



The social position of residence halls : status stratification among a selected portion of college students within two types of residential systems
by James Albin Yokie

A THESIS Submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of Master of Science in Applied Science
Montana State University
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Abstract:

This study is concerned with examining the social position which residence halls occupy within a collegiate community. In particular, the status structure of various residential units is examined.

Fraternities and sororities consistently enjoy higher status than do halls of residence. This is true both in the opinion of residents of fraternities and sororities as well as occupants of residence halls.

Consequently, residence halls are regarded as less desirable places to reside than all other organized living groups. This is in spite of the fact that most of the residence halls are superior in certain physical characteristics such as location, construction, and furnishings. The occupants of residence halls also have lower academic goals than do fraternities and sororities.

While this is merely a descriptive study designed to only explore the social position of the residence hall, it does point to the fact that the residence halls in this study were in an inferior position to perform their educational function as compared with fraternities and sororities.

This study illustrates the need for research in depth to examine the structure and function of residence halls from an educational standpoint.

With the projected increase in enrollments during the next decade, additional research concerning residence halls is essential and it is felt that this study may be helpful in providing a foundation for these future inquiries.

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THE SOCIAL POSITION OF RESIDENCE HALLS:
STATUS STRATIFICATION AMONG A SELECTED PORTION
OF COLLEGE STUDENTS WITHIN TWO TYPES OF
RESIDENTIAL SYSTEMS

by

A
J. ALBIN YOKIE

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A THESIS

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for the degree of

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at

Montana State College

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ABSTRACT

This study is concerned with examining the social position which residence halls occupy within a collegiate community. In particular, the status structure of various residential units is examined.

Fraternities and sororities consistently enjoy higher status than do halls of residence. This is true both in the opinion of residents of fraternities and sororities as well as occupants of residence halls.

Consequently, residence halls are regarded as less desirable places to reside than all other organized living groups. This is in spite of the fact that most of the residence halls are superior in certain physical characteristics such as location, construction, and furnishings. The occupants of residence halls also have lower academic goals than do fraternities and sororities.

While this is merely a descriptive study designed to only explore the social position of the residence hall, it does point to the fact that the residence halls in this study were in an inferior position to perform their educational function as compared with fraternities and sororities. This study illustrates the need for research in depth to examine the structure and function of residence halls from an educational standpoint.

With the projected increase in enrollments during the next decade, additional research concerning residence halls is essential and it is felt that this study may be helpful in providing a foundation for these future inquiries.

CHAPTER I
THE RESIDENCE HALL
HISTORICAL DEVELOPMENT

In terms of historical time, the residence hall is a relative newcomer on the American educational scene. Although some of the older educational institutions in the country have had residential facilities on campus for over 100 years, the bulk of the colleges and universities in the United States have not been concerned with providing residential facilities until after 1900. Specifically, the residence hall movement became important both numerically and educationally during and after the 1930's. It remains an important aspect of higher education today and with the projected increases in enrollments during the next decade, it may be expected to become even more important in the future.

The residence hall had its origin in the English universities. In fact the English system of higher education was, and is today, built upon a residential structure in which both the student and the teacher lived and interacted.

The ancient English University is first and foremost a community. Not only is residency basic as such, inclusive of quarters for its faculty as well as its students, but the whole college is a collection of academic and social institutions essential to the character of this way of getting educated.¹

English universities, which developed somewhat later than those of continental Europe, developed the idea of a college as a residential unit of teachers and students. The college, as a social unit, was expected to transmit cultural tradition through the forms and activities of daily life as well as

¹Ostafin, Peter A., "Has the Residence Hall Come of Age", address before the Association of College and University Housing Officers, Ames, Iowa, 1955, p. 11 of Association's annual minutes.

through academic studies. The whole of college life including residence, was brought under the general control of the college.²

While the English educational precedent, with regard to residence halls, provided the main impetus in the establishment of such halls in the United States; the German system also was important in residence hall development, but in quite a different way. It may be said that the German educational system is the antithesis of the English system.

The University of Michigan was one of the leaders in the "German Movement" in the United States and the impetus given by this institution was important to the spread of the German ideology, especially in regard to the larger educational institutions east of the Mississippi.

Since German universities paid no attention to students outside of the classroom and since they insisted that they find their own social life and boarding and rooming facilities, Tappan introduced the same methods at Ann Arbor. With the rapid growth of state universities immediately after the Civil War, his ideas came in for considerable vogue. The German point of view also gained strength from the return to the United States of hundreds of professors who had taken graduate work at Berlin, Leipzig, Heidelberg, and Gottingen. The German point of view, in fact, ruled, and as it grew in popularity dormitories were frowned upon, occasionally abolished, and seldom built at state universities.³

...The importation from Germany of the university idea, which brought Johns Hopkins, Clark and Chicago into existence and which changed Harvard, Columbia and other institutions from

²Jorgensen, A. N., "The Growing Importance of Student Housing in Educational Planning", address before the Association of College and University Housing Officers, Ames, Iowa, 1955, p. 3 of Association's annual minutes.

³Cowley, W. H., "The History of Student Residential Housing", I & II, School and Society, 40:705-712 and 758-764, 1934, p. 711.

colleges into universities, accentuated the swing from the British heritage to a distinctly German emphasis....⁴

As regarding the philosophy relating to residence halls, American institutions of higher learning have presently evolved something which, although it is based upon both the English and German systems, is distinctly original to a considerable extent.

The English residential college system never developed in the United States for two main reasons. The first is, as has already been mentioned, the impact of German educational ideologies in the later 1800's. The second had to do with economic considerations such as the sparsity of population compared to England and the relative poverty of the populace during this same period of time.⁵

Therefore, while most of our earliest colleges and universities were originally actively committed to the residential philosophy, after the Civil War the influence of the German educational philosophy and the lack of adequate funds (especially in regard to state supported institutions) to meet the demands of ever increasing enrollments led to a significant de-emphasis of residence halls for a period of approximately 50 years.

Some of the state universities began with this housing plan in mind and among the first buildings erected were halls of residence for students. The rapid growth of the universities, however, plus their dependence for funds upon state legislative grants and appropriations, soon made it impossible for them to

⁴Cowley, W. H., *ibid.*, p. 758.

⁵Cowley, W. H., *ibid.*, p. 708.

continue to provide adequate student housing. Consequently, out of necessity the housing of students was removed from the university sphere. In some cases, even the existing residence halls were transformed into classrooms. It was natural that many universities discontinued housing as part of the educational program and greatly curtailed their concern with a student outside the classroom.⁶

In setting forth the reasons for the lack of support for residence halls during the period covered by approximately 50 years after the Civil War, Jorgensen gives recognition to the German influence but also includes some additional considerations.

The decline in residence colleges during the 19th century can be attributed to at least four factors: (1) The rising importance of German higher education which made no provision for residence housing; (2) Objections to college and university housing as being in competition with rental income of local homeowners; (3) The rapid growth of state universities and the lack of funds to support any activity except teaching; and (4) The absence of financial plans for dormitory expansion recognizing the "revenue bond" approach.⁷

Due to these factors, residence halls did not gain contemporary importance and significance until well after the turn of the century. With the de-emphasis of the German educational philosophy and with the improved methods of financing both through increased legislative grants and through the employment of revenue bonds, the residence hall began to re-emerge as an integral part of most colleges and universities in the 1930's.

The great influx of students at the end of the Second World War generally erased all doubts in the minds of college and university

⁶Dammen, Arnold H., "Residence Halls for Students", Trends in Student Personnel Work (edited by E. G. Williamson), Minneapolis, The University of Minnesota Press, 1949, pp. 252-253.

⁷Jorgensen, A. N., op. cit., p. 5.

administrators as to the necessity of providing food and shelter for students. The educational potential of the residence hall, however, is only now beginning to be recognized.

...with the growing realization that the educational process involved the whole person for his entire time, the potential educational values of the residence hall on a college or university campus are gradually being recognized.⁸

FUNCTION OF RESIDENCE HALLS

There are two major functions for a residence hall system to perform on any campus. The first concerns itself with the physical well being of students, therefore food and shelter. The second is to provide an adjunct and supplement to the academic endeavors of students by providing the proper scholastic environment and surroundings.

