

RELATIONSHIP OF WISCONSIN UNION STUDENT COMMITTEE
EXPERIENCES TO POST-COLLEGE CITIZENSHIP

BY

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A thesis submitted in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS

(Education)

at the

UNIVERSITY OF WISCONSIN

1957

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M6607

1012801

ACKNOWLEDGMENTS

The author is indebted to Porter Butts,
Director of the Wisconsin Union, University of
Wisconsin; and Alanson H. Edgerton, Professor
of Education, University of Wisconsin, for their
advice and encouragement on all phases of this
Thesis.

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CHAPTER I

NATURE AND SCOPE OF THE STUDY

The Association of College Unions has described the role of College Unions as follows:

1. The Union is the community center of the college, for all the members of the college family--students, faculty, administration, alumni and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.
2. As the "living room" or "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.
3. The union is part of the education program of the college. As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

Through its various boards, committees, and staff it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.¹

¹ Bulletin of the Association of College Unions, March 1956, p. 1.

Purpose of Study

This particular study is primarily concerned with the role of the Wisconsin Union as a laboratory of citizenship as stated in item 3 above. Almost every college and university in the country cites as one of its main purposes the training of useful and effective citizens. A study of the University of Wisconsin's functions and policies made by its faculty and administration describes the purpose of the University of Wisconsin:

...There is no doubt that initially the purpose of the University of Wisconsin was to furnish liberal and professional education at the post-high school level to the youth of Wisconsin. It still has no more important purpose than this. Three basic and interrelated objects of such education are to train the individual to earn a living in a socially useful manner, to develop in him the highest cultural and intellectual interests, and to make him a moral, intelligent and well informed citizen with a deep sense of his obligation to the community.²

If any college union is to carry out its own declared purpose, it must justify its existence as an educational institution by contributing to the goal of its college and by being more than a "service station" for the campus.

The Wisconsin Union has fully recognized the importance of training students for leadership. A report prepared at the end of the first twenty-five years of the Wisconsin Union points out:

...one of the central enterprises of the Union is to give students the opportunity and responsibility of planning their own community programs, to coach them in how to work well together doing it, and more and more how to use their experiences on the campus in making a similar

²

Committee on University Functions and Policies Internal Survey,
Mimeographed report, University of Wisconsin, p. I,1.

contribution in their hometowns when they leave the University.³

The Wisconsin Union over the years has attempted to provide students with the opportunity to acquire skills and techniques and attitudes that will help them in their after college life. The Union has also attempted to help students learn from their college activities the enjoyment and personal satisfactions that come from working with a group and individually for a common good so graduates will wish to participate in civic affairs after graduation.

To provide a well-rounded social, cultural, and educational program for the campus community; and to provide training for active and intelligent citizenship for students; Wisconsin Union student activities are operated on a committee and club basis. At present there are fourteen committees and three clubs. Each of these groups is responsible for an area of programming such as dances, tournaments, musical events, forums, gallery exhibits, and outdoor activity. Each group has a chairman or president who serves a year term and a Union staff advisor. The committees and clubs meet weekly or bi-weekly and the chairmen and club presidents meet together weekly. Over the years the number of committees and clubs has varied, but the basic structure has remained the same.

Former students write back to the Union reporting that they are using what they learned in the Union in their community activities and hobbies and on the job. They say they were motivated to join

³ Butts, P., Report on the Wisconsin Union, Pamphlet available in Union Director's office, Wisconsin Union, University of Wisconsin; 1951, p. 9.

community activities because of their college activities. However, no systematic attempt has been made to discover whether this attitude of letter writers represents the attitude of most of the former Union student workers and how much of a contribution the Wisconsin Union makes, or can make, to the development of active and effective citizen leaders.

The purpose of this study is to determine whether one of the goals of the Union, 'Education for Citizenship' works. It approached the problem by trying to find answers to the following questions:

1. Do students who were active in Union activities in college participate more actively in civic organizations than students who were not active in the Union?
2. Are graduates who were active in the Union in college more active politically than other graduates?
3. What things do graduates feel should be stressed in college extra-curricular activities?
4. Do students active in Union activities learn more skills and techniques in college that enable them to become effective participants in their communities than do students who were not active in the Union?
5. What phases of experience in college, if any, of former Union leaders contribute most to job effectiveness, personal interests and avocations, and to civic and community interests?
6. What value do graduates attribute to college extra-curricular activities?

Limitations of Study

This study is not an attempt to make a subjective evaluation of the community activity in which graduates are engaged or to evaluate the quality of the graduates' contribution to community activity. Such an evaluation would necessitate contact with persons in the community who could give fair appraisals of the graduates and the worth of their activities.

This study cannot say what motivates a person to engage in activities in college. The results perhaps will not prove or disprove that a person who becomes active in the Union while in college will thereupon be motivated to become active in his community. But the study can throw light on whether or not there is reason to believe that college union participation is the kind of participation which seems to accompany or encourage later citizenship activity (and not discourage later activity) and whether or not college union activities teach skills and techniques and attitudes that are helpful in community life. The study can also show if Union activity is a favorable setting in which to develop further those citizenship interests and motivations which college students may already have.

This study is an attempt to determine and compare (1) the college activities in which Union leaders and other students participated, (2) the community, civic, and political activities former Union leaders and other students have engaged in or are now engaged in, and (3) the opinions of former Union leaders and other students on the value of college extra-curricular activities.

Contributions of others

A few follow-up studies of college students have been made which relate to the present study.

Time magazine in 1947 surveyed 9,064 graduates from 1,037 American colleges.⁴ The findings were analyzed by the Columbia University Bureau of Applied Social Research and published in 1952. This survey found that extra-curricular activities have become a standard feature of campus life and that there is a trend toward a more active college life. Their analysis showed:⁵

<u>Grads who are:</u>	<u>Participated in the following number of campus activities</u>			
	<u>None</u>	<u>One</u>	<u>Two</u>	<u>Three or more</u>
50 years and older	17%	33%	24%	26%
40 - 49 years	14	29	27	30
30 - 39 years	11	27	28	34
Under 30	7	23	28	42

Although the study made no attempt to relate college activity and community and political activity, the study does indicate the interest of college graduates in political affairs:

...Only 17% have contributed money to a political cause or organization. Only 3% have done any fund raising work. Only 6% have held an elective office or even unsuccessfully tried for one within the past four years. In overwhelming majorities they do go out to vote.⁶

⁴ Havemann, E., and West, P., They Went to College - The College Graduate in America Today, p. 5.

⁵ Ibid., p. 226.

⁶ Ibid., p. 125

A follow-up study on women college graduates was done by Brady in 1948.⁷ Brady sent questionnaires to 210 women graduates of the University of Cincinnati who had been members of Mortar Board as undergraduates. (Mortar Board is a national collegiate organization for women whose members are selected on the basis of leadership, character, service and scholastic standing.) She received answers from 163 for a return of 78.3%. The age range of her respondents was from 28 years to 49 years. When the respondents were asked to check the statement which most clearly expressed their present opinion:

...76% checked 'I consider that college extra-curricular activities played a part in arousing my interest and gave me some techniques and competence for civic participation'. 19.6% checked 'I consider that college extra-curricular activities should play such a part, but in my case they did not'. 1.2% checked 'I do not believe that college extra-curricular activities bear any relation to later civic and community participation'. 2.5% checked 'participation in college extra-curricular activities in my case resulted in a negative attitude toward later civic and community participation'.⁸

97.5% of the respondents took part in some civic and community activities. The average number of activities participated in by the respondents was four.⁹

⁷ Brady, M., The Re-direction of College Extra-curricular Activities in Relation to Later Community Participation. Unpublished Ph.D. dissertation, Teachers College, Columbia, 1948.

⁸ Ebid., p. 37.

⁹ Ibid., p. 36.

The majority of the respondents participated in greater numbers in types of organizations which primarily concern the welfare of children and families.¹⁰

These women participated to a much lesser extent in political, economic, national and international affairs than in other community activity.¹¹

The respondents believed that all types of extra-curricular activities contribute to the development of citizenship, but activities in student government bodies were noted most frequently, and literary societies, departmental clubs and musical organizations were noted least often.¹²

When asked if they voted in local, state, and national elections; regularly, occasionally, or not at all; the respondents answered:¹³

<u>Election</u>	<u>Regularly</u>	<u>Occasionally</u>	<u>Not at All</u>
Local	88.9%	7.4%	3.6%
State	88.9	7.4	3.6
National	88.9	7.4	3.6

In 1948 the Women's Self Government Association of the University of Wisconsin sent questionnaires to Wisconsin Mortar Board

¹⁰ Ibid., p. 79.

¹¹ Ibid., p. 91.

¹² Ibid., p. 81.

¹³ Ibid., p. 99.

members of the graduation classes of 1932 to 1947. The information requested included data on their current participation in community organizations and their opinion as to the value of undergraduate activities. Forty-seven replies (23%) were returned. The majority of respondents felt that undergraduate activities are an educational experience. When the graduates were asked to cite the skills and techniques they learned from college extra-curricular activities, organizational techniques were most frequently mentioned. Specific procedures the graduates noted under organizational techniques included making agendas, delegating responsibility, program planning, exercising leadership, and organizing groups for action. Other benefits the respondents said they received from college activities were training in meeting and working with people, developing poise and self confidence, and learning to meet and resolve situations.¹⁴

The exhaustive studies of Mortar Board alumni of the University of Cincinnati and the limited study of Mortar Board alumni of the University of Wisconsin indicate that most of these women feel that their college activities have given them training in skills and attitudes that have been helpful to them in later life. Most of the women surveyed at the University of Cincinnati felt that college extra-curricular activities contribute to the development of citizenship.

¹⁴ Chervenik, E., "Some Values of Extra-Curricular Activities as Reflected in a Survey of Mortar Board Graduates." Unpublished report on file in Dean of Women's Office, University of Wisconsin, 1948.

An early study made at the University of Minnesota in 1928 and 1929 surveyed Minnesota graduates in an attempt to discover if students who were active in extra-curricular affairs in college participated more actively in community activities than those students who were not active. This study indicated:

...On the average, those who were the most actively engaged in extra-curricular activities at the University tended to become actively interested in community affairs after they left the University. On the other hand, we find that in the group selected at random (those who participated in a larger number of activities, but not as intensively as the prominent group) graduates tended to participate less actively in affairs after graduation just as they had participated little in extra-curricular activities at the University.¹⁵

The students surveyed in the Minnesota study who were active in college activities were asked to compare the educational value of extra - curricular activities with classroom work that required the same amount of time. 38% rated extra-curricular activities more valuable than classroom work, 25.6% considered them of equal value, and 36.4% considered them of less value.¹⁶

The Minnesota survey indicated that most people who participated in college activity felt it was of definite value, and that the graduates who had participated most actively in college were also participating most actively in community affairs.

¹⁵ Chapin, F., and Mehus, O., Extra-Curricular Activities at the University of Minnesota, p. 91.

¹⁶ Ibid., p. 118.

CHAPTER II

METHODS AND MATERIALS USED

Perhaps the most reliable method to determine what students formerly active in the Union are doing in their communities and what they think of their college activity experience would be to interview them all personally. However, difficulties of time, personnel and expense made this procedure impossible for this study.

The Union has mailing lists of all past Union officers, chairmen, and club presidents from 1908 when the Union organization started, up to the present time. (The present building was completed and opened in 1928.) These people are the former leaders of the Union. Questionnaires completed by these former Union leaders would give an indication of the scope of their post-college activities. But questionnaires from Union leaders alone would not indicate how they differ, if at all, from other graduates of the University of Wisconsin. In order to determine if there is a difference between Union leaders and other students, information from a control group of other graduates is necessary.

Therefore, the decision was made, for this study, to poll by mail former Union leaders and a matched group of other Wisconsin graduates. If this mailing were to include all former Union leaders and a control group, approximately 1000 graduates would have to be included. It was felt that a representative sample of the total group would be adequate.

A sample of 206 former Union leaders was drawn to include all¹ Union officers and committee chairmen in the following year groupings:

1920-1926 Before the Union building was constructed and a full time Union staff was employed.

1931-1934 Depression years.

1938-1941 So-called normal years.

1942-1945 War years.

1947-1950 Post war years.

The Wisconsin yearbook, the Badger, which lists all University graduates yearly, was used to select the control group. The graduate in the Badger, alphabetically closest to a Union leader of the same University major and sex was chosen for the control group. The selection was done in this manner because students in the same major tend to have a similar class schedule and spend a similar amount of time in class, and activity interests of women and men might vary by sex both in college and out of college. In selecting the control group, the decision was made to omit consideration of the amount of time students spent in paid jobs because a leisure time survey made at Wisconsin in 1934 indicated that the amount of hours students worked in college did not materially affect their college activity participation.² Thus, 206 graduates were chosen, in effect by departmental major and sex, for the control group.

¹ Graduate and International Club presidents were excluded because of the variance in their age with other students and the difficulty of finding correct addresses for them.

² Butts, P., "A Study of Student Residence and Student Use of Leisure Time at the University of Wisconsin." Unpublished report available in Union Director's office, University of Wisconsin, 1934.

Designing the Questionnaire

Items on the questionnaire were designed to verify the identity of the respondents: name, maiden name, year of graduation and University major. Of course these facts about the sample populations were known in advance.

Items on number of years at the University of Wisconsin in Madison, marital status, number and ages of children and occupational information were included to determine if the two groups varied significantly in these factors which might have an influence on civic participation.

A section on participation in campus activities was included. In this section the graduates were asked to give the names of organizations and committees they belonged to under general activity groupings such as Dramatics and Publications. The graduates were asked to give the number of years they belonged to the organizations and committees, the names of offices and positions they held in the campus organization, and the number of years they held the office or position. This section was designed to determine the types and numbers of activities in which Union leaders and the control group participated. The grouping of activities was devised by studying the kinds of activities listed throughout the years in the Badger and in the studies done by Brady³ and Chapin⁴. The respondents were asked to name the organizations in which they participated in order to verify their placing of the organization correctly under a given type of activity.

³ Brady, M., Op. Cit.

⁴ Chapin, F., and Mehus, O., Op. cit.

A section asking respondents to indicate where they lived in school and what offices they held in their living unit was included to determine if there was any significant difference between the campus residences of the Union group and the control group which might have an effect on their civic participation.

A section on Post-College activities was designed to determine to what general types of organizations respondents belong, the number of years of their membership, the offices and positions they have held, and the number of years they have held the office or position. The list of general types of organizations was devised by examining the civic organizations in the Madison Community Welfare Council, and the community organization groupings used by Brady.⁵ As in the college activity listings, the respondents were asked to name their organizations in order to verify the placing of the organization under the appropriate general type of organization.

A section on political activity was included to determine the number of graduates in both samples who participated as citizens in the voting booth, in a political party, and as candidates for election. The questions were designed to obtain specific answers and not generalities. Thus, the respondents were asked if they voted in the last election and not if they voted regularly.

To determine what things graduates think they learned from activities and what things they think should be stressed in activities, a

⁵ Brady, M., Op. cit.

check list of items was devised. These items include:

Experiences that former students have cited in letters to the Union staff as valuable to them.

Experiences that former students have told the Union staff they missed in activities.

Items mentioned by respondents in the Brady⁶ and Chervenik⁷ studies.

Items suggested by Wisconsin Union staff members.

In order to determine what college activities respondents felt were most helpful to them in their civic and community interests, effectiveness on a job, and personal interests and avocations; a question was included asking them to rank under each area of post-college experience the activities that contributed the most in order of importance of their contribution to each area.

Finally an open end question on the value of college activities was included to allow the respondents to state their own views freely.

A draft of the questionnaire was mailed to ten University of Wisconsin graduates of varied age and campus activity background as a pilot study. Utilizing their suggestions for clarification of the questionnaire, a final draft was completed.

Mailing

To simplify sorting, white copies of the questionnaire were used for the Union sample and yellow copies for the non-Union sample.

⁶ Ibid.

⁷ Chervenik, E., Op. cit.

Table 1: Summary of Mailed and Returned Questionnaires

	<u>UNION</u>		<u>NON-UNION</u>	
	<u>Number</u>	<u>Percent of Total Mailing</u>	<u>Number</u>	<u>Percent of Total Mailing</u>
<u>First Mailing</u>				
<u>February 4, 1955</u>	206		206	
<u>Results:</u>				
Completed	140	67.4%	130	63.4%
Refused to complete	1	.5	1	.5
Not located by Post Office	2	1.	1	.5
Ill, unable to answer	1	.5	0	0
<u>Second Mailing</u>				
<u>May 7, 1955</u>	62	30.1	74	35.9
<u>Results:</u>				
Completed	25	12.	26	12.6
Ill, unable to answer	0	0	1	.5
<u>Third Mailing</u>				
<u>July 9, 1955</u>				
<u>Results:</u>				
Completed	5	2.4	19	9.2
Refused to complete	1	.5	0	0
<u>Not Returned</u>	31	15.	28	13.5
<u>Total Results:</u>				
Completed	170	82.5	175	85.
Refused to complete	2	1.	1	.5
Not located by Post Office	2	1.	1	.5
Ill, unable to answer	1	.5	1	.5
Not returned	31	15.	28	13.5
<u>Total</u>	206	100%	206	100%

As it was felt that any identification of the mailing with the Union might prejudice the answers to the questionnaire, a general covering letter was prepared on University of Wisconsin stationery. Professor A. H. Edgerton of the University of Wisconsin School of Education signed the letters. For purposes of the mailing, the study was designated 'Student Activity Research Project'. Three mailings were used. Each mailing included a questionnaire, a covering letter, and a stamped addressed envelope for return. The survey was not identified with the Union in any way.

Table 1 (page 16) shows a summary of the mailing results. 170, or 82.5% completed questionnaires were returned by the Union group and 175 or 85% by the non-Union group for a remarkably similar return by the two groups.

Coding and Tabulation of Questionnaires

Each questionnaire was coded and entered by hand on a 3 x 5 white card for hand sorting. Hand sorting was used instead of machine sorting because the size of the samples to be sorted was small enough to make hand tabulation efficient, rapid, and accurate.

Many of the returned questionnaires were incomplete in the sections on campus and community activities which asked for number of years of membership and number of years in an office or position. Therefore these items were not tabulated.

For purpose of tabulation and simplification, many items on the questionnaire were combined into general categories.

In order to compare the Union group and the control group, all figures are expressed in percentages. The percentages are carried to

one decimal point which seems adequate for the size of the sample.

The findings of the tabulation of the questionnaires are indicated in the following chapter.

CHAPTER III
FINDINGS AND INTERPRETATIONS

Who Returned the Questionnaire

Table 2 (page 20) shows a breakdown of questionnaire returns by year of graduation and sex. The total return by the men in both groups was very similar, 84.8% return from the Union group, and 83.4% return from the non-Union group. However, the total women returns in the non-Union group were higher than the Union; 77% return from the Union group and 88.5% from the non-Union group. The lower return by women in the Union group is especially evident in the women in school during the war years, 1942-1945. During these years, the women were very active in activities as they took over while the men were in service. This is the only group where the women outnumber the men. (In the early years women were not eligible to function as Union leaders and the Union board was then a men's organization as is evidenced by the absence of women in the 1920-1926 group). There is a real difference between the return from the women in the Union group during the war years which was only 63.3% as compared to 83.3% from the non-Union women of the same years. This return of 63.3% of the Union women is the lowest of any of the groups, Union or non-Union.

The respondents most recently graduated, the group of 1947-1950, had the highest total return; 95.3% return from the Union group and 93% return from the non-Union group. This is probably due to their recent attendance at the University and thus, perhaps, higher interest

Table 2: Summary of Questionnaire Returns by Year of Graduation and Sex.

Year of Graduation	MALE			FEMALE			TOTAL	
	Number Mailed	Number Completed	Percent Completed	Number Mailed	Number Completed	Percent Completed	Number Mailed	Number Completed
<u>1920-1926</u>								
Union	32	22	68.8%	0	0	0 %	32	22
Non-Union	32	25	78.1	0	0	0	32	25
<u>1931-1934</u>								
Union	30	28	93.3	9	9	100.	39	37
Non-Union	30	24	80.	9	8	88.9	39	32
<u>1938-1941</u>								
Union	37	33	89.2	8	6	75.	45	39
Non-Union	37	32	86.5	8	7	87.5	45	39
<u>1942-1945</u>								
Union	17	12	70.6	30	19	63.3	47	31
Non-Union	17	14	82.4	30	25	83.3	47	39
<u>1947-1950</u>								
Union	29	28	96.6	14	13	92.9	43	41
Non-Union	29	26	89.7	14	14	100.	43	40
<u>Total</u>								
Union	145	123	84.8%	61	47	77. %	206	170
Non-Union	145	121	83.4%	61	54	88.5%	206	175

Year of Graduation	MALE			FEMALE			TOTAL		
	<u>Number Mailed</u>	<u>Number Completed</u>	<u>Percent Completed</u>	<u>Number Mailed</u>	<u>Number Completed</u>	<u>Percent Completed</u>	<u>Number Mailed</u>	<u>Number Completed</u>	<u>Percent Completed</u>
<u>1920-1926</u>									
Union	32	22	68.8%	0	0	0 %	32	22	68.8%
Non-Union	32	25	78.1	0	0	0	32	25	78.1
<u>1931-1934</u>									
Union	30	28	93.3	9	9	100.	39	37	94.9
Non-Union	30	24	80.	9	8	88.9	39	32	82.1
<u>1938-1941</u>									
Union	37	33	89.2	8	6	75.	45	39	86.7
Non-Union	37	32	86.5	8	7	87.5	45	39	86.7
<u>1942-1945</u>									
Union	17	12	70.6	30	19	63.3	47	31	66.
Non-Union	17	14	82.4	30	25	83.3	47	39	83.
<u>1947-1950</u>									
Union	29	28	96.6	14	13	92.9	43	41	95.3
Non-Union	29	26	89.7	14	14	100.	43	40	93.
<u>20</u>									
<u>Total</u>									
Union	145	123	84.8%	61	47	77. %	206	170	82.5%
Non-Union	145	121	83.4%	61	54	88.5%	206	175	85. %

in University student activities. Also, completion of the questionnaire was probably easier for these people than for other graduates as their college activities are relatively fresh in their minds and as their experience in community activities does not extend back many years, they do not have to extend their memory to remember their community activities.

Conversely, as would be expected, the respondents who have been out of school the longest, the group of 1920-1926 had the lowest return for the non-Union group, 78.1%, and the second lowest return of the Union group, 68.8%. (The lowest return from the Union respondents was from the Union women in 1942-1945 mentioned previously.)

Number of Men and Women

Table 23 (appendix) shows the sex composition of the two samples. The samples are similar in the number of men and women within them. Men constitute 72.4% of the Union group and 69.1% of the non-Union group. This is to be expected as the two groups were originally matched by sex.

Year of Graduation

Table 24 (appendix) indicates the percentage that each year grouping represents in the total of each of the two samples. With the exception of the group that graduated before the Union was built, the year groupings are almost evenly represented in the two total samples. The years 1920-1926 had the smallest number of students in the original sampling as the Union Boards were small in those years (5 - 12 members).

The women are heavily concentrated in the war years and to a lesser extent in the post war group in each sample. There are no women in the 1920-1926 group. The men are spread fairly evenly through out the years

with the exception of the war years where their number is smaller.

Major in School

Table 25 (appendix) indicates the University major of the two samples. As the Union and non-Union samples were matched originally by University major, the returns from the two groups should be and are similar. The only figures that are close to a true difference in the two samples are found in the female totals for Letters and Science, Humanities with 12.8% of the Union women and 25.9% of the non-Union women indicating this major. This difference may be caused by the Badger listings, from which the two groups were matched by majors. Sometimes the majors were listed only as Letters and Science, and other times the subject major such as English literature was given. The information on the questionnaires was more explicit. Thus, although a real difference is evident in the women's listing under Letters and Science, Humanities, no such real difference is evident if all Letters and Science women are grouped together: 61.7% Union and 68.6% non-Union.

Number of Years at University of Wisconsin in Madison

Table 26 (appendix) indicates the number of years the respondents spent at the University of Wisconsin in Madison. The totals of the two groups are similar, indicating that 50.6% of the Union group spent four years at the University of Wisconsin in Madison as compared to 45.1% of the non-Union respondents. 34.1% of the Union sample and 26.8% of the non-Union sample spent more than four years at the University in Madison. Very few of the Union respondents, 2.9% spent only two years in Madison as compared to 12.6% of the non-Union respondents. It is an unusual student who is able to achieve a position of leadership in the Union

their second year in school. Almost all the respondents are graduates, so those who indicated they spent less than four years at the University in Madison, must have attended another school for their first years.

There are no major differences between the two groups in the number of years they spent at the University in Madison.

