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STUDENT AUTOMOBILES ON THE COLLEGE CAMPUS

By

Lois Elaine Quelben

A thesis submitted
in partial fulfillment of the requirements for the
Master's of Education Degree at South Dakota
State College of Agriculture
and Mechanic Arts

May, 1958

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ACKNOWLEDGMENTS

The writer wishes to take this opportunity to express appreciation to Dr. Stanley Sundet for the guidance and assistance he has given in conducting and writing this study. The writer is grateful for Mr. Gerald Fort's assistance in the composition of the questionnaires and letters. Mr. Donald Lockwood gave some of his time in acquainting the writer with the IBM Machines on which much of the tabulation and counting was done. Professor Orlin Walder's help in distributing the student questionnaires is appreciated.
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CHAPTER I

INTRODUCTION

Our American educational system is at present caught in the throes of reappraisal of its aims, purposes, procedures, and methods. Many people seem to have far-ranging and free-reigning ideas for "what ails education." But there seems to be a poverty of real diagnoses as to exactly what in the system is in need of cure. No field of study in the educational structure has escaped criticism, as it has run the gamut of the arts and the normative sciences. These criticisms have generally dwelt on the methods, contents, quality, and quantity of instruction, while less attention has been focused on the stimuli to and hindrances from study.

Two slightly related developments in recent years have greatly affected the general character of American college and university life: the great increase in enrollments, and the widespread student possession of luxuries while in college. These two factors go hand in hand with the first aggravating the second. But since much attention has been given to the effect of increased enrollments on the standards of instruction and student achievement, the writer feels that the influence of the extensive possession of luxuries on the scholastic achievement merits examination.
In this study, the writer intends to look at an increasingly common factor in college life—the possession of automobiles by college students and to see what, if any, significance it bears as a deterrent from study.

There are a number of practical difficulties that result from an excessive number of student automobiles on campus such as parking. However, since most colleges have made attempts to deal with this situation, the writer feels that rehashing it would lie beyond the scope of this study.

PURPOSE OF THE STUDY

The purpose of this study is to find whether any definite conclusions or suggestions can be made concerning the effect that the possession of an automobile on campus has on freshmen boys.

Two groups of freshmen boys living in the dormitories on the South Dakota State College Campus will be studied. Group A consists of boys who do not have possession of an automobile on campus; Group B consists of boys who do have possession of an automobile on campus.

The purposes of the writer are:

1. To determine if there was a difference in the grade-point average of the two groups of students during fall quarter, 1957.
2. To determine if there was a difference in the freshmen ACE scores of the two groups of students fall quarter, 1957.

3. To determine if there is a difference in reference to the frequency of week-end trips home, distance from home, and the amount of money spent for travel expenses.

4. To determine if the students feel that having a car on campus did or would have aided them socially.

5. To determine if the students feel that having possession of an automobile on campus is or would be a deterrent to study.

6. To determine if the students feel that their parents were or would be in favor of their having access to an automobile on campus.

7. To determine if the boys who had automobiles used them frequently during the week.

8. To determine the main reasons for having, or not having, possession of an automobile on campus fall quarter.

9. To determine if there is a lack of social functions at the college on a week end, causing the student to make South Dakota State a "suitcase college."

10. To determine if other colleges or universities have made studies concerning the use of automobiles on the college campus.
The writer believes this study to be of importance because the automobile has a definite effect on the freshmen at college, whether directly or indirectly. It is difficult to realize that most freshmen are coming directly from high school into college, and for many it is the first time away from home. The college freshmen must make a great adjustment in learning to become independent and taking responsibility for the budgeting of their time, money, and use of talents.

Perhaps the college staff is not rendering a favor to these college freshmen by allowing them to possess automobiles on campus to be a temptation and possibly a deterrent from study. Through this project, the writer hopes to be able to make some recommendations on this aspect of college life. Since a single study such as this could not render conclusive evidence pertaining to the subject, the aim of the writer is to conduct this "pilot study" in hopes of stimulating more widespread and conclusive examination of this phase of college life.
CHAPTER II

REVIEW OF THE LITERATURE

It appears that little attention has been focused on the use of the automobile on the college campus in America. To the writer's knowledge, no studies have been conducted and no articles have been written concerning this subject. Perhaps the reason for this lack of research or interest pertaining to this situation is that until recently no such problem existed. Not until the last few years did students have the finances to both put themselves through college and operate an automobile.

Some facts have been gathered from recent periodicals pertaining indirectly to the subject of this study.

A. AUTOMOBILE EXPENSES

Naturally the student has many new financial demands thrust upon him while attending college, yet some students have added to their financial burden an automobile. For most students the ownership of an automobile actually is a luxury, but yet they deem their cars an absolute necessity. This idea often originates during their high school careers, and continues right through college.

Charles W. White presents the view that the ownership of an automobile in high school can dull the student's zest
for learning. Through a study in some of the high schools in Indianapolis, White finds that "car ownership is costing some boys the education to which they are entitled." He implies that many high school boys actually drop out of school to earn a sufficient amount of money to own and operate a car after finding they could not earn enough by working only after school and on Saturdays. The boys feel they are "nothing" without a car. The teachers claim that the idea of Junior's owning a fifty-dollar jalopy is outmoded; more often he has purchased on credit an up-to-date model.

Although this situation is not present in all high schools, it does exist in some. Upon graduation some of these boys from these high schools enroll in colleges, and three months later register as freshmen students. If these boys had to work in high school to purchase and maintain an automobile, certainly they will have to sacrifice something now to maintain and operate an automobile along with their other college expenses. What are these boys having to sacrifice—perhaps social life, study time, or the zest for learning.

"Every year two million teen-age drivers hit the road for the first time." White says that according to the

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3White, op. cit., page 10.
figures from 31 states published by the American Automobile Association, drivers under 21 are involved in about nine percent of all fatal automobile accidents. Shaffer\(^1\) claims that the toll in 1956 was the heaviest in history when ten million accidents killed 49,200 persons, injured 1,280,000 more, and caused property losses of $4.7 billion. Because our teen-agers have done their part in adding a good many names to the traffic fatality lists, they have become a source of alarm and concern to insurance companies, as well as parents and police forces. This alarm is reflected in the disproportionately high rates charged by companies insuring the driver of college age. If the college freshmen have adequate automobile insurance, they are paying from $40 to $120 in premiums per year, depending upon the state from which they come and other circumstances. One insurance company in this community will not insure college students in their teens unless their parents are policyholders with the company.