As regards shelter and food, it is now recognized that colleges and universities must provide shelter that is sanitary, safe, and pleasant while they also must provide meals which are nutritious and appetizing. As a general over all statement, it would appear that colleges and universities for the most part, today, adequately perform this function. Building standards have been formulated and new construction materials and methods are constantly being sought. Attempts are made through planning, furnishings, and decor to make the residence hall a pleasant place to reside. At the same time improvements in quantity cookery and dietetics have provided student residents with healthful and wholesome food. While improvements have been made in the shelter and feeding of

⁸Fulcher, Claire, The Residence Hall, A Human Relations Laboratory, Teachers College, Columbia University, 1955 (unpublished doctor's thesis), p. 2.

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students, the colleges and universities have also attempted to provide these services at the lowest possible cost to the individual student resident. It is recognized that economical housing and food service is also a function of the college and university residence hall.

No one will seriously argue that great strides have been made in the housing and feeding of residence hall occupants. However, the development of the residence hall as an educational entity has not made significant progress. In fact, only now is there a discernable trend toward attempting to fulfill this educational potential. Unfortunately, there is very little experience or information available on how this educational function can best be accomplished or realized. A great many college and university administrators as well as educators are aware, or are becoming aware, of this function of a residence hall; but they do not know how to bring about a fulfillment of this function. Some institutions have made attempts to establish the educational function of a residence hall as a reality and they have met with varying degrees of success. Nevertheless, the fact remains that there has not been sufficient research conducted which could examine the place of the residence hall in the academic milieu. Therefore, attempts to establish this educational function without adequate factual information about the place of the residence hall in the total academic culture, while better than no attempt, are not necessarily satisfactory or even wholly worthwhile.

RESIDENCE HALLS IN THE FUTURE

The tradition that a college or university should provide

residence halls, of one sort or another, appears now to be firmly entrenched in administrative and academic thought. The English system was not transferable in toto to the American academic scene due to various practical contingencies, but it did provide an important precedent. The German educational philosophy, while once very popular, now appears to be almost completely modified or abandoned on the American scene. Finally, through new methods of financing and public support, residence halls are now feasible and practical.

College and university enrollments have steadily increased since the Civil War. Due to educational benefits provided to veterans after World War II, enrollments mushroomed to new heights. The projected enrollments during the next decade are even more immense. If, therefore, for no other reason than the increased number of students, the residence hall will play an increasingly important role in colleges and universities throughout the United States. Residence in private homes, sororities, fraternities, and other "organized houses" off campus, while increasing in the total number of students so housed, will not be able to increase significantly the proportion of the total student population that can be housed off campus due mainly to lack of a sufficient financial base. It is difficult to project what proportion of the student population will be married during the next decade, although it may be assumed that due to the rising trend toward earlier marriages that this will increase. However, it is not felt that the proportion of married students will rise sufficiently to reduce the need for single student residence halls.

It will remain for the residence hall to provide the majority of accommodations for the large influx of students during the next decade. Only the residence hall is able to meet the necessary requirements of finances, type of construction, feeding, and scholastic environment which are needed in order to properly accommodate these large numbers of students.

CHAPTER II

OBJECTIVES OF THE STUDY

EMPIRICAL EVIDENCE REGARDING RESIDENCE HALLS

Although the history of residence halls in the United States can be traced back over 200 years, little has been done to investigate the position which a residence hall occupies in an academic community. With the now renewed interest in the residence hall and with the forecast of a great growth in the number of students who will be housed in residence halls during the next decade, it appears that the time is ripe for some empirical investigations of the position of the residence hall in American higher education.

While a considerable number of investigations and surveys have been conducted on the physical functions of residence halls, such as feeding and housing, little has been done on investigating the educational potential and the place of the residence hall in the academic sub-culture.

From a review of the literature, the writer was only able to locate four or five attempts to lend empiricism to the investigation of the function of the residence hall as an educational entity. Most of these are of the case study approach and many deal with residence halls only indirectly. Fulcher's¹ work, a case study, is an excellent attempt to examine the educational potential of a residence hall in the academic milieu.

¹Fulcher, Claire, The Residence Hall, A Human Relations Laboratory, Teachers College, Columbia University, 1955 (unpublished doctor's thesis).

Nevertheless, the writer must assume that there is a dearth of information regarding the educational function of the residence hall in the colleges and universities of the United States. Further, as far as is known, there has been no attempt to ascertain the import of various types of residences upon student attitudes, opinions, and norms.

STUDENT EVALUATION OF RESIDENCES

The limited number of studies which have been conducted on residence halls have generally attempted only to investigate the structure and function of the residence hall as an entity apart from the academic milieu. While such studies have been needed, it is felt that a more general investigation of the place of the residence hall in the larger campus community is also needed and pertinent. Specifically, an attempt to examine the status position of the residence hall in relation to other types of organized residential units should prove worthwhile in appraising the social relationship of the residence hall with the larger academic community and, hence, it may indicate clues as to how the educational function of the residence hall can best be fulfilled.

What, according to student opinion, is the social significance of the various residential systems in an academic community?

Each campus has its distinct cultural complex just as every residential system within this larger collegiate culture has its own sub-cultural complex.

All schools have their distinctive student cultures, complete with values, status structure, role prescriptions, socialization of new members and the rest.²

²Brim, Orville G., Sociology and the Field of Education, New York, Russel Sage Foundation, 1958.

Through various sociological investigations of education, the import of the peer group (which can be readily correlated with the residential group for purposes of our investigation) has been found to be an important variable in the student's educational experience. Taba³ in several studies has demonstrated that the peer group climate is a powerful factor in determining not only the values a student learns outside of the classroom, but also how he learns in the actual classroom situation.

Stone⁴ in her study of sororities reaches the conclusion that sorority membership is probably a positive factor in personality adjustment.

Since the effect of the peer group upon educational processes in general is so pronounced, it is felt that an examination of the social position of various residential systems will prove rewarding in terms of appraising the true nature of the educational potential of residence halls.

What, in the student's opinion, are the relative social rankings or importance attached to the "Greek" system as compared with the residence hall system?

As compared with the contemporary collegiate residence hall, the "Greek" residential unit is built upon a relatively long period of group-living tradition combined with a fairly elaborate ritual. Although

³Brim, Orville G., *ibid.*, p. 62.

⁴Stone, Carol L., "Sorority Status and Personality Adjustment", *American Sociological Review*, August, 1951, vol. 16: 538-541.

fraternities and sororities were not originally organized as residential units and although the span of history of the collegiate residence hall far exceeds the history of the fraternal system, the fact remains that the "Greek" residential system has increased steadily in prestige while the residence hall system has not, and, in many cases, the residence hall has declined in terms of campus-wide prestige. Many factors may be advanced to explain this prestige factor such as selection of members (therefore implying that the persons originally enjoying high individual status were selected by the "Greek" system which in turn further raised the general prestige level of the fraternal system) and the existence of a pseudo-secret ritual base. The exact cause of the social "strength" of sororities and fraternities as residential units may be the basis for some controversy; however, all will agree that this "strength" seems to exist within the fraternal system.

COLLEGIATE CULTURE COMPLEXES

While most social scientists recognize that each academic community has its peculiar culture and that every segment of this larger community possesses its own peculiar sub-culture, little has been done to probe the structure and function of this aspect of academic life.

What is the nature of the culture of an academic community and its component parts? This question leads to another. What effect does the cultural-type of an academic community have upon the scholastic and moral norms of the students occupying positions within this configuration of scholastic life?

The informal groups, which are basically what residential systems possess, actually determine the norm structure and, hence, the culture of a campus. Even the formal campus groups are regulated, in the final analysis, by informal groups.

Informal groups thus provide positive values for members which could scarcely be obtained in any other way. In part they do this by restraining and controlling their member's behavior. Participation has its rewards, but the price one must pay is rigid adherence to the group code of values. The penalty is simple and final: ostracism. By discouraging deviant behavior the informal group thus serves to train individuals in the subtler techniques of "getting along" with other people; in adjusting to various types of difficult social situations -- that is, "getting by"; and in "getting ahead" in the world of making friends and influencing people. It is from the informal group, not from the formal curriculum, that the college student learns the folkways of American adult society. Even the formal extra-curricular organizations function largely through the control of informal cliques within them.⁵

THE EDUCATIONAL POTENTIAL

As the realization that a residence hall must provide more than mere shelter and adequate nutrition becomes more firmly fixed in academic philosophy, it is apparent that the educational potential of the residence hall becomes not only established but expanded. If we are to assist the students on our campuses to achieve their educational goals, we must concern ourselves with their study conditions and, hence, their living environment; for the typical student spends more of his time in a residence environment than in all of the classroom, laboratory, and library environments put together.

