8.5	2.3	6.4
Regular attendance	6.6	7.1	10.1	8.1
Nothing	6.6	11.8	6.3	8.4
*Others	19.8	16.4	6.3	13.6
*Not ascertained	44.0	50.4	73.4	57.2
Total	100.1	99.8	100.0	100.0
Number of cases	91	127	128	346
$\chi^2 = 178$ $df = 6$ $P = < .01$				

*Not included in calculating χ^2 .

leaders, the dream of local fraternity advisers, and the aspiration of fraternity endorsers. "The Decalog of Fraternity Policy" presents this tenet: "The college fraternity assumes its civic responsibilities. The chapter house is another training ground for good citizenship. Fraternity members are taught first their civic responsibilities as members of the college community, and are prepared in later life to assume their responsibilities to their communities and to the nation."

One aspect of citizenship involves interest in the public and private agencies that foster the growth of communities. What was the status of the fraternity alumni in relation to the membership in community organizations? They averaged less than one membership per person.

Less than two-tenths of the alumni mentioned that they had membership in a service club. Less than one-tenth were members of health and social welfare organizations; fraternal societies; or educational organizations, including the Parent-Teachers Association. Further breakdowns are presented in Table XXVI. Five alumni revealed that they held membership in community governments, including auxillary firemen, policemen and civilian defense workers.

Regardless of the recency of graduation the most frequently mentioned membership in a community organization was in a service club. This same relationship applied to the degree of fraternity involvement. The recency of graduation was related to holding memberships in community organizations, whereas the degree of fraternity involvement was not related.

TABLE XXVI

THE VARIOUS TYPES OF COMMUNITY ORGANIZATIONS IN WHICH THE FRATERNITY ALUMNI HOLD MEMBERSHIP

Organizations	Year of Graduation (Percentages)			Total
	1940-41	1950-51	1955-56	
Service clubs	19.9	23.4	6.6	17.1
Health and social welfare	10.6	8.8	4.4	8.1
Fraternal societies	10.6	6.9	5.2	7.7
Civic communities and organizations	11.8	3.8	.8	5.6
Educational	13.1	1.3	.8	5.2
Veteran and patriotic	6.2	3.8	--	3.5
Social clubs	2.5	6.3	1.4	3.5
*Others	7.4	6.9	3.6	6.0
*Not ascertained	18.0	39.0	77.2	43.0
Total	100.1	100.2	100.0	99.7
Number of cases	161	159	136	456
$\chi^2 = 32.4$ $df = 12$ $P = < .01$				

*Not included in calculating χ^2 .

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	12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One-third of the memberships held in community agencies by the fraternity alumni were in the Chamber of Commerce, one-tenth were held in each of the following: Parent-Teachers Association, Kiwanis, and Masons.

Neither the degree of fraternity involvement nor the recency of graduation were related to the frequency of membership in the individual organizations.

One-fifth of the respondents included in this investigation had held office in some community organization. Since the most recent graduates had been out of college only one year, an analysis was made of the fraternity alumni who had graduated fifteen and five years previous to this group. Nearly every other fraternity alumni of the earliest class had held an office in a community organization, whereas one-quarter of the men from the class of 1950-51 had been an officer in a community organization.

While the recency of graduation was related to holding office in a community organization, the degree of fraternity involvement was not related. Nearly half of the earliest class, one-quarter of the intermediate class, and one in twenty-five of the recent class had held an office in a community organization.

The majority of these fraternity alumni exhibited some participation and interest in community affairs. Table XXVII presents a further analysis of their participation in community activities and illustrates the relationship between the recency of graduation and the community participation.

TABLE XXVII

VARIOUS COMMUNITY ACTIVITIES IN WHICH THE FRATERNITY ALUMNI HAVE PARTICIPATED

Community Activities	Year of Graduation			
	1940-41	1950-51	1955-56	Total
	(Percentages)			
Attended a court session as a spectator	15.5	20.1	26.3	20.5
Suggested improvements to the school board or community authorities	23.9	10.0	9.2	14.1
Gave a public speech or appeared on a panel before the public	26.2	23.7	12.9	21.1
Wrote a letter to or interviewed a community official regarding a public affairs problem	17.2	12.9	6.7	12.8
Wrote a letter to the newspaper editor regarding a public affairs problem	5.9	5.7	3.7	5.2
*Others	2.3	2.6	--	1.7
*Not ascertained	8.9	25.3	41.1	25.0
Total	99.9	100.3	99.9	100.4
Number of cases	168	194	163	525
	$\chi^2 = 28.1$ df = 8 P = < .001			

*Not included in calculating χ^2 .

The data did not reveal any relationships between any specific community activity and the degree of fraternity involvement.

An analysis of the community activities which these alumni have stated were their most important contributions revealed that one-third had done anything which they considered important. Of the responses one-quarter joined service clubs and participated in their activities. One-fifth considered welfare work as their most important community activity; as a like proportion had contributed to the educational betterment of their communities. One-seventh noted that the most important thing they had done was to hold a position of leadership in an organization. Others recorded that they had contributed to the advancement of the community government or had helped to make the community more beautiful and healthful. One man had participated in a civil defense program.

Most frequently the alumni of the earliest class had participated in welfare work in the community, while the fraternity alumni of the other two classes stated that their most important community endeavor was to join a service club and participate in its program of community activities.

The data did not divulge any relationship between the degree of fraternity involvement and the community activities which the alumni considered most important.

Another phase of citizenship centers around participation in the political processes of the community, state and nation. A gauge of the fraternity alumni's political sentiment is the way they classified

themselves on political affiliation. All but five of the fraternity alumni have thought enough about politics that they know whether or not they have a political preference. The data shown in Table XXVIII revealed that eight-tenths of the fraternity alumni are Republican. Slightly less than four-tenths of all college male graduates are registered as Republican (37:110). In the midwest in 1956 over half of the voters were registered as Republican (31:6A). Referring to Table **XX**, a number of conclusions can be reached about the alumni.

Among the fraternity alumni who gave themselves a party label, the Republicans outnumbered the Democrats nearly nine to one.

The proportion of Republicans in the alumni sample decreased with the recency of graduation.

The ratio of Democrats did not rise with the recency of graduation, but the proportion of Independents has risen with the recently graduated classes.

Among the non-office holders, the Republican loss has been gained by the Democrats.

The only direct political activity engaged in by any large number of fraternity alumni has been voting. Over nine-tenths of the alumni have registered to vote at one time or another. Only one man from the earliest class and two men from the intermediate class had never registered to vote. Sixteen of the most recently graduated class had also failed to register to vote.

At the time the data for this study were collected, nine in ten fraternity alumni were currently registered to vote. Loss of five per

TABLE XXVIII
THE POLITICAL PREFERENCE OF THE FRATERNITY ALUMNI

Party	Degree of Fraternity Involvement		
	Major	Minor	Non Total
	(Percentages)		
Democrats	7.6	6.1	16.8 10.2
Republicans	81.9	78.9	72.6 77.7
Independents	6.6	10.6	7.2 8.1
*None	1.9	3.5	1.7 2.4
*Not ascertained	1.9	0.9	1.7 1.5
Totals	99.9	100.0	100.0 99.9
Number of cases	105	114	113 332
$X^2 = 9.2$ $df = 4$ $P = < .10$			

*Not included in calculating X^2 .

cent in registration was not peculiar to one class nor one category of fraternity involvement.

Of the more than nine-tenths of the alumni who had registered at one time or another, only three men revealed that they had never voted. This was compared to the findings in a recent survey which indicated that eight-tenths of the college graduates vote in electing their governmental leaders (18:3).

Nearly nine-tenths of the fraternity alumni expressed that they had voted in the most recent national election. The slight loss among the men who had previously voted but failed to vote in this election was in the most recent class and divided nearly equally among the former office holders.

The pattern of local elections having less appeal among all voters was also present within the sample of fraternity alumni. Four-tenths always voted in local elections; a like proportion voted most of the time and one-eighth seldom voted. Less than one-tenth never voted in local elections.

The recency of graduation was related only to those men who indicated they always vote in the local election. Nearly half of the earliest class, four-tenths of the class of 1950-51, and one-third of the most recent class indicated this tendency.

Likewise, the degree of fraternity involvement was related only to the alumni who signified that they "always voted" in local elections. Nearly half of the major office holders, four-tenths of the minor office holders, and one-third of the non-office holders always voted in local elections.

Only twenty-five men belonged to political clubs. Of these, one-third were from the class of 1940-41, half were from the class of 1950-51, and one-tenth were from the latest graduating class.

No significant differences were noted between the degree of fraternity involvement or the recency of graduation and the men who belonged to political clubs.

Not only do fraternity alumni not belong to political clubs in any large numbers, they also do not contribute financially to political organizations. At least eight-tenths of the fraternity alumni did not contribute financially to these organizations. The recency of graduation was significantly related to the men who had contributed. Of the sixty-four men who had contributed, only one-eighth belonged to the latest graduating class. One-third were members of the class of 1950-51, and over half were from the earliest class.

More non-officers contributed financially to political organizations than the former office holders. Of the sixty-four men in the sample who contributed financially, nearly half were non-officers, three-tenths were major office holders, and one-quarter were minor office holders.

Only nine of the fraternity alumni have ever run for public office. Of these, six had been successful. Seven of the fraternity alumni who sought political office were from the earliest class and two were members of the class of 1950-51.

Of the four major officers who had been political aspirants, three were successful, as was the only minor officer who sought political office. Two of the non-officers had been successful and two others had been unsuccessful in their political endeavors.

Among the six elected political officers, there were two school board members, one township trustee, one sixth class city trustee, one village clerk, and one Republican state delegate.

Five other fraternity alumni were appointed to political offices. Two were on planning commissions, one was the Commissioner of the Michigan State Fair, one was on the City Board of Tax Review, and one was a City Clerk. The appointed officers were representative of all three graduating classes and all categories of fraternity involvement.

The most frequently mentioned political activity among the fraternity alumni was listening regularly to political speeches on radio or television. One-third indicated this activity. As shown in Table XXIX, one in five had signed petitions to be sent to governmental officials. One-seventh of the responses cited attempts to influence the passage of ordinances or laws. Less than one-tenth had campaigned for candidates, and a similar proportion had attended meetings of law making bodies. One-tenth of the alumni did not indicate any political activities in which they had participated.

The campaigning done for candidates, signing of petitions to be sent to governmental officials, attending meetings of law making bodies, and attempting to influence the passage of ordinances or laws were all directly related to the year of graduation. The longer the lapse of time since attending college the more frequently these activities were mentioned. At the same time, the more recently they had graduated the more they listened regularly to political speeches on radio and television.

TABLE XXIX

SELECTED POLITICAL ACTIVITIES IN WHICH FRATERNITY ALUMNI HAVE PARTICIPATED

Political Activities	Year of Graduation (Percentages)			
	1940-41	1950-51	1955-56	Total
Campaigned for a candidate	10.0	6.1	5.3	7.3
Signed a petition to be sent to governmental officials	27.6	23.2	16.9	22.4
Attended meetings of a law making body	11.7	10.1	5.8	9.3
Listened regularly to political speeches on radio and/or television	26.1	35.7	41.5	34.4
Attempted to influence the passage of an ordinance or law	20.0	13.5	9.4	14.5
*Others	1.0	1.0	--	.7
*Not ascertained	4.0	9.7	21.0	11.3
Total	100.4	99.9	99.9	99.9
Number of cases	180	207	171	558
	$\chi^2 = 21.67$ df = 8 P = < .01			

*Not included in calculating χ^2 .

