A DESCRIPTIVE STUDY, BY RESIDENCY AND SEX, OF THE FRESHMAN STUDENTS FOR 1958 AT MICHIGAN STATE UNIVERSITY ON SELECTED CHARACTERISTICS

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY

Larry Lee Foster

1962

This is to certify that the

thesis entitled

A DESCRIPTIVE STUDY, BY RESIDENCY AND SEX, OF THE FRESHMAN STUDENTS FOR 1958 AT MICHIGAN STATE UNIVERSITY ON SELECTED CHARACTERISTICS

presented by

Larry Lee Foster

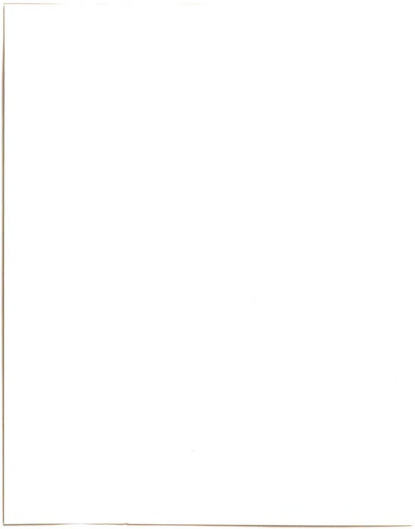
has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education

Major professor

Date 5-2-62

O-169



ABSTRACT

A DESCRIPTIVE STUDY, BY RESIDENCY AND SEX,
OF THE FRESHMAN STUDENTS FOR 1958
AT MICHIGAN STATE UNIVERSITY
ON SELECTED CHARACTERISTICS

by Larry Lee Foster

The purpose of the first phase of this descriptive study was to compare the male and female nonresident freshman students in terms of attitudes, values, abilities, academic achievement, retention tendencies, and selected biographical characteristics. These students enrolled at Michigan State University for the first time in the fall term of 1958 and were from the forty-nine states other than Michigan.

The second phase of this study had as its purpose the comparison of the findings of the first phase concerning the nonresident students with similar data compiled on the resident freshman students who enrolled at Michigan State in the same year.

To conduct these comparative analyses, data were gathered on each of the 2,710 students (618 nonresidents and 2,092 residents) from a number of sources. During Freshman Orientation Week, September, 1958, the following instruments were administered to the students: The Inventory of Beliefs, Form I (measures stereotypy); Rokeach's Dogmatism Scale, Form E (measures dogmatism); Differential Values Inventory (measures traditional values); Michigan State University Reading Test (measures abilities); College Qualification Test (measures abilities); and the Biographical Data Sheet (identifies biographical characteristics). Additional data on each

student, including state of origin and grade-point average for the freshman year, were obtained from the Registrar's Office at Michigan State University.

In each of the two phases, three separate stages were used to analyze the data. The three stages and the statistical techniques used were:

Stage 1. The comparison and analysis of the biographical characteristics of the students were made by compiling percentages and conducting Chi-square tests.

Stage 2. A two by two analysis of variance was used to examine the over-all differences in the mean scores of the various groups of students on the tests identified.

Stage 3. The *t* test was used to measure the significant differences in the mean scores obtained by the students on the tests investigated and according to the biographical characteristics identified.

Major findings of the study were:

Phase One: (Nonresident Freshman Males versus Nonresident Freshman Females)

1. The females, in relation to the males, tended: to be younger, to have fathers with higher educational levels and more prestigious occupations; to graduate more often in the upper third of their high school classes; to come from smaller communities; to major in different colleges of the university; to be less desirous of graduate or professional schooling; and to receive their major source of financial support more often from their parents.

2. The females tended to be more flexible, adaptive, and non-stereotypic in their beliefs than the males. Conversely, the males tended to be more dogmatic than the females.

3. There were no essential differences between the males and females in withdrawal rates, values, reading abilities, academic aptitude, or academic achievement in 1958.

Phase Two: (Nonresident Freshman Students versus Resident Freshman Students)

1. The nonresident students, in relation to the resident students, tended: to be younger; to have fathers with higher educational levels and more prestigious occupations; to come from parochial high schools more often; to graduate from larger high school classes; to rank in the upper third of their high school classes less often; to be of the Jewish religion more often; and to come from larger communities.

2. There were no essential differences in the withdrawal rates, attitudes of stereotypy, or reading abilities of the nonresident and resident freshman students in 1958.

3. The resident freshman students were found to be more dogmatic in their attitudes than the nonresident freshman students. They also tended to regard more highly such traditional values as puritan morality, individualism, and an emphasis on the future. Conversely, the nonresident students tended to regard more highly the values of sociability, conformity, and an emphasis on the present rather than the future.

4. The nonresident freshman students were found to have significantly higher academic abilities and correspondingly higher freshman grade-point averages (achievement) than the resident freshman students at Michigan State in 1958.

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By

Larry Lee Foster

A THESIS

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

DOCTOR OF PHILOSOPHY

College of Education

1962

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to those many persons who assisted in the completion of this study. It would have been virtually impossible to develop this work into its present form without their cooperation. Special gratitude is due Professor John X. Jamrich, Assistant Dean, College of Education, for his wise and patient counsel as Chairman of the Doctoral Committee and under whose direction this investigation was planned and conducted. He is also appreciative of the assistance given by the other members of his Doctoral Committee: Professor Walter F. Johnson, Director of Faculty Development, College of Education; Associate Professor Richard L. Featherstone, Assistant Dean, College of Education; and Associate Professor Edwin Prophet (Deceased), Department of Geography.

The writer is deeply indebted to Professor Paul L. Dressel, Director of the Office of Institutional Research, Michigan State University, for granting permission to use a portion of the data originally compiled for the larger study entitled, Critical Thinking, Attitudes, and Values in Higher Education, sponsored by the Office of Education, United States Department of Health, Education, and Welfare, and Michigan State University. The assistance and advice of Assistant Professor Irvin J. Lehmann, Evaluation Services, in procuring the data from the larger study in a workable form was especially appreciated.

Finally, the writer wishes to express his grateful appreciation to his wife, Marlene, for the many hours spent in editing and typing the manuscript.

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CHAPTER I

THE PROBLEM

Introduction

One of the significant developments in higher education in the United States in recent years has been the unparallelled increases in enrollments. While these enrollments have grown steadily during the whole history of our country, only in the last few decades have they created what many authorities consider as our most crucial problem in higher education today.

In the fall term of 1961, there were 3,610,000 students attending colleges and universities in the United States.[1] At least one reliable source has predicted that this number will continue to increase to a minimum of six million students by 1970.[2]

Almost any other industry in this country would respond with enthusiasm to a guarantee that its volume of business would double in less than ten years. But the leaders of most higher education institutions are far more worried than

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[1]"Fall Enrollment in Higher Educational Institutions," The World Almanac, 1962, (New York: New York World Telegram and The Sun, 1962), p. 538.

[2]C. C. Furnas and Raymond Ewell, "The Role of Research in the Economics of Universities," Financing Higher Education, 1960-70 (New York: McGraw-Hill Book Company, 1959), p. 88.

jubilant by this prospect, and with good reason, for theirs is a peculiar industry with many unique problems.[3]

To face intelligently these rapidly emerging problems, there is a great need for more facts, more rigorous analysis, and more general understanding of the needs and processes of higher education. It is appalling how little we as a nation know about such a large, expensive, so critically important an enterprise as higher education. Moreover, the techniques of reporting basic data which have been developed in such fields as government, agriculture, and business must now be adapted to higher education in the interest of determining which direction to move and how to do better.[4]

Without a doubt, the most important problem resulting from increasing enrollments which, because of its very practical and pressing nature, has received the most attention in recent years, is that of providing the necessary financial support. In the first place, these large increases in enrollments, occurring at a time when the purchasing power of the dollar is continuing to suffer a marked decline, necessitate greatly augmented expenditures merely to preserve the previous scope and efficiency of our institutions. In addition to this, however, recent decades have witnessed a growing demand on the part of those charged with the administration of our

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[3]Philip H. Coombs, "An Economist's Overview of Higher Education," Financing Higher Education, 1960-70 (New York: McGraw-Hill Book Company, 1959), p. 12.

[4]Ibid., p. 13.

colleges and universities to broaden and enrich the offerings of their institutions, secure faculty with better training, and to provide more and improved buildings and equipment, all of which require greater expenditures. Such demands have only served to render the problem still more urgent, and it has been practically impossible to secure funds from student fees, state legislatures, philanthropists, and the federal government, in amounts which most higher education administrators have regarded as necessary to meet the demands of the times.

As the public higher education institutions plan for the expansion of their staff and facilities to meet these demands, the state legislatures are becoming increasingly concerned with the mounting expenditures. Two of the suggesions that always arise--with respect to reducing expenditures within states--are to reduce the number of nonresident[5] students or to set nonresident tuition rates at higher and higher levels on the general premise that "Why should state A provide higher educational opportunity for students from states B, C, and D?" This is a very simple question yet one that is extremely difficult to answer, especially when little has been done, if anything, to identify and analyze more specifically the numbers, educational levels, and characteristics of the nonresident students attending a particular institution, or to explore fully the many advantages and disadvantages of permitting such students to migrate from state to state.

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[5]The term nonresident, as used in this study, is defined on page 18.

A number of legislatures have gone so far as to ask their state colleges and universities to set nonresident tuition at the "cost of education" in an effort to discourage, insofar as possible, student migrations from other states. Usually such decisions have been made on the basis of national studies which indicate only the total number of college students entering and leaving a given state for the purposes of an education.[6] These studies were not designed to answer the more relevant questions as to why these students migrate, what they contribute to a state in terms of social, intellectual, and economic value, or where they go upon graduation. The answers to such questions are extremely important in understanding and resolving the larger problem, but few institutions or state legislatures have made an effort to secure this type of information before making their decisions.

The real tragedy of state governments or higher education institutions arbitrarily building fences around themselves by raising nonresident tuition or establishing prohibitive academic barriers is that it is not likely to help the problem as a whole. As such barriers are erected and become effective, there is being destroyed a very valuable aspect, which most educators agree is important; namely, that every student body should be leavened with students from all

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[6] Home State and Migration of American College Students, Fall 1958 (Washington, D. C.: American Association of Collegiate Registrars and Admissions Officers, March 1959).

sections of the country and from foreign countries. Similarly, states, as a whole, run the grave risk of becoming creatures of their own limited environments and regional locales which could, in time, seriously affect long-term growth and development.

From this brief introduction, then, it should be readily apparent that, among the many needs in the years ahead, state legislatures and public colleges and universities will need a more rational basis for determining whether the ratio of nonresident students should be increased, decreased, or maintained at about the present level, and under what conditions.

The present study was conducted, therefore, with the broad purpose of identifying and analyzing a number of selected characteristics of a group of nonresident freshman students at Michigan State University. The results of this study should be helpful, especially when integrated with complementary studies, in determining a rational solution to this very important problem as it relates generally to the state of Michigan and more specifically to Michigan State University.

Statement of the Problem

Since World War II, an increasing number of systematic institutional research studies in higher education have been directed in various ways toward determining a better perspective of college students, especially new freshman students, in terms of their abilities, achievements, attitudes, values,

retention tendencies, and background characteristics. Rarely, however, have the nonresident students been treated separately in these analyses. Why the nonresident students have not been studied more thoroughly until this time is only a matter of conjecture, but at least one reason can be suggested. Resident students have always constituted the large majority of new freshman classes at most of the public higher education institutions, while the nonresident students have been recognized as a very small minority. Trends in student enrollments in recent years have been changing this ratio considerably. The nonresident freshman students have gradually become a larger segment, both totally and proportionately, of the new freshman population at Michigan State University, and similarly, at other public higher education institutions. This interesting trend in enrollments, resulting from increased student migration or mobility, should be recognized as a common characteristic of our American society today.

It logically follows, then, if the Michigan State Legislature and the Board of Trustees of Michigan State University are to make intelligent decisions in the years immediately ahead in regard to this whole problem of nonresident enrollments, a great deal more will need to be known about these nonresident students in terms of their origins, backgrounds, abilities, achievements, objectives, attitudes, values, retention tendencies, and type and location of employment upon graduation. Perhaps even more important than knowing the nonresident students in terms of these specific

characteristics and the interrelationships therein, will be that of having a clearer understanding of the significant ways in which these students are similar or dissimilar to the resident student population.

The research reported herein, therefore, was directed toward identifying and analyzing relevant data which in the first phase were devoted to characterizing the nonresident freshman students (males compared with females) at Michigan State University in terms of their abilities, academic achievement, attitudes, values, retention tendencies, and selected background characteristics.

In the second phase, the findings of the first phase were compared with similar data compiled on all resident freshman students at Michigan State University in order to determine whether there were any significant differences between the resident and nonresident freshman students at this institution in terms of the selected characteristics identified for consideration in this study.

Importance of the Problem

The importance of this type of study of nonresident and resident students is perhaps best illustrated through a consideration of the general implications for state governments and higher education institutions. The identification of some of the implications to these two institutions does not imply in any way that this problem is unimportant to business, industry, parents, or to the students themselves, but that these parties have only an indirect relationship to the problem as identified.

State Governments.

It is possible to suggest only a few of the implications increased knowledge of students, especially nonresident students, can have for state governments. In its totality such knowledge can provide a more rational basis for making decisions regarding the desirability of increasing, decreasing, or maintaining at the present ratios, the enrollment of these students in the state higher education institutions.

An understanding of the nonresident students' social-economic backgrounds can give some indication of the amount of money they bring into a state as well as their relative ability to pay increased tuition fees. Similarly, knowledge of their attitudes and values can give some indication of the possible influence they have upon the resident students for which the state is morally and legally responsible.

Knowledge of the nonresident students' abilities, academic achievement, and retention tendencies relative to those of the resident students can, and should, have a direct bearing upon a state government's decision to expend large sums of money to educate them. For example, if it were determined conclusively that a large percentage of nonresident students were poor achievers or had a much higher drop-out rate than resident students, then there would be some reasonable justification for revising the admissions standards or restricting the enrollment of these nonresident students in the public higher education institutions of the state.

Finally, knowledge of where the nonresident students locate upon graduation (within the state or in other states) can be of great importance to state legislatures in weighing the many possible advantages and disadvantages of educating these students in the state's colleges and universities.

Higher Education Institutions.

It is not possible to completely segregate the implications of this problem between state governments and higher education institutions, but there are a few which are more directly relevant to this latter institution than the former one. For example, the whole admissions program of a higher education institution must be built around some decision as to how many and what types of nonresident students are to be permitted to enroll in that particular institution. It follows, therefore, that only through a complete understanding of the nonresident students in terms of their backgrounds, abilities, and probable impact on the institution and student body as a whole, can appropriate admissions standards be developed and implemented.

Nonresident tuition fees must be established by an institution only after careful consideration of many factors. Among these factors is an evaluation of the social-economic backgrounds of the students and their ability to pay and their willingness to pay in order to enjoy the privilege of attending that institution. In setting such fees, the institution must be very careful that it does not exclude a large number

of students for purely economic reasons, who would otherwise be great assets to the institution and the state.

Insofar as programs are built around the abilities and needs of students, it is necessary for the institution to know what these abilities and needs are. Similarly, teachers should know about the students with whom they are working if they are to plan and teach courses and direct counseling activities in ways which are of greatest benefit to the particular students involved. Hence, if institutions and teachers are to effect any changes in attitudes, values and achievement of their students, they must know in the beginning at what levels of sophistication these factors are already developed.

Another implication of great importance to the institution is that of providing housing and educational facilities for nonresident students. Willingness or unwillingness to do so is directly related to a clear understanding of these students' abilities, achievement, retention tendencies, and their relative value to the institution as a whole.

In the final analysis, if nonresident students at a given institution are presumed to be dissimilar to the resident student population, then these differences should be identified, weighed, and in light of the evidence, appropriate action taken by the institution affected.

Purpose of the Study

The purpose of this descriptive survey, broadly stated, is to contribute to a more complete understanding of the

nonresident freshman students at Michigan State University, and to determine in what significant ways they are similar and/or dissimilar to the resident freshman students in terms of selected criteria.

More specifically, in Phase One, inquiries were made into the abilities, academic achievement, attitudes, values, retention tendencies, and other background characteristics of the nonresident freshman students admitted to Michigan State University in the fall term of 1958. To accomplish this, data were collected and analyzed in terms of:[7]

I. Biographical Characteristics.
   - A. State of origin.
   - B. Sex.
   - C. Age.
   - D. Marital status.
   - E. Nativity of parents.
   - F. Father's education.
   - G. Mother's education.
   - H. Father's occupation.
   - I. Mother's occupation.
   - J. Type of high school attended.
   - K. Size of high school graduating class.
   - L. Rank in high school graduating class.
   - M. Size of home community.
   - N. Religious preference.

II. Other Selected Characteristics.
   - A. Academic major.
   - B. Amount of education desired.
   - C. Living accommodations at Michigan State University.
   - D. Source of financial support.

III. Attitudes.
Measured through the use of the following tests:

   - A. The Inventory of Beliefs, Form I.
   - B. Rokeach's Dogmatism Scale, Form E.

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[7]The various characteristics and instruments of measurement, listed below, are defined and discussed in Chapter III.

IV. Values.
Measured through the use of the following test:

A. Differential Values Inventory--Traditional.
1. Future time.
2. Individualism.
3. Puritan morality.
4. Work success.
5. Sociability.
6. Conformity.
7. Relativism.
8. Present time.

V. Abilities.
Measured through the use of the following tests:

A. Michigan State University Reading Test.
B. College Qualification Test.
1. Vocabulary.
2. Information.
3. Numerical.

VI. Academic Achievement.
A. Based on the grade-point averages for the freshman year (three quarters).

In addition to identifying the above responses numerically, it is the purpose of this study to identify and test statistically some of the more significant relationships that exist between the various test scores, measures of achievement, and selected background characteristics, such as father's education, curricular major, type and size of high school attended, religious preference, and state of origin.

It is the purpose in Phase Two to compare the findings of Phase One with similar data compiled on all resident freshman students admitted to Michigan State University in the fall term of 1958. From these analyses of abilities, achievement, attitudes, values, retention tendencies, and background characteristics, it was expected that a clearer indication of some of the more pronounced similarities and

differences of the resident and nonresident freshman students at Michigan State University would result.

Rationale of the Study

Researchers have for a number of years explored the hypothesis that college students with differing backgrounds vary greatly in their attitudes, values, abilities, achievement, and retention tendencies. These findings have indicated that such characteristics are inseparably related both to hereditary differences and to differences in environment and personal experiences prior to entering college.

How a student turns out, then, at the end of his college experience--the degree of his success from his own point of view, or that of the college--depends both upon what he was in terms of background and ability at the time of admission and upon the influences of the college on him during his attendance. Colleges usually attempt to attend to the former in their admissions programs and the latter in their educational programs. Moreover, such programs are always related in accordance with some kind of implicit or explicit educational theory. Students are supposed to be "ready for college," or so constituted that they can benefit from the particular institution's program.

There has been, therefore, a growing interest in recent years in the significance of congruence between the student's characteristics and needs, on the one hand, and the nature, demands, and character of the college on the other. The relationship between the two is not a simple one. Most

institutions are more of a constellation of subgroups than a homogeneous whole. This is more likely to be true of the large, complex university, than of the small college, but the latter, too, often contains distinct subgroups. A minimal program of assessment, including academic ability and achievement, social-economic background, and relevant personality characteristics will provide a meaningful description of the student body as a whole, and of the student subgroups found on most campuses. From such studies a determination can be made of what the optimal student "mix" should be at a particular institution.

Evidence is accumulating from a variety of sources that colleges are becoming differentially selective or attractive, not only with respect to academic aptitude and achievement, but also with regard to social-economic backgrounds and significant aspects of personality--intellectual bents, attitudes, and values. At the undergraduate level, at least, the students themselves are tending to find their own intellectual level, to seek an education among their social-economic peers, in the diverse maze of colleges and universities.[8] Despite this tendency for students of common abilities and backgrounds to be attracted to specific institutions, and since each student will always remain a unique

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[8]J. G. Darley, "Diversification in American Higher Education," In NASPA, Proceedings--38th Anniversary Conference of the National Association of Student Personnel Administrators (Lawrence, Kansas: NASPA, 1956).

individual, diversity of some degree is inescapable on every campus. It then becomes not a question of whether diversity shall be permitted at a given institution, but what kind and how much.

In the final analysis, all predominant student abilities, achievement, attitudes and values, retention tendencies, and background characteristics may be counted upon to produce a distinctive atmosphere and to lend a decided cast to a collegiate community. It has been suggested, and rightly so, that the distinction of a college depends less on what it does to students than on the students to whom it does it.[9] A fruitful hypothesis, then, would seem to be that the efficacy of a college is the product of the conjunction of optimal student 'characteristics' (comprising all student subgroups) and the demands and objectives of the particular institution.

The Hypotheses

Following directly from the previously stated purposes and rationale of the study, the subsequent null hypotheses were formulated:

Phase One

> Hypothesis I. There are no important differences between the male and female nonresident freshman students at Michigan State University in any one of the following biographical subgroups: (A) state of origin; (B) age; (C) marital status; (D) nativity of parents; (E) father's education; (F) mother's education; (G) father's occupation;

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[9] T. R. McConnell and Paul Heist, "Do Students Make the College?" College and University, Volume 29, 1959. p. 445.

(H) mother's occupation; (I) type of high school attended; (J) size of high school graduating class; (K) rank in high school graduating class; (L) size of home community; (M) religious preference; (N) curricular major; (O) amount of education desired; (P) living accommodations at Michigan State University; or, (Q) source of major financial support.

Hypothesis II. There is no significant difference in the withdrawal rates between the male and female nonresident freshman students at Michigan State University.

Hypothesis III.[10] There are no significant differences between the male and female nonresident freshman students at Michigan State University in:[11] attitudes of stereotypy and dogmatism as measured by (A) The Inventory of Beliefs, Form I, and (B) Rokeach's Dogmatism Scale, Form E, respectively; values as measured by the (C) Differential Values Inventory; abilities as measured by the (D) Michigan State University Reading Test, and the (E) College Qualification Test; or, achievement as measured by the (F) grade-point averages for the freshman year.[12]

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[10]The statistical analysis used for this hypothesis involved the comparison of the males with the females from each of the ten states which contributed the largest number of nonresident freshman students to the enrollment at Michigan State during the fall term of 1958. These ten states were: Connecticut, Illinois, Indiana, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, Virginia, and Wisconsin. The total number of students from these ten states constituted 85 per cent of all the nonresident freshman students (as defined in this study) enrolled during this term.

[11]Even though the instruments of measurement (A) through (F) are included in this hypothesis, they were treated in the analysis of the data as though they were six separate hypothesis. Hence, Hypothesis III was not accepted or rejected as a whole, but individually by each of the six instruments of measurement identified.

[12]Throughout the remainder of this study, students' attitudes of stereotypy will be those measured by The Inventory of Beliefs, Form I (IB); dogmatism by Rokeach's Dogmatism Scale, Form E (RDS); values by the Differential Values Inventory (DVI); abilities by the Michigan State University Reading Test (RT), and the College Qualification Test (CQT); and, achievement by combining the grade-point averages (GPA) for the freshman year (three quarters) into a composite average. These various instruments are defined and discussed in greater detail in Chapter III.

Phase Two

Hypothesis IV. There are no important differences between the resident (male and female) freshman students and the nonresident (male and female) freshman students at Michigan State University in any one of the following biographical categories: (A) sex (percentages of males and females); (B) age; (C) marital status; (D) nativity of parents; (E) father's education; (F) mother's education; (G) father's occupation; (H) mother's occupation; (I) type of high school attended; (J) size of high school graduating class; (K) rank in high school graduating class; (L) size of home community; (M) religious preference; (N) curricular major; (O) amount of education desired; (P) living accommodations at Michigan State; or, (Q) source of major financial support.

Hypothesis V. There is no significant difference in the withdrawal rates between the resident freshman students and the nonresident freshman students at Michigan State University.

Hypothesis VI.[13] There are no significant differences between the resident (male and female) freshman students and the nonresident (male and female) freshman students at Michigan State University in: attitudes as measured by (A) The Inventory of Beliefs, Form I, and (B) Rokeach's Dogmatism Scale, Form E, respectively; values as measured by the (C) Differential Values Inventory; abilities as measured by the (D) Michigan State University Reading Test, and the (E) College Qualification Test; or, achievement as measured by the (F) grade-point averages for the freshman year.

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[13]Three separate stages of analysis were used with each of the instruments of measurement identified in (A) through (F) below. The three stages were: (Stage 1) the comparison of the total mean scores of the resident students with the total mean scores of the nonresident students; (Stage 2) the comparison of the scores of the Michigan male and female students with the scores of the male and female students, respectively, from each of the ten states identified in Hypothesis III; and, (Stage 3) the comparison of the scores of the resident students with the scores of the nonresident students in each of the biographical subgroups identified in the sub-hypothesis. As in Hypothesis III, this hypothesis was not accepted or rejected as a whole, but was accepted or rejected in each of the stages of the six instruments of measurement investigated.

Sub-Hypothesis:

There are no significant differences--in the characteristics as measured by the instruments (A) through (F) above--between the resident (male and female) freshman students and the nonresident (male and female

1. students whose parents are native- or foreign-born.
2. students whose fathers completed grade school, high school, college, or graduate (or professional) school.
3. students whose mothers completed grade school, high school, college, or graduate (or professional) school.
4. students whose fathers are business owners, white-collar workers, farm owners, teachers, skilled laborers, semiskilled laborers, low or unskilled laborers, public service workers, professional (doctors, lawyers, etc.), or executives and managers.
5. students who attended a public, private, or parochial high school.
6. students who graduated from a high school class of less than 25; 25-99; 100-199; 200-399; 400-999; or, 1,000 and over.
7. students who ranked in the lower third, middle third, or upper third of their high school graduating classes.
8. students who lived most of their lives on farms; in villages (250-2,500 population); in towns (2,500-25,000 population); in small cities (25,000-100,000 population); or, in large cities (over 100,000 population).
9. students who are Protestants, Catholics, or Jews.
10. students with different curricular majors in college.
11. students whose major source of support is parents, part-time jobs, athletic scholarships, loans, G. I. Bill, or academic scholarships.

Definition of Terms[14]

Nonresident Student. The term nonresident student, as used in this study, refers to those students (male and female) who migrated to the state of Michigan from the other forty-

[14]Additional definitions, including those of the sub-populations, groups, and instruments used in this study, are presented in Chapter III.

nine states and Puerto Rico for the explicit purpose of attending college. The term was further restricted in this study to include only those students who enrolled at Michigan State University as freshmen in the fall term of 1958, and who were at the time of their initial enrollment classified for tuition purposes as nonresident or out-of-state students. The term as defined here excludes all foreign students. Table 7.1 presents the numbers and origins, by states, of all the nonresident students used in this study.

Resident Student. In this study, the term resident student included all freshman students (male and female) who were classified as Michigan residents for tuition purposes at the time of their initial enrollment at Michigan State University in the fall term of 1958.

Withdrawal Student. The students included under this heading were at the time of their initial enrollment at Michigan State University, in the fall term of 1958, classified as either nonresident or resident students as indicated above. If, at some time during the academic year of 1958-59 they withdrew from the university, for any reason, they were classified as withdrawal students in this study. If they withdrew and subsequently re-enrolled at Michigan State all within this same academic year, they were still classified as withdrawal students. Summaries of the number and characteristics of the nonresident and resident withdrawal students identified in this study are presented in Tables 7.2 and 7.3, respectively.

Restrictions of the Study

This study, appropriately defined as a descriptive survey, was designed to be relatively broad in scope. Hence, a wide variety of biographical characteristics and test scores were obtained and subsequently compiled in tabular form. An attempt was then made to interrelate these test scores with some of the more important biographical characteristics of the various resident and nonresident student subgroups. Because of the volume of data to be used and the many possible interrelationships involved, only those relationships deemed most pertinent to the objectives of this study were actually tested statistically and/or discussed in this report. In conclusion, then, the data to be presented in the appendices of this report could, in all probability, be combined, compared, and tested in many different ways than was physically possible to do within the defined limits of this particular study.

Development of the Remainder of the Study

In the preceding sections, the background and statement of the problem, importance of the study, the basic goals and objectives, and specific hypotheses have been set forth. In the following chapter a review of the literature directly related to this particular problem will be reported and summarized.

In the third chapter an account of the methodology of the study is presented, including a description of the population, the instrumentation, the processing of the data, and the analysis procedure.

In the fourth and fifth chapters an analysis of the results of Phase One and Phase Two are reported, respectively. A summary of the purposes, the procedures, and the findings of the study, as well as the conclusions and implications to be drawn from the study, is presented in the sixth and final chapter.

CHAPTER II

REVIEW OF THE LITERATURE

Although there has been a considerable amount of time and effort devoted in recent years to studying the abilities, achievements, attitudes, values, retention tendencies, and background characteristics of college students, in general, little has been done, either at the institutional or state level, to identify these characteristics specifically in nonresident students. Similarly, a thorough search of the literature of the past fifteen years failed to uncover any evidence of major studies being conducted for the explicit purpose of determining whether or not there were any significant differences between resident and nonresident college students in terms of these or similar characteristics.

Therefore, rather than review in this chapter a large number of studies which have, at best, only indirect relevance to the problem as identified in this study, only two were selected for review. The two studies selected, however, provide additional background information on the whole problem of nonresident student migrations as it relates to the state of Michigan and Michigan State University, respectively.

Student Migrations as Related to the State of Michigan

In March, 1959, the American Association of Collegiate Registrars and Admissions Officers published a study of student

migrations entitled, Home State and Migration of American College Students, Fall 1958.[1] As a source document, the report contained tabulations of the home state of college students attending institutions in the United States, both public and private, and the location by state of the institutions they attended.

Table 2.1 presents a summary of these student migrations as they related to the state of Michigan in 1958. By sheer numbers, without weighing the many advantages and disadvantages accruing to the state as a result of the student migrations, it can be observed that the state of Michigan had a net in-migration of nearly 7,000 students, or a little over 4 1/2 per cent of the total college enrollment of the state in that year.

It is also evident in Table 2.1 that a large percentage of the students leaving Michigan were enrolling in private institutions, while the nonresident students entering Michigan were enrolling at a ratio of 3 to 1 in the public institutions.

It should be noted, however, that over 70 per cent of the public institutions' net in-migration was at the undergraduate level, where costs of educating a student per year are much less than at the graduate or professional levels.

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[1]Home State and Migration of American College Students, Fall 1958 (Washington, D. C.: American Association of Collegiate Registrars and Admissions Officers, March 1959).

TABLE 2.1. Summary of the In- and Out-Migration of College Students, State of Michigan, Fall 1958[2]

	Total Students Enrolled in All Inst. of State	In-Migration	Out-Migration	Net Migration +In -Out
Undergraduate Students:[a]				
1. Public Inst.		10,784	3,011	+7,773
2. Private Inst.		5,568	8,136	-2,568
All Institutions	122,224	16,352	11,147	+5,205
Professional Students:[b]				
1. Public Inst.		979	80	+899
2. Private Inst.		254	1,293	-1,039
All Institutions	4,984	1,233	1,373	-140
Graduate Students:[c]				
1. Public Inst.		3,266	768	+2,498
2. Private Inst.		244	804	-580
All Institutions	17,524	3,490	1,572	+1,918
All Students:[d]				
1. Public Inst.		15,029	3,859	+11,170
2. Private Inst.		6,046	10,233	-4,187
All Institutions	144,732	21,075	14,092	+6,983

[2]Compiled from: The American Association of Collegiate Registrars and Admissions Officers, A Supplement to the Home State and Migration of American College Students, Fall 1958, December 1959.

a. Undergraduate Students, pp. 7 and 9.
b. Professional Students, pp. 11 and 13.
c. Graduate Students, pp. 15 and 17.
d. All Students, pp. 19 and 21.

In this same year, the state of Michigan had a net out-migration of professional students (see Table 2.1). While the number of professional students leaving the state was comparatively small, student for student, the dollars involved were, in all probability, several times that of educating the in-migrating undergraduate student.

By way of comparison, the state of Michigan in 1958 ranked forty-seventh among the states of the United States in the percentage of out-migrating students, as compared to the total number of students attending college in the state.[3] On the other hand, Michigan ranked forty-second among the states in the percentage of in-migrating students as compared to the total number of students attending college within the state.[4]

Student Migrations as Related to Michigan State University

Nonresident enrollments at Michigan State University have had, during the last twenty years, not only an absolute increase comparable to the increase in resident enrollments, but also a proportional one as well. For example, in 1941 the nonresident enrollment constituted about 16.4 per cent[5] of the total student enrollment at Michigan State University.

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[3] Ibid., p. 32.

[4] Ibid., p. 33.

[5] "Report of the Registrar," Eightieth Annual Report of the Secretary of the State Board of Agriculture of the State of Michigan. (Lansing, Michigan: Michigan State College Publication, 1941), pp. 30 and 34.

By 1951, this percentage had risen gradually to 18.7 per cent.[6] During the decade from 1951 to 1961, the nonresident student population rose to 20.6 per cent[7] of the total enrollment at this institution.

While the rank of the various states contributing students to the enrollment at Michigan State has not changed substantially over the last twenty years, the relative proportion of students contributed by each state has changed considerably in a few instances. For example, in 1951 New York and Illinois contributed very nearly the same number and percentage of students to the total enrollment at Michigan State University. By 1961, however, New York was contributing almost twice as many students as was Illinois to the total institutional enrollment (see Table 2.2).

In keeping with the increases in the total enrollment at Michigan State University during the period 1941-1961, Table 2.2 indicates that nearly all the states had an absolute increase between 1941 and 1951 and again between 1951 and 1961. In 1941, the three states of New York, Illinois, and Ohio were contributing 648 students or approximately 55 per cent of the total nonresident enrollment at Michigan State.

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[6]"Report of the Registrar," Ninetieth Annual Report of the State Board of Agriculture of the State of Michigan (Lansing, Michigan: Michigan State College Publication, May, 1954), pp. 134 and 138.

[7]Annual Report, 1960-61. (Michigan State University: Office of the Registrar). pp. 1 and 16. (Mimeographed.).

TABLE 2.2. Nonresident Student Enrollments at Michigan State University for 1941, 1951, and 1961, by State of Origin (From various "Reports of the Registrar")

Year/ STATES	1941 Total	%	1951 Total	%	1961 Total	%
Alabama	2	.1	13	.5	19	.3
Arizona	1	.1	5	.1	4	.1
Arkansas	2	.1	8	.3	13	.3
California	12	1.1	38	1.3	86	1.9
Colorado	4	.3	8	.3	18	.3
Connecticut	24	2.1	41	.4	83	1.9
Delaware	1	.1	4	.1	7	.2
Dist. of Col.	6	.5	14	.5	21	.4
Florida	11	1.0	28	1.0	42	.9
Georgia	0	.0	8	.3	4	.1
Idaho	1	.1	3	.1	7	.2
Illinois	143	12.2	564	20.0	690	15.1
Indiana	85	7.2	199	7.1	325	7.1
Iowa	15	1.3	18	.7	30	.6
Kansas	2	.1	10	.4	22	.4
Kentucky	7	.6	19	.7	18	.3
Louisiana	0	.0	7	.2	20	.4
Maine	7	.6	15	.5	26	.5
Maryland	11	1.0	23	.8	47	1.1
Massachusetts	41	3.5	109	3.8	169	3.6
Minnesota	16	1.4	34	1.3	45	1.0
Mississippi	0	.0	6	.2	7	.2
Missouri	14	1.3	24	.9	57	1.2
Montana	4	.3	3	.1	7	.2
Nebraska	5	.4	18	.7	12	.2
Nevada	0	.0	0	.0	5	.1
New Hampshire	3	.3	7	.2	16	.3
New Jersey	60	5.1	139	4.9	315	6.8
New Mexico	1	.1	1	.1	4	.1
New York	396	33.8	610	21.6	1,303	28.7
N. Carolina	5	.4	9	.4	24	.5
North Dakota	8	.7	10	.4	6	.1
Ohio	108	9.2	338	11.9	419	9.2
Oklahoma	13	1.2	15	.6	25	.5
Oregon	3	.3	8	.3	5	.1
Pennsylvania	45	3.8	146	5.3	232	5.0
Rhode Island	4	.3	14	.5	14	.3
S. Carolina	1	.1	8	.3	8	.2
South Dakota	4	.3	9	.4	8	.2
Tennessee	3	.3	12	.4	29	.6
Texas	6	.5	18	.7	42	.9
Utah	4	.3	6	.2	10	.2
Vermont	5	.4	15	.6	18	.3
Virginia	7	.6	30	1.1	51	1.1
Washington	1	.1	7	.2	18	.3
W. Virginia	14	1.3	21	.8	19	.3
Wisconsin	63	5.4	142	5.1	125	4.8
Wyoming	1	.1	3	.1	2	.1
Alaska	0	.0	2	.1	2	.1
Hawaii	0	.0	35	1.3	36	.7
Total	1,169	100.0	2,824	100.0	4,515	100.0

By 1961, these same three states were contributing 4,515 students or about 54 per cent of the total nonresident enrollment at this institution. Hence, these three states combined had a large absolute increase, but a small relative decrease during this twenty-year period.