⁵Hartshorne, Edward Y., "Undergraduate Society and the College Culture", American Sociological Review, vol. 8:321-332, June, 1943, p. 326.

If we are to assist the student to study effectively we must concern ourselves with his study conditions. If we are to assist the student to become an effective member of society, we must consider his living environment.⁶

In an attempt to gain the educational objective in residence halls, not only must additional empirical information be obtained but personnel must be competent and skilled in applying this information to the individual residence hall within a given collegiate community.

The Educational Values in housing programs must not be left to chance, if the tremendous investment of property and human energy is to be justified. Residence halls must be dignified in the eyes of faculty members and business officers; otherwise they will be limited in function to the provision of mere shelter and social respectability to the hundreds of thousands...who annually throng to our campuses. The conditions under which students live have always influenced significantly the quality of academic performance; this quality is the ultimate test of the reputation of a university.⁷

It is sincerely hoped that the results of the investigation undertaken here and those that may and should be conducted in the future will assist the residence hall in achieving its true educational potential in order that, in the future, students may obtain an education in their place of residence as well as in the classroom situation.

⁶Albright, Preston B., "The Place of Residence Hall Organization in the Student Personnel Program", Educational and Psychological Measurement, vol. 11, No. 4:700-703, 1951, pp. 700-701.

⁷Gardner, Evelyn, "The Sociology of Residence Halls", Journal of the National Association of Women's Deans and Counselors, vol. 20:51-57, January, 1957, pp. 56-57.

CHAPTER III
THEORETICAL ORIENTATION
STATUS¹

Except possibly in a few situations where a rigid caste system exists, it is almost a truism that man constantly seeks status. Because man is a "social animal", he finds that it is essential to his existence that he achieve a certain modicum of status. Further, outside of situations in which ascribed statuses operate (e.g. a caste system); man, almost always, continues to retain a satisfactory status or to seek a higher status than the one which he presently occupies.

The desire for satisfactory status is a "uniformity" of all cultures (with the one exception already mentioned). No culture has yet been discovered in which a status hierarchy did not exist. It is doubtful that one every will be found.

...One cultural uniformity, however, cuts across all the other uniformities and appears to be present wherever man lives a collective life within a culture milieu. The desire to gain status and, if found satisfactory, to retain the gained status is universal among the members of the human species and their aggregates. There are no status-less human gatherings; hence status is the most universal and essential aspect of culture, created by man through his interactions, used by him in his interactions, and transmitted to his contemporaries and successors by means of interaction.²

It is recognized that man's behavior is dependent upon his cultural complex. This being the case, then the most essential aspect

¹All sociological terms, and related sociological terms used in this manuscript are given operational definitions in the Appendix.

²Jameson, Samuel H., "Principles of Social Interaction", American Sociological Review, vol. 10: 6-12, February, 1945, p. 6.

of his culture is the status connected with it. This appears evident when it is recognized that the behavior patterns (social roles) within any culture become standardized and, of greater significance, they become standardized in order to retain or to gain a desirable status.

If man's behavior is regulated by his culture, and if an essential, in fact the most universal, aspect of his culture is status, then behavior patterns become standardized in order to gain and retain a desirable status.³

It is further evident that these satisfactory status positions are transmitted to contemporaries and successors by interaction through institutionalized processes. The concept of status like the concept of culture is learned and hence the related behavior is learned behavior.

Aside from a rigid caste system, Jameson⁴ sets forth six principles of status which are pertinent to our examination here:

1. Man strives for higher rather than lower status.
2. There is a direct relation between the scarcity of a given status and the desire to achieve this status.
3. There is more rivalry between adjacent statuses than between those statuses which are widely separated.
4. An attack upon a status widens the social distance between the attacked and the attacker.
5. A person generally strives to interact with those of a higher status and not those of a lower status.

³Jameson, Samuel H., ibid., p. 7.

⁴Jameson, Samuel H., ibid., pp. 8-9.

6. Those of lower statuses desire equalization of status but those in higher statuses resist such a movement.⁵

It must be kept in mind that the concept of status as herein presented refers to both individuals and groups. For purposes of this manuscript, only in a few cases will a distinction be drawn between them.

Before proceeding with the theoretical considerations of the study, it will be useful to examine the various classifications of status. These three general classifications are most often set forth as: ascribed, assumed, and achieved.

Ascribed status has already been touched on in the discussion of the relationship of status to a rigid caste system. In other words, ascribed status is generally taken to mean that status (or those statuses) which is automatically given to an individual or group on the basis of the mere position which the individual or the group occupies in a given societal structure. Where ascribed statuses operate, there is little chance of changing one's status.

Assumed status is generally taken to mean that status which a person or group acquires merely on the basis of a change in their position within the societal structure. (e.g. When a single person becomes married, he assumes a certain marital status.)

⁵It should be noted that these six principles of status are not necessarily universal throughout all societies. Jameson may be criticized here in being ethnocentric in that he has based these principles upon contemporary, middle-class, American society. Nevertheless, for purposes of this investigation, it will be assumed that these principles are valid and useful.

The classification of status which is most pertinent to this investigation is achieved status. This classification of status is generally taken to mean the status obtained by a person or a group on the basis of certain qualities or characteristics which are peculiar to a given person or group. (e.g. When a person is promoted from Assistant Manager to Manager, he achieves a higher status.) (In this paper, when status is mentioned, it will be generally meant to be achieved status unless otherwise indicated.)

There are, of course, other classifications of status. However, they generally follow, or are related to, the three categories which have been presented here. Hyman⁶ for instance classifies status as being: objective, subjective, and accorded.⁷

GROUP EFFECT UPON BEHAVIOR

As has been noted earlier, little has been done in examining the position and importance of residency in academic life. Further, while some work has been done on studying residency from the larger scope of human existence, little has been done to determine the effects of residency upon human behavior within a determinate community. Specifically, what is the differential, if any, between the status systems of residence halls and fraternities-sororities within an academic community?

⁶Hyman, Herbert H., The Psychology of Status, New York, Archives of Psychology, 1942, pp. 5-7.

⁷Objective status is defined as being visibly evident and overt in nature. Subjective status shall be considered as a person's conception of his own position relative to other individuals. Accorded status is defined as one which is conferred upon a person. For purposes of this study, the author shall be interested primarily in the subjective status sub-classification of the broader classification of achieved status.

For purposes of the theoretical considerations relevant here, it may be broadly assumed that, generally speaking, group membership is commensurable with status. For group status determines individual status and all groupings have a certain status.

Also, it should be remembered that actual objective measurement of the status of a particular group or of a particular individual is not as important in regard to behavior patterns as is the conceived measurement of status by those persons within and by those persons without a particular role, or in this instance, a particular type of residency.

The membership in the group is as one perceives it, not as it "actually is".⁸

The norms associated with a particular group determine, in part, the norms of the individuals belonging to that group and, hence, ultimately determine the statuses of the group as well as the group's members. Also, since norms refer to "ideal-typical" behavior, they do not necessarily accurately reflect individual behavior on the individual level. They are, however, reliable indices of group behavior due to the cohesive element in all group relationships.

No doubt the norms accepted in a group vary somewhat from one person to another, and from one subgroup to another, and yet the members of the group are often more nearly alike in the norms they hold than in their overt behavior.⁹

⁸Thelen, Herbert A., "Basic Concepts in Human Dynamics", Journal of the National Association of Women Deans and Counselors, vol. 15:99-111, March, 1952, p. 100.

⁹Homan, George C., The Human Group, New York, Harcourt Brace and Company, 1950, p. 126.

Perhaps the explanation of this rule, if it is one, lies in the fact that a person's subjective recognition of a norm, although under influence from other aspects of the social system, is under less immediate influence than his social activity. Being an idea, the norm comes closer to having an independent life of its own.¹⁰

Norms, statuses, and behavior are related factors and enjoy a reciprocal relationship. By examining norms and statuses, it is hoped we can obtain clues to the prediction of behavior. In other words, by studying the environment, in this case residency, it is hoped that more may be learned of behavior, for environment is a determining factor of statuses and norms.

