COMPARISON OF DESCRIPTIVE CHARACTERISTICS

OF

MONTANA STATE UNIVERSITY FRESHMEN

AND

A NATIONWIDE SAMPLE

OF COLLEGE FRESHMEN

by

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ABSTRACT

The purpose of this study was to determine if there were differences in descriptive characteristics between freshmen who entered college in 1966 at Montana State University and at a nation-wide sample of colleges.

Chi Square tests of significance were computed on 236 items for males and 236 items for females on data provided by the American Council on Education Office of Research. Sixty differences between the two student-body groups were found.

Conclusions arrived at as a result of the study were that the Montana State University freshman group as a whole was an older group of students coming from the northwest region of the United States. They had lower average grades than did the average entering freshman, and they were found to be well suited to this university. In addition, the average MSU male was found to be mechanically-minded, out-of-doors oriented, who followed less creative and intellectual bents than did his normative counterpart. The average female had lower educational aspirations and was less creative-minded and less politically liberal than her normative counterpart.

Recommendations made as a result of this study were: 1) that follow-up studies be conducted on this class and 2) that further studies be conducted in other student areas on college environments and on faculty characteristics. In addition, possible procedures for use of this study and future studies by guidance counselors and administrators were stated.
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CHAPTER I

NATURE OF THE PROBLEM

A child entering kindergarten or first grade in present times may find himself in a more crowded classroom than did his parents, but within a few weeks the teacher usually knows his name and quite a bit about him. By the end of the year the alert teacher knows a great deal about the child—his interests, abilities, and problem areas. Education during the early grades is often the last time the child will meet with such personalized and individualized teaching. He may come into contact with departmentalized teaching in the upper elementary, he probably will in junior high school, but he most certainly will in high school. At this point the teacher will still know his name and how he performs in one or two subject areas. Due to the greater number of students a secondary teacher serves, he is not expected to "know" his students as well as an elementary school teacher. When the young person presents himself to a public institution of higher learning, he will encounter, in most cases, large classes, teaching by television, and generally very impersonalized teaching, to the point where he may express that he feels as though he is one of "so many IBM cards" or "so many numbers in a book".

That enrollments are on the rise and that the number of college graduates going on for higher degrees in order to teach college is not keeping pace with the rise in enrollments are known facts. The
1959-60 grand-total enrollments of 3,402,297 full-time and part-time students in 1,952 institutions reporting to the U. S. Office of Education were over five times as large as the grand-total enrollments the 597,880 reported by 1,041 institutions in 1919-20 (Walters, 1960). Thompson (1961) formed two estimates in his enrollment projections. He assumed, first, that attendance of current percentage of college-age youths would continue; thus a 1978 higher-education enrollment of about 6½ million was predicted. His second estimate, based on continuation of college-attendance trends established over the past 10 years (1950-60), was an enrollment of just over 9 million in 1978. His two projected enrollments for Montana for 1978 were 20,168 and 34,239. In an earlier study Thompson compared College-Age Population Trends with Potential Teacher Supply (using the 26-29 year-olds) and he concluded: "The present rate of increasing the number of teachers in the profession simply will not meet the demand."

It would appear, because of increased enrollments and teacher shortages, that young people entering public institutions of higher education will face ever-larger classes. The question arises whether faculty members can fulfill the needs of individual students they do not know, whether guidance counselors and advisors can guide and advise students they do not know, and whether administrators can initiate procedures for the education of students they do not know. It would therefore behoove instructors, advisors, guidance counselors and administrators to gain as much knowledge as possible about student bodies whom they serve. Through this knowledge, they may better provide
for the students' education and total development by means of possible curriculum changes, helping the students toward career development, and appropriate instructional practices.

The problem of this study was to determine if there were differences in background, attitudes, habits, future plans and aspirations, self-rated traits, impressions, and descriptions of their respective colleges between 1966 entering freshmen at Montana State University and at a nation-wide sample of colleges.

The following chapter will contain a review of previous studies of college student-body characteristics. Subsequent chapters will describe the nature and analysis of data in the present study. Results, conclusions, and recommendations derived from the study will be presented in the final chapter.
Tucci (1963) tried to determine the decisions (definite, tentative, or undecided) of college freshmen with respect to their vocational choices. He also sought the age at which vocational decisions were allegedly made by means of questionnaires distributed to a random sample of 168 males from Detroit and a Detroit suburb who were scheduled to attend Wayne State University. He found that the bulk of the students were tentatively decided about occupational plans at the beginning of the freshmen year. He noted that those definitely decided students had made their choices at a slightly younger age than had the tentatively decided students.

Nichols (1966) attempted to determine the college preferences of eleventh grade students by computing several indices separately by sex to show the popularity of each college with students of various ability levels and with out-of-state students. The data were obtained from the 800,000 participants in the National Merit Scholarship Qualifying Test administered in 1965. A major weakness of the study, it would appear, was the fact that the participants had the tiresome task of reading a 16-page list of colleges to find their first choice. It might have been that their choices were based on a "whim of the moment" or possibly the first familiar name to appear. He found that large institutions tended to be more popular with all groups of students than were small ones. He also noted that high ability
students were attracted by affluent colleges and institutions where the environment was described as high in scholarship, and that low ability students were attracted by affluent colleges with low tuition and colleges with environments characterized as high in practicality. Popularity with high ability students relative to size was correlated .87 with the number of applications received by a college from high ability students relative to the number of students accepted for admission.