Summary

From the reports briefly reviewed in this chapter, it can be recognized that the nonresident student migration issue is a real and growing one in Michigan and one which must be resolved generally by all the higher education institutions of the state, and more specifically, by the public higher education institutions like Michigan State University.

While these two reports again underscore the growing problem of nonresident migrations to the state of Michigan, they do little in the way of suggesting any rational solution to the problem. It becomes imperative, therefore, that a great deal of additional study be initiated for the purpose of determining who these nonresident students are, where they come from, and why they migrate. Only after a number of these studies have been completed and carefully evaluated can a more rational solution to this problem be realized for this institution and/or state.

In the following chapter the population, instruments, and methods used in this study are identified and discussed.

CHAPTER III

THE METHOD OF INVESTIGATION

Definition of the Population

The original population selected for this study was comprised of 3,216 freshman students who entered Michigan State University in the fall term of 1958. In an effort to obtain a working population which would best achieve the objectives of this study, however, it was necessary to exclude from the original population the following types of students: (1) those who had transferred to Michigan State University after having attended another college or university; (2) those who were classified as foreign students at the time of admission to the university; (3) those enrolled during the fall term of 1958 for less than 12 (quarter) credit hours of study; and, (4) those who had incomplete or unusable test and/or biographical data.

After the above deletions were made, the actual working population of the study consisted of 2,710 first-term freshman students, including 1,415 males (52.2 per cent) and 1,292 females (47.8 per cent). This working number represented about 84 per cent of the original population (see Table 3.1).

For the purposes of this study the working population was composed of two separate and distinct sub-populations

or samples.[1] The first sub-population was composed of 618 nonresident freshman students, including 340 males (55 per cent) and 278 females (45 per cent). The second sub-population was composed of 2,092 resident freshman students, including 1,075 males (51 per cent) and 1,017 females (45 per cent). Both of these sub-populations are summarized and delineated further into additional study groups in Table 3.2.

TABLE 3.1. Restrictions of the Working Population

	N	%
Original population--freshman students who entered Michigan State University in the fall term of 1958.	3,216	100
Students eliminated by incomplete or unusable test and/or biographical data.	-227	-7
Students eliminated by selective criteria (transfers, foreign, etc.).	-243	-8
Students eliminated as a result of their enrollment for less than 12 (quarter) credit hours of study	-36	-1
Total Working Population	2,710	84

[1]Since there were a large number of groups, subgroups, and/or samples in the study, these two separate and distinct resident and nonresident groups will be referred to as sub-populations in this study.

TABLE 3.2. Identification of the Sub-populations and Groups Used in the Study

Study Groups	Male	%	Female	%	Total	%
A Regular Non-residents	302	89	250	90	552	89
B Nonresident Withdrawals	38	11	28	10	66	11
C Total Non-residents (See C below)	340	100	278	100	618	100
D Regular Residents	926	86	915	40	1,841	88
E Resident Withdrawals	149	14	102	10	251	12
F Total Residents (See F below)	1,075	100	1,017	100	2,092	100
C Total Nonresidents (A + B)	340	24	278	21	618	23
F Total Residents (D + E)	1,075	76	1,017	79	2,092	77
		100		100		100
Total Working Population	1,415	52.2	1,295	47.8	2,710	100

Phase One

The comparison of the male and female nonresident freshman students on selected biographical characteristics were accomplished in Hypothesis I through the use of sub-population C in Table 3.2. This sub-population was composed of a total of 618 (340 males and 278 females) nonresident

freshman students who enrolled at Michigan State University in the fall term of 1958.

The difference in withdrawal rates between the male and female nonresident freshman students was determined in Hypothesis II through the use of group B in Table 3.2. This group was composed of a total of 66 (38 males and 28 females) nonresident freshman students who withdrew from Michigan State University during the academic year 1958-59.

The comparison of the male and female nonresident freshman students on selected test scores were accomplished in Hypothesis III through the use of the males and females from each of the ten states which contributed the largest number of students to the freshman enrollment at Michigan State during the fall term of 1958. The ten states were: Connecticut, Illinois, Indiana, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, Virginia, and Wisconsin. The number of males and females from each of these states is presented in Table 7.1. The students included herein were extracted from sub-population C in Table 3.2.

Since the students who withdrew from college during their freshman year did not have grade-point averages registered for the entire year, only those students identified in group A in Table 3.2 were included in the achievement analysis in Hypothesis III.

Phase Two

The comparison of the nonresident (male and female) freshman students with the resident (male and female) freshman

students on selected biographical characteristics were accomplished in Hypothesis IV through the use of sub-populations C and F in Table 3.2. The total number of students included in each of these sub-populations was 618 and 2,092, respectively.

The difference in withdrawal rates between the nonresident (male and female) freshman students and the resident (male and female) freshman students in terms of withdrawal rates was determined in Hypothesis V through the use of study groups B and E in Table 3.2. The total number of withdrawal students in each of these two groups was 66 and 251, respectively.

The comparison of the nonresident (male and female) freshman students with the resident (male and female) freshman students on specific test scores and selected biographical characteristics were accomplished in Hypothesis VI through the use of sub-populations C and F in Table 3.2, or representative parts thereof.[2]

As in Hypothesis III, all withdrawal students were excluded from the achievement analysis in Hypothesis VI.

Instruments of Measurement

A number of different instruments were used to identify the background and other selected characteristics, and to measure the attitudes, values, and academic aptitudes of the

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[2]The second stage of this analysis involved the comparison of the test scores of the Michigan (residents) male and female students with the male and female students from each of the ten states (nonresidents) first identified in Hypothesis III.

freshman students identified in the resident and nonresident sub-populations.

After grouping and listing the instruments selected to measure the characteristics noted above, the instruments are described in the subsequent paragraphs. Where specific tests were used, emphasis was given to describing their origins, purposes, and other relevant characteristics.

I. Biographical Characteristics.

A. Biographical Data Sheet, (Michigan State University).
B. Registrar's Serial Run, Fall 1958, (Michigan State University).

II. Other Selected Characteristics.

A. Biographical Data Sheet, (Michigan State University).

III. Attitudes.

A. The Inventory of Beliefs, Form I, (American Council on Education).
B. Rokeach's Dogmatism Scale, Form E, (Professor Milton Rokeach, Michigan State University).

IV. Values.

A. The Differential Values Inventory, (Richard Prince, University of Chicago).

V. Academic Ability.

A. Michigan State University Reading Test, (Michigan State University).
B. The College Qualification Test, (Psychological Corporation).

I. Biographical Characteristics.

In order to achieve the specific purposes of the study, it was necessary to identify a number of biographical characteristics in the sub-populations and their various subgroups.

The first characteristic, or state of origin, was obtained for each student from the Registrar's Serial Run, Fall 1958. The remainder of the biographical characteristics were derived from the Biographical Data Sheet, which was completed by each student during Freshman Orientation Week in September, 1958. The specific study subgroups for which data were compiled and analyzed are presented below.

State of Origin. Every student in the working population was classified as a resident or nonresident of the state of Michigan on the basis of enrollment data reported for the fall term of 1958 by the Registrar's Office at Michigan State University.

In addition to the above, the specific state of origin of each student (at the time of his initial enrollment at Michigan State University in September, 1958) was derived by interpreting the prep-school code listed in the Registrar's Serial Run, Fall 1958.

Sex. The total working population as indicated in Table 3.2, consisted of 1,415 males (52.2 per cent) and 1,295 females (47.8 per cent). The two sub-populations, resident and nonresident, were similarly broken down by sex. These totals are also given in Table 3.2.

Age. Age was based on the last birthday before enrolling at Michigan State University in September of 1958. The five forced-choice categories used were: (1) Under 18; (2) 18; (3) 19; (4) 20 or over; and, (5) No response.

Marital Status. The five categories used for identifying marital status were: (1) Single; (2) Married; (3) Divorced; (4) Widowed; and, (5) No response.

Nativity of Parents. The nativity of parents was determined by combining the nativity of the mother and father in the following possible responses: (1) Mother native-born and father foreign-born; (2) Father native-born and mother foreign-born; (3) Both foreign-born; (4) Both native-born; and, (5) No response.

Parental Education. The attained educational level of both the mother and father of each student in the working population was classified according to the following categories: (1) Attended, but did not complete grade school; (2) Completed grade school through grade eight; (3) Attended, but did not complete high school; (4) Graduated from high school or grade twelve; (5) Attended college, but did not graduate; (6) Graduated from four-year college; (7) Attended graduate or professional school, but did not receive a graduate or professional degree; (8) Completed a graduate or professional degree; and, (9) No response.

Parental Occupations. Data regarding the fathers' and mothers' occupations were compiled by asking each student to describe in a few lines what his father and/or mother did for a living. These written occupational descriptions were then classified in the following categories: (1) Business owner; (2) Professional (primarily doctors and lawyers); (3) White-collar (primarily office and sales workers); (4) Farm owner;

(5) Teacher (even though teachers are usually regarded as being in the professional category, they were considered as a separate group in this study); (6) Skilled laborer; (7) Semi-skilled laborer; (8) Low or unskilled laborer; (9) Public service employee; (10) Executive or managerial (not the owner of the enterprise in which he works); (11) Deceased or retired; and, (12) No response.

An additional category identified as "Housewife" was used in classifying the mothers' occupations. From the students' written occupational descriptions, it was determined that over 80 per cent of the 2,710 mothers should be properly classified in this category.

Type of High School Attended. Three major types of high schools were identified for the purposes of this study. They were: (1) Public (usually organized under a school district of the state, administered by public officials, supported by tax revenues, and open to all); (2) Private (commonly identified as schools which have neither public or church support and/or control); and, (3) Parochial (supported and controlled by a church for the purpose of serving the children of its members).

Size of High School Graduating Class. Six sizes of high school graduating classes arbitrarily established for use in this study were: (1) Under 25; (2) 25-99; (3) 100-199; (4) 200-399; (5) 400-999; (6) Over 1,000; and, (7) No response.

Rank in High School Graduating Class. The students were asked to indicate in which third of their high school

graduation class they stood with respect to grades. Hence, the possible responses were: (1) Lower third; (2) Middle third; (3) Upper third; and, (4) No response.

Size of Home Community. While the categories established for determining the size of the home communities of the students were not exactly identical to the classification used by the Bureau of Census in 1960, they were very similar. The categories used were: (1) Farm; (2) Village (250-2,500 population); (3) Town (2,500-25,000 population); (4) Small city (25,000-100,000 population); (5) Large city (over 100,000 population); and, (6) No response.

Religious preference. The students were asked to indicate their religious preference. The six categories established for this purpose were: (1) Catholic; (2) Jewish; (3) Protestant; (4) None (no preference); (5) Other (another religion not listed); and, (6) No response.

II. Other Selected Characteristics.

The characteristics identified under this heading of the study pertained to the student after he arrived on campus, as contrasted to the characteristics identified in the previous section, which were related primarily to the student's background before he arrived on campus.

Academic Major. After obtaining the specific academic major of each student from the Biographical Data Sheet, it was decided that, if these preferences were grouped according to the nine colleges in existence at Michigan State University in 1958, they would best serve the purposes of this study.

The responses of the students were then grouped in the following college categories: (1) Agriculture; (2) Business and Public Service; (3) Engineering; (4) Home Economics; (5) Science and Arts; (6) Veterinary Medicine; (7) Education (elementary); (8) Communication Arts; and, (9) No preference (none chosen).

Amount of Education Desired. The students were asked to answer how much college education they would like to have, considering the circumstances at the time of answering. The possible responses were: (1) One year of college; (2) Two years of college; (3) Three years of college; (4) Four years of college (Bachelor's Degree); (5) Graduate or professional school; and, (6) No response.

Living Accommodations at Michigan State University. While it was to be expected that most freshmen, because of university regulations lived in dormitories during their first year at Michigan State, it was felt important, for the purposes of this study, to determine more precisely just how many resident and nonresident freshman students (primarily because of age, marital status, and living with families) were living in facilities other than dormitories at this institution. The types of living accommodations identified were: (1) Dormitory; (2) Apartment; (3) Rooming House; (4) Fraternity/Sorority House; (5) Living with immediate family or relatives; and, (6) No response.

Source of Financial Support. The students were asked to indicate what their principal source of support would be

while they were enrolled at Michigan State. Principal sources included: (1) Parents; (2) Job (full- or part-time); (3) Athletic scholarship or grant; (4) Loans; (5) G. I. Bill; (6) Academic scholarship; and, (7) No response.

III. Attitudes.

The Inventory of Beliefs, Form I. The Inventory of Beliefs, Form I, which was developed by the Inter-College Committee on Attitudes, Values, and Personal Adjustment of the Cooperative Study of Evaluation in General Education,[3] consists of 120 pseudo-rational, cliche-like statements to which the students are asked to respond by means of a four-element scale: strongly agree, agree, disagree, and strongly disagree. Each student's score is determined by the number of statements with which he indicates disagreement or strong disagreement. Possible scores range from 0-120.

Students who reject a majority of the statements on the test, thus obtaining a high score, are considered to be nonstereotypic, flexible, and adaptive in their beliefs. Conversely, students who accept a large number of the statements, thus obtaining low scores, are considered to be stereotypic in their beliefs, with tendencies towards being rigid, defensive, and authoritarian.

Rokeach's Dogmatism Scale, Form E. Milton J. Rokeach, who developed this scale, has defined dogmatism in the

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[3]Paul L. Dressel and Lewis B. Mayhew, General Education: Explorations in Evaluation (Washington, D. C.: American Council on Education, 1954).

following way:

> Dogmatism represents a total ideological defense against threat and at the same time a cognitive framework for satisfying one's need to know and comprehend the world one lives in. In other words, dogmatic thinking and believing makes it possible to ward off threatening aspects of reality and at the same time gives one the satisfaction of feeling that one understands it.[4]

The scale itself is a measure of general authoritarianism. It consists of 40 dogmatic statements with which the student is asked to respond on a six-point scale ranging from 'agree very much' to 'disagree very much.' Possible scores range from 40-280. The lower a student's score, the less dogmatic he is considered to be. Conversely, the higher his score, the more dogmatic he is considered to be. Students with scores in excess of 240, are judged to be highly dogmatic in their beliefs.

IV. Values.

Differential Values Inventory. Richard Prince[5] developed the Differential Values Inventory at the University of Chicago in 1957, for the express purpose of measuring the 'traditional' and 'emergent' values which had been previously identified by George Spindler in 1953.[6]

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[4]Milton J. Rokeach, "Political and Religious Dogmatism: An Alternative to Authoritarian Personality," Psychological Monographs, Volume 70, Number 425, 1956. p. 5.

[5]Richard Prince, A Study of the Relationship Between Individual Values and Administrative Effectiveness in the School Situation. (Unpublished doctoral dissertation, the University of Chicago, 1957).

[6]George Spindler, "Education in a Transforming American Culture," Harvard Educational Review, Volume 25, Summer 1953. pp. 156-163.

By integrating a few of Spindler's original value categories, Prince was able to formulate four 'traditional' value categories and four 'emergent' value categories. The 'traditional' categories included puritan morality, individualism, work-success ethic, and future-time orientation; and the 'emergent' categories included sociability, conformity, relativistic moral attitudes, and present-time orientation. These eight categories combined constituted the Differential Values Inventory.

The scale consists of 64 pairs of forced-choice items. In each pair of items there is a traditional value alternative and a contrasting emergent value alternative. The student is forced to make a choice between one of these two alternatives. In addition to obtaining a traditional score with a range from 0-64, which was used in this study, it is possible to obtain eight subscores--one for each of the value areas measured, with each having a score range from 0-16.

A student is said to have high traditional values if he tends to regard more highly the values of puritan morality or personal respectability, individualism, hard work and responsibility, self-denial, and thrift. Such a student is oriented to the future to the extent that he believes present needs should be sacrificed for future satisfactions and rewards.[7]

Conversely, a student is said to have low traditional values, (or high emergent values), if he tends to regard highly

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[7]Prince, op. cit., p. 42.

such values as conformity, sociability, (getting along with others), relativistic moral attitude, and places emphasis on the present rather than the future.[8]

V. Academic Ability.

Michigan State University Reading Test. This 45-item reading test was developed by the Office of Evaluation Services at Michigan State University. It was developed in the belief that the ability to read is closely related to the ability to do college work successfully. Hence, the items on the test were designed to measure the ability of students to comprehend thoughts expressed in reading passages which were representative of textual materials found in several academic areas.

The reliability of the Michigan State University Reading Test has been determined on several occasions by the Office of Evaluation Services at Michigan State to be in the area of .80.

College Qualification Test. The College Qualification Test was designed to measure verbal ability, skill in handling numerical concepts, and general information. The subscores on these three ability tests can be combined into a composite or total score.[9]

The verbal test, which has a time limit of fifteen minutes, consists of 75 vocabulary items, 50 of which require

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[8]Prince, op. cit., p. 42.

[9]George E. Bennett, Marjorie G. Bennett, Winburn L. Wallace, and Alexander G. Wesman, College Qualification Tests, Manual, 1957. (The Psychological Corporation, 1957).

identification of synonyms and the remaining 25 which require identification of antonyms. The numerical ability test, which has a time limit of thirty-five minutes, contains 50 items which are designed to measure numerical concepts in arithmetic, algebra, and geometry. The third and last test, which has a time limit of thirty minutes, is designed to measure general information. This test is composed of 75 items, half of which deal with physical and biological sciences, and the other half with social studies, such as geography, economics, and history.

Collection of the Data

During Freshman Orientation Week, September 21-26, 1958, the following instruments were administered to the working population of 2,710 students in a special session: The Inventory of Beliefs, Form I; Rokeach's Dogmatism Scale, Form E; Differential Values Inventory; Michigan State University Reading Test; The College Qualification Test; and, the Biographical Data Sheet.[10]

Most of the additional data used in the study were obtained in a variety of forms from the Registrar's Office at Michigan State University. For example, the state of origin of each student was derived from the Registrar's Serial Run, Fall 1958.

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[10]These various instruments will be referred to hereafter in the study as IB, RDS, DVI, RT, CQT, and BDS, respectively.

The grade-point averages for each student for the freshman year (three quarters) were obtained from the registrar's cumulative grade records. Those students without grade-point averages constituted the 'withdrawal group' referred to from time to time in the study and identified as groups B and E in Table 3.2.

The scores of the students on the various test instruments, the responses on the Biographical Data Sheet, the states of origin, and the freshman year grade-point averages, were all key punched and recorded on International Business Machine Cards, using a separate card for each student in the study.

Methods of Analysis

Since it was proposed in this descriptive survey that a wide range of data be identified and analyzed in order to determine whether or not there were any significant differences between various groups of resident and nonresident freshman students at Michigan State University in selected characteristics, it was concluded that no single statistical design could appropriately test all the hypotheses submitted. Therefore, after careful consideration, three major types of designs were selected as most applicable for the purposes of this study. These designs are discussed briefly in the following paragraphs.

In view of the fact that Hypotheses I and IV were submitted primarily for the purpose of providing a means for

characterizing the resident and nonresident students in terms of their biographical characteristics, Chi-square test of independence was selected as appropriate for identifying the important biographical differences between the students in each of the study subgroups. After a number of random Chi-square tests, however, and because numbers and percentages are much easier to read and comprehend, it was concluded (for the purposes of these descriptive hypotheses) that a difference of at least five percentage points in the responses of the male and female, or the resident and nonresident, students in a particular biographical subgroup would be sufficient evidence that an important difference did, in fact, exist in that subgroup. This generalized approach not only simplified the descriptive analysis of the biographical characteristics in the various subgroups but it also provided a reasonably good basis for accepting or rejecting each of the hypotheses.

Chi-square was also proposed for use in Hypotheses II and V, but after arranging the raw data in tabular form, it was found by rational observation that there were no essential differences in the withdrawal rates between the various groups of students being investigated. Therefore, further statistical analysis of these two relatively simple hypotheses was not necessary.

A *t* test, assuming equal standard deviations, was used in Hypothesis III to determine the significance of the differences between the mean scores obtained by the male and female nonresident students from the ten selected states, on the six instruments of measurement identified.

In Hypothesis VI, two major statistical designs were used. In the first stage, a two by two analysis of variance for unequal frequencies was used to determine the over-all significance of the differences between the mean test scores obtained by the resident and nonresident students (by sex) on the six tests identified. In stages two (comparison of Michigan students with those from selected other states) and three (comparison by residency and sex according to major biographical characteristics), a *t* test was used, as in Hypothesis III, to determine the significance of the mean scores obtained on the six tests identified.

In the various analyses in Hypotheses III and VI, only those values which were found to be at least beyond the .05 level of confidence were considered to be significant. This means that there are only five chances in one hundred that a given value would be that large by chance.

Summary

This chapter has presented the definitions, methods, and procedures used in conducting this investigation. It has defined and described the sub-populations, groups, sub-groups, biographical characteristics, and tests studied. It has also noted the sources and the general procedures followed in compiling and analyzing the data.

The results of the analyses of the data in Phase One, or Hypotheses I, II, and III, are presented in the following chapter; and, those for Phase Two, or Hypotheses IV, V, and VI, are presented in Chapter V.

CHAPTER IV

ANALYSIS OF DATA: PHASE ONE

Introduction

This chapter includes an analysis of the data relative to the attitudes, values, abilities, achievements, retention tendencies, and background characteristics of the male and female nonresident freshman students who enrolled at Michigan State University in the fall term of 1958.

The analysis of the data is presented in three parts, corresponding to the sequence of the hypotheses submitted for Phase One in Chapter I.

Hypothesis I

> There are no important differences between the male and female nonresident freshman students at Michigan State University in any one of the following biographical subgroups: (A) state of origin; (B) age; (C) marital status; (D) nativity of parents; (E) father's education; (F) mother's education; (G) father's occupation; (H) mother's occupation; (I) type of high school attended; (J) size of high school graduating class; (K) rank in high school graduating class; (L) size of home community; (M) religious preference; (N) curricular major; (O) amount of education desired; (P) living accommodations at Michigan State University; or, (Q) source of major financial support.

The general procedure used in analyzing the data relative to this hypothesis entailed the compilation of the nonresident students' responses (and respective percentages for each category) into tabular form. After conducting a

number of random Chi-square tests of independence, it was determined that (for descriptive purposes) a difference of five percentage points in the relative percentage of responses between the males and females in a particular biographical category would be sufficient evidence that an important difference did exist between the sexes in that category. Each such category, so identified, is marked with a double asterisk (**) between the male and female columns in the respective tables.

A. State of Origin. Over 85 per cent of the nonresident freshman students, who enrolled at Michigan State University in the fall term of 1958, came from ten states. As might have been expected, nearly all these states either bordered the state of Michigan or were classified as New England states by the Census Bureau (see Table 4.1).

It can be observed in Table 4.1 that three states--Illinois, New York, and Ohio--contributed in excess of 61 per cent of the nonresident freshman students attending Michigan State in 1958. This percentage corresponds very closely to the 54 per cent figure presented in Chapter II, which represented the total number of nonresident students contributed by these states to Michigan State's total enrollment in 1961. It is also important to note that while Ohio contributed about an equal number of males and females, New York contributed a larger number of males, and Illinois a larger number of females.

The totals for all nonresident states combined (see

Table 4.1) indicate that there were a larger number (and percentage) of male nonresident freshman students (55 per cent) enrolled at Michigan State in 1958, than there were females (45 per cent). These percentages correspond very closely to those for the entire freshman class in that year which were 52 and 48 per cent for the males and females, respectively.

TABLE 4.1. State of Origin of the Male and Female Nonresident Freshman Students at Michigan State University[1]

State	Males		Females		Combined	
	N	%	N	%	N	%
Connecticut	9	1[2]	4	1	13	2
Illinois	62	10	78	12	140	22
Indiana	24	4	14	2	38	6
Massachusetts	6	1	3	0	9	1
New Jersey	12	2	16	3	28	5
New York	83	13	75	12	158	25
Ohio	43	7	41	7	84	14
Pennsylvania	16	3	11	2	27	5
Virginia	6	1	4	1	10	2
Wisconsin	11	2	6	1	17	3
Totals	272	44	252	41	524	85
Totals for all States	340	55	278	45	618	100

[1]Only the top ten states are presented here. Individual figures for other states can be found in Table 7.1.

[2]All percentages in this table are based on the total number of nonresident students in the study, or 618.

By comparing the total number of nonresident freshman students with the total number of nonresident students at Michigan State (Tables 4.1 and 2.2), it is evident that the former constitute only about 15 per cent of the latter in

most years. Hence, a considerable proportion of the non-resident students attending Michigan State either attend college near their homes initially, then transfer to this institution in their junior or senior years, or they enroll in a graduate program at this institution after receiving a bachelor's degree from a non-Michigan college or university.

In the final analysis, Table 4.1 indicates that the percentage of males contributed by each state in 1958 was not much different from the percentage of females contributed by each state, respectively.

B. Age. While over half of both the male and female nonresident students were 18 years of age, it is evident from observing Table 4.2 that the males tended to be older than the females. For example, about 35 per cent of the females were 18 years old or under, whereas, only 25 per cent of the males were in this age group. Conversely, 11 per cent of the males were over 20 years of age as contrasted to only 1 per cent of the females. Hence, one can conclude that nonresident freshman males tended to be a little older than the nonresident freshman females at Michigan State in 1958.

A number of possible reasons could be submitted for these relationships, but perhaps the most likely one lies in the fact that a large number of the male students were older as a result of having completed their military obligations before entering college.

TABLE 4.2. Age Groups of the Male and Female Nonresident Freshman Students

Age Group	Males N	Males %		Females N	Females %	Combined N	Combined %
Under 18	85	25	**	98	35	183	30
18	190	56	**	172	62	362	59
19	27	8	**	5	2	32	5
20 or over	37	11	**	3	1	40	6
No Response	1	0		0	0	1	0
Totals	340	100		278	100	618	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

C. Marital Status. As expected, over 98 per cent of both the males and females were single (see Table 4.3). The only difference of any consequence between the two groups was that about 4 per cent of the males were married, as contrasted to only 1 per cent of the females.

TABLE 4.3. Marital Status of the Male and Female Nonresident Freshman Students

Marital Status	Males N	Males %	Females N	Females %	Combined N	Combined %
Single	328	96	275	99	603	98
Married	10	4	2	1	12	2
Divorced	1	0	1	0	2	0
Widowed	1	0	0	0	1	0
Totals	340	100	278	100	618	100

D. Nativity of Parents. Nearly 85 per cent of the parents of the nonresident students (male and female) were native-born Americans (see Table 4.4). This percentage was quite high, but not as high as might have been expected. The

remaining 15 per cent included students with one or both parents who were foreign-born.

An important contrast was found between the two study categories which had one parent native-born and the other one foreign-born. There were, for example, almost four times as many students (both male and female) from families in which the father was the foreign-born parent, as compared to those families in which the mother was the foreign-born parent. The contrast was greater in the case of the females where the ratio was 19:3.

TABLE 4.4. Nativity of the Parents of the Male and Female Nonresident Freshman Students

Nativity of Parents	Males		Females		Combined	
	N	%	N	%	N	%
Mother native-born, father foreign-born	21	6	19	7	40	7
Father native-born, mother foreign-born	9	2	3	1	12	2
Both foreign-born	21	7	12	4	33	5
Both native-born	286	84	242	87	528	85
No response	3	1	2	1	5	1
Totals	340	100	278	100	618	100

About 5 per cent of all nonresident freshman students at Michigan State in 1958 had parents who were both foreign-born. It is important to note, however, that while one or both of a student's parents were classified for purposes of this study as being foreign-born, practically all were American citizens.

E. Father's Education. By far the greatest percentage of male nonresident students came from families in which the

highest formal education of the father was high school, while the females tended to come from families in which the father had completed college (see Table 4.5).

TABLE 4.5. Educational Level of the Fathers of the Male and Female Nonresident Freshman Students

Father's Education	Males N	Males %		Females N	Females %	Combined N	Combined %
Some grade school	22	6		7	3	29	5
Completed grade school	32	10	**	11	4	45	7
Some high school	28	8		24	9	52	8
Completed high school	97	29	**	58	21	155	25
Some college	42	12	**	55	20	97	16
Completed college	68	20		64	23	132	22
Some prof. or grad. school	9	3		11	4	20	3
Completed prof. or grad. school	38	11	**	48	17	86	14
No Response	2	1		0	0	2	0
Totals	340	100		278	100	618	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

One can conclude from observing Table 4.5 that the female nonresident students tended to have fathers with higher levels of formal education than did their male counterparts.

F. Mother's Education. The educational level of the mothers of the nonresident (both male and female) students was generally below that of the fathers mentioned above (see Table 4.6). Like the fathers, however, the mothers of the male students tended to have a lower educational attainment level than did the mothers of the female students.

TABLE 4.6. Educational Level of the Mothers of the Male and Female Nonresident Freshman Students

Mother's Education	Males N	Males %	Females N	Females %	Combined N	Combined %
Some grade school	9	4	2	1	11	2
Completed grade school	18	5	9	3	27	4
Some high school	39	11	25	9	64	10
Completed high school	143	42	105	38	248	40
Some college	39	11**	53	19	92	15
Completed college	69	20	56	20	125	20
Some prof. or grad. school	5	2	8	3	13	2
Completed prof. or grad. school	15	4	19	7	34	6
No Response	3	1	1	0	4	1
Totals	340	100	278	100	618	100

** Indicates a category in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

G. Father's Occupation. It is evident from observing Table 4.7 that the fathers of the nonresident students (both male and female) were engaged in what are often considered to be the "higher" occupations. For example, 85 per cent of the fathers were classified in the five occupational groups of business owner, professional, white-collar, skilled labor, and executive or managerial.

It is important to note that only a small percentage of the nonresident students came from families in which the father's occupation was classified as farm owner. It seems evident, therefore, that most of the nonresident students, even those from such agricultural states as Ohio, Indiana, Illinois, and Wisconsin, generally came from towns and cities rather than farms. This particular point is considered in

greater detail later in this chapter.

TABLE 4.7. Occupations of the Fathers of the Male and Female Nonresident Freshman Students

Father's Occupation	Males N	Males %		Females N	Females %	Combined N	Combined %
Business owner	62	18		54	19	116	19
Professional	53	15		54	19	107	17
White-collar	48	14		48	17	96	16
Farm owner	7	2		2	1	9	1
Teacher	9	3		10	4	19	3
Skilled laborer	55	16	**	29	10	84	14
Semiskilled laborer	17	5		2	1	19	3
Low or unskilled	2	1		1	0	3	0
Public service	9	3		2	1	11	2
Executive or managerial	50	15	**	65	24	115	19
Deceased or retired	18	5		9	3	27	4
No Response	10	3		2	1	12	2
Totals	340	100		278	100	618	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

There were two categories in which the males and females differed more than 5 per cent. In the first instance, a higher percentage of males than females had fathers who were classified as skilled laborers. Conversely, there was a considerably higher percentage of females than males with fathers who were classified as executives or managers.

H. Mother's Occupation. The major occupation of the mothers of the nonresident students was that of housewife (see Table 4.8). In fact, over 74 per cent of the mothers were assigned to this occupational category, followed by those of white-collar and teacher, respectively. The number of mothers

in other occupational categories was either small or non-existent.

TABLE 4.8. Occupations of the Mothers of the Male and Female Nonresident Freshman Students

Mother's Occupation	Males		Females		Combined	
	N	%	N	%	N	%
Business owner	3	1	2	1	5	1
Professional	10	3	6	2	16	2
White-collar	32	9	25	9	57	9
Farm owner	0	0	0	0	0	0
Teacher	17	5	21	8	38	6
Skilled laborer	2	1	3	1	5	1
Semiskilled laborer	6	2	2	1	0	1
Low or unskilled	4	1	0	0	4	1
Public service	0	0	0	0	0	0
Executive or managerial	6	2	4	1	10	2
Housewife	246	72	211	76	457	74
No Response	14	4	4	1	18	3
Totals	340	100	278	100	618	100

I. Type of High School Attended. Over 87 per cent of the nonresident students attended a public high school (see Table 4.9). The percentage was a little higher than this figure for females and a little lower for males.

Although a higher percentage of the nonresident students attended a parochial high school (8 per cent) than attended a private high school (5 per cent), it was somewhat surprising to find such a close relationship between these two types. While it was not the purpose of this study to determine from which states these various groups of students came, it is assumed that a large proportion of the students, who attended a private high school, came from the East, especially from New York, Massachusetts, and Connecticut.

TABLE 4.9. Type of High School Attended by the Male and Female Nonresident Freshman Students

Type of High School Attended	Males		Females		Combined	
	N	%	N	%	N	%
Public	287	85	247	89	534	87
Private	20	6	12	4	32	5
Parochial	32	9	19	7	51	8
No Response	1	0	0	0	1	0
Totals	340	100	278	100	618	100

J. Size of High School Graduating Class. Even though there is usually a direct relationship between the size of a student's graduating class and the size of his home community, the former provides some important information which cannot always be obtained through the use of the latter. For example, it is possible for a student to live in an extremely large city, but still attend and graduate from a relatively small high school. Conversely, students from a predominantly rural community could, and often do, attend a larger consolidated high school.

In this particular group of nonresident students, about one-third attended a high school in which the graduating class had from 200-399 students (see Table 4.10). Of the remaining students, 23 per cent came from high schools with graduation classes of 400-999, with few in the 1,000 and over category. Over 43 per cent were in graduating classes of less than 200 students, but few graduated in classes of less than 25 students. There were no important differences between the sexes in any of the subgroup categories.

TABLE 4.10. Size of the High School Graduating Class for the Male and Female Nonresident Freshman Students

Size of High School Graduating Class	Males		Females		Combined	
	N	%	N	%	N	%
Under 25	8	2	8	3	16	2
25-99	63	19	46	17	109	17
100-199	79	23	66	24	145	24
200-399	96	28	90	32	186	31
400-999	79	23	64	23	143	23
1,000 and over	13	4	4	1	17	3
No Response	2	1	0	0	2	0
Totals	340	100	278	100	618	100

K. Rank in High School Graduating Class. One of the best indicators of college success in recent years has been rank in the high school graduating class. Therefore, a large number of the colleges and universities in this country have been giving a great deal of weight to this fact in their admissions programs.

In 1958, there was little apparent difference between the admissions standards for the resident and nonresident students at Michigan State University. Since 1958, however, increasing enrollments have forced the university to establish additional admissions requirements for nonresident students. One of the requirements, considering all other factors being equal, is that the nonresident students must be in the upper third of their high school graduating classes. Hence, a study undertaken on the nonresident freshman students who enrolled at this institution in 1961, would undoubtedly result in findings somewhat different than those in Table 4.11.

Two important facts should be noted about the findings in Table 4.11. First, nearly 60 per cent of all nonresident freshman students were ranked in the upper third of their high school graduating classes. Secondly, a higher percentage of the females than the males tended to be in the upper third of their classes, with the corresponding result that a higher percentage of males than females tended to be in the middle third of their high school graduating classes.

TABLE 4.11. Rank in High School Graduating Class for the Male and Female Nonresident Freshman Students

Rank in High School Graduating Class	Males			Females		Combined	
	N	%		N	%	N	%
Lower third	19	5		7	3	26	4
Middle third	145	43	**	78	28	223	36
Upper third	172	51	**	192	69	364	59
No Response	4	1		1	0	5	1
Totals	340	100		278	100	618	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

L. Size of Home Community. It is significant to note that almost 55 per cent of the nonresident students came from communities with populations in excess of 25,000 (see Table 4.12). While 34 per cent of the students came from large cities over 100,000 population, such as New York City and Chicago, only 3 per cent came from farms.

There appeared to be few differences between the sexes in the size of home communities. One exception was that a

higher percentage of females than males came from towns (2,500-25,000 population).