In fact, the environment determines the character of a group in two chief ways: through its influence on the external system, and through widely held norms.¹¹

It is felt that a measurement of the status positions of individuals within a particular type of residency and the status measurement of those persons within a particular type of residency by those outside of that residency unit will indicate the status of that particular residential unit within the collegiate community. Ultimately, such a measurement of status should indicate how successful the group is in meeting the goals of the individuals within the group and the goals of the larger community of which the group is a part.

It should be noted that the ability of a group to meet the desires of an individual may not be totally dependent upon the occurrences within the group itself. Any group exists in an environment, and

¹⁰Homans, George C., ibid., p. 127.

¹¹Homans, George C., ibid., p. 127.

the attributes which a person sees in a given group are determined for him in part by the position of the group in its environment. If, for example, the group has high prestige in the community, it will be seen as having the ability to fulfill needs for status which a group of low prestige does not possess. This is a quality of the group which it derives from sources outside it. Or, the group may provide access to certain ends which are not available to the nonmember. For example, membership in a fraternity may grant an opportunity to develop friendships with girls in a certain sorority which are not as readily available to nonmembers. Here again, the possibility that the group will meet the needs of the person is somewhat determined by the position it has in the surrounding environment.¹²

The status of a group then depends upon the opinion of members and nonmembers as to the ability of that group to fulfill certain idealtypical goals of the individual and of the community at large.

...attraction to the group will depend upon two sets of conditions: (a) such properties of the group as its goals, programs, size, type of organization, and position in the community; and (b) the needs of the person for affiliation, recognition, security, and other things which can be mediated by groups.¹³

ASSUMPTIONS

On the basis of the points which have thus far been presented, certain assumptions may be made upon which the model of this study can be constructed.

1. There does exist a continuum of group status stratification within an academic community which is related directly to the residential position which these groups occupy within this community.
2. Residency is a determinant of status stratification within any given community.

¹²Cartwright, Darwin and Zander, Alvin, Group Dynamics: Research and Theory, Evanston, Raw, Peterson and Co., 1953, p. 77.

¹³Cartwright, Darwin and Zander, Alvin, ibid., p. 76.

3. There are certain social variables which are connected with the residential unit's status and which determine where a member of a particular residential unit will be located in regards to a particular community's status continuum.

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CHAPTER IV

THE MODEL

DESIGN OF THE STUDY

Like the majority of societal indices, the concept of residency and its relative importance to an individual's prestige system may assume different degrees of meaning and importance. Therefore, an investigator must use caution to be certain that the phenomena under study is sufficiently dissected so that the parts and their interacting relationship may be exposed and observed.

As an example of how residency may have differential meaning, a statement by Williamson and Foley is pertinent:

The place of residence has differential meaning for students, since different types of residences provide varying kinds of social controls on individual behavior and are also sometimes related to characteristic kinds of student misconduct.

In order to allow for any differential in the meaning of residency by individuals on whom this study is administered, an attempt will be made to examine the status of each type of residential system by asking for student opinions both by those who reside in and those who do not reside in a particular residence. Further, this investigation will be based upon two other sociological investigations in which the in-group and out-group were both included in the examination.

The first of these studies is Mack's Air Force study. (While

¹Williamson, E. G. and Foley, I. D., Counseling and Discipline, McGraw-Hill Book Company, Inc., 1947, p. 150.

this study, with modification, is applicable, it must be remembered that residency was not a variable in the study.)

In particular, three of his tested hypothesis are of interest here:

1. Social entities ranked according to prestige will tend to cluster in groups on the basis of similarity of activity.
2. These activity rankings will be ranked on the basis of the importance of their contribution to the social system.
3. The actual social and physical conditions are of lesser importance than are the opinions of groups outside of the in-group.²

It is hoped that these three hypothesis, with modification of course, may be useful in the present investigation of residency.

The second study which shall be used as a base for this investigation will be Hyman's³ study of status. Mention has already been made of Hyman's three classifications of status. However, this study will also be interested in his development and use of the status scale.⁴

In fact an attempt has been made to construct the questionnaire primarily around Hyman's status scale. It is felt that the use of this scale in the present investigation is valid and worthwhile for the same reasons which were originally set forth by Hyman.

1. The scale shall be phrased in terms of people.

²Mack, Raymond W., "The Prestige System of an Air Base: Squadron Rankings and Morale", American Sociological Review, June, 1954, vol. 19: 281-287.

³Hyman, Herbert A., The Psychology of Status, New York, Archives of Psychology, 1952.

⁴Hyman, Herbert H., ibid., pp. 39-40.

2. The scale shall specify not people in general, but particular reference groups.
3. The scale shall refer to given proportions of any reference group specified.
4. A given dimension of status is to be judged in terms of different criteria and, therefore, status will be a function of the criteria used.
5. The respondents shall be allowed to judge other people as being of the same status.⁵

The major advantage of such a status scale is that it allows the investigator to assign numerical indices to the various status positions under investigation.

Primary emphasis is intended to be directed at the various social variables of different residential units and not to physical variables such as: number of persons per room, lavatory facilities, lighting, etc. While such physical factors of residency will no doubt exert some effect upon the desirability of certain types of residences, it is felt that such physical factors will have little effect upon a study of status and a prestige hierarchy. This is felt to be true in that status is primarily a social phenomenon. Also, Mack's study apparently bears this out.

...the supposed evaluation of a squadron by other persons seemed to be a more important factor in determining the prestige of the squadron than the desirability of its working conditions.⁶

HYPOTHESIS

On the basis of the basic assumptions which were presented in

⁵Hyman, Herbert H., ibid., pp. 39.

⁶Mack, Raymond W., op. cit., p. 284.

Chapter III and the two studies examined here, plus the peculiarities of the study at hand; the following major hypothesis may be set forth:

Residency is a contributing factor in the determination of status within an academic community.

This major hypothesis leads to various sub-hypotheses which are operationalized and empirically considered:

1. The status of a student is affected by the statuses of the particular part of the system to which the student is attached.
2. Student living groups will be ranked status-wise (by their peer group) on the basis of their contribution to the social system.
3. The conception a student has of his status will vary according to the statuses with which the student associates himself.
4. The norm structure of residence units is directly related to the prestige position of these units within the academic community.
5. The academic achievement goals are determined, in part, by the status position of the residential group.

The success with which these hypotheses are proven or disproven should provide clues as to the social position of the residence hall within a given collegiate community.

THE COLLEGE SCENE AS A SOCIAL LABORATORY

Some criticism has been directed against the widespread use of college students in sociological inquiries especially when an attempt is made to generalize from these studies to the larger societal population. Many of such criticisms are well founded. However, in such a study as is proposed here, there is no risk of generalizing to populations apart from academic life since the study itself ultimately will attempt to examine one facet of academic life and, of perhaps greater importance, this is to be merely a descriptive inquiry and no larger generalizations are proposed.

Further, not only would it be difficult, if not impossible to examine the social position which residence halls occupy in the collegiate arena apart from the academic milieu; but the college scene, including residence halls, is a legitimate area for sociological investigation.

...The compact small college and even the more heterogeneous large university present a laboratory for sociological and anthropological investigation much more easily available for study than Middletown, the slums of the great cities or the taxi dance halls of Chicago.⁷

⁷Cowley, W. A., and Waller, W. A., "A Study of Student Life", The Journal of Higher Education, March, 1933, vol. 6:132-142, p. 133.

CHAPTER V
METHODOLOGY
THE QUESTIONNAIRE

A study of this type, as is here proposed, can at best be only descriptive in nature. Before research in depth can be conducted, more must be known of the nature of the subject under study. Hence, a questionnaire-type of schedule is employed instead of a depth-interview-type. It is hoped that the results of this study may be of sufficient value so that the social position of the residence hall in a collegiate community may later be submitted to a more thorough-going examination.

It is felt that a questionnaire is valid for purposes of this study because only a descriptive-preliminary study is intended and the use of this method here would meet Achoff's¹ criteria for the employment of a questionnaire. That is, it may readily be assumed that the respondents will know, directly or indirectly, what their status position is and that they would be willing to communicate this information.

Since the concept of status is an innate entity, it is difficult to apply a direct measurement to this concept. At present, the most successful and most accurate measurement of status is obtained by the recording of attitudes and opinions regarding various aspects of a status phenomenon. Because status must be measured indirectly through attitudes and opinions, it will be wise to examine exactly what attitudes are.