Marital Status

Table 27 (appendix) indicates the marital status of the two samples. 81.8% of former Union leaders and 88% of the non-Union graduates are married. As a group, the youngest graduates, naturally, have the highest percentage of single people: 34.1% of the Union graduates and 20% of the non-Union graduates are single. Thus, more of the non-Union graduates in this 1947-1950 group are married than are Union graduates. The Union men in this group are particularly slow to marry with 42.9% single as compared to 19.2% of the non-Union men. There is no real difference between the females in the two post-war samples nor do they vary too significantly with earlier female graduates.

Number of Children

Table 28 (appendix) shows the number of children of the respondents. The relationship of the two samples and the number of children they have varies very little, especially in the totals of the groups. Naturally the number of children in both samples varies a great deal between the different age groups. Two main differences in the samples are evident: In the post-war, 1947-1950 group, 65.9% of the Union respondents have no children and only 35% of the non-Union group are childless. This would be expected for the men in the group as Table 27 (appendix) indicates that more of the non-Union men are married than are the Union men.

So, it is not surprising to find that 67.9% of the Union men in this post-war group have no children and 42.3% of the non-Union group have none. It is surprising, however, to note that 61.5% of the Union women in this group have no children and only 21.4% of the non-Union women have no children as Table 27 (appendix) indicated no real difference in the marital status of the two women groups from the post-war years.

Ages of Children

Table 29 (appendix) which indicates the ages of children of the respondents shows no major difference in the totals of the two groups in the ages of their children.

The major differences between the Union and non-Union group in the specific year groupings is naturally within the same group which varied in the number of children figures in Table 28 (appendix). As more of the non-Union graduates of the post-war years have children than the Union graduates, so more of the graduates have young children.

Employment

Table 30 (appendix) which shows the percentage of graduates who are employed, full time, part time, and not at all shows slight difference in the total figures of the Union and non-Union samples. 79.4% of Union graduates are employed full time as compared to 75.4% of the non-Union graduates. The greatest difference between the Union and non-Union respondents is again reflected in the women's figures in the post-war years and this is reflected in the total women's figures. As Table 28 (appendix) indicated that the women in the post-war Union group have much fewer children than the non-Union women of those years, so we find

that 61.5% of the Union women from these years are able to have full time jobs as compared to 14.3% of the women who were not in Union activities.

Occupation Held

Table 31 (appendix) indicates the occupation of the alumni. As there was little difference in the two groups in their University major, so there is little difference in their occupation. The main differences are: Slightly more Union graduates are in professional fields, Medicine and Law, than are the non-Union graduates (18.8% of the Union and 9.7% of the non-Union). Slightly more of the non-Union graduates are in Engineering than are the Union graduates (3.5% of the Union and 8% of the non-Union).

As Table 30 (appendix) showed that 85.7% of non-Union women in the post-war years are not working, we find 85.7% of these women classed as housewives and only 38.5% of the Union women of the same years classed as housewives.

The occupations in order of their frequency among Union graduates and non-Union graduates are:

<u>Union</u>		<u>Non-Union</u>	
Professional	18.8%	Housewife	17.1%
Housewife	17.1	Managerial	14.9
Managerial	13.5	Sales	13.1
Sales	12.9	Education	12.6
Education	11.8	Professional	9.7
Communications	8.2	Engineering	8.
Scientific and Research	5.9	Communications	6.3
Other (unclassified)	5.9	Other	6.3
Engineering	3.5	Accounting	3.4
Accounting	1.8	Scientific and Research	2.9
None	.6		

Table 3: Ranking of Campus Activities by participation by Union and non-Union respondents.

<u>UNION</u>			<u>NON-UNION</u>		
(Number)	(170)		(175)		
<u>Campus Activity</u>	<u>Partici-</u> <u>pation</u>	<u>Rank</u>	<u>Campus Activity</u>	<u>Partici-</u> <u>pation</u>	<u>Rank</u>
Wisconsin Union	100%	1	Other Activity	27.4%	1
Honorary fraternity or sorority	47.1	2	Religious organization	25.7	2
All Campus committee	41.2	3	Honorary fraternity or sorority	22.9	3
Professional frater- nity or sorority	39.4	4	Professional frater- nity or sorority	21.7	4
Publications	24.7	5	Publications	20.6	5
Other Activity	20.	6	Wisconsin Union	14.3	6
Dramatics	18.2	7	All Campus committee	13.7	7
Campus Political organization	17.6	8	Departmental Club	13.1	8
Religious organization	17.6	9	Dramatics	8.	9
WSA (Student Board)	14.7	10	Campus Political organization	8.	10
Musical	14.7	11	YMCA or YWCA	7.4	11
Departmental Club	11.8	12	Musical	6.9	12
Women's Self Govern- ment Association	11.2	13	Forensics and Debate	6.3	13
Class or College governing assoc.	10.6	14	WSA (Student Board)	5.1	14
YMCA or YWCA	10.6	15	Class or College governing assoc.	4.	15
Forensics and Debate	7.1	16	Women's Self Govern- ment Association	3.4	16

Campus Activity

Table 32 (appendix) indicates the percentage of the Union and non-Union graduates who participated in different types of campus activity. Activity in the Wisconsin Union rates 100%, naturally, among the Union respondents. 14% of the non-Union respondents worked on Union committees in college. After the Union, the most popular activity among the Union group was Honorary fraternities and sororities, 47.1% indicated membership.

The Union respondents rank higher than the non-Union respondents in all types of college activity except Departmental Clubs, Religious organizations and 'other' or unclassified activity. The total Union group was especially more active than the non-Union group in All Campus committees, Honorary fraternities and sororities and Professional fraternities and sororities.

The Union male respondents rank higher than the non-Union males in all categories except Religious organizations and 'other' activity. The Union women respondents rank higher than the non-Union women in all categories except Departmental Clubs, Forensics and Debate, Class or College governing associations and Religious organizations.

Table 3 (page 26) shows the campus activities in order of their frequency among all the Union and non-Union respondents. Among the Union graduates, after Union activity, Honorary fraternities and sororities, All Campus committees, and Professional fraternities and sororities were the most popular. Forensics and Debate were least popular. Among the non-Union sample, 'other' or unclassified activity, Religious organizations, Honorary fraternities and sororities and Publications were most popular. The Women's Self Government Association was the least popular.

Table 4: Average number of campus activities of Union and non-Union respondents.

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
<u>Number</u>	<u>Male</u> <u>(total)</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>(total)</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>(total)</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>(total)</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>(total)</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>(total)</u>	<u>Fe-</u> <u>male</u> <u>Total</u>				
Union	(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)
Non-Union	(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)
<u>Number of Campus Activities</u>																
Union	103	149	69	218	178	21	199	80	98	178	138	95	233	648	283	931
Non-Union	73	69	13	82	89	17	106	36	59	95	44	47	91	311	136	447
<u>Average Number of Campus Activities per person</u>																
Union	4.7	5.3	7.7	5.9	5.4	3.5	5.1	6.7	5.2	5.7	4.9	7.3	5.7	5.2	6.	5.5
Non-Union	2.9	2.9	1.6	2.6	2.8	2.4	2.7	2.6	2.4	2.4	1.7	3.3	2.3	2.6	2.5	2.6

Table 4 (page 28) indicates the average number of campus activities for the Union and non-Union respondents. All the Union groups, male and female, averaged more activities than the non-Union group. The average number of college activities for the Union graduates was 5.5 as compared to 2.6 for the non-Union graduates. The Union men graduates averaged 5.2 activities, the non-Union men averaged 2.6 activities. The Union women graduates averaged 6 activities, the non-Union women, 2.5.

The Union group of the depression years, 1931-1934 average the most activities, 5.9, and the group before the building was built, 1920-1926 average the least activities, 4.7. In the non-Union sample, the group of 1920-1926 averaged the most activities, 2.9, and the post-war group, 1947-1950, the least activities, 2.3.

Number of Campus Activities

The number of campus activities of the respondents is indicated in Table 33 (appendix).

Of course, all the Union graduates participated in 1 or more campus activities as they all participated in Union activities. 17.7% of the non-Union graduates did not participate in any activity in college. 7.6% of the Union graduates participated in only one activity which means that Union activity was their only campus activity.

41.8% of the Union respondents participated in 6 or more activities as compared to 9.7% of the non-Union respondents. The Union group of the post-war years is highest in this category with 46.3% participating in 6 or more activities, and the earliest group, 1920-1926, the lowest, with 31.8% participating in 6 or more activities.

Table 5: Campus positions of Union and non-Union respondents

	<u>1920-1926</u>	<u>1931-1934</u>	<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>								
	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>									
<u>(total)</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>									
	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>									
Union	(22)	(28) (9)	(37) (33) (6)	(39) (12) (19)	(31) (28) (13)	(41) (123) (47)	(170)										
Non-Union	(25)	(24) (8)	(32) (32) (7)	(39) (14) (25)	(39) (26) (14)	(40) (121) (54)	(175)										
<u>Number of Campus Positions</u>																	
<u>Top Position (President, Editor, Business Manager)</u>																	
Union	26	21	7	28	24	0	24	8	6	14	19	6	25	98	19	117	
Non-Union	6	8	1	9	5	0	5	7	4	11	6	0	6	32	5	37	
<u>Chairman, Board Member, Vice-President</u>																	
Union	37	51	27	78	68	11	79	20	36	56	47	27	74	223	101	324	
Non-Union	10	6	0	6	16	2	18	4	12	16	4	8	12	40	22	62	
<u>Other Position</u>																	
Union	12	8	5	13	16	1	17	1	16	17	24	21	45	61	43	104	
Non-Union	13	3	3	6	10	0	10	6	10	16	5	12	17	37	25	62	

Number

Union	(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)
Non-Union	(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)

Number of Campus PositionsTop Position (President, Editor, Business Manager)

Union	26	21	7	28	24	0	24	8	6	14	19	6	25	98	19	117
Non-Union	6	8	1	9	5	0	5	7	4	11	6	0	6	32	5	37

Chairman, Board Member, Vice-President

Union	37	51	27	78	68	11	79	20	36	56	47	27	74	223	101	324
Non-Union	10	6	0	6	16	2	18	4	12	16	4	8	12	40	22	62

Other Position

Union	12	8	5	13	16	1	17	1	16	17	24	21	45	61	43	104
Non-Union	13	3	3	6	10	0	10	6	10	16	5	12	17	37	25	62

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Number of Campus PositionsTotal Number of Positions

Union	75	80	39	119	108	12	120	29	58	87	90	54	144	382	163	545
Non-Union	29	17	4	21	31	2	33	17	26	43	15	20	35	109	52	161

Average Number of Positions

Union	3.4	2.9	4.3	3.2	3.3	2.	3.1	2.4	3.1	2.8	3.2	4.2	3.5	3.1	3.5	3.2
Non-Union	1.2	.7	.5	.7	1.	.3	.8	1.2	1.	1.1	.6	1.4	.9	.9	1.	.9

Average Number of Campus Positions

Table 5 (page 30) shows the number of campus positions held by the respondents. The Union graduates far outnumber the non-Union graduates in the number of positions they held on campus. Of course all the Union respondents, except the Union presidents were a chairman in college, and in this category the Union sample far outnumbers the non-Union sample. Alumni in the Union sample of 170 held 324 positions of chairman, board members, and vice presidents in college as opposed to 62 of such positions held by the 175 alumni in the non-Union sample. In the total Union sample, there were 117 presidents or editors or business managers, as compared to 37 presidents or editors or business managers in the non-Union sample. The difference is less marked in 'other' positions with 104 indicated for the Union sample and 62 for the non-Union sample.

The average number of positions held by the Union graduates is 3.2 per person, and .9 per person for the non-Union graduates. Within the total Union sample, the averages of the different year groups are very similar. The averages of the different year groupings are also very similar in the total non-Union sample.

Number of Campus Positions

Table 34 (appendix) indicates the percentage of graduates in each sample that held varying numbers of campus positions. 53.1% of the non-Union respondents held no campus positions. All the Union respondents held at least 1 position, their Union position. 21.8% of the Union respondents held only 1 position which means that their Union position was the only one they held in college.

The great majority of the non-Union graduates (74.9%) held none or

Table 6: Where Union and non-Union respondents lived in college.

	<u>University Dorm</u>		<u>Private Dorm</u>		<u>Independent House</u>		<u>Fraternity or Sorority</u>		<u>At Home</u>	
	<u>Male</u>	<u>Fe- male</u>	<u>Male</u>	<u>Fe- male</u>	<u>Male</u>	<u>Fe- male</u>	<u>Male</u>	<u>Fe- male</u>	<u>Male</u>	<u>Fe- male</u>
<u>Number of years in Campus Living Unit</u>										
<u>1920-1926</u>										
Union	0	0	2 $\frac{1}{2}$	0	10	0	61 $\frac{1}{2}$	0	11	0
Non-Union	0	0	12	0	40 $\frac{1}{2}$	0	37	0	3	0
<u>1931-1934</u>										
Union	26 $\frac{1}{2}$	3	9 $\frac{1}{2}$	7 $\frac{1}{2}$	19	3	59 $\frac{1}{2}$	10	28	12 $\frac{1}{2}$
Non-Union	9	4 $\frac{1}{2}$	9	$\frac{1}{2}$	37	7	32 $\frac{1}{2}$	5	16	11
<u>1938-1941</u>										
Union	32	4	11	0	41	7	32 $\frac{1}{2}$	4	34 $\frac{1}{2}$	6
Non-Union	11 $\frac{1}{2}$	1	10 $\frac{1}{2}$	2 $\frac{1}{2}$	56	3 $\frac{1}{2}$	18	10	40	7
<u>1942-1945</u>										
Union	11 $\frac{1}{2}$	12	0	3 $\frac{1}{2}$	12	9 $\frac{1}{2}$	16	16 $\frac{1}{2}$	10 $\frac{1}{2}$	22
Non-Union	11 $\frac{1}{2}$	16	0	11 $\frac{1}{2}$	33	16 $\frac{1}{2}$	6	22	9	15 $\frac{1}{2}$

Union	0	0	0	2 $\frac{1}{2}$	0	2 $\frac{1}{2}$	10	0	10	61 $\frac{1}{2}$	0	61 $\frac{1}{2}$	11	0	11
Non-Union	0	0	0	12	0	12	40 $\frac{1}{2}$	0	40 $\frac{1}{2}$	37	0	37	3	0	3
<u>1931-1934</u>															
Union	26 $\frac{1}{2}$	3	29 $\frac{1}{2}$	9 $\frac{1}{2}$	7 $\frac{1}{2}$	17	19	3	22	59 $\frac{1}{2}$	10	69 $\frac{1}{2}$	28	12 $\frac{1}{2}$	40 $\frac{1}{2}$
Non-Union	9	4 $\frac{1}{2}$	13 $\frac{1}{2}$	9	$\frac{1}{2}$	9 $\frac{1}{2}$	37	7	44	32 $\frac{1}{2}$	5	37 $\frac{1}{2}$	16	11	27
<u>1938-1941</u>															
Union	32	4	36	11	0	11	41	7	48	32 $\frac{1}{2}$	4	36 $\frac{1}{2}$	34 $\frac{1}{2}$	6	40 $\frac{1}{2}$
Non-Union	11 $\frac{1}{2}$	1	12 $\frac{1}{2}$	10 $\frac{1}{2}$	2 $\frac{1}{2}$	13	56	3 $\frac{1}{2}$	59 $\frac{1}{2}$	18	10	28	40	7	47
<u>1942-1945</u>															
Union	11 $\frac{1}{2}$	12	23 $\frac{1}{2}$	0	3 $\frac{1}{2}$	3 $\frac{1}{2}$	12	9 $\frac{1}{2}$	21 $\frac{1}{2}$	16	16 $\frac{1}{2}$	32 $\frac{1}{2}$	10 $\frac{1}{2}$	22	32 $\frac{1}{2}$
Non-Union	11 $\frac{1}{2}$	16	27 $\frac{1}{2}$	0	11 $\frac{1}{2}$	11 $\frac{1}{2}$	33	16 $\frac{1}{2}$	49 $\frac{1}{2}$	6	22	28	9	15 $\frac{1}{2}$	24 $\frac{1}{2}$

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1947-1950

Union	33	5	38	8 $\frac{1}{2}$	4	12 $\frac{1}{2}$	49 $\frac{1}{2}$	4	53 $\frac{1}{2}$	37 $\frac{1}{2}$	18	55 $\frac{1}{2}$	$\frac{1}{2}$	20	20 $\frac{1}{2}$
Non-Union	16	13 $\frac{1}{2}$	29 $\frac{1}{2}$	0	7	7	48	11 $\frac{1}{2}$	59 $\frac{1}{2}$	11 $\frac{1}{2}$	6 $\frac{1}{2}$	18	36	13 $\frac{1}{2}$	49 $\frac{1}{2}$

Number of years in Campus Living UnitTotal

Union	103	24	127	31 $\frac{1}{2}$	15	46 $\frac{1}{2}$	131 $\frac{1}{2}$	23 $\frac{1}{2}$	155	207	48 $\frac{1}{2}$	255 $\frac{1}{2}$	84 $\frac{1}{2}$	60 $\frac{1}{2}$	145
Non-Union	48	35	83	31 $\frac{1}{2}$	21 $\frac{1}{2}$	53	214 $\frac{1}{2}$	38 $\frac{1}{2}$	253	105	43 $\frac{1}{2}$	148 $\frac{1}{2}$	104	47	151
<u>Average</u>															
Union	.8	.5	.7	.3	.3	.3	1.1	.5	.9	1.7	1.	1.5	.7	1.3	.9
Non-Union	.4	.6	.5	.3	.4	.3	1.8	.7	1.4	.9	.8	.8	.9	.9	.9

1 position on campus, while the great majority of the Union graduates (78.3%) held 2 or more positions.

The only Union group that varies very much for the year groups is the 1920-1926 group: 50% of this group held 2 or 3 positions, as compared to the overall Union total of 41.2%. 4.5% of this group held 4 and 5 positions as compared to 25.3% for the total, and 22.7% held 6 positions or over as compared to 11.8% for the total Union group.

Campus Living Units

Table 6 (page 32) indicates where the respondents lived when they were in college. The most striking difference in the two groups is shown in the figures for Independent houses and Fraternities and Sororities. The total Union sample spent an average of .9 years in Independent houses as opposed to the non-Union group which spent an average of 1.4 years in Independent houses. Almost twice as many Union graduates belonged to fraternities as did non-Union graduates. The total Union sample spent an average of 1.5 years in Fraternities and Sororities as opposed to .8 years for the non-Union group. The differences in these two categories is even more marked when only the men are considered. The Union men spent an average of 1.7 years in fraternities and the non-Union men .9 years. The Union men spent an average of 1.1 years in Independent houses and the non-Union men an average of 1.8 years.

The differences between the Union and non-Union groups in relation to other types of campus living is slight.

Positions in Campus Living Units

Table 35 (appendix) shows the number of positions the respondents

held in their living units. There is not much difference in the total positions that the members of the two samples held in their living units. The Union men held slightly more positions, an average of .6, than did the non-Union men who held an average of .4. The non-Union women held slightly more positions, an average of .6, than did the Union women who held an average of .4. The total average for the Union respondents is .5 as opposed to .4 for the non-Union respondents.

Curiously, both groups indicated more president positions than any other positions.

COMMUNITY ACTIVITY

Type of Community Organizations

Table 36 (appendix) indicates the percentage of the graduates in each group who participate in different types of community organizations.

The totals of the Union and non-Union samples show that more Union graduates than non-Union graduates participate in the Arts, Community Service, School, Church, and University related organizations, Vocational organizations, Service Clubs, and Civic Improvement groups. More non-Union graduates belong to Women's clubs than do Union graduates. There is little difference in the two groups in their participation in other community organizations.

Within the individual year groups, the graduates follow the total pattern fairly closely. The following differences are evident: In the early group, 1920-1926, graduates who were on the campus before the Union was built, the non-Union people are more active in community organizations than the Union people especially in Political action (non-partisan)

Table 7: Ranking of Community Activities by participation by Union and non-Union respondents.

<u>UNION</u>			<u>NON-UNION</u>		
(Number)	(170)		(175)		
<u>Community Activity</u>	<u>Partici-</u> <u>pation</u>	<u>Rank</u>	<u>Community Activity</u>	<u>Partici-</u> <u>pation</u>	<u>Rank</u>
Vocational	56.5%	1	Vocational	46.3%	1
Community Service	54.1	2	Community Service	43.3	2
Church related	44.1	3	Church related	40.	3
School related	40.	4	School related	29.1	4
Arts	34.7	5	University related	26.9	5
University related	32.4	6	Youth organizations	25.7	6
Civic Improvement	30.6	7	Civic Improvement	24.	7
Service Clubs	28.8	8	Service Clubs	21.1	8
Youth organizations	25.3	9	Veterans' organ- izations	21.1	9
Veterans' organ- izations	20.6	10	Arts	19.4	10
Other	14.7	11	Women's Clubs	14.9	11
Political action	13.5	12	Other	14.3	12
Health Services	11.8	13	Political action	12.6	13
Women's Clubs	11.8	14	Health Services	6.3	14
Village, City, State Boards and Commissions	10.6	15	International relations	5.7	15
International relations	9.4	16	Village, City, State Boards and Commissions	3.5	16
Interracial relations	3.5	17	Interracial relations	2.3	17
Aid to Foreign Born	.6	18	Aid to Foreign Born	1.1	18

organizations, Youth organizations, Arts, Vocational organizations, and Other (unclassified) organizations. The Union graduates of 1920-1926 are significantly more active than the non-Union graduates in Village, City, State Boards and Commissions, and University related activity.

The difference between the higher participation in community organizations of Union graduates and lower participation of non-Union graduates in community organizations is greater for the graduates of the depression, 1931-1934, than for any other year groupings.

Within the 1947-1950 group, a surprising difference is evident. 15.4% of the Union women belong to Vocational organizations, as compared to 42.9% of the non-Union women. This is unusual because Table 30 (appendix) indicates that 61.5% of the Union women are employed as compared to 14.3% of the non-Union women. The non-Union women must have worked before they were married and belonged to vocational organizations when they were employed.

The younger graduates (1947-1950) in both the Union and non-Union groups participated in fewer community activities than the older graduates. Of course these young graduates have been out of college relatively few years and have had less years than the graduates of other year groupings to participate in community activities. An exception is evident in the Arts field where the Union and non-Union graduates are second highest in participation of all the year groupings.

Table 7 (page 35) indicates the order of popularity of the community organizations for the Union and non-Union respondents. The order for the two groups is very similar. The top four organizations in each group are Vocational, Community Service, Church related and School

Table 8: Ranking of Community Activities by participation by Union and non-Union respondents (listed according to Union rank).

(number)	<u>UNION</u> (170)		<u>NON-UNION</u> (175)	
<u>Community Activity</u>	<u>Rank</u>	<u>Partici- pation</u>	<u>Rank</u>	<u>Partici- pation</u>
Vocational	1	56.5%	1	46.3%
Community Service	2	54.1	2	43.3
Church related	3	44.1	3	40.
School related	4	40.	4	29.1
Arts	5	34.7	10	19.4
University related	6	32.4	5	26.9
Civic Improvement	7	30.6	7	24.
Service Clubs	8	28.8	8	21.1
Youth organizations	9	25.3	6	25.7
Veterans' organizations	10	20.6	9	21.1
Other	11	14.7	12	14.3
Political action	12	13.5	13	12.6
Health Services	13	11.8	14	6.3
Women's Clubs	14	11.8	11	14.9
Village, City, State Boards and Commissions	15	10.6	16	3.5
International relations	16	9.4	15	5.7
Interracial relations	17	3.5	17	2.3
Aid to Foreign Born	18	.6	18	1.1

related in that order. Aid to Foreign Born, Interracial Relations, International Relations, and Village, City, State Boards and Commissions are at the bottom in both groups.

Table 8 (page 37) parallels types of community activities according to Union rank only so the differences in participation in a given type of activity can be ascertained readily.

Table 37 (appendix) indicates the order of popularity of the community organizations for the men in the two samples. The top three items for the men's groups, Vocational, Community Service, and Church related are the same as are indicated by the total samples. Civic Improvement groups, Service Clubs, and Veterans' organizations rank higher for the men than they do in the total rankings. Women's clubs naturally rank at the bottom.

Table 38 (appendix) parallels the types of community activities of the men according to Union rank only so the differences in participation in a given type of activity can be ascertained readily.

Table 39 (appendix) ranks the community organizations in order of popularity for the women. Vocational organizations are no longer in first place for this group, but School and Church related organizations and Community Service remain among the top three. Women's clubs, of course, rank higher, and Veterans' organizations rank lower than in either the men's totals or combined totals.

Table 40 (appendix) parallels the types of community activities of the women according to Union rank only, so the differences in participation in a given type of activity can be ascertained readily.

Table 9: Average number of community activities of Union and non-Union respondents.