There was no relationship revealed between the specific political activities in which the alumni participated and the degree of fraternity involvement.

Two-thirds of the sample did not indicate their most important political activity since leaving college. Better than four-tenths of the responses indicated that the most important political activity was voting. The most important political activity for one-quarter of the alumni had been to keep abreast of political action. One-tenth of the responses cited their most important political activity as promoting others to vote, and a like proportion had assisted in promoting laws and legislation through contacting officials of local, state, or federal government. Less often others had served on politically oriented committees, been members of political clubs, filled a political office, worked to get a candidate elected, or suggested efforts for political house cleaning as their most important political activity since undergraduate days.

The only important political activity of the alumni in the most recent class had been voting and keeping abreast of political activity. Although these were the most frequently mentioned political activities of the other two classes, their political activities were more equally diversified. There was no relationship revealed between the degree of fraternity involvement or the recency of graduation and the political activities which the alumni deemed as most important.

University Alumni Activities

It has been heard, not infrequently, that college educators and administrators criticize the fraternities for pre-empting the loyalty which belongs to the institution. This implication is contrary to "The Decalog of Fraternity Policy" which reads in part, ". . . the college fraternity with complete loyalty and allegiance to the college which nurtures it, has the duty of supporting in every possible way the institution of which it is a part."

Membership in an alumni group while not a perfect criterion does provide one measure of continuing interest, loyalty, and concern for the institution's welfare. One-quarter of the fraternity alumni belonged to a university alumni club. No relationship was noted regarding the recency of graduation or the degree of fraternity involvement and holding membership in a university alumni club.

The question was then raised, "but what proportions resided in communities in which there was an alumni club chartered?" A further analysis of the data revealed that of the 213 fraternity alumni who disclosed that a university alumni club was organized within the community, one-third held membership. The recency of graduation was significantly related to the fraternity alumni who joined. Nearly half of the earliest class, four-tenths of the class of 1950-51, and one-seventh of the latest class had joined university alumni clubs when the club was organized within a community in which they resided.

Of the 106 fraternity alumni residing in communities which had no alumni clubs, one in five lived from six to fifteen miles away, and a

like proportion resided from twenty-six to fifty miles away. Of the total, over half of the alumni who resided in communities in which there were no organized alumni clubs of the university, must travel fifty miles or less to attend meetings.

Slightly better than one-quarter of the fraternity alumni who had joined university alumni clubs also held offices in the clubs. As might be expected, no one from the most recently graduated class had held an office, whereas one-tenth of the earliest class and one-seventh of the class of 1950-51 had held office. No relationship was noted between the degree of fraternity involvement and the holding of office in an alumni club of the university.

It was problematical how frequently the fraternity alumni attended meetings of the university alumni clubs. In Table XXX it was noted that three-tenths of the sample disclosed that they had never attended. At the same time nearly three-tenths of the alumni had attended at least one meeting of a university alumni club. The recency of graduation was related to the frequency with which the alumni attended meetings of a university alumni club.

How many times have the alumni returned to the university campus since graduation? Most frequently they noted that they had returned one to two times. The data in Table XXXI revealed that one in fifteen had never returned. Such responses as "many," "numerous," "unable to say," "live in environs," are included in Table XXXI under "others." Further analysis of the data revealed that the more recently the men had graduated the more frequently they noted that they had never returned

TABLE XXX

ATTENDANCE AT UNIVERSITY ALUMNI CLUB MEETINGS AS COMPARED TO ATTENDANCE AT THE MEETINGS OF
THE FRATERNITY ALUMNI CHAPTER BY YEAR OF GRADUATION

Frequency	M.S.U. Alumni Club			Fraternity Alumni Chapter		
	1940-41	1950-51	1955-56 Total (Percentages)	1940-41	1950-51	1955-56 Total (Percentages)
Never	14.8	29.0	35.4	21.0	26.6	34.6
1-2	18.5	9.6	3.3	2.4	7.2	2.5
3-5	7.4	9.6	.8	6.2	8.0	5.5
6-10	12.2	8.8	.8	3.6	4.0	.8
11 or more	8.6	8.0	--	9.8	10.4	4.7
*Not ascertained	38.3	34.7	59.8	56.8	43.3	52.0
Total	99.8	99.7	100.1	99.8	99.5	100.1
Number of cases	81	124	127	81	124	127
	$\chi^2 = 48.2$ df = 8 P = < .001			$\chi^2 = 12.5$ df = 8 P = < .10		

*Not included in calculating the χ^2 .

TABLE XXXI

FREQUENCY OF RETURN TO FRATERNITY HOUSE AS COMPARED WITH FREQUENCY OF RETURN TO
THE UNIVERSITY CAMPUS BY DEGREE OF FRATERNITY INVOLVEMENT

Frequency	Return to House			Return to Campus		
	Major	Minor	Total	Major	Minor	Total
	(Percentages)			(Percentages)		
Never	6.7	10.5	13.9	1.9	8.7	5.7
1-2	33.3	28.9	28.6	26.7	22.8	21.7
3-5	19.0	25.4	21.1	15.2	23.6	19.9
6-10	21.9	14.9	17.5	24.8	14.0	17.8
11-15	4.8	7.8	5.1	9.5	7.8	8.4
16 or more	12.4	9.6	9.9	16.2	14.9	19.0
*Others	1.0	.9	.6	4.8	7.8	7.2
*Not ascertained	1.0	1.8	3.3	1.0	--	.3
Total	100.0	99.8	100.0	100.1	99.6	100.1
Number of cases	105	114	332	105	114	332
$\chi^2 = 22.3$ df = 10 P = < .02 $\chi^2 = 18.0$ df = 10 P = < .10						

*Not included in calculating χ^2 .

to campus. No pattern could be found to indicate that the degree of fraternity involvement made any difference in the frequency with which fraternity alumni returned to campus.

A comparison is made in Table XXXII revealing the money donated to the university and donated to the fraternities by the alumni since graduation. Six-tenths of the alumni have yet to make the first financial donation to the university.

The recency of graduation was significantly related to the amounts of money of \$50.00 or more which were donated to the university. Other than this, no real pattern was predominant.

No relationship existed between the degree of fraternity involvement and the donations to the university. Like numbers of major office holders as non-office holders had not donated money to their Alma Mater.

Fraternity Alumni Activities

Granting that membership in an alumni group does provide one measure of continuing interest, loyalty, and concern for the welfare of the institution, then, a comparison of the loyalty of the fraternity alumni to the university with the loyalty of the fraternity alumni to the fraternity by using the same techniques is very much in order.

As one-quarter of the fraternity alumni belonged to a university alumni club, a like proportion belonged to a fraternity alumni chapter. No relationship was noted regarding the recency of graduation or the degree of fraternity involvement and joining a fraternity alumni chapter.

TABLE XXXII

DONATIONS OF FINANCIAL AID TO THE UNIVERSITY AS COMPARED TO THE DONATIONS TO THEIR
RESPECTIVE FRATERNITIES BY YEAR OF GRADUATION

Donations	Donated to M.S.U. (Percentages)				Donated to Fraternity (Percentages)			
	1940-41	1950-51	1955-56	Total	1940-41	1950-51	1955-56	Total
None	44.4	48.4	82.7	60.4	54.3	52.4	76.4	61.9
Up to \$10	14.8	14.5	12.6	13.9	9.9	15.3	14.2	13.6
\$10-\$24	13.6	13.7	4.0	10.0	11.1	14.5	1.6	8.8
\$25-\$49	11.1	16.0	--	8.7	7.4	8.8	2.4	6.0
\$50 or more	16.0	4.8	.8	6.0	16.0	8.0	4.7	8.8
*Not ascertained	--	2.4	--	.9	1.2	.8	.8	.9
Total	99.9	99.8	100.1	99.9	99.9	99.8	100.1	100.0
Number of cases	81	124	127	332	81	124	127	332
	$\chi^2 = 62.64$ df = 8 P = < .001				$\chi^2 = 32.8$ df = 8 P = < .001			

*Not included in calculating χ^2 .

Once again the question is raised, "how many men belonged to fraternity alumni chapters if a chapter existed in their communities?" Analysis of the data disclosed that ninety-four men lived in communities in which were located alumni chapters of their fraternities. Better than four-tenths belonged to fraternity alumni chapters, whereas one-third belonged to university alumni clubs under the same conditions.

Neither the degree of fraternity involvement nor the recency of graduation were related significantly to joining an alumni chapter of one's respective fraternity if that chapter were located within the community in which the fraternity alumnus resided.

Of the 233 men who resided in communities in which no alumni clubs were organized, less than one-tenth lived from six to fifteen miles away and one-sixth lived from twenty-six to forty miles away from a fraternity alumni chapter. Of the total, one-third of the men lived fifty miles or less from the nearest fraternity alumni chapter, whereas over half lived the same distance from a university alumni chapter.

Slightly better than one-fifth of the fraternity men who joined a fraternity alumni chapter also held office in it. It was recalled that one-quarter of the fraternity alumni who joined a university alumni club held office in it. The recency of graduation was not related to the men who held office in a fraternity alumni chapter; neither was the degree of fraternity involvement related. It will be remembered that no relationship was revealed between the recency of graduation or the degree of fraternity involvement and the holding of office in a university alumni club.

It was problematical whether fraternity alumni attended meetings of the university alumni club more frequently than they attended the meetings of the fraternity alumni chapter. Table XXX presented the comparison. As in the case of never attending a university alumni club, nearly three-tenths had their first fraternity alumni meeting to attend. One-fifth had attended at least one meeting of a fraternity alumni chapter, whereas more than one-quarter had attended at least one meeting of a university alumni club.

Where only six fraternity alumni from the most recent class had attended a meeting of a university alumni club, three times as many had attended a meeting of their fraternity alumni chapters. Thirty-five men from the earliest class and sixty men from the intermediate class had attended at least one meeting of their fraternity alumni chapters. The more recently they had graduated the more they noted that they had never attended a meeting of their fraternity alumni chapters. The same pattern applied to the lack of attendance at university alumni club meetings.

The degree of fraternity involvement was not related to attendance of the fraternity alumni chapter meetings.

Did the fraternity alumni return to the fraternity house more often than they returned to the campus? Table XXXI discloses a comparison between the number of times the fraternity alumni returned to the fraternity house and the number of returns to the university campus. Nearly one-tenth of the fraternity alumni had returned to the campus but had failed to visit the fraternity house.

Whereas the fraternity alumni had returned to the fraternity house more often at the lower frequency rates, the fraternity alumni had returned to the campus more often at the higher frequency rates.

The recency of graduation was unrelated to the frequency of return to the fraternity house. On the other hand, the less the degree of fraternity involvement, the more often the respondents had never returned to the fraternity house.