Berdie and Hood (1964) attempted to discern the relationship of ability to college attendance in two surveys — in 1950 and in 1961 — by means of a questionnaire revealing plans for the year following graduation which was distributed to high school seniors in Minnesota. Information about the ability and high school achievement of these seniors was available from the State-Wide Testing Program administered by the Student Counseling Bureau of the University of Minnesota. They found that during the past eleven years the number of college-bound students in Minnesota almost exactly doubled, accounted for primarily by the 80 percent increase in the number of high school graduates. The proportion of high school graduates who were college bound increased five percent. Plans to enter college correlated .30 and .60 with scholastic aptitude test scores and high school percentile ranks, respectively. The relationship between each of these indices and college attendance was found to be substantially the same. During the past decade the proportion of high-ability students planning to attend college increased almost three times as
fast as the total group.

Astin and Holland (1961) developed a method of measuring college environments which they termed the Environmental Assessment Technique (EAT). This technique, based on the notion that the character of a social environment is dependent on the nature of its members, consisted of eight variables — institutional size, intelligence level of the student body, and six "personal orientations" derived from student major fields and classified as realistic, intellectual, social, conventional, enterprising, and artistic. The reliability of the personal orientations was checked by means of a retest using a 10 percent random sample of the original sample of 335 institutions. These were found to be highly stable over time. The validity of EAT was checked by computing its correlation with the College Characteristics Index using a sample of 36 colleges. One weakness of the study was that the personal orientations were obtained from the students' major fields rather than from their vocational choices. Another weakness was that the EAT did not give information about the nature of the faculty. It also appeared that the original underlying notion concerning the character of a social environment had not been adequately substantiated.

McFee (1961) attempted to clarify the relationship of students' needs to their perception of a college environment by obtaining responses to the College Characteristics Index and the Stern Activities Index from 100 students in introductory psychology classes at Syracuse University. No relationship was found, nor was a strong relationship found between personality need and the students' perception of environmental press.
Berdie (1954) attempted as part of a wider study to describe those Minnesota high school seniors who planned to go to college. A questionnaire was administered under uniform conditions to approximately 93 percent of all high school seniors in Minnesota. A sample of 95 parents in a typical Minnesota town were interviewed in order to confirm some of the information collected. He found that 36 percent of the students were seriously considering college and that they could be described as to sex differences, geographical differences, age, status of the home, occupation of parents, education of parents and siblings, language background, family income, financial aid from families, families' attitudes toward college, high school curriculums, occupational goals, material possessions, books and magazines in the home, and parental membership in organizations.

Astin (1964) tried to determine some differentiating characteristics of student bodies entering higher educational institutions by asking 248 public and private colleges to administer under uniform procedures a questionnaire to all entering freshmen in the fall of 1961. He sought descriptions of these students' talents, socioeconomic and other backgrounds, and types of future plans and aspirations. Correlations of median high school grades with SAT were computed to check the validity of the students' reported grades, and 107 students were retested after six weeks to test the reliability of the responses of individual students to factual items and to check the stability of reports of future plans by individual students. A major weakness lay in the sample participation. The number of institutions actually participating represented only 30.8 percent of the number asked to
participate. Another weakness lay in the questionnaire in that some questions called for nonfactual subjective opinions. Self-reporting in itself may have been inaccurate due to carelessness or conscious distortion. He found through factor analyses of the 52 input items that the students could be described using the six following characteristics—intellectualism, estheticism, status, leadership, pragmatism and masculinity.

Astin (1964) tried, as a follow-up of the previously reported study, to show how the freshmen input factors were distributed among different types of higher educational institutions. He sought first to describe each of 246 colleges and universities by institutional factors (affluence, size, private versus public, and masculinity) and by measures of college environment (realistic, social, conventional, enterprising and artistic). In addition the 246 institutions were categorized in terms of geographical location, type of curriculum, and religious affiliation characteristics. He then sought through product-moment correlations and multiple-regression analyses to determine how accurately the six freshman input variables could be predicted from available data about the institutions. Characteristics of entering freshman classes were found to be highly related to certain characteristics of the college. The aspirations of the entering students generally appeared to be well suited to the curricular offerings of the institution. Private nonsectarian institutions tended to recruit student bodies with greater potential for academic, scientific, artistic, and social achievement than did other types. Five of the six input factors (intellectualism, estheticism, status, masculinity, and
pragmatism) were estimable with substantial accuracy (median cross-validated $R^2=.85$) from known characteristics of the institution.

McConnell (1961) tried to piece together information on problems of distributing students among institutions with varying characteristics by reviewing recent studies reported in the research literature. He was concerned first with such differences in student characteristics as academic aptitude, interests, values, and intellectual dispositions; secondly, with variation in college environments; and finally, with the problem of suiting the student to the college with his optimum development as the goal. He noted that colleges and universities were differentially selective or attractive, not only with respect to academic aptitude and achievement, but also with regard to social and cultural backgrounds and such significant aspects of personality as intellectual bents and dispositions, attitudes, and values. He further noted that colleges were differentially selective in such educational values as vocational training, basic general education, and appreciation of ideas. He also noted that they were differentially selective in intellectual disposition. McConnell concluded that the problem of most institutions was to identify students with special aptitudes and varied bents, dispositions, types or potentialities; to differentiate their educational experience in accordance with their individual qualities; or to send them on to other institutions where their talents were more likely to be developed.

Heist and McConnell (1961), by an overview of research related to characteristics of student bodies, sought to describe the diverse
student population in terms of variation in scholastic aptitude and diversity in "nonintellective" characteristics. They concluded:

"A minimal program of assessment, including academic aptitude and achievement, biographical information, social and cultural background and a few relevant personality characteristics will provide a meaningful description of the student body as a whole, and of the student subgroups that are found on most campuses. By supplementing this body of data with measurements of beliefs, opinions, and attitudes, a basis can be laid for analysis of changes in behavior that occur during college years and of the factors that impede or facilitate these changes."

Summary

Six of the above studies either as part of their study or the entire study sought to describe entering student bodies. Of these, one questioned high school seniors who planned on attending college while the remainder used data from actual college students. Each investigator followed his own methods when describing student bodies as there was no particular agreement as to the terminology used.