	<u>1920-1926</u>	<u>1931-1934</u>	<u>1938-1941</u>	<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>
	<u>Male</u> <u>(total)</u>	<u>Male</u> <u>male</u>	<u>Male</u> <u>male</u>	<u>Male</u> <u>male</u>	<u>Total</u>	<u>Male</u> <u>male</u>	<u>Total</u>	<u>Fe-</u> <u>male</u> <u>Total</u>
<u>Number</u>								
Union	(22)	(28) (9)	(33) (6)	(12) (19)	(81)	(28) (13)	(41)	(123) (47) (170)
Non-Union	(25)	(24) (8)	(32) (7)	(14) (25)	(39)	(26) (14)	(40)	(121) (54) (175)
<u>Number of Community Activities</u>								
Union	144	205 88	219 48	82 151	233	128 62	190	778 349 1127
Non-Union	213	88 65	147 53	71 146	217	60 46	106	579 310 889
<u>Average Number of Community Activities</u>								
Union	6.5	7.3 9.8	6.6 8.	6.8 7.9	7.5	4.6 4.8	4.6	6.3 7.4 6.6
Non-Union	8.5	3.7 8.1	4.6 7.6	5.1 5.8	5.6	2.3 3.3	2.7	4.8 5.7 5.1

Average Number of Community Activities

Table 9 (page 39) shows the average amount of community activities of the respondents. The Union graduates average 6.6 community activities per person, and the non-Union graduates 5.1 activities per person. The averages for the men are 6.3 for the Union men and 4.8 for the non-Union men. The averages for the women are 7.4 for the Union women and 5.7 for the non-Union women.

The Union graduates average more community activity in every year grouping than the non-Union graduates except the graduates from 1920-1926, the years before the building was completed. These Union graduates average 6.5 activities as compared to 8.5 for the non-Union graduates. The differences between the higher average number of community activities for Union graduates and lower average number of activities for non-Union graduates is greater for the graduates of the depression, 1931-1934, than for any other year grouping. These graduates of the Union group average 7.9 activities as compared to 4.8 for the non-Union graduates. The most recent graduates, 1947-1950 in both samples, who have had relatively few years in which to join community activities, naturally average fewer activities than any of the other year groupings.

Number of Community Activities

Table 41 (appendix) indicates the number of community activities in which the respondents in both samples participated. 4.7% of the Union graduates have participated in no activity, and 9.1% of the non-Union graduates. The Union respondents have participated in more activities than the non-Union. 58.3% of the Union respondents have participated in 6 or more activities as compared to 36% of the non-Union.

On the whole, the individual year groupings follow generally this total pattern. The main exception appears in the 1920-1926 group where 59.1% of Union respondents participated in 6 or more activities as compared to the similar figure of 56% of the non-Union respondents. More non-Union people in this group have participated in 11 or more activities (32%) than Union (22.7%). Naturally the most recent graduates, 1947-1950, have participated in fewer activities than the other groups.

College Fraternity Membership and Community Activity

Table 6 (page 32) indicated that almost twice as many Union graduates, especially men, belonged to fraternities or sororities in college than did the non-Union graduates. In an attempt to discover if membership in a fraternity might influence community activity as much or more than the Union, the respondents were studied in relation to fraternity membership and community activity.

Table 10 (below) shows the number of community activities of Union fraternity and non-fraternity graduates.

Table 10: The number of community activities of Union fraternity and non-fraternity respondents.

(Number)	MALE		FEMALE		TOTAL	
	Frat. (80)	Non-Frat. (43)	Frat. (31)	Non-Frat. (16)	Frat. (111)	Non-Frat. (59)
<u>Community Activities</u>						
0	3.8%	9.3%	3.2%	0. %	3.6%	6.8%
1- 2	12.5	9.3	9.7	6.3	11.7	8.5
3- 5	25.	23.3	38.7	18.8	23.8	22.
6-10	41.3	48.8	29.	37.5	37.8	45.8
11 and over	<u>17.5</u>	<u>9.3</u>	<u>19.4</u>	<u>37.5</u>	<u>18.</u>	<u>16.9</u>
Total	100%	100%	100%	100%	100%	100%

Table 10 (page 41) shows no real difference between the fraternity and non-fraternity Union graduates and their participation in community activities except among the women graduates. 48.4% of the sorority Union graduates participated in 6 or more community activities as compared to 75% of the non-sorority graduates.

Table 11 (below) shows the number of community activities of non-Union fraternity and non-fraternity graduates.

Table 11: The number of community activities of non-Union fraternity and non-fraternity respondents.

	MALE		FEMALE		TOTAL	
(Number)	Frat. (45)	Non-Frat. (76)	Frat. (26)	Non-Frat. (28)	Frat. (71)	Non-Frat. (104)
<u>Community Activities</u>						
0	2.2%	14.5%	7.7%	7.1%	4.2%	12.5%
1- 2	24.4	22.4	11.5	17.9	19.7	21.2
3- 5	31.1	36.8	19.2	35.7	26.8	36.5
6-10	26.7	19.7	34.6	35.7	29.6	24.
11 and over	<u>15.6</u>	<u>6.6</u>	<u>26.9</u>	<u>3.6</u>	<u>19.7</u>	<u>5.8</u>
Total	100%	100%	100%	100%	100%	100%

Table 11 (above) shows that among the men, 42.3% of fraternity men have participated in 6 or more community activities as compared to 26.3% of the non-fraternity men. Among the women, 61.5% of sorority graduates have participated in 6 or more activities as compared to 39.3% of non-sorority graduates. The total figures indicate that the fraternity and sorority graduates in the non-Union group have participated in more community activities than the non-fraternity and sorority group. 49.3% of the fraternity graduates have participated in 6 or more activities compared to 29.8% of the non-fraternity graduates.

Table 10 (page 41) and Table 11 (above) show that both the frater-

Table 12: The number and type of community positions held by Union and non-Union respondents.

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
<u>Male</u> <u>(Total)</u>	<u>Female</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Female</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Female</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Female</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Female</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Female</u> <u>Total</u>					
<u>Number</u>																
<u>Union</u>	(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)
<u>Non-Union</u>	(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)
<u>Number of Community Positions</u>																
<u>President or Top Position</u>																
<u>Union</u>	26	36	5	41	21	0	21	5	7	12	3	4	7	91	16	107
<u>Non-Union</u>	42	10	2	12	15	4	19	9	5	14	0	1	1	76	12	88
<u>Board Member</u>																
<u>Union</u>	30	28	14	42	29	1	30	10	12	22	7	2	9	104	29	133
<u>Non-Union</u>	50	16	3	19	10	4	14	10	11	21	4	1	5	90	19	109
<u>Chairman</u>																
<u>Union</u>	9	24	18	42	18	9	27	5	14	19	14	7	21	70	48	118
<u>Non-Union</u>	37	13	12	25	14	9	23	3	45	48	4	3	7	71	69	140
<u>Youth Leader or Teacher (Sunday School, etc.)</u>																
<u>Union</u>	1	3	8	11	6	5	11	3	9	12	3	4	7	16	26	42
<u>Non-Union</u>	5	7	8	15	6	3	9	3	7	10	3	1	4	24	19	43

Non-Union	50	16	3	19	10	4	14	10	11	21	4	1	5	90	19	109
<u>Chairman</u>																
Union	9	24	18	42	18	9	27	5	14	19	14	7	21	70	48	118
Non-Union	37	13	12	25	14	9	23	3	45	48	4	3	7	71	69	140
<u>Youth Leader or Teacher (Sunday School, etc.)</u>																
Union	1	3	8	11	6	5	11	3	9	12	3	4	7	16	26	42
Non-Union	5	7	8	15	6	3	9	3	7	10	3	1	4	24	19	43

Solicitor

Union	13	17	15	32	19	6	25	11	24	35	16	0	16	76	45	121
Non-Union	24	4	20	24	6	14	20	3	18	21	4	2	6	41	54	95

Active Committee Member

Union	4	17	8	25	12	5	17	5	8	13	6	2	8	44	23	67
Non-Union	13	4	5	9	3	3	6	4	9	13	2	1	3	26	18	44

Other Job

Union	13	19	11	30	13	4	17	2	16	18	10	5	15	57	36	93
Non-Union	9	6	10	16	15	3	18	3	16	19	3	2	5	36	31	67

Total Number of Positions

Union	96	144	79	223	118	30	148	41	90	131	59	24	83	458	223	681
Non-Union	180	60	60	120	69	40	109	35	111	146	20	11	31	364	222	586

Average Number of Positions

Union	4.4	5.1	8.8	6.	3.6	5.	3.8	3.4	4.7	4.2	2.1	1.8	2.	3.7	4.7	4.
Non-Union	7.2	2.5	7.5	3.8	2.2	5.7	2.8	2.5	4.4	3.7	.7	.8	.8	3.	4.1	3.3

nity and non-fraternity members of the Union respondents participate in more community activities than either the fraternity or non-fraternity members of the non-Union respondents.

Number of Positions in Community Organizations

Table 12 (page 43) shows the number and type of community positions held by Union and non-Union respondents. Union graduates have held an average of 4 offices or positions in community organizations as compared to 3.3 offices or positions held by the non-Union graduates. The Union respondents in all the year groupings, except 1920-1926, have held an average of more positions than the non-Union respondents. In the 1920-1926 group the Union respondents held an average of 4.4 positions as compared to 7.2 positions for the non-Union graduates.

The Union graduates of the depression years, 1931-1934, have held relatively more positions than the non-Union graduates of any other year grouping. These Union graduates have held an average of 6 positions as compared to 3.8 positions for the non-Union.

Naturally, the most recent graduates, 1947-1950, in both groups have held fewer responsible positions than any other year groupings.

The Union respondents have held more of every kind of position in community organizations, except 'chairman' than the non-Union respondents. (Youth leader figures are too close to consider a real difference.)

Community positions in order of their frequency for the two groups are:

<u>Union</u>	<u>Number</u>	<u>Non-Union</u>	<u>Number</u>
Board member	133	Chairman	140
Solicitor	121	Board Member	109
Chairman	118	Solicitor	95
President or top position	107	President or top position	88
Other job	93	Other job	67
Active committee member	67	Active committee member	44
Youth leader or teacher	42	Youth leader or teacher	43

52% more Union graduates than non-Union graduates have been active committee members in their community organizations; 38% more Union graduates than non-Union graduates have held 'other' or unclassified jobs in their communities, 27% more Union graduates than non-Union graduates have been solicitors in their communities; around 22% more Union graduates than non-Union graduates have been board members and presidents (or top jobs) in community organizations. The graduates' participation as youth leaders or teachers is similar in both groups. Only in chairmen positions do non-Union graduates have an edge over Union graduates. 18% more non-Union graduates have been chairmen in community organizations than Union graduates.

Table 42 (appendix) indicates the number of community positions held by Union and non-Union respondents. 16.5% of the Union graduates have held no positions as compared to 26.3% of the non-Union graduates. The greatest variance within the year groupings appears in 1920-1926 and 1938-1941 where more Union graduates have held no positions in community organizations than have non-Union graduates.

On the whole, Union graduates have held more positions than the non-Union graduates. 58.2% of the Union graduates have held 3 or more

positions as compared to 42.3% of the non-Union graduates. Most of the year groupings show this type of variance between the Union and non-Union graduates. Exceptions are: 59.1% of the Union graduates of 1920-1926 have held 3 or more positions as compared to 76% of the non-Union graduates. The depression year Union graduates, 1931-1934, have held more positions than any other Union graduates and out-distance the non-Union graduates of the same years more than any other Union graduates in the other year groupings outdistance their non-Union graduates. 83.7% of the depression year graduates have held 3 or more positions as compared to 50% of the non-Union graduates. The graduates who have been out of school the fewest years, 1947-1950, have held fewer positions than the graduates of any other year.

College Fraternity Membership and Number of Community Positions

In an attempt to discover if graduates who belonged to fraternities and sororities hold more community offices and positions than graduates who were not fraternity members, the respondents were compared by fraternity and non-fraternity membership and number of community positions.

Table 13: The number of community positions of Union fraternity and non-fraternity respondents.

(Number)	MALE		FEMALE		TOTAL	
	Frat. (80)	Non-Frat. (43)	Frat. (31)	Non-Frat. (16)	Frat. (111)	Non-Frat. (59)
<u>Community Positions</u>						
0	17.5%	18.6%	16.1%	6.3%	17.1%	15.3%
1- 2	22.5	30.2	35.5	12.5	26.1	25.4
3- 5	26.3	32.6	25.8	31.3	26.1	32.2
6 and over	<u>33.8</u>	<u>18.6</u>	<u>22.6</u>	<u>50.</u>	<u>30.6</u>	<u>27.1</u>
Total	100%	100%	100%	100%	100%	100%

Table 13 (page 46) indicates the number of community positions held by Union fraternity and non-fraternity graduates. No major difference is evident in the two groups except among the women. 48.4% of the sorority graduates have held 3 or more positions as compared to 81.3% of the non-sorority graduates.

Table 14 (below) shows the number of community positions held by non-Union fraternity and non-fraternity graduates.

Table 14: The number of community positions of non-Union fraternity and non-fraternity respondents.

(Number)	MALE		FEMALE		TOTAL	
	Frat. (45)	Non-Frat. (76)	Frat. (26)	Non-Frat. (28)	Frat. (71)	Non-Frat. (104)
<u>Community Positions</u>						
0	20. %	31.6%	23.1%	17.9%	21.1%	27.9%
1- 2	24.4	39.5	15.4	39.3	21.1	39.4
3- 5	28.9	18.4	15.4	17.9	23.9	18.3
6 and over	<u>26.7</u>	<u>10.5</u>	<u>46.2</u>	<u>25.</u>	<u>33.8</u>	<u>14.4</u>
Total	100%	100%	100%	100%	100%	100%

Table 14 shows a real difference between the fraternity and non-fraternity graduates of the non-Union group. 55.6% of the male fraternity graduates have held 3 or more positions in community activities, as compared to 28.9% of non-fraternity graduates. 61.6% of sorority women have held 3 or more positions as compared to 42.9% of non-sorority women. The total figures show that the non-Union fraternity graduates have held more positions than the non-Union non-fraternity graduates: 57.7% of the fraternity graduates have held 3 or more positions, and only 32.7% of the non-fraternity members have held 3 or more positions.

Tables 13 (page 46) and 14 above indicate that the fraternity

Table 15: The Political activity of Union and Non-Union respondents.

		<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>
		<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	
		<u>(Total)</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>
<u>Number</u>												
Union	(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(41)
Non-												(170)
Union	(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(54)
												(175)
<u>Voted in the last election</u>												
<u>Local</u>												
Union	95.5%	100%	88.9%	97.3%	84.8%	100%	87.2%	100%	94.7%	96.8%	64.3%	76.9%
Non-												87.4%
Union	96.	87.5	87.5	87.5	71.9	85.7	74.4	78.6	84.	82.1	65.4	57.1
												62.5
												77.8
												78.9
<u>State</u>												
Union	100	100	88.9	97.3	90.9	100	92.3	100	89.5	93.5	75.	76.9
Non-												91.9
Union	100	87.5	87.5	87.5	78.1	85.7	79.5	78.6	80.	79.5	76.9	64.3
												72.5
												84.3
												77.8
												82.3
<u>National</u>												
Union	100	100	100	100	97.	100	97.4	100	94.7	96.8	92.9	76.9
Non-												91.5
Union	100	95.8	100	96.9	87.5	100	89.7	92.9	88.	89.7	96.2	100
												97.5
												94.4
												94.3
<u>Dues paying member of a political party</u>												
Union	36.4	21.4	0	16.2	12.1	0	10.3	16.7	0	6.5	7.1	23.1
Non-												12.2
Union	16.	20.8	0	15.6	12.5	28.6	15.4	14.3	20.	17.9	3.8	0
												2.5
												13.2
												13.
												13.1

	Union	Non- Union	100	80.7	97.5	90.7	100	92.3	100	69.5	93.5	75.	70.9	75.0	91.9	87.2	90.6
	100	100	87.5	87.5	87.5	78.1	85.7	79.5	78.6	80.	79.5	76.9	64.3	72.5	84.3	77.8	82.3

National

[illegible]

Dues paying member of a political party

Union	36.4	21.4	0	16.2	12.1	0	10.3	16.7	0	6.5	7.1	23.1	12.2	17.9	6.4	14.7
Non-Union	16.	20.8	0	15.6	12.5	28.6	15.4	14.3	20.	17.9	3.8	0	2.5	13.2	13.	13.1

Campaigned actively for a candidate or party in the last election

Local

Union	18.2	17.9	22.2	18.9	27.3	33.3	28.2	25.	21.1	22.6	17.9	7.7	14.6	21.1	19.1	20.6
Non-Union	24.	4.2	0	3.1	12.5	14.3	12.8	21.4	12.	15.4	11.5	7.1	10.	14.	9.3	12.6

State

Union	4.5	14.3	22.2	16.2	18.2	0	15.4	16.7	0	6.5	14.3	23.1	17.1	13.8	10.6	12.9
Non-Union	16.	12.5	0	9.4	9.4	28.6	12.8	14.3	8.	10.3	3.8	0	2.5	10.7	7.4	9.7

National

Union	18.2	25.	11.1	21.6	24.2	33.3	25.6	25.	21.1	22.6	21.4	15.4	19.5	22.8	19.1	21.8
Non-Union	16.	8.3	12.5	9.4	87.5	14.3	74.4	14.3	24.	20.5	11.5	0	7.5	32.2	14.8	26.9

Monetary campaign contribution in 1952 election

Union	63.6	71.4	77.8	73.	36.4	0	30.8	41.7	21.1	29.	17.9	15.4	17.1	45.5	27.7	40.6
Non-Union	60.	29.2	12.5	25.	34.4	28.6	33.3	14.3	12.	12.8	15.4	14.3	15.	32.2	14.8	26.9

Candidate for office

Union	18.2	17.9	22.2	18.9	12.1	0	10.3	3.2	5.3	6.5	0	0	11.4	6.4	10.	
Non-Union	12.	4.2	0	2.7	6.3	0	5.1	7.1	0	2.6	3.8	0	2.5	6.6	0	4.6

members of both the Union and non-Union group have held a similar number of positions, but the Union non-fraternity graduates are more active than the non-fraternity graduates in the non-Union group.

POLITICAL ACTIVITY

Table 15 (page 48) indicates the political activity of Union and non-Union respondents.

More Union graduates vote in local, state, and national elections than do non-Union graduates. The difference is more marked in the local and state elections than in the national elections where it is very slight (Union 95.9%, non-Union 94.3%). The non-Union graduates of 1947-1950 are the only non-Union graduates in all the year groupings who have a better national voting record than the Union graduates of their same years. 87.8% of these Union graduates voted in the last national election as compared to 97.5% of the non-Union respondents. More people in both samples voted in the national elections than in state elections, and more in state elections than in local elections.

14.7% of all the Union graduates are dues paying members of a political party compared to 13.1% of the non-Union graduates. The differences between the two samples is very slight in all the year groupings except in the 1920-1926 years. 36.4% of these Union graduates are dues paying members of a political party as compared to 16% of the non-Union respondents. More Union graduates from these years (1920-1926) are dues paying party members than are the graduates of any other year.

More Union graduates (20.6%) have campaigned actively for candidates for office or a political party in local and state elections than have the non-Union graduates (12.6%). However, more non-Union respondents

actively campaigned for candidates or for a party in the last national election (26.9%) than did Union respondents (21.8%). This is due to the fact that non-Union graduates in the 1938-1941 year groupings were very active, 74.4% of these graduates actively campaigned in the national election as compared to 25.6% of the Union graduates. Among both samples there was slightly more interest in the last national election than in the last local election, and there was more interest in the last local election than there was in the last state election.

40.6% of the Union respondents made a monetary campaign contribution in the 1952 election as compared to 26.9% of the non-Union graduates. The difference between the Union and non-Union groups is particularly marked in the 1931-1934 (depression years) graduates; 73% of these Union graduates made a campaign contribution as compared to 25% of the non-Union graduates.

More than twice as many of the Union graduates, 10%, have been a candidate for office than the non-Union graduates, 4.6%. The difference is greatest among the 1931-1934 graduates. 18.9% of these Union graduates have been a candidate for office as compared to 2.7% of the non-Union graduates.

RESPONDENTS' OPINIONS ON THINGS THEY THINK SHOULD BE STRESSED IN COLLEGE EXTRA-CURRICULAR ACTIVITIES AND THINGS THEY LEARNED FROM COLLEGE ACTIVITIES

Table 43 (appendix) gives the complete tabulation on returns from Union and non-Union graduates (broken down into men's and women's figures) on what the graduates think should be stressed in college extra-curricular activities and things they say they learned from college activities.

Table 16 below shows the things that Union and non-Union respondents feel should be stressed in college extra-curricular activities (listed according to Union rank).

Table 16: The things that Union and non-Union respondents feel should be stressed in college extra-curricular activities (listed according to Union rank).

(Number)	UNION (170)		NON-UNION (175)	
	<u>Rank</u>		<u>Rank</u>	
Understanding of other peoples' point of view and motives	1	94.7%	1	92. %
Training in delegating responsibility	2	91.2	2	89.7
Training in communicating ideas	3	90.	3	88.6
Methods of program planning and organization	4	89.4	9	80.
Opportunities for getting acquainted with fellow students	5	88.8	5	84.
Training in effective organization of personal time	6	88.2	7	82.9
Understanding of purpose of activity	7	85.9	8	81.1
Training in conducting good business meetings	8	85.3	10	80.
Methods for attacking problems	9	84.1	6	83.4
Financial responsibility	10	82.4	12	78.9
Personal leadership of a program or event	11	82.4	11	79.4
Methods for conducting group discussions	12	81.1	13	78.3
Training in presenting an organized argument for a point of view	13	81.1	4	86.3
A variety of activity experiences	14	72.9	16	73.7

Table 16 (Continued)

	UNION		NON-UNION	
	<u>Rank</u>		<u>Rank</u>	
Evaluation of activities to improve operation and programs	15	72.9	18	66.3
Relation of campus activities to post-college activity and jobs	16	72.4	15	74.3
Guidance on "how to do it" from staff and faculty	17	69.4	14	76.6
Record keeping	18	68.2	17	66.9
Budget making	19	66.5	19	64.
Importance of routine work	20	64.1	20	59.4
Publicity and promotion techniques	21	56.5	24	50.3
Evaluation of student's personal contribution to activity	22	55.9	21	54.9
Interview skills	23	55.3	23	52.
Roberts Rules of Order	24	51.8	22	53.7
Little or no assistance from staff and faculty	25	30.6	25	24.

Table 16 above shows that Union and non-Union graduates are in close agreement on things they think should be stressed in college extra-curricular activities. All graduates rate Understanding of other peoples' point of view and motives, Training in delegating responsibility, and Training in communicating ideas as the most important things to be learned in college extra-curricular activities. Other items rank close behind. The only item that less than 50% of both groups feel should be stressed is Little or no assistance from staff and faculty (30.6% of Union graduates and 24% of non-Union graduates).

The only items that vary in ranking by the two groups by more than three places are:

Methods of program planning and organization which was ranked 4th by the Union graduates and 9th by the non-Union graduates.

Training in presenting an organized argument for a point of view which was ranked 13th by Union graduates and 4th by the non-Union.

There is close agreement between the men in Union and non-Union groups on things they think should be stressed. (Table 43 appendix)

The women disagree to some extent on three items. 91.5% of the Union women feel that Methods of program planning and organization should be stressed as compared to 75.9% of the non-Union women. 78.7% of the Union women feel that Record keeping should be stressed as compared to 59.3% of the non-Union women. On the item Little or no assistance from staff and faculty, 40.4% of the Union women feel it should be stressed compared to 22.2% of the non-Union women. (Table 43 appendix)

On the whole the men and women agree and there are no startling differences between them. The largest difference is among the Union respondents in the item Importance of routine work. 59.3% of the men feel this should be stressed and 76.6% of the women. (Table 43 appendix)

Table 17 below shows the things that Union and non-Union respondents say they received or learned in college extra-curricular activities or elsewhere in college (listed according to Union rank).

Table 17: The things that Union and non-Union respondents say they received or learned in college extra-curricular activities or elsewhere in college (listed according to Union rank).