Where six-tenths of the fraternity alumni have the first financial contribution to make to the Alma Mater (as recorded in Table XXXII), slightly more than that have never donated money to the fraternity since graduation.

The recency of graduation was not related to the proportion of fraternity alumni who have not contributed to the fraternity since graduation, although the class of 1955-56, as might be expected, had the largest proportion of men who have not donated any money to the fraternity since graduation.

No significant differences were noted between the degree of fraternity involvement and the financial aid donated to the fraternity since graduation.

What Does "The Decalog of Fraternity Policy" Mean to You?

As stated in the opening paragraph of this chapter, what a fraternity attempts to do for its members is expressed in "The Decalog of Fraternity Policy." According to the data revealed in the questionnaire, this publication is almost unknown.

Only five men of the 332 fraternity alumni indicated an understanding of the decalog. To six-tenths of the alumni the decalog meant nothing. One-quarter had heard of the decalog but had forgotten what it was, and five per cent supplied erroneous meanings.

Of the men who knew the true meaning of the decalog, two were from the class of 1940-41 and three were from the class of 1955-56.

Regarding the degree of fraternity involvement, two major office holders, one minor office holder, and two non-office holders supplied answers which indicated that they knew the meaning of "The Decalog of Fraternity Policy."

Summary

In this chapter attention was given to analyzing the activities of the fraternity alumni as they seemed to be related to selected aims and objectives of the fraternities as stated in "The Decalog of Fraternity Policy."

An excerpt from one of the tenets in the decalog reads, "The college fraternity recognizes the importance of the physical well-being of its members." The data revealed that most fraternity alumni are engaged in active recreational activities rather than passive activities. Further, they are engaged in healthful practices for their physical well-being.

Another of the tenets in the decalog refers to the position taken by the fraternity program in providing training in cultural subjects. Less than one-quarter of the men listed cultural activities in which they were engaged and considered important. Among the cultural activities

of the fraternity alumni were reading non-fiction, attending plays, concerts, or theater, or listening to the radio and television concerts. The alumni read national news, local and state news, and sports news with equal interest. Magazines to which the greatest number of fraternity alumni subscribed were Life, Time, and The Saturday Evening Post. Conspicuously few subscriptions were taken to either class or intellectual magazines. The three types of music most often preferred by the fraternity alumni were popular, semi-classical, and classical. Slightly less than half of the fraternity alumni owned encyclopedias.

On the matter of how religious the fraternity alumni are, nine-tenths of the alumni disclosed some religious preference. An overwhelming majority stipulated the Protestant faith. Three-fourths of the men held church membership. Nearly three-fourths of the alumni attended church services at least half the time. About four-tenths of the alumni were engaged in some church activity of which the most important to them was regular church attendance.

"The Decalog of Fraternity Policy" states in part "The college fraternity assumes its civic responsibilities. The chapter house is another training ground for good citizenship." Fraternity alumni averaged less than one membership per person in a community activity. Most frequently they belonged to a service club. In order of popularity the community agencies to which the alumni belonged were the Chamber of Commerce, the Parent-Teachers Association, the Kiwanis, and the Masons. Four tenths of the fraternity alumni have held at least one office in a community organization. Six-tenths of the total fraternity group

exhibited some participation and interest in specific community affairs, and one-third had done something which they consider important in this area.

Among the 327 fraternity alumni who stated a political preference, the Republicans outnumbered the Democrats nearly nine to one. The only direct political activity engaged in by any large numbers of the alumni was voting. Of the more than nine-tenths who had registered to vote at one time or another, only three men had never voted. Nearly nine-tenths of the respondents had voted in the most recent national elections, and three-fourths had voted in local elections at least half the time. Less than one-tenth of the alumni revealed they belonged to political clubs. At the same time, two-tenths had contributed financially to a political organization. Only nine fraternity alumni have run for political office, six of which were successful. The most frequently mentioned political activity in which fraternity men have participated was listening regularly to political speeches on radio or television.

College educators and administrators at times have criticized the fraternities for pre-empting the loyalty which belongs to the institution. The respondents' fraternity alumni chapter activities were compared with their university alumni club activities. The analysis revealed information which showed the fraternity alumni to be more loyal to the university than to the fraternity.

"The Decalog of Fraternity Policy," a publication in which the fraternities stipulate what they purport to do, is almost unknown to the fraternity alumni.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

The purpose of this chapter is to present the summary of the investigations made in this study, the conclusions which seemed warranted from observations of the data obtained, and suggestions for further research.

Summary

Statement of the Problem. The purposes of this study were:

(1) To determine what selected socio-economic factors distinguished the graduates who have been undergraduate members of Greek letter social fraternities at Michigan State University; (2) To ascertain how fraternity alumni evaluated various aspects of the fraternity program in light of their daily living experiences since graduation; (3) To learn whether or not the degree of fraternity involvement is associated with the life style and opinions of the fraternity alumni; and (4) To determine whether selected broad areas of "The Decalog of Fraternity Policy" are associated with the present-day activities of the fraternity alumni.

Methods and Procedures. The study was a planned follow-up survey of the men who had been members of Greek letter social fraternities while undergraduates at Michigan State University. Data were obtained

from 332 men through the use of a questionnaire form, records and reports, and through personal interviews. In order that the data could receive a more comprehensive analysis it was decided to divide the alumni into groups and categories. The groups consisted of those alumni who had graduated with the class of 1940-41, those who had graduated with the class of 1950-51, and those who had graduated with the class of 1955-56. The responses of the alumni were also divided into three categories of fraternity involvement: major office holders, minor office holders, and non-office holders.

Findings

In a number of cases differences on the specific factors studied were found among the three graduating classes. However, the findings in this chapter reflect only the broader generalizations based upon the combined groups for the four broad aspects which were studied.

Socio-economic attributes. At the time of the survey the majority of the fraternity alumni were married. Divorces among the group were a rarity. They had families of slightly above average size and made their homes, for the most part, in the metropolitan areas. They attended post-graduate school in the same proportions as other Michigan State graduates. The typical alumnus had served in the armed forces and then terminated his relations with the military service in so far as possible. He was employed on a salary above the national average. His education and occupation were at a higher level than his father's, who generally was from the higher levels of the national occupational hierarchy.

He has affiliated with the Republican party, has registered and voted, but has not been interested in holding a public office. Overwhelmingly he is of the Protestant faith and attends church more regularly than most college graduates.

Reactions to the fraternity program. The alumni were well satisfied with their fraternity experience and believed that the aspects of fraternity life which contributed most to their development were the same aspects which were obtainable only in a social fraternity. The alumni revealed that the introverted personality benefits most from the fraternity experience; yet in selecting members they emphasized characteristics of the extrovert. The alumni visualized the contributions of the fraternities to the campus activities program as one of real importance. The position taken by fraternities to the effect that the consideration of grades in the process of selection is a scholastic aid has little objective evidence to support it. The data indicated that the younger graduates place less importance on scholarship than the older alumni. The scholastic environment and emphasis was very much slighted when the respondents specified the aspects of fraternity life which contributed most to their development. The men took the position which suggested deferred pledging, abolition of "Hell Week," and the removal of restrictive clauses from the fraternity constitutions. Further, the fraternity alumni strongly believed that the practices of the fraternities should be brought more in line with the ideals of the fraternity program.

Relationship between the degree of fraternity involvement and the daily activities and opinions of the alumni. Other than satisfaction

with the fraternities within which they were the office holders, little evidence was obtained that showed any comparison between the life style and opinions of the leaders and the life style and opinions of the non-leaders.

The alumni's daily activities as associated with selected tenets of "The Decalog of Fraternity Policy." The decalog is a publication almost unknown to the fraternity alumni. Despite this, the daily activities of the fraternity alumni were related positively with tenets of the decalog regarding healthful practices and college loyalty. A negative association appeared regarding the tenets which connote assuming civic responsibilities, and appreciating and engaging in cultural activities and participating in religious and spiritual functions.

Conclusions

From a consideration of the findings revealed by the instrument used in this investigation of 332 fraternity alumni, the research literature, and consultation with fraternity alumni, the following conclusions seem to be warranted:

(1) The primary group life of the undergraduate leaders of the Greek letter social fraternities at Michigan State University was not of such diversity from the primary group life of the non-leaders as to influence differently the secondary group life as alumni.

(2) The year of graduation was more closely associated with the life style and opinions of fraternity members than was the holding of positions of leadership within a Greek letter social fraternity.

(3) Fraternity men are distinguished by better marital adjustment than the college population as a whole, and in general have a very satisfactory socio-economic status. It is not concluded that this exists because of the primary group life of the fraternity but because of prior variables which would influence their social pattern.

(4) The fraternity alumni would support wholeheartedly: a program of planned expansion to add more national chapters to the Michigan State University fraternity program; a program of deferred pledging after two or three terms on campus; and a program to eliminate hazing and the trivialities of "Hell Week."

(5) Local chapters should consider alternating their officers more frequently since the degree of fraternity involvement is related to satisfaction with the fraternity program and the proportion of fraternity alumni who returned to the houses as alumni.

(6) Most fraternity programs are satisfying to the participants, although, in the opinion of the alumni, specific practices within the program need to be brought more in line with the fraternity ideals. Several examples of these practices mentioned by the respondents were the abolition of "Hell Week"; a more formal, serious, and academic program for pledge training; and fraternity activities designed to be of more service to the university and the community.

(7) All too frequently the popular stereotype is that the fraternity man is disloyal to the university. The evidence in this study would not support the degree of feeling of disloyalty often leveled.

(8) It can be concluded from the data on selected tenets in "The Decalog of Fraternity Policy" that the reality of the ideals of the fraternity program is questionable. Since carry-over of the fraternity learning experience is lacking in the daily activities of the fraternity alumni, and "The Decalog of Fraternity Policy" is unknown to the alumni, both the methods used in this learning experience and the fraternity aims are open to serious review.

Recommendations for Further Research

This investigation would hardly be adequate and complete without recommending further needed research which became apparent during the period of time this study was being conducted. With this in mind, the following suggestions have been formulated.

(1) A comparable study should be made of Michigan State University alumni who as male undergraduates have lived in other residence units-- Cooperatives and Residence Halls.

(2) A comparable study should be made of Michigan State University alumnae who as undergraduates lived in women's residence units-- Sororities, Cooperatives, and Residence Halls.

(3) Similar studies should be made of fraternity alumni and alumnae who have graduated from colleges and universities of various sizes, types, and locations.

(4) Further, the practicability of "The Decalog of Fraternity Policy" as a national guide should be studied more intensively.

(5) Additional studies should be carried on to determine how the relationship of the national organization to the local organization can be made more meaningful.

(6) Consideration should be given to designing a study of the role of the adult adviser residing in the fraternity. Attention could be directed toward determining whether a housemother or a male adviser residing in the house might better guide the learning experiences of the men in relation to the aims and objectives of "The Decalog of Fraternity Policy."

(7) It is recommended that national agencies interested in higher education, such as The American Council on Education, The National Interfraternity Council, or The American Personnel and Guidance Association, be contacted concerning the possibility of jointly conducted study to enhance the influence of the Greek letter social fraternities. The establishment of necessary controls, limitation of money, materials, and personnel make it mandatory that established organizations conduct this vast but important research.