¹Achoff, Russel L., The Design of Social Research, Chicago, University of Chicago Press, 1959, p. 23.

Attitudes, you will recall, are not themselves responses but states of readiness to respond. Hence, they can be measured only indirectly. More precisely, they are inferred from responses, various dimensions of which are measured.²

Despite the fact that we will be dealing with attitudes and opinions, we have no reason to believe that our results will not be accurate or that they will not measure the actual status positions. There is a high degree of reliability between attitudes and reality providing that the sample is large enough and free of bias.

Both the symbolic responses of the members of the group and the more subtle non-symbolic interaction in the group clearly indicate an acute awareness of the presence of the other members of the group when they are asked to express an opinion.³

Although from one point of view it is important to understand the various factors influencing the accuracy of the estimate of the group opinion, the significant factor which influences the person's behavior in the group is his subjective feeling and imagery with regard to the group norms regardless of how accurately this feeling and imagery may reflect the "objective" situation.⁴

Realizing the limitations of the study and the indirect method necessitated in the examination of status a questionnaire was prepared.⁵ This questionnaire is composed of five sections. It attempts through the use of multiple choice and open-ended questions to measure student organizations, academic factors, and the social area in regard to status.

²Newcomb, Theodore M., Social Psychology, New York, The Dryden Press, 1950, p. 154.

³Gordon, Raymond L., "Interaction Between Attitude and the Definition of the Situation in the Expression of Opinion", American Sociological Review, vol. 17:50-58, February, 1952, p. 57.

⁴Gorden, Raymond L., ibid., p. 58.

⁵A copy of the questionnaire is included in the Appendix.

There is also a section containing eight scales in which a scale analysis of status is undertaken. Finally, a section is devoted to general information in which an attempt is made to obtain information as to the respondent's social background. The entire questionnaire was designed to be completely self-explanatory and a pre-test was conducted before the final schedule was submitted.

THE POPULATION

The size of the student body at most colleges and universities has grown to the extent that it becomes almost unmanageable for testing purposes unless only a certain percentage of the total student body is tested. When an examination of residence is undertaken, even more complications arise. There are, for most campuses, some broad, general residence classifications. These are fraternity-sorority, residence hall, cooperatives and other organized houses off campus, married housing, and students who reside in private homes in the college locality. The first four of these categories are easily amenable to empirical investigation. This is because they are located within a given residential unit or area and have some type of formal organization. Those students who reside in private homes are much more difficult to examine. This is because they are widely scattered and have little or no formal organization. However, even more important for the purposes of the present investigation, there is little or no group-feeling or interaction which is the basis for any true status system. Finally, on a great many campuses, undergraduate women are prohibited from living in private homes other than those of their relatives and this means that both sexes are

not represented in proportions which are even approximately similar to the sex proportion of the total student body.

Due to the nature of certain residential categories and for the fact that resources and capabilities were limited, certain residential groups were excluded from consideration. Those students residing in private homes were excluded for reasons already given. Students residing in married housing facilities were also excluded as it was felt that their formal organization was weak or non-existent, as a group they were not interested in student organizations and politics, and the very fact that they were married meant that their total campus status was already altered from that of the bulk of the student body.

There was one cooperative house on this particular campus and it was included. However, since only nine respondents were obtained from this residential unit, it is felt that this would be more for general interest than to lend support to the inquiry. It is not expected that this cooperative will in any way influence the results.

This study was, therefore, limited to two broad categories of the general academic community's student population; namely, residence halls and sororities-fraternities. It is felt that such a limitation in sampling is justified because (1) this study is purely descriptive in nature and no attempt shall be made to generalize the finding to other academic communities, and (2) it is believed that there are more status activities (e.g. campus politics, student organizations, "we-feeling", etc.) connected with this portion of the student population than with those portions which were excluded.

SCHEDULE ADMINISTRATION

An attempt was made to submit the schedule to all persons who "lived in" the sororities and fraternities and in order to get as many respondents as possible the test was administered to these groups immediately following either the noon or evening meal. Since the population of the residence halls far exceeded the population of those who "lived-in" the "Greek" houses, it was felt that a total sample, or as near a total sample as possible was necessary in order to obtain a sample of sufficient size.

Only those persons who "lived-in" the "Greek" houses were tested so as to eliminate any chance for duplication in testing. That is, a person may be a member of a sorority or fraternity and yet live in a men's or women's residence hall.

In regard to the residence halls, a one-third random sample was obtained, or attempted to be obtained. (In the men's hall a second sample was necessitated in order to get a sufficient number when less than half of the original random sample appeared to complete the schedule.) These schedules were administered to evening group meetings.

In all cases, the instructions to the respondents were thoroughly discussed with the group, and with the status scales additional examples were presented if necessary. Every attempt was made to insure a complete understanding of instructions and cooperative attitude on the behalf of the respondents.

In this manner one cooperative, one men's residence hall, three women's residence halls, six sororities, and nine fraternities were tested

for a total of 613 completed schedules.

DATA PROCESSING

The questionnaire was coded for the use of punch cards and the data was then transferred to these cards. This was done to expedite an evaluation of the data and to preserve such data for further work on the same subject at perhaps still other institutions.

The obtained data was then subjected to a combination of machine and manual computations during which totals, ranges of distribution, means, and various tests of significance were obtained.

CHAPTER VI

THE DATA

METHOD OF ANALYSIS

After processing the schedules, a final total of 613 completed questionnaires were used as the basis for the analysis. These respondents were distributed by living groups as follows: 89 sorority, 212 fraternity, 148 women's residence hall, 155 men's residence hall, and 9 from the cooperative residency.¹

Two types of analysis were conducted in regard to the data in order to ascertain whether or not the data was significant and not the result of mere chance occurrences.

The data pertaining to those questions which dealt with multiple-choice responses were assembled into contingency tables and a chi-square test of significance was performed on these items.

For the data resulting from the open-ended questions and the status scales, a mean was calculated. A "t" test of significance, indicating whether a significant difference in the means existed, was then performed on most of these items.

THE RESULTS

The first part of the questionnaire dealt with questions pertaining to student organizations. It was originally believed that certain re-

¹The cooperative living group was not included in the analysis due to the fact that it contained only nine respondents. It was felt that such a small number of respondents would not produce any significant results when compared with the larger living groups.

sidential groups may have a higher proportion of their members in various campus organizations and, hence, would occupy a higher social position. These questions (I-A - D) dealt with the residency of those students who "run the campus", hold the majority of elected offices, etc. The data resulting from these questions did not contain significant differences.

The second part of the questionnaire dealt with academic considerations. In regard to the question dealing with the respondents' opinion of what type of residential unit produced the best grades (II-A), the respondents indicated that fraternity-sorority living units produced the best grades as is shown by Table I.

The question relating to the academic goals (II-B) of the respondent was highly significant.² That is to say, there is a significant tendency for respondents residing in fraternities and sororities to have higher academic goals than those respondents residing in residence halls. Although it must be said that the tendency for all groups appears to be somewhere between an all-college grade-point average of a "C" and a "B".

The results of this study indicated that, in regard to the inquiry as to which residential groups were more interested in grades (II-C); persons residing within a sorority or a fraternity, as well as those persons residing in other types of residency, believed that the "greek" residential units were most interested in grades.

²Unless otherwise indicated all significant differences are meant to infer significance at the .001 level.

TABLE I THE OPINION OF WHICH RESIDENTIAL GROUPS MAKE THE BEST GRADES

Number of Respondents Indicating Which Groups Make The Best Grades	Fraternity- Sorority	Residence Halls	Other
Residential Unit of Respondent			
Sorority	73	3	10
Women's Hall	85	32	27
Fraternity	152	3	48
Men's Hall	63	12	74

The data concerning the most important thing in college (II-D), was interesting. All of the residential groups gave most of their responses to high grades. However, women's residence hall respondents gave greater emphasis to establishing new friendships and making contacts for later life than did their counterparts residing in sororities.

The third part or section of the schedule dealt with aspects relating to the social area and the responses to question III-A indicated that there was not significant differences in regard to which type of residency offers the most in the way of social activities.

It was, in the opinion of the respondents, easier to have more dates (III-B) if you resided in a sorority or a fraternity than if you resided in a residence hall. Further, this was significantly the case no matter where the respondent presently resided.

There appeared to be a significant class consciousness (III-C) on behalf of the respondents that their "class" resided in fraternities and sororities. This was the case with all types of respondents regardless of present residency but it was most pronounced with residents of sororities and fraternities.