(Number)	UNION (170)		NON-UNION (175)	
	<u>Rank</u>		<u>Rank</u>	
Opportunities for getting acquainted with fellow students	1	91.2%	1	76.6%
Personal leadership of a program or event	2	81.8	9	45.7
Understanding of other peoples' point of view and motives	3	78.2	2	66.9
Training in conducting good business meetings	4	73.5	12	42.3
A variety of activity experience	5	72.9	10	44.6
Understanding of purpose of activity	6	71.8	5	52.
Methods of program planning and organization	7	69.4	15	36.6
Training in delegating responsibility	8	68.2	14	37.7
Training in communicating ideas	9	62.4	3	55.4
Guidance on "how to do it" from staff and faculty	10	60.6	16	34.9
Methods for attacking problems	11	58.2	6	51.4
Importance of routine work	12	58.2	4	52.6
Financial responsibility	13	55.9	7	46.9
Methods for conducting group discussions	14	55.3	13	38.3
Publicity and promotion techniques	15	54.1	21	28.
Roberts Rules of Order	16	50.	19	29.1
Record keeping	17	47.1	8	46.9

Table 17 (continued)

	UNION		NON-UNION	
	<u>Rank</u>		<u>Rank</u>	
Relation of campus activities to post-college activity and jobs	18	45.3	18	33.7
Budget making	19	44.1	20	29.1
Training in presenting an organized argument for a point of view	20	41.8	11	43.4
Training in effective organization of personal time	21	40.6	17	33.7
Evaluation of activities to improve operation and programs	22	37.1	24	17.1
Interview skills	23	33.	23	21.1
Evaluation of student's personal contribution to activity	24	27.6	25	17.1
Little or no assistance from staff and faculty	25	27.1	22	25.7

Table 17 above shows that both samples rank Opportunities for getting acquainted with fellow students first. The Union graduates rank Personal leadership of a program or event and Understanding of other peoples' point of view and motives second and third respectively.

In over half of the items, there is a great variance in the ranking of the two samples.

Union graduates say they received or learned many more useful techniques and skills and guidance in college extra-curricular activities or elsewhere in college than the non-Union graduates.

Over three-fourths more Union graduates than non-Union graduates say they received or learned:

Personal leadership of a program or event

Training in conducting good business meetings

Methods of program planning and organization

Training in delegating responsibility

Publicity and promotion techniques

Evaluation of activities to improve operation and program

Over one-half more Union graduates than non-Union graduates say they received or learned:

A variety of activity experience

Guidance on "how to do it" from staff and faculty

Roberts Rules of Order

Budget making

Evaluation of student's personal contribution to activity

Over one-fourth more Union graduates than non-Union graduates say they received or learned:

Understanding of purpose of activity

Methods for conducting group discussions

Relation of campus activities to post-college activity and jobs

Interview skills

Around one-fifth more Union graduates than non-Union graduates say they received or learned:

Opportunities for getting acquainted with fellow students

Financial responsibility

Training in effective organization of personal time

Only in the item, Training in presenting an organized argument for a point of view, do the non-Union graduates (43.4%) indicate that they learned more than the Union graduates (41.8%).

In the remaining six items there is little difference between the two samples.

The men and women groups follow quite closely the total figures on what they learned in college. (Table 43 appendix) The main exceptions are:

Over three-fifths more Union women than non-Union indicate they learned financial responsibility, while the difference between the men's group and the total is slight.

There is almost no difference between the Union and non-Union women in the items, Opportunity for getting acquainted with fellow students and Understanding of other peoples' point of view and motives, while the total figures indicate that around one-fifth more Union graduates received or learned these than non-Union.

In the majority of cases in both samples, the percentage of graduates who think an item should be stressed in college is much greater than the percentage of graduates who say they received or learned this item. In only 8 items is the difference less than 10% in the Union sample:

Importance of routine work

A variety of activity experiences

Guidance on "how to do it" from staff and faculty

Little or no assistance from staff and faculty

Publicity and promotion techniques

Roberts Rules of Order

Opportunities for getting acquainted with fellow students

Personal leadership of a program or event

Table 18: The campus activity Union respondents rated first as a contribution to their civic and community interests.

(Number)	MALE (123)	FEMALE (47)	TOTAL (170)
<u>Campus Activity</u>			
Dramatics	.8%	0 %	.6%
Publications	1.6	6.4	2.9
Departmental Club	0	0	0
Honorary fraternity or sorority	0	0	0
Professional fraternity or sorority	.8	0	.6
Musical organization	0	0	0
Forensics and Debate	.8	0	.6
Wisconsin Union	50.4	38.3	47.1
Wisconsin Student Assoc. (Student Board)	4.1	6.4	4.7
Women's Self Government Association	0	6.4	1.8
Class or College Governing Association	.8	0	.6
Campus Political organization	2.4	8.5	4.1
Religious organization	0	2.1	.6
YMCA or YWCA	.8	0	.6
All-Campus Committees	.8	2.1	1.2
Other Activity	4.9	4.3	4.7
No Answer	<u>31.7</u>	<u>25.5</u>	<u>30.</u>
<u>Total</u>	100 %	100 %	100 %

In the non-Union sample in only 3 items is the difference less than 10%:

Importance of routine work

Little or no assistance from staff and faculty

Opportunities for getting acquainted with fellow students

RATING OF COLLEGE ACTIVITIES

The respondents from both samples were asked to rate the college activities in which they participated in order of their importance as a contribution to their Civic and Community Interests, Effectiveness on a Job, and Personal Interests or Avocations.

Only 14.9% of the non-Union sample rated their college activities in these three categories, so an analysis of their opinions is not feasible.

Around 70% of the Union respondents rated their activities. Some did not do a complete rating job, and some of them did not rate at all, but enough did rate to make a comparison feasible. (The survey was not identified with the Union in any way, and the Union graduates averaged 5.5 campus activities so the Union was by no means their only college activity.)

Civic and Community Interests

Table 18 (page 58) indicates the campus activity Union respondents rated first as a contribution to their civic and community interest. 47.1% of the Union respondents rated the Union first. More men than women rated the Union first. 30% of the Union respondents did not rate their college activities at all in this category. The remaining 22.9% varied in their answers. Student Board and other or unclassified

Table 19: The campus activity Union respondents rated first as a contribution to their effectiveness on a job.

(Number)	MALE (123)	FEMALE (47)	TOTAL (170)
<u>Campus Activity</u>			
Dramatics	.8%	0 %	.6%
Publications	6.5	8.5	7.1
Departmental Club	.8	0	.6
Honorary fraternity or sorority	0	0	0
Professional fraternity or sorority	0	0	0
Musical organization	.8	0	.6
Forensics and Debate	.8	0	.6
Wisconsin Union	48.8	46.8	48.2
Wisconsin Student Assoc. (Student Board)	1.6	2.1	1.8
Women's Self Government Association	0	4.3	1.2
Class or College Governing Association	0	0	0
Campus Political organization	0	0	0
Religious organization	0	0	0
YMCA or YWCA	.8	0	.6
All-Campus Committees	.8	2.1	1.2
Other Activity	8.9	4.3	7.6
No Answer	<u>27.6</u>	<u>31.9</u>	<u>28.8</u>
<u>Total</u>	100 %	100 %	100 %

Table 20: The campus activity Union respondents rated first as a contribution to their personal interests or avocations.

(Number)	MALE (123)	FEMALE (47)	TOTAL (170)
<u>Campus Activity</u>			
Dramatics	7.3%	2.1%	5.9%
Publications	2.4	4.3	2.9
Departmental Club	.8	0	.6
Honorary fraternity or sorority	.8	0	.6
Professional fraternity or sorority	.8	4.3	1.8
Musical organization	4.9	2.1	4.1
Forensics and Debate	.8	0	.6
Wisconsin Union	24.4	36.2	27.6
Wisconsin Student Assoc. (Student Board)	1.6	4.3	2.4
Women's Self Government Association	0	2.1	.6
Class or College Governing Association	.8	0	.6
Campus Political organization	1.6	0	1.2
Religious organization	0	4.3	1.2
YMCA or YWCA	.8	0	.6
All-Campus Committee	0	0	0
Other Activity	15.4	4.3	12.4
No Answer	<u>37.4</u>	<u>36.2</u>	<u>37.1</u>
<u>Total</u>	100 %	100 %	100 %

activity received the second highest rating with 4.7% apiece.

53.5% of the Union graduates did not rate any activity in second place in this category. 12.9% (22 graduates) placed the Union in second place, 11.2% (19 graduates) placed other or unclassified activity in second place. The other second place ratings were small and widely spread.

62.9% of the Union respondents did not rate any activity in third place. 7.1% (12 graduates) placed the Union in third place. The other third place ratings were small and widely spread.

Effectiveness on a Job

Table 19 (page 60) indicates the campus activity Union respondents rated first as a contribution to their effectiveness on a job. 48.2% placed the Union first, 28.8% did not rate at all. Other or unclassified activity ranked second with 7.6%, and Publications ranked third with 7.1%.

56.5% of the Union respondents did not rate any activity in second place. 14.7% (25 graduates) ranked the Union second. 11.2% rated other in second place. The other second place ratings were small and widely spread.

78.2% of the Union sample did not rate any activity in third place. of those who rated, 7.1% (12 graduates) placed the Union in third place. the other third place ratings were small and widely spread.

Personal Interests or Avocation

Table 20 (page 61) indicates the campus activities Union respondents rated first as a contribution to their personal interests or avocation. 37.1% of the Union respondents did not rate any activity in first place

27.6% rated the Union first and 12.4% rated other or unclassified activity first. More women than men rated the Union in first place.

63.5% of the Union respondents did not rate any activity second in this category. 14.7% (25 graduates) did rate the Union second, and 8.2% rated other or unclassified activity second.

85.3% respondents did not rate any activity in third place. 4.1% (7 graduates) placed the Union third, and 3.5% placed other or unclassified activity third.

Comparing Tables 18 (page 58), 19 (page 60) and 20 (page 61) it is evident that the Union made an almost equal contribution to Civic and Community Interests (47.1% rated the Union first), to Effectiveness on a Job (48.2% rated the Union first), and a smaller contribution to Personal Interests or Avocations (27.6% rated the Union first.)

VALUE OF COLLEGE EXTRA-CURRICULAR ACTIVITIES

Union Respondents

159 (93.5%) of the Union respondents answered the question, "In your opinion, what value, if any, do college extra-curricular activities have?" The answers varied from two words, "Much value", to two typewritten sheets.

153 (96.2%) of the respondents felt that campus activities were of definite value.

A typical answer, this one from a housewife and former teacher, reads: "Actually the successes I've had in my work and in my life, I feel are traced directly to the activity opportunities I had as a student". Another housewife writes:

The value of extra-curricular activities can never be underestimated because in effect, they prepare one for the outside world. On a smaller scale, one can practice all the necessary techniques, exchange of ideas, working with a group, leading a group, meeting people from many backgrounds and forming one's opinions and philosophy of life. In college this experience can be gained while still keeping a form of guidance. In many instances this knowledge has proven for me to be more valuable than the actual course knowledge taught formally.

Many singled out the Union for special praise. One graduate writes:

I would certainly recommend that the undergraduate participate in some kind of activity, especially activity in the Wisconsin Union. Porter Butts and his staff have a way of seeing to it that the student is well prepared for many situations that might arise later in life.

Only 6 graduates (3.7%) indicated that they were sorry they had participated in activities and felt they had learned little from them.

An attorney writes:

At the time of my entrance into the University I was more or less convinced (as convinced as a 17 year old can be) that the academic opportunities and advantages of an institution such as Wisconsin would far outweigh the extra-curricular opportunities of self improvement. With ten years of hindsight I can honestly say that my initial impression has been reinforced. I do not depreciate the contribution of the extra activities to a well rounded college career as such, but it seems to me that the effectiveness of that contribution diminishes with the years while the continual growth which began in Bascom Hall is accelerated.

It has become more apparent to me, at least, that the emphasis upon collegiate activity is greatly exaggerated so far as those activities have any relationship to later life is concerned. True, organization techniques may be learned but social and community consciences are rarely awakened in the typical activity which is conducted in the "never-never land" of some isolated campus. I can't escape from the feeling that undue emphasis upon the non-academic activity detracts from the main objective of university attendance. It may well be that the extra-curricular activities prepared me in some way for future community participation or aided me in my profession and social life. If so, that effect has not manifested itself to me to a degree that makes all the time spent seem worthwhile.

The value derived from activities which was mentioned most frequently by the Union graduates was learning to work and get along with people and learning to understand others' point of view. 73 respondents mentioned this. An attorney writes: "Activities teach us to work with people--which is more important after graduation than is the formal education". A regional sales manager writes: "In my opinion their (Activities) only real value is training in how to get along with people and I rate this as 50% of the value of college education". And a professor writes:

One of the most important factors in any vocation is the human element--our relationship with other people. Whether it be an appreciation for their point of view or just an ability to get along with them more harmoniously, I believe that extra-curricular activities do make a real contribution to the participant. One cannot begin to get the effect of interaction of personalities on ideas in the formal and restrictive atmosphere of the classroom which is obtained in the informal situation of extra-curricular activities. My own prejudices were eliminated to a very major degree in the course of my working in extra-curricular activities with those about whom I have built up prejudice.

In a similar vein, 16 graduates stressed the important contribution activities made in bringing together people of different college majors. An editor of a business publication writes:

Student Union experience was particularly valuable in providing opportunity to organize activities. It was also a group drawn from rather different spheres of college life, as opposed to many groups which are dominated by one school.

Extra-curricular activities should give the econ. man a change of scenery, a chance to meet an engineer, say. The bringing together of people with different talents, interests and training is likely to benefit all hands for more than just meeting people in the same old line. Such experience would certainly be beneficial in modern industry, which makes constant use of the conference technique

8 graduates simply listed opportunities to make friends as an

important value in extra-curricular activities, and 8 graduates felt that social contacts made in college were valuable.

The second value of activities mentioned most frequently was their contribution in helping students develop a philosophy of life and general maturity. 30 graduates included this in their answer. Similarly, 12 graduates felt the exchanging of ideas and opinions which help form personal beliefs was one of the values of college activities. A research analyst writes:

Activities brought me in contact with students of various interests and my best memories are of the wonderful "bull sessions" in the Rathskeller. A free exchange of opinions...and the atmosphere of toleration of differences were present at Wisconsin during my college years. That was a fine training ground for testing of ideas.

An owner of a small manufacturing firm simply says: "Teach them to think and to have the guts to express and fight for their beliefs."

20 graduates felt that college activities had broadened their span of interests, talents, and hobbies and thus were contributing to their enjoyment of living.

23 graduates said they felt campus activities had given them a sense of responsibility toward their community and had given them skills and talents which enabled them to be effective participants in their communities. Specific talents and skills mentioned were:

20 graduates simply said leadership training

19 graduates said activities had given them a sense of responsibility

22 graduates cited organizational ability

Others mentioned public speaking, Roberts Rules of Order,

publicity and promotion techniques, and financial responsibility.

15 graduates said they had learned skills and talents in activities that had helped them on their job.

10 graduates cited enjoyment of college life as a value of activities.

Some graduates compared the value of activities to classroom work. 6 graduates felt that activities were over-stressed and classroom work thus suffered. 10 graduates felt that activities were as important as classroom activity. 9 graduates felt that activities were of more value than classroom work. One such graduate, a manager of a building and construction firm writes:

It was through the contacts of my fraternity and my Union activities that I received training which in many ways has possibly been of more value than actual classroom experience. This social experience probably enabled me to adjust to the depression into which the class of '32 graduates, and to three different vocations since that time. It only took me 20 years to find the line in which I am most satisfied and probably best fitted--building contractor (medium-priced homes here in Hammond, Indiana). I am sure that the personalities of certain faculty advisors which a student encounters in his extra-curricular activities often shape, or at least tremendously influence, his whole life--men such as Porter Butts, Dean Goodnight, and many others whose names I do not recall just now.

Some of the graduates were embarrassed they had not participated more actively in their communities since leaving college and cited time-consuming jobs, living abroad, and time in the service as reasons for their lack of participation.

Non-Union respondents

159 (90.9%) of the non-Union respondents answered the question, "In your opinion, what value, if any, do college extra-curricular

activities have?".

23 respondents started their answer by saying they wished they had participated more. A recreation worker writes:

If there was just one chance to do it all over-- my record of those activities would be 100% - they give the student so much of life in such a pleasant and easy manner; while some students work to gain the utmost from their class work, others join many groups and activities, and still learn many different phases of the life that will follow in their work and community living.

Many of these people cited reasons why they had not participated in campus activity. 7 said they were too poor, were working their way through college and thus had no time for activities. 2 said they were too busy with school work. 12 people said they were shy, were given no encouragement to participate, or 'knew no one'. 7 of these people who said they didn't know where to begin in activities felt that the faculty should seek out people who need extra-curricular activity and encourage them to participate.

All but 12 of the respondents felt that campus activities have value. A typical answer comes for a manager of a general food corporation who says:

They compose the biggest factor in making me the extravert my job requires. They give additional experience at an early age in organizing yourself within an organization. They provide further insight in the problems of adult group living. They arouse an interest in community life which for me has since been stymied by a heavy travel schedule. They make a great contribution to becoming a well rounded citizen. Some activities brought me in close contact with people whose attitudes and philosophy were entirely different than mine. My college career probably was a constant compromise with the formal learning side, but never with the responsibilities allotted me in extra-curricular activities. I hope that my son has the same attitude with, perchance, a slightly larger interest in the books. My reason for this is simple-- things I learned from participating in extra-curricular

activities are paying off for me at the pocketbook level as well as making my life today happier and better adjusted.

On geologist, oil producer and rancher from Texas was extremely doubtful and dubious about the value of activities. He writes:

They're fine if not at the expense of studies and friendships. I didn't have time for them. Phil LaFollette and Frederick March (Bickel) are the only extra-curricular boys of my day that I know to have amounted to anything. I know a good many who didn't. One of the extra-curricular stars of my time is in Houston, Texas today. He has the seat out of his pants. Two or three years ago when Wisconsin played Rice at football this man was wearing his fraternity pin and talking about "The Big Red Team". I've known Phil Falk (your Madison Supt. of Schools) all my life. He belonged to Kappa Sig fraternity because his father before him belonged. He didn't take part in extra-curricular activities, yet he's a mighty high class man. I wonder if the extra-curricular activities and interests couldn't wait until one is out of school.

As was true of the Union respondents, the value most frequently mentioned by the non-Union respondents was learning to work with people and learning to understand their point of view. 51 respondents cited this as a major contribution of activities. Similarly 9 graduates mentioned the value of activities in bringing together people from different spheres and majors of college life. 7 graduates mentioned meeting new friends and 14 respondents cited social contacts and social development as important values.

The value mentioned second most frequently (24 respondents) was increasing and broadening fields of interests and hobbies. A sixth grade teacher writes:

In my case, association and work for the International Club determined a lifelong interest in promoting international understanding wherever the opportunity comes my way--through teaching, friendships, travel and several positions I have held in international organizations.

15 respondents felt that activities had helped shape their philosophy of life and given them maturity and 9 respondents felt that an important value of activities had been the opportunity to exchange ideas which helped them form their own beliefs.

22 graduates felt that activities had given them a greater sense of responsibility to participate in community activity. A newspaper reporter writes:

The valuable lesson is "If I don't do it, it won't get done." Four years ago I became a member of a union with a long standing record of achievement. I thought it would be possible simply to join and expect that the persons who had always run the union in the past would continue to do so. Inside of three years I learned that the continuing success of the group depended on my contribution as much as theirs. Three years ago I joined a newly organized church here, and the point was made even clearer. There were no "bearded" elders and deacons which in the past I had always depended upon to run the church. If the job was going to be done, I had to do it. The decisions that must be made by the president and secretary of state in these times staggers the imaginations. How forcefully the thought must come to them that if peace is going to be saved, they must save it. I don't think there is any greater lesson that extra-curricular activities can teach.

Like the Union graduates, some of the non-Union graduates cited skills and talents they had learned in college that were helpful in community life:

15 people mentioned leadership training, and 10 graduates, organizational ability.

6 respondents cited learning to accept responsibility

Other skills and talents listed were Roberts Rules of Order, and Publicity and Promotion techniques.

17 graduates felt that activities had helped them on their job.

A department store buyer writes:

First of all, my own college activities played a vital part in my obtaining my first job. The firm by which I have been employed since that time, seemed to believe that if people took part in more than just the academic life of the school, they would be more adaptable to the varied nature of the work in merchandising. Serving as a chairman of a group and coordinating its activities can very well be a training ground for leading or supervising people in a job situation.

My own activities helped to give me self-confidence in working with people and to be better prepared for organizing projects assigned to me as part of a job. We now have people come into our organization as recent college graduates and it is most interesting to see the differences in the way they react, according to the preparation they have had, not only in their studies but in activities as well.

Your questionnaire may serve yet another purpose—it appears to be time for me to make more of a contribution to the community than the vacant spaces indicate.

Enjoyment was listed by 5 respondents as an important value of college activities.

Some of the non-Union respondents compared campus activities and classroom work. 5 people felt that activities were a detriment to intellectual achievement; 5 felt they were equally important as classroom work.

Table 21 below sums up the opinions of Union and non-Union respondents on the value of extra-curricular activities.

Table 21: The values that Union and non-Union graduates attribute to college extra-curricular activities.

(Number of graduates who replied)	UNION (159)		NON-UNION (159)	
	<u>Rank</u>		<u>Rank</u>	
In general, definite value	1	96.2%	1	92.5%
Learning to work and get along with people and learning to understand others' point of view	2	45.9	2	32.1

Table 21 (Continued)

	UNION		NON-UNION	
	<u>Rank</u>		<u>Rank</u>	
Help students develop a philosophy of life and maturity	3	18.9	6	9.4
Give graduates a sense of responsibility toward their community and skills and talents which enable them to be effective participants in their communities	4	14.5	4	13.8
Develop organizational ability	5	13.8	10	6.3
Broaden span of interests and hobbies	6	12.6	3	15.1
Leadership training	7	12.6	7	9.4
Develop sense of responsibility	8	12.6	14	3.8
Meeting people of different college majors	9	10.1	11	5.7
Help develop skills and talents useful on a job	10	9.4	5	10.7
Exchanging of ideas and opinions with others	11	7.5	12	5.7
Enjoyment of college life	12	6.3	15	3.1
Opportunities to make friends	13	5.	13	4.4
Social contacts	14	5.	8	8.8
In general, no value	15	3.8	9	7.5

Table 21 above shows that the answers from the Union and non-Union graduates were very similar in kind. The main differences were:

Although both groups cited most frequently the value of activities in providing an opportunity to learn to understand and get along with people, 45.9% Union graduates mentioned this in comparison to 32.1% of the non-Union graduates.

18.9% Union respondents cited the development of maturity and a philosophy of life as an important value of activities, 9.4% non-Union respondents listed this.

More than twice as many Union respondents mentioned development of organizational ability and more than three times as many Union respondents referred to development of a sense of responsibility.

Twice as many non-Union respondents than Union respondents saw no value in activities.

CHAPTER IV

SUMMARY

The basic purpose of this study is to determine the impact of Wisconsin Union student activity on post-college citizenship. It approached the problem by attempting to find answers to the following questions:

1. Do students who were active in Union activities in college participate more actively in civic organizations than students who were not active in the Union?
2. Are graduates who were active in the Union in college more active politically than other graduates?
3. What things do graduates feel should be stressed in college extra-curricular activities?
4. Do students active in Union activities learn more skills and techniques in college that enable them to become effective participants in their communities than do students who were not active in the Union?
5. What phases of experience in college, if any, of former Union leaders contribute most to job effectiveness, personal interests or avocations, and to civic and community interests?
6. What value do graduates attribute to college extra-curricular activities?

In order to answer these questions, questionnaires were mailed to 412 graduates of the University of Wisconsin. A sample of 206

Union leaders was drawn to include all the Union leaders in the following year groups:

- 1920-1926 Before the Union building was constructed and a full time Union staff was employed
- 1931-1934 Depression years
- 1938-1941 So-called normal years
- 1942-1945 War years
- 1947-1950 Post-war years

A control group of other University graduates was also drawn from these years. The students in the control group were matched to the Union graduates by year of graduation, sex, and school major. Most of the students in the control group were not devoid of campus activity. Many of them were campus leaders in other activities, many were members of campus committees, and only a few (17% of those who returned questionnaires) had no campus activity. Thus, a comparison of the two samples, Union graduates, and non-Union graduates, is not a comparison between a leader and non-leader group, but rather a comparison of Union leaders and a group which represents a cross section of University graduates. Since it was felt that any identification with the Union might prejudice the answers of the respondents, the survey was designated simply "Student Activity Research Project" of the University of Wisconsin. The survey was not identified with the Union in any way.

In an attempt to answer the questions, posed by ~~this~~ study, it is important to determine if other factors which might have an influence on civic participation and attitudes are present in one of

the samples and absent in the other. Thus the Union and non-Union graduates were studied to see if they varied significantly in number of years spent at the University of Wisconsin in Madison, in marital status, and in number and ages of children and occupations; all factors which might have an influence on civic participation.

There are no major differences between the two groups and the number of years they spent at the University in Madison.

Between 80 and 90% of the respondents in both groups are married.

Members of the two samples have a similar number of children and there is no major difference in the ages of the children of the respondents of the two groups.

75 - 80% of the respondents in both samples are employed full time.

Slightly more Union respondents are in professional fields, Medicine and Law, than are the non-Union. Slightly more of the non-Union respondents are in Engineering than the Union.

No major differences seem to exist between the two samples in any of the above factors. Thus these factors may be discounted in their effect on the comparison of civic participation and attitudes of the two samples.