Three other studies sought only partial descriptions—one was concerned with vocational decisions, the second with college preference, and the third related ability to college attendance.

The remaining two studies sought measures of college environments, and they were based on conflicting underlying notions.
CHAPTER III

METHODS

Sources of Data

The data for this report was provided by the American Council on Education, Office of Research. Astin, Panos and Creager (1967) had undertaken the first step in a program of longitudinal research on college environment and student development by compiling national norms for entering college freshmen in the fall of 1966. The stated purposes of their program were to evaluate the impact of college environment on students' development, and to provide a source of current readily available information about the population of college students. Questionnaires were distributed to a total of 254,480 students at 307 institutions. The data provided by these students, to be used in conjunction with follow-up data collected in subsequent years, would be used to evaluate changes in the students' educational and career plans, attitudes, and behavior. The defined population included all "eligible" institutions listed in the Education Directory, Part 3 Higher Education (U. S. Office of Education, 1965). An institution was considered to be eligible if it was functioning at the time of the survey and had the equivalent of a "freshman" class with at least 30 members. Under these conditions, the eligible population consisted of 1,968 institutions of higher education.
The sampling design involved different stratification procedures for the two-year and four-year institutions. The 592 eligible two-year institutions were stratified first by mode of control (public versus private) and then by size. The 1,375 eligible four-year institutions were first separated into colleges and universities and then both groups were separated into 10 levels of affluence. The rationale for these stratifications was based on earlier studies — Astin (1963, 1965), Astin and Holland (1961), Astin (1965) and Richards, Rand, and Rand (1965). The institutions were sorted into the appropriate stratification cells, the cell members shuffled, and 371 institutions randomly chosen for the contact sample. There was a departure from strict randomness by the deliberate inclusion of 61 institutions that had been selected from a similar stratification design for the 1965 pilot study (Astin and Panos, 1966).

Participating institutions were asked to administer a Student Information Form (shown in Appendix A) to each first-time, full-time entering freshman at the time of the 1966 fall orientation or registration periods. On the basis of several conferences among the Research Staff, it was decided to base the national norms on data provided by only 251 of the 307 institutions.

Analysis of the Data

Astin, Panos and Creager's (1967) data, entitled American Council on Education Office of Research Summary of Data on
Entering Freshmen, together with an accompanying explanatory report was sent to each participating institution, of which Montana State University was one. The data consisted of the national normative figures based on 206,865 freshmen (86,469 females and 120,396 males) at 251 institutions, and parallel data on 1682 entering freshmen (670 females and 1012 males) at Montana State University. The data took the form of:

1) Item Description of which there were 236, 2) the number of respondents at Montana State University, 3) percentages by sex and total percent of Montana State University respondents who answered in the affirmative to each item, and 4) percentages by sex and total percent of all freshmen who responded affirmatively to each item forming the national normative data. The above-described design provided an excellent opportunity for each participating institution to compare its student body with the national normative group.

Chi Square, according to Ferguson (1966), was the most efficient test of significance in this case, as it made use of observed and expected frequencies. The Montana State University figures were termed the observed and the parallel national data the expected. Chi Square was computed separately by sex for each item. Using one degree of freedom, Chi Square had to equal 3.84 to be significant at the .05 level. The null hypothesis was tested that there would be no significant differences in the described characteristics between the MSU group and the normative group of 1966 entering freshmen.
A total of 472 items were compared—236 for males and 236 for females (see Student Information Form, Appendix A). A total of 60 significant differences were found (30 for males and 30 for females), which represented 12.7 percent of the items compared. A five percent representation could be expected from chance alone. Although males and females had the same number of items on which they differed significantly, they did not always differ in the same categories or exactly the same items.

A Chi Square test of significance was computed on each separate item for males and females to determine if there were any significant differences between the MSU group and the normative group. The size of Chi Square for each significant difference found is listed in Appendix B. In each of the following items the null hypothesis was rejected.

The significant differences were found in seven categories for both males and females—age; background; plans, aspirations, and objectives; self-descriptive characteristics; financing of education; description of college; and activities. Items under the above-mentioned categories for males will be considered first.

MALES

A greater percentage of MSU males are 19 or over indicating that the MSU males were older than the average entering college male.
Eleven differences were found in the category of these young men's backgrounds. While MSU had approximately the same percentage of entering males with average grades of A and B in high school, a greater percentage of MSU males had an average grade of C in high school. This could be explained by the fact that MSU, as a state-supported institution, still follows the policy of accepting any and all in-state students who want to come. More MSU entering males had received a high rating in a state music contest which might be explained in part by Montana's relatively small population—a far greater percentage of Montana's students probably attended a state music contest. A greater percentage of MSU males listed their racial background as "other" (than Caucasian, Negro, American Indian or Oriental). This was unexplainable and undoubtedly a mistake or misunderstanding on the part of the respondents. Fewer MSU males came from the middle states, New England states, north central states, and southern states, while a greater percentage of them came from states in the northwest region. This was probably due to their proximity to the university and, if a count were taken, it would probably be found that most of the males from the "northwest region" were mainly from Montana. Fewer MSU males were of Jewish background and had a present religious preference of Judaism. The reasons were probably many for MSU not to attract a larger Jewish enrollment—proximity to a Jewish population of any size, curriculum offerings, prestige, and perhaps others. Fewer of the MSU males had come from private denominational secondary schools. There were far
fewer of these schools in the areas from which MSU entering males came.

Eight significant differences were found in the category of plans, aspirations and objectives. More MSU males were planning to study agriculture (including forestry) and engineering, and were quite naturally planning careers as farmers and engineers. Fewer MSU males were planning to study business and pre-professional, and fewer were planning careers as doctors and lawyers. These differences, for the most part, were probably due to curriculum emphasis on the MSU campus. An additional reason could have been more desire on the part of MSU males for an out-of-door type of life including their choice of career.