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• 1. The first step in the process of creating a new product is to identify a market need. This involves conducting market research to determine what consumers want and need. Once a need is identified, the next step is to develop a concept for a product that meets that need. This is often done through brainstorming and sketching. The third step is to create a prototype of the product. This can be done using various materials and techniques, depending on the product. The fourth step is to test the prototype with a small group of consumers to get feedback. The fifth step is to refine the product based on the feedback. The sixth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The seventh step is to secure funding for the product. The eighth step is to launch the product and monitor its performance. The ninth step is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 2. The second step in the process of creating a new product is to develop a concept for a product that meets the identified market need. This is often done through brainstorming and sketching. The third step is to create a prototype of the product. This can be done using various materials and techniques, depending on the product. The fourth step is to test the prototype with a small group of consumers to get feedback. The fifth step is to refine the product based on the feedback. The sixth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The seventh step is to secure funding for the product. The eighth step is to launch the product and monitor its performance. The ninth step is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 3. The third step in the process of creating a new product is to create a prototype of the product. This can be done using various materials and techniques, depending on the product. The fourth step is to test the prototype with a small group of consumers to get feedback. The fifth step is to refine the product based on the feedback. The sixth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The seventh step is to secure funding for the product. The eighth step is to launch the product and monitor its performance. The ninth step is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 4. The fourth step in the process of creating a new product is to test the prototype with a small group of consumers to get feedback. The fifth step is to refine the product based on the feedback. The sixth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The seventh step is to secure funding for the product. The eighth step is to launch the product and monitor its performance. The ninth step is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 5. The fifth step in the process of creating a new product is to refine the product based on the feedback. The sixth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The seventh step is to secure funding for the product. The eighth step is to launch the product and monitor its performance. The ninth step is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 6. The sixth step in the process of creating a new product is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The seventh step is to secure funding for the product. The eighth step is to launch the product and monitor its performance. The ninth step is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 7. The seventh step in the process of creating a new product is to secure funding for the product. The eighth step is to launch the product and monitor its performance. The ninth step is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 8. The eighth step in the process of creating a new product is to launch the product and monitor its performance. The ninth step is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 9. The ninth step in the process of creating a new product is to make any necessary adjustments to the product or marketing strategy. The tenth step is to continue to innovate and develop new products.

• 10. The tenth step in the process of creating a new product is to continue to innovate and develop new products.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income.

2. The second part of the document outlines the various methods used to collect and analyze data. It mentions the use of surveys, interviews, and focus groups to gather information from different sources. The analysis of this data is crucial for understanding market trends and consumer behavior.

3. The third part of the document describes the process of identifying and evaluating potential risks. It highlights the need to anticipate possible challenges and develop strategies to mitigate them. This involves a thorough assessment of the internal and external environment.

4. The fourth part of the document focuses on the implementation of the proposed strategies. It details the steps involved in executing the plan, from resource allocation to monitoring progress. It also discusses the importance of flexibility in adapting to changes.

5. The fifth part of the document concludes with a summary of the key findings and recommendations. It reiterates the importance of continuous monitoring and evaluation to ensure the success of the project. The final recommendation is to maintain a proactive approach to managing the project.

APPENDICES

APPENDIX A

THE DECALOG OF FRATERNITY POLICY

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1. The college fraternity has as its goal, in harmony with that of the college, to provide training and discipline of the individual who, in seeking an education, desires to make of himself a useful member of society, possessing knowledge, trained skill and capacity for accomplishment. The college fraternity, as a group organization, seeks to teach men how to live and work together, striving by precept and example for the personal development of the individual in the training of mind and body. It carries forward the fundamental purposes of education, adding a fraternal influence for correct living and individual development.
2. The college fraternity must regard itself as an integral part of the institution in which it is located. It not only must be amendable to the rules and regulations of the college institution, but must share in all the college responsibilities of the undergraduate. The college fraternity must match the discipline of the college administration, and must accept the added responsibility incident to the supervision of group life in the chapter house. Furthermore, the college fraternity, with complete loyalty and allegiance to the college which nurtures it, has the duty of supporting in every possible way the institution of which it is a part.
3. The college fraternity is also a business organization. Successful management requires sound financial practices and good housekeeping methods. There is the dual obligation of prompt collection of monies owed and prompt payment of accounts due. The fraternity man and the chapter group acquire strength and stature as they develop business experience and a true perception of correct business methods. Financial strength and integrity in the fraternity enable it to accomplish its other aims.
4. The college fraternity stands for excellence in scholarship. It seeks, as a part of its college, to promote diligent application to study by the fraternity member, not only in order that the requirements of the college be met, but also that achievement above the average level may be attained. The college fraternity adds its rewards for intellectual attainment to those given by the college.
5. The college fraternity accepts its role in the moral and spiritual development of the individual. It not only accepts the standards of the college, but, in addition, endeavors to develop those finer qualities of ethical conduct which add to the inner growth of man.
6. The college fraternity recognizes that culture goes hand in hand with education, and, therefore, seeks to broaden the growth of the fraternity member by encouraging the acquisition of knowledge and training in cultural subjects. It is in this field that the college fraternity augments the formal instruction of the institution in encouraging an appreciation of art, of music, of literature, of dramatics, of debate, of sports and games, of speaking and writing and of national affairs.
7. The college fraternity is the center of much of the social life of the fraternity member. As such it seeks to develop the social graces, the art of good living, the development of courtesy and kindness. Good manners, good taste and good companionship are a part of the training of every fraternity member.

8. The college fraternity recognizes the importance of the physical well-being of its members. It seeks to provide healthful and sanitary housing. It encourages healthful practices by its members, discourages physical excesses and promotes athletic competitions in both fraternity and college life, so that mens sana in corpore sano shall be the aim of every fraternity member.
9. The college fraternity assumes civic responsibilities. The chapter house is another training ground for good citizenship. Fraternity members are taught first their civic responsibilities as members of the college community, and are prepared in later life to assume their responsibilities to their communities and to the nation.
10. The college fraternity seeks to develop those qualities of human understanding, of companionship, of kindness, with a knowledge and training in appraising the basic values of life, which will lead towards a better civilization, with peace and understanding among all peoples.

APPENDIX B

THE FRATERNITY CRITERIA

NATIONAL INTERFRATERNITY CONFERENCE

FRATERNITY CRITERIA

We consider the fraternity responsible for a positive contribution to the primary functions of the colleges and universities, and therefore under an obligation to encourage the most complete personal development of its members, intellectual, physical and social. Therefore, we declare:

- I That the objectives and activities of the fraternity should be in entire accord with the aims and purposes of the institutions at which it has chapters;
- II That the primary loyalty and responsibility of a student in his relations with his institution are to the institution, and that the association of any group of students as a chapter of a fraternity involves the definite responsibility of the group for the conduct of the individual;
- III That the fraternity should promote conduct consistent with good morals and good taste;
- IV That the fraternity should create an atmosphere which will stimulate substantial intellectual progress and superior intellectual achievement;
- V That the fraternity should maintain sanitary, safe, and wholesome physical conditions in the chapter house;
- VI That the fraternity should inculcate principles of sound business practice both in chapter finances and in the business relations of its members.

THESE CRITERIA should be applied in close co-operation with the administrative authorities of the institutions. Detailed methods of application will necessarily vary in accordance with local conditions. It is the purpose of the National Interfraternity Conference to offer detailed suggestions, after further study and investigation, regarding practical steps to make this co-operation effective.

APPENDIX C

A DEFINITION OF THE RECIPROCAL RELATIONS BETWEEN COLLEGE
AND FRATERNITY ADOPTED BY THE ASSOCIATION OF AMERICAN
COLLEGES AND THE NATIONAL INTERFRATERNITY CONFERENCE
IN 1938

A DEFINITION OF THE RECIPROCAL RELATIONS BETWEEN COLLEGE
AND FRATERNITY ADOPTED BY THE ASSOCIATION OF
AMERICAN COLLEGES AND THE NATIONAL
INTERFRATERNITY CONFERENCE

Whereas, The Association of American Colleges and the National Interfraternity Conference, on behalf of their respective memberships, subscribe to the following statement of principles which underlie the reciprocal relations between the college, the organized student group and the individual; be it therefore

Resolved, That this statement be published and distributed to all institutions at which fraternities are established, and to all national fraternities, as a reasonable basis on which fraternity group life may be organized and maintained.

PREAMBLE

Formal education, by organizing and concentrating human experience, develops the many desirable potentialities of the student. It stimulates self-expression and an appreciation of all cultural achievement; it fosters self-government, and develops responsible leadership; it encourages the attitudes and imparts the technique needed for self-development, and strengthens zeal for service.

ARTICLE I

The Obligation of the College to the Group and Its Members

Sec. 1. Since man is to operate in and with groups, these objectives can be achieved most effectively in organized group life. The college must therefore recognize, as an essential feature of the educational process, a properly organized and maintained student group life. Accordingly, the college should delegate to such groups as large a degree of responsible control of their members as they are capable of exercising with profit to the individual, the group and the college.

Sec. 2. Self-government and individual self-control are essentials of good citizenship, and therefore should be primary objectives of college training. The fraternity chapter, when it realizes fully its potentialities, presents a unique opportunity for discipline in group living and for the practice of responsible self-government. The educational process will be furthered, if the college will utilize and strengthen all resident groups to this end.

Sec. 3. As long as students are under the jurisdiction of the college, the college has the ultimate responsibility for all integral functions of the educational process, including the social life of the students. For this reason, even when the college grants to any group of undergraduates the privilege of organizing and maintaining their own social life, such a grant constitutes a delegation to the group of immediate responsibility for the social life of its members, with the understanding that the ultimate responsibility still remains with the college.

Sec. 4. The college can discharge its obligation of responsibility for undergraduate social life only by enforcing accountability for the proper use of that portion which is delegated to the group.

Sec. 5. Since the organization and maintenance of the group life of a number of undergraduates entails problems of finance and of management which may easily encroach upon the primary objectives of the group, it is incumbent on the college to insist upon the financial integrity of all such undertakings, and upon a cost of group living which is in keeping with the policy of the institution as a whole. The college should require sound methods in all business transactions and relations, even though the discharge of this obligation to its students and the community should involve supervision, or dispersion, of the

Sec. 6. The fullest attainment of the objectives of the educational process will be achieved when the group life is integrated with the college life, intellectually, as well as socially, physically and morally. In this integration, the college must accept the leadership; the group must co-operate.

ARTICLE II

The Obligation of the Group to the College

Sec. 1. Any organized group of undergraduates, irrespective of the purpose for which it is formed, is an integral part of the college. As such, it is responsible to the colleges for both the group and its individual members, to the extent to which the privilege of association has withdrawn them from the immediate control of the college.

Sec. 2. The organized groups on any campus should recognize their obligation to the entire student body, as well as to their own members, to guard against social frustrations and the creation of false social standards.

Sec. 3. When occupying a chapter house, such a group becomes responsible for contributing to the objectives of the educational process by maintaining wholesome and stimulating conditions of living. Its social life should be normal; its standards sound; and its activities healthful.