Campus Activity

The graduates were studied to ascertain if Union leaders were more active in all fields of campus activity than the non-Union people. The study indicates:

The Union graduates averaged more campus activities than the non-Union graduates. The Union respondents averaged 5.5 activities

and the non-Union 2.6.

17.7% of non-Union respondents did not participate in any college activity.

7.6% of Union respondents participated in only one activity, the Union.

The graduates were studied to ascertain if Union leaders were more active in all fields of campus activity than the non-Union people. The study indicates:

Union graduates participated in more of all types of campus activity than the non-Union graduates except in Departmental clubs, Religious organizations, and 'other' or unclassified activities.

The Union respondents far out-number the non-Union respondents in the number of offices and positions they held in campus organizations. The average number of offices and positions held by Union people is 3.2, and the average number of offices and positions held by non-Union people is .9. The Union men graduates averaged 5.2 offices and positions, the non-Union men averaged 2.6. The Union women graduates averaged 6 positions, the non-Union women, 2.5.

Over half of the non-Union respondents held no campus position.

Their position in the Union was the only position held by 21.8% of the Union graduates.

It may be concluded that the Union leaders were substantially more active in most phases of campus activity than were the non-Union people. However, the Union was probably the most time consuming and constant activity for most of the Union graduates. Their most popular activities, after the Union, were Honorary fraternities

and sororities (47.1%) which require little time of most of their members; All-campus committees (41.2%) which are ordinarily short term projects such as Homecoming and Orientation; and Professional fraternities and sororities (39.4%) which like the Honoraries require little time of most of their members. The other activities rank much lower in popularity (see Table 32 appendix) among the Union graduates. Thus, for most of the Union graduates, activity in the Wisconsin Union was probably their major activity.

The graduates were studied to ascertain if there was a difference in where the Union and non-Union graduates lived in college. The study shows:

Almost twice as many Union graduates (more men than women) lived in fraternities or sororities in college than did non-Union graduates.

Substantially more non-Union graduates lived in independent houses than Union graduates.

There is a real difference between the samples, Union and non-Union in where they lived in college.

Question 1: Do students who were active in Union activities in college participate more actively in civic organizations than students who were not active in the Union?

The findings show that students who were active in Union activities do participate more actively in civic organizations than students who were not active in the Union.

Membership in Community Organizations

More graduates in both Union and non-Union samples participate in vocational, community service, and school and church related

organizations than in any other types of community organizations. Four-fifths more Union graduates than non-Union graduates are in Art organizations, two-fifths more Union graduates than non-Union graduates are in Service Clubs. Over one-fifth more Union graduates participate in vocational, community service, school related, and University related organizations than non-Union graduates. One-tenth more Union graduates than non-Union graduates are in church related organizations. One-fourth more non-Union graduates belong to Women's Clubs than Union graduates.

The differences between the participation of the two groups is relatively small in other organizations. In some cases, notably International Relations, Interracial Relations, and Aid to Foreign Born organizations, and in Village, City, State Boards and Commissions, the number of graduates who participate is so small in both groups that the differences between the groups do not seem very significant. However, in every type of organization except Youth groups, Aid to Foreign Born, and Women's Clubs, the Union graduates do participate more actively than the non-Union graduates. Even if some of the differences may not be large, the consistency of higher participation by the Union graduates seems significant.

Number of Community Activities

Union graduates average 6.6 community activities. The non-Union graduates average 5.1 community activities.

Union women graduates average 7.4 community activities and non-Union women average 5.7 community activities. Union men graduates average 6.3 community activities and non-Union men 4.8. Thus women graduates are more active in their communities than men.

4.7% of Union respondents have participated in no activity and 9.1% of the non-Union respondents, or almost twice as many, have participated in no activity.

58.3% of the Union respondents have participated in 6 or more activities as compared to 36% of the non-Union respondents.

Positions in Community Organizations

Union respondents have held an average of 4 positions in community organizations as compared to 3.3 positions for the non-Union respondents.

16.5% of Union respondents have held no positions as compared to 26.3% of non-Union respondents.

52% more Union graduates than non-Union graduates have been active committee members in their community organizations; 38% more Union graduates than non-Union graduates have held 'other' or unclassified jobs in their communities; 27% more Union graduates than non-Union graduates have been solicitors in their communities; around 22% more Union graduates than non-Union graduates have been board members and presidents (or top jobs) in community organizations. The graduates' participation as youth leaders or teachers is similar in both groups. Only in chairmen positions do non-Union graduates have an edge over Union graduates. 18% more non-Union graduates have been chairmen in community organizations than Union graduates.

College Fraternity Membership and Community Activity

As almost twice as many Union graduates, especially men, belonged to college fraternities and sororities than did the non-Union graduates, the respondents were compared in relation to fraternity membership and community activity and community positions in an attempt to determine

if membership in a fraternity might influence community activity as much as or more than the Union.

There is no real difference between the male fraternity and non-fraternity Union graduates in their participation in community activities or number of positions they have held in community activities.

There is a difference between sorority and non-sorority Union graduates and their participation in community activities or number of positions held in community activities. Non-sorority Union graduates are more active in community activities and hold more positions than Union sorority graduates.

In the non-Union group, more fraternity and sorority graduates have participated in community activities and held more positions than non-fraternity and non-sorority members.

The significant finding seems to be that both the fraternity and sorority members and non-fraternity and non-sorority members of the Union respondents participate in more community activities than either the fraternity and sorority or non-fraternity and non-sorority members of the non-Union group.

Fraternity and sorority members from the Union and non-Union groups have held a similar number of positions in community organizations; but the Union non-fraternity and non-sorority graduates have held more offices in community organizations than the non-fraternity and non-sorority graduates in the non-Union group.

These findings seem to indicate that fraternity membership has not affected community participation by the Union respondents, but seems to have had some effect on the community participation of the non-Union respondents. It would seem that fraternity membership is not as much

of a factor in encouraging community participation as is Union activity. It is also apparent that while fraternity members of both Union and non-Union groups succeed equally well as measured by offices held in community organizations, the non-fraternity members who have had Union leadership experience far outdistance the non-fraternity members who have not had this experience.

Comparison of campus and community activity

The differences between the activity participation of the Union and non-Union graduates was greater in college than it is in the communities. In college, the Union respondents averaged approximately 3 more activities than the non-Union respondents. In the communities the Union graduates average approximately $1\frac{1}{2}$ more activities than the non-Union graduates.

This narrowing of the activity gap in community organizations over what it had been in college activities between the Union and non-Union graduates may be due to the leveling effect of family and job obligations. In community life, a family almost automatically indicates some participation in school and church activity. Many jobs require membership in vocational organizations. In college there is nothing comparable to these family and job obligations to induce activity. Thus, many of the non-Union group will almost automatically belong to some organizations in the community although in college they participated in none or only one activity.

Question 2: Are graduates who were active in the Union in college more active politically than other graduates?

The findings show that graduates who were active in the Union in

college are somewhat more active politically than other graduates.

More Union graduates vote in local, state, and national elections than do non-Union graduates. (The difference is very slight in national elections.)

A few more Union respondents are dues paying members of a political party (14.7%) than non-Union respondents (13.1%).

More Union respondents have campaigned actively for candidates or for a party in local and state elections than non-Union graduates. More non-Union respondents (26.9%) actively campaigned for candidates or for a party in the last national election than did Union respondents (21.8%). However, more Union respondents (40.6%) made a monetary campaign contribution in the 1952 election than non-Union respondents (26.9%).

More than twice as many Union graduates have been a candidate for a political office than non-Union graduates.

Question 3: What things do graduates feel should be stressed in college extra-curricular activities?

The Union and non-Union graduates are in close agreement on things they think should be stressed in college extra-curricular activities. All graduates rate 'Understanding of other peoples' point of view and motives', 'Training in delegating responsibility', and 'Training in communicating ideas' as the most important things to be learned in college extra-curricular activities. Other items rank close behind. The only item that less than 50% of both groups feel should be stressed is 'Little or no assistance from staff and faculty' (30.6% of Union graduates and 24% of non-Union graduates).

Question 4: Do students active in Union activities learn more skills and techniques in college that enable them to become effective participants in their communities than do students who were not active in the Union?

The findings show that Union graduates say they received or learned many more useful techniques and skills and guidance in college extra-curricular activities or elsewhere in college than the non-Union graduates.

Over three-fourth more Union graduates than non-Union graduates say they received or learned:

Personal leadership of a program or event

Training in conducting good business meetings

Methods of program planning and organization

Training in delegating responsibility

Publicity and promotion techniques

Evaluation of activities to improve operation and program.

Over one-half more Union graduates than non-Union graduates say they received or learned:

A variety of activity experience

Guidance on "how to do it" from staff and faculty

Roberts Rules of Order

Budget making

Evaluation of student's personal contribution to activity.

Over one-fourth more Union graduates than non-Union graduates say they received or learned:

Understanding of purpose of activity

Methods for conducting group discussions

Relation of campus activities to post-college activity and jobs

Interview skills.

Around one-fifth more Union graduates than non-Union graduates say they received or learned:

Opportunities for getting acquainted with fellow students

Financial responsibility

Training in effective organization of personal time.

Only in the item, Training in presenting an organized argument for a point of view, do the non-Union graduates (43.4%) indicate that they learned more than the Union graduates (41.8%).

In the following six items there is little difference between the Union and non-Union graduates and what they say they received or learned in college:

Understanding of other peoples' point of view and motives

Training in communicating ideas

Methods for attacking problems

Importance of routine work

Record keeping

Little or no assistance from staff and faculty.

It is interesting to note that in the majority of cases in both samples, the percentage of graduates who think an item should be stressed in college is much greater than the percentage of graduates who say they actually received or learned this value or skill. However, the Union group came close to receiving what they now think should be stressed than did the non-Union group.

Question 5: What phases of experience in college, if any, of former Union leaders contribute most to job effectiveness, personal interests or avocations, and to civic and community interests?

The findings on what students say they earned in college would seem to indicate that the Union has contributed to the development of skilled and effective community leaders, and that students active in Union work have a greater opportunity to receive or learn things from campus activity that will benefit them in their after-college life than do students who are not active in the Union. These findings were further emphasized when the graduates were asked to rate the campus activities in which they participated in order of their importance as a contribution to their 'Civic and Community Interests', 'Effectiveness on a job', and 'Personal Interests or Avocations'. (The survey was not identified with the Union in any way, and the Union graduates averaged 5.5 campus activities so the Union was by no means their only college activity.) Very few (less than 15%) of the non-Union graduates rated their activities. 70% of the Union graduates rated their campus activities in order of their importance as a contribution to their Civic and Community Interests, 67% of these placed the Union first. 71.2% of the Union graduates rated their campus activities in order of their importance as a contribution to their Effectiveness on a job, 67.7% of these placed the Union first. 62.9% of the Union graduates rated their campus activities in order of their importance as a contribution to their Personal Interests or Avocations, 44% of these placed the Union first.

In all cases the Union, in the view of the respondents, exceeded the contribution of all other activities taken together. In short, the Union leaders, though engaging in an average of 5.5 college

activities, rather readily identified the Union as the major source of the experiences that benefited them most in their post-college activities. On the other hand, the graduates of the survey who did not participate in Union leadership could not identify, for the most part, any specific activity experience as a contribution to their post-college interests.

Question 6: What value do graduates attribute to college extra-curricular activities?

The graduates were asked 'In your opinion, what value, if any, do college extra-curricular activities have?' Almost all of the graduates who answered the question in both groups felt that activities are of great value (96.2% of the Union graduates and 92.5% of the non-Union graduates). Most of the graduates in both groups feel that the most important value of activities is in providing an opportunity to learn to understand and get along with other people.

Differences in Graduates from Different Year Groups

Before the final conclusions of the survey are made, a closer look should be taken at the conditions prevailing at the University and in the country during the different year groupings and at the varying answers and activities of the graduates in the different year groupings.

Porter Butts, Director of the Wisconsin Union since 1928 and a Wisconsin graduate of 1924, has supplied most of the description of the different eras.

1920-1926

These were years before the Union building was built and a full

time Union advisory staff was employed. There are no women in this group as they were not eligible for Union board positions. In this era, all Union board members were popularly elected, and it is stated by contemporaries that the main motivation in running for office in those years was social or personal "prestige" rather than service. Fraternities were very strong and very competitive. There were no dorms or independent organizations. It was typical that a combination of fraternities would pick a popular man, qualified otherwise or not, with the view mainly of beating out the other fraternities in gaining an office.

The results from this group vary from other year groups in the following ways:

This group had a smaller number of people in the original sample than the other groups and had the lowest return, percentagewise, of the questionnaires of any other group. (Lowest return in non-Union groupings, 78.1%; and second lowest return of Union groupings, 68.8%; Union women of the war years were the lowest.)

The Union people in these years averaged less college activities (4.7) than any other Union group. The average number of activities for all Union respondents is 5.5.

Non-Union people in these years averaged more college activities (2.9) than any other non-Union group. The average number of activities for non-Union respondents is 2.6

The Union respondents in this group are the only Union graduates in all the groupings that average less community activities than the non-Union respondents. These Union graduates average 6.5 activities and the non-Union graduates average 8.5 community activities. The non-Union

graduates from these years have a higher average of community activities than any other group, Union or non-Union except for the Union depression graduates. The Union graduates have a lower average number of community activities than any other Union group except the most recent graduates who have had but a short time to participate in community activities.

The Union respondents in this group are the only Union graduates in all the groupings that average fewer community offices and positions than the non-Union graduates. These Union graduates average 4.4 community offices or positions and the non-Union graduates average 7.2 community offices or positions. The non-Union graduates from these years average more community offices and positions than any other group, Union or non-Union. The Union graduates have a higher average of community positions than any Union group except the graduates of the depression.

More Union graduates (36.4%) in these years belong to political parties than any other group, Union, or non-Union.

Except for political activity, the non-Union graduates from these years are much more active in their communities than the Union graduates, and except for political activity and number of community offices or positions, the Union graduates from these years are less active in their communities than most other Union graduates and were less active in their college days than other Union graduates.

It could be surmised that the absence of a building and a Union advisory staff and the prestige motive of students in holding a Union position in these years, might be contributing factors to the differences

in the Union graduates of the 1920-1926 years from other Union year groups.

It is difficult to determine why the non-Union graduates in this group were more active in college than other non-Union graduates. Their higher number of community activities and positions than any other group, Union or non-Union can partially be explained by their longer time out in the communities, but for some reason, which is not apparent, they are more active than the Union graduates who have been out of school a similar length of time.

1931-1934 Depression Years

The years, 1931-1934, were the creative of "golden" years of the initial Union program development. The building had been opened three years and most of the initial operating problems had been solved. The Director of the building and other program staff members had no business or operating responsibilities as they were turned over completely to a business staff, and could devote most of their time to student committees.

There were few student cars and the students had little money, so the Union and Union programs were the central recreation interest of the campus. The depression was a time of general concern by students and other citizens alike for better social and economic conditions.

The results from this group vary from other groups in the following ways:

The Union graduates average more campus activities (5.9) than any other group, Union or non-Union. The average number of activities for all Union respondents is 5.5

The Union graduates average more community activities (7.9) than

any other group, Union or non-Union. The average number of activities for all Union respondents is 6.6. There is a greater difference between the community participation by the Union and non-Union graduates in this group than in any other group. (Non-Union graduates of these years average 4.8 community activities.)

The Union graduates average more community offices and positions than any other group, Union or non-Union except the non-Union graduates of the twenties.

More Union graduates have made a monetary campaign contribution (73%) and run for office (18.9%) than any other group, Union or non-Union. (Among non-Union graduates of this same era, 25% made a monetary campaign contribution and 2.7% have run for office.)

One reason for this high community activity for these Union graduates might be that their campus experience helped them to adjust to the depression into which they graduated, and helped to make them feel a responsibility to their communities at a time when active community and civic participation was vitally needed and encouraged.

Another reason for the high activity of these graduates is their age (47-50 years), a time when family responsibilities tend to be lower and graduates are more securely established and thus are able to participate in their community activities.

A possible reason for the large difference in community activity and political activity between the Union and non-Union graduates of this era may be attributed to the difference Union experience and a Union staff made.

1938-1941 So-called normal years. No depression or war.

These were busy years for the Union. The staff was occupied in building the theater. The Director had to assume the business responsibility for the first time. The Union board was reorganized in 1940, with the campus governing role lodged in a new group, separate from the Union called the Student Board or Wisconsin Student Association. The programming function of the old Union board was lodged in a new group, the Union Directorate.

The results from this group vary from the other years in the following ways:

More Union graduates in these years have held no community positions (20.5%) than non-Union (7.7%).

More non-Union graduates (74.9%) have campaigned actively for a candidate or a political party than Union (25.6%).

In all other results, the Union graduates of these years participate more in community and political activity than the non-Union.

1942-1945 War Years

The Union, as was the country, was disrupted thru out the war years. Service men stationed at the University and at nearby Truax Field, Army Air Force Base, came to the Union in large numbers. The Union staff was small and overworked. Women students took over the governing of the campus. (The number of Union women in our sample jumped from 6 in 1942-1945 to 19 during the war.) The Union organization had been dominated by men for years and suddenly women, with little background or experience, were in leadership positions in the Union.

The results from this group vary from the other groups in the

following ways:

It is the only group where women outnumber the men.

Only 63.3% of the Union women in these years returned their questionnaires as compared to 83.3% of the non-Union women. This return by the Union women is the lowest return of any other group, Union or non-Union.

1947-1950 Post-War Years

At the beginning of these years, the Union and the University were struggling with record high enrollments. Towards the end of this era, enrollment was leveling off and the campus again became more normal. The Union staff was able to devote more time to students than it had in the last two year groupings.

The results from this group vary from the other years in the following ways:

This group had the highest return on the questionnaire, probably because they have been out of school a short time and do not have to tax their memories to recall either campus or community activity, and possibly also because they have a greater interest in college activity problems than those farther removed in years from the campus.

Because of their age, this group naturally has the highest percentage of single people (34.1% Union, 20% non-Union) especially among the Union men where 42.9% are single as compared to 19.2% of non-Union men. There is little difference between the women, 15.4% of Union women and 21.4% of non-Union women being single. As more of the non-Union men are married than Union men, we find that only 42.3% of non-Union men have no children as compared to 67.9% of the Union men.

However, the women's figures are surprising. Although around the same number are married, 61.5% of the Union women have no children and 21.4% of non-Union women have no children. As fewer Union women have children than the non-Union women, it is not surprising to find that more Union women (61.5%) are employed than non-Union (14.3%).

The non-Union students average less campus activities than any other year grouping, Union or non-Union.

The total per cent of both Union and non-Union people who participate in different types of community organizations is smaller for this group than any other group. One exception is in the Arts field where the Union and non-Union graduates are second highest of all the year groupings.

These graduates, Union and non-Union, average fewer community activities and fewer community positions and offices than do any other year groupings.

The graduates, Union and non-Union have the poorest voting record in local and state elections than do any of the other year groupings. The Union graduates have the poorest voting record in national elections of any group, Union, 87.8% or non-Union, 97.5%. The voting record of the non-Union graduates in national elections does not vary from the other non-Union year groupings.

Less of these non-Union graduates are members of a political party than any other group.

The lower community participation of this group as compared to other groups, is probably due to:

Their relatively fewer years out of college, and thus less time,

in years, than the other groups to participate.

Their mobility, as they often move from place to place because of military obligations or job hunting and jobs and thus have little opportunity to get established.

They are more occupied than other groups in establishing a home, a family, and an income.

Less acceptance of younger people in many community activities such as service clubs, and civic improvement groups as older people are usually assigned the important community responsibilities.

There seems to be no evident reason why the Union graduates should have a lower voting record in national elections than the non-Union group.

Comparisons with other studies

It is interesting to compare the findings of this study with the findings of others who have studied college graduates.

Campus Activity

The Time magazine study of graduates from 1,037 American colleges found that there is a trend toward more participation in college activities and found that recent graduates participate in more activities than older graduates.¹ This trend is not evident among either the Union or non-Union graduates of the University of Wisconsin whose number of activities do not vary substantially from one year grouping to another.

¹ Op. Cit., Havemann, E., West, P., p. 5.

Benefits of Campus Activity

The women Mortarboard graduates of the University of Wisconsin surveyed in 1948 mentioned training in organizational techniques most frequently as a benefit of extra-curricular activities.² The Union and non-Union women in the present study cited 'Opportunities for getting acquainted with fellow students' and 'Understanding of other people's point of view and motives' most frequently as things that enabled them to become effective participants in their communities. 'Organizational techniques ranked lower.

Community Activity

Studies done by Chapin and Mehus in 1926 and 1929 of University of Minnesota graduates found that students who were actively engaged in extra-curricular activities in college were more active in community affairs than students who had been less active in college.³ Similarly the present study indicates that former Union leaders are more active in their communities than a sample of other University of Wisconsin graduates.

Brady found in her follow up study of women Mortarboard graduates of the University of Cincinnati that they participated in greater numbers in types of organizations which are primarily concerned with the welfare of their children and families.⁴ This is true for the women in both Union and non-Union groups whose three most popular

² Op. Cit., Chervenik.

³ Op. Cit., Chapin, F., Mehus, O., p. 91.

⁴ Op. Cit., Brady, M., p. 91.

types of activities are school related, church related and community service.

The women in Brady's study averaged 4 community activities.⁵ The women in both the Union and non-Union groups average more than this; 6.6 for the Union women and 5.1 for the non-Union women.

Political Activity

Both the Union and non-Union graduates at Wisconsin take a more active interest in politics than the graduates surveyed in the Time magazine study. Only 17% of the Time sample have contributed to a political cause or party.⁶ 40.6% of Union graduates and 26.9% of non-Union graduates made a monetary contribution in the 1952 election.

6% of the Time graduates have tried for or held an elective office,⁷ as compared to 10% of Union graduates and the lower per cent of 4.6 for the non-Union graduates.

88.9% women Mortarboard graduates of the University of Cincinnati in the Brady study indicated they voted "regularly" in local, state, and national elections.⁸ The Union women graduates indicate a similar voting pattern. The non-Union graduates vote less in local and state elections than do the Brady women and more often in national elections.

⁵ Ibid., p. 36.

⁶ Op. Cit., Havemann, E., West, P., p. 125.

⁷ Ibid., p. 125.

⁸ Op. Cit., Brady, V. p. 81.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

What can we conclude from the findings of the survey? The findings indicate:

1. Union graduates, regardless of sex, place of college residence, present occupation, marital status and year of graduation are more active participants in their communities, and are more active politically than the non-Union graduates. The only exceptions are the Union graduates of 1920-1926, the years before there was a Union building and staff, who are less active in their communities than are the non-Union graduates of these years.
2. Many more Union graduates than non-Union graduates say they have learned things from campus activities that they feel should be stressed in extra-curricular activities.
3. The great majority of the Union graduates say they have benefited from their college activities and they identify the Union as the activity that made the most important contribution to their civic and community interests, their effectiveness on a job, and their personal interests or avocations.

When the study was initiated, it was recognized that the results perhaps would not prove or disprove that a person who becomes active in the Union while in college will thereupon be motivated to become active in his community. But it was felt that the study could throw

light on whether or not there is reason to believe that Wisconsin Union participation is the kind of participation which seems to accompany or encourage later citizenship activity (and not discourage later activity) and teach skills and techniques and attitudes that would be helpful in community life; and to discover if Union activity is a favorable setting in which to develop further those citizenship interests and motivations which college students may already have.

It does appear obvious that Union activity accompanies and even encourages later citizenship activity and that Union leaders (in contrast to other students) say they learn many skills, techniques, and attitudes which have been helpful to them in their after college life.

What are the differences in college experiences between graduates active in the Union in college and other graduates:

1. The Union graduates had a building, the Union, the campus community center, with facilities for games, dances, informal parties, movies, informal discussions and lectures, dining, lounging, concerts and theater attractions, craft work, art shows, recreational reading, meeting rooms, student offices, and other student needs.
2. The Union graduates had the responsibility as chairmen, working with student committees, to plan within the building the social, cultural, and recreational program for all the campus. At the Wisconsin Union, the responsibility for student programming rests squarely with the students, and although there is staff guidance and advice in activities, staff guidance does not mean staff dictation or domination of the students. The final decisions in student programming

at the Union are in the hands of students.

3. The Union graduates had a Union staff to serve them as program advisors, counselors, teachers, and friends. Twice as many Union graduates as non-Union graduates say they received guidance from staff and faculty in college extra-curricular activities. At Wisconsin, the Union is the only student activity (except perhaps for the religious organizations) that throughout the years has had an active staff working closely with the students and aiding them in their personal development, leadership training, and in their programming plans and ideas. The only group of Union graduates who had no building in which to work and received no staff guidance was the group of 1920-1926, and these are the only graduates who are lower than the non-Union graduates in community participation. The graduates of 1931-1934, who, along with the recent graduates had the most staff guidance are the highest of any year group in community participation and are comparatively higher than the non-Union graduates of the same years than any other year groupings.