B. INTERESTS OF COLLEGE FRESHMEN

"The goal of higher education has been the preservation of man's intellectual heritage and the exploration of the frontiers of man's knowledge."\(^2\)

\(^1\)Helen B. Shaffer, "Better Driving," EDITORIAL RESEARCH REPORTS, Volume 1, 1957.

Why do our young people go to college? The goal or purpose which many young people seek is that one cited by Millett. However, through many different studies we find that there are a number of diverse reasons for young people enrolling in college, such as:

1. To gain social status now and in the future
2. To please their parents
3. To find a marriage partner
4. To have a good time
5. To put off going to work
6. To stay with the gang

In 1955 a study was conducted in 113 different institutions concerning the feelings our freshmen have about college. Lowenstein and Yates\(^1\) say that the outcome of this study was an indication that the freshmen were much more concerned about human relations at college than about their campus, courses, buildings, or living conditions. When asked what they liked best in college, 40 per cent of the total replied they liked the friendliness of fellow students, 29 per cent said the friendliness of the faculty, and 24 per cent said the adequacy of social and extra-curricular activities. The aspects of college life most referred to as the

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least-liked aspects of college were quite different. The four most frequently mentioned were:

1. Insufficient social life and extra-curricular opportunities
2. College too far from home
3. Too much work
4. Rigid campus regulations and red tape.

This is only one study from which little can be determined; however, here is some indication that perhaps the freshmen are placing the emphasis of college on the wrong areas. Although the writer does not minimize the great importance of social life and the process of socialization which takes place for the student, she feels that the objectives and purposes of education should be clarified to and elevated in the students' minds.

C. TRENDS IN COLLEGE ENROLLMENTS

The enrollments of colleges will increase in the future, as will the number of automobiles on the college campuses. Boldstein1 says that according to the United States Department of Health, Education, and Welfare in 1947, 25.8 per cent of the total population eighteen years of age in this country and outlying parts were first-time students in a college. In 1955, this figure had jumped up to 31.8 per

cent. In 1956, college enrollments reached a new peak of about three million students.

Boldstein cites some of the underlying factors which have stimulated this increase in the college enrollments.

1. rising family income
2. greater demand for college-trained employees
3. the adoption by a growing proportion of families of a college education as a goal for their children
4. accessibility of college education to a wider group of the population through evening classes, availability of financial aids, and part-time work
5. the increasing number and proportion of the population who finish high school
6. public recognition of the value of college education to the national welfare, expressed in the student deferment program and veterans' educational program

It is estimated by 1970 enrollments in institutions of higher learning may reach six to seven million, doubling in a period of fourteen years. Colbert predicts that "by 1974, the one-car family could be in the minority—a large proportion of families may be using three or more cars."

Judging by these predictions, some colleges are either going

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1 Boldstein, op. cit., page 9.

to have to start investing money in huge parking lots, or start making some restrictions on the use of automobiles on the college campus and in the college community.

On the other hand, Epler has a forecast for the college of 1999. "Most of the youth of the future will live at home while attending college, as they did when attending grade school and high school. Transportation developments and strategic locations will permit the comprehensive American college to have an enrollment of sufficient size to provide diversity of faculty, curriculum, and facilities the students need."¹

CHAPTER III

PROCEDURE

A. MATERIALS USED IN GATHERING DATA

**Student Questionnaires.** A survey was taken in the form of a questionnaire distributed to the freshmen boys living in the dormitories on the South Dakota State College Campus. The questionnaire was divided into three sections: the first questions were addressed to all the freshmen males, the second part contained questions directed to those students who had possession of an automobile on campus during fall quarter, 1957, and the last questions were directed to the group of boys who did not have an automobile on the campus fall quarter, 1957. A copy of this questionnaire can be found in the appendix.

**Permanent Record Cards.** For additional information on individual students who returned the questionnaire, reference was made to the permanent record cards, which are on file in the Machine Records Office. Information taken from personal data sheets filled out by each student at South Dakota State College has been transferred from the sheets to IBM cards and are filed in alphabetical order. Information from these cards which was used by the writer included the students' church preference, armed service status, scholastic standing in high school, and his ACE test score.
Administrators' questionnaires  In order to get some idea whether or not any studies concerning student ownership of cars have been conducted in other colleges and universities, the writer mailed 50 letters pertaining to this subject. Along with the auto-typed letter to college administrators, a self-addressed, stamped envelope and a questionnaire were enclosed. Through the questionnaire, the writer hopes to become familiar with any studies and/or policies made concerning the use of the automobile on those college campuses. The writer requested that any information pertaining to this study be sent along with the questionnaire. Of the 50 letters sent out, 43 were returned. A copy of the letter and the questionnaire may be found in the appendix.

B. DEFINITION OF TERMS

IBM Data  IBM means International Business Machines. Several of these machines were used by the writer for recording data pertaining to the student questionnaires.

According to the IBM Corporation\(^1\) the basic IBM record is a card 7\(\frac{1}{2}\) inches by 3\(\frac{1}{2}\) inches. On the card there are printed 80 columns, each containing numbers from zero to nine. The information is recorded on the card by punching holes into it, and these holes cannot be misread or misinterpreted. The writer used the key-punch machine for recording

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\(^1\)International Business Machines Corporation, IBM Accounting, Registration and Class Records, 1946.
information from the questionnaires. The data from permanent record cards were transmitted to the individual student's IBM card automatically at the rate of about 100 a minute. Each student's alpha number was punched into the card by the writer.

IBM machines are fully automatic in that they operate by themselves. After the punching was completed, the IBM Electric Sorting Machine was used to group the facts to be counted. This machine can sort at the rate of 450 cards per column per minute. The subtotals and grand totals of various columns appear on the counter, and the writer took the figures from there. This greatly reduced the amount of time needed for tabulation of the questionnaires.

Grade-Point Average The grading system at South Dakota State College is based on the quality of work done by the students, which is indicated by a letter grade, given by the professors. Each mark is worth a given number of grade points as shown in Table I and explained in the 1957-58 catalog.1 "A" refers to an exceptionally high quality of work; "B" to a superior quality, and "C" to fair quality. The letter grade "D" is the lowest passing mark, "E" is satisfactory, and "F" is failure. An "A" counts four grade points, "B" counts three, "C" counts two, and "D" counts one.

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1 South Dakota State College, 1957-58 Catalog, Volume XLIX, No. 4, April, 1957.
Each course the student is taking has a certain number of credits, depending on the number of class sessions or hours per week during the quarter.

In order to find the student's grade-point average, the grade points earned in a particular subject are multiplied by the number of credits given for the particular course. These figures are recorded for each course, added together, and divided by the total number of credits to determine the grade-point average.