In polling the opinion of where the respondents would most like to reside (III-D) and where they would least like to reside (III-E), residence halls were the least popular; even, in some cases, surpassing off-campus and married housing in this respect. Fraternities and sororities were by far the most preferred type of residence regardless of where the respondent presently resided.

Two questions were included in an attempt to ascertain the moral

considerations, if any, which might be related to collegiate status. One question dealt with cheating on examinations (II-E) and one with sexual morality (III-F). The replies to both questions were not significant.

Further, questions dealing with the religious classification (V-B), educational experience of parents (V-C), and occupation of the head of the family (V-D) were also not significant.

As was expected, the break-down by school year showed more lower classmen in the residence halls and more upper classmen in the fraternities and sororities.

The findings relating to the status scales proved to be interesting and informative: the respondent's self-rating of his own social ranking (IV-A) was significantly³ higher for fraternities and sororities than it was for residence hall respondents (see Table II). However, a comparison in regard to year in school showed upper classmen ranked themselves higher than did lower classmen (see Table III). Since the majority of residence hall occupants are lower classmen this was felt to also have an effect on the lower social status accorded to respondents who resided in residence halls.

The respondent's ranking of his place of residence in relation to all other places of residence (IV-B) gave residents of sororities and fraternities a significantly higher ranking than it did to residents of residence

³Significance here shall be taken to mean the one per cent level unless otherwise indicated.

TABLE II THE SCORES OF VARIOUS STATUS POSITIONS BY RESIDENTIAL UNITS

Respondent's Opinion	Self-Rating	Respondent's Residence	Fraternity- Sorority	Residence Hall
Residential Unit				
Sorority	60.45	68.76	70.22	47.76
Women's Hall	53.04	50.74	58.18	50.14
Fraternity	62.03	72.95	75.59	44.55
Men's Hall	51.35	43.94	55.32	50.03

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TABLE III THE SCORES OF VARIOUS STATUS POSITIONS BY YEAR IN SCHOOL OF RESPONDENT

Respondent's Opinion	Self-Rating	Respondent's Residence	Fraternity- Sorority	Residence Hall
Year In School				
Senior	65.17	65.35	74.07	45.17
Junior	60.31	65.80	67.71	45.24
Sophomore	56.12	61.24	67.57	48.52
Freshman ⁴	51.28	50.60	57.91	51.96

⁴Due to the small number of graduate and special students, no data for these classifications is included.

halls. (e.g. a status score of 72.95 for fraternities vs. a status score of 43.94 to men's halls.) In comparing the respondents ranking of his place of residence with year in school, a similar relationship was discovered, whereas, upper classmen assigned a higher ranking to their place of residence than did lower classmen. This may be expected due to the operation of ethnocentrism and the fact that length of residence tends to reinforce one's satisfaction of that residence but, the differences in regard to place of residence of the respondent were felt to be extremely significant.

The ranking of fraternities and sororities as a group (IV-C) again gave respondents who resided in this type of residence a highly significant⁵ average score as compared to residence halls and again in a comparison with school year the upper classmen scored higher than the lower classmen.

In the ranking of sororities with all other residences (IV-D) and the ranking of fraternities with all other types of residences (IV-E); although no tests of significance were run⁶, it is felt that again sororities and fraternities scored considerably higher on the status scales.

In the respondents ranking of all college residence halls in relation to all residences (IV-F), the results were significant at the .02 level in regard to residence of the respondents. Here men's halls ranked higher than fraternities and women's halls higher than sororities although the differences were not pronounced (as is indicated in Table III).

⁵Significant at the .0005 level.

⁶Due to a lack of time and funds, tests of significance were limited to only those questions which appeared most pertinent to the inquiry.

Further, in a comparison with year in school, no significant differences were expressed except the difference between seniors and freshmen which was significant at the 5% level.

The ranking of women's residence halls in relation to all residences (IV-G) and the ranking of men's residence halls in relation to all residences (IV-H) are probably not significant although no tests of significance were run because the differences were so slight.

An interesting development occurred in the analysis of the data concerning residence of the respondent versus the average income level of the parent (V-A), sororities reported \$10,912.36 vs. \$7,606.77 for women's halls whereas fraternities reported \$8,627.36 vs. \$9,972.90 for men's halls. (This was significant at the .0005 level.) A comparison with year in school showed lower classmen parent's having higher incomes than upper classmen, but no tests of significance were run.

The amount of parental support (V-E) was 57.5% for freshmen and sophomores, 50.8% for juniors, and 43.5% for seniors. While no tests of significance were used here, it is felt that this directly supports the findings regarding parental incomes in that the higher the parental income the greater the percentage of support that can be expected.

Finally, a comparison of the year in school of the respondent versus the number of quarters residence in his present residential unit indicates that upper classmen have resided longer in their present place of residence than have lower classmen. While this may appear a trite observation, it must be kept in mind as it helps explain the greater emphasis given to various responses by upper classmen.

CHAPTER VII

SUMMARY AND CONCLUSIONS

INTERPRETATION OF THE DATA

The residential position of the student within the collegiate community appears to definitely have an influence upon the status of that student. Residency appears to be a factor in determining the academic and social statuses which an individual will occupy. Further, the opinion of status of the respondent and the respondent's living group as well as the opinion of the status of other residential groups is significantly influenced by the residential position of the respondent.

It appears, therefore, that the major hypothesis is proven: Residency is a contributing factor in the determination of status within an academic community.

Further, the sub-hypotheses also appear to be supported:

1. The status of a student appears to be affected by the statuses of the particular part of the system to which the student is attached.
2. Student living groups will be ranked status-wise (by their peer group) on the basis of their contribution to the social system. (While this was not apparent in regard to student organizations, it was shown to hold true in the academic and social areas.)
3. The conception a student has of his status will vary according to the statuses (groups) with which the student associates

himself. (The comparison of the "greek" residences with the residence halls completely supports this point.)

4. The norm structure of residence units is directly related to the prestige position of these units within the academic community. (It is felt that the entire study supports this proposition.)
5. The academic achievement goals are determined, in part, by the status position of the residential group. (Fraternities and sororities consistently had higher goals than did members of the residence halls which may be due to more of an in-group feeling and stronger social contacts.)

It is felt that this investigation has accomplished what it set out to do, namely: to determine what is the social position of the residence hall within the collegiate community. No attempt has been made to discover what operative forces tend to place the residence hall within the position which it now occupies. None was intended. It was earlier stated that this was to be an exploratory and descriptive inquiry, more or less a pilot study.

However, it is now apparent that by following the leads uncovered in this investigation, one should be able to examine in depth the operative factors which tend to place the residence hall in its present status position.

LIMITATIONS

It must be kept in mind that no attempt will be or should necessarily be made to generalize these findings beyond this campus. Where re-

sidence halls have been established for many years, where residence halls have become firmly entrenched within the traditions and social structure of an academic community, and where the educational philosophy of residence halls is expounded one may expect to find residence halls enjoying as high and perhaps even a higher status than all other residential units.

Further, it must be remembered that only a description of the residence hall's social position is herein obtained. More research in depth will be necessary before one will be able to ascertain just what are the causal factors at work. If the residence hall is to take its' rightful place in the educational program of our institutions of higher learning, these causal factors should be discovered and explored.

CONCLUSIONS

The residence hall has an educational potential which is not presently realized. While it is not intended that the residence halls of the United States should ever seek to achieve the function of the residential colleges of England, it must be granted that the English residential college is a far more successful educational entity than is the present residence hall.

More must be done to develop the potential for education which is presently latent in our residence halls if our institutions of higher learning are to more fully use the resources they now possess. The exact function and structure of the residence hall must be explored. Only then can the residence hall occupy its rightful and needed place in the educational picture.

It is hoped that this pilot study may serve as a beginning for an examination of the educational potential of the residence hall and how it may be realized.

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APPENDIX

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PERFORMANCE DEAD

SOUTHWORTH CO. U.S.A.

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APPENDIX - A

Sample Questionnaire

Name of Residence _____

- a. Sorority
- b. Men's Hall
- c. Fraternity
- d. Women's Hall
- e. Cooperative

MONTANA STATE COLLEGE LABORATORY FOR SOCIAL RESEARCH
Study X-100

This questionnaire is part of a study which is attempting to examine the social structure of a college community.