Sec. 4. When a group is unable to control a member who has failed to exercise satisfactorily his primary duty of self-control, the group should either report that fact to the college, or should expel him from membership, and thus absolve itself of the responsibility implied in fraternity association.

Sec. 5. When the group fails persistently to discharge its group obligations, complete control should be resumed by the college through supervision, or dispersion, of the group.

ARTICLE III

The Obligation of the Group to the Individual

Sec. 1. Provision of the means and the incentives to the intellectual development of the individual remains the primary and ultimate obligations of the college; but the group is under obligation to its members to co-operate with the college by providing such an environment in its chapter house as will promote their fullest and freest social, physical, moral and intellectual development, and by encouraging them to make the best use of the opportunities offered by the college.

Sec. 2. It is inconsistent with the basic purpose of fraternity association to refuse to exercise any necessary control over the individual, or to give refuge to him in any breach of accepted responsibility, and thus to deprive college or parents of the opportunity to discharge their ultimate responsibility to the individual and the community.

Sec. 3. Group activities should at all times be pursued in such a way as to protect and to promote the dignity essential to the development of character, and to enable the individual members to achieve the primary objectives of the educational process.

ARTICLE IV

The Obligation of the Individual to the Group

Sec. 1. It is the inherent right of the individual, as it is his obligation, to further his own evolution from dependence to independence, from self-interest to social-mindedness; but in so doing, he must always respect the individual and collective rights of others.

Sec. 2. Government, whether of the state, the college or the group, is most successful when it prescribes least; and government prescribes least when the individual embraces the spirit of its principles instead of being forced to yield to the power of its commands.

ARTICLE V

The Obligation of the Alumnus to the College and the Group

Sec. 1. Membership in the corporate body of the college, acquired by matriculation, is not dissolved on graduation. This membership calls for loyalties expressed in various ways by the alumni, and for willingness on the part of the college to assist the alumni in continuing their education. Such an alignment of alumni interest will appropriately identify the alumni with the intellectual objectives of the college, and will stimulate the undergraduates to a greater enjoyment of their educational opportunities.

Sec. 2. Alumni membership in a fraternity group, as well as in the college, should be regarded as an opportunity to serve youth, without arrogation of privilege or right.

Sec. 3. Though membership in fraternity groups continues after graduation, responsibility for the proper maintenance of the social life of such groups lies with the undergraduate members. Alumni participation in the social life of these groups, or in any of their activities and undertakings, must therefore always recognize, and be governed by, the primary obligation of the undergraduate members to the college.

APPENDIX D

THE QUESTIONNAIRE AND COVER LETTER

FRATERNITY SURVEY

MICHIGAN STATE UNIVERSITY

East Lansing, Michigan

161

The following questions cover your background, fraternity, vocational, alumni, and so on. Some opinions are also solicited. Most questions can be answered by marking a ☒ in the appropriate space, although a few calls for a narrative answer. Please answer all questions fully and frankly. Disregard the numbers in the margins. They will be used by the IBM operator to record your answers.

COPY OF 550

BIOGRAPHICAL

1. Age:

Under 21	1
21-24	105 2
25-30	289 3
31-35	19 4
36-40	26 5
41-45	8 6
Other (please specify)	1 (4)
2. Marital status:

Single	94 1
Married	236 2
Divorced	2 3
Widowed	4 4
Separated	5 5

 (5)
3. Number of children:

None	155 1
One	50 2
Two	66 3
Three	39 4
Four	14 5
Five	6 6
More (give number)	2 (6)
4. College degrees earned:

B.A. or B.S.	289 1
M.A. or M.S.	32 2
Ed.D. or Ph.D.	2 3
M.D.	1 4
D.V.M.	5 5
Honorary degrees (please specify)	5
Others (please specify)	4 (7)
5. Residence:

Rural	21 1
Suburban	71 2
Town under 2,500	14 3
City 2,501-10,000	39 4
City 10,001-50,000	22 5
City 50,001-100,000	23 6
City over 100,000	26 7

 (8)
6. Years lived in present community:

Less than 8	144 1
3-5	50 2
6-10	40 3
11-15	31 4
Over 15 (please specify)	61 (9)
7. Military experience:

No	61 1
Yes	243 2
IF YES, Commissioned?	89 3
No	143 4
Yes	143 5
Branch of service:	
(please specify) Army 15 Navy 58 Air force 50	(12)
8. Present military status:

Active duty	51 1
Active Reserves	28 2
Inactive Reserves	24 3
National Guard	1 4
Other (please specify) Discharged veteran 91	(13)
9. Describe your father's or guardian's main occupation while you were in high school.

see table V-6 (14)
10. Please indicate college degrees earned or highest level of education attained by your father or guardian.

see page 54 (15)

VOCATIONAL

1. Excluding military service, how did you obtain first employment?

College placement office	68 1
Public employment agency	8 2
Through fraternity contacts	12 3
Through relatives	39 4
Through friends	26 5
Direct contact by employer	22 6
Answered an advertisement	7 7
Other (please specify) direct contact 31	(16)

2. Present employment status:

- | | |
|-----------------------------------|---------|
| Self employed | 43 1 |
| Employed full time on salary | 251 2 |
| Employed part time on salary | 6 3 |
| Employed full time on hourly wage | 3 4 |
| Employed part time on hourly wage | 5 5 |
| Temporarily unemployed | 2 6 |
| Attending college | 18 7 |
| Pensioned | 8 8 |
| Other (please specify) | 17 (17) |

3. Memberships held:

- | | |
|---------------------------|---------|
| Trade associations | 56 2 |
| Professional associations | 141 3 |
| Labor union | 13 4 |
| Learned societies | 15 5 |
| Other (please specify) | 18 (18) |

4. Your income bracket (exclude wife's)

- | | |
|-----------------------------|-------|
| Up to \$3,000 per year | 21 1 |
| \$3,000-\$5,000 per year | 62 2 |
| \$5,001-\$7,500 per year | 145 3 |
| \$7,501-\$10,000 per year | 37 4 |
| \$10,001-\$15,000 per year | 82 5 |
| \$15,001-\$25,000 per year | 17 6 |
| \$25,001-\$50,000 per year | 6 7 |
| \$50,001-\$100,000 per year | 8 8 |
| Over \$100,000 per year | 9 9 |
- (19)

6. Your chief occupation:

- see table VII-6 (20)

7. Nature of your work:

- (21)

UNIVERSITY ALUMNI ACTIVITIES

1. Is there a MSU alumni club located in your community?

- | | |
|---|-------------------|
| No | 106 1 |
| Yes | 273 2 |
| IF NO, How many miles is the nearest alumni club? | see page 18a (22) |

2. Belong to a MSU alumni club?

- | | |
|---|-------|
| No | 243 1 |
| Yes | 862 2 |
| IF YES, Were you ever an officer? | |
| No | 63 1 |
| Yes | 222 2 |
| Total number of MSU alumni meetings attended? | |
| None | 93 1 |
| 1-2 | 31 2 |
| 3-5 | 19 3 |
| 6-10 | 22 4 |
| 11-20 | 7 5 |
| 21-50 | 9 6 |
| More than 50 | 1 7 |
- (26)

3. How many times have you returned to MSU campus since you graduated?

- (Give number) see table XXXI-6 (27)

4. How much financial aid have you donated to MSU since you graduated?

- | | |
|---------------|-------|
| None | 201 1 |
| Up to \$10 | 46 2 |
| \$10-\$24 | 33 3 |
| \$25-\$49 | 29 4 |
| \$50-\$99 | 15 5 |
| \$100 or more | 5 6 |
- (28)

FRATERNITY ALUMNI ACTIVITIES

1. Belong to a fraternity alumni chapter?

- | | |
|---|-------|
| No | 249 1 |
| Yes | 822 2 |
| IF YES, Were you ever an officer? | |
| No | 66 1 |
| Yes | 177 2 |
| Total number of alumni chapter meetings attended. | |
| None | 93 1 |
| 1-2 | 14 2 |
| 3-5 | 23 3 |
| 6-10 | 7 4 |
| 11-20 | 12 5 |
| 21-50 | 7 6 |
| More than 50 | 8 7 |
- (31)

2. Is there an alumni chapter of your fraternity located in your community?
- No 223 1
Yes 842 2 (32)
- IF NO, How many miles is the nearest alumni chapter? Give number see page 136 (33)
3. How many times have you returned to your fraternity house since you graduated (give number) see table XXVI - D (34)
4. How much financial aid have you donated to the fraternity since you graduated?
- None 206 1
Up to \$10 41 2
\$10-\$24 29 3
\$25-\$49 20 4
\$50-\$99 18 5
\$100 or more 11 7 (35)

FRATERNITY ACTIVITIES

1. What term did you pledge?
- First term freshman 73 1
Second term freshman 40 2
Third term freshman 41 3
First term sophomore 43 4
Second term sophomore 30 5
Third term sophomore 22 6
First term junior 50 7
Second term junior 16 8
Other (please specify) _____ (36)

2. How many terms did you live in the house?
- None 44 1
One 17 2
Two 22 3
Three 41 4
Four 23 5
Five 30 6
Six 61 7
Seven 32 8
Other (please specify) 8 or more 57 (37)

3. If you never lived in the house or if you moved from the house would you indicate why? Too noisy 25
Home in country 20
Financial; Married; Privacy; Sch 18 (38)

4. Did you hold a chapter office?
- No 112 1
Yes 211 2 (39)
- IF YES, Which ones?
- President 28 1
Vice president 25 2
Secretary 32 3
Treasurer 22 4
Pledge trainer 38 5
Rush Chairman 26 6
Social chairman 42 7
Scholarship chairman 14 8
Athletic chairman 19 9
House manager 34 1
Steward 20 2
Historian 16 3
Chaplain 8 4
Representative to IFC 31 5
Other (please specify) PUBLICITY CHAIR 7 (41)

5. Did you hold an IFC office?
- No 308 1
Yes 17 2 (42)
- IF YES, Which ones?
- President 2 1
Vice president 4 2
Secretary 2 3
Treasurer 4 4
Member at large 4 5
Executive council 1 6
Standing committee chairman 4 7
Other (please specify) _____ (43)

6. Have you attended a national convention of your fraternity?
- No 280 1
Yes 52 2 (44)

7. Have you attended a regional convention of your fraternity?
- No 238 1
Yes 97 2 (45)

8. Have you attended a National Inter-Fraternity Conference?
- No 322 1
Yes 10 2

9. While you were an undergraduate how would you rate your interest in your fraternity?
- Very much interested 162 1
Quite interested 145 2
Mildly interested 42 3
Very little interested 9 4
No interest after joining 3 5 (47)

10. After going active did your interest
- Decrease 60 1
Increase 257 2
Other No change 18 3 (48)
- IF DECREASE, When?
- Freshman year 1 1
Sophomore year 8 2
Junior year 19 3
Senior year 24 4
After graduation 8 5
Other (please specify) _____ (49)
- IF DECREASE, What seemed to cause your interest to taper off?
- Needed more time to study 12 1
Became engaged 5 2
Became married 12 3
Disagreed with house practices 11 4
Disagreed with brothers 7 5
Other (please specify) _____ (50)