**ACE Scores**  ACE means the American Council on Education, which published the Psychological Examination taken by the freshmen here at State College. The test for college freshmen was prepared by L.L. Thurstone and Thelma Thurstone.

### TABLE I.

**QUALITY OF WORK AND NUMBER OF GRADE POINTS REPRESENTED BY LETTER GRADES AT SOUTH DAKOTA STATE COLLEGE**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality of Work</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptionally high</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Superior</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>


The purpose of this test is to appraise scholastic aptitude or general intelligence, with special reference to the requirements of most college curricula.

According to the Manual of Instructions\(^1\) six tests are used, which can be either hand-scored or machine-scored. The six tests are grouped into two general classes:

Quantitative Tests: (the \(Q\)-score)
- Arithmetical Reasoning
- Number Series
- Figure Analogies

Linguistic Tests: (the \(L\)-score)
- Same-Opposite
- Completion
- Verbal Analogies

"The test forms should be found useful in handling those problems in which it is advisable to distinguish a student's mental abilities from his high-school preparation and his industry."\(^2\) Sometimes the significance of the test scores are overestimated; the scores are roughly indicative of the student's mental alertness, but do not measure his mentality with a high degree of accuracy.

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\(^{1}\)American Council on Education, Manual of Instructions, Psychological Examination for College Freshmen, 1940.

\(^{2}\)Ibid.
CHAPTER IV

RESULTS OF STUDY

A. ABILITY AND ACHIEVEMENTS OF THE TWO GROUPS

There are two groups of boys being studied: Group A consisting of unmarried, freshmen boys living in the dormitories who had possession of automobiles, and Group B consisting of unmarried, freshmen boys living in the dormitories who did not have possession of automobiles fall quarter. None of these students have been in the armed forces.

Of the students who answered the questionnaires used in this study, 156 had an automobile; 170 did not.

In the following table the differences may be seen between the two groups in ability, according to the ACE scores.

TABLE II.

ACE SCORES OF TWO GROUPS FALL QUARTER, 1957

<table>
<thead>
<tr>
<th>ACE Scores</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>32.8</td>
<td>93.4</td>
</tr>
<tr>
<td>Median Score</td>
<td>80.6</td>
<td>81.5</td>
</tr>
<tr>
<td>Mode</td>
<td>85.0</td>
<td>85.0</td>
</tr>
<tr>
<td>Range</td>
<td>25-142</td>
<td>0-156</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>21.9</td>
<td>22.6</td>
</tr>
</tbody>
</table>
Group B had a mean score six-tenths higher than Group A, and a median ACE score nine-tenths higher. The ACE mode for the two groups is the same. The range of the non-car group was considerably wider than that of the car group with the former having a range of zero to 156 and the latter having a range of 25-142. There was little difference in the standard deviation for the two groups, as Group A had a deviation of 21.9 and Group B had a standard deviation of 22.6. There is little difference in the ability of these two groups, according to these ACE test scores.

The following table shows the differences between Groups A and B in the grade-point averages received after one quarter here at South Dakota State College.

**TABLE III.**

**GRADE-POINT AVERAGES OF TWO GROUPS FALL QUARTER, 1957**

<table>
<thead>
<tr>
<th>Grade-Point Average</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>1.93</td>
<td>2.12</td>
</tr>
<tr>
<td>Median Score</td>
<td>1.43</td>
<td>1.93</td>
</tr>
<tr>
<td>Mode</td>
<td>1.65</td>
<td>1.95</td>
</tr>
<tr>
<td>Range</td>
<td>1.16-3.94</td>
<td>1.18-3.94</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>.372</td>
<td>.406</td>
</tr>
</tbody>
</table>
Group B has a mean grade-point average .19 higher than Group A, and a median grade-point average .45 higher than Group A. The mode grade-point average for Group A is 1.55 and the mode for Group B is 1.95. There is little difference in the range of the two groups, as Group A has a range of .16 to 3.94 and Group B has a range of .18 to 3.94. The writer concludes that there is little difference between the car group and the non-car group in scholastic ability and grade-point averages for fall quarter, 1957.

B. FINDINGS OF STUDENT QUESTIONNAIRES

Of the questionnaires handed to freshmen students, 325 were returned. The following table shows the distance between the college community and the student's home for both groups.

TABLE IV.

NUMBERS AND PERCENTAGES OF STUDENTS WHO LIVED A GIVEN DISTANCE FROM THE COLLEGE COMMUNITY IN GROUPS A AND B

<table>
<thead>
<tr>
<th>Miles from home</th>
<th>GROUP A</th>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Per cent of Students</td>
</tr>
<tr>
<td>Under 50</td>
<td>19</td>
<td>12.3</td>
</tr>
<tr>
<td>50 to 100</td>
<td>62</td>
<td>40.0</td>
</tr>
<tr>
<td>100 to 150</td>
<td>33</td>
<td>21.3</td>
</tr>
<tr>
<td>Over 150</td>
<td>41</td>
<td>26.4</td>
</tr>
<tr>
<td>Totals</td>
<td>155</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Of Group A, 40 per cent lived between 50 and 100 miles from this college community and 26.5 per cent lived more than 150 miles from the college; whereas of the students in Group B only 27.6 per cent lived between 50 and 100 miles from Brookings, and 43.5 per cent lived more than 150 miles from the college community.

Of Group A 73.6 per cent lived less than 150 miles from the campus and of Group B 56.5 per cent lived over 150 miles, indicating that those boys living farther from the college are seemingly less likely to have an automobile on campus. Of Group A 61 per cent lived between 50 and 150 miles from home and of Group B only 50 per cent.

Some of the students in Group A did not have their automobiles on campus all quarter, as can be seen on the following table.

**TABLE V.**

<table>
<thead>
<tr>
<th>Amount of Time During Quarter</th>
<th>Number of Students</th>
<th>Per cent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All quarter</td>
<td>91</td>
<td>58.7</td>
</tr>
<tr>
<td>More than half</td>
<td>27</td>
<td>17.4</td>
</tr>
<tr>
<td>About one-fourth</td>
<td>15</td>
<td>9.7</td>
</tr>
<tr>
<td>Special Occasions</td>
<td>22</td>
<td>14.2</td>
</tr>
</tbody>
</table>
Of the students who had possession of an automobile fall quarter, 58.7 per cent had it on campus all quarter, 17.4 per cent had it here for more than half the quarter, 9.7 per cent had it here about one-fourth of the quarter, and 14.2 per cent had it here only for special occasions.