4. As was stated in Chapter I, "one of the central enterprises of the Union is to give students the opportunity and responsibility of planning their own community programs (and) to coach them in how to work well together doing it".¹ It would seem that this combination: real student government and management of student programs accompanied by friendly staff coaching and guidance can make the difference between meaningful and educational student activities and less fruitful

¹ Op. Cit., Butts, P., P. 9.

college activity. Graduates in both group, Union and non-Union seem to agree, as 7 out of 10 feel that guidance from staff and faculty should be stressed in college extra-curricular activities.

Recommendations

The record of knowledge and achievement of Union leaders is not perfect and can be improved in community participation, political activity, and learning and training in college.

Community Participation

The findings indicate (Table 9, Page 39) that Union graduates average 6.6 community activities per person and non-Union graduates average 5.5 activities per person. However, the findings also indicate (Table 7, page 35) that very few graduates (less than 10% in either group) participate in organizations concerned with International relations, Interracial relations, and Aid to foreign born. Many small communities may not have organizations concerned with these areas which may account partially for the low amount of participation. But, if universities and colleges and college Unions wish to activate interest in students in international and interracial areas which may have a carry over into later life, it would appear that they should work to expand programs such as International Clubs, Human Relations' committees, Mock United Nations conferences, forums and discussions dealing with international and interracial questions, cultural programs designed to present different world cultures, and other similar programs.

Political Activity

Although the record of political participation of Union

graduates is slightly higher than non-Union graduates, the findings show (Table 15, page 48) that less than half of the Union graduates, and less than a fourth of the non-Union graduates have campaigned actively for a candidate or party or made a monetary campaign contribution. If the universities and Unions wish to fulfill their aim of developing active citizens, it would seem that Unions should expand and increase such programs as political forums and discussions, mock political conventions, mock national and state elections, and other such programs.

Learning and Training

Many of the Union graduates say they did not learn the things in college that they think are important to learn. Table 22 below shows the difference in what the Union graduates said should be stressed in college extra-curricular activities and what they actually received or learned.

Table 22: The things that Union respondents feel should be stressed in college activities and the things they received or learned in college extra-curricular activities or elsewhere in college

(Number of respondents)	<u>Should be Stressed</u> (170)	<u>Received or Learned</u> (170)
Understanding of other people's point of view and motives	94.7%	78.2%
Training in delegating responsibility	91.2	68.2
Training in communicating ideas	90.	62.4
Methods of program planning and organization	89.4	67.4
Opportunities for getting acquainted with fellow students	88.8	91.2

Table 22 (Continued)

	<u>Should be Stressed</u>	<u>Received or Learned</u>
Training in effective organization of personal time	88.2	40.6
Understanding of purpose of activity	85.9	71.8
Training in conducting good business meetings	85.3	73.5
Methods for attacking problems	84.1	51.4
Financial responsibility	82.4	55.9
Personal leadership of a program or event	82.4	81.8
Methods for conducting group discussions	81.1	55.3
Training in presenting an organized argument for a point of view	81.1	41.8
A variety of activity experience	72.9	72.9
Evaluation of activities to improve operation and programs	72.9	37.1
Relation of campus activities to post-college activity and jobs	72.4	45.3
Guidance on "how to do it" from staff and faculty	69.4	60.6
Record keeping	68.2	47.1
Budget making	66.5	44.1
Importance of routine work	64.1	58.2
Publicity and promotion techniques	56.6	50.3
Evaluation of student's personal contribution to activity	55.9	27.6
Interview skills	55.3	33.
Roberts Rules of Order	51.8	50.
Little or no assistance from staff and faculty	30.6	27.1

Table 22 (preceeding pages) shows the difference in what the Union graduates said should be stressed in college extra-curricular activities and what they actually received or learned. The number of graduates who said they received or learned things in college is close to the number who felt the item should be stressed in only eight out of twenty-five items:

Opportunity for getting acquainted with fellow students

Personal leadership of a program or event

A variety of activity experiences

Guidance on how to do it from staff and faculty

Importance of routine work

Publicity and promotion techniques

Roberts Rules of Order

Little or no assistance from staff and faculty.

In the remaining seventeen items the number of graduates who feel an item should be stressed in college extra-curricular activities is much greater than the number who say they received or learned the item in college.

In the ten items that the graduates rated as most important to receive or learn in college:

More than twice as many graduates said that Training in effective organization of personal time should be stressed than graduates who said they learned this in college.

64% more graduates said that Methods for attacking problems should be stressed in college than graduates who said they learned this in college.

45% more graduates said that training in communicating ideas should be stressed than graduates who said they learned this in college.

30% more graduates said that training in delegating responsibility, methods of program planning and organization, and financial responsibility should be stressed than graduates who said they learned them in college.

Around 20% more graduates say that understanding of purpose of activity and training in conducting good business meetings should be stressed than graduates who learned this.

In the remaining two items in the top ten, opportunity for getting acquainted with fellow students, and personal leadership of a program or event; the number of graduates who feel that they should be stressed is close to the number who say they received or learned them.

Although the findings show that many more Union graduates than non-Union graduates have learned things from college activities that they feel should be stressed (Table 16, page 51 and Table 17, page 54) the Wisconsin Union should realize that many areas have not been stressed enough and should attempt to emphasize them more with present and future students.

General Conclusions

The study indicates that students active in the Wisconsin Union have been motivated to later citizenship activity and have learned many useful skills, techniques and attitudes. The study has also indicated that the record of knowledge and achievement of Union leaders is not perfect. The Union student leaders and staff can now

recognize those areas that have not been emphasized enough in the past and emphasize these areas with students while continuing to stress those things that Union graduates say they have learned from activities.

It does seem apparent that a significant Union contribution to the central purpose of colleges and universities is likely to occur only if students have good tools and resources to work with in the form of a reasonably adequate Union building, if students working in Union activities have real responsibility and self-management of programs, and if there is also an adequate, trained staff who recognize the importance of training students in social responsibility, and the importance of teaching students the values and skills that are useful to citizens in community life.

Recommendations for Future Study

The results of this study can only be applied to leader-graduates of the Wisconsin Union. Studies done at other college Unions would indicate whether Union leader-graduates throughout the country are more active in their communities than other University graduates.

This survey only dealt with Union leaders, and not students who were members of Union committees and clubs. A survey done on these graduates would indicate if Union experience benefits other students besides leaders.

A survey matching Union leaders and another group made up only of student leaders might highlight further the possible effect a Union advisory staff has on activity graduates.

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Name _____ If married woman, what was your maiden name _____
 Year of Graduation _____ University Major _____
 Number of years at University of Wisconsin in Madison _____
 Married _____ Single _____ Other (Widowed, divorced, etc.) _____
 Number of Children _____ Ages of Children _____
 Have Full Time Position _____ Part Time Position _____ Not working at paid job _____
 Title and Field of Present Work _____

I. CAMPUS ACTIVITIES

On the left hand side of the page we have listed general types of activities. Please (1) write in the name of the organizations or committees in which you participated in college, (2) the number of years you were a member of each organization, (3) the name of any office or position you held, and (4) the number of years you held your title or position.

Activity	(1) Name of your organization or committee	(2) No. of years of membership	(3) Name of office or position you held	(4) No. of years in office or position
<u>Dramatics</u>	_____	_____	_____	_____
	_____	_____	_____	_____
<u>Publications</u>	_____	_____	_____	_____
	_____	_____	_____	_____
<u>Departmental Club</u>	_____	_____	_____	_____
<u>Honorary fraternity or sorority</u>	_____	_____	_____	_____
	_____	_____	_____	_____
<u>Professional frater- nity or sorority</u>	_____	_____	_____	_____
<u>Musical Organization</u>	_____	_____	_____	_____
<u>Forensics and Debate</u>	_____	_____	_____	_____
<u>Wisconsin Union</u>	_____	_____	_____	_____
<u>Wis. Student Assoc. (Student Board)</u>	_____	_____	_____	_____
<u>Women's Self Govern- ment Assoc.</u>	_____	_____	_____	_____
<u>Class or College Governing Assoc.</u>	_____	_____	_____	_____

Activity	(1) Name of your organization or committee	(2) No. of years of membership	(3) Name of office or position you held	(4) No. of years in office or position
Campus Political organization	_____	_____	_____	_____
Religious organization	_____	_____	_____	_____
YMCA or YWCA	_____	_____	_____	_____
All-Campus Committees	_____	_____	_____	_____
Other Activity	_____	_____	_____	_____

Where did you live in college? (Please check the kind of residences in which you lived)

Check	No. of years	Name of office or position held in living unit
_____ University dormitory	_____	_____
_____ Private dormitory	_____	_____
_____ Independent house	_____	_____
_____ Fraternity or sorority	_____	_____
_____ At home	_____	_____

II. POST-COLLEGE ACTIVITIES

On the left hand side of the page we have listed general types of civic and community organizations. Please (1) write in the name of any community or civic organization in which you have participated since college; (2) the number of years you have been a member of each organization, (3) the name of any title or position you have held, and (4) the length of time you have held the title or position.

Type of Organization	(1) Name of your Organization	(2) No. of years of membership	(3) Name of title or position you have held	(4) No. of years in title or position
Service Clubs (Kiwanis, Lions, Rotary, Zonta and similar organizations)	_____	_____	_____	_____
Veterans' Organizations	_____	_____	_____	_____

Type of Organization	(1) Name of your Organization	(2) No. of years of membership	(3) Name of title or position you have held	(4) No. of years in title or position
Political action, (non-partisan) organ.				
(League of Women				
Voters, Civil Liberties Union, and similar organizations)				
School related (PTA, school boards, and similar organ.)				
Church related (Church offices or committee work, welfare organizations, etc.				
Arts (museum, arts, drama, music, and similar organ.)				
Youth organizations				
(Boy Scouts, Girl				
Scouts, Campfire				
Girls, Youth Centers, and similar organ.)				
Community Service				
(American Red Cross,				
Y's, Settlement				
Houses, Social Welfare Comm., Chest				
campaign solicitor,				
TB, March of Dimes, etc.)				
Health Services (Gray				
Lady, Nurses Aid,				
comm. for disabled,				
hard of hearing,				
blind, and similar organ.)				
Civic Improvement				
Groups (Chamber of				
Commerce, Volunteer				
Comm., and similar organizations)				
Vocational (Business				
and professional				
organ., labor unions,				
and similar organ.)				

Type of Organization	(1) Name of your Organization	(2) No. of years of membership	(3) Name of Title or position you have held	(4) No. of years in title or position
International Relations (UN organ., foreign policy ass'n, and similar organ.)				
Aid to Foreign Born (Council on Naturalization and Citizenship, and similar organ.)				
Interracial Relations (NAACP, Urban League, and similar organ.)				
Women's Clubs (AAUW, city women's clubs, junior league, and similar organizations)				
Village, City, State Boards and Commissions (Police, Park Commissions, and similar organizations)				
State, Regional, or National service, professional, or action groups not listed above.				
University related (Wisconsin or other college alumni clubs or special project committees)				
Other				

Please write in name of any recognition or award you have received for any of your community activities _____

III. POLITICAL ACTIVITY

Please check your answer to the following questions:

I voted in the last:

Local election

Yes

No

State election

National election

I am a dues paying member of a political party

	Yes	No
I campaigned actively for a candidate or party in the last:		
Local election	_____	_____
State election	_____	_____
National election	_____	_____
I made a monetary campaign contribution in the 1952 election	_____	_____
I have been a candidate for election to a: (if "yes" give name of office)		
Local office	_____	_____
State office	_____	_____
National office	_____	_____
I have served (or am now serving) as an elective official in a: (if "yes" give name of office)		
Local office	_____	_____
State office	_____	_____
National office	_____	_____

IV. YOUR OPINIONS

The University of Wisconsin wants to make its extra-curricular activities of maximum value to its students to enable them to become effective participants in their communities. Please check in the four columns below those things you think (1) should be stressed in college extra-curricular activities, (2) are not particularly important, (3) those things you received or learned in college extra-curricular activities, and (4) those things you did not learn or receive in college extra-curricular activities or elsewhere in college. For each item please check two columns: either 1 or 2 and either 3 or 4.

	CHECK ONE OF THESE		CHECK ONE OF THESE	
	(1) Should be stressed	(2) Not very im- portant	(3) Did receive or learn	(4) Did not receive or learn
Training in conducting good business meetings				
Training in delegating responsibility				
Methods of program planning and organization				
Methods for attacking problems				
Methods for conducting group discussions				
Training in communicating ideas				
Interview skills				
Importance of routine work				
Budget making				
Financial responsibility				
Record keeping				
A variety of activity experiences				

	CHECK ONE OF THESE		CHECK ONE OF THESE	
	(1) Should be stressed	(2) Not very im- portant	(3) Did receive or learn	(4) Did not receive or learn
Training in presenting an organized argument for a point of view				
Guidance on "how to do it" from staff and faculty				
Little or no assistance from staff and faculty				
Publicity and promotion techniques				
Roberts Rules or Order				
Evaluation of student's personal contribution to activity				
Evaluation of activities to improve operation and programs				
Training in effective organization of personal time				
Opportunities for getting acquainted with fellow students				
Understanding of other peoples' point of view and motives				
Personal leadership of a program or event				
Understanding of purpose of activity				
Relation of campus activities to post-college activity and jobs				

Rate the college activities in which you participated in order of the importance as a contribution to your:

<u>Civic and Community Interests</u>	<u>Effectiveness on a job</u>	<u>Personal Interests or Avocations</u>
1.	1.	1.
2.	2.	2.
3.	3.	3.

In your opinion, what value, if any, do college extra-curricular activities have?

(Use back of page if necessary)

Would you like a copy of the results of this study?

Please use the enclosed envelope and return to:

Student Activity Research Project
229 Education Building
University of Wisconsin
Madison 6, Wisconsin

February 4, 1955

Dear

We need your help in an important University of Wisconsin study.

You are one of about 400 Wisconsin alumni chosen from the classes of 1920 to 1950 whom we are asking to assist us in this study. We believe the results of this study will help us to appraise university student activities and determine a desirable course of action for the future.

We would appreciate it greatly if you would complete the enclosed survey form. Some of the questions may not apply to you, but to make the results representative of Wisconsin graduates, it is important that everyone return the survey. We have tried to save your time by making a questionnaire that you can answer by check marks and filling in blanks.

Please use the enclosed stamped envelope to return the survey. We hope it will not be imposing on you too much to ask that you return it before February 21st, so the study may get under way promptly.

If you would like to know the results of this study, we will be happy to send a summary of the findings to you. You can indicate this on the last page of the questionnaire.

Thank you for your cooperation.

Sincerely,

A. H. Edgerton
A. H. Edgerton
In charge of Counselor Training

May 7, 1955

Dear

Some time ago we sent you a survey form like the one enclosed for our Student Activity Research Project.

Perhaps you mislaid the survey form or felt that your answers would not be important.

We do need your answers in order to make the survey representative of Wisconsin graduates so we can evaluate Wisconsin student activities reliably and make plans for the future. Therefore we would appreciate it greatly if you would complete the survey.

Please use the enclosed stamped envelope to return the survey. We hope you will be able to return it to us by May 23rd.

Thank you for your cooperation.

Sincerely,

A.H. Edgerton
In charge of Counselor Training.

July 9, 1955

Dear

We're working to complete our Student Activity Research Project which we wrote you about earlier this year.

We have received questionnaires from all but a few of our Wisconsin alumni surveyed. We urgently need your answers to make our results complete and valid.

We well understand why replies in a study of this kind are delayed, but we must close this phase of the project and start our analysis. I know you will help us if you possibly can.

Our final deadline for completing our research is this August. A stamped envelope and another copy of the survey are enclosed for your convenience. We hope you will be able to return your questionnaire to us by July 22nd so we can make our August deadline.

Thank you for your cooperation.

Sincerely,


A.H. Edgerton
In charge of Counselor Training

EXHIBIT E

Table 23: Sex composition of Union and non-Union samples.

(Number)	<u>UNION</u> (170)	<u>NON-UNION</u> (175)
<u>Male</u>	72.4%	69.1%
<u>Female</u>	27.6	30.9
<u>Total</u>	100 %	100 %

EXHIBIT F

Table 24: Composition of Union and non-Union samples by year of graduation.

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Year of Graduation</u>						
<u>1920-1926</u>	17.9%	20.7%	0 %	0 %	12.9%	14.3%
<u>1931-1934</u>	22.8	19.8	19.1	14.8	21.8	18.3
<u>1938-1941</u>	26.8	26.4	12.8	13.	22.9	22.3
<u>1942-1945</u>	9.8	11.6	40.4	46.3	18.2	22.3
<u>1947-1950</u>	22.8	21.5	27.7	25.9	24.1	22.9
<u>Total</u>	100 %	100 %	100 %	100 %	100 %	100 %

Table 25: University major of Union and non-Union respondents.

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>					
<u>(Total)</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>						
<u>Number</u>															
Union (22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(41)	(123)	(47)	(170)	
Non-															
Union (25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(40)	(121)	(54)	(175)	
<u>Major</u>															
<u>Agriculture</u>															
Union 0 %	3.6%	0 %	2.7%	3. %	0 %	2.6%	0 %	0 %	0 %	7.1%	0 %	4.9%	3.3%	2.4%	
Non-															
Union 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<u>Commerce</u>															
Union 22.7	14.3	11.1	13.5	9.1	0	7.7	8.3	0	3.2	7.1	7.7	7.3	12.2	4.3	10.
Non-															
Union 24.	16.7	12.5	15.6	9.4	0	7.7	21.4	0	7.7	3.8	7.1	5.	14.	3.7	10.9
<u>Education</u>															
Union 0	0	11.1	2.7	12.1	16.7	12.8	0	15.8	9.7	10.7	15.4	12.2	5.7	14.9	8.2
Non-															
Union 0	4.2	12.5	6.3	6.3	42.9	12.8	7.1	20.	15.4	7.7	7.1	7.5	5.	18.5	9.1

Table 25 (Continued)

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>					
<u>(Total)</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>					
<u>Engineering</u>																
Union	4.5%	3.6%	0 %	2.7%	6.1%	0 %	5.1%	33.3%	0 %	12.9%	21.4%	0 %	11.4 %	0 %	8.2%	
Non-																
Union	8.	8.3	0	6.3	9.4	0	7.7	35.7	0	12.8	26.9	0	17.5	15.7	0	10.9
<u>Home Economics</u>																
Union	0	0	0	0	0	50.	7.7	0	21.1	12.9	0	7.7	2.4	0	17.	4.7
Non-																
Union	0	0	0	0	0	14.3	2.6	0	8.	5.1	0	14.3	5.	0	9.3	2.9
<u>Letters and Science, General or Unspecified</u>																
Union	9.1	0	11.1	2.7	0	0	0	0	0	0	0	0	0	1.6	2.1	1.8
Non-																
Union	8.	0	0	0	0	0	0	0	0	0	3.8	7.1	5.	2.5	1.9	2.3
<u>Letters and Science, Humanities (languages, speech, English literature)</u>																
Union	9.1	7.1	11.1	8.1	3.	16.7	5.1	8.3	5.3	6.5	10.7	23.1	14.6	7.3	12.8	8.8
Non-																
Union	12.	8.3	25.	12.5	0	42.9	7.7	0	20.	12.8	15.4	28.6	20.	7.4	25.9	13.1

Table 25 (Continued)

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
<u>Male</u> <u>(Total)</u>	<u>Male</u>	<u>Fe-</u>		<u>Fe-</u>		<u>Fe-</u>		<u>Fe-</u>		<u>Fe-</u>						
		<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>					
<u>Letters and Science, Natural Sciences (math, zoology, chemistry, etc.)</u>																
Union	9.1%	10.7%	0 %	8.1%	6.1%	0 %	5.1%	8.3%	0 %	3.2%	3.6%	0 %	2.4%	7.3%	0 %	5.3%
Non-Union	16.	12.5	0	9.4	12.5	0	10.3	0	4.	2.6	7.7	0	5.	10.7	1.9	8.
<u>Letters and Science, Social Sciences (history, political science, economics, sociology, psychology, etc.)</u>																
Union	36.4	35.7	44.4	37.8	36.4	16.7	33.3	16.7	52.6	38.7	25.	46.2	31.7	31.7	44.7	35.3
Non-Union	28.	37.5	50.	40.6	56.3	0	46.2	14.3	44.	33.3	26.9	35.7	30.	35.5	37.	36.
<u>Letters and Science, Technical (medical technician, physical therapy, nursing, etc.)</u>																
Union	0	0	0	0	0	0	0	0	5.3	3.2	0	0	0	0	2.1	.6
Non-Union	0	0	0	0	0	0	0	0	4.	2.6	0	0	0	0	1.9	.6
<u>Music</u>																
Union	0	0	0	0	6.1	0	5.1	0	0	0	0	0	0	1.6	0	1.2
Non-Union	0	0	0	0	3.1	0	2.6	0	0	0	0	0	0	.8	0	.6

EXHIBIT H

Table 26: Number of years spent at the University of Wisconsin at Madison by Union and non-Union respondents. (One half year counted with higher year.)

		<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>
		<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>
		<u>(Total)</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>
<u>Number</u>												
Union	(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(41)
Non-												(170)
Union	(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(40)
												(175)
<u>Number of Years</u>												
<u>Two</u>												
Union	0 %	0 %	11.1%	2.7%	3. %	0 %	2.6%	0 %	15.8%	9.7%	0 %	0 %
Non-												.8%
Union	12.	8.3	0	6.3	9.4	0	7.7	0	32.	20.5	11.5	21.4
												15.
												9.1
												20.4
												12.6
<u>Three</u>												
Union	9.1	7.1	11.1	8.1	0	33.3	5.1	8.3	31.6	22.6	17.9	15.4
Non-												17.1
Union	8.	12.5	50.	21.9	12.5	42.9	17.9	14.3	12.	12.8	19.2	7.1
												15.
												13.2
												20.4
												15.4
<u>Four</u>												
Union	72.7	32.1	66.7	40.5	54.5	66.7	56.4	41.7	42.1	41.9	35.7	76.9
Non-												48.8
Union	56.	45.8	50.	46.9	40.6	57.1	43.6	42.9	44.	43.6	34.6	50.
												40.
												47.2
												59.6
												50.6
												43.8
												48.1
												45.1

Table 26 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>			
	<u>(Total)</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>			
<u>Five</u>																
Union	13.6%	25. %	0 %	18.9%	9.1%	0 %	7.7%	16.7%	5.3%	9.7%	21.4%	7.7%	17.1%	43. %	13.5%	
Non-Union	16.	12.5	0	9.4	21.9	0	17.9	35.7	12.	20.5	26.9	21.4	25.	21.5	11.1	18.3
<u>Six</u>																
Union	4.5	14.3	0	10.8	18.2	0	15.4	25.	5.3	12.9	17.9	0	12.2	15.4	2.1	11.8
Non-Union	.8	16.7	0	12.5	6.3	0	5.1	7.1	0	2.6	0	0	0	7.4	0	5.1
<u>Seven and over</u>																
Union	0	21.4	11.1	18.9	15.2	0	12.8	8.3	0	3.2	7.1	0	4.9	11.4	2.1	8.8
Non-Union	0	4.2	0	3.1	9.4	0	7.7	0	0	0	7.7	0	5.	5.	0	3.4
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

EXHIBIT I

Table 27: Marital status of Union and non-Union respondents.

		<u>1920-1926</u>			<u>1931-1934</u>			<u>1938-1941</u>			<u>1942-1945</u>			<u>1947-1950</u>			<u>Total</u>	
	<u>Number</u>	<u>Male</u>		<u>Total</u>	<u>Male</u>		<u>Total</u>	<u>Male</u>		<u>Total</u>	<u>Male</u>		<u>Total</u>	<u>Male</u>		<u>Total</u>	<u>Female</u>	<u>Total</u>
		<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>			
		(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)	
		(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)	
<u>Marital Status</u>																		
<u>Single</u>																		
Union	4.5%	10.7%	11.1%	10.8%	9.1%	16.7%	10.3%	0%	10.5%	6.5%	42.9%	15.4%	34.1%	15.4%	12.8%	14.7%		
Non-Union	0	12.5	25.	15.6	3.1	0	2.6	0	16.	10.3	19.2	21.4	20.	7.4	16.7	10.3		
<u>Married</u>																		
Union	81.8	89.3	77.8	86.5	87.9	83.3	87.2	100.	84.2	90.3	57.1	84.6	65.9	81.3	83.	81.8		
Non-Union	96.	87.5	75.	84.4	96.9	85.7	94.9	100.	80.	87.2	80.8	78.6	80.	91.7	79.6	88.		
<u>Widowed</u>																		
Union	4.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.6		
Non-Union	0	0	0	0	0	0	14.3	2.6	0	4.	2.6	0	0	0	0	3.7	1.1	122

EXHIBIT J

Table 28: Number of children of Union and non-Union respondents.