TABLE 4.12. Size of Home Community of the Male and Female Nonresident Freshman Students

Size of Home Community	Males N	Males %		Females N	Females %	Combined N	Combined %
Farm	13	4		5	2	18	3
Village (250-2,500)	28	8		18	7	46	8
Town (2,500-25,000)	105	31	**	104	37	209	34
City (25,000-100,000)	75	22		56	20	131	21
City over 100,000	119	35		92	33	211	34
No Response	0	0		3	1	3	0
Totals	340	100		278	100	618	100

** Indicates a category in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

N. Religious Preference. Data compiled on the religious preference of the nonresident students (see Table 4.13) indicated that approximately 60 per cent of them were Protestant (57 per cent of the males and 66 per cent of the females). Of the remainder of the students, a larger percentage of the males than females were Catholic. Conversely, a higher percentage of the females were Jewish. This latter influence came primarily from the East, especially New York City.

It is important to note that over 8 per cent of the males either didn't respond or didn't have any religious preference. The comparable percentage for the females was 0, where only one student failed to respond to the questionnaire.

TABLE 4.13. Religious Preference of the Male and Female Nonresident Freshman Students

Religious Preference	Males N	Males %		Females N	Females %	Combined N	Combined %
Catholic	73	21	**	41	15	114	19
Jewish	37	11	**	51	18	88	14
Protestant	195	59	**	182	66	377	61
None	14	4		0	0	14	2
Other	9	3		3	1	12	2
No Response	12	4		1	0	13	2
Totals	340	100		278	100	618	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

N. Curricular Major. About one-fourth of all the nonresident freshman students in 1958 chose to major in the College of Business and Public Services (see Table 4.14). Another 20 per cent chose the College of Science and Arts. The remainder of the students were spread rather evenly in the six other colleges of the university. Perhaps a somewhat surprising figure was the small percentage of students choosing agriculture, but after one considers that a large majority of these students came from cities, this small percentage is understandable.

There were a number of expected differences between the majors chosen by the males as compared to those chosen by the females. For example, there were no males who chose home economics as a major. Conversely, there was only one female in each of the areas of agriculture and engineering.

Other differences included a much higher percentage of males than females in business and a higher percentage

of females than males in science and arts, education (elementary), and communication arts.

TABLE 4.14. Curricular Major of the Male and Female Nonresident Freshman Students

Curricular Major	Males N	Males %		Females N	Females %	Combined N	Combined %
Agriculture	45	13	**	1	0	46	8
Business and Public Services	108	32	**	37	13	145	24
Engineering	79	23	**	1	0	80	13
Home Economics	0	0	**	46	17	46	8
Science and Arts	53	15	**	65	23	118	19
Veterinary Medicine[3]	16	5		15	6	31	5
Education[4]	9	3	**	52	19	61	10
Communication Arts	8	3	**	28	10	36	5
No Preference (none chosen)	22	6		33	2	55	8
Totals	340	100		278	100	618	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

[3]The majority of these females were preparing to be Medical Technologists.

[4]These were Elementary Education majors.

Only a small percentage (8 per cent) of the nonresident students (males and females combined) had not chosen a major at the time they initially enrolled at Michigan State. Hence, most of them apparently knew what course of study they wanted to pursue before enrolling at this institution.

O. Amount of College Education Desired. While it is recognized that freshmen often have a tendency to select college educational goals which are unrealistic in relation to their abilities and financial means, the findings in this

study were very interesting. For example, over two-thirds of the nonresident students wanted to complete four years of college, and most of the remaining one-third wanted some graduate or professional school training (see Table 4.15).

The aspiration levels were generally higher for the males than they were for the females. It is important to note that only one per cent of all the nonresident students wanted or desired less than four years of college, and this one per cent was composed primarily of females.

TABLE 4.15. Amount of College Education Desired by the Male and Female Nonresident Freshman Students

Amount of College Education Desired	Males			Females		Combined	
	N	%		N	%	N	%
One year	0	0		2	1	2	0
Two years	1	0		7	3	8	1
Three years	0	0		3	1	3	0
Four years	194	57	**	210	75	404	66
Grad. or prof. school	140	41	**	56	20	196	32
No Response	5	2		0	0	5	1
Totals	340	100		278	100	618	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

P. Living Accommodations at Michigan State University. Since most freshmen were required to live in the dormitories at this institution in 1958, it was not surprising to find that about 96 per cent of the nonresident students lived in these quarters. Those few students who lived elsewhere were either married or lived with relatives. The results of this inquiry are presented in Table 4.16.

TABLE 4.16. Living Accommodations of the Male and Female Nonresident Freshman Students at Michigan State University

Living Accommodations at Michigan State University	Males		Females		Combined	
	N	%	N	%	N	%
Dormitory	318	93	269	97	587	96
Apartment	8	3	1	0	9	1
Rooming House	7	2	0	0	7	1
Fraternity/Sorority	0	0	0	0	0	0
At home with family	2	1	6	2	8	1
No Response	5	1	2	1	7	1
Totals	340	100	278	100	618	100

Q. Source of Major Financial Support. Nearly 80 per cent of the nonresident freshman students were receiving the major portion of their financial support from their parents in 1958 (see Table 4.17). The remainder were obtaining support from part-time jobs (6 per cent), athletic scholarships (4 per cent), G. I. Bill (4 per cent), and academic scholarships (5 per cent). Only five students in 618 were receiving their major support from personal loans.

A much larger percentage of the females than the males were receiving their major support from their parents. In place of parental support, about 30 per cent of the males were working at part-time jobs, using the G. I. Bill, or receiving athletic or academic scholarship incomes.

TABLE 4.17. Sources of Major Financial Support for the Male and Female Nonresident Freshman Students

Source of Major Financial Support	Males N	Males %		Females N	Females %	Combined N	Combined %
Parents	229	67	**	260	94	489	79
Part-time job	37	11	**	5	2	42	6
Athletic scholarship	23	7	**	0	0	23	4
Loan	5	2		0	0	5	1
G. I. Bill	19	5	**	1	0	18	4
Academic Scholarship	25	7		9	3	34	5
No Response	2	1		3	1	5	1
Totals	340	100		278	100	618	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of males and females represented.

Summary of Hypothesis I

Comparative profiles of the male and female nonresident freshman students, who enrolled at Michigan State University in the fall term of 1958, are presented below. In these profiles, the major differences between the two sexes in biographical characteristics are summarized from Tables 4.1 through 4.17. It should be emphasized that these are not complete descriptions of the male and female nonresident freshman students at Michigan State, but only summary profiles based on the highest recorded percentages in the various subgroup categories just reviewed.

Males

These students came from New York, Illinois, and Ohio, and in that order.

Females

These students came from Illinois, New York, and Ohio, and in that order.

Males	Females
Most of these students were 18 years of age or younger, but they tended to be older than their female counterparts.	Most of these students were 18 years of age or younger.
Most of these students were single, but four per cent were married.	Most of these students were single, and only one per cent was married.
Most of the mothers and fathers of these students were both native-born, or they were both foreign-born.	Most of the mothers and fathers of these students were both native-born, or the mothers were native-born and the fathers foreign-born.
Most of the fathers of these students had completed high school, but they were generally below the educational level of the females' fathers.	Most of the fathers of these students had completed college, and in many cases graduate or professional school.
The major occupations of the fathers of these students were, in order: business owner, skilled laborer, and professional.	The major occupations of the fathers of these students were, in order: executive-managerial, business owner, and professional.
Most of these students attended public high schools, but a higher percentage attended private and parochial schools than was true for the females.	Most of these students attended public high schools.
These students generally graduated from high school classes with 200-399 students.	These students generally graduated from high school classes with 200-399 students.
Most of these students graduated in the upper third of their high school classes.	A higher percentage of these students graduated in the upper third of their high school classes than was true for the male students.
These students tended to come from cities with populations in excess of 100,000 persons.	These students tended to come from towns with populations between 2,500 and 25,000 persons.

Males	Females
ut 57 per cent of these dents were Protestants, 21 per cent were Cathol-	About 66 per cent of these students were Protestants, and 18 per cent were Jewish.
se students chose to major the Colleges of Business l Public Services, Engi- ering, and Science and Arts, d in that order.	These students chose to major in the Colleges of Science and Arts, Education, and Home Economics, and in that order.
arly all these students anted at least four years f college, and 41 per cent anted additional graduate r professional schooling.	Nearly all these students wanted at least four years of college, but they were less desirous of graduate or professional schooling than were the males.
About 93 per cent of these students lived in dormi- tories, and 3 per cent lived in apartments.	Over 97 per cent of these students lived in dormi- tories, and 2 per cent lived with relatives.
Major sources of financial support for these students were, in order: parents, part-time jobs, academic scholarships, and athletic scholarships.	Major sources of financial support for these students were, in order: parents, academic scholarships, and part-time jobs.

By reviewing the biographical characteristics delineated in Tables 4.1 through 4.17, and summarized in the profiles above, it can be observed that no less than ten of the biographical subgroups had categories in which the relative percentage of responses between the male and female students differed by at least five percentage points. Hence, it seems reasonable to conclude that a number of important differences in biographical characteristics did, in fact, exist between the male and female nonresident freshman students who initially enrolled at Michigan State University in the fall term of 1958.

Hypothesis II

There is no significant difference in the withdrawal rates of the male and female nonresident freshman students at Michigan State University.

The data relevant to this hypothesis on nonresident (male and female) withdrawal students were compiled in tabular form from information obtained from the Registrar's Office at Michigan State University. The complete breakdown of the numbers and percentages of withdrawal students, according to major biographical characteristics, is presented in Table 7.2. Data included in this table were obtained from the Biographical Data Sheet completed by each student upon his initial enrollment at Michigan State in the fall term of 1958.

Table 4.18, which is a summary of the data in Table 7.2, revealed that 11 per cent of the nonresident males and 10 per cent of the females withdrew from Michigan State University during their freshman year (academic year of 1958-59). Hence, these rates indicate that there was no essential difference between the relative percentages of nonresident males and females who withdrew from Michigan State sometime during their freshman year.

Even though there was no important difference in the over-all withdrawal rates, it is of interest to note that there were a number of differences between the sexes according to selected biographical characteristics. Since the identification of these biographical differences was not necessary in the testing of this hypothesis, the following statements

should be recognized as having resulted from rational observations of the data presented in Table 7.2. Hence, the validity of these statements has not been proven statistically.

The statements are as follows:

1. Female students, whose mothers were native-born and fathers were foreign-born, had a higher withdrawal rate than did the male students with the same type of parents.

2. Male students, whose fathers completed only grade school, had a higher withdrawal rate than the female students in this category.

3. Female students, whose fathers had completed only grade school, had a higher withdrawal rate than the female students in this category.

4. Female students, whose fathers were business owners, had a higher withdrawal rate than their male counterparts.

5. Male students, whose fathers were employed in white-collar occupations, had a higher withdrawal rate than did the female students with fathers in these occupations.

6. Female students from small villages tended to withdraw from college more often than the male students from these communities.

7. Catholic males and Jewish females tended to withdraw from college more often than did the Catholic females and Jewish males, respectively.

TABLE 4.18. Withdrawal Rates of the Male and Female Non-resident Freshman Students at Michigan State University

Types of Students	Males		Females		Combined	
	N	%	N	%	N	%
Regular students	302	89	250	90	552	89
Withdrawal students	38	11	28	10	66	11
Totals	340	100	278	100	618	100

Summary of Hypothesis II

While a number of differences in the biographical characteristics of the male and female withdrawal students were apparent from observing the data in Table 7.2, it was the over-all comparison of the withdrawal rates of the male and female nonresident students to which this hypothesis was specifically directed.

The evidence presented in Table 4.18 clearly indicates that there was no important difference in the withdrawal rates of the male and female nonresident freshman students at Michigan State University during the academic year of 1958-59.

Hypothesis III

> There are no significant differences between the male and female nonresident freshman students at Michigan State University in: attitudes of stereotypy and dogmatism as measured by (A) The Inventory of Beliefs, Form I, and (B) Rokeach's Dogmatism Scale, Form E, respectively; values as measured by the (C) Differential Values Inventory; abilities as measured by the (D) Michigan State University Reading Test, and the (E) College Qualification Test; or, achievement as measured by the (F) grade-point averages for the freshman year.

The analysis of the above hypothesis involved the comparison of the males with the females (from each of the ten states which contributed the largest number of nonresident freshman students to the enrollment at Michigan State University during the fall term of 1958),[5] on the six tests identified.[6]

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[5]The ten states used in this analysis are presented in Table 4.19.

[6]This hypothesis was not accepted or rejected as a whole, but individually by each of the six instruments of measurement identified for investigation.

The total of 524 students from these ten states, which was composed of 272 males and 252 females, constituted 85 per cent of all the nonresident freshman students (as defined in this study) enrolled during this term.

The *t* test, assuming equal standard deviations, was used to statistically test the significance between the mean scores of the males and females from each of these states. The state of Michigan was included on the six tables for comparison purposes only.

While the results of each test will be discussed, as presented, a general summary of all the tests used in this hypothesis will follow the last analysis on academic achievement (GPA's).

The Inventory of Beliefs

There was evidence in this analysis that the females from three of the ten states investigated were significantly (at .05 level of confidence) more stereotypic in their beliefs than were the males from these states (see Table 4.19). The three states in which the females were significantly more stereotypic in their beliefs were Connecticut, Indiana, and Wisconsin. Since these states are geographically distant from each other, the findings of stereotypy in this analysis would not appear to be related directly to any one geographical region of the country.

From observing the mean scores in Table 4.19, it is evident that the female students had higher scores than the males in every state investigated, including Michigan.

herefore, one can generally conclude that the females from hese eleven states tended to be more flexible and adaptive n their beliefs, while the males tended to be more rigid, efensive, and authoritarian in their beliefs.

Rokeach's Dogmatism Scale

The evidence in this analysis served to further prove he conclusions drawn under the last section on The Inventory f Beliefs. For example, the low scores of the males on the IB (indicating that they were rigid and authoritarian) correspond to the high scores of the males found in this analysis on the RDS (indicating they were more dogmatic than the females).

Significant differences in the RDS mean scores between the males and females were found in the same three states as in the IB analysis; namely, Connecticut, Indiana and Wisconsin (see Table 4.20). As indicated in the first paragraph, however, the male students had higher scores on this test than the female students. Two exceptions were the states of New Jersey and Virginia where the females tended to be slightly more dogmatic in their beliefs than the males.

In the final analysis, it can be generally concluded that the male students in these ten states had a tendency to be more dogmatic in their beliefs than the female students.

Differential Values Inventory

From observing the results of the analysis of the data in Table 4.21, it is immediately apparent that there were few

TABLE 4.19. Results of the Significance by t Test on The Inventory of Beliefs, Form I Mean Scores for the Male and Female Nonresident Freshman Students from Selected States

States	Males	Females	Significance[7]
Connecticut.	N=9 M=60.56 SD=12.53	N=4 M=73.25 SD=5.93	F >M at .01
Illinois.	N=62 M=61.98 SD=12.78	N=78 M=64.77 SD=12.40	n.s.
Indiana.	N=24 M=54.75 SD=12.82	N=14 M=65.71 SD=13.47	F >M at .05
Massachusetts.	N=6 M=62.83 SD=13.71	N=3 M=71.67 SD=12.28	F >M at .10
New Jersey.	N=12 M=63.75 SD=14.68	N=16 M=64.00 SD=10.65	n.s.
New York.	N=83 M=60.12 SD=14.77	N=75 M=64.60 SD=13.42	n.s.
Ohio.	N=43 M=61.07 SD=13.84	N=41 M=63.46 SD=12.14	n.s.
Pennsylvania.	N=16 M=50.56 SD=12.46	N=11 M=57.36 SD=12.65	n.s.
Virginia.	N=6 M=65.00 SD=10.45	N=4 M=70.00 SD=11.67	n.s.
Wisconsin.	N=11 M=57.09 SD=14.67	N=6 M=75.67 SD=17.15	F >M at .01
Michigan.	N=1,076 M=63.46 SD=13.93	N=1,016 M=64.74 SD=12.84	n.s.

[7]While those cells found to be significant at the .10 level of confidence were noted, only those at .05 level of confidence, or below, were considered in this hypothesis.

BLE 4.20. Results of the Significance by t Test on Rokeach's Dogmatism Scale, Form E Mean Scores for the Male and Female Nonresident Freshman Students from Selected States

States	Males	Females	Significance*
nnecticut.	N=9 M=173.33 SD=24.35	N=4 M=138.25 SD=21.51	M >F at .01
inois.	N=62 M=169.11 SD=23.94	N=78 M=155.59 SD=24.79	M >F at .10
iana.	N=24 M=177.71 SD=23.01	N=14 M=163.29 SD=25.06	M >F at .05
sachusetts.	N=6 M=173.50 SD=35.25	N=3 M=176.67 SD=29.80	n.s.
Jersey.	N=12 M=167.75 SD=28.84	N=16 M=175.31 SD=29.15	n.s.
York.	N=83 M=168.30 SD=26.21	N=75 M=163.55 SD=20.94	n.s.
.	N=43 M=163.81 SD=26.61	N=41 M=160.90 SD=25.37	n.s.
sylvania.	N=16 M=172.63 SD=27.78	N=11 M=167.82 SD=21.06	n.s.
inia.	N=6 M=157.83 SD=18.89	N=4 M=160.75 SD=21.38	n.s.
onsin.	N=11 M=169.18 SD=24.17	N=6 M=150.00 SD=31.63	M >F at .02
igan.	N=1,076 M=168.05 SD=24.86	N=1,016 M=164.01 SD=26.01	n.s.

F at .01 means: males greater than females at .01 level onfidence.

differences in the values held by the male and female students from the states identified. In only one state, Massachusetts, was there a statistically significant difference between the mean scores of the male and female students on the DVI. Here the females (higher scores) tended to regard more highly such traditional values as puritan morality, individualism, and an emphasis on the future. The males (lower scores), on the other hand, tended to regard more highly such emergent values as sociability, conformity, and an emphasis on the present rather than the future.

In the other states, no distinct pattern of values was evident. Therefore, it seems reasonable to conclude from this analysis that there was no essential difference in the pattern of values between the male and female students from the states identified.

Michigan State University Reading Test

While the findings in Table 4.22 suggest that the female students tended to have slightly higher reading abilities (as evidenced by the higher mean scores) than the male students, no statistically significant difference was found between the mean scores, by sex, in the ten states investigated.

From this analysis, then, it can be concluded that there were no significant differences in the reading abilities of the male and female students from the states identified.

TABLE 4.21. Results of the Significance by t Test on the Differential Values Inventory Mean Scores for the Male and Female Nonresident Freshman Students from Selected States

States	Males	Females	Significance*
Connecticut.	N=9 M=29.56 SD=7.14	N=4 M=34.00 SD=4.06	n.s.
Illinois.	N=62 M=33.63 SD=6.41	N=78 M=33.64 SD=7.21	n.s.
Indiana.	N=24 M=33.67 SD=6.40	N=14 M=32.21 SD=7.63	n.s.
Massachusetts.	N=6 M=31.17 SD=4.50	N=3 M=39.00 SD=4.32	F >M at .02
New Jersey.	N=12 M=37.83 SD=6.84	N=16 M=32.44 SD=6.85	n.s.
New York.	N=83 M=34.00 SD=7.19	N=75 M=32.19 SD=7.21	n.s.
hio.	N=43 M=34.47 SD=6.04	N=41 M=31.98 SD=6.73	n.s.
nnsylvania.	N=16 M=34.19 SD=6.14	N=11 M=29.36 SD=7.11	n.s.
ginia.	N=6 M=37.50 SD=4.68	N=4 M=32.25 SD=2.38	M >F at .10
onsin.	N=11 M=35.82 SD=5.25	N=6 M=39.67 SD=6.48	n.s.
igan	N=1,076 M=34.89 SD=6.99	N=1,016 M=33.83 SD=6.88	n.s.

M at .02 means: females greather than males at .02 level onfidence.

TABLE 4.22. Results of the Signifcance by t Test on the Michigan State University Reading Test Mean Scores for the Male and Female Nonresident Freshman Students from Selected States

States	Males	Females	Significance*
Connecticut.	N=9 M=27.89 SD=5.52	N=4 M=30.25 SD=4.96	n.s.
Illinois.	N=62 M=28.34 SD=5.10	N=78 M=28.53 SD=6.87	n.s.
Indiana.	N=24 M=25.92 SD=6.99	N=14 M=26.00 SD=7.08	n.s.
Massachusetts.	N=6 M=27.33 SD=4.00	N=3 M=26.33 SD=1.75	n.s.
New Jersey.	N=12 M=30.00 SD=4.67	N=16 M=29.25 SD=7.25	n.s.
New York.	N=83 M=28.14 SD=6.10	N=75 M=30.39 SD=6.06	n.s.
hio.	N=43 M=26.30 SD=5.81	N=41 M=27.80 SD=5.70	n.s.
nnsylvania.	N=16 M=26.13 SD=7.42	N=11 M=27.00 SD=7.26	n.s.
ginia.	N=6 M=28.17 SD=5.85	N=4 M=31.25 SD=6.95	n.s.
onsin.	N=11 M=23.82 SD=5.58	N=6 M=29.17 SD=2.57	F >M at .10
igan	N=1,076 M=26.92 SD=6.47	N=1,016 M=28.04 SD=6.31	

>M at .10 means: females greater than males at .10 level onfidence.

E 4.23. Results of the Significance by t Test on the College Qualification Test Mean Scores for the Male and Female Nonresident Freshman Students from Selected States

States	Males	Females	Signif-icance*
ecticut.	N=9 M=124.56 SD=26.67	N=4 M=129.25 SD=27.27	n.s.
nois.	N=62 M=131.63 SD=24.02	N=78 M=120.68 SD=24.06	n.s.
ana.	N=24 M=123.46 SD=34.63	N=14 M=117.36 SD=23.71	n.s.
achusetts.	N=6 M=117.50 SD=22.58	N=3 M=125.33 SD=9.22	n.s.
ersey.	N=12 M=132.17 SD=31.02	N=16 M=130.75 SD=29.27	n.s.
ork.	N=83 M=136.72 SD=27.12	N=75 M=129.88 SD=21.42	n.s.
	N=43 M=120.77 SD=23.37	N=41 M=118.85 SD=23.93	n.s.
lvania.	N=16 M=124.00 SD=24.34	N=11 M=126.00 SD=30.57	n.s.
ia.	N=6 M=135.00 SD=34.40	N=4 M=122.25 SD=20.75	M >F at .10
sin.	N=11 M=116.27 SD=24.28	N=6 M=126.67 SD=21.60	n.s.
an	N=1,076 M=125.77 SD=25.55	N=1,016 M=114.68 SD=24.30	n.s.

at .10 means: males greater than females at .10 level fidence.

College Qualification Test

The results of the t tests in Table 4.23 suggest that here was no significant difference in the academic aptitude f the male and female students from each of the ten states tudied. While the mean scores did vary slightly between he sexes from state to state, no distinct pattern by geograph- al region was evident. For example, in New York the mean ore of the males was higher than that for the females, while two bordering states, Connecticut and Pennsylvania, the an scores of the females were higher than those for the les.

It is important to note that the findings in this lysis correspond generally with those found in the analysis reading abilities. There was not, however, a direct respondence in the mean scores in each state. A good nple is the state of New York where the mean score of males on the RT (see Table 4.22) was less than that of females, while on the CQT (see Table 4.23) the mean e of males was considerably higher than that of the les.

In summary, no statistically significant difference found to exist in the CQT mean scores between the male female students from the ten states investigated.

Grade-Point Averages

In this analysis of the grade-point averages (freshman for the male and female students from the ten selected s, it was found that only in Wisconsin was there a

gnificant difference, by sex, in the GPA's obtained. In sconsin the females obtained significantly (at .01 level confidence) higher GPA's than the males. It should be phasized, however, that the number of students involved rather small.

It was interesting to compare the CQT mean scores (in ble 4.23) of the various groups of students with their tual achievement as indicated by their grade-point averages Table 4.24) for the freshman year. In the states of linois, Indiana, New York, Ohio, Virginia, and Michigan the le students had higher mean scores on the CQT than the nale students, but when it came to achievement, the males om these same states obtained poorer grade-point averages an the females.

From the findings in Table 4.24, there appeared to be important patterns in grade-point averages obtained, by t, or according to major geographical regions.

From this analysis, it can be generally concluded that significant differences in academic achievement, as measured the grade-point averages for the freshman year, occurred tween the male and female students from the states identified.

TABLE 4.24. Results of the Significance by t Test on the Grade-Point Averages for the Male and Female Nonresident Freshman Students from Selected States

States	Males	Females	Signif-icance*
onnecticut.	N=8 M=2.14 SD=.71	N=4 M=2.24 SD=.57	n.s.
llinois.	N=57 M=2.39 SD=.56	N=71 M=2.46 SD=.55	n.s.
ıdiana.	N=20 M=2.21 SD=.62	N=12 M=2.44 SD=.73	F >M at .10
ssachusetts.	N=6 M=2.36 SD=.54	N=3 M=2.49 SD=.17	n.s.
v Jersey.	N=12 M=2.52 SD=.53	N=13 M=2.50 SD=.65	n.s.
York.	N=77 M=2.33 SD=.61	N=69 M=2.47 SD=.56	n.s.
o.	N=35 M=2.24 SD=.59	N=37 M=2.43 SD=.58	F >M at .10
sylvania.	N=15 M=2.28 SD=.66	N=9 M=2.05 SD=.70	M >F at .10
inia.	N=6 M=2.37 SD=.66	N=4 M=2.49 SD=.64	n.s.
onsin.	N=10 M=2.14 SD=.45	N=6 M=2.54 SD=.37	F >M at .01
gan.	N=927 M=2.27 SD=.59	N=914 M=2.36 SD=.60	n.s.

M at .10 means: females greater than males at .10 level nfidence.

Summary of Hypothesis III

From the six analyses just reviewed, the following statements summarize the respective findings:

1. While the females from all the states studied in this hypothesis tended to be more flexible, adaptive, and non-stereotypic in their beliefs than the males, there were only three states--Connecticut, Indiana, and Wisconsin--in which the mean scores of the females on The Inventory of Beliefs were significantly higher than those for the males. Compared to the females, the males in each state could be described as being stereotypic, rigid, defensive, and authoritarian in their beliefs.

2. Corresponding closely with the results of The Inventory of Beliefs, the males were found to generally have higher mean scores than the females on Rokeach's Dogmatism Scale. Hence, the males tended to be more dogmatic in their beliefs than the females. There were, however, only three states--Connecticut, Indiana, and Wisconsin--in which the difference in mean scores, by sex, were found to be statistically significant beyond the .05 level of confidence.

3. The results of the analysis of the mean scores obtained on the Differential Values Inventory revealed that there were generally no significant differences in value between the sexes in each state. Only in Massachusetts, where the females had a significantly higher mean score than the males, was a difference in values between the sexes evident. Here the females tended to regard traditional values more highly than the males.

4. No significant differences were found in reading ability, as measured by the Michigan State University Reading Test, between the male and female students in each of the states investigated.

5. No significant differences were found to exist in academic aptitude, as measured by the College Qualification Test, between the sexes in each of the states identified in this hypothesis.

6. Only in the state of Wisconsin was a significant difference in academic achievement, as measured by the grade-point averages for the freshman year, found to exist between the sexes. Here, the achievement of the female students was significantly greater than the male students. In the remainder of the states, no significant patterns or differences in achievement (GPA's) were apparent between the sexes.

CHAPTER V

ANALYSIS OF DATA: PHASE TWO

Introduction

Whereas Chapter IV, or Phase One, was devoted primarily characterizing and comparing the male and female nonresident eshman students at Michigan State University in terms of eir attitudes, values, abilities, achievements, retention ndencies, and background characteristics, this chapter, or ase Two, has as its purpose the comparison of the nonresident eshman students with the resident freshman students in terms these same characteristics.

As in Chapter IV, the analysis of the data in this apter will be presented in three parts, corresponding to e sequence of the hypothesis submitted for Phase Two in apter I.

Hypothesis IV

There are no important differences between the resident (male and female) freshman students and the nonresident (male and female) freshman students at Michigan State University in any one of the following biographical categories: (A) sex (percentages of males and females); (B) age; (C) marital status; (D) nativity of parents; (E) father's education (F) mother's education; (G) father's occupation; (H) mother's occupation; (I) type of high school attended; (J) size of high school graduating class; (K) rank in high school graduating class; (L) size of home community; (M) religious preference; (N) curricular major; (O) amount of education desired; (P) living accommodations at Michigan State; or, (Q) source of major financial support.

The data relevant to this hypothesis were analyzed by compiling in tabular form the responses (numbers and percentages) for the various resident and nonresident biographical subgroups as identified on the Biographical Data Sheet. After conducting a number of random Chi-square tests of independence, it was determined that (for descriptive purposes) a difference of five percentage points in the relative percentage of responses between the residents and nonresidents in a particular biographical category would be sufficient evidence that an important difference did exist between the two sub-populations in that category. Each such category, so identified, is marked with a double asterisk (**) between the resident and nonresident columns in the respective tables.

In this analysis, the males and females in the resident and nonresident sub-populations, respectively, were combined. A complete delineation, however, by sex and residency status for the various study subgroups is presented in Tables 7.2 and 3.

A. Sex. The freshman class at Michigan State in the fall term of 1958 (excluding those students eliminated from the study in Chapter I) was composed of 52.2 per cent males and 47.8 per cent females (see Table 5.1). Included in this total were 2,092 resident freshmen composed of 51.4 per cent males and 48.6 per cent females. Differing slightly were the 1,000 nonresident freshmen with 55.0 and 45.0 per cent males and females, respectively.

TABLE 5.1. Sex of the Resident and Nonresident Freshman Students

	Residents		Nonresidents		Combined	
Sex	N	%	N	%	N	%
lales	1,075	51.4	340	55.0	1,415	52.2
emales	1,017	48.6	278	45.0	1,295	47.8
otals	2,092	100.0	618	100.0	2,710	100.0

It is apparent from observing Table 5.1 that there re 10 per cent more male than female nonresident students 1958. While this difference was relatively small, it courages the asking of one very broad but important question: at factors were operative in making Michigan State University e attractive to the nonresident males, than females, in 8? Possible factors that might have been responsible in- de curricula, finances, and athletics.

B. Age. The age distributions of the resident and esident sub-populations were very similar (see Table 5.2). only apparent difference was that the nonresident students ed to be slightly younger than their resident counterparts. emales in both sub-populations tended to be younger than ales.

ABLE 5.2. Age Groups of the Resident and Nonresident Freshman Students

Age	Residents N	%	Nonresidents N	%	Combined N	%
nder 18	571	27	183	30	754	28
8	1,324	63	362	59	1,686	62
9	92	5	32	5	124	5
0 or over	105	5	40	6	145	5
o Response	0	0	1	0	1	0
otals	2,092	100	618	100	2,710	100

C. Marital Status. There was essentially no difference between the resident and nonresident students in marital status (see Table 5.3). About 98 per cent of both groups were classified as single, while the remaining 2 per cent in each case represented married students. Even though there were a few in each group who were divorced or widowed the percentage was so small as to be negligible. In both groups, there was a slightly higher percentage of males than females who were married.

LE 5.3. Marital Status of the Resident and Nonresident Freshman Students

ital Status	Residents N	%	Nonresidents N	%	Combined N	%
gle	2,041	98	603	98	2,644	98
ried	44	2	12	2	56	2
orced	2	0	2	0	4	0
owed	3	0	1	0	4	0
Response	2	0	0	0	2	0
ls	2,092	100	618	100	2,710	100

D. Nativity of Parents. The resident and nonresident ub-populations were almost identical in reference to the tivity of parents. About 85 per cent of the students in e two groups reported that both their parents were native- rn (see Table 5.4).

It is important to note that in both sub-populations a gher percentage of students came from families in which e father was foreign-born and the mother native-born than s true when the situation was just reversed.

BLE 5.4. Nativity of the Parents of the Resident and Nonresident Freshman Students

	Residents		Nonresidents		Combined	
ativity of Parents	N	%	N	%	N	%
her native-born, ather foreign-born	134	7	40	7	174	6
her native-born, other foreign-born	70	3	12	2	82	3
h foreign-born	86	4	33	5	119	4
n native-born	1,792	86	528	85	2,320	86
Response	10	0	5	1	15	1
als	2,092	100	618	100	2,710	100

E. Father's Education. While there were a number of larities between the resident and nonresident sub-populations egard to father's education, there were some important rvable differences. It is evident from observing Table that, on the whole, the fathers of the nonresident stu- s had attained a higher formal educational level than had athers of the resident students. For example, nearly 40 ent of the fathers of the nonresident students had

ompleted college (and 14 per cent graduate or professional chool), as contrasted to only 25 per cent of the fathers of ne resident students (with only 9 per cent having completed raduate or professional school).

ABLE 5.5. Educational Level of the Fathers of the Resident and Nonresident Freshman Students

Father's Education	Residents N	Residents %		Nonresidents N	Nonresidents %	Combined N	Combined %
me grade school	92	5		29	5	121	5
mpleted grade sch.	276	13	**	45	7	321	12
me high school	272	13	**	52	8	324	12
mpleted high sch.	568	27		155	25	723	27
me college	304	15		97	16	401	15
mpleted college	321	15	**	132	22	453	17
me prof. or grad. school	46	2		20	3	66	3
mpleted prof. or grad. school	199	9	**	86	14	185	8
Response	14	1		2	0	16	1
tals	2,092	100		618	100	2,710	100

Indicates those categories in which there was at least a per cent difference between the relative percentages of idents and nonresidents represented.

F. Mother's Education. Similar to the fathers, the hers of the nonresident students tended to have a higher ained educational level than did the mothers of the resi- t students (see Table 5.6). For example, about 4 per cent e of the mothers of the nonresident students had completed lege, as compared to the mothers of the resident students.

The mothers of female students in both the resident nonresident sub-populations tended to have a higher ained formal educational level than the mothers of male lents.

ABLE 5.6. Educational Level of the Mothers of the Resident and Nonresident Freshman Students

Mother's Education	Residents N	Residents %	Nonresidents N	Nonresidents %	Combined N	Combined %
ome grade school	54	3	11	2	65	3
ompleted grade sch.	179	8	27	4	206	8
ome high school	244	12	64	10	308	11
ompleted high sch.	849	41	248	40	1,097	40
ome college	252	12	92	15	344	13
ompleted college	339	16	125	20	464	17
ome prof. or grad. school	48	2	13	2	61	3
ompleted prof. or grad. school	119	6	34	6	153	5
o Response	8	0	4	1	12	0
otals	2,092	100	618	100	2,710	100

G. Father's Occupation. It is evident from observing able 5.7, that the fathers of the nonresident students were ngaged in "higher" or more prestigious occupations than were he fathers of the resident students. Hence, a much higher ercentage of the fathers of nonresident students, as compared the fathers of resident students, were engaged in the llowing occupations: (1) business owner; (2) professional; d, (3) executive or managerial. Conversely, a higher per-ntage of the fathers of resident students, as compared to e fathers of nonresident students, were engaged in the llowing occupations: (1) farm owner; (2) skilled laborer; d (3) semiskilled laborer.

While Tables 7.2 and 7.3 indicate that there were fferences by sex in the percentage of fathers in each of e occupational categories, it is important to note that this fluence was almost identical in both sub-populations. Hence,

the fathers of females tended to be in the "higher" occupations, such as professional or executive-managerial, while the fathers of the males tended to be skilled laborers and farm owners.

TABLE 5.7. Occupations of the Fathers of the Resident and Nonresident Freshman Students

Father's Occupation	Residents N	Residents %		Nonresidents N	Nonresidents %	Combined N	Combined %
usiness owner	293	14	**	116	19	409	15
rofessional	254	12	**	107	17	361	13
hite-collar	320	15		96	16	416	15
arm owner	188	9	**	9	1	197	7
eacher	72	3		19	3	91	3
killed laborer	395	19	**	84	14	479	18
emiskilled laborer	137	7		19	3	156	6
w or unskilled	21	1		3	0	24	1
blic service	37	2		11	2	48	2
ecutive or managerial	203	10	**	115	19	318	12
ceased or retired	137	6		27	4	164	6
Response	35	2		12	2	47	2
tals	2,092	100		618	100	2,710	100

Indicates those categories in which there was at least a er cent difference between the relative percentages of idents and nonresidents represented.

H. Mother's Occupation. It is clearly evident in le 5.8 that a considerably higher percentage of the mothers onresident students, as contrasted to the mothers of dent students, were classified occupationally as house- s. Hence, a smaller percentage of the mothers of the esident students were gainfully employed outside the home. fact seems reasonable since the fathers, as indicated , were generally engaged in higher-income occupations than the fathers of the resident students.