11. If you had it to do over again, what would be your reaction to joining a fraternity?
- Would be reluctant to join 21 1
Would join different fraternity 19 2
Would join the same fraternity 215 3
Other (please specify) would not join 2 (51)

12. What does the Decalog of Fraternity Policy mean to you?
- Nothing 200 1
Heard of it but have forgotten 88 2
Other (please specify) omit 21
erroneous answer 18
CORRECT ANSWER 5 (52)

COMMUNITY ACTIVITIES

1. Please indicate memberships and check (✓) the extent of involvement in fraternal, service, civic, and community organizations.
- | name of organization | inactive | active | officer |
|--------------------------|-----------|------------|-----------|
| <u>see table XXVII-b</u> | <u>47</u> | <u>126</u> | <u>74</u> |
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| | | | |

2. Please indicate activities in which you have participated?
- Attended a court session as a spectator 108 1
Suggested improvements to the school board or community authorities 24 2
Gave a public speech or appeared on a panel before the public 111 3
Wrote a letter to or interviewed a community official regarding a public affairs problem 65 4
Wrote a letter to the newspaper editor regarding a public affairs problem 27 5
Other similar activities (please specify) _____ (56)

3. Since your undergraduate days, what do you consider to be the most important things you have done or are doing in this area?
- joined a service club 28
Welfare Work 20
Contributed to educational betterment 20 (57)

POLITICAL ACTIVITIES

1. Have you ever run for public office?
- No 318 1
Ran, but was not elected 3 2
Ran, and was elected 6 3 (58)
- IF ELECTED, What offices have you held
- see page 127 (59)
- IF APPOINTED, What offices have you held
- see page 127 (60)

2. Political preference:
- Democrat 34 1
Republican 258 2
Other (please specify) Independent 27 (61)

3. Have you ever registered to vote?
- No 19 1
Yes 212 2 (62)

4. Are you presently registered?
- No 80 1
Yes 196 2
Do not know 4 3 (63)

5. Do you belong to a political club?

No _____ 307 1
Yes _____ 25 2 (64)

6. Have you ever contributed financially to a political organization?

No _____ 68 1
Yes _____ 64 2 (65)

7. Have you ever voted?

No _____ 22 1
Yes _____ 34 2 (66)

8. Did you vote in the recent national election?

No _____ 34 1
Yes _____ 29 2 (67)

9. How often do you vote in the local elections?

Never _____ 26 1
Seldom _____ 44 2
Most of the time _____ 124 3
Always _____ 134 4 (68)

10. Please indicate activities in which you have participated?

Campaigned for a candidate _____ 41 1
Signed a petition to be sent to governmental officials _____ 125 2
Attended meetings of a law making body _____ 52 3
Listened regularly to political speeches on radio/TV _____ 192 4
Attempted to influence the passage of an ordinance or law _____ 81 5
Other similar activities (please specify) _____ (69)

11. Since your undergraduate days, what do you consider to be the most important things you have done or are doing in this area? *voted* 52

Keeping abreast of political action 29
Promoted Get-out-the-Vote 14

RELIGIOUS ACTIVITIES

1. How is your church relationship best described?

Never joined a church _____ 42 1
Held continuous membership since a child _____ 189 2
Joined church while in college _____ 13 3
Joined church since graduation _____ 40 4
Was once a member, but am not now _____ 39 5
Other (please specify) _____ (70)

2. Your religious preference is:

Catholic _____ 44 1
Jewish _____ 3 2
Protestant _____ 234 3
None _____ 9 4
Other (please specify) _____ (71)

3. How often do you attend worship services?

Never _____ 15 1
Regularly _____ 132 2
Most of the time _____ 42 3
Half the time _____ 60 4
Only on special occasions _____ 28 5 (72)

4. Church activities presently engaged in?

None _____ 209 1
Sunday school teacher _____ 11 2
Church Officer _____ 26 3
Usher _____ 21 4
Choir member _____ 16 5
Men's work _____ 41 6
Church committee member _____ 34 7
Other *Youth groups* 7 (73)

5. Since your undergraduate days, what do you consider to be the most important things you have done or are doing in this area? *nothing* 29

Regular attendance 28
Church officer 22 (74)

GENERAL ACTIVITIES

1. Which do you now do? (Check ✓ all that apply)

Paint or sketch or play a musical instrument _____ 61 1
Attend plays, concerts, theatre _____ 183 2
Attend lectures or forums _____ 86 3
Visit museums, art galleries _____ 82 4
Write verse, poems, short story _____ 11 5
Read non-fiction _____ 191 6
Listen to radio/TV concerts _____ 189 7
None of these _____ 19 8
Other related activities (please specify) _____ (75)

2. Newspaper articles you especially enjoy reading:

Sports _____ 165 1
Local and state news _____ 261 2
Financial page _____ 120 3
Comic strips _____ 188 4
Foreign news _____ 242 5
Editorials _____ 162 6
National news _____ 271 7
None of these _____ 3 8
Others (please specify) _____ (76)

3. What type music do you listen to most often?

Popular _____ 241 1
Classical _____ 122 2
Sacred _____ 26 3
Folk _____ 40 4
Jazz _____ 97 5
Semi-classical _____ 177 6
Light opera _____ 46 7
None of these _____ 4 8
Other (please specify) _____ (77)

4. What magazines do you take regularly in your home?

Life 142 *Sports Illustrated* 41
Time 112 *Look* 34
Sat. Eve. Post 95 *Newsweek* 31
Reader's Digest 87 *Natl. Geographic* 24
Better Homes & Gardens 73 *U.S. News & Reports* 23 (78)

5. Do you own an encyclopedia?

No _____ 168 1
Yes _____ 162 2 (79)

6. Since your undergraduate days, what do you consider to be the most important things you have done or are doing in this area? *Reading* 22

New Interest in Music 15 (80)

RECREATIONAL ACTIVITIES AND HEALTHFUL PRACTICES

1. In which do you now engage?

Indoor sports (gym, bowl, handball) _____ 164 1
Outdoor sports (golf, fish, swim, hike) _____ 283 2
Social or square dancing _____ 142 3
Take daily exercise/calisthenics _____ 55 4
Spectator at sports _____ 233 5
Play bridge, chess, indoor games _____ 196 6
Amateur dramatics, choral groups _____ 247 7
Others (please specify) _____ (81)

2. Practices which relate to you:

Belong to a medical benefit plan _____ 232 1
Take steps to keep weight normal _____ 181 2
Have annual medical examination _____ 156 3
Take annual or semi-annual vacation _____ 236 4
Have a family doctor _____ 156 5
Read news article on health _____ 145 6
Have regular eye/teeth examination _____ 270 7
Other healthful practices (please specify) _____ (82)

3. To what recreational clubs do you belong?

Country club _____ 52 1
Bowling league _____ 27 2
Tennis club _____ 8 3
Union teams _____ 4 4
Company teams _____ 58 5
Others (please specify) *None* 28 (83)

MY OPINIONS

1. Ideally, how many active members should a fraternity chapter have?

25-34 _____ 13 1
35-44 _____ 45 2
45-54 _____ 22 3
55-64 _____ 71 4
65-74 _____ 63 5
75-84 _____ 29 6
85-100 _____ 14 7
100-125 _____ 8 8
More than 125 _____ 9 9 (84)

2. With the increasing college enrollment, how would you suggest fraternities provide opportunity for all who are eligible to affiliate?

Admit more members to each chapter _____ 19 1
Maintain ideal chapter size but increase number of chapters _____ 198 2
Establish on campus two chapters of the same national _____ 18 3
Increase the membership over the ideal size, along with adding more nationals to the campus _____ 84 4
Other (please specify) _____ (85)

3. In light of your experience, what THREE aspects would you emphasize in selecting a pledge?

High school scholastic success 124 1
 Parental socio-economic status 22 2
 High school extra-curricular activities 170 3
 Social poise and appearance 241 4
 Fields of study in college 52 5
 Color and creed 42 6
 Philosophy of life 165 7
 First term college grades 207 8

Other (please specify) Personality 18 (9)

4. In light of your experience, what do you think are the THREE most important aspects a rusher should consider in selecting a fraternity?

Proximity of house to campus 20 1
 Size of chapter membership 107 2
 Scholastic standing 182 3
 Physical condition of the house 78 4
 Number of campus activities entered by the fraternity 180 5
 Number of campus leaders in the fraternity 94 6
 Freedom from social probations 47 7
 Chapter traditions 83 8

Other (please specify) Personality of others 41 (10)

5. When is the best time for a student to pledge?

After 2-3 weeks on campus 6 1
 After one term on campus 67 2
 After two terms on campus 76 3
 Beginning of sophomore year 148 4
 Makes very little difference 22 5

Other (please specify) _____ (11)

6. Regarding the level of ones all-university grade point average in order to pledge, I believe it should

Be equal to the all-man's average 116 1

Be equal to the all-fraternity average 43 2

Be above the all-fraternity average 32 3

Be the same as required for graduation 106 4

Make very little difference 20 5

Other (please specify) _____ (12)

7. I believe the pledge training period should be from

5-8 weeks 165 1
 9-12 weeks 176 2
 13-16 weeks 54 3
 17-20 weeks 73 4
 21-24 weeks 5 5
 25-28 weeks 3 6
 29-32 weeks 2 7

Other (please specify) _____ (13)

8. How do you feel about restrictive clauses in a fraternity constitution?

Color restrictions should be lifted but not creed 8 1
 Creed restrictions should be lifted but not color 31 2
 Color and creed restrictions should remain 106 3
 Color and creed restrictions should be lifted 165 4

Other (please specify) _____ (14)

9. If you feel that certain restrictions should be removed, what procedure would you favor?

Restrictions removed at discretion of the local chapter 96 1
 Restrictions removed by local chapter at date set by college 24 2
 College inform national to remove clause by certain date or lose local chapter 17 3
 National remove restrictive clause at convention 122 4

Other (please specify) _____ (15)

10. How well did your fraternity fulfill the expectations which you had as a pledge?

Very little 15 1
 About as I had expected 200 2
 Beyond my first expectations 101 3
 Felt I was sold something the fraternity did not produce 12 4

Other (please specify) _____ (16)

11. How serious do you believe fraternities are regarding their ideals?

Tend to be too idealistic 16 1
 Give ideals appropriate regard 119 2
 Could be more serious 137 3
 Little concern given to ideals 57 4
 Other (please specify) _____

(17)

12. What is your general feeling about the fraternity program?

It offers vital part of education that could not be obtained elsewhere 227 1
 Other than prestige it has little to offer 132 2
 Nice to belong while in college but of little interest afterwards 80 3
 Other (please specify) Useless 6 4
Could be obtained elsewhere 4

(18)

13. What would you advise a friend's son if he asked your advice on whether to join a fraternity?

Join 147 1
Join, after careful consideration 147 2
Not absolutely necessary 23 3

(19)

14. What types of people benefit most by joining a fraternity?

All 116 1
Interested 90 2
Extra-terrestrial 52 3
Those who put themselves into it 26 4

(20)

15. What do you feel you received from a fraternity that you would be unable to obtain elsewhere in college?

Fellowship 133 1
Learn to give and take 96 2
Developed confidence 65 3
Sense of belonging 45 4

(21)

16. What aspects of fraternity life contributed most to your development?

Learned to cooperate 91 1
Social aspects 90 2
Fellowship 39 3
Developed self confidence 35 4

(22)

17. What aspects of fraternity life were most disappointing to you?

None 54 1
Cliffs and parties 30 2
Disregard for ideals 25 3
Lack of responsibility 25 4

(23)

18. If you had complete freedom to do so, what changes would you make in the fraternity program regarding:

(a) rush None 55 1
Extend rush periods 34 2
Delayed rush 34 3
Learn of rusher's background 21 4

(24)

(b) pledge selection None 69 1
More time to make selection 71 2
Eliminate blind fold 19 3
Give reason for rejecting rusher 18 4
More careful screening 18 5

(c) pledge training None 55 1
Better understanding of aims 30 2
More formal and academic 28 3
Less hazing 23 4
More intimate with active 20 5

(25)

(d) "Hell-Week" Eliminate it 110 1
No changes 52 2
Removing hazing 39 3
Keep, but include projects 21 4

(26)

(e) fraternity activities No changes 60 1
Balance the number 29 2
More service to university 27 3
More participation from all 25 4
More emphasis on scholarship 14 5

(27)

If you desire a copy of the results of this survey,
 use attached form and mail under separate cover.