In the category of self-descriptive characteristics, four differences were found. More MSU males rated themselves as above average in mechanical ability. Fewer MSU males rated themselves as above average in political liberalism, intellectual self-confidence, and writing ability. These differences seemed to indicate the same direction as their career choices as the types of abilities found followed less creative and intellectual bents.

As to the financing of their educations, more MSU males worked during college for their major source of finance during their freshman year, and more considered the financing of their educations a "major concern". As there were no differences found between the MSU group and the normative group on the estimations of their parents' incomes, this seemingly could not have indicated a greater lack of funds on the part of the parents of the MSU males. It might have been a
reluctance on their part to finance their sons' educations or a "character-building-do-it-yourself" attitude more prevalent in both the respondent and his parents.

In describing their college fewer MSU males felt that MSU was "intellectual" or "liberal". As they described themselves the same way, perhaps this was a good match or perhaps they were describing themselves once again as typical of the school and therefore the school itself. Evidently the freshman "hazing" program at MSU was more clearly felt probably due to the smaller enrollment and the fact that the freshmen fill out the forms during freshmen orientation at which time the peak of hazing is reached.

In the area of activities, fewer MSU males attended church. Other schools' required chapel attendance may have been part of the explanation for this difference.

Significantly, different items under the seven categories for females will be considered next. Only "new" differences will be discussed. Wherever the significant items for females parallel those found for males which have already been discussed, they will be listed but not explained.

FEMALES

More MSU females were 19 or over, indicating an older entering female population at this university.

In the category of background, more MSU females had an average grade of C+ and C in high school and had a high rating in a state music contest. More MSU females indicated a racial background of "other"
and came from the northwest region. Fewer NSU females were of Jewish background, had a present religious preference of Judaism, and fewer came from the middle states, New England states, north central states, and the southern states. These differences seemed to indicate that they differed in much the same respects as the NSU males. In addition more NSU females had fathers whose education was grammar school or less, and fewer NSU females had fathers with a postgraduate degree. It would appear that they came from homes with less education at least on the father's part than did the average entering freshman female.

Seven significant differences were found in the category of plans, aspirations and objectives. More NSU females did not plan to finish any degree or an associate or its equivalent. There were no significant differences in the percentage of females planning to marry while in college between the NSU group and the normative group, thus this may have been due to lower educational aspirations in general on the part of the NSU group. More planned to study health professions (non HU) and other nontechnical fields, and more planned careers as nurses. This could have been due to curriculum offerings at NSU. More NSU females considered being an expert in finance as an essential objective while fewer of them considered writing original words as an essential objective. NSU females seemed to have paralleled their male counterparts in following the less creative and intellectual bents.

Only one significant difference was found in the area of self-
descriptive characteristics. Fewer MSU females rated themselves as above average in political liberalism as did their male counterparts.

The MSU females seemed to have the same financial problems as did the males. More MSU females worked during college for their major source of finance during their freshman year and considered financing their educations a "major concern". Fewer MSU females considered "financing their educations" of "no concern".

MSU females described MSU in exactly the same way as did the males in that more felt that "freshmen take orders for a time", and fewer described MSU as "intellectual" and "liberal".

In the category of activities, more MSU females played in the school band but fewer MSU females attended a ballet performance. The last difference was probably due to the fact that there were very few ballet performances to attend.

In summary, then, it was found that MSU freshmen differ from the average freshman in a number of background aspects, self-descriptive characteristics, aspirations and objectives, and descriptions of their college. In addition, it appeared that MSU males and females differed in approximately the same categories.

A summary of the conduct of the study, conclusions drawn, and recommendations are presented in the final chapter which follows.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if there were differences in descriptive characteristics between freshmen who entered college in 1966 at Montana State University and at a nation-wide sample of colleges.

Chi Square tests of significance were computed on 236 items for males and 236 items for females on data provided by the American Council on Education Office of Research. Sixty differences between the two student-body groups were found, as reported in the previous chapter.

A major weakness lay in the Student Information Form. Self-reporting may have been accidentally or deliberately distorted due to a misunderstanding of the items or a lack of seriousness on the part of the respondent. For example, "participation in a demonstration" may have meant a "sit-in" to one student and a 4-H demonstration on trimming cows' hooves to another. In addition, this researcher seriously doubts that some of the MSU group understood the meaning of "racial background", and perhaps "caucasian". Of the MSU respondents, 9.7 percent indicated their racial background as "other" (than Caucasian, Negro, American Indian or Oriental), which, in this researcher's opinion, was not possible because of campus observation and also by the fact that there were no differences found on the
percentage of foreign students entering MSU and other colleges. In citing another example of an easily misunderstood item, the statement "went to an overnight party" may have tended to indicate—a party for two with both sexes represented, a group mixed party, or an innocent "slumber" party. Many of the items, particularly in the last section (see Student Information Form, Appendix A), such as "took a nap or rest", "came late to class", "drove a car", or "took dietary formula", may seem superficial and unworthy of serious consideration by many students. Other questions, however, were of a more serious nature and called for factual information only.

Conclusions

The conclusions which follow were generated from the results of the study.

The MSU entering freshman class consisted of a somewhat older group of students coming mainly from the northwest region of the United States. More of them had lower grades in high school than did the average entering freshman.

As a result of their chosen fields of study, career choices, and self-descriptive characteristics, the typical entering MSU male was described as mechanically-minded, out-of-doors oriented, who followed less creative and intellectual bents than did his normative counterpart.

The average entering female had lower educational aspirations,
was less creative-minded, and less politically liberal than her normative counterpart.

Both the MSU males and females seem well-fitted to their university as their self-descriptions seemed to along with their university descriptions. In addition, their chosen fields of study and career choices fit the emphasized curriculum offerings at MSU.