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>					
<u>(Total)</u>	<u>(Total)</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>					
<u>Number</u>																
Union	(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(41)	(123)	(47)	(170)	
Non-Union	(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(54)	(175)	
<u>Number of Children</u>																
<u>None</u>																
Union	9.1%	3.6%	11.1%	5.4%	18.2%	16.7%	17.9%	33.3%	21.1%	25.8%	67.9%	61.5%	65.9%	26.0%	29.8%	27.1%
Non-Union	20.0	37.5	25.0	34.4	6.3	14.3	7.7	14.3	32.0	25.6	42.3	21.4	35.0	24.0	25.9	24.6
<u>One</u>																
Union	31.8	0	0	0	21.2	16.7	20.5	8.3	10.5	9.7	14.3	15.4	14.6	15.4	10.6	14.1
Non-Union	28.0	8.3	12.5	9.4	18.8	14.3	17.9	7.1	4.0	5.1	19.2	35.7	25.0	17.4	14.8	16.6
<u>Two</u>																
Union	40.9	32.1	11.1	27.0	39.4	16.7	35.9	41.7	10.5	22.6	7.1	23.1	12.2	30.9	14.9	26.5
Non-Union	24.0	16.7	25.0	18.8	40.6	14.3	35.9	42.9	28.0	33.3	30.8	35.7	32.5	30.6	27.8	29.7

Table 28 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Total</u>					
	<u>(Total)</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>Total</u>					
<u>Three</u>																
Union	13.6%	50. %	77.8%	56.8%	3. %	50. %	10.3%	16.7%	47.4%	35.5%	10.7%	7.3%	18.7%	40.4%	24.7%	
Non-																
Union	20.	25.	25.	25.	25.	42.9	28.2	35.7	28.	30.8	7.7	7.1	7.5	24.1	22.3	
<u>Four</u>																
Union	4.5	14.3	0	10.8	15.2	0	12.8	0	5.3	3.2	0	0	0	8.1	2.1	6.5
Non-																
Union	4.	4.2	12.5	6.3	9.4	14.3	10.3	0	8.	5.1	0	0	0	4.1	7.4	5.1
<u>Five and Six</u>																
Union	0	0	0	0	3.	0	2.6	0	5.3	3.2	0	0	0	.8	2.1	1.2
Non-																
Union	4.	8.3	0	6.3	0	0	0	0	0	0	0	0	0	2.5	0	1.7
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

EXHIBIT K

Table 29: Ages of children of Union and non-Union respondents. (Listed according to youngest child)

		<u>1920-1926</u>			<u>1931-1934</u>			<u>1938-1941</u>			<u>1942-1945</u>			<u>1947-1950</u>			<u>Total</u>	
		<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>	
		<u>(Total)</u>			<u>male</u>			<u>male</u>			<u>male</u>			<u>male</u>				

Table 29
(Continued)

		<u>1920-1926</u>			<u>1931-1934</u>			<u>1938-1941</u>			<u>1942-1945</u>			<u>1947-1950</u>			<u>Total</u>	
		<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>	
		<u>(Total)</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>Total</u>	<u>male</u>	<u>Total</u>		
<u>5 - 8 years</u>																		
Union	0 %	53.6%	44.4%	51.4%	18.2%	50. %	23.1%	0 %	21.1%	12.9%	3.6%	0 %	2.4%	17.9%	23.4%	19.4%		
Non-																		
Union	4.	20.8	12.5	18.8	18.8	42.9	23.1	14.3	4.	7.7	0	0	0	11.6	9.3	10.9		
<u>9 - 11 years</u>																		
Union	13.6	10.7	11.1	10.8	9.1	16.7	10.3	8.3	0	3.2	0	0	0	8.1	4.3	7.1		
Non-																		
Union	8	4.2	12.5	6.3	3.1	0	2.6	0	0	0	0	0	0	3.3	1.9	2.9		
<u>12 - 14 years</u>																		
Union	4.5	7.1	11.1	8.1	0	0	0	0	0	0	0	0	0	2.4	2.1	2.4		
Non-																		
Union	8.	4.2	25.	9.4	0	0	0	0	0	0	0	0	0	2.5	3.7	2.9		
<u>15 - 17 years</u>																		
Union	9.1	0	0	0	0	0	0	0	0	0	0	0	0	1.6	0	1.2		
Non-																		
Union	28.	8.3	12.5	9.4	0	0	0	0	0	0	0	0	0	7.4	1.9	5.7		

EXHIBIT L

Table 30: Employment status of Union and non-Union respondents.

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
<u>Number</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>					
	<u>(Total)</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>Total</u>					
Union (22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)	
Non-Union (25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)	
<u>Employment</u>																
<u>Full Time</u>																
Union 100%	100%	22.2%	81.1%	97.0	%	16.7%	84.7%	91.7%	21.1%	48.4%	96.4%	61.5%	85.4%	97.6%	31.9%	79.4%
Non-Union 96.	100	37.5	84.4	100	14.3	84.7	100	28.	53.8	96.2	14.3	67.5	98.3	24.1	75.4	
<u>Part Time</u>																
Union 0	0	0	0	0	16.7	2.6	8.3	10.5	9.7	3.6	0	2.4	1.6	8.5	3.5	
Non-Union 4.	0	12.5	3.1	0	0	0	0	0	0	3.8	0	2.5	1.7	1.9	1.7	

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Table 31: Occupations of Union and non-Union respondents.

	<u>1920-1926</u>			<u>1931-1934</u>			<u>1938-1941</u>			<u>1942-1945</u>			<u>1947-1950</u>			<u>Total</u>	
	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	
	<u>(Total)</u>	<u>male</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>male</u>	<u>Total</u>	
<u>Number</u>																	
Union (22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)		
Non-Union (25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)		
<u>Occupation</u>																	
<u>Accounting</u>																	
Union 0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	3.6%	15.4%	7.3%	.8%	
Non-Union 8.	4.2	12.5	6.3	0	0	0	14.3	0	5.1	0	0	0	4.1	1.9	3.4	4.3%	
<u>Communication</u>																	
Union 4.5	3.6	0	2.7	15.2	33.3	17.9	8.3	0	3.2	10.7	7.7	9.8	8.9	6.4	8.2	4.3%	
Non-Union 4.	4.2	0	3.1	12.5	0	10.3	7.1	4.	5.1	11.5	0	7.5	8.3	1.9	6.3	1.8%	
<u>Education</u>																	
Union 4.5	7.1	11.1	8.1	18.2	0	15.4	16.7	21.1	19.4	10.7	7.7	9.8	11.4	12.8	11.8	4.3%	
Non-Union 16.	12.5	12.5	12.5	15.6	0	12.8	21.4	8.	12.8	11.5	7.1	10.	14.9	7.4	12.6	1.8%	

Table 31 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>				
	<u>Male</u> <u>(Total)</u>	<u>Male</u> <u>Total</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Fe-</u> <u>male</u> <u>Total</u>	<u>Male</u> <u>Total</u>	<u>Fe-</u> <u>male</u> <u>Total</u>				
<u>Sales</u>															
Union	22.7%	17.9%	0%	13.5%	12.1%	0%	10.3%	8.3%	0%	3.2%	21.4%	7.7%	17.1%	2.1%	12.9%
Non-															
Union	8.	12.5	0	9.4	15.6	0	12.8	14.3	12.	12.8	30.8	0	20.	16.5	13.1
<u>Scientific and Research</u>															
Union	4.5	0	0	0	12.1	0	10.3	0	5.3	3.2	10.7	7.7	9.8	6.5	4.3
Non-															
Union	4.	8.3	0	6.3	0	0	0	0	0	0	3.8	7.1	5.	3.3	1.9
<u>Other</u>															
Union	0	10.7	0	8.1	9.1	0	7.7	0	0	0	7.1	15.4	9.8	6.5	4.3
Non-															
Union	4.	12.5	25.	15.6	9.4	0	7.7	0	4.	2.6	3.8	0	2.5	6.6	5.6
<u>None</u>															
Union	0	0	0	0	3.	0	2.6	0	0	0	0	0	0	.8	0
Non-															
Union	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>Total</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

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Table 32: Type of campus activity of Union and non-Union respondents.

		<u>1920-1926</u>			<u>1931-1934</u>			<u>1938-1941</u>			<u>1942-1945</u>			<u>1947-1950</u>			<u>Total</u>	
		<u>Male</u>	<u>Male</u>	<u>Total</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>		
		(Total)			male			male			male			male				
<u>Number</u>																		
Union	(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)		
non-																		
Union	(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)		
<u>Campus Activity</u>																		
<u>Dramatics</u>																		
Union	36.4%	28.6%	22.2%	27.0%	6.1%	0%	5.1%	16.7%	5.3%	9.7%	21.4%	15.4%	19.5%	21.1%	10.6%	18.2%		
Non-																		
Union	4.	16.7	0	12.5	12.5	14.3	12.8	0	0	0	7.7	14.3	10.	9.1	5.6	8.		
<u>Publications</u>																		
Union	40.9	25.	44.4	29.7	24.2	33.3	25.6	16.7	15.8	16.1	14.3	23.1	17.1	24.4	25.5	24.7		
Non-																		
Union	44.	16.7	12.5	15.6	25.	14.3	23.1	28.6	12.	17.9	7.7	14.3	10.	24.	13.	20.6		
<u>Departmental Club</u>																		
Union	0	3.6	11.1	5.4	15.2	0	12.8	16.7	10.5	12.9	28.6	7.7	22.	13.	8.5	11.8		
Non-																		
Union	12.	8.3	12.5	9.4	6.3	42.9	12.8	14.3	20.	17.9	3.8	28.6	12.5	8.3	24.1	13.1		

Table 32 (Continued)

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
<u>Male</u>		<u>Fe-</u>		<u>Fe-</u>		<u>Fe-</u>		<u>Fe-</u>		<u>Fe-</u>						
<u>Male</u>	<u>Male</u>	<u>male</u>	<u>Total</u>	<u>Male</u>	<u>male</u>	<u>male</u>	<u>Total</u>	<u>Male</u>	<u>male</u>	<u>male</u>	<u>Total</u>					
<u>(Total)</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>					
<u>Forensics and Debate</u>																
Union	9.1%	7.1%	0 %	5.4%	12.1%	0 %	10.3%	0 %	5.3%	3.2%	10.7%	0 %	7.3%	8.9%	2.1%	7.1%
Non-																
Union	8.	8.3	0	6.3	6.3	14.3	7.7	14.3	4.	7.7	3.8	0	2.5	7.4	3.7	6.3
<u>Wisconsin Union</u>																
Union	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.
Non-																
Union	16.	4.2	0	3.1	9.4	0	7.7	14.3	28.	23.1	15.4	28.6	20.	11.6	20.4	14.3
<u>Wisconsin Student Association (Student Board)</u>																
Union	0	0	0	0	30.3	0	25.6	16.7	31.6	25.8	7.1	38.5	17.1	11.4	23.4	14.7
Non-																
Union	0	0	0	0	3.1	14.3	5.1	14.3	16.	15.4	0	7.1	2.5	2.5	11.1	5.1
<u>Women's Self Government Association</u>																
Union	0	0	88.9	21.6	0	33.3	5.1	0	26.3	16.1	0	30.8	9.8	0	40.4	11.2
Non-																
Union	0	0	12.5	3.1	0	0	0	0	8.	5.1	0	21.4	7.5	0	11.1	3.4

Table 32 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>						
	<u>(Total)</u>	<u>male</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>						
<u>Class or College Governing Association</u>																
Union	13.6%	28.6%	0 %	21.6%	6.1%	0 %	5.1%	16.7%	0 %	6.5%	7.1%	7.7%	13.8%	2.1%	10.6%	
Non-																
Union	4.	8.3	0	6.3	3.1	0	2.6	0	8.	5.1	0	7.1	2.5	3.3	5.6	4.
<u>Campus Political Organization</u>																
Union	4.5	10.7	0	8.1	30.3	0	25.6	16.7	26.3	22.6	14.3	38.5	22.	16.3	21.3	17.6
Non-																
Union	8.	4.2	12.5	6.3	12.5	0	10.3	7.1	8.	7.7	3.8	14.3	7.5	7.4	9.3	8.
<u>Religious organization</u>																
Union	9.1	25.	0	18.9	15.2	16.7	15.4	16.7	21.1	19.4	17.9	30.8	22.	17.1	19.1	17.6
Non-																
Union	16.	25.	50.	31.3	28.1	57.1	33.3	21.4	28.	25.6	11.5	35.7	20.	20.7	37.	25.7
<u>YMCA or YWCA</u>																
Union	4.5	14.3	55.6	24.3	15.2	0	12.8	0	10.5	6.5	3.6	0	2.4	8.9	14.9	10.6
Non-																
Union	24.	12.5	12.5	12.5	0	0	0	0	4.	2.6	3.8	7.1	5.	8.3	5.6	7.4

Table 32 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>				
	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>	<u>(Total)</u>				
<u>All-Campus Committees</u>																
Union	31.8%	39.3%	55.6%	43.2%	27.3%	50. %	30.8%	25. %	57.9%	45.2%	39.3%	76.9%	51.2%	33.3%	61.7%	41.2%
Non-																
Union	16.	8.3	0	6.3	15.6	0	12.8	7.1	20.	15.4	7.7	35.7	17.5	11.6	18.5	13.7
<u>Other Activity</u>																
Union	31.8	10.7	11.1	10.8	18.2	16.7	17.9	16.7	21.1	19.4	21.4	30.8	24.4	19.5	21.3	20.
Non-																
Union	16.	41.7	25.	37.5	21.9	28.6	23.1	50.	12.	25.6	46.2	7.1	32.5	33.1	14.8	27.4

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Table 33: Number of campus activities of Union and non-Union respondents.

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
<u>Number</u>	<u>Male</u>		<u>Fe- male</u>	<u>Male</u>		<u>Fe- male</u>	<u>Male</u>		<u>Fe- male</u>	<u>Male</u>						
	<u>(Total)</u>	<u>Total</u>		<u>Total</u>	<u>Total</u>		<u>Total</u>	<u>Total</u>								
Union (22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(28)	(13)	(41)	(123)	(47)	(170)		
Non-Union (25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(26)	(14)	(40)	(121)	(54)	(175)		
<u>Number of Campus Activities</u>																
<u>None</u>																
Union	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %		
Non-Union	16.	8.3	25.	12.5	18.8	0	15.4	21.4	24.	23.1	15.4	28.6	20.	15.7	22.2	17.7
<u>1</u>																
Union	9.1	7.1	0	5.4	9.1	16.7	10.3	8.3	5.3	6.5	3.6	7.7	4.9	7.3	6.4	7.1
Non-Union	28.	29.2	25.	28.1	25.	28.6	25.6	14.3	20.	17.9	46.2	7.1	32.5	29.8	18.5	26.3
<u>2 and 3</u>																
Union	31.8	35.7	11.1	29.7	18.2	50.	23.1	41.7	47.4	45.2	46.4	15.4	36.6	33.3	31.9	33.
Non-Union	36.	45.8	37.5	43.8	37.5	57.1	41.	42.9	32.	35.9	34.6	14.3	27.5	38.8	31.5	36.6

Table 33 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>			
	<u>(Total)</u>		<u>male</u>			<u>male</u>			<u>male</u>			<u>male</u>				
<u>4 and 5</u>																
Union	50. %	39.3%	33.3%	37.8%	48.5%	33.3%	46.2%	33.3%	21.1%	25.8%	17.9%	30.8%	22. %	38.2%	27.7%	35.3%
Non-																
Union	8.	12.5	12.5	12.5	15.6	14.3	15.4	14.3	16.	15.4	3.8	42.9	17.5	10.7	22.2	14.3
<u>6 and over</u>																
Union	9.1	17.9	55.6	27.	24.2	0	20.5	16.7	26.3	22.6	32.1	46.2	36.6	21.1	34.	24.7
Non-																
Union	12.	4.2	0	3.1	3.1	0	2.6	7.1	8.	7.7	0	7.1	2.5	5.	5.6	5.1
<u>Total</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

EXHIBIT P

Table 34: Number of campus positions held by Union and non-Union respondents.

<u>1920-1926</u>		<u>1931-1934</u>			<u>1938-1941</u>			<u>1942-1945</u>			<u>1947-1950</u>			<u>Total</u>		
<u>Number</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>
	<u>(Total)</u>		<u>male</u>			<u>male</u>			<u>male</u>			<u>male</u>			<u>male</u>	
<u>Number of Campus Positions</u>																
<u>None</u>																
Union	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Non-																
Union	44.	58.3	62.5	59.4	46.9	71.4	51.3	57.1	52.	53.8	57.7	50.	55.	52.1	55.6	53.1
<u>1</u>																
Union	22.7	21.4	11.1	18.9	18.2	33.3	20.5	25.	21.1	22.6	28.6	15.4	24.4	22.8	19.1	21.8
Non-																
Union	28.	29.2	25.	28.1	34.4	28.6	33.3	21.4	24.	23.1	30.8	14.3	25.	29.8	22.2	27.4
<u>2 and 3</u>																
Union	50.	42.9	33.3	40.5	36.4	66.7	41.	58.3	52.6	54.8	21.4	38.5	26.8	39.	46.8	41.2
Non-																
Union	24.	8.3	12.5	9.4	9.4	0	7.7	0	12.	7.7	11.5	21.4	15.	11.6	13.	12.

Table 34 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>				
	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>					
	<u>(Total)</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>Total</u>				
<u>4 and 5</u>															
Union	4.5%	32.1%	33.3%	32.4%	39.4%	0 %	33.3%	16.7%	15.8%	16.1%	39.3%	7.7%	29.3%	14.9%	25.3%
Non-Union	0	4.2	0	3.1	9.4	0	7.7	14.3	8	10.3	0	7.1	2.5	5.6	5.1
<u>6 and over</u>															
Union	22.7	3.6	22.2	8.1	6.1	0	5.1	0	10.5	6.5	10.7	38.5	19.5	8.9	19.1
Non-Union	4.	0	0	0	0	0	0	7.1	4.	5.1	0	7.1	2.5	1.7	3.7
<u>Total</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

EXHIBIT Q

Table 35: Number of positions held in their living units by Union and non-Union respondents.

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
<u>Male</u>		<u>Fe- male</u>		<u>Male</u>		<u>Fe- male</u>		<u>Male</u>		<u>Fe- male</u>	<u>Total</u>				
<u>(Total)</u>		<u>Total</u>		<u>Total</u>		<u>Total</u>		<u>Total</u>		<u>Total</u>					
<u>Number</u>															
Union (22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)
Non-Union (25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)
<u>Number of Positions in Campus Living Units</u>															
<u>President</u>															
Union 9	6	3	9	11	0	11	1	3	4	1	2	3	28	8	36
Non-Union 6	2	1	3	4	2	6	1	7	8	3	1	4	16	11	27
<u>Major Position (Vice-President, Social Chairman, Rushing Chairman, Etc.)</u>															
Union 3	7	0	7	8	1	9	3	2	5	5	0	5	26	3	29
Non-Union 7	2	0	2	3	2	5	1	3	4	2	4	6	15	9	24
<u>Other Position</u>															
Union 5	3	0	3	2	3	5	3	1	4	5	4	9	18	8	26
Non-Union 3	4	0	4	2	2	4	2	4	6	2	7	9	13	13	26

Table 35 (Continued)

<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
	<u>Male</u>	<u>Male</u>	<u>Fe- male</u>	<u>Male</u>	<u>Fe- male</u>	<u>Male</u>	<u>Fe- male</u>	<u>Male</u>	<u>Fe- male</u>	<u>Total</u>						
	<u>(Total)</u>	<u>Total</u>		<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>							
<u>Total Number of Positions</u>																
Union	17	16	3	19	21	4	25	7	5	12	11	6	17	72	18	90
Non-																
Union	17	8	1	9	9	6	15	4	14	18	7	12	19	44	33	77
<u>Average Number of Positions</u>																
Union																
Non-																
Union																

EXHIBIT R

Table 36: Type of community organizations of Union and non-Union respondents.

		1920-1926			1931-1934			1938-1941			1942-1945			1947-1950			Total	
Number	Type of Organization	Male		Total	Male		Total	Male		Total	Male		Total	Male		Total	Male	
		(Total)	Female		(Total)	Female		(Total)	Female		(Total)	Female		(Total)	Female		(Total)	Female
Union (22)	Service Clubs (Kiwanis, Lions, Rotary, Zonta and similar organizations)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)		
Non-Union (25)		(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)		
Union 54.5%	Union 52.	42.9%	11.1%	35.1%	33.3%	0 %	28.2%	25. %	10.5%	16.1%	21.4%	15.4%	19.5%	35.8%	10.6%	28.8%		
Non-Union 52.		16.7	12.5	15.6	25.	14.3	23.1	14.3	12.	12.8	15.4	7.1	12.5	25.6	11.1	21.1		
Veterans' Organizations																		
Union 31.8	Union 36.	25.	0	18.9	42.4	0	35.9	25.	5.3	12.9	10.7	0	7.3	27.6	2.1	20.6		
Non-Union 36.		16.7	12.5	15.6	34.4	0	28.2	35.7	4.	15.4	23.1	0	15.	28.9	3.7	21.1		
Political action (Non-partisan organizations ie: League of Women Voters, Civil Liberties Union and similar organizations)																		
Union 0	Non-Union 12.	0	8.3	55.6	13.5	18.2	16.7	17.9	8.3	31.6	22.6	7.1	15.4	9.8	7.3	29.8	13.5	15.5
				25.	12.5	9.4	28.6	12.8	21.4	12.	15.4	3.8	21.4	10.	9.9	18.5	12.6	

Table 36 (Continued)

	<u>1920-1926</u>			<u>1931-1934</u>			<u>1938-1941</u>			<u>1942-1945</u>			<u>1947-1950</u>			<u>Total</u>
	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Total</u>
	<u>(Total)</u>			<u>Total</u>			<u>Total</u>			<u>Total</u>			<u>Total</u>			
<u>School related</u> (PTA, school boards, and similar organizations)																
Union	27.3%	53.6%	77.8%	59.5%	36.4%	83.3%	43.6%	41.7%	84.2%	67.7%	0 %	15.4%	4.9%	30.9%	63.8%	40. %
Non-Union	32.	25.	75.	37.5	21.9	57.1	28.2	28.6	48.	41.	7.7	14.3	10.	22.3	44.4	29.1
<u>Church related</u> (Church offices or committee work, welfare organizations, etc.)																
Union	50.	42.9	55.6	45.9	36.4	33.3	35.9	58.3	57.9	58.1	32.1	46.2	36.6	41.5	51.1	44.1
Non-Union	52.	33.3	75.	43.8	28.1	71.4	35.9	28.6	60.	48.7	19.2	35.7	25.	32.2	57.4	40.
<u>Arts</u> (Museum, arts, drama, music, and similar organizations)																
Union	22.7	17.9	44.4	24.3	24.2	33.3	25.6	41.7	57.9	51.6	46.4	46.2	46.3	29.3	48.9	34.7
Non-Union	32.	20.8	25.	21.9	9.4	42.9	15.4	0	16.	10.3	15.4	35.7	22.5	16.5	25.9	19.4
<u>Youth organizations</u> (Boy Scouts, Girl Scouts, Campfire Girls, Youth Centers, and similar organizations)																
Union	22.7	28.6	55.6	35.1	18.2	83.3	28.2	33.3	26.3	29.	10.7	15.4	12.2	21.1	36.2	25.3
Non-Union	40.	37.5	75.	46.9	18.8	28.6	20.5	21.4	20.	20.5	11.5	7.1	10.	25.6	25.9	25.7

Table 36 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Fe-</u>					
(Total)	(Total)	(Total)	(Total)	(Total)	(Total)	(Total)	(Total)	(Total)	(Total)	(Total)	male					
											Total					
<u>Community Service</u> (American Red Cross, Y's, Settlement Houses, Social Welfare Comm., Chest campaign solicitor, TB, March of Dimes, etc.)																
Union	54.5%	71.4%	77.8%	73. %	51.5%	50. %	51.3%	50. %	63.2%	58.1%	39.3%	30.8%	36.6%	53.7%	55.3%	54.1%
Non-																
Union	60.	25.	87.5	40.6	28.1	100.	41.	42.9	56.	51.3	26.9	35.7	30.	35.5	61.1	43.3
<u>Health Services</u> (Gray Lady, Nurses Aid, Comm. for disabled, hard of hearing, blind, and similar organizations)																
Union	18.2	14.3	44.4	21.6	0	33.3	5.1	0	21.1	12.9	3.6	7.7	4.9	7.3	23.4	11.8
Non-																
Union	4.	0	12.5	3.1	6.3	0	5.1	0	24.	15.4	0	7.1	2.5	2.5	14.8	6.3
<u>Civic Improvement Groups</u> (Chamber of Commerce, Volunteer Comm., and similar organizations)																
Union	36.4	46.4	33.3	43.2	36.4	16.7	33.3	25.	26.3	25.8	25.	0	17.1	35.	19.1	30.6
Non-																
Union	48.	25.	12.5	21.9	34.4	14.3	30.8	28.6	4.	12.8	23.1	0	15.	32.2	5.6	24.
<u>Vocational</u> (Business and professional organizations, labor unions, and similar organizations)																
Union	50.	78.6	33.3	67.6	72.7	33.3	66.7	66.7	36.8	48.4	60.7	15.4	46.3	66.7	29.8	56.5
Non-																
Union	64.	41.7	25.	37.5	56.3	28.6	51.3	78.6	28.	46.2	34.6	42.9	37.5	52.9	31.5	46.3

Table 36 (Continued)

Table 36 (Continued)																
<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>						
<u>Male</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Fe-</u>	<u>Male</u>	<u>Total</u>				
<u>(Total)</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>	<u>male</u>	<u>Total</u>					
<u>International Relations</u> (UN organizations, foreign policy associations and similar organizations)																
Union	9.1%	3.6%	33.3%	10.8%	9.1%	16.7%	10.3%	8.3%	5.3%	6.5%	7.1%	15.4%	9.8%	7.3%	14.9%	9.4%
Non-																
Union	12.	4.2	12.5	6.3	9.4	14.3	10.3	0	4.	2.6	0	0	0	5.8	5.6	5.7
<u>Aid to Foreign Born</u> (Council on Naturalizations and Citizenship, and similar organizations)																
Union	0	0	11.1	2.7	0	0	0	0	0	0	0	0	0	0	2.1	.6
Non-																
Union	8.	0	0	0	0	0	0	0	0	0	0	0	0	1.7	0	1.1
<u>Interracial Relations</u> (NAACP, Urban league, and similar organizations)																
Union	0	0	11.1	2.7	6.1	0	5.1	8.3	5.3	6.5	3.6	0	2.4	3.3	4.3	3.5
Non-																
Union	4.	0	0	0	3.1	14.3	5.1	7.1	0	2.6	0	0	0	2.5	1.9	2.3
<u>Women's Clubs</u> (AAUW, city women's clubs, junior league, and similar organizations)																
Union	0	0	44.4	10.8	0	83.3	12.8	0	31.6	19.4	0	38.5	12.2	0	42.6	11.8
Non-																
Union	0	0	50.	12.5	0	71.4	12.8	0	52.	33.3	0	28.6	10.	0	21.5	14.9

Table 36 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>
	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	
	<u>(Total)</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>male</u>	<u>Total</u>
	</										

EXHIBIT S

Table 37: Ranking of community activities by participation by Union and non-Union male respondents.