There is a significant difference between the two groups of students in their frequency of week-end trips home, as can be noted in the following table.

**TABLE VI.**
**FREQUENCY OF WEEK-END TRIPS HOME FOR GROUPS A AND B**

<table>
<thead>
<tr>
<th>Frequency of trips</th>
<th>GROUP A</th>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>Per cent of students</td>
<td>Number of students</td>
</tr>
<tr>
<td>Weekly</td>
<td>89</td>
<td>57.4</td>
</tr>
<tr>
<td>Biweekly</td>
<td>34</td>
<td>21.9</td>
</tr>
<tr>
<td>Monthly</td>
<td>15</td>
<td>9.7</td>
</tr>
<tr>
<td>Less</td>
<td>17</td>
<td>11.0</td>
</tr>
</tbody>
</table>

Of Group A, 57.4 per cent went home every week end and 21.9 per cent went home every other week end; whereas of the students in Group B, only 29.8 per cent went home every week end and 26.2 per cent went home every other week end. Although this is partly due to access of an automobile, the fact remains that more boys in Group B lived farther
from the college community and were less likely to make
weekly or biweekly trips home.

Of Group A, 63.6 per cent of the students drove their
own cars home week ends, while the remainder of the students
in this group rode with other students. None of these stu-
dents made use of public transportation on week-end trips
home.

Contrary to what one would expect, the students in
the non-car group seemingly went out more evenings weekly
for reasons other than study or a short coffee break than
the students in the car group, as shown on the following table.

**TABLE VII.**

**NUMBER OF NIGHTS PER WEEK STUDENTS IN GROUPS A AND B
WENT OUT FOR REASONS OTHER THAN STUDYING OR COFFEE**

| Nights Per Week | Group A | | | Group B |
|-----------------|--------|--------|--------|
|                  | Number of Students | Per cent of Students | Number of Students | Per cent of Students |
| Every night      | 0      | 0      | 5      | 2.0 |
| 3 or 4 nights    | 16     | 10.3   | 25     | 14.7 |
| 1 or 2 nights    | 90     | 58.1   | 110    | 64.7 |
| Less             | 49     | 31.6   | 30     | 17.7 |

Of Group A, 10.3 per cent of the boys went out three
or four nights a week contrasted with 14.7 per cent of the
students in the non-car group. Of Group A, 58.1 per cent of
the students went out one or two nights a week, while 64.7 per cent of the Group B did so. Thirty-one per cent of Group A and seventeen per cent of Group B went out less than one night a week.

When asked if having had an automobile on campus fall quarter hindered their studying, 92.6 per cent of the car group said it did not, 6.1 per cent answered sometimes it did, and 1.3 per cent said it did. Of the students who did not have possession of an automobile on campus, 78.2 per cent said they did not think that having an automobile would have hindered their studying; 21.8 per cent said it would have. Although this does not prove that the possession of a car did not or would not have interfered with the students' studying, it does show their attitudes toward this subject.

According to the estimates of the students, there is not a great deal of difference between the two groups in the amount of money spent per week for transportation to and from their home town and within the college community. Even though the non-car students go home less, perhaps their expenses for traveling will be greater than the students' in Group A since many students in Group B are farther from home. If the students with cars were to figure six cents a mile for car expenses, their estimate for weekly cost would go up; however, with other students to share expenses on trips, it is perhaps cheaper to drive home themselves. In estimating cost, it is doubtful that the students with cars included
their insurance premiums, car repairs, purchase price of the automobile, and similar expenses. The following table shows the difference in traveling expenses for Groups A and B.

**TABLE IX.**

**ESTIMATES FOR WEEKLY TRAVELING EXPENSES FOR GROUPS A AND B**

<table>
<thead>
<tr>
<th>Estimated Amount</th>
<th>GROUP A</th>
<th>GROUPE B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Per cent of Students</td>
</tr>
<tr>
<td>Over $10</td>
<td>1</td>
<td>.7</td>
</tr>
<tr>
<td>$5 to $10</td>
<td>7</td>
<td>4.8</td>
</tr>
<tr>
<td>$3 to $5</td>
<td>46</td>
<td>31.3</td>
</tr>
<tr>
<td>Less</td>
<td>93</td>
<td>63.2</td>
</tr>
</tbody>
</table>

Of Group A, 63.2 per cent said it cost less than $3 per week to have had an automobile on campus, while 74.4 per cent of the non-car group said it cost less than $3 per week for transportation home and within the college community. Of the students in Group A, 31.3 per cent said it cost between $3 and $5 per week for traveling expense and 15.2 per cent of Group B said it cost between $3 and $5 weekly.

When Group A was asked if their parents were in favor of their having an automobile on campus last quarter, 62.4 per cent said "yes," two per cent said "no," and 35.6 per cent said their parents were indifferent to the idea. When
Group B was questioned concerning whether or not their parents would have been in favor of the student having an automobile on campus fall quarter, twenty per cent answered "yes," 34.7 per cent said "no," and 45.3 per cent said their parents would have been indifferent, as can be noted on the following table.

**TABLE IX.**

FEELINGS OF PARENTS OF STUDENTS IN GROUPS A AND B CONCERNING USE OF AUTOMOBILES ON CAMPUS FALL QUARTER

<table>
<thead>
<tr>
<th></th>
<th>GROUP A</th>
<th></th>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Parents</td>
<td>Per cent of Parents</td>
<td>Number of Parents</td>
</tr>
<tr>
<td>In favor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>93</td>
<td>62.4</td>
<td>34</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>2.0</td>
<td>50</td>
</tr>
<tr>
<td>Indifferent</td>
<td>53</td>
<td>35.6</td>
<td>77</td>
</tr>
</tbody>
</table>

When asked whether or not having had an automobile helped them socially, 53 students in the car group said "yes," while 95 said "no." Some claimed they did not use the car for most social functions, indicating that perhaps much dating involved going to activities or social events held on the college campus. However, of the students in the non-car group, 89 felt it would have helped them socially had they had an automobile. Nine students said it would
not have aided them socially, and 72 claimed it made no difference either way. The following table shows the feelings on this subject.