Recommendations

It is recommended that follow-up studies be conducted on future data on entering freshmen of 1966 to be provided by Astin, Panos and Creager in subsequent years. Evaluation of impact of college environment on student development could be made.

It is further recommended that studies of faculty characteristics be conducted at both the national and local levels in addition to studies characterizing college environments. Further studies are called for at the local level in the student area beyond this one class, and more studies on the characteristics of this particular university are desirable. Detailed information correctly interpreted in all three of these areas could provide a wealth of data for administrators, parents, guidance counselors and students in Montana.

High school guidance counselors, through study of this report and the strengths of certain curricula at MSU, could predict for parents and student how well a student might "fit" this university or if he might benefit more from another college. In addition, the student
could be better prepared for the atmosphere of this university by guidance counselors through study of this report and future studies on MSU environment and faculty. University administrators, though already seemingly providing well for the students' education and development, might be cognizant of any changes in student or university descriptive characteristics indicated by future studies and should institute administrative procedures to provide for these changes. Scrutiny of all indicated studies could take us far in answering the question, "Who should go where to college?"
APPENDIX A

STUDENT INFORMATION FORM
STUDENT INFORMATION FORM

YOUR NAME (please print)  First Middle or Maiden Last

HOME STREET ADDRESS

CITY  STATE  ZIP CODE (if known)

Note: The information in this report is being collected through the American Council on Education as part of a study of this year's entering class. Please complete all items. Your name and address has been requested in order to facilitate mail follow-up studies. Your responses will be used only in group summaries for research purposes, and will not be identified with you individually.

Social Security Number (if known)

If you recently took any of the national achievement tests and happen to remember your score, fill in the appropriate information:

<table>
<thead>
<tr>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Verbal</td>
<td>ACT Composite</td>
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</table>

Date of Birth  Month  Day  Year

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2V2 or softer). Make heavy black marks that fill the circle. Erase cleanly any answer you wish to change. Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read?

Yes  No

1. Your Sex:  Male  Female

2. From what kind of secondary school did you graduate? (Mark one)

- Public
- Private (denominational)
- Private (nondenominational)
- Other

3. What was your average grade in secondary school? (Mark one)

- A or A+  B-
- A-  C+
- B+  C
- B  D

4. What is the highest academic degree that you intend to obtain? (Mark one)

- None
- Associate (or equivalent)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Ph.D., or Ed.D.
- M.D., D.D.S., or D.V.M.
- LL.B., or J.D.
- B.D.
- Other

5. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)

- Was elected president of one or more student organizations (recognized by the school)
- Received a high rating (Good, Excellent) in a state or regional music contest
- Participated in a state or regional speech or debate contest
- Had a major part in a play
- Won a varsity letter (sports)
- Won a prize or award in an art competition
- Edited the school paper, yearbook, or literary magazine
- Had poems, stories, essays, or articles published
- Participated in a National Science Foundation summer program
- Placed (first, second, or third) in a state or regional science contest
- Was a member of a scholastic honor society
- Won a Certificate of Merit or Letter of Commendation in the National Merit Program
6. Do you have any concern about your ability to finance your college education? (Mark one)
   - None (I am confident that I will have sufficient funds)
   - Some concern (but I will probably have enough funds)
   - Major concern (not sure I will be able to complete college)

7. Through what source do you intend to finance the first year of your undergraduate education? (Mark one for each item)
   - Employment during college
   - Employment during summer
   - Scholarship
   - G.I. Bill
   - Personal savings
   - Tuition deferment loan from college
   - Parental aid
   - Federal government loan
   - Commercial loan

8. What is your racial background? (Mark one)
   - Caucasian
   - Negro
   - American Indian
   - Oriental
   - Other

9. What is the highest level of formal education obtained by your parents? (Mark one in each column)
   - Grammar school or less
   - Some high school
   - High school graduate
   - Some college
   - College degree
   - Postgraduate degree

10. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.
    - Less than $4,000
    - $4,000-$5,999
    - $6,000-$7,999
    - $8,000-$9,999
    - $10,000-$14,999
    - $15,000-$19,999
    - $20,000-$24,999
    - $25,000-$29,999
    - $30,000 or more

11. Mark one in each column below:
    - Religion in which you were reared
    - Religion in which you present preference
    - Parental rearing
    - None

12. In deciding where to go to college, through what source did this college first come to your attention? (Mark one)
    - Relative
    - Friends
    - High school counselor or teacher
    - Professional counseling or college placement service
    - This college or a representative from this college
    - Other source
    - Other source

13. What extent do you think each of the following describes the psychological climate or atmosphere at this college? (Mark one answer for each item)
    - Intellectual
    - Snobbish
    - Social
    - Practical-minded
    - Warm
    - Realistic
    - Liberal

14. Answer each of the following as you think it applies to this college:
    - The students are under a great deal of pressure to get high grades
    - The student body is apathetic and has little "school spirit"
    - Most of the students are of a very high calibre academically
    - There is a keen competition among most of the students for high grades
    - Freshmen have to take orders from upperclassmen for a period of time
    - There isn't much to do except to go to class and study
    - I felt "lost" when I first came to the campus
    - Being in this college builds poise and maturity
    - Athletics are overemphasized
    - The classes are usually run in a very informal manner
    - Most students are more like "numbers in a book"

15. Are you:
    - An only child
    - The first-born
    - The second-born
    - The third-born
    - Fourth (or later) born

16. How many brothers and sisters now living do you have? (Mark one)
    - None
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
    - 8 or more

17. Mark one circle for each of your brothers and sisters between the ages of 13 and 23
    - Brothers
    - Sisters

18. Are you a twin? (Mark one)
    - No
    - Yes, identical
    - Yes, fraternal same sex
    - Yes, fraternal opposite sex

19. Is your twin attending college?
    - No
    - Yes, same college
    - Yes, a different college
21. Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

- First choice (your probable major field of study).
- Second choice.
- The field of study which is least appealing to you.