Of the resident and nonresident mothers who were gainfully employed outside the home, 12 per cent of the former and 9 per cent of the latter were employed in white-collar occupations.

The percentage distribution of the mothers among the occupational categories for the nonresident males and females were very nearly the same as for the resident males and females, respectively.

TABLE 5.8. Occupations of the Mothers of the Resident and Nonresident Freshman Students

Mother's Occupation	Residents N	Residents %		Nonresidents N	Nonresidents %	Combined N	Combined %
Business owner	23	1		5	1	28	1
Professional	47	2		16	2	63	3
White-collar	251	12		57	9	308	11
Farm owner	1	0		0	0	1	0
Teacher	145	7		38	6	183	7
Skilled laborer	19	1		5	1	24	1
Semiskilled laborer	55	3		8	1	63	3
Farm or unskilled	31	1		4	1	35	1
Public service	3	0		0	0	3	0
Executive or managerial	23	1		10	2	33	1
Housewife	1,395	67	**	457	74	1,852	68
No Response	99	5		18	3	117	4
Totals	2,092	100		618	100	2,710	100

** indicates a category in which there was at least a 5 per cent difference between the relative percentages of residents and nonresidents represented.

I. Type of High School Attended. It was of particular interest to find (as indicated in Table 5.9) that less than 1 per cent of the resident students had attended a parochial school, while over 8 per cent of the nonresident students had attended such a school.

Another significant fact, as indicated by the findings in Table 5.9, was that a higher percentage of resident students than nonresident students had attended a private high school. With such a large number of students from the East, where the private school system is traditionally more prevalent than in the Middle West, one would normally expect that a larger percentage of the nonresident students would have attended private high schools.

ABLE 5.9. Type of High School Attended by the Resident and Nonresident Freshman Students

ype of High School Attended	Residents		Nonresidents		Combined	
	N	%	N	%	N	%
blic	1,913	92 **	534	87	2,447	91
ivate	138	7	32	5	170	6
rochial	31	1 **	51	8	82	3
Response	10	0	1	0	11	0
tals	2,092	100	618	100	2,710	100

Indicates those categories in which there was at least a er cent difference between the relative percentages of idents and nonresidents represented.

J. Size of High School Graduating Class. Table 5.10 vs very clearly that the nonresident students in 1958 tended ome from larger high school graduating classes than did resident students. For example, about 57 per cent of the esident students graduated from a high school class of than 200 students. The comparable figure for the resident nts was only about 39 per cent.

Nearly 33 per cent of the resident students and 19 ent of the nonresident students graduated from high

school classes of less than 100 students. The higher percentage of the former reflects the basically rural character of the state of Michigan, while the latter reflects the migration of a large number of nonresident students from towns and cities of varying size.

TABLE 5.10. Size of the High School Graduating Class for the Resident and Nonresident Freshman Students

Size of High School Graduating Class	Residents			Nonresidents		Combined	
	N	%		N	%	N	%
Under 25	54	3		16	2	70	3
25-99	622	30	**	109	17	731	27
100-199	584	28		145	24	729	27
200-399	445	21	**	186	31	631	23
400-999	356	17	**	143	23	499	18
1,000 and over	27	1		17	3	44	2
No Response	4	0		2	0	6	0
Totals	2,092	100		618	100	2,710	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of residents and nonresidents represented.

The males in both sub-populations tended to come from slightly smaller high school graduating classes than did the females (see Tables 7.2 and 7.3).

K. Rank in High School Graduating Class. Contrary to expectations, there was a higher percentage of resident students (68 per cent), as compared to nonresident students, (59 per cent), who graduated in the upper third of their high school graduating classes (see Table 5.11). Of the remaining students, only 4 per cent in each of the two sub-populations were in the lower third of their high school graduating classes.

It should be emphasized again, however, that since 1958 the requirements for admission to Michigan State University have been modified for the nonresident students. A similar study on the most recent freshman class at this institution would probably reveal that a considerably larger percentage of the nonresident students, as compared to the resident students, would rank in the upper third of their high school graduating classes.

In both sub-populations, there was a higher percentage of females than males who graduated in the upper third of their high school classes.

TABLE 5.11. Rank in High School Graduating Class for the Resident and Nonresident Freshman Students

Rank in High School Graduating Class	Residents			Nonresidents			Combined	
	N	%		N	%		N	%
Lower third	76	4		26	4		102	4
Middle third	589	28	**	223	36		812	30
Upper third	1,416	68	**	364	59		1,780	65
No Response	11	0		5	1		16	1
Totals	2,092	100		618	100		2,710	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of residents and nonresidents represented.

L. Size of Home Community. Similar to the analysis of the data regarding size of high school class and parents' occupations, the nonresident students (as indicated in Table 5.12) came from communities which were generally larger than those of the resident students. For example, about 28 per cent of the resident students came from farms and villages

while only 11 per cent of the nonresident students came from these two types of communities. Conversely, 34 per cent of the nonresident students, as compared to 24 per cent of the resident students, came from cities with populations in excess of 100,000 persons.

It is apparent from observing Table 7.2 and 7.3 that there was a greater tendency for nonresident males and resident females to come from larger communities than their counterparts; namely, nonresident females and resident males.

TABLE 5.12. Size of Home Community of the Resident and Nonresident Freshman Students

Size of Home Community	Residents		Nonresidents		Combined	
	N	%	N	%	N	%
Farm	318	15**	18	3	336	12
Village (250-2,500)	267	13**	46	8	213	8
Town (2,500-25,000)	531	25**	209	34	740	27
City (25,000-100,000)	479	23	131	21	610	23
City over 100,000	495	24**	211	34	806	30
No Response	2	0	3	0	5	0
Totals	2,092	100	618	100	2,710	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of residents and nonresidents represented.

M. Religious Preference. While the percentages of resident and nonresident Catholics were about equal, the percentage of nonresident Jewish students (14 per cent) far exceeded the percentage of resident Jewish students (4 per cent). This overbalance was compensated for by a higher percentage of resident Protestant students (73 per cent), than nonresident Protestant students (61 per cent).

Sex differences between the two sub-populations were minimal. The major differences resulted from the Jewish-Protestant reversal between the nonresident and resident sub-populations as mentioned above.

TABLE 5.13. Religious Preferences of Resident and Nonresident Freshman Students

Religious Preference	Residents N	%		Nonresidents N	%	Combined N	%
Catholic	374	18		114	19	488	18
Jewish	76	4	**	88	14	164	6
Protestant	1,539	73	**	377	61	1,916	71
None	54	3		14	2	68	3
Other	21	1		12	2	33	1
No Response	28	1		13	2	41	1
Totals	2,092	100		618	100	2,710	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of residents and nonresidents represented.

N. Curricular Major. A significantly higher percentage of nonresident students than resident students chose to major in the College of Business and Public Services (see Table 5.14). A similar, but smaller, difference was prevalent in the choice of major by the nonresident students in the Colleges of Agriculture and Home Economics. Conversely, a higher percentage of resident students chose the College of Engineering or were classified as 'No Preference', meaning they had not chosen a major as of the time the questionnaires were completed.

By observing Tables 7.2 and 7.3, it is apparent that the nonresident male students had a much lower percentage of students in the 'No Preference' category than did the resident

male students. This difference may have been a result of the nonresident students' knowing more precisely what they wanted to study before enrolling at Michigan State.

It is also evident from these two tables that a higher percentage of nonresident females, as compared to resident females, chose to major in the Colleges of Home Economics and Communication Arts.

TABLE 5.14. Curricular Major of the Resident and Nonresident Freshman Students

Curricular Major	Residents N	%		Nonresidents N	%	Combined N	%
Agriculture	133	6		46	8	179	7
Business and Public Service	344	16	**	145	24	489	18
Engineering	340	16		80	13	420	16
Home Economics	127	6		46	8	173	6
Science and Arts	406	20		118	19	524	19
Veterinary Medicine	74	4		31	5	105	4
Education	235	11		61	10	296	11
Communication Arts	106	5		36	5	142	5
No Preference (none chosen)	327	16	**	55	8	382	14
Totals	2,092	100		618	100	2,710	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of residents and nonresidents represented.

Q. Amount of College Education Desired. While the validity of the responses to an inquiry of this nature are recognized as being very questionable, it is interesting to note that the two sub-populations responded in an almost identical pattern. In each of the two sub-populations, approximately two-thirds of the students were desirous of obtaining

a four-year college education, while the remaining one-third of the students wanted additional graduate or professional schooling (see Table 5.15). Hence, the aspiration levels (education) of the resident and nonresident freshmen of 1958 were nearly identical.

TABLE 5.15. Amount of College Education Desired by the Resident and Nonresident Freshman Students

Amount of College Education Desired	Residents		Nonresidents		Combined	
	N	%	N	%	N	%
One year	12	1	2	0	14	1
Two years	65	3	8	1	73	3
Three years	6	0	3	0	9	0
Four years	1,408	68	404	66	1,812	67
Grad. or prof. school	1,593	28	196	32	789	29
No Response	8	0	5	1	13	0
Totals	2,092	100	618	100	2,710	100

P. Living Accommodations at Michigan State University. The only important difference between the resident and nonresident sub-populations in terms of living accommodations at Michigan State was that 17 per cent of the resident students versus 1 per cent of the nonresident students were living with their families (or relatives) rather than in the university dormitories.

Contrary to common belief, it would appear that Michigan State University is not attracting a large number of nonresident married students at the freshman level as evidenced by the findings in Table 5.16. Here it can be observed that only 9 students (assumed to be married) out of a total of 618 were living in apartment accommodations.

TABLE 5.16. Living Accommodations of the Resident and Nonresident Freshman Students

Living Accommodations	Residents N	%		Nonresidents N	%	Combined N	%
Dormitory	1,640	78	**	587	96	2,227	82
Apartment	54	3		9	1	63	3
Rooming house	26	1		7	1	33	1
Fraternity/Sorority	4	0		0	0	4	0
At home with family	349	17	**	8	1	357	13
No Response	19	1		7	1	26	1
Totals	2,092	100		618	100	2,710	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of residents and nonresidents represented.

Q. Source of Major Financial Support. While the parents provided the major source of support for nearly three-fourths of the students in the two sub-populations in this study, a larger percentage of the nonresident students (79 per cent), as compared to the resident students (72 per cent), received their major support from this source (see Table 5.17). Similarly, a higher percentage of the nonresident students received their major support from athletic scholarships.

On the other hand, a higher percentage of the resident students, as compared to the nonresident students, received their major source of support from part-time jobs and academic scholarships.

In both sub-populations, a larger percentage of the male students received their major support from part-time jobs and less from parents than did the female students.

TABLE 5.17. Source of Major Financial Support for the Resident and Nonresident Freshman Students

Source of Major Financial Support	Residents			Nonresidents		Combined	
	N	%		N	%	N	%
Parents	1,506	72	**	489	79	1,995	74
Part-time job	297	14	**	42	6	339	12
Athletic scholarship	18	1		23	4	41	2
Loan	18	1		5	1	23	1
G. I. Bill	55	3		20	4	75	3
Academic scholarship	172	8		34	5	206	7
No Response	26	1		5	1	31	1
Totals	2,092	100		618	100	2,710	100

** Indicates those categories in which there was at least a 5 per cent difference between the relative percentages of residents and nonresidents represented.

Summary of Hypothesis IV

In order to summarize the major likenesses and differences of the resident and nonresident freshman students who enrolled at Michigan State University in the fall term of 1958, simplified profiles of each are presented below. These comparative comments are derived from Tables 5.1 through 5.17. It should be emphasized, however, that these are not complete biographical descriptions of the resident and nonresident freshman students at Michigan State, but only summary profiles based on the highest recorded percentages in the various subgroup categories just reviewed.

Residents	Nonresidents
There was a slightly higher percentage of males than females.	There were 10 per cent more males than there were females.
Most of these students were 18 years of age or under.	Most of these students were 18 years of age or under. A higher percentage of these

Residents	Nonresidents
	students tended to be under 18 than was true for the resident students.
Nearly all these students were single, and only a few were married.	Nearly all these students were single, and only a few were married.
Most of these students had parents who were both native-born. A few had mothers who were native-born and fathers who were foreign-born.	Most of these students had parents who were both native-born. A higher percentage of these students, as compared to the resident students, had parents who were both foreign-born.
Most of the fathers of these students had completed high school, but they were generally below the earned educational level of the fathers of the nonresident students.	Most of the fathers of these students had some college, and a large number had graduated. Nearly 15 per cent had completed graduate or professional school.
The major occupations of the fathers of these students were, in order: skilled laborer, white-collar worker, and business owner.	The major occupations of the fathers of these students were, in order: business owner, executive-managerial, and professional.
Most of these students attended public high schools, but a higher percentage attended private high schools than was true of the nonresident students.	Most of these students attended public high schools, but a higher percentage attended parochial high schools than was true of the resident students.
Most of these students graduated from high school classes with 25-99 students.	Most of these students graduated from high school classes with 200-399 students.
Over 68 per cent of these students ranked in the upper third of their high school graduating classes.	About 59 per cent of these students were in the upper third of their high school graduating classes.
These students came primarily from farms, villages, and towns with populations of less than 25,000 persons.	These students tended to come from towns and cities with populations in excess of 25,000 persons.

Residents	Nonresidents
About 73 per cent of these students were Protestants, and 18 per cent were Catholics.	About 61 per cent of these students were Protestants, 19 per cent were Catholics, and 14 per cent were Jewish.
These students chose to major in the Colleges of Science and and Arts, Business and Public Services, and Engineering, and in that order. Over 16 per cent had not chosen a major.	These students chose to major in the Colleges of Business and Public Services, Science and Arts, and Engineering, and in that order. Only 8 per cent had not chosen a major.
Nearly all these students wanted at least four years of college, and 28 per cent wanted graduate or professional schooling.	Nearly all these students wanted at least four years of college, and 32 per cent wanted graduate or professional schooling.
About 78 per cent of these students lived in dormitories, 17 per cent with families, and 3 per cent in apartments.	Over 96 per cent of these students lived in dormitories, and only 1 per cent lived in apartments.
Major sources of financial support for these students were, in order: parents, part-time jobs, academic scholarships, and the G. I. Bill.	Major sources of financial support for these students were, in order: parents, part-time jobs, academic scholarships, and athletic scholarships.

By reviewing the biographical characteristics presented in Tables 5.1 through 5.17, and summarized in the profiles as listed above, it can be observed that no less than eleven of the seventeen biographical subgroups had one or more categories in which the relative percentage of responses between the resident and nonresident students differed by at least five percentage points. Hence, it seems reasonable to conclude that a number of important differences in biographical characteristics did, in fact, exist between the resident and nonresident freshman students who initially enrolled at Michigan State University in the fall term of 1958.

Hypothesis V

There is no significant difference in the withdrawal rates of the resident and nonresident freshman students at Michigan State University.

The data pertinent to this hypothesis on resident and nonresident withdrawal students were compiled in tabular form from information obtained from the Registrar's Office at Michigan State University. The complete breakdown of the numbers and percentages of withdrawal students, according to major biographical characteristics, is presented in Tables 7.2 and 7.3. A large proportion of the biographical data in this latter table was obtained from the Biographical Data Sheet completed by each student upon his initial enrollment at Michigan State in the fall term of 1958.

Table 5.18, which is a summary of the data in Tables 7.2 and 7.3, revealed that 11 per cent of the nonresident students and 12 per cent of the resident students withdrew from Michigan State University during their freshman year (academic year of 1958-59). Hence, these rates indicate that there was no essential difference between the relative percentages of resident and nonresident freshman students who withdrew from Michigan State sometime during their freshman year.

TABLE 5.18. Withdrawal Rates of the Resident and Nonresident Freshman Students at Michigan State University

Types of Students	Males		Females		Combined	
	N	%	N	%	N	%
Regular students	302	89	250	90	552	89
Withdrawal students	38	11	28	10	66	11
Totals	340	100	278	100	618	100

Even though there was no important difference in the over-all withdrawal rates of the resident and nonresident students, it is of note to observe that there were a number of apparent differences between the two groups of withdrawal students in terms of selected biographical characteristics. Since the identification of these biographical differences was not essential in the testing of this hypothesis, the following statements should be recognized as having resulted from rational observations of the data presented in Tables 7.2 and 7.3. Hence, the validity of these statements has not been proven statistically.

1. A considerably higher percentage of the resident freshman students over 20 years of age withdrew from college than was true for the nonresident freshman students in this age group.

2. Nonresident students, whose fathers were native-born and mothers were foreign-born, had a much higher withdrawal rate than did the resident students with the same type of parents.

3. Nonresident students, whose fathers were engaged in professional occupations, had a higher withdrawal rate than did the resident students with fathers employed in these same occupations.

4. Nonresident students who graduated from high school classes with less than 25 students had a higher withdrawal rate than did the resident students in this category.

5. Resident students who ranked in the lower third of their high school graduating classes had a much higher withdrawal rate than did the nonresident students in this same category.

6. Resident students with majors in agriculture, business, engineering, and communication arts had higher withdrawal rates than the nonresident students majoring in these areas.

7. The nonresident students majoring in veterinary medicine and education had higher withdrawal rates than did the resident students majoring in these fields of study.

Summary of Hypothesis V

While a number of differences in the biographical characteristics of the nonresident and resident withdrawal students were apparent from observing the data in Tables 7.2 and 7.3, it was the over-all comparison of the withdrawal rates of the resident and nonresident students to which this hypothesis was specifically directed.

The evidence presented in Table 5.18 clearly indicates that there was no important difference in the withdrawal rates of the resident and nonresident freshman students at Michigan State University during the academic year of 1958-59.

Hypothesis VI

There are no significant differences between the resident (male and female) freshman students and the nonresident (male and female) freshman students at Michigan State University in: attitudes as measured by (A) The Inventory of Beliefs,

Form I, and (B) Rokeach's Dogmatism Scale, Form E, respectively; values as measured by the (C) Differential Values Inventory; abilities as measured by the (D) Michigan State University Reading Test, and the (E) College Qualification Test; or achievement as measured by the (F) grade-point averages for the freshman year.

Sub-Hypothesis:

There are no significant differences--in the characteristics as measured by the instruments (A) through (F) above--between the nonresident (male and female) freshman students and the resident (male and female)

1. students whose parents are native- or foreign-born.
2. students whose fathers completed grade school, high school, college, or graduate (or professional) school.
3. students whose mothers completed grade school, high school, college, or graduate (or professional) school.
4. students whose fathers are business owners, white-collar workers, farm owners, teachers, skilled laborers, semiskilled laborers, low or unskilled laborers, public service workers, professional (doctors, lawyers, etc.), or executives and managers.
5. students who attended a public, private, or parochial high school.
6. students who graduated from a high school class of less than 25; 25-99; 100-199; 200-399; 400-999; or, 1,000 and over.
7. students who ranked in the lower third, middle third, or upper third of their high school graduating classes.
8. students who lived most of their lives on farms; in villages (250-2,500 population); in towns (2,500-25,000 population); in small cities (25,000-100,000 population); or, in large cities (over 100,000 population).
9. students who are Protestants, Catholics, or Jews.
10. students with different curricular majors in college.
11. students whose major source of support is parents, part-time jobs, athletic scholarships, loans, G. I. Bill, or academic scholarships.

The analysis of the above hypothesis was accomplished in three separate stages for each of the tests (A through F) presented.[1] These successive stages were as follows:

Stage 1. In order to determine whether there were any significant over-all differences between the resident (2,092 males and females) and non-resident (618 males and females) freshman students in the characteristics measured by the instruments A through F above, a two by two analysis of variance for unequal frequencies design was used to analyze the data.[2]

Stage 2. This stage of the investigation was undertaken to determine whether there were any significant differences between the resident male and female students and the nonresident male and female students from selected states,[3] respectively, in the characteristics measured by the tests A through F in Hypothesis VI. The t test, assuming equal

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[1]This hypothesis was not accepted or rejected as a whole, but was accepted or rejected in each of the stages of the six instruments of measurement investigated.

[2]These analyses were performed in accordance with the procedures described in:
Walker, Helen, and Lev, Joseph, Statistical Inference, (New York: Henry Holt and Company, 1953), pp. 381-82.

[3]The selected states included: Connecticut, Illinois, Indiana, Massachusetts, New Jersey, New York, Pennsylvania, Ohio, Virginia, and Wisconsin. These were the ten states which contributed the largest number of nonresident students to the freshman class at Michigan State University in the fall term of 1958.

standard deviations, was used to measure the significance between the scores obtained by the various groups of students on the six tests identified.[4]

Stage 3. An attempt was made in this stage to identify the significant differences between the resident and nonresident students (male and female, respectively) in the characteristics as measured by the tests A through F in Hypothesis VI, and according to the biographical characteristics submitted in the sub-hypothesis. The t test, assuming equal standard deviations, was used to identify significant differences in the various biographical subgroups.

At the conclusion of these analyses, a general summary will be presented which will include the significant findings for the three stages of each of the six tests submitted in Hypothesis VI.

The Inventory of Beliefs

Stage 1. Through the use of a two by two analysis of variance design, a test was made to determine whether there was any significant difference in The Inventory of Beliefs mean scores between the resident and nonresident freshman students. The findings revealed that there was no statistically significant difference in the IB mean scores of these two groups of students (see Tables 5.19 and 5.20).

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[4]The analyses of academic achievement excluded the 'withdrawal students' as defined and discussed in Chapters I and III, respectively.

It is important to note, however, that there was a significant difference at the .01 level of confidence between the males and females (combined resident and nonresident students). Hence, it is possible to infer from these findings that the male students were slightly more stereotypic (rigid, defensive and authoritarian) in their beliefs than were the females.

TABLE 5.19. Group Mean Scores on The Inventory of Beliefs[5]

	Males	Females	Total
Residents	$\bar{X}$=63.45 N=1,076	$\bar{X}$=64.73 N=1,016	$\bar{X}$=64.09 N=2,092
Nonresidents	$\bar{X}$=60.83 N=340	$\bar{X}$=64.73 N=278	$\bar{X}$=62.78 N=618
Total	$\bar{X}$=62.14 N=1,416	$\bar{X}$=64.73 N=1,294	

[5]Lower scores indicate more stereotypic in beliefs.

TABLE 5.20. Analysis of Variance for The Inventory of Beliefs

Source of Variation	d. f.	Mean Square	F	P
Residency[6]	1	1.72	1.56	n.s.*
Sex	1	6.71	6.09	.01 **
Interaction	1	1.72	1.56	n.s.*
Within Groups	2,706	1.10		

[6]Resident students versus Nonresident students.
* Not significant.
**Significant beyond the .01 level of confidence.

In summary, the findings in Tables 5.19 and 5.20 clearly indicate that there was no significant difference between the resident and the nonresident students in stereotypy as measured by The Inventory of Beliefs.

Stage 2. In this analysis, The Inventory of Beliefs mean scores of the Michigan (resident) male and female students were matched with those of the male and female students, respectively, from each of the ten states identified in Table 5.21. The t test was used to statistically measure the significance between these mean scores.

From observing Table 5.21, it is apparent that there were only three instances in which a significant difference (at the minimal .05 level of confidence) was found to exist between the scores obtained by the Michigan students and those obtained by the students from the selected states. These three were:

1. Michigan males tended to be more stereotypic in their beliefs than the male students from Pennsylvania.
2. Connecticut females tended to be more stereotypic in their beliefs than the Michigan females.
3. Female students from Wisconsin tended to be more stereotypic in their beliefs than the females from Michigan.

The findings in this analysis indicated, with few exceptions, that there were no essential differences in

TABLE 5.21. Results of the Significance by t Test on The Inventory of Beliefs, Form I Mean Scores for the Resident (Michigan) and Nonresident Freshman Students from Selected States, by Sex

States	Males	Signif-icance*	Females	Signif-icance*
MICHIGAN	N=1,076 M=63.46 SD=13.93		N=1,016 M=64.74 SD=12.84	
Connecticut	N=9 M=60.56 SD=12.53	n.s.	N=4 M=73.25 SD=5.93	C >M at .05
Illinois	N=62 M=61.98 SD=12.78	n.s.	N=78 M=64.77 SD=12.40	n.s.
Indiana	N=24 M=54.75 SD=12.82	M >I at .10	N=14 M=65.71 SD=13.47	n.s.
Massachusetts	N=6 M=62.83 SD=13.71	n.s.	N=3 M=71.67 SD=12.28	n.s.
New Jersey	N=12 M=63.75 SD=14.68	n.s.	N=16 M=64.00 SD=10.65	n.s.
New York	N=83 M=60.12 SD=14.77	n.s.	N=75 M=64.60 SD=13.42	n.s.
Ohio	N=43 M=61.07 SD=13.84	n.s.	N=41 M=63.46 SD=12.14	n.s.
Pennsylvania	N=16 M=50.56 SD=12.46	M >P at .02	N=11 M=57.36 SD=12.65	n.s.
Virginia	N=6 M=65.00 SD=10.45	n.s.	N=4 M=70.00 SD=11.67	n.s.
Wisconsin	N=11 M=57.09 SD=14.67	n.s.	N=6 M=75.67 SD=17.15	W >M at .05

*C >M at .05 means: Connecticut greater than Michigan at .05 level of confidence.

stereotypy between the resident (Michigan) students and students from each of the ten states identified in this hypothesis. Hence, these findings correspond to the findings in Stage 1.

Stage 3. The resident and nonresident students were compared in this analysis to determine whether there were any significant differences between the two sub-populations in attitudes of stereotypy, according to major biographical characteristics.

The attitudes of stereotypy were measured by the scores obtained on The Inventory of Beliefs. The t test was then used to identify those biographical categories in which significant differences in stereotypy between the two sub-populations were apparent.

The complete results of this analysis are presented in Table 5.22. Only those categories which had at least four students and a significance level of .05 were considered in this hypothesis. These are underscored in Table 5.22. The other categories noted either had small numbers of students or the significance level was .10, which was beyond the limits established for this hypothesis.

Of the biographical categories tested, 68 for males and 68 for females, there were only eight in which significant differences in stereotypy were found. In every instance, the resident students were found to be less stereotypic in their beliefs than the nonresident students (see Table 5.22).

TABLE 5.22. Summary of the Results of the Significance by t Test on the Various Mean Test Scores for the Resident and Nonresident Freshman Students, According to Selected Biographical Characteristics and Sex[7]

Variable	Inv. of Beliefs		Rokeach's Dog. Scale		Diff. Values Inv.	
	Males	Females	Males	Females	Males	Females
Nativity of Parents.						
Mother native-born, father foreign-born.						
Father native-born, mother foreign-born.		R >N/.05[8]				N >R/.10
Both foreign-born.						
Both native-born.						
Father's Education.						
Some grade school.				N >R/.10		
Completed grade sch.						
Some high school.						
Completed high sch.						
Some college.	R >N/.02		N >R/.05			
Completed college.						
Some prof. or grad. school.						
Completed prof. or grad. school.			R >N/.01			

[7]Under each test, the scores of the resident males have been matched with the scores of the nonresident males. Similarly, the scores of the resident females have been compared with the scores of the nonresident females.

[8]Those cells in which significant differences were found beyond the .05 level of confidence, and had more than four students, are underlined. Those cells with fewer than four students, or significant at .10 level, are not underlined.

TABLE 5.22. (Continued)

Variable	Inv. of Beliefs		Rokeach's Dog. Scale		Diff. Values Inv.	
	Males	Females	Males	Females	Males	Females
Mother's Education.						
Some grade school.	R >N/.10	R >N/.01	N >R/.10	N >R/.10		N >R/.05
Completed grade sch.			R >N/.01			
Some high school.						
Completed high sch.						
Some college.						
Completed college.						
Some prof. or grad. school.			R >N/.10			
Completed prof. or grad. school.				R >N/.10		
Father's Occupation.						
Business owner.						
Professional.						
White-collar.						
Farm owner.		N >R/.10		N >R/.01		N >R/.10
Teacher.			N >R/.10			
Skilled laborer.						
Semiskilled laborer.		R >N/.02	N >R/.10	N >R/.01		
Low or unskilled.	R >N/.10	N >R/.01	N >R/.01	N >R/.01		R >N/.01
Public service.	R >N/.02	N >R/.01	N >R/.01			
Exec. or managerial.						
Deceased or retired.	R >N/.10			R >N/.05		
Type of High School Attended.						
Public.						
Private.				R >N/.02		
Parochial.					R >N/.10	

Note: See the explanation of the symbols on the first page of this table.

TABLE 5.22. (Continued)

Variable	Inv. of Beliefs Males	Inv. of Beliefs Females	Rokeach's Dog. Scale Males	Rokeach's Dog. Scale Females	Diff. Values Inv. Males	Diff. Values Inv. Females
Size of High School Graduating Class.						
Under 25.				R >N/.10		
25-99.						
100-199.						
200-399.						
400-999.						
1,000 and over.		R >N/.01				
Rank in High School Graduating Class.						
Lower third.	R >N/.02		R >N/.02	N >R/.05		
Middle third.						
Upper third.						
Size of Home Community.						
Farm.				N >R/.10		
Village (250-2,500).						
Town (2,500-25,000).						
City (25,000-100,000).						
City over 100,000.						
Religious Preference.						
Catholic.						
Jewish.				N >R/.05		
Protestant.						
None.						
Other.	R >N/.01		N >R/.01			

Note: See the explanation of the symbols on the first page of this table.

TABLE 5.22

Variable	Inv. of Beliefs		Rokeach's Dog. Scale			
	Males	Females	Males	Females	Males	Females
Curricular Major.						
Agriculture.						N >R/.05
Business and pub. serv.						
Engineering.		N >R/.01				R >N/.10
Home economics.						
Science and arts.						
Veterinary medicine.						
Education.	R >N/.10					
Communication arts.	R >N/.01		N >R/.10			
No preference (none chosen.						
Source of Major Financial Support.						
Parents.						
Part-time job.						
Athletic scholarship.						
Loan.	R >N/.05		N >R/.01			
G. I. Bill.					R >N/.05	
Academic scholarship.						

Note: See the explanation of the symbols on the first page of this table.

Rokeach's Dogmatism Scale

Stage 1. While Rokeach's Dogmatism Scale is theo-
ically similar to that of The Inventory of Beliefs, it is
ssible to make a distinction between dogmatism and stereo-
oy. Thus, the correlation coefficient of .59 between RDS
d the IB would accommodate this assumed distinction.[9]

The findings in the analysis of variance, as pre-
nted in Tables 5.21 and 5.22, indicate that there was a
atistically significant difference in the mean dogmatism
cores between the resident and nonresident students. There
as not, however, any significant difference between the sexes
n this characteristic, nor was the interaction significant.

ABLE 5.23. Group Mean Scores on Rokeach's Dogmatism Scale[10]

	Males	Females	Total
Residents	$\bar{X}$=168.31 N=1,076	$\bar{X}$=164.01 N=1,016	$\bar{X}$=166.16 N=2,092
Nonresidents	$\bar{X}$=168.75 N=340	$\bar{X}$=161.05 N=278	$\bar{X}$=164.90 N=618
Total	$\bar{X}$=168.53 N=1,416	$\bar{X}$=162.53 N=1,294	

[10]Higher scores indicate more dogmatism.

[9]Irvin J. Lehmann and Stanley O. Ikenberry. Critical Thinking, Attitudes, and Values in Higher Education: A Preliminary Report. (Paul L. Dressel, Principal Investigator). East Lansing, Michigan: Office of Evaluation Services, Michigan State University, 1959. p. 49.

TABLE 5.24. Analysis of Variance for Rokeach's Dogmatism Scale

Source of Variation	d. f.	Mean Square	F	P
Residency	1	1.12	1.12	.01**
Sex	1	36.00	25.39	n.s.*
Interaction	1	2.89	2.04	n.s.*
Within Groups	2,706	1.42		

* Not significant.
**Significant beyond the .01 level of confidence.

In summary, the results of this analysis indicated that the resident freshman students at Michigan State in 1958 were significantly more dogmatic in their attitudes than were the nonresident freshman students.

Stage 2. From observing Table 5.25, it is apparent that there were no significant differences in dogmatism between the Michigan male students and the male students from each of the ten selected states.

In only one instance, in the case of the females Michigan versus Connecticut), was a significant difference ound in the mean scores. Here the Michigan females (more gmatic) had a mean score which was significantly higher an that of the females from Connecticut (less dogmatic).

The analysis of the scores in the other states did reveal any significant differences in dogmatism between resident and nonresident students. This appears to be trary to the findings in Stage 1 where a residency differ- was evident. Hence, the states not represented in Table must have had enough students with low scores on

TABLE 5.25. Results of the Significance by t Test on Rokeach's Dogmatism Scale, Form E Mean Scores for the Resident (Michigan) and Nonresident Freshman Students from Selected States, by Sex

States	Males	Signif-icance*	Females	Signif-icance*
MICHIGAN	N=1,076 M=168.05 SD=24.86		N=1,016 M=164.01 SD=26.01	
Connecticut	N=9 M=173.33 SD=24.35	n.s.	N=4 M=138.25 SD=21.51	M >C at .01
Illinois	N=62 M=169.11 SD=23.92	n.s.	N=78 M=155.59 SD=24.79	n.s.
Indiana	N=24 M=177.71 SD=23.01	n.s.	N=14 M=163.29 SD=25.06	n.s.
Massachusetts	N=6 M=173.50 SD=35.25	n.s.	N=3 M=176.67 SD=29.80	Ma >M at .10
New Jersey	N=12 M=167.75 SD=28.84	n.s.	N=16 M=175.31 SD=29.15	n.s.
New York	N=83 M=168.30 SD=26.21	n.s.	N=75 M=163.55 SD=20.94	n.s.
Ohio	N=43 M=163.81 SD=26.61	n.s.	N=41 M=160.90 SD=25.37	n.s.
Pennsylvania	N=16 M=172.63 SD=27.78	n.s.	N=11 M=167.82 SD=21.06	n.s.
Virginia	N=6 M=157.83 SD=18.89	n.s.	N=4 M=160.75 SD=21.38	n.s.
Wisconsin	N=11 M=169.18 SD=24.17	n.s.	N=6 M=150.00 SD=31.63	M >W at .10

M >C at .01 means: Michigan greater than Connecticut at .01 level of confidence.

Rokeach's Dogmatism Scale (low level of dogmatism) to create a significant difference in the over-all statistical analysis of mean scores in Stage 1.

In summary, the results of the t tests in Table 5.25 revealed that there were no significant differences in dogmatism between the Michigan male and female students and the male and female students, respectively, from the ten states identified for study in Hypothesis VI. One exception was that the Michigan females tended to be more dogmatic in their beliefs than the Connecticut females.

Stage 3. In this analysis, in which the mean scores of the resident and nonresident students on Rokeach's Dogmatism Scale were compared to determine if there were any significant differences in dogmatism according to major biographical characteristics, it was found that many of the categories (where a significant difference was found) were the same ones that were found in the analysis of The Inventory of Beliefs. Hence, a low score on The Inventory of Beliefs (which indicated the students were stereotypic, defensive, and authoritarian) was very similar to a high score on Rokeach's Dogmatism Scale (which indicated the students were very dogmatic in their beliefs).

In summary, of the eleven biographical categories in which significant differences in dogmatism were found, five of them were directly complementary to the findings in The Inventory of Beliefs (see Table 5.22). In four of the remaining six categories, the resident students were found to be

more dogmatic in their beliefs than the nonresident students.

Differential Values Inventory

Stage 1. A statistically significant difference at the .01 level of confidence was found in the Differential Values Inventory traditional scores obtained by the resident and nonresident freshman students enrolled at Michigan State in the fall term of 1958. Significant differences were also found in sex and interaction at the .01 level of confidence.

Thus, the total mean scores indicated that the resident students tended to be more traditional in their values (puritan morality, personal respectability, hard work, and responsibility) than the nonresident students who tended to be more emergent in their value system (sociability, conformity, and relativism). Similarly, the total mean score, by sex, showed that the pattern of values of the males tended to be traditionally oriented, while the pattern of the females tended to be more emergent.

TABLE 5.26. Group Mean Scores on the Differential Values Inventory[11]

	Males	Females	Total
Residents	$\bar{X}$=35.21 N=1,076	$\bar{X}$=33.83 N=1,016	$\bar{X}$=34.52 N=2,092
Nonresidents	$\bar{X}$=34.00 N=340	$\bar{X}$=31.60 N=278	$\bar{X}$=32.80 N=618
Total	$\bar{X}$=34.60 M=1,416	$\bar{X}$=32.71 M=1,294	

[1]Higher scores indicate a more traditional value system and lower scores indicate a more emergent value system.