**TABLE X.**

**NUMBER AND PER CENT OF STUDENTS WHO THOUGHT POSSESSION OF AN AUTOMOBILE DID OR WOULD HAVE AIDED THEMSOCIALLY**

<table>
<thead>
<tr>
<th>Answer</th>
<th>GROUP A</th>
<th></th>
<th>GROUP B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Per cent of Students</td>
<td>Number of Students</td>
<td>Per cent of Students</td>
</tr>
<tr>
<td>Yes</td>
<td>53</td>
<td>35.8</td>
<td>88</td>
<td>52.4</td>
</tr>
<tr>
<td>No</td>
<td>95</td>
<td>64.2</td>
<td>9</td>
<td>5.2</td>
</tr>
<tr>
<td>No difference</td>
<td>0</td>
<td>0</td>
<td>72</td>
<td>42.4</td>
</tr>
</tbody>
</table>

Some of the students made the comment that a girl wants her date to have an automobile, while other students felt they could get along fine without the use of a car.

A study conducted by Morrison and Jesser\(^1\) concerning dating behavior on the South Dakota State Campus showed that "both male and female students indicated that cars are necessary for dating activity. Female students indicated that cars were mainly useful for getting to dances, movies, etc., and

---

for protection from the weather. Male students agreed that cars are necessary for transportation to social functions, but stressed, in addition, the importance of cars in obtaining dates and to facilitate necking while on dates."

When asked what the main reason was for their having had an automobile on campus fall quarter, 121 of the 155 students in Group A answered for week-end trips home. Fifteen students said they needed an automobile for business reasons, such as driving down town to work each day. On the following table the main reasons that students in Group A had automobiles on campus are more clearly shown.

TABLE XI.

MAIN REASONS OF STUDENTS IN GROUP A FOR HAVING AUTOMOBILES ON CAMPUS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Students</th>
<th>Per cent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going home</td>
<td>121</td>
<td>78.1</td>
</tr>
<tr>
<td>Going down town</td>
<td>16</td>
<td>10.3</td>
</tr>
<tr>
<td>Business reasons</td>
<td>15</td>
<td>9.7</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Of the 170 males in Group B, 129 said the main reason they did not have an automobile on campus was that they did not own one and could not afford to operate one if they did, indicating that perhaps if they could afford one, they would
be in favor of having an automobile on campus. Of this same group, 22 commented that they had no need for an automobile in college. Seventy students said it was easy to get around the community, either by walking or riding with others. One student mentioned that his parents wanted to see his grades from first quarter before allowing him to bring his car here.

Some of the students from both Groups A and B commented that they thought it easier to make friends of other boys if they owned a car; partly because one could offer boys rides and get to know them in this way, or because other boys would be more friendly to the students who had an automobile on campus. Perhaps this is a social pressure that should be eliminated from the life of a freshman student. Some boys commented that they would rather take a girl out only when they have access to a car, because there is not enough to talk about when a long walk is involved on a date.

Some other data were gathered from the permanent record cards concerning the students being studied. These data included the student's rank in his high school graduating class, his church preference, and his father's occupation.

About three-fourths of the students of both Groups A and B were in the upper half of their high school graduating class. Five per cent more of the Group B students were in the upper one-fourth than the Group A students. This is shown clearly on Table III.
### Table XII.

**Rank of Students of Groups A and B in Their High School Graduating Class**

<table>
<thead>
<tr>
<th>Rank in Class</th>
<th>Number of Students</th>
<th>Per cent of Students</th>
<th>Number of Students</th>
<th>Per cent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper 1/4</td>
<td>51</td>
<td>37.0</td>
<td>65</td>
<td>43.0</td>
</tr>
<tr>
<td>Upper 1/2</td>
<td>67</td>
<td>41.3</td>
<td>52</td>
<td>34.4</td>
</tr>
<tr>
<td>Lower 1/2</td>
<td>24</td>
<td>17.4</td>
<td>33</td>
<td>21.9</td>
</tr>
<tr>
<td>Lower 1/4</td>
<td>6</td>
<td>4.3</td>
<td>1</td>
<td>0.7</td>
</tr>
</tbody>
</table>

### Table XIII.

**Number and Per cent of Students in Reference to Their Church Preference**

<table>
<thead>
<tr>
<th>Church Preference</th>
<th>Number of Students</th>
<th>Per cent of Students</th>
<th>Number of Students</th>
<th>Per cent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lutheran</td>
<td>60</td>
<td>39.0</td>
<td>65</td>
<td>38.5</td>
</tr>
<tr>
<td>Catholic</td>
<td>30</td>
<td>19.5</td>
<td>43</td>
<td>25.4</td>
</tr>
<tr>
<td>Methodist</td>
<td>26</td>
<td>16.9</td>
<td>24</td>
<td>14.2</td>
</tr>
<tr>
<td>Presb.</td>
<td>16</td>
<td>10.4</td>
<td>11</td>
<td>6.5</td>
</tr>
<tr>
<td>Congreg.</td>
<td>9</td>
<td>5.8</td>
<td>10</td>
<td>5.9</td>
</tr>
<tr>
<td>Baptist</td>
<td>5</td>
<td>3.2</td>
<td>6</td>
<td>3.6</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>5.2</td>
<td>10</td>
<td>5.9</td>
</tr>
</tbody>
</table>
Relative to church preference, the students in both groups are predominantly Lutheran. Although these data give no conclusive evidence concerning the main text of this study, it is of interest in comparing the two groups of students.

As can be noted by the following table, almost half of the fathers of our college freshmen students who were studied were in the fields of agriculture and forestry.

**TABLE XIV.**

**OCCUPATIONS OF THE FATHERS OF STUDENTS FROM GROUPS A AND B**

| Occupation of Father | GROUP A | | | GROUP B | | |
|----------------------|---------|---|---|---------|---|
| | Number | Per cent | | Number | Per cent | |
| Ag. Marine, Forestry | 81 | 52.6 | | 73 | 43.1 |
| Prof., Managerial, Tech | 40 | 26.0 | | 47 | 27.8 |
| Clerical and Sales | 13 | 8.4 | | 17 | 10.1 |
| Service | 9 | 5.8 | | 12 | 7.1 |
| Manual | 4 | 2.6 | | 11 | 6.5 |
| Mechanical | 3 | 2.0 | | 5 | 3.0 |
| No Occupation | 4 | 2.6 | | 4 | 2.4 |
There were about ten per cent more farmers' sons who did have automobiles on campus than did not. Slightly over one-fourth of the fathers were in professional, technological, or managerial fields; about half of the students in this group have had automobiles and half have not.

C. FINDINGS OF ADMINISTRATORS' QUESTIONNAIRES

The enrollments at the colleges to which the writer sent questionnaires ranged from 900 students to 10,000, with the greatest number being sent to colleges with between 2,000 and 2,999 students.