We are relying on you to provide us with the answers we seek. With this in mind, we would like to ask for your cooperation in the following points:

1. We are interested in how conditions actually are, not how you would like them to be.
2. We are interested only in your opinions, therefore, please answer these questions as you personally feel about them.
3. Be as accurate as possible in expressing your views on actual conditions.

(Please circle the desired response, make an appropriate mark, or fill in the blank space.)

I. Student Organizations

A. In my opinion, the majority of students who hold campus offices reside in:

- a. fraternities
- b. men's residence halls
- c. sororities
- d. women's residence halls
- e. other types of residency

B. In my opinion, most of the campus "wheels" reside in:

- a. men's residence halls
- b. sororities
- c. women's residence halls
- d. fraternities
- e. other types of residency

C. In my opinion, the majority of elected student offices are held by students who reside in:

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- a. women's residence halls
- b. fraternities
- c. sororities
- d. men's residence halls
- e. other types of residency

D. In my opinion, those students who generally "run the campus" reside in:

- a. fraternities
- b. women's residence halls
- c. sororities
- d. men's residence halls
- e. other types of residency

II. Academic Factors

A. In my opinion, the best grades are made by those persons who reside in:

- a. men's residence halls
- b. sororities
- c. women's residence halls
- d. fraternities
- e. other types of residency

B. In my opinion, it is most important that an individual achieve an all-college grade point average of:

- a. A
- b. B
- c. C
- d. D
- e. E
- f. F

C. In my opinion, the major portion of those students who are interested in grades reside in:

- a. women's residence halls
- b. fraternities
- c. men's residence halls
- d. sororities
- e. other types of residency

D. In my opinion, the most important thing in college is:

- a. social life
- b. high grades

- c. extra curricula activities
- d. establishing new friendships
- e. making contacts for later life

E. In my opinion, students who are more prone to cheat on examinations reside in:

- a. women's residence halls
- b. sororities
- c. fraternities
- d. men's residence halls
- e. other types of residency

III. Social Area

A. In my opinion, the type of residency which offers most in the way of social activities is:

- a. women's residence halls
- b. fraternities
- c. sororities
- d. men's residence halls
- e. other types of residency

B. In my opinion, it is easier to have more dates if you reside in:

- a. fraternities
- b. women's residence halls
- c. sororities
- d. men's residence halls
- e. other types of residency

C. In my opinion, the majority of my "class" or my type of people reside in:

- a. sororities
- b. men's residence halls
- c. fraternities
- d. women's residence halls
- e. other types of residency

D. I would most like to reside in:

- a. college residence hall
- b. a fraternity or a sorority
- c. off campus in a private residence
- d. married housing

F. In my opinion: as a group, more sexual immorality is associated

with those students who reside in:

- a. sororities
- b. men's residence halls
- c. women's residence halls
- d. fraternities
- e. other types of residency

STOP ----- STOP ----- STOP

PLEASE AWAIT FURTHER INSTRUCTIONS FROM PROCTOR BEFORE PROCEEDING

In the following questions, we shall employ scale analysis. Since these scales must be marked in a particular manner, it is important that you fully understand the instructions connected with them.

Please read and listen carefully to the instructions and feel free to ask any and all questions you may have before proceeding.

Instructions & Example

We are interested, in this study, in examining how people view various positions in society. You may not know the actual answers to some of these questions, but we are interested in your opinions about how you believe the standings actually are. You are asked to make certain judgements about certain standings.

Now supposing we were interested in what you thought your athletic standing was in relation to all of the adults in Bozeman. On the scale below, the two percentage lines on the page stand for all the adults in Bozeman. (Refer to example on page 5).

For example, point "A" indicates all of the adults in Bozeman are lower than you in athletic ability, point "B" indicates none of the adults in Bozeman are lower than you in athletic ability, and point "C" indicates 20% of the adults in Bozeman are lower than you in athletic ability. In the same manner (although the scale is reversed), point "X" indicates none of the adults in Bozeman are higher than you in athletic ability, point "Y" indicates all of the adults are higher than you in athletic ability, and point "Z" indicates 60% of the adults are higher than you.

Now supposing you were fairly certain that 50% of all the adults in Bozeman were lower than you in athletic ability you would make a mark on the line marked "LOWER" next to 50% (point "D").

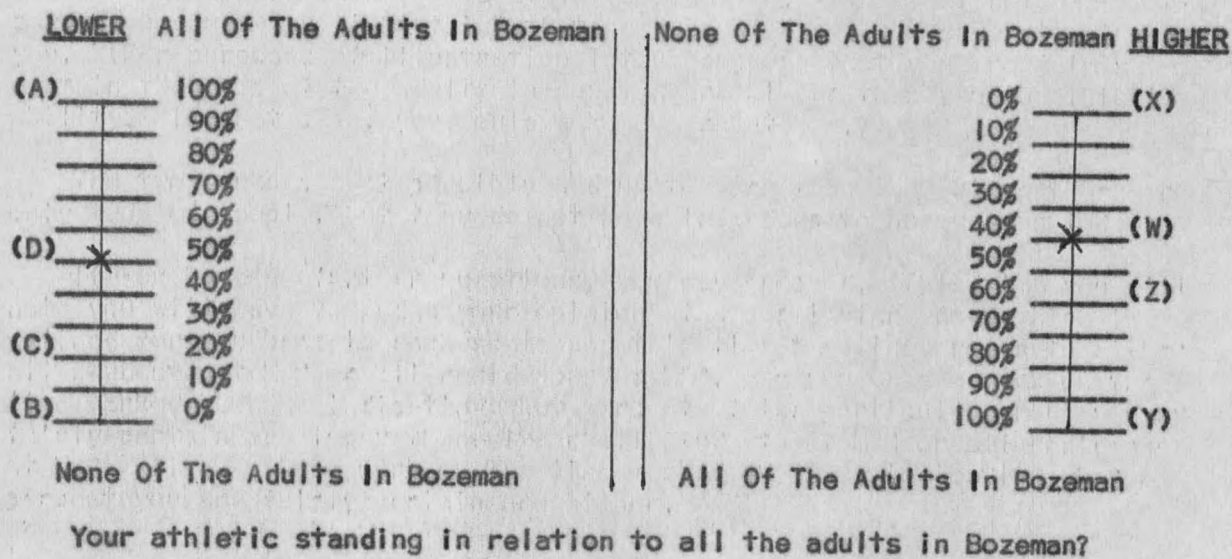
The line marked "HIGHER" also stands for all the adults in Bozeman but this time the direction of the numbers is reversed. Now, supposing you had said 50% of the adults in Bozeman were lower than you in athletic ability

and we asked you what percent of the adults in Bozeman you were fairly certain are higher than you in athletic standing. You might not necessarily say 50% because you might think that some people have the same standing as you. (For purposes of illustration let us suppose that you are fairly certain that 40% of the adults in Bozeman are higher than you in athletic ability. In that case, you would make a mark at "W".)

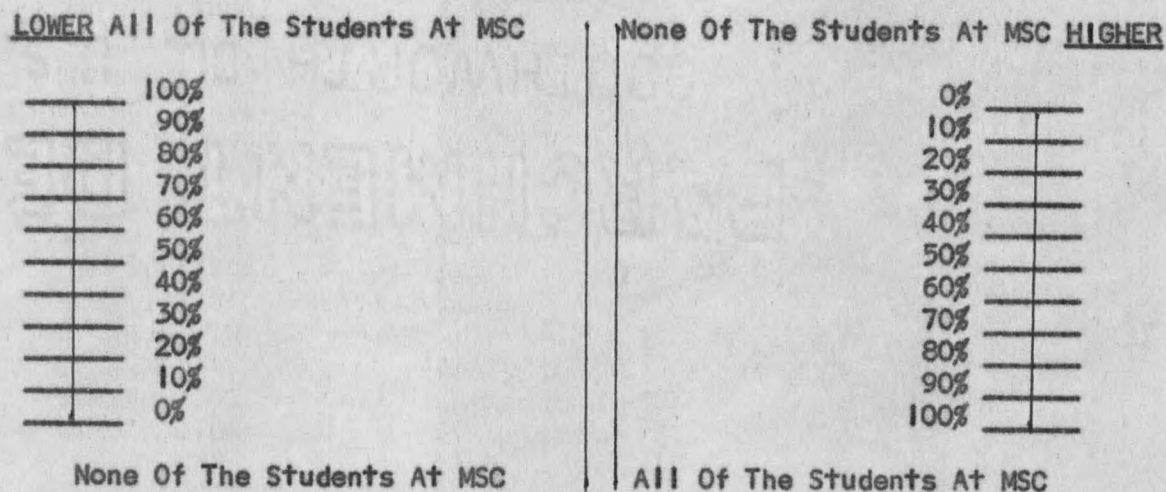
The two marks cannot possibly add up to more than 100% since there are only 100% of people, but they do not have to add up to as much as 100%.