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

OFFICE OF THE DEAN OF STUDENTS • MEN'S DIVISION

May 1, 1957

Dear Fraternity Alumnus:

As Michigan State University looks ahead to the probability of increasing enrollment, it is imperative that we fraternity men analyze our role and function and plan accordingly. It is important that we review the past in order to build with wisdom for the future. Thus, this survey of selected fraternity alumni is being conducted by the Fraternity Advisers Association and the Men's Division, Office of the Dean of Students in order to obtain the thinking on certain issues and to survey some of the values that have accrued from fraternity association.

In order to make realistic plans we need your frank responses. However, your responses will remain completely anonymous and will be statistically analyzed with the group. Less than thirty minutes are needed. An addressed and stamped envelope is enclosed for your convenience.

Since we would like to have the information available this spring, it would be appreciated if you would give this your immediate attention so that we may begin tabulating on May 24, 1957. Your attention is called to the note at the end of the form which explains how you may obtain the results of this survey.

Thank you for your immediate cooperation in helping us to help other fraternity men.

The Fraternity Advisers Association
Michigan State University
East Lansing, Michigan

Men's Division, Office of the Dean of Students
Michigan State University
East Lansing, Michigan

APPENDIX E

CARD USED FOR REQUESTING A COPY OF THE RESULTS

After completing the above form, if you desire a copy of the results of this survey remove this portion, fill in your name and address and mail to Fraternity Survey, Men's Division, Office of the Dean of Students, 309 Administration Building, Michigan State University, East Lansing, Michigan. You will receive a copy within a few weeks.

Name _____
last first middle initial

Address _____
number street city zone state

APPENDIX F

FOLLOW-UP LETTER

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

OFFICE OF THE DEAN OF STUDENTS • MEN'S DIVISION

May 31, 1957

Dear Fraternity Alumnus:

Some time ago we solicited your aid in helping us to obtain the group thinking on fraternity issues and to learn of some of the values that we have accrued from our fraternity association. We have received a very encouraging number of responses and additional comments which will contribute to our future fraternity program at Michigan State University.

We have delayed our tabulating for two weeks in order to allow for late mailings, revised addresses and the forwarding of mail. If you have not yet had time to complete your copy of the form would you please take twenty minutes or so to participate in the study? In case you have mislaid a previous copy of the questionnaire or have failed to receive a copy, please find enclosed another copy along with a card informing you how a copy of the results may be obtained.

An addressed and stamped envelope is enclosed for your convenience.

Thank you for your cooperation in helping us to help other future fraternity men. We would appreciate your prompt reply in order that we can begin tabulating the data.

The Fraternity Advisers Association
Michigan State University
East Lansing, Michigan

Men's Division, Dean of Students Office
Michigan State University
East Lansing, Michigan

APPENDIX G

FREQUENCY COUNT OF SIGNIFICANT DATA
PRESENTED IN THE STUDY

TABLE III-b

FREQUENCY COUNT OF THE RESPONDENTS HAVING HAD MILITARY EXPERIENCE

Military Experience	Year of Graduation				Degree of Fraternity Involvement		
	1940-41	1950-51	1955-56	Total	Major	Minor	Non Total
No	17	16	52	85	15	31	39 85
Yes	63	108	72	243	89	82	72 243
Not ascertained	1	0	3	4	1	1	2 4
Total	81	124	127	332	105	114	113 332
Number of cases	81	124	127	332	105	114	113 332

TABLE IV-b

FREQUENCY COUNT OF THE PRESENT MILITARY STATUS OF THE FRATERNITY ALUMNI

Military Status	Year of Graduation			
	1940-41	1950-51	1955-56	Total
Active duty	5	3	43	51
Active reserves	3	12	13	28
Inactive reserves	28	44	12	84
Discharged veterans with no military obligation	25	39	7	71
Physically disabled	1	7	13	21
Deferred	0	10	24	34
*Others	4	3	8	15
*Not ascertained	15	6	7	28
Total	81	124	127	332
Number of cases	81	124	127	332

*Were excluded in calculating χ^2 .

TABLE V-b
FREQUENCY COUNT OF THE OCCUPATIONS IN WHICH FATHERS OF THE FRATERNITY ALUMNI ARE EMPLOYED

Occupational Level	Year of Graduation				Degree of Fraternity Involvement		
	1940-44	1950-51	1955-56	Total	Major	Minor	Non Total
Professional and semi-professional	13	19	26	58	21	24	13 58
Proprietors, wholesale and retail dealers	8	21	15	44	17	13	14 44
Farm owners and tenets	8	14	10	32	10	8	14 32
Managerial	16	18	18	52	14	16	22 52
Clerical, sales and kindred	19	22	35	76	26	25	25 76
Skilled workers and foreman	6	9	6	21	7	5	9 21
Semi-skilled workers	5	4	5	14	1	7	6 14
Unskilled workers, laborers and servants	0	5	5	10	2	5	3 10
Protective services	0	5	4	9	2	4	3 9
Not ascertained	6	7	3	16	5	7	4 16
Number of cases	81	124	127	332	105	114	113 332

TABLE VI-b
FREQUENCY COUNT OF THE PRESENT EMPLOYMENT STATUS OF THE FRATERNITY ALUMNI

Employment Status	Year of Graduation				Total
	1940-41	1950-51	1955-56		
Self employed	16	22	5		43
Employed full time on salary	61	89	101		251
Attending college	0	3	15		18
Others	4	9	4		17
Not ascertained	0	1	2		3
Number of cases	81	124	127		332

TABLE VII-b

FREQUENCY COUNT OF THE CHIEF OCCUPATIONS OF THE FRATERNITY ALUMNI

Occupational Level	Year of Graduation				Degree of Fraternity Involvement		
	1940-41	1950-51	1955-56	Total	Major	Minor	Non Total
Professional and semi-professional	35	54	34	123	31	42	50 123
Proprietor, wholesale and retail	6	8	0	14	9	2	3 14
Managerial	24	31	11	66	25	24	17 66
Clerical, sales and kindred	8	23	27	58	15	19	24 58
Armed services	4	2	37	43	18	16	9 43
Others	4	6	18	28	7	11	10 28
Number of cases	81	124	127	332	105	114	113 332

TABLE VIII-b

FREQUENCY COUNT OF THE INCOMES OF THE FRATERNITY ALUMNI

Income	Year of Graduation				Degree of Fraternity Involvement		
	1940-44	1950-51	1955-56	Total	Major	Minor	Total
Less than \$3,000	0	4	17	21	6	7	21
3,000-5,000	1	6	55	62	21	28	62
5,001-7,500	10	61	44	115	34	40	115
7,501-10,000	25	31	2	58	19	15	58
10,000-15,000	25	16	1	42	12	12	42
15,001-25,000	15	2	0	17	7	3	17
25,001-50,000	5	1	0	6	3	2	6
Not ascertained	0	3	8	11	3	7	11
Number of cases	81	124	127	332	105	114	332

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TABLE IX-b
FREQUENCY COUNT OF THE RESPONSES TO THE QUESTION:
"What is your general feeling about the fraternity program?"

Appraisal	Year of Graduation			
	1940-41	1950-51	1955-56	Total
It offers a vital part of education that is unobtainable elsewhere	37	83	107	227
Other than prestige it has little to offer	5	2	6	13
Nice to belong while in college but of little interest afterwards	38	31	11	80
Others	1	8	3	12
Number of cases	81	124	127	332

TABLE X-b

FREQUENCY COUNT OF THE RESPONSES TO THE QUESTION:

"If you had it to do over, what would be your reaction to joining a fraternity?"

Reactions	Year of Graduation					Degree of Fraternity Involvement		
	1940-41	1950-51	1955-56	Total		Major	Minor	Non Total
Join same	65	105	107	277		96	95	86 277
Join different	1	7	11	19		4	9	6 19
Reluctant	10	9	6	25		2	8	15 25
Others	4	2	2	8		3	2	3 8
Not ascertained	1	1	1	3		0	0	3 3
Number of cases	81	124	127	332		105	114	113 332

TABLE XI-b

FREQUENCY COUNT OF THE RESPONSES TO THE QUESTION:

"How well did your fraternity fulfill the expectations you had as a pledge?"

Responses	Degree of Fraternity Involvement		
	Major	Minor	Non Total
Less than expected	2	10	15 27
About as expected	65	63	72 200
Beyond expectations	38	39	24 101
Not ascertained	0	2	2 4
Number of cases	105	114	113 332

TABLE XII-b

FREQUENCY COUNT OF THE RESPONSES TO THE QUESTION:

"In your opinion, how serious are fraternities regarding their ideals?"

Opinions	Degree of Fraternity Involvement		
	Major	Minor	Non Total
Tend to be too idealistic	2	10	4 16
Give ideals appropriate regard	43	40	36 119
Could be more serious	47	43	47 137
Little concern given ideals	13	19	25 57
Not ascertained	0	2	1 3
Number of cases	105	114	113 332

TABLE XIII-b

FREQUENCY COUNT TO THE RESPONSES OF THE FRATERNITY ALUMNI TO THE QUESTION:
 "What types of people benefit most by joining a fraternity?"