Of the 42 letters received by the writer, 34 (81 per cent) of the administrators said they had a definite policy at their college concerning the use of automobiles on campus; however, most of these "definite policies" had to do with parking regulations, car registration, and traffic rules.

### TABLE XV.

NUMBER AND PER CENT OF COLLEGES ALLOWING UPPERCLASSMEN THE USE OF AUTOMOBILES ON CAMPUS

<table>
<thead>
<tr>
<th>Allow Automobiles</th>
<th>Number of Colleges</th>
<th>Per cent of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>85.7</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certain Students</td>
<td>6</td>
<td>14.3</td>
</tr>
</tbody>
</table>
As shown on Table XV, at the majority of the colleges the upperclassmen were allowed to have cars on campus. Six colleges have the rule that only under certain conditions are automobiles allowed. These "certain conditions" usually referred to handicapped students, students who needed a car to get to and from their jobs, or students who needed an automobile for commuting from a long distance.

The following table shows the results of the question concerning freshmen ownership of automobiles.

**TABLE XVI.**

NUMBER AND PER CENT OF COLLEGES PERMITTING FRESHMEN STUDENTS TO HAVE AUTOMOBILES

<table>
<thead>
<tr>
<th>Allow Automobile</th>
<th>Number of Colleges</th>
<th>Per cent of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>76.2</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>Certain Students</td>
<td>5</td>
<td>11.9</td>
</tr>
</tbody>
</table>

To the question concerning freshmen ownership of cars, 32 college administrators answered that the freshmen students were allowed to use automobiles on the campus. Five said freshmen were not allowed to have cars on campus, and five said that only certain students could have cars, referring to the handicapped or working students.
Of the 42 colleges, 90.47 per cent had what they called a "serious parking problem." Most of them have regulations concerning parking areas for staff members and students. All the schools from which the writer received literature on this matter required the staff and the student automobiles to display a decal of some type and to register their cars.

Only one college out of 42 had made a study concerning the use of automobiles on the college campus, and this study was directed mainly to the parking problems at the colleges. In a parking survey in March, 1966, 1539 students answered the brief questionnaires sent out at this college in which 2,400 students were enrolled. Below can be seen the estimated distance from students' residences to the college 23D\(^1\) campus.

**TABLE XVII.**

**ESTIMATED DISTANCE FROM STUDENTS' RESIDENCES TO COLLEGE 23D CAMPUS**

<table>
<thead>
<tr>
<th>DISTANCE</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 blocks or less</td>
<td>36</td>
</tr>
<tr>
<td>5 to 8 blocks</td>
<td>99</td>
</tr>
<tr>
<td>9 to 12 blocks</td>
<td>113</td>
</tr>
<tr>
<td>Over 1 mile, under 5 miles</td>
<td>244</td>
</tr>
<tr>
<td>More than 5 miles</td>
<td>104</td>
</tr>
</tbody>
</table>

\(^{123D}\) is the code number for said college.
It was found that more than one-half of the student drivers lived more than one mile from campus, while few lived within four blocks of the campus. In the distribution cited in Table XVII, those students who park in the campus area less than once per week were eliminated.

Between 550 and 600 students parked automobiles in the vicinity of this campus daily (school days). A much larger per cent or proportion of men drove cars to college than women. Nine per cent of the women drove automobiles to college, while 69 per cent of the men drove cars and parked them near the campus. The students parked their cars on the street 56 per cent of the time, in the parking lot 43 per cent of the time, and in both one per cent of the time. Of the 674 students answering, 455 said they did not transport other students regularly to the campus.

**TABLE XIX.**

**ESSENTIAL USES OF AUTOMOBILES BY STUDENTS AT COLLEGE 23D**

<table>
<thead>
<tr>
<th>Uses</th>
<th>Frequency of Response</th>
<th>Proportion of 674 Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation</td>
<td>543</td>
<td>81%</td>
</tr>
<tr>
<td>Go home week ends</td>
<td>358</td>
<td>53%</td>
</tr>
<tr>
<td>To employment</td>
<td>279</td>
<td>41%</td>
</tr>
<tr>
<td>Business Reasons</td>
<td>228</td>
<td>34%</td>
</tr>
<tr>
<td>Family use</td>
<td>160</td>
<td>24%</td>
</tr>
</tbody>
</table>
Table XII shows the distribution of responses to the request that the students indicate other essential uses of their automobiles besides transportation from their residences to the college. This table is of interest in comparing the responses of students in college 23D with the responses of the students at South Dakota State College to a similar question, as shown on Table XI.

Of the administrators contacted through questionnaires, 71 per cent claimed that generally the faculty thought the present policies concerning the use of automobiles on campus were satisfactory. Ten per cent thought the policies were poor.

At one Midwestern college, cars are not allowed on the campus except for one of the following reasons:

- commuting to school
- getting to work
- transporting the physically handicapped
- family needing a car
- veterans 23 years of age and over
- married students
- limited personal travel
- practice teaching, interviews, and the like

The college officials defend their policy by saying their decision is not based on the belief that students are not old or mature enough, but that the use of cars tends to
take the students away from the campus, thus detracting from the centralized campus life and study habit. They feel, and rightfully so, that going to college should be a full-time job and that having access to an automobile on campus may lead to educational and economic loss for the student.

Of the administrators, 42 per cent said that public transportation within the college community was satisfactory enough to make the ownership of cars unnecessary, while 57.5 per cent gave a negative answer. One-half of the college communities have good public transportation to and from the town or city, while half do not.

In reviewing the literature sent by administrators of different colleges, it seems that most colleges have definite speed limits on the campus, ranging from fifteen miles an hour to 25 miles an hour; most have fees for parking violations ranging usually from $1 for the first offense to $5 for the third offense. After the fourth violation, the case is considered to be a chronic violator, so the registration for the automobile is revoked, and the owner is not allowed to drive on the campus or in the college community. At one college, a traffic violation fee might range from below $50 to suspension from college.

Several colleges have policies saying there is to be no over-night parking on the campus. One college has the rule that there is to be no cruising around the campus in
cars after dormitory hours; however, this could be enforced only on a physically closely-knit campus.

Many of the schools had a provision for some type of committee with its interests centering around the traffic problems and violations. For example, one college had a Traffic Committee consisting of five faculty members, appointed by the college president, and two students, appointed by the student council. The functions of these committees were in the following areas:

1. hearing and reviewing cases referred to it by the Physical Plant Superintendent
2. acting upon referrals in regard to non-payment of fines levied
3. approving cases where a student's vehicle is to be banned from campus
4. making recommendations to the Physical Plant Superintendent for enforcement and improvement of campus traffic and parking regulations

Some colleges have registration of motorcycles and motor bikes, as well as cars. Several had strictly forbidden the driving of the student's car from building to building without written permission, which one could obtain if handicapped physically.