### Arts and Humanities
- Architecture
- English (literature)
- Fine arts
- History
- Journalism (writing)
- Language (modern)
- Language (other)
- Music
- Philosophy
- Speech and drama
- Theology
- Other

### Biological Science
- Biology (general)
- Biochemistry
- Biophysics
- Botany
- Zoology
- Other

### Business
- Accounting
- Business admin.
- Electronic data processing
- Secretarial studies
- Other

### Engineering
- Aeronautical
- Civil
- Chemical
- Electrical
- Industrial
- Mechanical
- Other

### Physical Science
- Chemistry
- Earth science
- Mathematics
- Physics
- Statistics
- Other

### Professional
- Health Technology (medical, dental, laboratory)
- Nursing
- Pharmacy
- Predentistry
- Premedical
- Preveterinary
- Therapy (occupat., physical, speech)
- Other

### Social Science
- Anthropology
- Economics
- Education
- History
- Political science (government, int. relations)
- Psychology
- Social work
- Sociology
- Other

### Other Fields
- Agriculture
- Communications (radio, T. V., etc.)
- Electronics (technology)
- Forestry
- Home economics
- Industrial arts
- Library science
- Military science
- Physical education and recreation
- Other (technical)
- Other (nontechnical)
- Undecided

Please be sure that only three circles have been marked in the above list.

22. Probable Career Occupation

Note:
Make only three responses, one in each column

<table>
<thead>
<tr>
<th>First Choice</th>
<th>Second Choice</th>
<th>Least Appealing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant or actuary</td>
<td>Actor or entertainer</td>
<td>Engineer</td>
</tr>
<tr>
<td>Artist</td>
<td>Business (clerical)</td>
<td>Business executive</td>
</tr>
<tr>
<td>Business executive (management, administrator)</td>
<td>Business owner or proprietor</td>
<td>Business owner or proprietor</td>
</tr>
<tr>
<td>Clergyman (minister, priest)</td>
<td>Clergy (other religious)</td>
<td>Clergy (other religious)</td>
</tr>
<tr>
<td>Clinical psychologist</td>
<td>College teacher</td>
<td>Computer programmer</td>
</tr>
<tr>
<td>College teacher</td>
<td>Conservationist or forester</td>
<td>Conservationist or forester</td>
</tr>
<tr>
<td>Dietitian or home economist</td>
<td>Dentist (including orthodontist)</td>
<td>Dentist (including orthodontist)</td>
</tr>
<tr>
<td>Engineer</td>
<td>Farmer or rancher</td>
<td>Farmer or rancher</td>
</tr>
<tr>
<td>Foreign service worker (including diplomat)</td>
<td>Housewife</td>
<td>Housewife</td>
</tr>
<tr>
<td>Housewife</td>
<td>Interior decorator</td>
<td>Interior decorator</td>
</tr>
<tr>
<td>Interpreter (translator)</td>
<td>Lab technician or hygienist</td>
<td>Lab technician or hygienist</td>
</tr>
<tr>
<td>Lawyer (attorney)</td>
<td>Law enforcement officer</td>
<td>Law enforcement officer</td>
</tr>
<tr>
<td>Military service (career)</td>
<td>Musician (performer, composer)</td>
<td>Musician (performer, composer)</td>
</tr>
<tr>
<td>Musician (performer, composer)</td>
<td>Nurse</td>
<td>Nurse</td>
</tr>
<tr>
<td>Nurse</td>
<td>Optometrist</td>
<td>Optometrist</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>Physician</td>
<td>Physician</td>
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<tr>
<td>Physician</td>
<td>School counselor</td>
<td>School counselor</td>
</tr>
<tr>
<td>School principal or superintendent</td>
<td>Scientific researcher</td>
<td>Scientific researcher</td>
</tr>
<tr>
<td>Scientific researcher</td>
<td>Social worker</td>
<td>Social worker</td>
</tr>
<tr>
<td>Social worker</td>
<td>Statistician</td>
<td>Statistician</td>
</tr>
<tr>
<td>Statistician</td>
<td>Therapist (physical, occupational, speech)</td>
<td>Therapist (physical, occupational, speech)</td>
</tr>
<tr>
<td>Therapist (physical, occupational, speech)</td>
<td>Teacher (elementary)</td>
<td>Teacher (elementary)</td>
</tr>
<tr>
<td>Teacher (elementary)</td>
<td>Teacher (secondary)</td>
<td>Teacher (secondary)</td>
</tr>
<tr>
<td>Teacher (secondary)</td>
<td>Veterinarian</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>Writer or journalist</td>
<td>Writer or journalist</td>
</tr>
<tr>
<td>Writer or journalist</td>
<td>Skilled trades</td>
<td>Skilled trades</td>
</tr>
<tr>
<td>Skilled trades</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
<td>Undecided</td>
<td>Undecided</td>
</tr>
<tr>
<td>Undecided</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>
Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, Mark "F." If you engaged in an activity one or more times, but not frequently, Mark "O"(occasionally). Mark "N"(not at all) if you have not performed the activity during the past year, (Mark one for each item)