TABLE 5.27. Analysis of Variance for the Differential Values Inventory

Source of Variation	d. f.	Mean Square	F	P
Residency	1	2.94	20.60	.01**
Sex	1	3.57	24.98	.01**
Interaction	1	2.66	18.26	.01**
Within Groups	2,706	.14		

** Significant beyond the .01 level of confidence.

In summary, the findings in this analysis clearly indicated that there was a statistically significant difference between the resident and nonresident students in their respective value systems.

Stage 2. The results of the significance by t test on the Differential Values Inventory mean scores between the Michigan male and female students and the male and female students, respectively, from each of the ten states identified, revealed that no statistically significant differences in values were evident in any of the cells studied.

It is apparent from observing Table 5.28, that the mean scores of the students from the various states fell within a relatively limited range, and with little difference between the sexes.

From this analysis it can be concluded that there were no significant differences in values as measured by the DVI between the Michigan male and female students and the nonresident male and female students, respectively, from the ten states identified.

TABLE 5.28. Results of the Significance by t Test on the Differential Values Inventory Mean Scores for the Resident (Michigan) and Nonresident Freshman Students from Selected States, by Sex

States	Males	Significance	Females	Significance
MICHIGAN	N=1,076 M=34.89 SD=6.99		N=1,016 M=33.83 SD=6.88	
Connecticut	N=9 M=29.56 SD=7.14	n.s.	N=4 M=34.00 SD=4.06	n.s.
Illinois	N=62 M=33.63 SD=6.41	n.s.	N=78 M=33.64 SD=7.21	n.s.
Indiana	N=24 M=33.67 SD=6.40	n.s.	N=14 M=32.21 SD=7.63	n.s.
Massachusetts	N=6 M=31.17 SD=4.50	n.s.	N=3 M=39.00 SD=4.32	n.s.
New Jersey	N=12 M=37.83 SD=6.84	n.s.	N=16 M=32.44 SD=6.85	n.s.
New York	N=83 M=34.00 SD=7.19	n.s.	N=75 M=32.19 SD=7.21	n.s.
Ohio	N=43 M=34.47 SD=6.04	n.s.	N=41 M=31.98 SD=6.73	n.s.
Pennsylvania	N=16 M=34.19 SD=6.14	n.s.	N=11 M=29.36 SD=7.11	n.s.
Virginia	N=6 M=37.50 SD=4.68	n.s.	N=4 M=32.25 SD=2.38	n.s.
Wisconsin	N=11 M=35.82 SD=5.25	n.s.	N=6 M=39.67 SD=6.48	n.s.

Stage 3. From a total of 136 t tests used to determine the significant differences in values between the resident and nonresident students according to major biographical characteristics, there was not a single biographical category found to be significant at the .05 level of confidence (see Table 5.22). Therefore, one can conclude that there were no essential differences in values as measured by the DVI, between these resident and nonresident freshman students according to major biographical characteristics.

Michigan State University Reading Test

Stage 1. The findings in this analysis indicated that there was no significant difference in reading ability as measured by the Michigan State University Reading Test, between the resident and nonresident students. There was, however, a statistically significant difference in reading ability between the males and females at the .01 level of confidence. Hence, the females with a mean score of 28.32 tended to have significantly higher reading abilities than the males with mean scores of 27.15. Tables 5.29 and 5.30 present the various group means and the analysis of variance data.

TABLE 5.29. Group Mean Scores on the Michigan State University Reading Test

	Males	Females	Total
Residents	$\bar{X}$=26.95 N=1,706	$\bar{X}$=28.03 N=1,016	$\bar{X}$=27.49 N=2,092
Nonresidents	$\bar{X}$=27.34 N=340	$\bar{X}$=28.60 N=278	$\bar{X}$=27.97 N=618
Total	$\bar{X}$=27.15 N=1,416	$\bar{X}$=28.32 N=1,294	

TABLE 5.30. Analysis of Variance for the Michigan State University Reading Test

Source of Variation	d. f.	Mean Square	F	P
Residency	1	.23	2.62	n.s.*
Sex	1	1.37	15.55	.01 **
Interaction	1	.01	.10	n.s.*
Within Groups	2,706	.09		

* Not significant.
**Significant beyond the .01 level of confidence.

In summary, the results of this analysis suggest that there was no significant difference in the reading abilities of the resident and nonresident freshman students enrolled at Michigan State in the fall term of 1958.

Stage 2. Corresponding to the findings in Stage 1, it was found in this analysis that there were no significant differences in the mean scores obtained on the Michigan State University Reading Test by the Michigan and nonresident (by states) male and female students, respectively. Hence, the reading abilities of the resident and nonresident students were very similar.

TABLE 5.31. Results of the Significance by t Test on the Michigan State University Reading Test Mean Scores for the Resident (Michigan) and Nonresident Freshman Students from Selected States, by Sex

States	Males	Significance	Females	Significance
MICHIGAN	N=1,076 M=26.92 SD=6.47		N=1,016 M=28.04 SD=6.31	
Connecticut	N=9 M=27.89 SD=5.52	n.s.	N=4 M=30.25 SD=4.96	n.s.
Illinois	N=62 M=28.34 SD=5.10	n.s.	N=78 M=28.53 SD=6.87	n.s.
Indiana	N=24 M=25.92 SD=6.99	n.s.	N=14 M=26.00 SD=7.08	n.s.
Massachusetts	N=6 M=27.33 SD=4.00	n.s.	N=3 M=26.33 SD=1.75	n.s.
New Jersey	N=12 M=30.00 SD=4.67	n.s.	N=16 M=29.25 SD=7.25	n.s.
New York	N=83 M=28.14 SD=6.10	n.s.	N=75 M=30.39 SD=6.06	n.s.
Ohio	N=43 M=26.30 SD=5.81	n.s.	N=41 M=27.80 SD=5.70	n.s.
Pennsylvania	N=16 M=26.13 SD=7.42	n.s.	N=11 M=27.00 SD=7.26	n.s.
Virginia	N=6 M=28.17 SD=5.85	n.s.	N=4 M=31.25 SD=6.95	n.s.
Wisconsin	N=11 M=23.82 SD=5.58	n.s.	N=6 M=29.17 SD=2.57	n.s.

Selected Biographical Characteristics and Sex[12]

Variable	M.S.U. Reading Test		College Qual. Test		Grade-Point Averages	
	Males	Females	Males	Females	Males	Females
Nativity of Parents.						
Mother native-born, father foreign-born.				N >R/.01[13]		N >R/.01
Father native-born, mother foreign-born.			N >R/.10		N >R/.05	R >N/.01
Both foreign-born.					R >N/.05	
Both native-born.						
Father's Education.						
Some grade school.						
Completed grade sch.				N >R/.01		N >R/.01
Some high school.						
Completed high sch.						
Some college.						
Completed college.						
Some prof. or grad. school.			N >R/.02		N >R/.01	N >R/.05
Completed prof. or grad. school.						

[12]Under each test, the scores of the resident males have been matched with the scores of the nonresident males. Similarly, the scores of the resident females have been compared with the scores of the nonresident females.

[13]Those cells in which significant differences were found beyond the .05 level of confidence, and had more than four students, are underlined. Those cells with fewer than four students, or significant at .10 level, are not underlined.

Variable	M.S.U. Reading Test Males	M.S.U. Reading Test Females	College Qual. Test Males	College Qual. Test Females	Grade-Point Averages Males	Grade-Point Averages Females
Mother's Education.						
Some grade school.			N >R/.10		N >R/.01	
Completed grade sch.				N >R/.01		N >R/.01
Some high school.						
Completed high sch.						
Some college.						
Completed college.						
Some prof. or grad. school.					R >N/.01	
Completed prof. or grad. school.				N >R/.10	N >R/.10	
Father's Occupation.						
Business owner.						N >R/.10
Professional.						N >R/.05
White-collar.						
Farm owner.			R >N/.10	N >R/.01		R >N/.05
Teacher.			R >N/.10		R >N/.01	R >N/.10
Skilled laborer.						
Semiskilled laborer.		R >N/.01		R >N/.01		R >N/.01
Low or unskilled.			N >R/.01		N >R/.01	N >R/.01
Public service.				N >R/.05		N >R/.01
Exec. or managerial.			N >R/.05		N >R/.05	
Deceased or retired.			R >N/.05		R >N/.01	
Type of High School Attended.						
Public.						
Private.						N >R/.02
Parochial.				N >R/.02		

Note: See the explanation of the symbols on the first page of this table.

Variable	M.S.U. Reading Test		College Qual. Test		Grade-Point Averages	
	Males	Females	Males	Females	Males	Females
Size of High School Graduating Class.						
Under 25.						R >N/.01
25-99.				N >R/.02		
100-199.						N >R/.10
200-399.					N >R/.05	
400-999.						
1,000 and over.		N >R/.10		N >R/.01	N >R/.05	N >R/.01
Rank in High School Graduating Class.						
Lower third.				N >R/.01		N >R/.01
Middle third.						
Upper third.						
Size of Home Community.						
Farm.				N >R/.01		N >R/.01
Village (250-2,500).						
Town (2,500-25,000).						
City (25,000-100,000).				N >R/.02		N >R/.10
City over 100,000.						
Religious Preference.						
Catholic.				N >R/.10		
Jewish.				N >R/.10		N >R/.02
Protestant.						
None.						
Other.						

Note: See the explanation of the symbols on the first page of this table.

Variable	M.S.U. Reading Test		College Qual. Test		Grade-Point Averages	
	Males	Females	Males	Females	Males	Females
Curricular Major.						
Agriculture.			N >R/.01	R >N/.05	N >R/.02	R >N/.02
Business and pub. serv.						
Engineering.		N >R/.01		N >R/.01		N >R/.01
Home economics.						
Science and arts.						
Veterinary medicine.				N >R/.01	N >R/.01	N >R/.01
Education.			R >N/.05			
Communication arts.						N >R/.10
No preference (none chosen).						
Source of Major						
Financial Support.						
Parents.						
Part-time job.				N >R/.01		N >R/.01
Athletic scholarship.						
Loan.						
G. I. Bill.				N >R/.01		R >N/.01
Academic scholarship.				N >R/.01	N >R/.02	N >R/.01

Note: See the explanation of the symbols on the first page of this table.

Table 5.31 clearly shows that the results of the *t* tests indicated no significant differences in reading abilities according to residency.

Stage 3. Following the pattern of the first two stages, this analysis revealed that there were no major biographical categories in which the resident and nonresident students differed significantly in reading abilities, as measured by the MSU Reading Test (see Table 5.32).

College Qualification Test

Stage 1. In this analysis, a significant difference was found to exist in academic aptitude, as measured by the College Qualification Test, between the resident and nonresident freshman students enrolled at Michigan State in the fall term of 1958. The mean score for the residents was 120.30, while the mean score for the nonresidents was significantly larger at 125.51.

It is important to note that the male students (residents and nonresidents combined) tended to have higher academic aptitude than the females from the two sub-populations. There was also a significant interaction at the .01 level of confidence (see Tables 5.33 and 5.34).

In summary, it is evident from this analysis that there was a significant difference in the academic aptitude of the resident and nonresident freshman students (the latter greater than the former) at this institution in 1958.

TABLE 5.33. Group Mean Scores on the College Qualification Test

	Males	Females	Total
Residents	$\bar{X}$=125.92 N=1,076	$\bar{X}$=114.68 N=1,016	$\bar{X}$=120.30 N=2,092
Nonresidents	$\bar{X}$=127.96 N=340	$\bar{X}$=123.06 N=278	$\bar{X}$=125.51 N=618
Total	$\bar{X}$=126.94 N=1,416	$\bar{X}$=118.87 N=1,294	

TABLE 5.34. Analysis of Variance for the College Qualification Test

Source of Variation	d. f.	Mean Square	F	P
Residency	1	27.14	18.83	.01**
Sex	1	65.04	45.13	.01**
Interaction	1	10.13	7.03	.01**
Within Groups	2,706	1.44		

**Significant beyond the .01 level of confidence.

Stage 2. No significant differences were found in the academic aptitude, as measured by the mean scores on the College Qualification Test, between the Michigan male students and the male students from each of the ten states identified for study in Hypothesis VI (see Table 5.35).

Contrasted somewhat with the above findings, the females from three states--Connecticut, New Jersey, and New York--had significantly higher scores (at .05 level of confidence) than did the females from Michigan. While these were the only three states that had significantly higher scores, it is important to note that the females from all

TABLE 5.35. Results of the Significance by t Test on the College Qualification Test Mean Scores for the Resident (Michigan) and Nonresident Freshman Students from Selected States, by Sex

States	Males	Significance*	Females	Significance*
MICHIGAN	N=1,076 M=125.77 SD=25.55		N=1,016 M=114.68 SD=24.30	
Connecticut	N=9 M=124.56 SD=26.67	n.s.	N=4 M=129.25 SD=27.27	C >M at .05
Illinois	N=62 M=131.63 SD=24.02	n.s.	N=78 M=120.68 SD=24.06	n.s.
Indiana	N=24 M=123.46 SD=34.63	n.s.	N=14 M=117.36 SD=23.71	n.s.
Massachusetts	N=6 M=117.50 SD=22.58	n.s.	N=3 M=125.33 SD=9.22	Ma >M at .10
New Jersey	N=12 M=132.17 SD=31.02	n.s.	N=16 M=130.75 SD=29.27	NJ >M at .05
New York	N=83 M=136.72 SD=27.12	n.s.	N=75 M=129.88 SD=21.42	NY >M at .05
Ohio	N=43 M=120.77 SD=23.37	n.s.	N=41 M=118.85 SD=23.93	n.s.
Pennsylvania	N=16 M=124.00 SD=24.34	n.s.	N=11 M=126.00 SD=30.57	n.s.
Virginia	N=6 M=135.00 SD=34.40	n.s.	N=4 M=122.25 SD=20.75	n.s.
Wisconsin	N=11 M=116.27 SD=24.28	n.s.	N=6 M=126.67 SD=21.60	W >M at .10

* C >M at .05 means: Connecticut greater than Michigan at .05 level of confidence.

ten states had higher mean scores on the CQT (higher academic aptitude) than did the Michigan females.

In summary, there were no significant differences in the mean CQT scores obtained by the males from Michigan and the males from each of the ten states studied. The nonresident females, however, from Connecticut, New Jersey, and New York, had significantly higher academic aptitudes, as measured by the CQT, than did the Michigan females.

Stage 2. From a total of 136 *t* tests used to identify the biographical categories in which significant differences in academic aptitude were present between the resident and nonresident students, there were eighteen instances in which significant differences at the .05 level of confidence were found. It is interesting to note that at least one significant difference was identified in every biographical subgroup except the one on religious preference (see Table 5.32). In seventeen of the eighteen categories, the nonresident students had significantly higher academic aptitudes than the resident students.

Grade-Point Averages

Stage 1. Corresponding to the analysis of academic aptitude (CQT in Table 5.34) which revealed a significant difference in the resident and nonresident students (latter greater than the former) in this characteristic, it was found in this analysis of achievement (as measured by the grade-point averages for the freshman year), that the nonresident

students obtained significantly higher grade-point averages than the resident students (see Tables 5.36 and 5.37). This difference in achievement (GPA) was found to be significant beyond the .02 level of confidence.

Of particular interest, however, were the significantly higher grade-point averages obtained by the females (residents and nonresidents combined) over the males from these two subpopulations, respectively. These differences in achievement were significant beyond the .01 level of confidence. Hence, while the males had the higher academic abilities, it was the females who made the highest achievement during the freshman year. Interaction was not significant.

TABLE 5.36. Group Mean Scores on the Measure of Achievement (GPA)[14]

	Males	Females	Total
Residents	$\bar{X}$=2.26[15] N=927	$\bar{X}$=2.36 N=914	$\bar{X}$=2.31 N=1,841
Nonresidents	$\bar{X}$=2.34 N=302	$\bar{X}$=2.43 N=250	$\bar{X}$=2.38 N=552
Total	$\bar{X}$=2.30 N=1,229	$\bar{X}$=2.39 N=1,164	

[14]Grade-Point Average.

[15]These scores are rounded off to two places.

TABLE 5.37. Analysis of Variance for the Measure of Achievement (GPA)

Source of Variation	d. f.	Mean Square	F	P
Residency	1	51.86	5.95	.02***
Sex	1	86.69	9.94	.01**
Interaction	1	.72	.08	n.s.
Within Groups	2,389	8.72		

* Not significant.
** Significant beyond the .01 level of confidence.
*** Significant beyond the .02 level of confidence.

In summary, the findings in this analysis revealed that the achievement of the nonresident students, as measured by grade-point averages for the freshman year, was significantly greater than that of the resident students.

Stage 2. With only two exceptions, this analysis of achievement revealed that there were no significant differences between the Michigan male and female students and the nonresident male and female students from the ten states identified in Hypothesis VI (see Table 5.38). The two exceptions were:

1. The male students from New Jersey had significantly higher achievement during their freshman year than did the male students from Michigan.
2. The Michigan female students had significantly higher achievement than did the female students from Pennsylvania during their freshman year at Michigan State.

TABLE 5.38. **Results of the Significance by t Test on the Grade-Point Averages for the Resident (Michigan) and Nonresident Freshman Students from Selected States, by Sex**

States	Males	Signif-icance*	Females	Signif-icance*
MICHIGAN	N=927 M=2.27 SD=.59		N=914 M=2.36 SD=.60	
Connecticut	N=8 M=2.14 SD=.71	n.s.	N=4 M=2.24 SD=.57	n.s.
Illinois	N=57 M=2.39 SD=.56	n.s.	N=71 M=2.46 SD=.55	n.s.
Indiana	N=20 M=2.21 SD=.62	n.s.	N=12 M=2.44 SD=.73	n.s.
Massachusetts	N=6 M=2.36 SD=.54	n.s.	N=3 M=2.49 SD=.17	n.s.
New Jersey	N=12 M=2.52 SD=.53	NJ >M at .02	N=13 M=2.50 SD=.65	n.s.
New York	N=77 M=2.33 SD=.61	n.s.	N=69 M=2.47 SD=.56	n.s.
Ohio	N=35 M=2.24 SD=.59	n.s.	N=37 M=2.43 SD=.58	n.s.
Pennsylvania	N=15 M=2.28 SD=.66	n.s.	N=9 M=2.05 SD=.70	M >P at .01
Virginia	N=6 M=2.37 SD=.66	n.s.	N=4 M=2.49 SD=.64	n.s.
Wisconsin	N=10 M=2.14 SD=.45	n.s.	N=6 M=2.54 SD=.37	W >M at .10

*NJ >M at .02 means: New Jersey greater than Michigan at .02 level of confidence.

On the whole, one can conclude that there were few essential differences in the achievement of the Michigan male and female students as compared with the male and female students, respectively, from each of the ten states studied.

Stage 3. The findings in this analysis (resident students versus nonresident students in achievement according to biographical characteristics) were very closely related to those revealed for the College Qualification Test. For example, of the eighteen biographical categories in which significant differences were found in the analysis of the CQT, twelve of the same categories were found to be significant in this analysis on grade-point averages (see Table 5.32). Of the twenty-six biographical categories in which significant differences were found, there were only two cells in which the resident students had significantly higher grade-point averages than the nonresident students for the freshman year.

Summary of Hypothesis VI

Inventory of Beliefs.

Stage 1. There was no significant over-all difference in stereotypy between the resident and nonresident freshman students at Michigan State in 1958.

Stage 2. There were only three instances in which significant differences in stereotypy were found to exist between the Michigan male and female students and the male

and female students, respectively, from the ten states investigated. These were: (1) Michigan males were more stereotypic than males from Pennsylvania; (2) Connecticut females were more stereotypic than Michigan females; and, (3) Wisconsin females were more stereotypic in their beliefs than the Michigan females.

Stage 3. Of the 136 t tests used in identifying the biographical categories in which significant differences in attitudes of stereotypy were present between the resident and nonresident students, there were only eight categories in which significant differences in stereotypy were found. In each of these categories, the resident students were found to be less stereotypic in their attitudes than the nonresident students.

Rokeach's Dogmatism Scale.

Stage 1. The resident students were found to be significantly more dogmatic in their attitudes than were the nonresident students.

Stage 2. The analysis comparing Michigan freshman students with the students from the ten selected nonresident states revealed only one instance in which there was a significant difference in dogmatism. Here the Michigan females were found to be more dogmatic in their attitudes (at .01 level of confidence) than the females from Connecticut.

Stage 3. In eleven of the biographical categories in which significant differences in dogmatism were found, nearly half revealed the same findings as under The Inventory

of Beliefs; namely, that the nonresident students tended to be more dogmatic in their attitudes than the resident students.

Differential Values Inventory.

Stage 1. The resident students were found to regard more highly the traditional values of puritan morality, individualism, and an emphasis on the future, while the nonresident students tended to regard more highly the values of sociability, conformity, and an emphasis on the present rather than the future.

Stage 2. No significant differences were found to exist, by sex, in values between the Michigan students and the students from each of the ten states investigated in this hypothesis.

Stage 3. No significant differences were found in values, as measured by the Differential Values Inventory, between the resident and nonresident freshman students at Michigan State according to major biographical characteristics.

Michigan State University Reading Test.

Stage 1. No significant differences were found in the reading abilities of the resident and nonresident students at Michigan State.

Stage 2. No significant differences were found in reading abilities between the Michigan male and female students and the male and female students, respectively, from the ten states identified.

Stage 3. Following the pattern of the first two stages, no significant differences were found in the reading abilities between the resident and nonresident students according to major biographical characteristics.

College Qualification Test.

Stage 1. The nonresident students were found to have significantly higher academic aptitudes than the resident students.

Stage 2. No significant differences were found to exist in academic aptitude between the Michigan male students and the male students from each of the ten states investigated. The nonresident females from Connecticut, New Jersey, and New York all had significantly higher academic aptitudes, as measured by the CQT, than did the female students from Michigan.

Stage 3. In seventeen of the eighteen biographical categories in which significant differences in academic aptitude were identified, the nonresident students were found to have significantly higher academic aptitudes than the resident students.

Grade-Point Averages.

Stage 1. Corresponding to their greater academic aptitude, the nonresident students were found to have significantly higher academic achievement (as measured by freshman year grade-point averages) than the resident students.

Stage 2. The analysis of achievement, which compared Michigan students, by sex, with the students from the ten selected nonresident states, revealed only two cells in which significant differences were present. They were: (1) the male students from New Jersey had significantly higher achievement than the male students from Michigan; and, (2) the Michigan female students had significantly higher achievement than the female students from Pennsylvania.

Stage 3. The findings in this analysis of achievement revealed that of the twenty-six biographical categories in which significant differences in achievement were found, there were twenty-four in which the nonresident students had significantly higher grade-point averages than the resident students for the freshman year. Twelve of these categories were identical to those found significant in the analysis of academic aptitude, as measured by the College Qualification Test.

CHAPTER VI

SUMMARY AND CONCLUSIONS

In this final chapter, the organization and the findings of the study are summarized, general conclusions are drawn, and recommendations for further study are made.

The Problem

The first phase of this research study had as its purpose the comparison of the nonresident (freshman) male students with the nonresident (freshman) female students at Michigan State University in terms of their attitudes, values, abilities, achievement, retention tendencies, and selected background characteristics.

The second phase of this study had as its purpose the comparison of the findings--test scores, withdrawal rates, and biographical characteristics--of the first phase (nonresident students) with similar data compiled on the resident freshman students who first enrolled at Michigan State University in the fall term of 1958.

Definition of the Population

The original population selected for this study was comprised of 3,216 freshman students. To achieve the objectives of the study, the following students were excluded: transfer, foreign, those enrolled for less than 12 (quarter) credit hours of study, and those with unusable test and/or

biographical data. The working population consisted of 2,710 students (1,075 male and 1,017 female resident students; and 340 male and 278 female nonresident students).

The students used in the analysis of the various hypotheses were clearly defined in each instance as an integral segment of this total working population.

Collection of the Data

During Freshman Orientation Week, September, 1958, the following instruments were administered to the working population in a special test session: The Inventory of Beliefs, Form I; Rokeach's Dogmatism Scale, Form E; Differential Values Inventory; Michigan State University Reading Test; College Qualification Test; and the Biographical Data Sheet.

Additional data were obtained from a variety of sources. For example, the state of origin and grade-point averages for each student for the freshman year were obtained from the Registrar's Serial Run, Fall 1958 and the registrar's cumulative grade records, respectively.

Hypotheses, Methods Used for Testing, and Findings

Following are brief versions of the six hypotheses of the study as set forth in Chapter I, a summary of the methods used to investigate each as submitted in Chapter III, and the findings:

Phase One:

Hypothesis I. This hypothesis stated that there were no important differences between the male and female nonresident freshman students at Michigan State University in any one of seventeen biographical characteristics identified.

Method of Analysis. The responses of the 618 male and female nonresident students to the Biographical Data Sheet were coded and tabulated in the appropriate categories[1] of the seventeen biographical subgroups used in the study. The representative percentages for the responses in each category were then calculated. A comparison of the relative percentage of responses in each category for the male and female students, respectively, was determined by the statistic Chi-square. After a number of random tests, it was determined that a difference of five percentage points, between the relative percentage of responses of the male and female students in each category, would be sufficient for determining that an important difference did, in fact, exist between the two groups of students in that particular biographical characteristic.

Findings.

1. There was no important difference in the relative percentage of males, as compared with the females, from each of the ten states contributing the largest number of freshman students to Michigan State in the fall term of 1958.

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[1]There were a total of 122 biographical categories identified in this analysis.

The three states contributing the largest number of freshman students to Michigan State in the fall term of 1958 were New York, Illinois, and Ohio. (Table 4.1).

2. The female students tended to be younger than the male students; 97 per cent of the females and 81 per cent of the males were 18 years of age or under. (Table 4.2).

3. There was no important difference between the sexes in terms of marital status or nativity of parents. (Tables 4.3 and 4.4).

4. The educational level of the fathers of the female students tended to be higher than for the fathers of the male students. (Table 4.5).

5. There was only one minor difference between the sexes in terms of mother's educational level. A higher percentage of the females had mothers with some college training. (Table 5.6).

6. A higher percentage of the females came from families in which the father was classified occupationally as an executive or manager. The fathers of the males were most often classified as business owners or skilled laborers. (Table 4.7).

7. There was no important difference between the sexes in mother's occupation, type of high school attended, or size of high school graduating class. (Tables 4.8, 4.9, and 4.10).

8. The female students tended to rank in the upper third of their high school graduating classes more often than did the male students. (Table 4.11).

9. The male students tended to come from slightly larger communities than did the female students, but the difference here was not great. (Table 4.12).

10. Both sexes were predominantly Protestant. The males tended more often to be Catholic than the females. Conversely, the females were more often Jewish than the males. (Table 4.13).

11. The male students tended to major in the Colleges of Business and Public Services, Engineering, and Science and Arts, while the females tended to choose Science and Arts, Communication Arts, and Home Economics. (Table 4.14).

12. The males tended to have aspirations for graduate or professional schooling more often than did the females. (Table 4.15).

13. There was no essential difference in the living accommodations of the male and female students. (Table 4.16).

14. Over 94 per cent of the females and 67 per cent of the males were receiving their major financial support from their parents. A higher percentage of the males, as compared to the females, however, were receiving their major support from part-time jobs, athletic scholarships, and the G. I. Bill. (Table 4.17).

The findings above warrant the rejection of the null hypothesis.

Hypothesis II. This hypothesis was introduced in the study in order to determine whether there was any significant difference in the withdrawal rates of the male and female

nonresident freshman students at Michigan State University.

Method of Analysis. The names and student numbers of those freshman students who withdrew during the academic year 1958-59 were derived from records of the Registrar's Office at Michigan State. The numbers, by sex, which withdrew were figured against the numbers originally enrolled, respectively. The resulting percentages represented withdrawal rates for the two sexes.

Findings. From an original total of 340 males, 38 withdrew from college during their freshman year. This provided a withdrawal rate of 11 per cent. Similarly, from a total of 278 females, 28 withdrew during their initial year at Michigan State. The resulting withdrawal rate for the female students was 10 per cent. Hence, these findings clearly indicated that there was no essential difference in the withdrawal rates of the male and female nonresident freshman students at Michigan State during the academic year 1958-59. (Table 4.18).

The findings above warrant the acceptance of the null hypothesis.

Hypothesis III. This hypothesis stated, in brief, that there were no significant differences between the male and female nonresident freshman students at Michigan State University in attitudes of stereotypy and dogmatism as measured by The Inventory of Beliefs and Rokeach's Dogmatism Scale, respectively; values as measured by the Differential Values Inventory; abilities as measured by the

Michigan State University Reading Test and the College Qualification Test; or achievement as measured by the grade-point averages for the freshman year.[2]

Method of Analysis. To test this hypothesis, the male and female students from each of the ten states which contributed the largest number of nonresident freshman students to the enrollment at Michigan State during the fall term of 1958 were compared on the various characteristics through the use of the scores derived from the instruments of measurement identified. Hence, the statistical significance between the mean scores obtained by the male and female students (from each of the states) on the various measures was determined through the use of the t test, assuming equal standard deviations.

Findings.

1. While the females from all the states studied tended to be more flexible, adaptive, and nonstereotypic in their beliefs than the males, there were only three states--Connecticut, Indiana, and Wisconsin--in which the females, as evidenced by the mean scores obtained on The Inventory of Beliefs, were significantly less stereotypic than the males. (Table 4.19).

The findings above warrant the rejection of the null hypothesis.

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[2]This hypothesis was not accepted or rejected as a whole, but individually by each of the instruments of measurement identified for investigation.

2. The males tended to be more dogmatic in their attitudes than the females, but the difference in the mean scores between the sexes on Rokeach's Dogmatism Scale were found to be statistically significant only in the three states of Connecticut, Indiana, and Wisconsin. (Table 4.20).

The findings above warrant the rejection of the null hypothesis.

3. There were no significant differences in values as measured by the Differential Values Inventory between the male and female nonresident students in the various states studied, except for Massachusetts. Here the females tended to regard traditional values more highly than the males. (4.21).

The findings above warrant the rejection of the null hypothesis.

4. No significant differences were found in reading ability, as measured by the MSU Reading Test, between the male and female students in each of the states studied. (4.22).

The findings above warrant the acceptance of the null hypothesis.

5. No significant differences were found in academic aptitude, as measured by the College Qualification Test, between the sexes in each of the states identified in this hypothesis. (Table 4.23).

The findings above warrant the acceptance of the null hypothesis.

6. Only in the state of Wisconsin was a significant difference in achievement, as measured by the grade-point

averages for the freshman year, found to exist. In the remainder of the states no significant differences in achievement (GPA's) between the sexes were found. (Table 4.24).

The findings above warrant the rejection of the null hypothesis.

Phase Two:

Hypothesis IV. This null hypothesis stated that there were no important differences between the resident and nonresident freshman students at Michigan State University in any one of seventeen biographical characteristics identified.

Method of Analysis. The responses and respective percentages of the 618 nonresident students and the 2,092 resident students to the Biographical Data Sheet were coded and tabulated in the appropriate categories of the seventeen biographical subgroups used in the study. Similar to Hypothesis I, Chi-square was used to determine whether there was any important difference in the pattern of responses of these two sub-populations (residents and nonresidents) in each of the biographical subgroups and their respective categories. From a number of random Chi-square tests, it was concluded that a difference of five percentage points, between the relative percentage of responses of the resident and nonresident students in each category, would be sufficient evidence for declaring that an important difference did exist between the sub-populations in that particular biographical characteristic.

Findings.

1. While there was found to be a higher percentage of males than females in each of the sub-populations, there was no important difference in the relative percentages of males and females in the two groups. (Table 5.1).

2. There were no essential differences in the ages, marital status, or nativity of parents of the resident and nonresident students. Over 90 per cent of both sub-populations were 18 years of age or less, and 98 per cent of both sub-populations were classified as being single. About 14 per cent of the students in both groups had at least one parent who was foreign-born. (Tables 5.2, 5.3 and 5.4).

3. The nonresident students tended to have fathers with higher attained educational levels than did the resident students. There was not, however, any essential difference between the two sub-populations in terms of mother's education. (Tables 5.5 and 5.6).

4. The occupations of the fathers of the nonresident students tended to be executive-managerial, business owner, and professional. The fathers of the resident students tended to be in the slightly less prestigious occupational categories of skilled labor, white-collar, and business owner. (Table 4.7).

5. The mothers of the resident students tended to be employed outside the home more often than the mothers of the nonresident students. (Table 5.8).

6. While the largest proportion of the students from both sub-populations tended to come from public high schools, a considerably higher percentage of the nonresident students, as compared to the resident students, came from parochial high schools in 1958. (Table 5.9).

7. The nonresident students tended to graduate from larger high school classes than did the resident students. (Table 5.10).

8. A higher percentage of the resident students (68 per cent), as compared to the nonresident students (59 per cent), graduated in the upper third of their high school classes. (Table 5.11).

9. There was a tendency for the nonresident students to come from larger communities than the resident students. A larger percentage of the former came from cities of 100,000 population and over, while the latter tended to come more often from towns, villages, and farms under 25,000 population. (Table 5.12).

10. In religious preference, a considerably higher percentage of the nonresident students, as compared to the resident students, were Jewish. (Table 5.13).

11. Only two minor differences in the choice of curricular major were found to exist between the two sub-populations. A slightly higher percentage of the nonresident students, as compared to the resident students, chose to major in the College of Business and Public Services. Conversely, a higher percentage of the resident students had not chosen

a major before enrolling at Michigan State. (Table 5.14).

12. There was no essential difference between the two sub-populations in the amount of college education desired; or in the living accommodations at Michigan State, except that in the latter case, a higher percentage of the resident students were living at home or with relatives. (Tables 5.15 and 5.16).

13. A higher percentage of the nonresident students, as compared to the resident students, received the major proportion of their support from their parents. Conversely, a higher percentage of the resident students received their major support from part-time jobs. (Table 5.17).

The findings above warrant the rejection of the hypothesis.

Hypothesis V. This null hypothesis stated that there was no significant difference in the withdrawal rates of the resident and nonresident freshman students at Michigan State University.

Method of Analysis. From information obtained from the registrar's Office at Michigan State, the number of freshman students (resident and nonresident, respectively) who withdrew during the academic year of 1958-59 were matched against the total number in each group originally enrolled. The resulting percentages represented withdrawal rates for the two sub-populations.

Findings. From an original total of 2,092 resident students, 251 withdrew from college during their freshman

year. This resulted in a withdrawal rate of 12 per cent. Similarly, the nonresident group had 66 withdrawals out of an original number of 618 students. This resulted in an 11 per cent rate of withdrawal. Hence, these findings clearly indicate that there was no essential difference in the withdrawal rates of the resident and nonresident freshman students at Michigan State during the academic year of 1958-59. (Table 5.18).

The findings above warrant the acceptance of the null hypothesis.

Hypothesis VI.[3] This null hypothesis stated, in brief, that there were no significant differences between the resident and nonresident freshman students at Michigan State University in attitudes of stereotypy and dogmatism as measured by The Inventory of Beliefs and Rokeach's Dogmatism Scale, respectively; values as measured by the Differential Values Inventory; abilities as measured by the Michigan State University Reading Test and the College Qualification Test; or achievement as measured by the grade-point averages for the freshman year.

Sub-Hypothesis. This sub-hypothesis stated there were no significant differences in the mean scores between the resident and nonresident students on the instruments identified in Hypothesis VI above, and according to eleven major biographical characteristics.

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[3]This hypothesis was not accepted or rejected as a whole, but was judged separately in each stage of the six instruments of measurement identified for investigation.

Method of Analysis. The analysis of this hypothesis was accomplished in three separate stages. These stages were:

Stage 1. A two by two analysis of variance for unequal frequencies design was used to determine whether there were any significant over-all differences between the resident and nonresident students in the six major characteristics measured by the instruments indicated in Hypothesis VI.

Stage II. The t test, assuming equal standard deviations, was used to determine whether there were any significant differences between the Michigan male and female students and the male and female students, respectively, from ten selected states, in the six major characteristics measured by the instruments identified in Hypothesis VI.

Stage III. The t test, assuming equal standard deviations, was used to identify the significant differences in the characteristics measured by the six instruments presented in Hypothesis VI (and according to the biographical characteristics submitted in the sub-hypothesis) between the resident and nonresident students, by sex.