Several colleges insisted that the students under 25 years of age must carry a sufficient amount of liability
insurance. At one college in the East, $5,000/$10,000 bodily injury insurance is highly recommended, and will perhaps later be compulsory in order to have an automobile on campus.

Several colleges insist that each student must drive only his own car. He may not lend his car to anyone, nor may he apply for a permit for any other person. This is really a service to the student with a car, as others will perhaps be discouraged from asking to use the car.

Several colleges had a rule stating that a student must have a "C" average in order to have a car on campus.

In one college in the South with an enrollment of 2815, neither the males nor the females are allowed to leave the college town via private transportation without the permission of the parents, in which case the student must be accompanied by a member of his immediate family.

Several schools have a "storage" service, in which the student pays a given amount and may bring his car to the college community and store it in a given place until he is about to leave the college community for home.

One college had a registration fee of $25 per year for each car, $10 of which was considered the regular fee, and $15 of which could be redeemed at the end of the year, providing none was taken out for parking or traffic violations of any kind.
Although some of the regulations seem rather harsh, but the writer doubts that these rules have caused any serious decrease in enrollments or conveniences at these colleges.
Very little literature was found pertaining directly to the study, and the writer believes very little literature has been devoted to this subject. However, articles were reviewed on the expenses of automobile ownership, the interests of college freshmen, and the trends in college enrollments, as the writer feels these subjects are related indirectly to the object of study.

The opinion of certain writers was that some young people are paying too much emphasis on car ownership—even at the expense of a high school and/or college education.

Through different studies conducted at institutions of higher learning, it was found that many students are expressing more interest in the social, rather than the academic or educational, values of college.

According to past trends and recent predictions, the college enrollments will move upward at a fast rate during the next few years, unless something unforeseen interferes with the present trends.

Through a comparison of the ACE scores and grade-point averages of two groups of freshmen on the campus of South Dakota State College, the writer finds there is very little
difference in ability and achievement between Groups A and B. A sample of 325 single, freshmen students living in the men's dormitories was used, but no definite conclusions can be made concerning the subject of this study because considering only one quarter's work at one college does not provide sufficient evidence on any subject.

Through a questionnaire to these two groups of students, the writer finds that the students who have access to an automobile go home more frequently on week ends than do the students who do not have cars. However, a factor to be considered here is that on the average the students in the non-car group live farther from the college community than those students in Group A. Since the non-car students spend more week ends on the campus, they go out more frequently than those in Group A.

Although generally the students in Group A felt that having had an automobile helped them very little socially, the students who did not have cars felt they would have benefited socially by having had a car. This indicates that either the students who have cars are over-looking the probability that it is helping them make friends, or the students who do not have cars are over-estimating the importance of car ownership.

According to the estimates of the students in both groups, there seems to be little difference between the groups
in the amount of money spent weekly on traveling expenses, although perhaps the writer should have included a question concerning estimates on the cost of owning and operating an automobile, too.

Very few of the students in the sample felt that having access to an automobile was a deterrent from study; however, a few freshmen in Group A mentioned that some non-car students took advantage of them in asking for rides different places when it was quite evident that the student was trying to study. Many students commented that they were old enough to budget their time so as not to permit an automobile to interfere with their studies.

Of the students who had automobiles on campus, many remarked that they used it only on weekends for trips home, and did not drive it within the college community more than once a week.

According to the answers given by the students in Group A, their parents did not seriously object to their having had an automobile on campus Fall quarter. Of Group B, about one-third of the students claimed their parents would have objected to their having a car here at college. Of this group, the most frequent reason mentioned for not having had an automobile on campus was a lack of funds to purchase and operate one. Three-fourths of the students in Group A said the main reason for their having had an automobile here at
college was for transportation home on week ends. Several freshmen students claimed it was cheaper to go home on week ends than to stay here.

B. RECOMMENDATIONS

1. Do not allow freshmen students who have won scholarships to have an automobile on campus. According to the college newspaper,¹ scholarships valued at $19,206 were awarded at Scholarship Recognition Day on March 30, 1959, to 34 top-ranking high school seniors. Awards were given on the basis of tests and recommendations. Perhaps if a freshman student has an automobile on campus, he does not need a scholarship. Scholarships should be awarded to people who deserve and need financial assistance.

2. Do not allow any freshman student to have an automobile on campus who cannot maintain a "C" or above average scholastically.

3. Keep the parking lots in good physical condition. During the spring, certain areas in the parking lots are not fit to be used.

4. Require that all students with automobiles carry adequate liability insurance.

5. After three violations, revoke the student's car registration and privilege of driving on the campus and in the college community for a period of three months.

6. Make a more detailed study of this matter in the future and over a longer period of time than one quarter, as the writer believes this phase of college life merits some attention.
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APPENDIX A

STUDENT QUESTIONNAIRE

NAME: ____________________________ HOME ADDRESS: ____________________________

This questionnaire is being sent to you in connection with a research study I am conducting. This information is strictly confidential, and used for research purposes only. This study has nothing to do with whether or not freshmen will be allowed to have cars on campus. In processing these questionnaires, all names will lose their identity. I would appreciate your cooperation in filling out this questionnaire and returning it to your dormitory counselor as soon as possible. Please base your answers in terms of fall quarter.

1. How far is your home from here?
   A. Less than 50 miles
   B. Between 50 and 100 miles
   C. Between 100 and 150 miles
   D. More than 150 miles

2. Did you have a car on campus this fall?
   yes    no

3. If so, for how long?
   A. All quarter
   B. More than half the quarter
   C. About one-fourth of the quarter
   D. Only on special occasions

4. How often did you go home last quarter?
   A. Every week end
   B. Every other week end
   C. Once a month
   D. Less than once a month

5. How did you usually get home?
   A. Public transportation
   B. Car pool
   C. Ride with others
   D. Drive your own car

6. On the average, how many nights a week did you go out for other reasons than studying or a short coffee break?
   A. Every night
   B. Three or four nights a week
   C. One or two nights a week
   D. Less than one night a week
7. Would you have gone out for reasons other than to study
   _____A. More if you had a car
   _____B. Less if you had a car
   _____C. Makes no difference either way

8. If you had a car on campus fall quarter, answer the following (A through E):

   A. Do you feel that the car hindered your studying?
      _____yes _____no _____sometimes
      Comments:

   B. How much did it cost per week (on the average) to have a car on campus?
      _____1. Over $10
      _____2. Between $5 and $10
      _____3. Between $3 and $5
      _____4. Less than $3