Types	Year of Graduation			
	1940-41	1950-51	1955-56	Total
All	17	42	57	116
Introvert	26	40	33	99
Extrovert	15	23	14	52
Those willing to put themselves into it	2	13	11	26
Others	9	3	8	20
Not ascertained	12	3	4	19
Number of cases	81	124	127	332

TABLE XIV-b

FREQUENCY COUNT OF THE ASPECTS OF FRATERNITY LIFE WHICH CONTRIBUTED MOST
TO THE DEVELOPMENT OF THE ALUMNI

Aspects	Year of Graduation				Degree of Fraternity Involvement		
	1940-44	1950-51	1955-56	Total	Major	Minor	Non Total
Social affairs and activities	22	29	39	90	31	37	22 90
Fellowship, companionship and associations	14	15	10	39	11	5	23 39
Developing leadership by holding chapter positions	11	6	11	28	21	7	0 28
Developing self-assurance by participating	5	16	14	35	11	13	11 35
Living in the house and learning to cooperate	14	36	42	92	28	40	24 92
Formal meetings, self-government and house management	4	9	12	25	11	13	1 25
Others	9	12	13	34	9	12	13 34
Not ascertained	14	20	18	52	12	12	28 52
Number of cases	93	143	159	395	134	139	122 395

TABLE XV-b

FREQUENCY COUNT OF THE IDEAL SIZE CHAPTER SUGGESTED BY THE FRATERNITY ALUMNI

Number of Members	Year of Graduation			
	1940-41	1950-51	1955-56	Total
Less than 45	20	25	13	58
45-54	24	29	24	77
55-64	13	23	35	71
65-74	8	23	32	63
75 and over	8	17	22	47
Not ascertained	8	7	1	16
Number of cases	81	124	127	332

TABLE XVI-b
FREQUENCY COUNT OF THE ASPECTS WHICH FRATERNITY ALUMNI WOULD EMPHASIZE IN SELECTING A PLEDGE

Aspects	Degree of Fraternity Involvement		
	Major	Minor	Non Total
High school scholastic success	41	45	38 124
Parental socio-economic status	9	7	6 22
High school extra-curricular activities	62	62	46 170
Social poise and appearance	82	86	73 241
Fields of study in college	14	13	26 53
Color and creed	11	21	10 42
Philosophy of life	42	62	61 165
First term college grades	39	29	39 107
Others	11	8	11 30
Not ascertained	1	1	5 7
Number of cases	312	334	315 961

TABLE XVII-b

FREQUENCY COUNT OF THE ASPECTS A RUSHEE SHOULD CONSIDER IN SELECTING A FRATERNITY

Aspects	Year of Graduation				Total
	1940-44	1950-51	1955-56		
Proximity of house to campus	7	10	3		20
Size of chapter membership	20	51	36		107
Scholastic standing	59	67	66		192
Physical condition of the house	15	26	34		75
Number of campus activities entered by the fraternity	34	72	84		190
Number of campus leaders in the fraternity	19	36	39		94
Freedom from social probation	30	26	31		87
Chapter traditions	24	28	33		85
Others	13	25	37		75
Not ascertained	3	5	2		10
Number of cases	224	346	365		935

TABLE XVIII-b

FREQUENCY COUNT OF THE SUGGESTED GRADE POINT AVERAGE A RUSHEE SHOULD HAVE IN ORDER TO PLEDGE

Grade Point Level	Year of Graduation			
	1940-41	1950-51	1955-56	Total
Equal to the all-mens average	39	44	33	116
Equal to the all-fraternity average	10	13	19	42
Above the all-fraternity average	7	15	12	34
Same as required for graduation	16	38	52	106
Makes very little difference	3	9	8	20
Others	4	3	3	10
Not ascertained	2	2	0	4
Number of cases	81	124	127	332

TABLE XIX-b

FREQUENCY COUNT OF THE SUGGESTED BEST TIME TO PLEDGE A FRATERNITY

Time Periods	Year of Graduation			Degree of Fraternity Involvement		
	1940-41	1950-51	1955-56	Major	Minor	Total
After one term or less	13	16	45	32	26	74
After two terms	20	28	28	31	26	76
Beginning of sophomore year	40	65	43	36	48	148
Makes little difference	4	8	10	2	12	22
Others	1	5	1	2	2	7
Not ascertained	3	2	0	2	0	5
Number of cases	81	124	127	105	114	332

TABLE XX-b
FREQUENCY COUNT OF THE SUGGESTED LENGTHS FOR THE PLEDGE TRAINING PERIOD

Number of Weeks	Year of Graduation				Total
	1940-41	1950-51	1955-56		
5-8 weeks	29	15	21		65
9-12 weeks	28	66	82		176
13-16 weeks	12	28	14		54
17 weeks and over	6	8	9		23
Others	2	4	1		7
Not ascertained	4	3	0		7
Number of cases	81	124	127		332

TABLE XXI-b
FREQUENCY COUNT OF RESPONSES TO THE QUESTION:
"How do you feel about restrictive clauses in the fraternities' constitution?"

Opinions	Year of Graduation			
	1940-44	1950-51	1955-56	Total
Color and creed restrictions should remain	27	27	52	106
Color and creed restrictions should be lifted	39	73	53	165
Remove either color or creed	7	15	17	39
Others	1	2	1	4
Not ascertained	7	7	4	18
Number of cases	81	124	127	332

TABLE XXIII-b

FREQUENCY COUNT OF THE RESPONSES DESCRIBING THE CHURCH RELATIONSHIP OF THE FRATERNITY ALUMNI

Membership Status	Year of Graduation			
	1940-41	1950-51	1955-56	Total
Never joined a church	8	17	17	42
Held continuous membership since a child	48	65	76	189
Joined a church since graduation	15	18	7	40
Was once a member, but am not now	5	16	18	39
Others	3	6	7	16
Not ascertained	2	2	2	6
Number of cases	81	124	127	332

TABLE XXIV -b

FREQUENCY COUNT OF THE CHURCH ACTIVITIES IN WHICH THE FRATERNITY ALUMNI ARE PRESENTLY ENGAGED

Activities	Year of Graduation			
	1940-41	1950-51	1955-56	Total
None	34	82	93	209
Church officer	16	8	2	26
Usher	17	9	5	31
Mens work	16	16	9	41
Church committee member	19	12	3	34
Others	9	16	11	36
Not ascertained	9	3	10	22
Number of cases	120	146	133	399

TABLE XXV-b

FREQUENCY COUNT OF THE MOST IMPORTANT ACTIVITY IN THE RELIGIOUS AREA

Activities	Year of Graduation			
	1940-41	1950-51	1955-56	Total
Church offices	13	7	2	22
Committee work	8	11	3	22
Regular attendance	6	9	13	28
Nothing	6	15	8	29
Others	18	21	8	47
Not ascertained	40	64	94	198
Number of cases	91	127	128	346

TABLE XXVI-b

FREQUENCY COUNT OF THE TYPES OF COMMUNITY ORGANIZATIONS IN WHICH THE FRATERNITY ALUMNI HELD MEMBERSHIPS

Organizations	Year of Graduation			
	1940-41	1950-51	1955-56	Total
Service clubs	32	37	9	78
Health and social welfare	17	14	6	37
Fraternal societies	17	11	7	35
Civic communities and organizations	19	6	1	26
Educational	21	2	1	24
Veteran and patriotic	10	6	0	16
Social clubs	4	10	2	16
Others	12	11	5	28
Not ascertained	29	62	105	196
Number of cases	161	159	136	456

TABLE XXVII-b

FREQUENCY COUNT OF THE COMMUNITY ACTIVITIES IN WHICH THE FRATERNITY ALUMNI HAVE PARTICIPATED

Community Activities	Year of Graduation			
	1940-41	1950-51	1955-56	Total
Attended a court session as a spectator	26	39	43	108
Suggested improvements to the school board or community authorities	40	19	15	74
Gave a public speech or appeared on a panel before the public	44	46	21	111
Wrote a letter to or interviewed a community official regarding a public affairs problem	29	25	11	65
Wrote a letter to the newspaper editor regarding a public affairs problem	10	11	6	27
Others	4	5	0	9
Not ascertained	15	49	67	131
Number of cases	168	194	163	525

TABLE XXVIII-b

FREQUENCY COUNT OF THE POLITICAL PREFERENCE OF FRATERNITY ALUMNI

Party	Degree of Fraternity Involvement		
	Major	Minor	Non Total
Democrats	8	7	19 34
Republicans	86	90	82 258
Independents	7	12	8 27
None	2	4	2 8
Not ascertained	2	1	2 5
Number of cases	105	114	113 332

TABLE XXIX-b

FREQUENCY COUNT OF THE POLITICAL ACTIVITIES IN WHICH THE FRATERNITY ALUMNI HAVE PARTICIPATED

Political Activities	Year of Graduation			Total
	1940-41	1950-51	1955-56	
Campaigned for a candidate	18	14	9	41
Signed a petition to be sent to governmental officials	48	48	29	125
Attended meetings of a law making body	21	21	10	52
Listened regularly to political speeches on radio or television	47	74	71	192
Attempted to influence the passage of an ordinance or law	37	28	16	81
Others	2	2	0	4
Not ascertained	7	20	36	63
Number of cases	180	207	171	558

TABLE XXX-b

FREQUENCY COUNT OF THE FRATERNITY ALUMNI ATTENDING MICHIGAN STATE UNIVERSITY ALUMNI CLUB MEETINGS
AS COMPARED TO THE FRATERNITY ALUMNI ATTENDING THE MEETINGS OF AN ALUMNI CHAPTER
OF THEIR RESPECTIVE FRATERNITY

Frequency	Year of Graduation							
	M.S.U. Alumni Club				Fraternity Alumni Chapter			
	1940-44	1950-51	1955-56	Total	1940-44	1950-51	1955-56	Total
Never	12	36	45	93	17	32	44	93
1-2	15	12	4	31	2	9	3	14
3-5	6	12	1	19	5	10	7	22
6-10	10	11	1	22	3	5	1	9
11 or more	7	10	0	17	8	13	6	27
Not ascertained	31	43	76	150	46	55	66	167
Number of cases	81	124	127	332	81	124	127	332

TABLE XXXI-b

FREQUENCY COUNT OF THE NUMBER OF TIMES THE FRATERNITY ALUMNI HAVE RETURNED TO THE
MICHIGAN STATE UNIVERSITY CAMPUS AS COMPARED TO THE NUMBER OF TIMES THEY
RETURNED TO THEIR FRATERNITY HOUSE SINCE THEY GRADUATED

Frequency	Degree of Fraternity Involvement							
	Return to House			Total	Return to Campus			
	Major	Minor	Non		Major	Minor	Non	
Never	7	12	27	46	2	10	7	19
1-2	35	33	27	95	28	26	18	72
3-5	20	29	21	70	16	27	23	66
6-10	23	17	18	58	26	16	17	59
11-15	5	9	3	17	10	9	9	28
16 or more	13	11	9	33	17	17	29	63
Others	1	1	0	2	5	9	10	24
Not ascertained	1	2	8	11	1	0	0	1
Number of cases	105	114	113	332	105	114	113	332

TABLE XXXII-b

FREQUENCY DISTRIBUTION OF THE FINANCIAL AID DONATED TO MICHIGAN STATE UNIVERSITY AS COMPARED TO
FINANCIAL AID DONATED TO THE FRATERNITY SINCE GRADUATION

Donations	Year of Graduation							
	Donated to M.S.U.				Donated to Fraternity			
	1940-41	1950-51	1955-56	Total	1940-41	1950-51	1955-56	Total
None	36	60	105	201	44	65	97	206
Up to \$10	12	18	16	46	8	19	18	45
\$10-\$24	11	17	5	33	9	18	2	29
\$25-\$49	9	20	0	29	6	11	3	20
\$50 or more	13	6	1	20	13	10	6	29
Not ascertained	0	3	0	3	1	1	1	3
Number of cases	81	124	127	332	81	124	127	332

MICHIGAN STATE LIBRARIES



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