- Voted in a student election
- Came late to class
- Listened to New Orleans's (Dixieland) jazz
- Gambled with cards or dice
- Played a musical instrument
- Took a nap or rest during the day
- Drove a car
- Stayed up all night
- Studied in the library
- Attended a ballet performance
- Participated on the speech or debate team
- Acted in plays
- Sang in a choir or glee club
- Argued with other students
- Called a teacher by his or her first name
- Wrote an article for the school paper or literary magazine
- Had a blind date
- Wrote a short story or poem (not for a class)
- Played in a school band
- Played in a school orchestra
- Smoked cigarettes
- Attended Sunday school
- Checked out a book or journal from the school library
- Went to the movies
- Discussed how to make money with other students
- Said grace before meals
- Played (not including grace before meals)
- Listened to folk music
- Attended a public recital or concert
- Made wisecracks in class
- Arranged a date for another student
- Went to an over-night or week-end party
- Took weight-reducing or dietary formula
- Drank beer
- Overslept and missed a class or appointment
- Typed a homework assignment
- Participated in an informal group sings
- Drank wine
- Cribbed on an examination
- Turned in a paper or theme late
- Tried on clothes in a store without buying anything
- Asked questions in class
- Attended church
- Participated in organized demonstrations

How old will you be on December 31 of this year? (Mark one)

16 or younger
17
18
19

20
21
Older than 21

24. Indicate the importance to you personally of each of the following: (Mark one for each item)

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Becoming an authority on a special subject in my subject field
- Obtaining recognition from my colleagues for contributions in my special field
- Becoming an accomplished musician (performer or composer)
- Becoming an expert in finance and commerce
- Having administrative responsibility for the work of others
- Being very well off financially
- Helping others who are in difficulty
- Participating in an organization like the Peace Corps or Vista
- Becoming an outstanding athlete
- Becoming a community leader
- Making a theoretical contribution to science
- Writing original works (poems, novels, short stories, etc.)
- Never being obligated to people
- Creating artistic work (painting, sculpture, decorating, etc.)
- Keeping up to date with political affairs
- Being successful in a business of my own

25. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

<table>
<thead>
<tr>
<th>Trait</th>
<th>Highest 10 Percent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Lowest 10 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic ability</td>
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<td></td>
<td></td>
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<tr>
<td>Artistic ability</td>
<td></td>
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</tr>
<tr>
<td>Cheerfulness</td>
<td></td>
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<tr>
<td>Defensiveness</td>
<td></td>
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<tr>
<td>Drive to achieve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership ability</td>
<td></td>
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<tr>
<td>Mathematical ability</td>
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<tr>
<td>Mechanical ability</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Originality</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Political conservatism</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Political liberalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Popularity</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Popularity with the opposite sex</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public speaking ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-confidence (intellectual)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-confidence (social)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitivity to criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stubbornness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. (If you are married, omit the following question)

What is your best guess as to the chances that you will marry

While in College? Within a Year after College?

Very good chance
Some chance
Very little chance
No chance

Prepared by American Council on Education 1785 Massachusetts Ave., N.W. Washington, D.C.
## APPENDIX B

### SIZE OF CHI SQUARE ON SIGNIFICANTLY DIFFERENT ITEMS

#### MALES

<table>
<thead>
<tr>
<th>ITEM</th>
<th>% MSU</th>
<th>% Norm</th>
<th>$X^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students 19 or over</td>
<td>29.7</td>
<td>17.6</td>
<td>8.32</td>
</tr>
<tr>
<td>Private Denominational Secondary School</td>
<td>4.1</td>
<td>12.7</td>
<td>5.82</td>
</tr>
<tr>
<td>Average Grade of C in High School</td>
<td>16.6</td>
<td>9.6</td>
<td>5.10</td>
</tr>
<tr>
<td>High Rating State Music Contest</td>
<td>15.2</td>
<td>8.5</td>
<td>5.28</td>
</tr>
<tr>
<td>Probable Field of Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture (including Forestry)</td>
<td>13.8</td>
<td>3.9</td>
<td>25.13</td>
</tr>
<tr>
<td>Business</td>
<td>7.6</td>
<td>15.4</td>
<td>3.95</td>
</tr>
<tr>
<td>Engineering</td>
<td>37.9</td>
<td>21.5</td>
<td>12.51</td>
</tr>
<tr>
<td>Pre-professional</td>
<td>6.9</td>
<td>15.1</td>
<td>4.45</td>
</tr>
<tr>
<td>Probable Career Occupation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor (MD)</td>
<td>2.4</td>
<td>10.3</td>
<td>6.06</td>
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<tr>
<td>Engineer</td>
<td>33.2</td>
<td>20.0</td>
<td>8.71</td>
</tr>
<tr>
<td>Farmer</td>
<td>12.4</td>
<td>3.2</td>
<td>26.45</td>
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<tr>
<td>Lawyer</td>
<td>1.3</td>
<td>8.3</td>
<td>5.90</td>
</tr>
<tr>
<td>Trait Self Ratings (% above average)</td>
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</tr>
<tr>
<td>Mechanical Ability</td>
<td>50.0</td>
<td>37.7</td>
<td>4.01</td>
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<tr>
<td>Political Liberalism</td>
<td>12.9</td>
<td>23.8</td>
<td>4.99</td>
</tr>
<tr>
<td>Self-Confidence (intellectual)</td>
<td>32.1</td>
<td>47.3</td>
<td>4.88</td>
</tr>
<tr>
<td>Writing Ability</td>
<td>19.3</td>
<td>30.7</td>
<td>4.23</td>
</tr>
<tr>
<td>Region of Home State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle States</td>
<td>2.2</td>
<td>20.2</td>
<td>16.04</td>
</tr>
<tr>
<td>New England</td>
<td>0.7</td>
<td>10.6</td>
<td>9.25</td>
</tr>
<tr>
<td>North Central</td>
<td>3.5</td>
<td>34.4</td>
<td>27.76</td>
</tr>
<tr>
<td>Northwest</td>
<td>89.2</td>
<td>7.2</td>
<td>933.89</td>
</tr>
<tr>
<td>Southern</td>
<td>0.5</td>
<td>22.8</td>
<td>21.81</td>
</tr>
<tr>
<td>Racial Background of &quot;other&quot;</td>
<td>7.3</td>
<td>2.4</td>
<td>10.00</td>
</tr>
<tr>
<td>Religious Background of Jewish</td>
<td>0.2</td>
<td>8.4</td>
<td>8.00</td>
</tr>
<tr>
<td>Present Religious Preference of Jewish</td>
<td>0.1</td>
<td>7.4</td>
<td>7.20</td>
</tr>
<tr>
<td>Employment during college as major source of finance during Freshman Year</td>
<td>54.3</td>
<td>33.3</td>
<td>13.24</td>
</tr>
<tr>
<td><strong>&quot;Major Concern&quot; about Financing Education</strong></td>
<td>% MSU</td>
<td>% Norm</td>
<td>(x^2)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Very Descriptive of Atmosphere of College</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Intellectual</td>
<td>26.3</td>
<td>38.8</td>
<td>4.03</td>
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<tr>
<td>Liberal</td>
<td>23.2</td>
<td>44.9</td>
<td>10.49</td>
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<tr>
<td>Freshmen take Orders for a Time</td>
<td>68.5</td>
<td>27.9</td>
<td>59.08</td>
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<tr>
<td>Attended Church</td>
<td>38.9</td>
<td>55.4</td>
<td>4.91</td>
</tr>
</tbody>
</table>