(Number)	UNION MEN (123)		Rank	NON-UNION MEN (121)		Rank
	Community Activity	Participation		Community Activity	Participation	
	Vocational	66.7%	1	Vocational	52.9%	1
	Community Service	53.7	2	Community Service	35.5	2
	Church related	41.5	3	Church related	32.2	3
	Service Clubs	35.8	4	Civic Improvement	32.2	4
	Civic Improvement	35.	5	Veterans' organizations	28.9	5
	University related	33.3	6	Service Clubs	25.6	6
	School related	30.9	7	Youth organizations	25.6	7
	Arts	29.3	8	School related	22.3	8
	Veterans' organizations	27.6	9	University related	21.5	9
	Youth organizations	21.1	10	Arts	16.5	10
	Village, City, State Boards and Commissions	13.	11	Other	15.7	11
	Other	13.	12	Political action	9.9	12
	Political action	7.3	13	International relations	5.8	13
	Health Service	7.3	14	Village, City, State Boards and Commissions	5.	14
	International relations	7.3	15	Health Service	2.5	15
	Interracial relations	3.3	16	Interracial relations	2.5	16
	Aid to Foreign Born	0	17	Aid to Foreign Born	1.7	17
	Women's Clubs	0	18	Women's Clubs	0	18

EXHIBIT T

Table 38: Ranking of community activities by participation by Union and non-Union male respondents (listed according to Union rank).

(Number)	<u>UNION MEN</u> (123)		<u>NON-UNION MEN</u> (121)	
<u>Community Activity</u>	<u>Rank</u>		<u>Rank</u>	
Vocational	1	66.7%	1	52.9%
Community Service	2	53.7	2	35.5
Church related	3	41.5	3	32.2
Service Clubs	4	35.8	6	25.6
Civic Improvement	5	35.	4	32.2
University related	6	33.3	9	21.5
School related	7	30.9	8	22.3
Arts	8	29.3	10	16.5
Veterans' organizations	9	27.6	5	28.9
Youth organizations	10	21.1	7	25.6
Village, City, State Boards and Commissions	11	13.	14	5.
Other	12	13.	11	15.7
Political action	13	7.3	12	9.9
Health Service	14	7.3	15	2.5
International relations	15	7.3	13	5.8
Interracial relations	16	3.3	16	2.5
Aid to Foreign Born	17	0	17	1.7
Women's Clubs	18	0	18	0

EXHIBIT U

Table 39: Ranking of community activities by participation by Union and non-Union women respondents.

(Number)	<u>UNION WOMEN</u> (47)			<u>NON-UNION WOMEN</u> (54)		
<u>Community Activity</u>	<u>Partici-</u> <u>pation</u>	<u>Rank</u>		<u>Community Activity</u>	<u>Partici-</u> <u>pation</u>	<u>Rank</u>
School related	63.8%	1		Community Service	61.1%	1
Community Service	55.3	2		Church related	57.4	2
Church related	51.1	3		School related	44.4	3
Arts	48.9	4		University related	38.9	4
Women's Clubs	42.6	5		Vocational	31.5	5
Youth organizations	36.2	6		Arts	25.9	6
Political action	29.8	7		Youth organizations	25.9	7
Vocational	29.8	8		Women's Clubs	21.5	8
University related	29.8	9		Political action	18.5	9
Health Service	23.4	10		Health Service	14.8	10
Civic Improvement	19.1	11		Service Clubs	11.1	11
Other	19.1	12		Other	11.1	12
International relations	14.9	13		International relations	5.6	13
Service Clubs	10.6	14		Civic Improvement	5.6	14
Village, City, State Boards and Commissions	4.3	15		Veterans' organizations	3.7	15
Interracial relations	4.3	16		Interracial relations	1.9	16
Aid to Foreign Born	2.1	17		Aid to Foreign Born	0	17
Veterans' organizations	2.1	17		Village, City, State Boards and Commissions	0	18

EXHIBIT V

Table 40: Ranking of community activities by participation by Union and non-Union women respondents. (Listed according to Union rank.)

(Number)	<u>UNION WOMEN</u> (47)		<u>NON-UNION WOMEN</u> (54)	
<u>Community Activity</u>	<u>Rank</u>		<u>Rank</u>	
School related	1	63.8%	3	44.4%
Community Service	2	55.3	1	61.1
Church related	3	51.1	2	57.4
Arts	4	48.9	6	25.9
Women's Clubs	5	42.6	8	21.5
Youth organizations	6	36.2	7	25.9
Political action	7	29.8	9	18.5
Vocational	8	29.8	5	31.5
University related	9	29.8	4	38.9
Health Service	10	23.4	10	14.8
Civic Improvement	11	19.1	13	5.6
Other	12	19.1	12	11.1
International relations	13	14.9	14	5.6
Service Clubs	14	10.6	11	11.1
Interracial relations	15	4.3	16	1.9
Village, City, State Boards and Commissions	16	4.3	18	0
Veterans' organizations	17	2.1	15	3.7
Aid to Foreign Born	18	2.1	17	0

EXHIBIT W

Table 41: Number of community activities of Union and non-Union respondents.

Number	1920-1926			1931-1934			1938-1941			1942-1945			1947-1950			Total	
	Male		Total	Male		Total	Male		Total	Male		Total	Male		Total	Male	Total
	(Total)	Female		(Total)	Female		(Total)	Female		(Total)	Female		(Total)	Female			
Union (22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123)	(47)	(170)		
Non-Union (25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121)	(54)	(175)		
Number of Community Activities																	
None																	
Union	9.1%	3.6%	0 %	2.7%	3. %	0 %	2.6%	0 %	0 %	0 %	10.7%	7.7%	9.8%	5.7%	2.1%	4.7%	
Non-Union	8.	8.3	0	6.3	3.1	0	2.6	14.3	12.	12.8	19.2	7.1	15.	9.9	7.4	9.1	
1 and 2																	
Union	18.2	3.6	0	2.7	6.1	16.7	7.7	8.3	10.5	9.7	21.4	7.7	17.1	11.4	8.5	10.6	
Non-Union	8.	25.	12.5	21.9	18.8	14.3	17.9	14.3	4.	7.7	42.3	35.7	40.	22.3	14.8	20.	
3 to 5																	
Union	13.6	25.	22.2	24.3	30.3	16.7	28.2	8.3	26.3	19.4	32.1	53.8	39.	24.4	31.9	26.5	
Non-Union	28.	41.7	50.	43.8	46.9	0	38.5	14.3	36.	28.2	30.8	42.9	35.	34.7	35.2	34.9	154

EXHIBIT X

Table 42: Number of community positions held by Union and non-Union respondents.

		1931-1934			1938-1941			1942-1945			1947-1950			Total
		<u>Male</u>		<u>Total</u>	<u>Male</u>		<u>Total</u>	<u>Male</u>		<u>Total</u>	<u>Male</u>		<u>Total</u>	
		<u>male</u>	<u>Fe-</u>		<u>male</u>	<u>Fe-</u>		<u>male</u>	<u>Fe-</u>		<u>male</u>	<u>Fe-</u>		
		(Total)												
Number														
Union	(22)	(28)	(9)	(37)	(33)	(6)	(39)	(12)	(19)	(31)	(28)	(13)	(41)	(123) (47) (170)
Non-Union	(25)	(24)	(8)	(32)	(32)	(7)	(39)	(14)	(25)	(39)	(26)	(14)	(40)	(121) (54) (175)
Number of Community Positions														
None														
Union	31.8%	3.6%	0 %	2.7%	21.2%	16.7%	20.5%	8.3%	10.5%	9.7%	21.4%	23.1%	22. %	17.9% 12.8% 16.5%
Non-Union														
Union	12.	29.2	0	21.9	9.4	0	7.7	35.7	20.	25.6	61.5	50.	57.5	28.1 22.2 26.3
1 and 2														
Union	9.1	17.9	0	13.5	21.2	16.7	20.5	33.3	26.3	29.	42.9	53.8	46.3	24.4 27.7 25.3
Non-Union														
Union	12.	33.3	12.5	28.1	62.5	44.3	53.8	21.4	28.	25.6	23.1	42.9	30.	33.1 27.8 31.4
3 to 5														
Union	22.7	39.3	44.4	40.5	27.3	16.7	25.6	33.3	36.8	35.5	28.6	15.4	24.4	30. 29.8 30. 156
Non-Union														
Union	28.	20.8	0	15.6	21.9	42.9	25.6	28.6	20.	23.1	15.4	7.1	12.5	22.3 16.7 20.6

Table 42 (Continued)

	<u>1920-1926</u>		<u>1931-1934</u>		<u>1938-1941</u>		<u>1942-1945</u>		<u>1947-1950</u>		<u>Total</u>					
	<u>Male</u>	<u>Male</u>	<u>Fe- male</u>	<u>Total</u>	<u>Male</u>	<u>Fe- male</u>	<u>Total</u>	<u>Male</u>	<u>Fe- male</u>	<u>Total</u>	<u>Male</u>	<u>Fe- male</u>	<u>Total</u>			
(Total)																
6 and over																
Union	36.4%	39.3%	55.6%	43.2%	30.3%	50. %	33.3%	25. %	26.3%	25.8%	7.1%	7.7%	7.3%	27.6%	29.8%	28.2%
Non-Union	48.	16.7	87.5	34.4	6.3	42.9	12.8	14.3	32.	25.6	0	0	0	16.5	33.3	21.7
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

EXHIBIT Y

Table 43: The things that Union and non-Union respondents feel should be stressed in college extra-curricular activities and the things they say they learned from extra-curricular activities or elsewhere in college.

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Training in Conducting Meetings</u>						
Should be stressed	83.7%	80.2%	89.4%	79.6%	85.3%	80. %
Not very important	12.2	12.4	6.4	20.4	10.6	14.9
No answer	<u>4.1</u>	<u>7.4</u>	<u>4.3</u>	<u>0</u>	<u>4.1</u>	<u>5.1</u>
	100%	100%	100%	100%	100%	100%
Did receive or learn	74.8	42.1	70.2	42.6	73.5	42.3
Did not receive or learn	20.3	48.8	23.4	50.	21.2	49.1
No answer	<u>4.9</u>	<u>9.1</u>	<u>6.4</u>	<u>7.4</u>	<u>5.3</u>	<u>8.6</u>
	100%	100%	100%	100%	100%	100%
<u>Training in Delegating Responsibility</u>						
Should be stressed	91.1	88.4	91.5	92.6	91.2	89.7
Not very important	4.9	5.	6.4	3.7	5.3	4.6
No answer	<u>4.1</u>	<u>6.6</u>	<u>2.1</u>	<u>3.7</u>	<u>3.5</u>	<u>5.7</u>
	100%	100%	100%	100%	100%	100%
Did receive or learn	67.5	32.2	70.2	50.	68.2	37.7
Did not receive or learn	28.4	57.	25.5	42.6	27.6	52.6
No answer	<u>4.1</u>	<u>10.7</u>	<u>4.3</u>	<u>7.4</u>	<u>4.1</u>	<u>9.7</u>
	100%	100%	100%	100%	100%	100%
<u>Methods of program planning and Organization</u>						
Should be stressed	88.6	81.8	91.5	75.9	89.4	80.
Not very important	7.3	9.1	6.4	18.5	7.1	12.
No answer	<u>4.1</u>	<u>9.1</u>	<u>2.1</u>	<u>5.6</u>	<u>3.5</u>	<u>8.</u>
	100%	100%	100%	100%	100%	100%
Did receive or learn	68.3	36.4	72.3	37.	69.4	36.6
Did not receive or learn	27.6	51.2	23.4	55.6	26.5	52.6
No answer	<u>4.1</u>	<u>12.4</u>	<u>4.3</u>	<u>7.4</u>	<u>4.1</u>	<u>10.9</u>
	100%	100%	100%	100%	100%	100%

Table 43 (Continued)

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Methods for attacking problems</u>						
Should be stressed	82.1%	81.8%	89.4%	87. %	84.1%	83.4%
Not very important	10.6	10.7	4.3	1.9	8.8	8.
No answer	7.3	7.4	6.4	11.1	7.1	8.6
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	57.7	53.7	59.6	46.3	58.2	51.4
Did not receive or learn	32.5	33.9	29.8	40.7	31.8	36.
No answer	9.8	12.4	10.6	13.	10.	12.6
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Methods for conducting group discussions</u>						
Should be stressed	78.	78.5	89.4	77.8	81.1	78.3
Not very important	17.9	11.6	6.4	14.8	14.7	12.6
No answer	4.1	9.9	4.3	7.4	4.1	9.1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	56.9	37.2	51.1	40.7	55.3	38.3
Did not receive or learn	37.4	53.7	42.6	48.1	38.8	52.
No answer	5.7	9.1	6.4	11.1	5.9	9.7
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Training in communicating ideas</u>						
Should be stressed	91.1	85.1	87.2	96.3	90.	88.6
Not very important	4.1	6.6	4.3	1.9	4.1	5.1
No answer	4.9	8.3	8.5	1.9	5.9	6.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	61.8	55.4	63.8	55.6	62.4	55.4
Did not receive or learn	30.	33.9	23.4	38.9	28.2	35.4
No answer	8.1	10.7	12.8	5.6	9.4	9.1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 43 (Continued)

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Interview skills</u>						
Should be stressed	52. %	52.9%	63.8%	50. %	55.3%	52. %
Not very important	35.8	35.5	25.2	40.7	33.	37.1
No answer	12.2	11.6	10.6	9.3	11.8	10.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	32.5	22.3	34.	18.5	33.	21.1
Did not receive or learn	56.1	67.8	53.2	70.4	55.3	68.6
No answer	11.4	9.9	12.8	11.1	11.8	10.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Importance of routine work</u>						
Should be stressed	59.3	57.	76.6	64.8	64.1	59.4
Not very important	32.5	33.9	14.9	27.8	27.6	32.
No answer	8.1	9.1	8.5	7.4	8.2	8.6
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	52.8	47.9	72.3	63.	58.2	52.6
Did not receive or learn	38.2	38.	14.9	25.9	31.8	34.3
No answer	8.9	14.	12.8	11.1	10.	13.1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Budget making</u>						
Should be stressed	65.	65.3	70.2	61.1	66.5	64.
Not very important	28.4	25.6	19.1	29.6	25.9	26.9
No answer	6.5	9.1	10.6	9.3	7.6	9.1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	43.1	32.2	46.8	22.2	44.1	29.1
Did not receive or learn	50.4	55.4	44.7	68.5	48.8	59.4
No answer	6.5	12.4	8.5	9.3	7.1	11.4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 43 (Continued)

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Financial responsibility</u>						
Should be stressed	80.5%	77.7%	87.2%	81.5%	82.4%	78.9%
Not very important	13.8	16.5	8.5	13.	12.4	15.4
No answer	5.1	5.8	4.3	5.6	5.3	5.7
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	56.1	52.9	55.3	33.3	55.9	46.9
Did not receive or learn	35.8	34.7	36.2	59.3	35.9	42.3
No answer	8.1	12.4	8.5	7.4	8.2	10.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Record keeping</u>						
Should be stressed	64.2	70.2	78.7	59.3	68.2	66.9
Not very important	28.4	20.7	17.	25.9	25.3	22.2
No answer	7.3	9.1	4.3	14.8	6.5	10.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	47.2	52.1	46.8	35.2	47.1	46.9
Did not receive or learn	43.1	36.4	44.7	55.6	43.5	42.3
No answer	9.8	11.6	8.5	9.3	9.4	10.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>A variety of activity experience</u>						
Should be stressed	71.5	68.6	76.6	85.2	72.9	73.7
Not very important	20.3	17.4	17.	9.3	19.4	14.9
No answer	8.1	14.	6.4	5.6	7.6	11.4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	71.5	43.8	76.6	46.3	72.9	44.6
Did not receive or learn	15.4	39.7	17.	42.6	15.9	40.6
No answer	13.	16.5	6.4	11.1	11.2	14.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 43 (Continued)

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Training in presenting an organized argument for a point of view</u>						
Should be stressed	79.7%	86.8%	85.1%	85.2%	81.1%	86.3%
Not very important	13.	4.1	10.6	13.	12.4	6.9
No answer	7.3	9.1	4.3	1.9	6.5	6.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	43.1	47.9	38.3	33.3	41.8	43.4
Did not receive or learn	48.8	38.	51.1	57.4	49.4	44.
No answer	8.1	14.	10.6	9.3	8.8	12.6
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Guidance on "how to do it" from the staff and faculty</u>						
Should be stressed	67.5	75.2	74.5	79.6	69.4	76.6
Not very important	22.	16.5	17.	13.	20.6	15.4
No answer	10.6	8.3	8.5	7.4	10.	8.
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	56.9	33.9	70.2	37.	60.6	34.9
Did not receive or learn	32.5	54.5	25.5	46.3	30.6	52.
No answer	10.6	11.6	4.3	16.7	8.8	13.1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Little or no assistance from the staff and faculty</u>						
Should be stressed	32.5	24.8	25.5	22.2	30.6	24.
Not very important	28.4	38.	10.6	38.9	23.5	38.3
No answer	39.	37.2	63.8	38.9	45.9	37.7
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	26.	25.6	29.8	25.9	27.1	25.7
Did not receive or learn	32.5	41.3	21.3	31.5	29.4	38.3
No answer	41.5	33.3	48.9	42.6	43.5	36.
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 43 (Continued)

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Publicity and promotion techniques</u>						
Should be stressed	53.7%	49.6%	63.8%	51.9%	56.5%	50.3%
Not very important	36.6	37.2	29.8	42.6	34.7	38.9
No answer	9.8	13.2	6.4	5.6	8.8	10.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	49.6	28.1	66.	27.8	54.1	28.
Did not receive or learn	39.	43.	27.7	59.3	35.9	48.
No answer	11.4	28.9	6.4	13.	10.	24.
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Roberts rules of order</u>						
Should be stressed	49.6	55.4	57.4	50.	51.8	53.7
Not very important	43.1	33.9	31.9	35.2	40.	34.3
No answer	7.3	10.7	10.6	14.8	8.2	12.
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	52.	28.9	44.7	29.6	50.	29.1
Did not receive or learn	39.8	56.2	40.4	57.4	40.	56.6
No answer	8.1	14.9	14.9	13.	10.	14.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Evaluation of student's personal contribution to activity</u>						
Should be stressed	52.	52.9	66.	59.3	55.9	54.9
Not very important	39.8	33.1	21.3	35.2	34.7	33.7
No answer	8.1	14.	12.8	5.6	9.4	11.4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	26.8	15.7	29.8	20.4	27.6	17.1
Did not receive or learn	59.3	69.4	59.6	64.8	59.4	68.
No answer	13.8	14.9	10.6	14.8	12.9	14.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 43 (Continued)

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (147)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Evaluation of activities to improve operation and programs</u>						
Should be stressed	69.1%	61.2%	83. %	77.8%	72.9%	66.3%
Not very important	17.1	24.8	8.5	11.1	14.7	20.6
No answer	13.8	14.	8.5	11.1	12.4	13.1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	34.1	17.4	44.7	18.5	37.1	17.7
Did not receive or learn	48.8	66.9	46.8	64.8	48.2	66.3
No answer	17.1	15.7	8.5	16.7	14.7	16.
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Training in effective organization of personal time</u>						
Should be stressed	88.6	82.6	87.2	83.3	88.2	82.9
Not very important	5.7	10.7	6.4	14.8	5.9	12.
No answer	5.7	6.6	6.4	1.9	5.9	5.1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	40.7	33.1	40.4	35.2	40.6	33.7
Did not receive or learn	51.2	51.2	48.9	53.7	50.6	52.
No answer	8.1	15.7	10.6	11.1	8.8	14.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Opportunities for getting acquainted with fellow students</u>						
Should be stressed	90.2	81.8	85.1	88.9	88.8	84.
Not very important	5.7	9.9	10.6	9.3	7.1	9.7
No answer	4.1	8.3	4.3	1.9	4.1	6.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	92.7	73.6	87.2	83.3	91.2	76.6
Did not receive or learn	1.6	14.9	8.5	9.3	3.5	13.1
No answer	5.7	11.6	4.3	7.4	5.3	10.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 43 (Continued)

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Understanding of other peoples' point of view and motives</u>						
Should be stressed	94.3%	91.7%	95.7%	92.6%	94.7%	92. %
Not very important	1.6	1.7	2.1	3.7	1.8	2.3
No answer	4.1	6.6	2.1	3.7	3.5	5.7
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	77.2	62.	80.9	77.8	78.2	66.9
Did not receive or learn	15.4	27.3	14.9	11.1	15.3	22.3
No answer	7.3	10.7	4.3	11.1	6.5	10.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Personal leadership of a program or event</u>						
Should be stressed	83.7	79.3	78.7	79.6	82.4	79.4
Not very important	9.8	11.6	8.5	18.5	9.4	13.7
No answer	6.5	9.1	12.8	1.9	8.2	6.9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	82.1	48.8	80.9	38.9	81.8	45.7
Did not receive or learn	8.9	38.	10.6	53.7	9.4	42.9
No answer	8.9	13.2	8.5	7.4	8.8	11.4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Understanding of purpose of activity</u>						
Should be stressed	84.6	80.2	89.4	83.3	85.9	81.1
Not very important	6.5	9.1	4.3	13.	5.9	10.3
No answer	8.9	10.7	6.4	3.7	8.2	8.6
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	70.7	47.9	74.5	61.1	71.8	52.
Did not receive or learn	18.7	36.4	17.	27.8	18.2	33.7
No answer	10.6	15.7	8.5	11.1	10.	14.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 43 (Continued)

(Number)	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>Union</u> (123)	<u>Non-Union</u> (121)	<u>Union</u> (47)	<u>Non-Union</u> (54)	<u>Union</u> (170)	<u>Non-Union</u> (175)
<u>Relation of campus activities</u> <u>to post-college activity</u> <u>and jobs</u>						
Should be stressed	72.4%	73.6%	72.3%	75.9%	72.4%	74.3%
Not very important	22.	14.	25.5	18.5	22.9	15.4
No answer	5.7	12.4	2.1	5.6	4.7	10.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Did receive or learn	43.1	35.5	51.1	29.6	45.3	33.7
Did not receive or learn	43.9	49.6	38.3	57.4	42.4	52.
No answer	13.	14.9	10.6	13.	12.4	14.3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Approved A.H. Edgerton
Professor of Education
Date December 15, 1956