



# College Attendance Plans

*of High School Seniors in Missouri*

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# College Attendance Plans

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*of*  
*High School*  
*Seniors*  
*in Missouri*

THE OCCUPATIONAL structure of the Midwest has undergone rapid change in recent decades. From a predominantly rural, farm based economic order it has moved to one based on urban technological and professional occupations. Thus, demand for farm laborers and unskilled workers has declined rapidly and demand for professionally and technically trained personnel has greatly increased.

Young people and their parents are becoming increasingly aware of these changes in the occupational structure, and are each year placing a higher value upon formal education beyond high school. At the same time a greater proportion of youth complete high school and thus become eligible for college enrollment.

Government leaders and influential members of industrial and commonwealth organizations are also keenly aware of the labor market's increasing demand for higher education. Each year more programs providing financial aid to potential college students become available.

This combination of forces has generated a demand for higher education unparalleled in the nation's history. College enrollments are increasing at an explosive rate. Student numbers in Missouri public colleges and universities have more than doubled in the last decade. American society is rapidly becoming a highly educated society and Missouri's college enrollments reflect this nation-wide trend. Yet, in spite of the advances in higher education, educa-

tional attainment of youth from the lower socio-economic levels of our society lags far behind. This fact results in a great loss of productivity by society and of satisfaction for the individual.

It is the responsibility of individuals in places of leadership in industry, government, and education to plan and develop facilities necessary to overcome this educational lag. To do this requires sound educational planning which depends upon a thorough knowledge of the process at work in youth's decisions regarding education and job training.

Statistics have been compiled in an effort to delineate trends in college enrollments and estimate the future growth in higher education.<sup>1</sup> Efforts also have been made to determine the social and economic characteristics which are associated with college attendance. Such efforts, however important they may be, involve a serious limitation. They indicate little about the changes in attitudes and values which are held by young people and their families.

Ultimately, college enrollment is determined by decisions made by an individual, a decision to attend college rather than follow an alternative course of action upon the completion of high school. Measures of changes in family income and other social econom-

ic factors are inadequate to predict future college enrollments. It is for this reason that a sample of high school students were asked about their educational plans and how they made their decisions regarding higher education. If such research can be continued over time it will become possible to actually record and measure the changes in the attitudes and values which youth hold regarding higher education and to determine how they develop certain attitudes.

### The Study

A stratified random sample of 1,063 high school seniors were interviewed in group sessions to determine information on their social and economic characteristics, such as residence and parents' education, income, and occupation, as well as college plans and attitudes on matters related to higher education. Included were such things as reasons for going to college and for selecting a particular college.

The interviews were all conducted by the Department of Rural Sociology, University of Missouri, in the spring of 1967. All high school seniors in 13 sample high schools were involved. The high schools were distributed throughout the state and represented both urban and rural areas.

## Who's Going to College?

What are the characteristics of the high school graduates who plan to enter college? Are there similarities among these students that can be identified? These are some of the questions to which answers were sought. It is hoped that the findings of this study will be of help in developing future plans for higher education in Missouri.

### Proportion Planning to Attend College

The first question we wanted answered was: Who is going to college? In the 13 high schools in our sample, 54 percent of the seniors interviewed in the spring of 1967 planned to attend college (See Table 1A). Fifty-seven percent of the seniors in large high schools (defined as those with a senior enrollment of 130 and above) planned to attend college. Persons attending smaller schools were less likely to go to college (43%). (See Tables 1B and 2.)

The greater proportion of students entering college from large schools may be due in part to (1) the location of smaller schools generally being in rural areas where the desire or perceived necessity for higher education is less pronounced than in urban

TABLE 1--

#### A. HIGH SCHOOL SENIORS PLANNING TO ATTEND COLLEGE

Plan to Attend College	Number	Percent
Going to College	571	53.7
Not Going to College	368	34.6
Undecided	124	11.7
Total	1063	100.0

**B. COLLEGE ENROLLMENT INTENTIONS BY SIZE OF SCHOOL**

	Large Schools		Small Schools	
	Number	Percent	Number	Percent
Going to College	451	57.4	120	43.2
Not Going to College	233	29.7	135	48.5
Undecided	101	12.9	23	8.3
Total	785	100.0	278	100.0

areas, and (2) the course offerings of many small schools possibly not being good preparation for college.

Seniors from schools located north of the Missouri River were more likely to enroll in college than those from schools south of the river (54% compared with 45%). The Ozark area of the state has long been associated with lower educational achievement. This may result from the lower economic level and from a lower value placed upon education of children by the parents.

Approximately one of 10 seniors was undecided about college. Apparently these students' decisions about college are finally affected by events occurring after their high school days are over.