Findings.

Inventory of Beliefs:

1. There was no significant over-all difference in stereotypy between the resident and nonresident freshman students at Michigan State in 1958. (Tables 5.19 and 5.20).

The findings above warrant the acceptance of the null hypothesis.

2. There were three instances, out of a possible twenty, in which significant differences in stereotypy were found to exist between the Michigan male and female students and the male and female students, respectively, from the ten states investigated. (Table 5.21).

The findings above warrant the rejection of the null hypothesis.

3. There were only eight, out of a possible 136 biographical categories, in which significant differences in attitudes of stereotypy were present between the resident and nonresident students. (Table 5.22).

The findings above warrant the rejection of the null hypothesis.

Rokeach's Dogmatism Scale:

1. The resident students were found to be significantly more dogmatic in their attitudes than were the nonresident students. (Tables 5.23 and 5.24).

The findings above warrant the rejection of the null hypothesis.

2. The Michigan female students were found to be significantly more dogmatic in their attitudes than the female students from Connecticut. (Table 5.25).

The findings above warrant the rejection of the null hypothesis.

3. In a number of biographical categories, the nonresident students, in each case, tended to be more dogmatic in their attitudes than the resident students (Table 5.22).

The findings above warrant the rejection of the null hypothesis.

Differential Values Inventory:

1. The resident students were found to regard more highly the traditional values of puritan morality, individualism, and an emphasis on the future, while the nonresident students tended to regard more highly the values of sociability, conformity, and an emphasis on the present rather than the future. (Tables 5.26 and 5.27).

The findings above warrant the rejection of the null hypothesis.

2. No significant differences were found to exist, by sex, in values between the Michigan students and the students from each of the ten states investigated. (Table 5.28).

The findings above warrant the acceptance of the null hypothesis.

3. No significant differences were found in the values, as measured by the DVI, between the resident and nonresident freshman students at Michigan State according to major biographical characteristics. (Table 5.22).

The findings above warrant the acceptance of the null hypothesis.

Michigan State University Reading Test:

1. No significant differences in reading abilities were found to exist between the resident and nonresident in any of the three stages investigated. (Tables 5.29 through 5.32).

The findings above warrant acceptance of the null hypothesis.

College Qualification Test:

1. The nonresident students were found to have significantly higher academic aptitudes than the nonresident students. (Tables 5.33 and 5.34).

The findings above warrant the rejection of the null hypothesis.

2. No significant difference was found to exist in academic aptitude between the Michigan male students and the male students from each of the ten states investigated. The nonresident females from Connecticut, New Jersey, and New York all had significantly higher academic aptitudes, as measured by the CQT, than did the female students from Michigan. (Table 5.35).

The findings above warrant the rejection of the null hypothesis.

3. In seventeen of the eighteen biographical categories in which significant differences in academic aptitude were identified, the nonresident students were found to have significantly higher academic aptitudes than the resident students. (Table 5.32).

The findings above warrant the rejection of the null hypothesis.

Grade-Point Averages:

1. Corresponding to their greater academic aptitude, the nonresident students were found to have significantly

higher academic achievement (as measured by freshman year grade-point averages) than the resident students. (Tables 5.36 and 5.37).

The findings above warrant the rejection of the null hypothesis.

2. The analysis of achievement, which compared Michigan students, by sex, with the students from the ten selected nonresident states, revealed only two cells out of a possible twenty in which significant differences were present. (Table 5.38).

The findings above warrant the rejection of the null hypothesis.

3. The findings in this analysis of achievement revealed that of the twenty-six biographical categories in which significant differences in achievement were found, there were twenty-four in which the nonresident students had significantly higher grade-point averages than the resident students for the freshman year. (Table 5.32).

The findings above warrant the rejection of the null hypothesis.

Conclusions

Some of the specific conclusions reached as a result of this study have previously been stated immediately following the analysis of the data relevant to each hypothesis in Chapters IV and V. General conclusions which seem apparent from this study are listed below:

Phase One:

1. There were a number of important differences in the biographical and other selected characteristics of the male and female nonresident freshman students enrolled at Michigan State in the fall term of 1958. The nonresident female students, in relation to the nonresident male students, tended: to be younger; to have fathers with higher educational levels and more prestigious occupations; to graduate more often in the upper third of their high school classes; to come from smaller communities; to be of the Jewish religion more often; to major in different colleges of the university; to be less desirous of graduate or professional schooling; and, to receive their major source of financial support more often from their parents.

2. There was no significant difference in the withdrawal rates of the male and female nonresident freshman students at Michigan State during the academic year 1958-59.

3. The nonresident females tended to be more flexible, daptive, and nonstereotypic in their beliefs (IB) than the onresident males. Correspondingly, the nonresident males nded to be slightly more dogmatic in their attitudes (RDS) an the nonresident females.

4. There were no essential differences between the male female nonresident freshman students at Michigan State in 3 in values (DVI), reading ability (RT), academic aptitude '), or academic achievement (GPA's).

Phase Two:

1. There were a number of important differences in the biographical and other selected characteristics of the resident and nonresident freshman students enrolled at Michigan State in the fall term of 1958. The nonresident students, in relation to the resident students, tended: to be younger; to have more often one or both parents who were foreign-born; to have fathers with higher educational levels and more prestigious occupations; to come from parochial high schools more often; to graduate from larger high school classes; to rank in the upper third of their high school classes less often; to be of the Jewish religion more often; and, to come from larger communities.

2. There was no significant difference in the withdrawal rates of the resident and nonresident freshman students at Michigan State during the academic year of 1958-59.

3. Differences in stereotypy, while statistically significant in a limited number of states and biographical categories, tended to be relatively unimportant between the resident and nonresident freshman students in 1958.

4. The resident freshman students were found to be significantly more dogmatic in their attitudes than the nonresident freshman students.

5. The resident freshman students were found to regard more highly such traditional values as puritan morality, individualism, and an emphasis on the future. Conversely, the nonresident freshman students tended to regard more

highly the values of sociability, conformity, and an emphasis on the present rather than the future. These differences did not appear, however, in the comparison of the resident and nonresident students by individual states or selected biographical categories.

6. No significant differences were found in the reading abilities of the resident and nonresident freshman students at Michigan State in 1958.

7. The nonresident freshman students were found to have significantly higher academic aptitudes than the resident freshman students. This difference was much greater between the females than the males.

8. Corresponding to their greater academic aptitude, the nonresident freshman students were found to have significantly higher academic achievement (as measured by the freshman year grade-point average) than the resident freshman students. While the females of both groups were judged to be poorer in academic aptitude than the males, they proved to have higher academic achievement than the males by the end of their freshman year at Michigan State University.

Suggestions for Further Study

Throughout this investigation, it has been suggested that additional complementary studies would be necessary before a valid solution to the growing problem of student migrations from other states, as they affect the state of Michigan and Michigan State University, respectively, could result. Therefore, a number of suggestions for further study are presented below:

1. A study might be undertaken to determine more specifically the reasons why the nonresident students choose to migrate to the state of Michigan and why they select certain institutions, as opposed to others.

2. Since this study involved only the freshman students at Michigan State University in 1958, similar studies might be made of the freshman students for other years at this institution. Similarly, such studies could be enlarged to include all the nonresident students enrolled at Michigan State in a given year. The findings in these studies could then be compared by levels (lower division, upper division, and graduate) and by years to identify the important similarities, differences, and changes that were prevalent.

3. The findings in this study might also be compared, as a whole or in part, with similar characteristics identified in studies of students at other higher education institutions in Michigan or in other geographical regions of the country. The results of these comparative studies might give some indication of the unique drawing appeal, and resulting student bodies, of Michigan State University, as compared to other selected institutions in the United States.

4. A follow-up study of the resident and nonresident students in this study could be conducted to identify the relative changes in attitudes, values, and achievement that occurred on the part of these students during their four years at Michigan State University.

5. An investigation could be made to determine how many of the resident and nonresident students in this study withdrew from Michigan State before completing their four-year degree. From such an inquiry, some determination of when and why these students withdrew from college could be made.

6. Since the admissions requirements for nonresident freshman students at Michigan State have been modified somewhat from those in existence in 1958, a study might be made to determine in what important ways these changes have affected the quality and character of the nonresident students being admitted to this institution at the present time.

7. A comprehensive study might be conducted to determine the economic value of nonresident students to the state of Michigan, to specific geographical regions, or to individual higher education institutions. Such studies could include an investigation of the amount of money these students spend (as compared to the resident students), where they spend it, and their relative ability and willingness to pay higher tuition rates.

8. A study might be made to determine whether the onresident students were responsible for certain expenditures y higher education institutions, which without their presence ould not be necessary. For example, a study could be made o determine whether certain classes were scheduled or physi-l facilities maintained which were primarily or solely for e benefit of nonresident students.

9. Since any decision to educate nonresident students in the public higher education institutions in Michigan is directly dependent upon the economic and social contributions these students can make to the state, a follow-up study might be made to determine how many of these students locate in the state after graduation from Michigan colleges and universities. The types of employment secured and the length of time they continued to live in the state would be important factors to be investigated in such a study.

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A P P E N D I C E S

TABLE 7.1. Origins, by State, of the Nonresident Freshman Students at Michigan State University, Fall Term 1958

State of Origin	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Alabama	1	0	4	2					5	1
Arkansas	1	0							1	0
California	5	2	1	0	1	3	1	3	8	2
Colorado	3	1	1	0					4	1
*Connecticut	8	3	4	2	1	3			13	2
Washington, D.C.	2	1	3	1					5	1
Florida	4	1					1	3	5	1
Georgia	4	1							4	1
*Illinois	57	19	71	29	5	13	7	25	140	23
*Indiana	20	7	12	5	4	10	2	7	38	6
Iowa	2	1							2	0
Kansas	1	0							1	0
Kentucky	1	0							1	0
Louisiana	2	1	1	0					3	1
Maine	1	0			1	3			2	0
Maryland	1	0	2	1					3	1
*Massachusetts	6	3	3	1					9	2
Minnesota	2	1	1	0	4	10			6	1
Missouri	4	1	4	2					8	2
Montana	1	0							1	0
Nebraska	2	1							2	0
New Hampshire	2	1	1	0	1	3			4	1
*New Jersey	12	4	13	5			3	11	28	4
*New York	77	25	69	28	6	16	6	21	158	26
North Carolina	2	1					1	3	3	1
*Ohio	35	12	37	15	8	21	4	14	84	14
Oklahoma	1	0							1	0
Oregon					1	3			1	0

TABLE 7.1. (Continued)

State of Origin	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
*Pennsylvania	15	5	9	4	1	3	2	7	27	4
Puerto Rico	1	0							1	0
Rhode Island	1	0			1	3			2	0
South Dakota	1	0							1	0
Tennessee	1	0			1	3			2	0
Texas	1	0			1	3			2	0
Utah							1	3	1	0
Vermont	3	1	1	0					4	1
*Virginia	6	3	4	2					10	2
Washington	1	0							1	0
West Virginia	2	1					1	3	3	1
*Wisconsin	10	3	6	2	1	3			17	3
Alaska	1	0							1	0
Hawaii	3	1	2	1					5	1
Nonresident Totals	303	100	249	100	37	100	29	100	618	100

SUMMARY:

Nonresident Totals	303	25	249	21	37	20	29	22	618	23
Resident Totals (Mich.)	926	75	915	79	149	80	102	78	2,092	77
Population Grand Total	1,229	100	1,164	100	186	100	131	100	2,710	100

* These are the ten states which contributed the largest number of nonresident students to the freshman class at Michigan State University in the fall term of 1958.

TABLE 7.2. Biographical and Other Selected Characteristics of the Nonresident Freshman Students (Regular and Withdrawal) at Michigan State University, Fall 1958

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Age.										
Under 18.	77	25	90	36	8	21	8	29	183	30
18.	168	56	154	62	22	58	18	64	362	59
19.	24	8	3	1	3	8	2	7	32	5
20 or over.	32	11	3	1	5	13	0	0	40	6
No Response.	1	0	0	0	0	0	0	0	1	0
TOTALS	302	100	250	100	38	100	28	100	618	100
Marital Status.										
Single.	291	97	248	99	37	97	27	96	603	98
Married.	9	3	2	1	1	3	0	0	12	2
Divorced.	1	0	0	0	0	0	1	4	2	0
Widowed.	1	0	0	0	0	0	0	0	1	0
No Response.	0	0	0	0	0	0	0	0	0	0
TOTALS	302	100	250	100	38	100	28	100	618	100
Nativity of Parents.										
Mother native-born, father foreign-born.	21	7	16	6	0	0	3	11	40	7
Father native-born, mother foreign-born.	6	2	2	1	3	8	1	3	12	2
Both foreign-born.	21	7	12	5	0	0	0	0	33	5
Both native-born.	251	83	218	87	35	92	24	86	528	85
No Response.	3	1	2	1	0	0	0	0	5	1
TOTALS	302	100	250	100	38	100	28	100	618	100

TABLE 7.2. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Father's Education.										
Some grade school.	19	6	6	2	3	8	1	4	29	5
Completed grade school.	26	9	11	4	8	21	0	0	45	7
Some high school.	25	8	23	9	3	8	1	4	52	8
Completed high school.	86	29	51	21	11	29	7	25	155	25
Some college.	37	12	49	20	5	13	6	21	97	16
Completed college.	65	22	56	22	3	8	8	28	132	22
Some prof. or grad. school.	9	3	10	4	0	0	1	4	20	3
Completed prof. or grad. school.	34	11	44	18	4	10	4	14	86	14
No Response.	1	0	0	0	1	3	0	0	2	0
TOTALS	302	100	250	100	38	100	28	100	618	100
Mother's Education.										
Some grade school.	8	3	2	1	1	3	0	0	11	2
Completed grade school.	16	5	8	3	2	5	1	4	27	4
Some high school.	32	11	23	9	7	18	2	7	64	10
Completed high school.	126	42	94	38	17	45	11	39	248	40
Some college.	37	12	46	18	2	5	7	25	92	15
Completed college.	61	20	52	21	8	21	4	14	125	20
Some prof. or grad. school.	5	1	7	3	0	0	1	4	13	2
Completed prof. or grad. school.	15	5	17	7	0	0	2	7	34	6
No Response.	2	1	1	0	1	3	0	0	4	1
TOTALS	302	100	250	100	38	100	28	100	618	100

TABLE 7.2. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Father's Occupation.										
Business owner.	56	19	46	18	6	16	8	29	116	19
Professional.	48	16	49	20	5	13	5	18	107	17
White-collar.	42	14	44	18	6	16	4	14	96	16
Farm owner.	4	1	2	1	3	8	0	0	9	1
Teacher.	9	3	10	4	0	0	0	0	19	3
Skilled laborer.	52	17	26	10	3	8	3	11	84	14
Semiskilled laborer.	13	4	1	0	4	11	1	3	19	3
Low or unskilled.	2	1	1	0	0	0	0	0	3	0
Public service.	7	2	2	1	2	5	0	0	11	2
Exec. or managerial.	45	15	58	23	5	13	7	25	115	19
Deceased or retired.	16	5	9	4	2	5	0	0	27	4
No Response.	8	3	2	1	2	5	0	0	12	2
TOTALS	302	100	250	100	38	100	28	100	618	100
Mother's Occupation.										
Business owner.	2	1	2	1	1	3	0	0	5	1
Professional.	9	3	6	2	1	3	0	0	16	2
White-collar.	29	9	22	8	3	8	3	11	57	9
Farm owner.	0	0	0	0	0	0	0	0	0	0
Teacher.	15	5	20	8	2	5	1	3	38	6
Skilled laborer.	0	0	3	1	2	5	0	0	5	1
Semiskilled laborer.	6	2	2	1	0	0	0	0	8	1
Low or unskilled.	4	1	0	0	0	0	0	0	4	1
Public service.	0	0	0	0	0	0	0	0	0	0
Exec. or managerial.	5	2	4	2	1	3	0	0	10	2
Housewife.	220	73	187	75	26	68	24	86	457	74
No Response.	12	4	4	2	2	5	0	0	18	3
TOTALS	302	100	250	100	38	100	28	100	618	100

TABLE 7.2. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Type of High School Attended.										
Public.	254	84	222	89	33	87	25	89	534	87
Private.	16	6	11	4	4	10	1	4	32	5
Parochial.	31	10	17	7	1	3	2	7	51	8
No Response.	1	0	0	0	0	0	0	0	1	0
TOTALS	302	100	250	100	38	100	28	100	618	100
Size of High School Graduating Class.										
Under 25.	6	2	5	2	2	5	3	11	16	2
25-99.	59	20	45	18	4	10	1	4	109	17
100-199.	70	23	61	24	9	24	5	18	145	24
200-399.	84	28	80	32	12	32	10	35	186	31
400-999.	69	23	57	23	10	26	7	25	143	23
1,000 and over.	13	4	2	1	0	0	2	7	17	3
No Response.	1	0	0	0	1	3	0	0	2	0
TOTALS	302	100	250	100	38	100	28	100	618	100
Rank in High School Graduating Class.										
Lower third.	18	6	6	2	1	3	1	4	26	4
Middle third.	126	42	66	27	19	50	12	42	223	36
Upper third.	155	51	178	71	17	44	14	50	364	59
No Response.	3	1	0	0	1	3	1	4	5	1
TOTALS	302	100	250	100	38	100	28	100	618	100

TABLE 7.2. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Size of Home Community.										
Farm.	9	3	5	2	4	10	0	0	18	3
Village (250-2,500).	25	8	15	6	3	8	3	11	46	8
Town (2,500-25,000).	97	32	95	38	8	21	9	33	209	34
City (25,000-100,000).	67	22	50	20	8	21	6	21	131	21
City over 100,000.	104	34	82	33	15	40	10	35	211	34
No Response.	0	0	3	1	0	0	0	0	3	0
TOTALS	302	100	250	100	38	100	28	100	618	100
Religious Preference.										
Catholic.	62	20	39	16	11	29	2	7	114	19
Jewish.	34	11	39	16	3	8	12	42	88	14
Protestant.	177	59	169	67	18	47	13	47	377	61
None.	11	4	0	0	3	8	0	0	14	2
Other.	7	2	2	1	2	5	1	4	12	2
No Response.	11	4	1	0	1	3	0	0	13	2
TOTALS	302	100	250	100	38	100	28	100	618	100
Curricular Major.										
Agriculture.	38	13	1	0	7	18	0	0	46	8
Business and pub. serv.	96	32	33	13	12	32	4	15	145	24
Engineering.	74	25	1	0	5	13	0	0	80	13
Home economics.	0	0	41	17	0	0	5	18	46	8
Science and arts.	48	16	59	24	5	13	6	21	118	19
Veterinary medicine.	13	4	13	5	3	8	2	7	31	5
Education.	7	2	46	19	2	5	6	21	61	10
Communication arts.	7	2	26	10	1	3	2	7	36	5
No Preference (none chosen).	19	6	30	12	3	8	3	11	55	8
TOTALS	302	100	250	100	38	100	28	100	618	100

TABLE 7.2. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Amount of College Education Desired.										
One year.	0	0	1	0	0	0	1	4	2	0
Two years.	1	0	6	2	0	0	1	4	8	1
Three years.	0	0	2	1	0	0	1	4	3	0
Four years.	165	55	195	78	29	76	15	53	404	66
Grad. or prof. school.	131	43	46	19	9	24	10	35	196	32
No Response.	5	2	0	0	0	0	0	0	5	1
TOTALS	302	100	250	100	38	100	28	100	618	100
Living Accommodations at Mich. State University.										
Dormitory.	282	93	241	97	36	94	28	100	587	96
Apartment.	8	3	1	0	0	0	0	0	9	1
Rooming house.	6	2	0	0	1	3	0	0	7	1
Fraternity/Sorority.	0	0	0	0	0	0	0	0	0	0
At home with family.	2	1	6	2	0	0	0	0	8	1
No Response.	4	1	2	1	1	3	0	0	7	1
TOTALS	302	100	250	100	38	100	28	100	618	100
Source of Major Financial Support.										
Parents.	206	68	234	94	23	61	26	92	489	79
Part-time job.	28	9	4	2	9	24	1	4	42	6
Athletic scholarship.	19	6	0	0	4	10	0	0	23	4
Loan.	5	2	0	0	0	0	0	0	5	1
G. I. Bill.	17	6	1	0	2	5	0	0	20	4
Academic scholarship.	25	8	8	3	0	0	1	4	34	5
No Response.	2	1	3	1	0	0	0	0	5	1
TOTALS	302	100	250	100	38	100	28	100	618	100

TABLE 7.3. Biographical and Other Selected Characteristics of the Resident Freshman Students (Regular and Withdrawal) at Michigan State University, Fall 1958

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Age.										
Under 18.	227	24	285	31	27	18	32	31	571	27
18.	570	62	600	66	93	62	61	60	1,324	63
19.	54	6	21	2	12	8	5	5	92	5
20 or over.	75	8	9	1	17	12	4	4	105	5
No Response.	0	0	0	0	0	0	0	0	0	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Marital Status.										
Single.	893	97	909	99	141	95	98	96	2,041	98
Married.	28	3	4	1	8	5	4	4	44	2
Divorced.	0	0	2	0	0	0	0	0	2	0
Widowed.	3	0	0	0	0	0	0	0	3	0
No Response.	2	0	0	0	0	0	0	0	2	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Nativity of Parents.										
Mother native-born, father foreign-born.	55	6	62	7	10	7	7	7	134	7
Father native-born, mother foreign-born.	31	3	37	4	1	1	1	1	70	3
Both foreign-born.	41	4	40	4	2	1	3	3	86	4
Both native-born.	794	86	771	84	136	91	91	89	1,792	86
No Response.	5	1	5	1	0	0	0	0	10	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100

TABLE 7.3. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Father's Education.										
Some grade school.	57	6	19	2	13	8	3	3	92	5
Completed grade school.	141	15	94	10	25	17	16	15	276	13
Some high school.	119	13	117	13	22	15	14	14	272	13
Completed high school.	279	30	214	23	45	30	30	29	568	27
Some college.	124	13	148	16	17	12	15	15	304	15
Completed college.	124	13	170	9	17	12	10	10	321	15
Some prof. or grad. school.	17	2	24	2	1	1	4	4	46	2
Completed prof. or grad. school.	60	7	124	14	7	4	8	8	199	9
No Response.	5	1	5	1	2	1	2	2	14	1
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Mother's Education.										
Some grade school.	24	3	15	2	10	7	5	5	54	3
Completed grade school.	86	9	70	8	15	10	8	8	179	8
Some high school.	108	12	102	11	19	13	15	15	244	12
Completed high school.	409	44	342	37	63	42	35	34	849	41
Some college.	95	10	126	14	15	10	16	15	252	12
Completed college.	151	16	160	17	18	12	10	10	339	16
Some prof. or grad. school.	16	2	27	3	1	1	4	4	48	2
Completed prof. or grad. school.	35	4	68	7	7	4	9	9	119	6
No Response.	2	0	5	1	1	1	0	0	8	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100

TABLE 7.3. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Father's Occupation.										
Business owner.	117	13	134	14	22	15	20	19	293	14
Professional.	86	9	153	16	7	5	8	8	254	12
White-collar.	144	16	142	15	18	12	16	15	320	15
Farm owner.	95	10	63	7	22	15	8	8	188	9
Teacher.	34	4	33	4	3	2	2	2	72	3
Skilled laborer.	199	21	145	16	33	21	18	18	395	19
Semiskilled laborer.	68	7	53	6	12	8	4	4	137	7
Low or unskilled.	14	2	5	1	2	1	0	0	21	1
Public service.	13	2	15	2	3	2	1	1	37	2
Exec. or managerial.	78	8	101	11	10	7	14	14	203	10
Deceased or retired.	58	6	63	7	10	7	6	6	137	6
No Response.	15	2	8	1	7	5	5	5	35	2
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Mother's Occupation.										
Business owner.	5	1	17	2	1	1	0	0	23	1
Professional.	20	2	22	2	0	0	5	5	47	2
White-collar.	104	11	124	14	12	8	11	11	251	12
Farm owner.	1	0	0	0	0	0	0	0	1	0
Teacher.	58	6	70	8	9	6	8	8	145	7
Skilled laborer.	13	1	2	0	2	1	2	2	19	1
Semiskilled laborer.	29	3	20	2	3	2	3	3	55	3
Low or unskilled.	18	2	8	1	2	1	3	3	31	1
Public service.	1	0	2	0	0	0	0	0	3	0
Exec. or managerial.	12	2	7	1	1	1	3	3	23	1
Housewife.	607	66	621	68	105	71	62	60	1,395	67
No Response.	59	6	21	2	14	9	5	5	99	5
TOTALS	926	100	915	100	149	100	102	100	2,092	100

TABLE 7.3. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Type of High School Attended.										
Public.	846	91	835	91	140	94	92	90	1,913	92
Private.	65	7	57	6	8	5	8	8	138	7
Parochial.	11	2	17	2	1	1	2	2	31	1
No Response.	4	0	6	1	0	0	0	0	10	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Size of High School Graduating Class.										
Under 25.	27	3	18	2	3	2	6	6	54	3
25-99.	307	33	232	25	58	39	25	24	622	30
100-199.	264	29	254	28	41	28	25	24	584	28
200-399.	176	19	221	24	24	16	24	24	445	21
400-999.	135	14	180	20	21	14	20	20	356	17
1,000 and over.	15	2	8	1	2	1	2	2	27	1
No Response.	2	0	2	0	0	0	0	0	4	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Rank in High School Graduating Class.										
Lower third.	44	5	12	1	12	8	8	8	76	4
Middle third.	312	34	179	20	63	42	35	34	589	28
Upper third.	566	61	718	78	73	49	59	58	1,416	68
No Response.	4	0	6	1	1	1	0	0	11	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100

TABLE 7.3. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Size of Home Community.										
Farm.	171	19	97	11	39	26	11	11	318	15
Village (250-2,500).	123	13	108	12	26	17	10	10	267	13
Town (2,500-25,000).	242	26	236	26	31	21	22	22	531	25
City (25,000-100,000).	179	19	248	27	24	16	28	27	479	23
City over 100,000.	211	23	224	24	29	20	31	30	495	24
No Response.	0	0	2	0	0	0	0	0	2	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Religious Preference.										
Catholic.	159	17	167	18	26	17	22	22	374	18
Jewish.	24	3	38	4	4	3	10	10	76	4
Protestant.	687	74	678	74	109	73	65	63	1,539	73
None.	32	3	14	2	5	3	3	3	54	3
Other.	9	1	10	1	1	1	1	1	21	1
No Response.	15	2	8	1	4	3	1	1	28	1
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Curricular Major.										
Agriculture.	103	11	3	0	27	18	0	0	133	6
Business and pub. serv.	168	18	120	13	33	22	23	22	344	16
Engineering.	293	31	7	1	40	27	0	0	340	16
Home economics.	1	0	114	12	1	1	11	11	127	6
Science and arts.	137	15	229	25	20	13	20	19	406	20
Veterinary medicine.	33	4	33	4	6	4	2	2	74	4
Education.	16	2	200	22	2	1	17	17	235	11
Communication arts.	30	3	62	7	4	3	10	10	106	5
No preference. (none chosen)	145	16	147	16	16	11	19	19	327	16
TOTALS	926	100	915	100	149	100	102	100	2,092	100

TABLE 7.3. (Continued)

Variables	Regular Students				Withdrawal Students				Combined Totals	
	Males		Females		Males		Females			
	N	%	N	%	N	%	N	%	N	%
Amount of College Education Desired.										
One year.	3	0	6	1	2	1	1	1	12	1
Two years.	2	0	46	5	4	3	13	13	65	3
Three years.	1	0	4	0	1	1	0	0	6	0
Four years.	543	59	702	77	90	60	73	71	1,408	68
Grad. or prof. school.	371	40	156	17	51	34	15	15	593	28
No Response.	6	1	1	0	1	1	0	0	8	0
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Living Accommodations at Mich. State University.										
Dormitory.	688	74	777	85	96	64	79	77	1,640	78
Apartment.	38	4	9	1	6	4	1	1	54	3
Rooming house.	19	2	6	1	1	1	0	0	26	1
Fraternity/Sorority	4	0	0	0	0	0	0	0	4	0
At home with family.	165	18	121	13	43	29	20	20	349	17
No Response.	12	2	2	0	3	2	2	2	19	1
TOTALS	926	100	915	100	149	100	102	100	2,092	100
Source of Major Financial Support.										
Parents.	573	62	763	83	83	56	82	80	1,506	72
Part-time job.	190	20	50	5	44	30	13	13	297	14
Athletic scholarship.	16	2	0	0	2	1	0	0	18	1
Loan.	7	1	7	1	3	2	1	1	18	1
G. I. Bill.	44	5	6	1	5	3	0	0	55	3
Academic scholarship.	78	8	79	9	9	6	6	6	172	8
No Response.	13	2	10	1	3	2	0	0	26	1
TOTALS	926	100	915	100	149	100	102	100	2,092	100

APPENDIX D

TABLE 7.4. Numbers, Means, and Standard Deviations, and the Results of the Significance by *t* Test on *The Inventory of Beliefs, Form I* Mean Scores for the Resident and Nonresident Students, by Sex

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Nativity of Parents.				
Mother native-born, father for.-born.	N=65 M=64.69 SD=13.11	N=69 M=65.84 SD=14.61	N=21 M=61.05 SD=10.16	N=19 M=66.89 SD=13.95
Father native-born, mother for.-born.	N=32 M=64.56 SD=13.66	*N=38 M=65.53 SD=14.85	N=9 M=64.56 SD=15.25	N=3 M=52.67 SD=25.71
Both foreign-born.	N=43 M=69.28 SD=12.61	N=43 M=61.79 SD=14.68	N=21 M=61.14 SD=13.67	N=12 M=67.17 SD=11.31
Both native-born.	N=931 M=63.08 SD=14.09	N=861 M=64.73 SD=12.52	N=286 M=60.81 SD=14.45	N=242 M=64.60 SD=12.75
Father's Occupation.				
Business owner.	N=139 M=62.19 SD=14.26	N=154 M=63.58 SD=12.07	N=62 M=60.02 SD=13.74	N=54 M=61.87 SD=13.26
Professional.	N=92 M=65.11 SD=13.54	N=161 M=66.46 SD=13.82	N=53 M=64.74 SD=13.36	N=54 M=65.37 SD=12.40

Note: The meaning of the numbers in each cell are: N, the number of students; M, the mean score; SD, the standard deviation. The mean scores of the resident males were compared (*t* test) with those of the nonresident males (also resident females with nonresident females). Those cells which were significantly greater than the cells with which they were compared are marked as follows: * Significant at .05 level; ** Significant at .01 level.

TABLE 7.4. The Inventory of Beliefs (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Occupation. (cont.) White-collar.	N=161 M=63.49 SD=14.47	N=158 M=65.42 SD=12.69	N=48 M=61.13 SD=12.49	N=48 M=66.13 SD=13.74
Farm owner.	N=115 M=60.10 SD=13.10	N=71 M=63.97 SD=13.93	N=7 M=57.71 SD=17.44	N=1 M=71.00 SD=.00
Teacher.	N=37 M=68.62 SD=15.33	N=35 M=67.46 SD=13.32	N=9 M=61.33 SD=6.03	N=10 M=72.00 SD=13.69
Skilled laborer.	N=232 M=63.16 SD=14.37	N=162 M=64.12 SD=13.08	N=55 M=60.91 SD=16.04	N=29 M=68.00 SD=12.29
Semiskilled laborer.	N=80 M=62.76 SD=11.68	*N=57 M=62.92 SD=12.88	N=17 M=58.71 SD=13.46	N=2 M=53.50 SD=2.50
Low or unskilled.	N=16 M=63.06 SD=12.08	N=5 M=72.00 SD=5.96	N=2 M=56.00 SD=3.00	**N=1 M=82.00 SD=.00
Public service.	*N=21 M=62.57 SD=11.46	N=16 M=64.44 SD=10.19	N=9 M=52.22 SD=6.55	**N=2 M=82.50 SD=2.50
Exec. or managerial.	N=87 M=64.98 SD=14.16	N=115 M=64.37 SD=12.74	N=50 M=60.96 SD=15.27	N=65 M=62.55 SD=12.38

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.4. The Inventory of Beliefs (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Education.				
Some grade school.	N=70 M=64.29 SD=13.78	N=22 M=61.05 SD=10.51	N=22 M=57.05 SD=12.64	N=7 M=56.14 SD=12.62
Completed grade school.	N=167 M=61.34 SD=13.92	N=109 M=62.24 SD=13.13	N=34 M=57.71 SD=13.69	N=11 M=67.55 SD=13.08
Some high school.	N=141 M=60.67 SD=13.47	N=131 M=64.32 SD=11.57	N=28 M=60.89 SD=13.01	N=24 M=61.58 SD=12.99
Completed high school.	N=324 M=62.63 SD=13.39	N=244 M=63.77 SD=11.71	N=97 M=61.03 SD=15.89	N=58 M=67.29 SD=11.28
Some college.	*N=141 M=67.29 SD=14.14	N=163 M=65.20 SD=13.40	N=42 M=54.62 SD=12.27	N=55 M=61.35 SD=13.96
Completed college.	N=141 M=65.36 SD=14.60	N=180 M=65.92 SD=13.09	N=68 M=64.44 SD=13.14	N=64 M=66.02 SD=13.06
Some professional or grad. school.	N=18 M=59.56 SD=11.79	N=28 M=66.43 SD=15.61	N=9 M=67.22 SD=12.21	N=11 M=71.91 SD=7.68
Completed professional or grad. school.	N=67 M=67.21 SD=14.44	N=132 M=67.39 SD=13.56	N=38 M=64.45 SD=12.19	N=48 M=64.38 SD=12.72

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.4. The Inventory of Beliefs (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Mother's Education.				
Some grade school.	N=34 M=63.00 SD=14.14	**N=20 M=65.95 SD=12.80	N=9 M=52.89 SD=12.78	N=2 M=53.50 SD=2.50
Completed grade school.	N=101 M=59.28 SD=14.24	N=78 M=63.86 SD=11.31	N=18 M=56.83 SD=13.96	N=9 M=68.56 SD=8.87
Some high school.	N=127 M=63.00 SD=12.49	N=117 M=62.16 SD=10.83	N=39 M=59.82 SD=13.47	N=25 M=59.32 SD=14.65
Completed high school.	N=472 M=63.03 SD=14.15	N=377 M=64.61 SD=13.53	N=143 M=61.24 SD=14.52	N=105 M=64.36 SD=12.20
Some college.	N=110 M=67.06 SD=15.05	N=142 M=65.94 SD=12.51	N=39 M=59.92 SD=12.93	N=53 M=65.62 SD=14.61
Completed college.	N=170 M=64.28 SD=13.48	N=169 M=65.75 SD=13.31	N=69 M=61.80 SD=13.38	N=56 M=65.70 SD=12.40
Some professional or grad. school.	N=17 M=64.65 SD=12.12	N=31 M=68.77 SD=12.61	N=5 M=58.20 SD=11.49	N=8 M=70.63 SD=10.71
Completed professional or grad. school.	N=42 M=67.05 SD=12.49	N=77 M=64.18 SD=12.03	N=15 M=64.07 SD=17.52	N=19 M=66.84 SD=11.07

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.4. The Inventory of Beliefs (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Religious Preference.				
Catholic.	N=185 M=59.34 SD=13.12	N=189 M=60.43 SD=12.00	N=73 M=54.52 SD=12.92	N=41 M=59.51 SD=10.08
Jewish.	N=28 M=66.93 SD=15.33	N=48 M=68.06 SD=12.51	N=37 M=64.05 SD=13.43	N=51 M=66.24 SD=15.12
Protestant.	N=797 M=63.85 SD=13.77	N=742 M=65.30 SD=12.82	N=195 M=62.39 SD=14.01	N=182 M=65.40 SD=12.74
None.	N=37 M=71.43 SD=13.03	N=17 M=74.71 SD=11.50	N=14 M=66.71 SD=15.64	N=0 M=0 SD=0
Other.	**N=10 M=74.80 SD=19.84	N=11 M=70.36 SD=10.44	N=9 M=58.00 SD=15.78	N=3 M=69.67 SD=10.69
Type of High School Attended.				
Public.	N=987 M=64.11 SD=13.94	N=926 M=65.21 SD=12.77	N=287 M=61.44 SD=14.57	N=247 M=64.93 SD=13.11
Private.	N=73 M=55.81 SD=11.96	N=65 M=59.66 SD=11.88	N=20 M=56.60 SD=10.36	N=12 M=61.83 SD=6.68
Parochial.	N=12 M=57.17 SD=11.83	N=19 M=60.53 SD=15.44	N=32 M=58.53 SD=12.08	N=19 M=64.11 SD=14.23