   C. Did your having a car on campus help you socially?
      _____yes _____no
      Comments:

   D. Were your parents in favor of your having a car on campus last quarter?
      _____yes _____no
      _____indifferent

   E. What was the main reason you had a car on campus?

9. If you did not have a car on campus fall quarter, answer the following (A through E):

   A. Do you feel that a car would have hindered your studying?
      _____yes _____no
      Comments:

   B. About how much did it cost you per week for transportation to and from your home-town, and here in the college community?
      _____1. Over $10
      _____2. Between $5 and $10
      _____3. Between $3 and $5
      _____4. Less than $3

   C. Do you feel that it would have helped you socially to have had a car here?
      _____yes _____no
      _____would have made no difference
      Comments:
D. Would your parents have been in favor of your having a car on campus?  ____yes  ____no  ____indifferent

E. What was the main reason you did not have a car on campus?

COMMENTS: ____________________________________________
Dr. Donald Hilton
St. Olaf College
Ames, Iowa

Dear Dr. Hilton:

We are conducting a study relating to students and cars on the college campus. The extreme mobility of our college student population has created concern among the staff members relative to the effect of this factor on student achievement and motivation toward college success. We hope to shed some light on this question through this and other studies now in progress.

A very brief questionnaire is enclosed which we hope you, or the proper official in your college, will complete. If you have some printed regulations pertaining to your policy concerning the use of cars, we would appreciate your forwarding a copy, along with the completed questionnaire, in the self-addressed, stamped envelope that is enclosed.

This study is being conducted through the Division of Student Personnel at South Dakota State College. All data received will be coded in such manner that no college will be identifiable to the reader. Your cooperation in this project is greatly appreciated.

Yours very truly,

Gerald M. Fort
Associate Professor

Lois Qualben
Graduate Student

Enclosures 2
APPENDIX C

ADMINISTRATORS' QUESTIONNAIRE

NAME: ____________________________

POSITION: _________________________

COLLEGE: _________________________

ENROLLMENT: _______________________

1. Do you have a definite policy set up at your college concerning the use of cars on campus? ___yes ___no
   Comments: _______________________

2. Are upperclassmen allowed to have cars on campus?
   A. yes   B. no
   C. Certain students   D. On special occasions
   Comments: _______________________

3. Are freshmen allowed to have cars on campus?
   A. yes   B. no
   C. Certain students   D. On special occasions
   Comments: _______________________

4. Are there special conditions under which a freshman student may have a car on campus? ___yes ___no
   Comments: _______________________

5. Have there been any studies made at your college concerning freshmen use of cars and their scholastic standing in their class? ___yes ___no (If yes, we will appreciate a copy or summary of this study)

6. Is there a parking problem on campus? ___yes ___no
   Comments: _______________________

7. If you have a definite policy, what is the general attitude of the members of the faculty concerning it? ______

8. Do you receive the cooperation of the parents concerning their children's use of cars? ___yes ___no
   Comments: _______________________

9. Is there public transportation within the college community to make the ownership of cars unnecessary?  
   ___yes   ___no   Comments: ____________________________

10. Are there good public transportation facilities to and from the college community?  ___yes   ___no  
    Comments: ____________________________
February

1 Annual Band Clinic
   Basketball--Morningside there
   High School Basketball here
3-7 Engineer's Week
3 Twilight Dance
5 Engineers' Smoker
6 Assembly--Mitchell-Ruff Duo
7 Basketball--Augustana here
8 Sweetheart Ball
   High School Basketball here
11-14 Pep Week
11 Basketball--Morningside here
12 Union Patriotic Dinner
13 Play--Oedipus Rex
14 Basketball--North Dakota University here
15 Dames Club Husband and Wife Party
   Play--Oedipus Rex
16-20 Religious Emphasis Week
16 Film Society
18 Wildlife Club Banquet
21 Twirl Dance
22 Basketball--South Dakota University here
25 Student Association Election Assembly
26 Vets' Club Banquet
   Basketball--Iowa State Teachers there
   High School Basketball here
28 W.S.G.A. Mixer

March

1 Basketball--South Dakota University there
4 Student Election
6-7 High School Basketball Tourney
7 Band Concert
   Assembly--Chanticleers
8 Union Masquerade--Kardi Gras
10 Indianapolis Symphony Community Concert
15 Quarter Closes--12:00 noon
17 Registration
   Registration Dance
   Nurses' Capping Ceremony
18 Beginning of Classes
March
18 Film Society
21-22 Little International
22 Region 3--Music Contest
27 School of Ag Closing Exercises
28 Monogram Club Dinner Dance
28-29 Blue Key Video Varieties
29 High School Scholarship Day

April
3 Easter Recess--5:00 p.m.
8 Classes Resume
9 Community Concert--Little Chorale
10 University Dames Style Show
11 Officers Mess Dinner Dance
12 4-H Square Dance
15-16 State League of Nursing
15 Film Society
16 Pasquette Concert
18 Engineers' Dinner Dance
19 Guidon-Angel Flight Bridal Show
20-23 Ag Dinner Dance
22 State F.F.A. Contest
23 Faculty Ag Div. Desert Bridge
25 Dairy Club Banquet
26 Co-Recognition Night
27 Phi Kappa Phi-Initiation and Banquet
30 Journalism Banquet
30 Co-ed Ball
30 Assembly--Russel Curry

May
1 May Day Dinner
1-3 Musical Show--Oklahoma
5 Army Air Demonstration
6 Economics Club Banquet
9 Spring Sing
13 Choral Concert
14 Agronomy Club Banquet
14 Women's Day
16 Beauty Pageant
17 Pharmic Dinner Dance
18 Religious Council Picnic
20 Twilight Band Concert
20 Film Society
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<tbody>
<tr>
<td>23</td>
<td>4-H Square Dance One-Act Plays</td>
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<td>24</td>
<td>Junior Senior Prom</td>
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<td>25</td>
<td>Statesmen Concert</td>
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<td>28</td>
<td>Engineers' Open House</td>
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<td>30</td>
<td>Memorial Day</td>
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**June**

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<tr>
<td>1</td>
<td>Baccalaureate Services</td>
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<tr>
<td>2</td>
<td>Commencement Exercises</td>
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<tr>
<td>7</td>
<td>Quarter Closes--12:00 noon</td>
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<tr>
<td>9</td>
<td>Registration--Classes Begin 1:00 p.m.</td>
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