**FEMALES**

<table>
<thead>
<tr>
<th><strong>Percentage of Students 19 or over</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Grade in High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O+</td>
<td>15.8</td>
<td>7.5</td>
<td>9.18</td>
</tr>
<tr>
<td>C</td>
<td>9.9</td>
<td>3.6</td>
<td>11.02</td>
</tr>
<tr>
<td>High Rating in State Music Contest</td>
<td>30.6</td>
<td>13.4</td>
<td>22.07</td>
</tr>
<tr>
<td>Highest Academic Degree Planned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>11.4</td>
<td>3.3</td>
<td>19.88</td>
</tr>
<tr>
<td>Associate (or Equivalent)</td>
<td>4.1</td>
<td>2.1</td>
<td>4.28</td>
</tr>
<tr>
<td>Probable Field of Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Professions (non MD)</td>
<td>22.3</td>
<td>12.8</td>
<td>7.05</td>
</tr>
<tr>
<td>Other (nontechnical)</td>
<td>13.3</td>
<td>6.5</td>
<td>7.11</td>
</tr>
<tr>
<td>Probable Career Occupation of Nurse</td>
<td>14.8</td>
<td>6.8</td>
<td>9.41</td>
</tr>
<tr>
<td>Objectives Considered Essential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be expert in finance</td>
<td>11.1</td>
<td>4.9</td>
<td>7.84</td>
</tr>
<tr>
<td>Write Original Works</td>
<td>8.7</td>
<td>19.1</td>
<td>5.66</td>
</tr>
<tr>
<td>Rated Self Above Average In Political Liberalism</td>
<td>11.5</td>
<td>20.5</td>
<td>3.95</td>
</tr>
<tr>
<td>Region of Home State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle States</td>
<td>0.5</td>
<td>14.3</td>
<td>13.32</td>
</tr>
<tr>
<td>New England</td>
<td>0.2</td>
<td>9.1</td>
<td>8.70</td>
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<tr>
<td>North Central</td>
<td>2.1</td>
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<td>36.41</td>
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<tr>
<td>Northwest</td>
<td>94.7</td>
<td>8.2</td>
<td>912.47</td>
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<td>Southern</td>
<td>0.5</td>
<td>22.5</td>
<td>21.51</td>
</tr>
<tr>
<td>Father's Education</td>
<td></td>
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</tr>
<tr>
<td>Grammar School or Less</td>
<td>14.1</td>
<td>6.1</td>
<td>10.49</td>
</tr>
<tr>
<td>Postgraduate Degree</td>
<td>6.1</td>
<td>13.2</td>
<td>3.82</td>
</tr>
<tr>
<td>Category</td>
<td>% MSU</td>
<td>% Norm</td>
<td>( x^2 )</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>-----------</td>
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<tr>
<td>Racial Background of &quot;other&quot;</td>
<td>7.1</td>
<td>1.9</td>
<td>14.23</td>
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<tr>
<td>Religious Background of Jewish</td>
<td>0.5</td>
<td>8.6</td>
<td>7.63</td>
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<td>Present Religious Preference of Jewish</td>
<td>0.3</td>
<td>7.9</td>
<td>7.31</td>
</tr>
<tr>
<td>Employment During College as Major Source of Finance During Freshman Year</td>
<td>29.7</td>
<td>17.5</td>
<td>8.50</td>
</tr>
<tr>
<td>Concern About Financing Education</td>
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<td></td>
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<tr>
<td>None</td>
<td>24.4</td>
<td>37.7</td>
<td>4.69</td>
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<tr>
<td>Major Concern</td>
<td>15.5</td>
<td>8.0</td>
<td>7.03</td>
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<tr>
<td>Very Descriptive of Atmosphere of College</td>
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<tr>
<td>Intellectual</td>
<td>25.5</td>
<td>38.6</td>
<td>4.44</td>
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<td>Liberal</td>
<td>22.8</td>
<td>45.6</td>
<td>11.40</td>
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<td>Freshmen take Orders for a Time</td>
<td>76.3</td>
<td>29.3</td>
<td>75.39</td>
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<tr>
<td>% of Students Reporting that During the Past Year they:</td>
<td></td>
<td></td>
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<tr>
<td>Attended a Ballet Performance</td>
<td>13.0</td>
<td>22.7</td>
<td>4.14</td>
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<td>Played in the School Band</td>
<td>27.4</td>
<td>12.8</td>
<td>16.65</td>
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</tbody>
</table>
LITERATURE CONSULTED


11. Nichols, Robert C. "College Preferences of Eleventh Grade Students." 
   *NMSC Research Reports* 1966, 2, No. 1.


13. Tucci, Michael A. "College Freshmen and Vocational Choice." 