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.4. The Inventory of Beliefs (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of Home Community.				
Farm.	N=211 M=60.30 SD=12.72	N=107 M=65.36 SD=14.38	N=13 M=63.31 SD=18.25	N=5 M=61.60 SD=12.87
Village (250-2,500).	N=149 M=64.13 SD=14.30	N=118 M=65.36 SD=12.03	N-28 M=64.32 SD=12.42	N=18 M=71.00 SD=10.12
Town (2,500-25,000).	N=273 M=63.84 SD=14.22	N=258 M=65.94 SD=12.75	N=105 M=61.81 SD=15.30	N-104 M=63.51 SD=13.28
City (25,000-100,000).	N=203 M=65.58 SD=13.35	N=276 M=63.30 SD=12.39	N=75 M=61.60 SD=13.19	N=56 M=67.13 SD=11.07
City over 100,000.	N=240 M=63.59 SD=14.67	N=255 M=64.48 SD=13.08	N=119 M=58.38 SD=13.31	N=92 M=63.97 SD=13.70
Rank in High School Graduating Class.				
Lower third.	*N=56 M=67.00 SD=15.30	N=20 M=64.25 SD=11.62	N=19 M=53.16 SD=13.39	N=7 M=65.86 SD=6.30
Middle third.	N=375 M=62.86 SD=14.19	N=214 M=63.64 SD=14.31	N=145 M=59.56 SD=13.61	N=78 M=63.13 SD=12.11
Upper third.	N=640 M=63.55 SD=13.73	N=776 M=65.04 SD=12.49	N=172 M=62.46 SD=14.39	N=192 M=65.51 SD=13.30

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.4. The Inventory of Beliefs (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of High School Graduating Class.				
Under 25.	N=30 M=61.87 SD=14.34	N=24 M=60.42 SD=12.27	N=8 M=59.75 SD=10.27	N=8 M=65.00 SD=16.91
25-99.	N=366 M=61.74 SD=12.97	N=256 M=64.96 SD=13.04	N=63 M=61.52 SD=13.67	N=46 M=65.30 SD=12.21
100-199.	N=305 M=63.39 SD=14.91	N=279 M=63.95 SD=13.15	N=79 M=59.63 SD=16.01	N=66 M=65.53 SD=12.70
200-399.	N=200 M=66.70 SD=14.14	N=245 M=65.51 SD=12.96	N=96 M=61.96 SD=13.47	N=90 M=63.73 SD=12.84
400-999.	N=156 M=64.16 SD=13.16	N=200 M=65.14 SD=12.28	N=79 M=60.13 SD=14.51	N=64 M=65.70 SD=13.11
1,000 and over.	N=17 M=59.76 SD=14.90	**N=10 M=64.80 SD=9.74	N=13 M=61.31 SD=10.52	N=4 M=51.75 SD=12.53
Curricular Major.				
Agriculture.	N=131 M=59.00 SD=13.90	N=2 M=64.50 SD=2.50	N=45 M=63.16 SD=14.17	N=1 M=59.00 SD=.00

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.4. The Inventory of Beliefs (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Curricular Major. (cont.)				
Business and public service.	N=201 M=63.00 SD=13.56	N=143 M=63.75 SD=12.29	N=108 M=58.18 SD=13.10	N=37 M=63.62 SD=13.09
Engineering.	N=333 M=62.61 SD=13.69	N=7 M=68.43 SD=12.04	N=79 M=60.16 SD=15.01	**N=1 M=82.00 SD=.00
Home economics.	N=2 M=59.50 SD=8.54	N=125 M=61.81 SD=12.93	N=0 M=0 SD=0	N=46 M=63.13 SD=11.60
Science and arts.	N=157 M=68.97 SD=13.03	N=249 M=67.62 SD=12.75	N=52 M=66.67 SD=14.25	N=65 M=66.42 SD=13.11
Veterinary medicine.	N=39 M=61.97 SD=14.66	N=35 M=60.97 SD=14.72	N=16 M=63.50 SD=15.25	N=15 M=62.67 SD=12.24
Education.	N=18 M=58.39 SD=12.48	N=217 M=63.43 SD=12.96	N=9 M=50.44 SD=11.07	N=52 M=63.81 SD=14.77
Communication arts.	**N=34 M=70.44 SD=14.57	N=72 M=66.06 SD=12.04	N=8 M=54.38 SD=9.44	N=28 M=70.00 SD=10.91
No preference.(none chosen).	N=161 M=63.53 SD=13.93	N=166 M=65.25 SD=12.41	N=23 M=62.22 SD=11.29	N=33 M=62.52 SD=11.88

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.4. The Inventory of Beliefs (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Source of Major Financial Support.				
Parents.	N=661 M=63.41 SD=13.83	N=845 M=64.58 SD=12.82	N=229 M=61.02 SD=13.90	N=260 M=64.60 SD=13.15
Part-time job.	N=235 M=62.31 SD=13.56	N=62 M=64.02 SD=14.10	N=37 M=61.68 SD=14.30	N=5 M=61.00 SD=6.60
Athletic scholarship.	N=18 M=54.83 SD=10.24	N=0 M=0 SD=0	N=23 M=53.00 SD=12.63	N=0 M=0 SD=0
Loan.	*N=10 M=69.40 SD=17.88	N=8 M=66.13 SD=7.81	N=5 M=56.20 SD=20.41	N=0 M=0 SD=0
G. I. Bill.	N=49 M=66.27 SD=14.46	N=6 M=66.00 SD=4.32	N=19 M=63.26 SD=13.07	N=1 M=65.00 SD=.00
Academic scholarship.	N=87 M=65.57 SD=14.71	N=85 M=65.91 SD=12.82	N=25 M=63.12 SD=14.84	N=9 M=70.22 SD=11.91

Note: See the explanation of the numbers and symbols on the first page of this table.

APPENDIX E

TABLE 7.5. Numbers, Means, Standard Deviations, and the Results of the Significance by *t* Test on Rokeach's Dogmatism Scale, Form E Mean Scores for the Resident and Nonresident Students, by Sex

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Nativity of Parents.				
Mother native-born, father for.-born.	N=65 M=165.14 SD=23.27	N=69 M=158.45 SD=31.54	N=21 M=168.38 SD=23.84	N=19 M=155.42 SD=27.41
Father native-born, mother for.-born.	N=32 M=167.13 SD=23.72	N=38 M=157.58 SD=29.09	N=9 M=160.67 SD=27.45	N=3 M=162.67 SD=25.46
Both foreign-born.	N=43 M=167.93 SD=23.25	N=43 M=168.81 SD=26.44	N=21 M=170.57 SD=19.56	N=12 M=161.42 SD=29.11
Both native-born.	N=931 M=168.25 SD=25.45	N=861 M=164.57 SD=25.46	N=286 M=168.79 SD=26.51	N=242 M=161.48 SD=23.91
Father's Occupation.				
Business owner.	N=139 M=171.43 SD=26.08	N=154 M=167.96 SD=26.88	N=62 M=165.87 SD=26.54	N=54 M=165.76 SD=20.46
Professional.	N=92 M=165.71 SD=25.01	N=161 M=159.93 SD=27.71	N=53 M=161.21 SD=27.25	N=54 M=161.22 SD=26.12

Note: The meaning of the numbers in each cell are: N, the number of students; M, the mean score; SD, the standard deviation. The mean scores of the resident males were compared (*t* test) with those of the nonresident males (also resident females with nonresident females). Those cells which were significantly greater than the cells with which they were compared are marked as follows: * Significant at .05 level; ** Significant at .01 level.

TABLE 7.5. Rokeach's Dogmatism Scale (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Occupation. (cont.)				
White-collar.	N=161 M=168.21 SD=25.12	N=158 M=163.92 SD=26.88	N=48 M=170.08 SD=22.66	N=48 M=154.19 SD=25.38
Farm owner.	N=115 M=171.99 SD=24.25	N=71 M=160.92 SD=29.81	N=7 M=176.43 SD=22.82	**N=1 M=180.00 SD=.00
Teacher.	N=37 M=165.08 SD=26.53	N=35 M=160.43 SD=25.26	N=9 M=177.67 SD=27.95	N=10 M=156.90 SD=26.64
Skilled laborer.	N=232 M=168.45 SD=23.76	N=162 M=163.77 SD=25.89	N=55 M=165.00 SD=26.28	N=29 M=154.14 SD=24.18
Semiskilled laborer.	N=80 M=166.92 SD=23.57	N=57 M=167.98 SD=24.70	N=17 M=179.18 SD=15.70	**N=2 M=191.50 SD=19.50
Low or unskilled.	N=16 M=171.00 SD=18.10	N=5 M=149.80 SD=5.30	**N=2 M=183.50 SD=.50	**N=1 M=191.00 SD=.00
Public service.	N=21 M=165.10 SD=22.58	N=16 M=162.13 SD=23.67	**N=9 M=182.44 SD=14.77	N=2 M=159.50 SD=3.50
Exec. or managerial.	N=87 M=164.49 SD=27.63	N=115 M=163.41 SD=25.24	N=50 M=174.22 SD=22.74	N=65 M=163.42 SD=22.41

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.5. Rokeach's Dogmatism Scale (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Education.				
Some grade school.	N=70 M=169.20 SD=25.96	N=22 M=174.32 SD=21.50	N=22 M=171.50 SD=28.59	N=7 M=186.71 SD=24.73
Completed grade school	N=167 M=171.69 SD=23.75	N=109 M=165.60 SD=25.12	N=34 M=170.53 SD=21.72	N=11 M=161.18 SD=30.52
Some high school.	N=141 M=169.22 SD=26.14	N=131 M=166.29 SD=24.74	N=28 M=164.86 SD=22.53	N=24 M=160.13 SD=25.51
Completed high school.	N=324 M=168.04 SD=24.52	N=244 M=165.48 SD=24.47	N=97 M=169.73 SD=25.42	N=58 M=158.38 SD=23.89
Some college.	N=141 M=165.79 SD=26.07	N=163 M=164.04 SD=25.60	*N=42 M=179.40 SD=22.55	N=55 M=162.53 SD=21.75
Completed college.	N=141 M=166.42 SD=25.51	N=180 M=160.47 SD=29.85	N=68 M=164.21 SD=27.92	N=64 M=160.13 SD=24.66
Some professional or grad. school.	**N=18 M=175.28 SD=20.97	N=28 M=167.14 SD=24.58	N=9 M=155.44 SD=26.90	N=11 M=161.64 SD=24.16
Completed professional or grad. school.	N=67 M=161.54 SD=24.71	N=132 M=160.35 SD=26.49	N=38 M=166.34 SD=25.90	N=48 M=160.38 SD=23.25

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.5. Rokeach's Dogmatism Scale (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Mother's Education.				
Some grade school.	N=34 M=168.59 SD=23.21	N=20 M=160.95 SD=29.58	N=9 M=180.44 SD=26.36	N=2 M=171.00 SD=1.00
Completed grade school.	N=101 M=173.20 SD=25.82	**N=78 M=170.79 SD=24.49	N=18 M=169.67 SD=26.57	N=9 M=151.89 SD=15.34
Some high school.	N=127 M=165.76 SD=26.68	N=117 M=167.50 SD=24.14	N=39 M=166.95 SD=28.09	N=25 M=170.96 SD=27.29
Completed high school.	N=472 M=168.25 SD=25.41	N=377 M=164.48 SD=26.37	N=143 M=167.38 SD=25.48	N=105 M=162.09 SD=23.83
Some college.	N=110 M=164.42 SD=26.75	N=142 M=157.94 SD=28.15	N=39 M=167.79 SD=26.56	N=53 M=157.77 SD=25.01
Completed college.	N=170 M=168.09 SD=22.30	N=169 M=163.02 SD=25.11	N=69 M=171.75 SD=24.18	N=56 M=162.82 SD=23.99
Some professional or grad. school.	N=17 M=177.12 SD=17.83	N=31 M=155.84 SD=23.03	N=5 M=168.20 SD=11.85	N=8 M=147.25 SD=19.65
Completed professional or grad. school.	N=42 M=166.40 SD=22.88	N=77 M=167.10 SD=24.40	N=15 M=175.07 SD=25.00	N=19 M=154.16 SD=22.92

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.5. Rokeach's Dogmatism Scale (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Religious Preference.				
Catholic.	N=185 M=173.24 SD=26.09	N=189 M=170.93 SD=26.39	N=73 M=177.55 SD=23.31	N=41 M=165.71 SD=23.70
Jewish.	N=28 M=169.50 SD=27.57	N=48 M=151.27 SD=29.96	N=37 M=161.57 SD=28.66	*N=51 M=165.96 SD=25.69
Protestant.	N=797 M=167.33 SD=24.23	N=742 M=163.29 SD=25.23	N=195 M=168.07 SD=24.82	N=182 M=158.54 SD=23.79
None.	N=37 M=156.38 SD=25.40	N=17 M=145.88 SD=30.19	N=14 M=151.50 SD=30.41	N=0 M=0 SD=0
Other.	N=10 M=146.10 SD=32.07	N=11 M=169.91 SD=15.96	**N=9 M=167.11 SD=25.31	N=3 M=170.67 SD=30.55
Type of High School Attended.				
Public.	N=987 M=167.04 SD=24.83	N=926 M=162.91 SD=25.77	N=287 M=166.96 SD=25.16	N=247 M=160.28 SD=23.99
Private.	N=73 M=179.16 SD=25.95	*N=65 M=177.11 SD=25.30	N=20 M=185.05 SD=18.20	N=12 M=159.08 SD=24.72
Parochial.	N=12 M=182.83 SD=28.32	N=19 M=175.42 SD=32.31	N=32 M=173.88 SD=32.12	N=19 M=172.37 SD=26.69

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.5. Rokeach's Dogmatism Scale (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of Home Community.				
Farm.	N=211 M=171.48 SD=24.25	N=107 M=160.84 SD=28.04	N=13 M=165.77 SD=31.06	N=5 M=174.20 SD=21.10
Village (250-2,500).	N=149 M=165.03 SD=24.62	N=118 M=163.53 SD=24.24	N=28 M=167.25 SD=26.03	N=18 M=160.11 SD=24.68
Town (2,500-25,000).	N=273 M=168.86 SD=25.39	N=258 M=164.29 SD=24.18	N=105 M=167.40 SD=24.43	N=104 M=160.14 SD=23.97
City (25,000-100,000).	N=203 M=165.73 SD=25.41	N=276 M=165.23 SD=26.19	N=75 M=167.51 SD=25.45	N=56 M=155.41 SD=23.66
City over 100,000.	N=240 M=167.95 SD=25.34	N=255 M=164.11 SD=27.87	N=119 M=170.41 SD=26.69	N=92 M=164.65 SD=24.91
Rank in High School Graduating Class.				
Lower third.	N=56 M=163.45 SD=23.99	*N=20 M=166.95 SD=26.23	*N=19 M=177.74 SD=20.89	N=7 M=150.00 SD=19.65
Middle third.	N=375 M=168.94 SD=26.53	N=214 M=166.05 SD=29.22	N=145 M=167.92 SD=25.30	N=78 M=163.37 SD=25.96
Upper third.	N=640 M=167.90 SD=24.32	N=776 M=163.39 SD=25.27	N=172 M=168.62 SD=26.89	N=192 M=160.43 SD=23.83

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.5. Rokeach's Dogmatism Scale (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of High School Graduating Class.				
Under 25.	N=30 M=171.03 SD=23.09	N=24 M=169.83 SD=20.31	N=8 M=177.50 SD=23.09	N=8 M=156.50 SD=26.05
25-99.	N=366 M=170.23 SD=25.43	N=256 M=165.69 SD=25.42	N=63 M=169.84 SD=28.36	N=46 M=161.74 SD=27.65
100-199.	N=305 M=167.08 SD=25.69	N=279 M=164.03 SD=24.86	N=79 M=169.42 SD=20.87	N=66 M=159.42 SD=23.87
200-399.	N=200 M=165.54 SD=24.63	N=245 M=163.21 SD=27.02	N=96 M=167.84 SD=29.12	N=90 M=164.93 SD=21.76
400-999.	N=156 M=167.30 SD=24.52	N=200 M=161.93 SD=28.17	N=79 M=166.05 SD=24.98	N=64 M=156.61 SD=25.47
1,000 and over.	N=17 M=169.12 SD=20.31	N=10 M=169.00 SD=24.61	N=13 M=174.15 SD=22.15	N=4 M=172.75 SD=9.19
Curricular Major.				
Agriculture.	N=131 M=170.42 SD=25.73	N=2 M=168.00 SD=7.00	N=45 M=167.51 SD=23.61	N=1 M=175.00 SD=.00

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.5. Rokeach's Dogmatism Scale (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Curricular Major. (cont.)				
Business and public service.	N=201 M=168.16 SD=26.18	N=143 M=163.89 SD=28.20	N=108 M=170.51 SD=26.31	N=37 M=157.05 SD=23.00
Engineering.	N=333 M=168.55 SD=23.22	N=7 M=160.00 SD=26.26	N=79 M=167.46 SD=26.58	N=1 M=164.00 SD=.00
Home economics.	N=2 M=163.50 SD=14.50	N=125 M=168.77 SD=23.79	N=0 M=0 SD=0	N=46 M=158.39 SD=20.43
Science and arts.	N=157 M=164.74 SD=26.23	N=249 M=161.47 SD=24.73	N=52 M=167.21 SD=26.05	N=65 M=159.14 SD=25.30
Veterinary medicine.	N=39 M=170.36 SD=26.83	N=35 M=171.49 SD=28.69	N=16 M=174.19 SD=26.60	N=15 M=169.93 SD=23.87
Education.	N=18 M=177.00 SD=24.60	N=217 M=165.93 SD=28.85	N=9 M=172.00 SD=20.58	N=52 M=163.65 SD=25.44
Communication arts.	N=34 M=161.24 SD=25.64	N=72 M=160.46 SD=22.43	N=8 M=173.25 SD=17.11	N=28 M=159.68 SD=24.63
No preference. (none chosen)	N=161 M=168.12 SD=25.01	N=166 M=161.93 SD=24.31	N=23 M=164.26 SD=28.34	N=33 M=165.52 SD=26.36

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.5. Rokeach's Dogmatism Scale (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Source of Major Financial Support.				
Parents.	N=661 M=168.45 SD=24.64	N=845 M=164.20 SD=26.69	N=229 M=170.22 SD=25.56	N=260 M=160.98 SD=24.57
Part-time job.	N=235 M=168.27 SD=25.36	N=62 M=163.34 SD=27.26	N=37 M=161.57 SD=27.81	N=5 M=166.20 SD=32.53
Athletic scholarship.	N=18 M=178.83 SD=24.44	N=0 M=0 SD=0	N=23 M=174.39 SD=22.08	N=0 M=0 SD=0
Loan.	N=10 M=155.30 SD=32.49	N=8 M=153.13 SD=12.92	**N=5 M=180.40 SD=24.99	N=0 M=0 SD=0
G. I. Bill.	N=49 M=163.33 SD=26.38	*N=6 M=168.17 SD=18.74	N=19 M=161.68 SD=19.19	N=1 M=155.00 SD=.00
Academic scholarship.	N=87 M=166.94 SD=24.74	N=85 M=163.61 SD=21.92	N=25 M=166.60 SD=29.34	N=9 M=158.44 SD=17.65

Note: See the explanation of the numbers and symbols on the first page of this table.

APPENDIX F

TABLE 7.6. Numbers, Means, Standard Deviations and the Results of the Significance by *t* Test on the Differential Values Inventory Mean Scores for the Resident and Nonresident Students, by Sex

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Nativity of Parents.				
Mother native-born, father for.-born.	N=65 M=34.18 SD=6.85	N=69 M=33.84 SD=6.53	N=21 M=36.52 SD=6.64	N=19 M=33.05 SD=9.27
Father native-born, mother for.-born.	N=32 M=33.75 SD=5.75	N=38 M=33.18 SD=6.24	N=9 M=33.67 SD=7.52	N=3 M=39.33 SD=5.01
Both foreign-born.	N=43 M=34.21 SD=5.98	N=43 M=32.93 SD=6.77	N=21 M=34.38 SD=6.44	N=12 M=32.50 SD=6.47
Both native-born.	N=931 M=35.02 SD=7.10	N=861 M=33.87 SD=6.96	N=286 M=33.83 SD=6.69	N=242 M=32.67 SD=7.12
Father's Occupation.				
Business owner.	N=139 M=33.60 SD=6.47	N=154 M=33.85 SD=6.62	N=62 M=33.27 SD=6.91	N=54 M=32.61 SD=7.82
Professional.	N=92 M=33.50 SD=7.13	N=161 M=32.52 SD=6.67	N=53 M=34.45 SD=6.21	N=54 M=32.06 SD=7.62

Note: The meaning of the numbers in each cell are: N, the number of students; M, the mean score; SD, the standard deviation. The mean scores of the resident males were compared (*t* test) with those of the nonresident males (also resident females with nonresident females). Those cells which were significantly greater than the cells with which they were compared are marked as follows: * Significant at .05 level; ** Significant at .01 level.

TABLE 7.6. Differential Values Inventory (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Occupation. (cont.)				
White-collar.	N=161 M=34.34 SD=7.21	N=158 M=33.41 SD=6.67	N=48 M=33.42 SD=5.86	N=48 M=32.29 SD=6.96
Farm owner.	N=115 M=37.82 SD=6.54	N=71 M=35.83 SD=7.58	N=7 M=37.57 SD=7.52	N=1 M=41.00 SD=.00
Teacher.	N=37 M=34.57 SD=8.22	N=35 M=33.37 SD=6.43	N=9 M=34.67 SD=3.43	N=10 M=32.00 SD=6.19
Skilled laborer.	N=232 M=34.95 SD=6.68	N=162 M=34.74 SD=6.97	N=55 M=35.04 SD=6.45	N=29 M=34.38 SD=6.68
Semiskilled laborer.	N=80 M=36.11 SD=7.03	N=57 M=35.93 SD=7.43	N=17 M=33.94 SD=6.18	N=2 M=34.00 SD=1.00
Low or unskilled	N=16 M=34.25 SD=5.80	**N=5 M=35.40 SD=2.15	N=2 M=36.00 SD=.00	N=1 M=30.00 SD=.00
Public service.	N=21 M=35.62 SD=6.36	N=16 M=35.63 SD=6.40	N=9 M=33.78 SD=9.14	N=2 M=32.50 SD=2.50
Exec. or managerial.	N=87 M=34.71 SD=7.01	N=115 M=32.23 SD=6.35	N=50 M=33.60 SD=7.83	N=65 M=33.00 SD=7.19

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.6. Differential Values Inventory (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Education.				
Some grade school.	N=70 M=36.76 SD=6.44	N=22 M=32.82 SD=7.91	N=22 M=34.50 SD=7.13	N=7 M=36.00 SD=7.76
Completed grade school.	N=167 M=35.64 SD=6.68	N=109 M=36.26 SD=6.98	N=34 M=34.03 SD=6.68	N=11 M=35.73 SD=6.76
Some high school.	N=141 M=35.52 SD=6.74	N=131 M=34.64 SD=7.05	N=28 M=35.11 SD=7.04	N=24 M=30.46 SD=7.81
Completed high school	N=324 M=34.68 SD=6.71	N=244 M=34.55 SD=6.62	N=97 M=34.52 SD=6.33	N=58 M=34.19 SD=7.51
Some college.	N=141 M=34.64 SD=7.40	N=163 M=32.80 SD=6.91	N=42 M=32.19 SD=6.84	N=55 M=33.69 SD=6.93
Completed college.	N=141 M=33.98 SD=7.09	N=180 M=33.03 SD=6.87	N=68 M=33.81 SD=7.13	N=64 M=31.58 SD=6.83
Some professional or grad. school.	N=18 M=34.11 SD=7.32	N=28 M=32.75 SD=5.37	N=9 M=29.67 SD=4.78	N=11 M=31.91 SD=4.67
Completed professional or grad. school.	N=67 M=33.39 SD=8.11	N=132 M=32.41 SD=6.37	N=38 M=34.84 SD=5.90	N=48 M=31.63 SD=7.14

Note: See the explanation of the numbers and symbols on the first page of this table.

Differential Values Inventory (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Mother's Education.				
Some grade school.	N=34 M=36.06 SD=5.19	N=20 M=34.10 SD=7.49	N=9 M=36.89 SD=6.46	*N=2 M=42.50 SD=9.60
Completed grade school.	N=101 M=37.06 SD=6.08	N=78 M=35.37 SD=6.94	N=18 M=34.83 SD=7.12	N=9 M=33.56 SD=9.85
Some high school.	N=127 M=35.82 SD=7.84	N=117 M=34.68 SD=7.17	N=39 M=34.36 SD=7.67	N=25 M=32.00 SD=7.76
Completed high school.	N=472 M=34.49 SD=6.85	N=377 M=33.94 SD=6.70	N=143 M=34.32 SD=6.14	N=105 M=32.50 SD=7.51
Some college.	N=110 M=34.31 SD=7.01	N=142 M=32.29 SD=6.94	N=39 M=33.44 SD=7.02	N=53 M=32.91 SD=6.16
Completed college.	N=170 M=34.41 SD=7.27	N=169 M=33.39 SD=6.25	N=69 M=32.59 SD=7.02	N=56 M=33.79 SD=6.62
Some professional or grad. school.	N=17 M=34.41 SD=5.42	N=31 M=34.55 SD=6.02	N=5 M=34.20 SD=5.52	N=8 M=32.25 SD=6.16
Completed professional or grad. school.	N=42 M=33.76 SD=6.68	N=77 M=33.86 SD=7.95	N=15 M=36.40 SD=6.53	N=19 M=31.11 SD=6.56

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.6. Differential Values Inventory (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Religious Preference.				
Catholic.	N=185 M=35.90 SD=6.77	N=189 M=35.28 SD=6.33	N=73 M=35.99 SD=6.18	N=41 M=34.88 SD=7.90
Jewish.	N=28 M=33.64 SD=7.36	N=48 M=30.27 SD=6.66	N=37 M=30.81 SD=5.76	N=51 M=30.20 SD=7.01
Protestant.	N=797 M=34.87 SD=6.97	N=742 M=33.79 SD=6.84	N=195 M=33.88 SD=6.78	N=182 M=33.05 SD=6.93
None.	N=37 M=32.30 SD=7.84	N=17 M=30.94 SD=7.62	N=14 M=33.79 SD=8.52	N=0 M=0 SD=0
Other.	N=10 M=33.40 SD=7.86	N=11 M=32.42 SD=8.55	N=9 M=35.89 SD=6.20	N=3 M=33.33 SD=1.76
Type of High School Attended.				
Public.	N=987 M=34.65 SD=7.04	N=926 M=33.58 SD=6.90	N=287 M=33.97 SD=6.71	N=247 M=32.34 SD=7.28
Private.	N=73 M=37.29 SD=5.96	N=65 M=36.60 SD=6.15	N=20 M=37.90 SD=6.25	N=12 M=39.75 SD=6.03
Parochial.	N=12 M=38.25 SD=4.38	N=19 M=36.53 SD=6.25	N=32 M=32.00 SD=6.35	N=19 M=33.53 SD=4.91

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.6. Differential Values Inventory (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of Home Community.				
Farm.	N=211 M=37.39 SD=6.38	N=107 M=36.16 SD-7.41	N=13 M=36.23 SD=8.00	N=5 M=39.60 SD=9.39
Village (250-2,500).	N=149 M=34.52 SD=6.77	N=118 M=33.34 SD=6.75	N=28 M=33.96 SD=6.85	N=18 M=31.94 SD=8.46
Town (2,500-25,000).	N=273 M=34.66 SD=7.24	N=258 M=34.20 SD=7.45	N=105 M=34.52 SD=6.91	N=104 M=33.53 SD=7.22
City (25,000-100,000).	N=203 M=34.54 SD=6.79	N=276 M=33.27 SD=6.14	N=75 M=34.21 SD=6.25	N=56 M=31.32 SD=6.36
City over 100,000.	N=240 M=33.48 SD=7.00	N=255 M=33.30 SD=6.65	N=119 M=33.18 SD=6.72	N=92 M=32.46 SD=7.15
Rank in High School Graduating Class.				
Lower third.	N=56 M=34.30 SD=7.68	N=20 M=34.50 SD=8.58	N=19 M=33.68 SD=5.48	N=7 M=31.29 SD=5.23
Middle third.	N=375 M=34.41 SD=6.76	N=214 M=32.26 SD=6.71	N=145 M=33.39 SD=6.65	N=78 M=30.72 SD=6.48
Upper third.	N=640 M=35.22 SD=7.06	N=776 M=34.26 SD=6.82	N=172 M=34.45 SD=6.83	N=192 M=33.64 SD=7.43

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.6. Differential Values Inventory (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of High School Graduating Class.				
Under 25.	N=30 M=39.77 SD=5.24	N=24 M=35.71 SD=5.98	N=8 M=37.13 SD=7.96	N=8 M=32.38 SD=4.57
25-99.	N=366 M=35.40 SD=6.81	N=256 M=35.01 SD=6.75	N=63 M=34.08 SD=7.40	N=46 M=34.24 SD=8.04
100-199.	N=305 M=34.63 SD=6.80	N=279 M=33.89 SD=7.28	N=79 M=34.81 SD=6.16	N=66 M=33.59 SD=6.83
200-399.	N=200 M=34.60 SD=7.29	N=245 M=33.33 SD=6.79	N=96 M=34.17 SD=6.87	N=90 M=31.17 SD=7.53
400-999.	N=156 M=34.13 SD=7.23	N=200 M=32.63 SD=6.53	N=79 M=33.13 SD=6.07	N=64 M=33.05 SD=6.66
1,000 and over.	N=17 M=30.29 SD=6.05	N=10 M=33.50 SD=5.25	N=13 M=29.54 SD=6.00	N=4 M=32.75 SD=3.96
Curricular Major.				
Agriculture.	N=131 M=36.00 SD=7.12	N=2 M=30.50 SD=2.50	N=45 M=34.38 SD=6.54	*N=1 M=46.00 SD=.00

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.6. Differential Values Inventory (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Curricular Major.(cont.)				
Business and public service.	N=201 M=34.13 SD=6.79	N=143 M=33.34 SD=6.80	N=108 M=33.67 SD=7.19	N=37 M=32.73 SD=6.61
Engineering.	N=333 M=35.25 SD=7.05	N=7 M=34.14 SD=3.70	N=79 M=33.90 SD=6.39	N=1 M=31.00 SD=.00
Home economics.	N=2 M=25.00 SD=12.02	N=125 M=34.85 SD=6.30	N=0 M=0 SD=0	N=46 M=34.15 SD=5.90
Science and arts.	N=157 M=35.25 SD=6.74	N=249 M=34.94 SD=7.06	N=52 M=35.40 SD=6.93	N=65 M=32.00 SD=6.46
Veterinary medicine.	N=39 M=36.38 SD=6.21	N=35 M=34.34 SD=6.41	N=16 M=35.13 SD=4.95	N=15 M=40.47 SD=7.75
Education.	N=18 M=34.56 SD=6.32	N=217 M=33.59 SD=6.89	N=9 M=31.78 SD=4.76	N=52 M=30.10 SD=7.23
Communication arts.	N=34 M=34.32 SD=6.43	N=72 M=32.10 SD=7.36	N=8 M=31.50 SD=6.36	N=28 M=32.57 SD=6.98
No preference.(none chosen)	N=161 M=33.76 SD=7.20	N=166 M=32.80 SD=6.75	N=23 M=33.04 SD=6.95	N=33 M=32.70 SD=8.02

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.6. Differential Values Inventory (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Source of Major Financial Support.				
Parents.	N=661 M=34.18 SD=6.96	N=845 M=33.36 SD=6.76	N=229 M=33.30 SD=6.77	N=260 M=32.57 SD=7.17
Part-time job.	N=235 M=35.39 SD=6.78	N=62 M=34.52 SD=6.82	N=37 M=34.11 SD=5.79	N=5 M=34.80 SD=6.14
Athletic scholarship.	N=18 M=36.44 SD=5.38	N=0 M=0 SD=0	N=23 M=33.65 SD=5.74	N=0 M=0 SD=0
Loan.	N=10 M=33.90 SD=5.71	N=8 M=35.88 SD=2.91	N=5 M=35.20 SD=6.43	N=0 M=0 SD=0
G. I. Bill.	N=49 M=37.00 SD=7.14	N=6 M=33.33 SD=7.39	N=19 M=36.63 SD=7.41	N=1 M=31.00 SD=.00
Academic scholarship.	N=87 M=37.11 SD=7.24	N=85 M=37.33 SD=7.11	N=25 M=38.76 SD=5.88	N=9 M=36.33 SD=9.96

Note: See the explanation of the numbers and symbols on the first page of this table.

APPENDIX G

TABLE 7.7. Numbers, Means, Standard Deviations and the Results of the Significance by t Test on the Michigan State University Reading Test Mean Scores for the Resident and Nonresident Students, by Sex

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Nativity of Parents.				
Mother native-born, father for.-born.	N=65 M=27.45 SD=6.31	N=69 M=27.68 SD=7.26	N=21 M=29.38 SD=6.05	N=19 M=30.79 SD=5.97
Father native-born, mother for.-born.	N=32 M=25.41 SD=6.27	N=38 M=29.37 SD=6.43	N=9 M=28.89 SD=5.56	N=3 M=24.67 SD=7.59
Both foreign-born.	N=43 M=29.26 SD=6.10	N=43 M=27.44 SD=6.13	N=21 M=28.14 SD=5.38	N=12 M=28.58 SD=7.76
Both native-born.	N=931 M=26.82 SD=6.51	N=861 M=28.05 SD=6.22	N=286 M=27.06 SD=6.14	N=242 M=28.45 SD=6.54
Father's Occupation.				
Business owner.	N=139 M=26.32 SD=6.55	N=154 M=27.25 SD=5.93	N=62 M=27.05 SD=5.81	N=54 M=27.74 SD=6.07
Professional.	N=92 M=28.13 SD=6.19	N=161 M=28.73 SD=5.97	N=53 M=28.47 SD=6.07	N=54 M=30.09 SD=6.50

Note: The meaning of the numbers in each cell are: N, the number of students; M, the mean score; SD, the standard deviation. The mean scores of the resident males were compared (t test) with those of the nonresident males (also resident females with nonresident females). Those cells which were significantly greater than the cells with which they were compared are marked as follows: * Significant at .05 level; ** Significant at .01 level.