If you have no further questions, you may proceed. This time you will note you will have to judge your opinion of a particular group which is defined for you beneath each scale and this time the lines refer to either all students at MSC or all residences at MSC. So you make a mark on the line marked "LOWER" indicating what percent of the particular group you are fairly certain are lower than either all students at MSC or all residences at MSC. Also, make a mark on the line marked "HIGHER" indicating what percent you are fairly certain are higher.

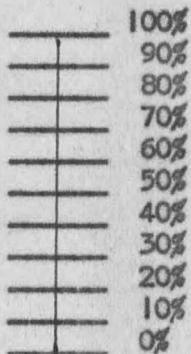
Example Scale



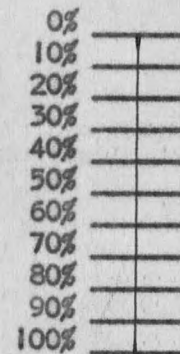
IV. Scale Analysis



A. Your social ranking in relation to all of the students at MSC?

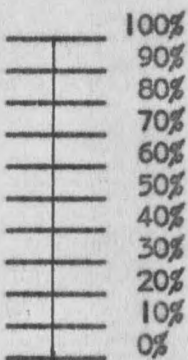
LOWER All Of The Residences At MSC

None Of The Residences At MSC

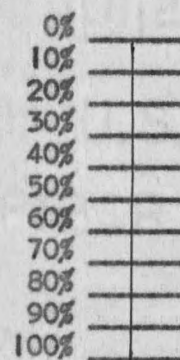
None Of The Residences At MSC HIGHER

All Of The Residences At MSC

B. The ranking of your place of residence (residential unit) in relation to all of the residences at MSC?

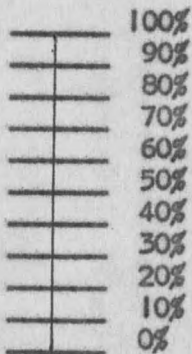
LOWER All Of The Residences at MSC

None Of The Residences At MSC

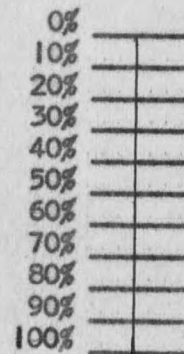
None Of The Residences At MSC HIGHER

All Of The Residences At MSC

C. The ranking of sororities and fraternities as a group in relation to all residences at MSC?

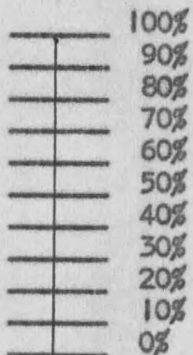
LOWER All Of The Residences At MSC

None Of The Residences At MSC

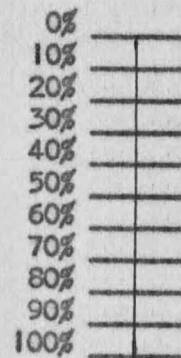
None Of The Residences At MSC HIGHER

All Of The Residences At MSC

D. The ranking of all sororities in relation to all of the residences at MSC?

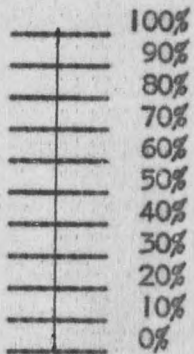
LOWER All Of The Residences At MSC

None of The Residences At MSC

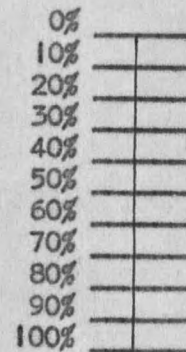
None Of The Residences At MSC HIGHER

All Of The Residences At MSC

E. The ranking of all fraternities in relation to all of the residences at MSC?

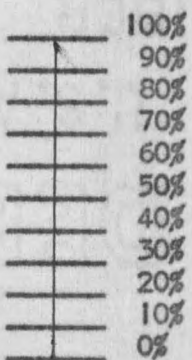
LOWER All Of The Residences At MSC

None Of The Residences At MSC

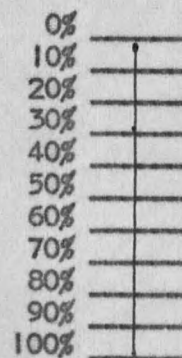
None Of The Residences At MSC HIGHER

All Of The Residences At MSC

F. The ranking of all college residence halls in relation to all residences at MSC?

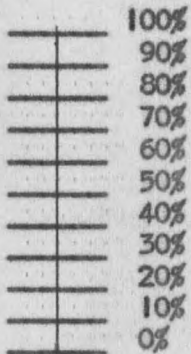
LOWER All Of The Residences At MSC

None Of The Residences At MSC

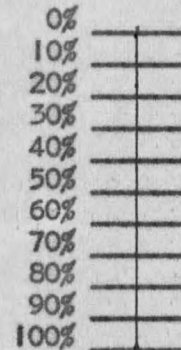
None Of The Residences At MSC HIGHER

All Of The Residences At MSC

G. The ranking of college women's residence halls in relation to all residences at MSC?

LOWER All Of The Residences At MSC

None Of The Residences At MSC

None Of The Residences At MSC HIGHER

All Of The Residences At MSC

H. The ranking of college men's residence halls in relation to all of the residences at MSC?

V. General

A. The average (approximate) income level of my parents is: \$ _____
(dollars/year)

B. My religious classification may be broadly stated as:

- a. Protestant
- b. Jewish
- c. Catholic
- d. no religious affiliations
- e. other religions

C. The educational experience of my parents is:

- a. both are college graduates
- b. one is a college graduate
- c. one or both attended college for a time
- d. both are high school graduates
- e. one is a high school graduate
- f. none of the above

D. The occupation of the head of my family may be broadly classified as:

- a. merchant-clerk
- b. professional
- c. farmer-rancher

- d. laborer
- e. other

E. My parents provide approximately the following part of my total college expenses:

- a. 100%
- b. 90%
- c. 80%
- d. 70%
- e. 60%
- f. 50%
- g. 40%
- h. 30%
- i. 20%
- j. 10%
- k. 0%

F. I have resided in my present residence for _____
(include present quarter)
quarters.

G. I am officially classified by the College as a:

- a. senior
- b. junior
- c. sophomore
- d. freshman
- e. graduate student
- f. special student

H. I am a member (active or pledge) of a:

- a. sorority
- b. fraternity
- c. cooperative
- d. none of the above

APPENDIX - B

Operational Definitions

PARCHMENT DEED

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OPERATIONAL DEFINITIONS

Attitudes	A predisposed, learned, established, tendency to respond in a given pattern to certain stimuli.
Community	A sub-group of the larger society, usually with a concept of a territorial area, with a more limited self-sufficiency than society but with a closer association and deeper sympathy among its members.
Culture	The shared, learned, and symbolically transmitted behavior patterns which are peculiar to and associated with a given society and with various segments of the larger societal complex.
Group	Two or more persons in an interaction situation or a unit of interacting individuals.
Norms	A standard or criterion for behavior patterns among individuals within a sub-cultural complex or between groups on the societal level.
Peer Group	A group of individuals having the same social position within a society.
Prestige	The social and institutionalized recognition of status.
Residence Hall	A residential unit associated with an academic institution and administered by that institution.
Residency	The basic ecological position of a person or group of persons within a given community.
Role	The function or expected behavior of an individual in a group, usually defined by the group or the culture.

Social System	An integrated aggregate of related interests or activities which become associated with a particular cultural complex.
Status	The social position or ranking of a person within his group or of the group within a given community.
Values	The expressed opinion or believed capacity of any object to satisfy a human desire.



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The social position of residence halls.	
NAME AND ADDRESS	
3-7-72	Hshelby
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4-28-72	Sue Ar
	M. Lynn
3-3-73	Ello
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