TABLE 7.7. Michigan State University Reading Test (Continued)

Variable	Residents		Nonresidents	
	Male	Females	Males	Females
Father's Occupation. (cont.)				
White-collar.	N=161 M=26.99 SD=6.62	N=158 M=28.18 SD=6.89	N=48 M=27.35 SD=5.87	N=48 M=28.75 SD=6.11
Farm owner.	N=115 M=26.10 SD=6.75	N=71 M=28.08 SD=6.17	N=7 M=24.00 SD=3.70	N=1 M=31.00 SD=.00
Teacher.	N=37 M=30.95 SD=5.81	N=35 M=30.14 SD=7.02	N=9 M=25.67 SD=5.38	N=10 M=30.80 SD=5.84
Skilled laborer.	N=232 M=27.14 SD=5.89	N=162 M=27.28 SD=6.32	N=55 M=27.29 SD=5.96	N=29 M=26.76 SD=8.42
Semiskilled laborer.	N=80 M=25.63 SD=7.02	**N=57 M=27.51 SD=6.73	N=17 M=24.76 SD=6.37	N=2 M=15.00 SD=1.00
Low or unskilled.	N=16 M=26.50 SD=6.02	N=5 M=30.00 SD=4.33	N=2 M=28.00 SD=.00	N=1 M=33.00 SD=.00
Public service.	N=21 M=26.57 SD=6.59	N=16 M=27.06 SD=6.50	N=9 M=25.78 SD=5.04	N=2 M=31.00 SD=2.00
Exec. or managerial.	N=87 M=26.49 SD=5.69	N=115 M=27.59 SD=5.73	N=50 M=28.62 SD=6.83	N=65 M=28.32 SD=6.39

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.7. Michigan State University Reading Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Education.				
Some grade school.	N=70 M=25.93 SD=6.06	N=22 M=25.86 SD=6.97	N=22 M=24.09 SD=5.49	N=7 M=25.57 SD=8.48
Completed grade school.	N=167 M=25.94 SD=6.46	N=109 M=27.97 SD=6.45	N=34 M=26.15 SD=6.24	N=11 M=29.55 SD=5.23
Some high school.	N=141 M=27.50 SD=6.10	N=131 M=27.08 SD=5.81	N=28 M=28.11 SD=5.31	N=24 M=26.04 SD=7.37
Completed high school.	N=324 M=26.12 SD=6.68	N=244 M=28.03 SD=5.93	N=97 M=27.40 SD=6.09	N=58 M=29.12 SD=6.22
Some college.	N=141 M=27.58 SD=6.24	N=163 M=28.09 SD=6.29	N=42 M=25.57 SD=6.42	N=55 M=28.65 SD=6.95
Completed college.	N=141 M=28.17 SD=6.01	N=180 M=27.82 SD=7.14	N=68 M=28.59 SD=5.63	N=64 M=28.72 SD=6.64
Some professional or grad. school.	N=18 M=28.89 SD=6.33	N=28 M=29.93 SD=5.89	N=9 M=32.56 SD=4.41	N=11 M=30.64 SD=6.29
Completed professional or grad. school.	N=67 M=28.31 SD=7.54	N=132 M=29.10 SD=5.97	N=38 M=27.79 SD=6.01	N=48 M=28.73 SD=5.61

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.7. Michigan State University Reading Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Mother's Education.				
Some grade school.	N=34 M=25.44 SD=5.41	N=20 M=24.95 SD=6.24	N=9 M=27.78 SD=6.20	N=2 M=26.00 SD=12.02
Completed grade school.	N=101 M=25.49 SD=6.28	N=78 M=26.71 SD=6.34	N=18 M=25.78 SD=6.90	N=9 M=28.11 SD=7.12
Some high school.	N=127 M=26.42 SD=6.50	N=117 M=27.97 SD=6.26	N=39 M=27.15 SD=5.74	N=25 M=26.76 SD=8.31
Completed high school.	N=472 M=26.66 SD=6.34	N=377 M=27.90 SD=6.17	N=143 M=27.22 SD=6.21	N=105 M=29.02 SD=6.86
Some college.	N=110 M=29.27 SD=6.31	N=142 M=29.13 SD=6.15	N=39 M=27.97 SD=5.81	N=53 M=28.75 SD=6.08
Completed college.	N=170 M=27.38 SD=6.89	N=169 M=28.55 SD=6.52	N=69 M=27.93 SD=5.94	N=56 M=29.23 SD=5.81
Some professional or grad. school.	N=17 M=28.82 SD=5.80	N=31 M=29.10 SD=5.67	N=5 M=24.40 SD=7.67	N=8 M=29.38 SD=3.38
Completed professional or grad. school.	N=42 M=26.79 SD=7.20	N=77 M=27.45 SD=6.39	N=15 M=27.00 SD=4.24	N=19 M=27.32 SD=4.82

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.7. Michigan State University Reading Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Religious Preference.				
Catholic.	N=185 M=26.79 SD=6.46	N=189 M=27.01 SD=6.67	N=73 M=25.84 SD=5.87	N=41 M=28.41 SD=7.51
Jewish.	N=28 M=26.50 SD=7.36	N=48 M=26.19 SD=5.84	N=37 M=27.86 SD=5.32	N=51 M=27.90 SD=6.50
Protestant.	N=797 M=26.91 SD=6.46	N=742 M=28.38 SD=6.24	N=195 M=27.55 SD=6.00	N=182 M=28.88 SD=6.37
None.	N=37 M=28.62 SD=6.60	N=17 M=30.12 SD=4.95	N=14 M=31.93 SD=6.56	N=0 M=0 SD=0
Other.	N=10 M=30.70 SD=5.00	N=11 M=29.55 SD=4.01	N=9 M=27.44 SD=7.31	N=3 M=26.33 SD=9.11
Type of High School Attended.				
Public.	N=987 M=27.00 SD=6.49	N=926 M=28.27 SD=6.25	N=287 M=27.45 SD=6.33	N=247 M=28.75 SD=6.78
Private.	N=73 M=25.96 SD=6.71	N=65 M=25.20 SD=6.58	N=20 M=26.85 SD=2.90	N=12 M=27.08 SD=4.64
Parochial.	N=12 M=24.83 SD=7.41	N=19 M=27.79 SD=4.27	N=32 M=26.25 SD=5.46	N=19 M=27.74 SD=4.72

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.7. Michigan State University Reading Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of Home Community.				
Farm.	N=211 M=25.99 SD=6.77	N=107 M=27.59 SD=6.28	N=13 M=26.23 SD=7.79	N=5 M=32.40 SD=4.88
Village. (250-2,500).	N=149 M=26.58 SD=6.68	N=118 M=27.89 SD=6.64	N=28 M=26.18 SD=4.99	N=18 M=26.50 SD=5.85
Town. (2,500-25,000).	N=273 M=26.77 SD=6.29	N=258 M=28.30 SD=5.97	N=105 M=27.30 SD=5.99	N=104 M=28.27 SD=6.26
City. (25,000-100,000).	N=203 M=27.63 SD=6.10	N=276 M=27.97 SD=6.52	N=75 M=27.81 SD=6.32	N=56 M=30.77 SD=7.31
City over 100,000.	N=240 M=27.54 SD=6.60	N=255 M=28.04 SD=6.23	N=119 M=27.37 SD=5.99	N=92 M=27.92 SD=6.43
Rank in High School Graduating Class.				
Lower third.	N=56 M=24.34 SD=6.96	N=20 M=24.10 SD=7.12	N=19 M=26.53 SD=5.12	N=7 M=26.14 SD=7.71
Middle third.	N=375 M=25.45 SD=6.38	N=214 M=24.95 SD=6.29	N=145 M=25.21 SD=5.92	N=78 M=26.42 SD=6.79
Upper third.	N=640 M=28.03 SD=6.30	N=776 M=29.03 SD=5.96	N=172 M=29.18 SD=5.76	N=192 M=29.60 SD=6.23

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.7. Michigan State University Reading Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of High School Graduating Class.				
Under 25.	N=30 M=27.70 SD=7.88	N=24 M=27.04 SD=4.25	N=8 M=27.38 SD=4.87	N=8 M=22.25 SD=6.48
25-99.	N=366 M=26.33 SD=6.49	N=256 M=27.31 SD=6.81	N=63 M=26.73 SD=5.97	N=46 M=28.59 SD=5.80
100-199.	N=305 M=27.19 SD=6.47	N=279 M=28.14 SD=6.15	N=79 M=26.19 SD=6.73	N=66 M=29.24 SD=6.31
200-399.	N=200 M=27.47 SD=6.01	N=245 M=29.10 SD=5.88	N=96 M=28.48 SD=5.82	N=90 M=28.66 SD=7.15
400-999.	N=156 M=26.95 SD=6.96	N=200 M=27.96 SD=6.31	N=79 M=27.53 SD=5.65	N=64 M=28.61 SD=5.93
1,000 and over.	N=17 M=26.53 SD=5.30	N=10 M=22.80 SD=5.88	N=13 M=28.23 SD=4.84	N=4 M=30.00 SD=9.38
Curricular Major.				
Agriculture.	N=131 M=23.73 SD=6.61	N=2 M=32.00 SD=.00	N=45 M=27.98 SD=5.53	N=1 M=27.00 SD=.00

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.7. Michigan State University Reading Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Curricular Major. (cont.)				
Business and public service.	N=201 M=25.73 SD=5.84	N=143 M=26.97 SD=6.46	N=108 M=25.56 SD=5.59	N=37 M=28.05 SD=6.87
Engineering.	N=333 M=27.99 SD=6.27	N=7 M=31.57 SD=1.86	N=79 M=28.62 SD=6.13	**N=1 M=38.00 SD=.00
Home economics.	N=2 M=17.50 SD=3.50	N=125 M=27.37 SD=6.34	N=0 M=0 SD=0	N=46 M=28.00 SD=5.90
Science and arts.	N=157 M=29.32 SD=5.86	N=249 M=29.51 SD=6.04	N=52 M=29.23 SD=6.33	N=65 M=29.78 SD=6.63
Veterinary medicine.	N=39 M=28.13 SD=6.48	N=35 M=29.26 SD=5.60	N=16 M=26.88 SD=4.56	N=15 M=32.60 SD=5.41
Education.	N=18 M=23.22 SD=5.72	N=217 M=26.35 SD=6.30	N=9 M=23.11 SD=5.57	N=52 M=26.87 SD=5.87
Communication arts.	N=34 M=27.59 SD=6.51	N=72 M=29.50 SD=5.99	N=8 M=30.13 SD=5.48	N=28 M=30.61 SD=6.82
No preference. (none chosen)	N=161 M=26.57 SD=6.77	N=166 M=28.36 SD=6.22	N=23 M=26.26 SD=6.55	N=33 M=26.76 SD=6.77

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.7. Michigan State University Reading Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Source of Major Financial Support.				
Parents.	N=661 M=26.78 SD=6.61	N=845 M=27.74 SD=6.20	N=229 M=27.55 SD=5.77	N=260 M=28.29 SD=6.59
Part-time job.	N=235 M=26.48 SD=6.10	N=62 M=28.05 SD=6.00	N=37 M=25.76 SD=5.69	N=5 M=30.80 SD=2.31
Athletic scholarship.	N=18 M=22.11 SD=5.94	N=0 M=0 SD=0	N=23 M=24.04 SD=6.15	N=0 M=0 SD=0
Loan.	N=10 M=25.70 SD=6.08	N=8 M=21.38 SD=5.38	N=5 M=25.00 SD=7.05	N=0 M=0 SD=0
G. I. Bill.	N=49 M=27.06 SD=5.62	N=6 M=32.83 SD=3.11	N=19 M=27.58 SD=7.28	N=1 M=34.00 SD=.00
Academic scholarship.	N=87 M=30.05 SD=6.52	N=85 M=31.20 SD=6.39	N=25 M=30.80 SD=6.01	N=9 M=35.00 SD=4.37

Note: See the explanation of the numbers and symbols on the first page of this table.

APPENDIX H

TABLE 7.8. Numbers, Means, Standard Deviations and the Results of the Significance by t Test on the College Qualification Test Mean Scores for the Resident and Nonresident Students, by Sex

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Nativity of Parents.				
Mother native-born, father for.-born.	N=65 M=127.32 SD=25.64	N=69 M=111.54 SD=23.09	N=21 M=136.29 SD=21.68	**N=19 M=133.16 SD=28.26
Father native-born, mother for.-born.	N=32 M=120.66 SD=23.47	N=38 M=116.82 SD=18.62	N=9 M=134.22 SD=27.86	N=3 M=124.33 SD=19.08
Both foreign-born.	N=43 M=137.60 SD=27.09	N=43 M=118.42 SD=23.37	N=21 M=129.29 SD=27.38	N=12 M=124.00 SD=23.36
Both native-born.	N=931 M=125.25 SD=25.55	N=861 M=114.66 SD=24.67	N=286 M=127.18 SD=28.55	N=242 M=122.08 SD=24.66
Father's Occupation.				
Business owner.	N=139 M=125.67 SD=23.27	N=154 M=107.39 SD=23.66	N=62 M=125.21 SD=24.90	N=54 M=117.83 SD=21.26
Professional.	N=92 M=130.70 SD=26.91	N=161 M=119.34 SD=21.78	N=53 M=134.30 SD=29.14	N=54 M=128.96 SD=23.88

Note: The meaning of the numbers in each cell are: N, the number of students; M, the mean score; SD, the standard deviation. The mean scores of the resident males were compared (t test) with those of the nonresident males (also resident females with nonresident females). Those cells which were significantly greater than the cells with which they were compared are marked as follows: * Significant at .05 level; ** Significant at .01 level.

TABLE 7.8. College Qualification Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Occupation (cont.)				
White-collar.	N=161 M=126.92 SD=27.02	N=158 M=116.54 SD=25.49	N=48 M=129.56 SD=27.60	N=48 M=123.73 SD=25.81
Farm owner.	N=115 M=123.02 SD=26.62	N=71 M=115.89 SD=23.80	N=7 M=110.57 SD=17.18	**N=1 M=145.00 SD=.00
Teacher.	N=37 M=141.97 SD=24.35	N=35 M=123.20 SD=24.62	N=9 M=128.89 SD=25.72	N=10 M=125.80 SD=26.70
Skilled laborer.	N=232 M=125.80 SD=23.41	N=162 M=111.04 SD=24.12	N=55 M=127.05 SD=28.29	N=29 M=121.45 SD=31.61
Semiskilled laborer.	N=80 M=117.16 SD=27.69	**N=57 M=116.04 SD=25.08	N=17 M=106.71 SD=33.35	N=2 M=62.50 SD=7.51
Low or unskilled.	N=16 M=119.00 SD=28.31	N=5 M=125.60 SD=19.97	**N=2 M=144.00 SD=1.00	N=1 M=127.00 SD=.00
Public service.	N=21 M=126.38 SD=25.45	N=16 M=113.63 SD=24.59	N=9 M=124.44 SD=29.20	*N=2 M=126.50 SD=14.50
Exec. or managerial.	N=87 M=125.22 SD=22.02	N=115 M=113.20 SD=24.45	*N=50 M=139.24 SD=24.66	N=65 M=121.94 SD=22.09

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.8. College Qualification Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Education.				
Some grade school.	N=70 M=120.84 SD=25.24	N=22 M=110.82 SD=24.58	N=22 M=113.27 SD=28.97	N=7 M=111.86 SD=28.91
Completed grade school.	N=167 M=120.02 SD=27.01	N=109 M=112.27 SD=24.95	N=34 M=121.24 SD=29.31	**N=11 M=135.45 SD=24.11
Some high school.	N=141 M=124.49 SD=22.65	N=131 M=112.45 SD=24.55	N=28 M=130.11 SD=22.69	N=24 M=113.21 SD=26.80
Completed high school.	N=324 M=124.60 SD=23.85	N=244 M=114.71 SD=23.96	N=97 M=126.53 SD=27.34	N=58 M=124.00 SD=26.89
Some college.	N=141 M=127.99 SD=25.65	N=163 M=113.08 SD=23.98	N=42 M=123.36 SD=26.39	N=55 M=121.87 SD=23.26
Completed college.	N=141 M=132.06 SD=25.09	N=180 M=115.19 SD=24.93	N=68 M=134.63 SD=26.32	N=64 M=122.83 SD=25.39
Some professional or grad. school.	N=18 M=137.28 SD=33.04	N=28 M=124.04 SD=23.30	*N=9 M=155.44 SD=22.93	N=11 M=124.18 SD=16.27
Completed professional or grad. school.	N=67 M=132.46 SD=30.68	N=132 M=118.67 SD=23.58	N=38 M=132.82 SD=29.39	N=48 M=127.08 SD=21.32

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.8. College Qualification Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Mother's Education.				
Some grade school.	N=34 M=116.44 SD=20.82	N=20 M=104.80 SD=25.00	N=9 M=130.00 SD=34.69	N=2 M=111.50 SD=56.50
Completed grade school.	N=101 M=118.73 SD=26.24	N=78 M=109.60 SD=24.65	N=18 M=114.50 SD=30.37	**N=9 M=131.67 SD=28.59
Some high school.	N=127 M=125.03 SD=26.08	N=117 M=111.93 SD=24.29	N=39 M=120.92 SD=28.75	N=25 M=119.52 SD=26.67
Completed high school.	N=472 M=124.76 SD=24.87	N=377 M=114.67 SD=23.41	N=143 M=128.71 SD=27.79	N=105 M=121.70 SD=24.63
Some college.	N=110 M=132.34 SD=24.72	N=142 M=119.60 SD=24.74	N=39 M=136.28 SD=24.95	N=53 M=124.04 SD=25.40
Completed college.	N=170 M=129.98 SD=26.74	N=169 M=117.89 SD=23.81	N=69 M=130.28 SD=26.13	N=56 M=126.82 SD=22.53
Some professional or grad. school.	N=17 M=132.47 SD=24.99	N=31 M=114.45 SD=23.37	N=5 M=122.00 SD=28.37	N=8 M=120.75 SD=16.40
Completed professional or grad. school.	N=42 M=125.69 SD=26.61	N=77 M=109.69 SD=25.42	N=15 M=125.80 SD=28.91	N=19 M=122.21 SD=20.61

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.8. College Qualification Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Religious Preference.				
Catholic.	N=185 M=123.54 SD=25.62	N=189 M=110.44 SD=25.83	N=73 M=119.90 SD=26.74	N=41 M=123.49 SD=20.72
Jewish.	N=28 M=132.61 SD=23.54	N=48 M=106.54 SD=20.69	N=37 M=132.38 SD=23.23	N=51 M=118.12 SD=23.40
Protestant.	N=797 M=125.79 SD=25.48	N=742 M=116.24 SD=23.97	N=195 M=129.75 SD=28.86	N=182 M=124.27 SD=25.72
None.	N=37 M=135.16 SD=24.93	N=17 M=118.29 SD=22.95	N=14 M=137.50 SD=30.28	N=0 M=0 SD=0
Other.	N=10 M=130.90 SD=28.66	N=11 M=122.36 SD=25.07	N=9 M=125.33 SD=34.08	N=3 M=129.00 SD=42.76
Type of High School Attended.				
Public.	N=987 M=126.40 SD=25.60	N=926 M=115.40 SD=24.19	N=287 M=128.50 SD=29.31	N=247 M=123.21 SD=25.64
Private.	N=73 M=119.04 SD=24.84	N=65 M=107.66 SD=25.56	N=20 M=125.10 SD=17.18	N=12 M=118.08 SD=16.67
Parochial.	N=12 M=114.83 SD=28.76	N=19 M=107.63 SD=23.60	N=32 M=124.84 SD=23.06	*N=19 M=124.26 SD=19.38

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.8. College Qualification Test (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of Home Community.				
Farm.	N=211 M=120.97 SD=25.84	N=107 M=116.12 SD=25.93	N=13 M=123.85 SD=29.78	**N=5 M=137.60 SD=26.29
Village. (250-2,500).	N=149 M=122.80 SD=25.65	N=118 M=115.74 SD=24.16	N=28 M=126.32 SD=27.00	N=18 M=117.83 SD=23.71
Town. (2,500-25,000).	N=273 M=127.06 SD=24.12	N=258 M=116.29 SD=23.91	N=105 M=130.26 SD=28.49	N=104 M=122.79 SD=24.57
City. (25,000-100,000).	N=203 M=127.09 SD=26.25	N=276 M=113.70 SD=25.06	N=75 M=124.36 SD=27.31	*N=56 M=131.04 SD=27.33
City over 100,000.	N=240 M=129.24 SD=25.97	N=255 M=112.85 SD=23.24	N=119 M=128.89 SD=28.23	N=92 M=118.96 SD=22.76
Rank in High School Graduating Class.				
Lower third.	N=56 M=114.25 SD=24.52	N=20 M=93.20 SD=20.72	N=19 M=118.74 SD=20.41	**N=7 M=111.29 SD=22.06
Middle third.	N=375 M=117.87 SD=23.76	N=214 M=100.52 SD=20.11	N=145 M=116.61 SD=25.57	N=78 M=110.85 SD=19.73
Upper third.	N=640 M=131.42 SD=25.38	N=776 M=119.20 SD=23.71	N=172 M=138.56 SD=26.97	N=192 M=128.61 SD=24.99

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.8. College Qualification Test (Continued)

Variable	Residents - Males	Residents - Females	Nonresidents - Males	Nonresidents - Females
Size of High School Graduating Class.				
Under 25.	N=30 M=124.13 SD=28.43	N=24 M=108.50 SD=18.28	N=8 M=127.50 SD=31.49	N=8 M=98.38 SD=24.21
25-99.	N=366 M=121.54 SD=25.22	N=256 M=113.88 SD=25.96	N=63 M=126.32 SD=26.53	*N=46 M=130.83 SD=23.52
100-199.	N=305 M=128.00 SD=25.59	N=279 M=114.87 SD=24.75	N=79 M=123.44 SD=31.42	N=66 M=125.33 SD=26.78
200-399.	N=200 M=130.30 SD=25.09	N=245 M=116.89 SD=22.20	N=96 M=134.03 SD=26.20	N=90 M=120.52 SD=22.92
400-999.	N=156 M=126.42 SD=25.81	N=200 M=114.42 SD=24.23	N=79 M=128.00 SD=26.60	N=64 M=120.88 SD=23.76
1,000 and over.	N=17 M=118.94 SD=22.73	N=10 M=94.90 SD=25.41	N=13 M=125.69 SD=25.45	**N=4 M=138.00 SD=23.63
Curricular Major.				
Agriculture.	N=131 M=109.05 SD=25.10	*N=2 M=144.00 SD=5.00	**N=45 M=130.47 SD=23.18	N=1 M=118.00 SD=.00

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.8. College Qualification Test (Continued)

Variable	Residents Males	Residents Females	Nonresidents Males	Nonresidents Females
Curricular Major.(cont.)				
Business and public service.	N=201 M=119.64 SD=22.74	N=143 M=106.10 SD=22.97	N=108 M=115.37 SD=25.26	N=37 M=114.30 SD=24.27
Engineering.	N=333 M=134.17 SD=22.96	N=7 M=144.14 SD=15.78	N=79 M=139.71 SD=24.40	**N=1 M=170.00 SD=.00
Home economics.	N=2 M=97.00 SD=1.00	N=125 M=114.10 SD=23.90	N=0 M=0 SD=0	N=46 M=120.20 SD=24.93
Science and arts.	N=157 M=135.26 SD=26.62	N=249 M=123.24 SD=24.27	N=52 M=142.48 SD=28.82	N=65 M=128.83 SD=25.43
Veterinary medicine.	N=39 M=124.62 SD=23.74	N=35 M=120.09 SD=23.91	N=16 M=121.88 SD=22.90	**N=15 M=150.80 SD=21.39
Education.	*N=18 M=104.00 SD=21.06	N=217 M=106.82 SD=22.10	N=9 M=91.33 SD=18.85	N=52 M=114.96 SD=20.48
Communication arts.	N=34 M=121.06 SD=21.80	N=72 M=117.31 SD=22.97	N=8 M=129.00 SD=20.05	N=28 M=125.39 SD=18.50
No preference.(none chosen)	N=161 M=124.47 SD=24.42	N=166 M=116.06 SD=23.50	N=23 M=127.30 SD=29.34	N=33 M=122.45 SD=24.33

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.8. College Qualification Test. (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Source of Major Financial Support.				
Parents.	N=661 M=125.68 SD=24.84	N=845 M=113.32 SD=23.93	N=229 M=130.21 SD=27.37	N=260 M=121.28 SD=24.35
Part-time job.	N=235 M=121.07 SD=25.62	N=62 M=112.63 SD=23.10	N=37 M=120.35 SD=22.03	**N=5 M=140.60 SD=19.41
Athletic scholarship.	N=18 M=108.39 SD=22.65	N=0 M=0 SD=0	N=23 M=107.87 SD=28.14	N=0 M=0 SD=0
Loan.	N=10 M=124.00 SD=21.48	N=8 M=97.38 SD=32.93	N=5 M=119.20 SD=22.01	N=0 M=0 SD=0
G. I. Bill.	N=49 M=124.41 SD=19.35	N=6 M=122.33 SD=9.32	N=19 M=121.21 SD=30.14	**N=1 M=149.00 SD=.00
Academic scholarship.	N=87 M=143.62 SD=27.24	N=85 M=130.06 SD=23.25	N=25 M=144.20 SD=28.46	**N=9 M=151.67 SD=13.25

Note: See the explanation of the numbers and symbols on the first page of this table.

APPENDIX I

TABLE 7.9. Numbers, Means, Standard Deviations and the Results of the Significance by *t* Test on the Freshman Year Grade-Point Averages for the Resident and Nonresident Students, by Sex

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Nativity of Parents.				
Mother native-born, father for.-born.	N=55 M=2.36 SD=.51	N=62 M=2.22 SD=.63	N=21 M=2.25 SD=.47	**N=16 M=2.63 SD=.43
Father native-born, mother for.-born.	N=31 M=2.13 SD=.51	**N=37 M=2.44 SD=.61	*N=6 M=2.40 SD=.83	N=2 M=2.15 SD=.41
Both foreign-born.	*N=41 M=2.51 SD=.57	N=40 M=2.44 SD=.68	N=21 M=2.30 SD=.52	N=12 M=2.34 SD=.49
Both native-born.	N=795 M=2.25 SD=.59	N=770 M=2.36 SD=.59	N=251 M=2.35 SD=.60	N=218 M=2.41 SD=.61
Father's Occupation.				
Business owner.	N=117 M=2.25 SD=.60	N=134 M=2.23 SD=.55	N=56 M=2.25 SD=.52	N=46 M=2.42 SD=.49
Professional.	N=85 M=2.30 SD=.56	N=153 M=2.34 SD=.62	N=48 M=2.52 SD=.59	*N=49 M=2.49 SD=.59

Note: The meaning of the numbers in each cell are: N, the number of students; M, the mean score; SD, the standard deviation. The mean scores of the resident males were compared (*t* test) with those of the nonresident males (also resident females with nonresident females). Those cells which were significantly greater than the cells with which they were compared are marked as follows: * Significant at .05 level; ** Significant at .01 level.

TABLE 7.9. Grade-Point Averages (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Occupation. (cont.)				
White-collar.	N=143 M=2.27 SD=.57	N=142 M=2.36 SD=.66	N=42 M=2.35 SD=.71	N=44 M=2.44 SD=.64
Farm owner.	N=93 M=2.30 SD=.57	*N=63 M=2.47 SD=.61	N=4 M=2.23 SD=.83	N=1 M=2.31 SD=.00
Teacher.	**N=34 M=2.53 SD=.67	N=33 M=2.72 SD=.63	N=9 M=2.04 SD=.44	N=10 M=2.52 SD=.74
Skilled laborer.	N=199 M=2.26 SD=.58	N=144 M=2.29 SD=.60	N=52 M=2.37 SD=.66	N=26 M=2.32 SD=.55
Semiskilled laborer.	N=68 M=2.18 SD=.57	**N=53 M=2.46 SD=.57	N=13 M=2.35 SD=.41	N=1 M=1.48 SD=.00
Low or unskilled.	N=14 M=2.51 SD=.50	N=5 M=2.48 SD=.23	**N=2 M=2.75 SD=.35	**N=1 M=2.91 SD=.00
Public service.	N=18 M=2.28 SD=.59	N=15 M=2.47 SD=.30	N=7 M=2.29 SD=.41	**N=2 M=3.11 SD=.15
Exec. or managerial.	N=77 M=2.20 SD=.59	N=101 M=2.32 SD=.52	*N=45 M=2.43 SD=.56	N=58 M=2.33 SD=.62

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.9. Grade-Point Averages (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Father's Education.				
Some grade school.	N=57 M=2.24 SD=.56	N=19 M=2.30 SD=.59	N=19 M=2.21 SD=.43	N=6 M=2.42 SD=.68
Completed grade school.	N=142 M=2.20 SD=.57	N=93 M=2.36 SD=.61	N=26 M=2.30 SD=.62	**N=11 M=2.81 SD=.58
Some high school.	N=119 M=2.29 SD=.55	N=117 M=2.31 SD=.55	N=25 M=2.28 SD=.61	N=23 M=2.35 SD=.58
Completed high school.	N=279 M=2.25 SD=.58	N=214 M=2.37 SD=.57	N=86 M=2.30 SD=.58	N=51 M=2.39 SD=.61
Some college.	N=124 M=2.23 SD=.58	N=148 M=2.28 SD=.60	N=37 M=2.22 SD=.60	N=49 M=2.43 SD=.59
Completed college.	N=124 M=2.32 SD=.57	N=170 M=2.33 SD=.65	N=65 M=2.45 SD=.60	N=56 M=2.38 SD=.55
Some professional or grad. school.	N=17 M=2.43 SD=.81	N=24 M=2.63 SD=.56	**N=9 M=2.77 SD=.64	*N=10 M=2.87 SD=.58
Completed professional or grad. school.	N=60 M=2.45 SD=.73	N=124 M=2.47 SD=.62	N=34 M=2.41 SD=.59	N=44 M=2.37 SD=.56

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.9. Grade-Point Averages (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Mother's Education.				
Some grade school.	N=24 M=2.21 SD=.50	N=15 M=2.19 SD=.67	**N=8 M=2.70 SD=.72	N=2 M=2.32 SD=.84
Completed grade school.	N=86 M=2.18 SD=.55	N=70 M=2.26 SD=.56	N=16 M=2.03 SD=.42	**N=8 M=2.65 SD=.72
Some high school.	N=108 M=2.23 SD=.59	N=102 M=2.40 SD=.59	N=32 M=2.29 SD=.71	N=23 M=2.45 SD=.61
Completed high school.	N=409 M=2.26 SD=.59	N=342 M=2.34 SD=.59	N=126 M=2.37 SD=.55	N=94 M=2.40 SD=.58
Some college.	N=95 M=2.40 SD=.60	N=126 M=2.39 SD=.63	N=37 M=2.40 SD=.67	N=46 M=2.47 SD=.63
Completed college.	N=152 M=2.29 SD=.62	N=159 M=2.41 SD=.62	N=61 M=2.34 SD=.61	N=52 M=2.47 SD=.56
Some professional or grad. school.	**N=16 M=2.42 SD=.56	N=27 M=2.45 SD=.47	N=5 M=1.81 SD=.29	N=7 M=2.55 SD=.36
Completed professional or grad. school.	N=35 M=2.15 SD=.46	N=68 M=2.33 SD=.65	N=15 M=2.33 SD=.37	N=17 M=2.18 SD=.56

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.9. Grade-Point Averages (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Religious Preference.				
Catholic.	N=159 M=2.26 SD=.60	N=167 M=2.27 SD=.56	N=62 M=2.28 SD=.59	N=39 M=2.40 SD=.59
Jewish.	N=24 M=2.42 SD=.54	N=38 M=2.10 SD=.49	N=34 M=2.40 SD=.64	*N=39 M=2.35 SD=.54
Protestant.	N=688 M=2.27 SD=.58	N=677 M=2.39 SD=.61	N=177 M=2.35 SD=.58	N=169 M=2.45 SD=.60
None.	N=32 M=2.35 SD=.64	N=14 M=2.56 SD=.62	N=11 M=2.53 SD=.84	N=0 M=0 SD=0
Other.	N=9 M=2.41 SD=.74	N=10 M=2.52 SD=.81	N=7 M=2.33 SD=.44	N=2 M=2.46 SD=.70
Type of High School Attended.				
Public.	N=847 M=2.28 SD=.59	N=834 M=2.38 SD=.61	N=254 M=2.37 SD=.61	N=222 M=2.45 SD=.61
Private.	N=65 M=2.13 SD=.57	N=57 M=2.16 SD=.57	N=16 M=2.28 SD=.53	*N=11 M=2.38 SD=.28
Parochial.	N=11 M=2.19 SD=.72	N=17 M=2.27 SD=.59	N=31 M=2.13 SD=.51	N=17 M=2.13 SD=.53

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.9. Grade-Point Averages (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of Home Community.				
Farm.	N=172 M=2.23 SD=.59	N=96 M=2.42 SD=.64	N=9 M=2.23 SD=.65	**N=5 M=2.79 SD=.66
Village. (250-2,500).	N=123 M=2.34 SD=.59	N=108 M=2.39 SD=.60	N=25 M=2.23 SD=.58	N=15 M=2.51 SD=.51
Town. (2,500-25,000).	N=242 M=2.25 SD=.55	N=236 M=2.34 SD=.59	N=97 M=2.41 SD=.59	N=95 M=2.40 SD=.54
City. (25,000-100,000).	N=179 M=2.24 SD=.63	N=248 M=2.39 SD=.61	N=67 M=2.26 SD=.59	N=50 M=2.58 SD=.68
City over 100,000.	N=211 M=2.30 SD=.59	N=224 M=2.32 SD=.60	N=104 M=2.36 SD=.60	N=82 M=2.31 SD=.59
Rank in High School Graduating Class.				
Lower third.	N=44 M=1.97 SD=.59	N=12 M=1.66 SD=.30	N=18 M=2.04 SD=.52	**N=6 M=2.33 SD=.45
Middle third.	N=312 M=2.04 SD=.48	N=179 M=1.95 SD=.46	N=126 M=2.09 SD=.49	N=66 M=2.02 SD=.43
Upper third.	N=567 M=2.42 SD=.60	N=717 M=2.48 SD=.59	N=155 M=2.57 SD=.59	N=178 M=2.58 SD=.58

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.9. Grade-Point Averages (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Size of High School Graduating Class.				
Under 25.	N=27 M=2.24 SD=.65	**N=18 M=2.25 SD=.58	N=6 M=2.36 SD=.41	N=5 M=1.75 SD=.53
25-99.	N=308 M=2.27 SD=.57	N=231 M=2.40 SD=.63	N=59 M=2.19 SD=.56	N=45 M=2.45 SD=.59
100-199.	N=264 M=2.32 SD=.64	N=254 M=2.33 SD=.59	N=70 M=2.33 SD=.61	N=61 M=2.51 SD=.63
200-399.	N=176 M=2.22 SD=.59	N=221 M=2.39 SD=.61	*N=84 M=2.48 SD=.63	N=80 M=2.41 SD=.56
400-999.	N=135 M=2.25 SD=.52	N=180 M=2.36 SD=.59	N=69 M=2.31 SD=.56	N=57 M=2.35 SD=.54
1,000 and over.	N=15 M=2.14 SD=.48	N=8 M=2.04 SD=.29	*N=13 M=2.37 SD=.48	**N=2 M=3.52 SD=.26
Curricular Major.				
Agriculture.	N=104 M=2.04 SD=.56	*N=2 M=3.12 SD=.12	*N=38 M=2.31 SD=.63	N=1 M=1.75 SD=.00

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.9. Grade-Point Averages (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Curricular Major. (cont.)				
Business and public service.	N=168 M=2.16 SD=.54	N=120 M=2.29 SD=.54	N=96 M=2.20 SD=.56	N=33 M=2.32 SD=.57
Engineering.	N=293 M=2.34 SD=.59	N=7 M=2.56 SD=.66	N=74 M=2.43 SD=.60	**N=1 M=3.68 SD=.00
Home economics.	N=1 M=1.77 SD=.00	N=114 M=2.37 SD=.61	N=0 M=0 SD=0	N=41 M=2.47 SD=.60
Science and arts.	N=137 M=2.45 SD=.62	N=229 M=2.50 SD=.60	N=48 M=2.46 SD=.65	N=59 M=2.45 SD=.71
Veterinary medicine.	N=33 M=2.35 SD=.56	N=33 M=2.28 SD=.68	**N=13 M=2.77 SD=.41	**N=13 M=2.80 SD=.61
Education.	N=16 M=2.10 SD=.37	N=200 M=2.29 SD=.56	N=7 M=2.21 SD=.32	N=46 M=2.31 SD=.44
Communication arts.	N=30 M=2.24 SD=.52	N=62 M=2.26 SD=.65	N=7 M=2.29 SD=.49	N=26 M=2.44 SD=.54
No preference. (none chosen)	N=145 M=2.25 SD=.60	N=147 M=2.34 SD=.63	N=19 M=2.26 SD=.57	N=30 M=2.42 SD=.48

Note: See the explanation of the numbers and symbols on the first page of this table.

TABLE 7.9. Grade-Point Averages (Continued)

Variable	Residents		Nonresidents	
	Males	Females	Males	Females
Source of Major Financial Support.				
Parents.	N=578 M=2.21 SD=.54	N=763 M=2.31 SD=.60	N=206 M=2.28 SD=.56	N=234 M=2.37 SD=.57
Part-time job.	N=191 M=2.22 SD=.64	N=49 M=2.48 SD=.47	N=28 M=2.14 SD=.54	**N=4 M=3.02 SD=.33
Athletic scholarship.	N=16 M=2.23 SD=.42	N=0 M=0 SD=0	N=19 M=2.39 SD=.53	N=0 M=0 SD=0
Loan.	N=7 M=2.44 SD=.48	N=7 M=2.15 SD=.49	N=5 M=2.44 SD=.54	N=0 M=0 SD=0
G. I. Bill.	N=44 M=2.20 SD=.56	**N=6 M=2.87 SD=.31	N=17 M=2.24 SD=.63	N=1 M=2.51 SD=.00
Academic scholarship.	N=78 M=2.79 SD=.62	N=79 M=2.71 SD=.60	*N=25 M=3.04 SD=.50	**N=8 M=3.37 SD=.36

Note: See the explanation of the numbers and symbols on the first page of this table.

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