**Variation Within the Sample**

Even greater differences were found between individual high schools. Only six of the 162 seniors at one of the suburban high schools did not plan to go to college. Such a high percentage of seniors with college plans was due largely to the emphasis placed on higher education by parents in the area. The lowest percentage of seniors with college plans was 31 percent, found at a small high school in north-

eastern Missouri with a senior enrollment of 35. One metropolitan high school followed closely with only 33 percent and some of the schools in the Ozarks and southeast Missouri had only 36 percent planning to attend college.

**Anticipated Duration of Education**

Larger numbers of youths than ever before plan to continue past the bachelor's degree level and do graduate work (See Tables 3, 3A and 3B). Of the 577

TABLE 3--COLLEGE BOUND SENIORS' PLANNED DURATION OF COLLEGE EDUCATION

Duration	Number	Percent
2 years or less	89	15.4
Until graduation (B. S. or A. B.)	328	56.9
Post-Graduate (M. S. or M. A.)	97	16.8
Post-Graduate (Ph. D., Ed. D. etc.)	21	3.6
Professional Degree (M. D., L. L. B., etc.)	42	7.3
Total	577	100.0

TABLE 3A--PLANNED DURATION OF COLLEGE EDUCATION BY SIZE OF SCHOOL

Duration	Large Schools		Small Schools	
	Number	Percent	Number	Percent
Only 1 or 2 years	73	16.2	15	12.5
B. S., B. A.	237	52.6	87	72.5
Post-Graduate Work	141	21.2	18	15.0
Total	451	100.0	120	100.0

TABLE 2--COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River		South of Missouri River*	
	Number	Percent	Number	Percent
Going to College	244	53.7	92	44.7
Not Going to College	165	36.2	98	47.5
Undecided	46	10.1	16	7.8
Total	455	100.0	206	100.0

\*Does not include 2 schools

TABLE 3B--PLANNED DURATION OF COLLEGE EDUCATION BY LOCATION OF SCHOOL

	North of Missouri River		South of Missouri River*	
	Number	Percent	Number	Percent
Only 1 or 2 years	40	16.4	13	14.1
B. S., B. A.	147	60.3	64	69.6
Post-Graduate Work	57	23.3	15	16.3
Total	244	100.0	92	100.0

\*Does not include 2 schools

students in our study who indicated that they planned to go to college, 57 percent said they planned to work only for a bachelor's degree, while more than one-fourth of them planned at this early stage to do post-graduate work of some type.

Students from large schools showed a greater tendency to do post-graduate work than those from small schools and schools south of the river. The reasons for this difference are probably numerous. Perhaps more emphasis is placed on graduate work in the larger high schools by such persons as the guidance counselor; perhaps, too, more teachers in the large schools have done work beyond the B.S. degree and are therefore likely to encourage capable students in this direction. Also, larger schools are likely to be located in urban areas where more emphasis is placed on education. These plans for post-graduate work may not be real-

ized due to many intervening factors, but it is significant that already many of the seniors have aspirations for graduate school. This fact may reflect in part the increasing educational requirements of many types of jobs.

### Male and Female Plans for College Enrollment

Are males more likely to enter college than females in Missouri? We found a slight indication of such a tendency in our study (57% compared to 50%). The ratios of males and females entering college varied between large and small schools similar to variation in total enrollment. Among males, 60 percent of large school students compared with 49 percent of small school students planned to attend; the figures for females were 55 percent and 38 percent. (See Tables 4, 4A, and 4B.)

TABLE 4--MALE AND FEMALE PLANS FOR COLLEGE ATTENDANCE

	College Plans							
	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
Male	514	100.0	294	57.2	149	29.0	71	13.8
Female	549	100.0	277	50.4	219	39.9	53	9.7

TABLE 4A--MALE AND FEMALE PLANS FOR COLLEGE ENROLLMENT BY SIZE OF SCHOOL

	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	382	100.0	230	60.2	94	24.6	58	15.2	131	100.0	64	48.9	54	41.2	13	9.9
Female	403	100.0	221	54.8	139	34.5	43	10.7	147	100.0	56	38.1	81	55.1	10	6.8

TABLE 4B--SEX OF STUDENT AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	210	100.0	115	54.8	69	32.8	26	12.4	101	100.0	51	50.5	38	37.6	12	11.9
Female	245	100.0	129	52.6	96	39.2	20	8.2	105	100.0	41	39.0	60	57.2	4	3.8

\*Does not include 2 schools

A higher proportion of males than of females were undecided about college at the time of the study. This may be in part a result of uncertainty from military service, etc. Circumstances may be such later that many of these males will in fact enroll in college, making the total proportion of males as opposed to females who are planning to enroll in college even greater.

However, note that 50 percent of all the females in the study were planning to enroll in college. This is certainly illustrative of an upward trend in college enrollment by females in Missouri. This increase has been no doubt influenced by the modern emancipation of the woman from the traditional role of homemaker to a career role in which education is even more important.

### Residence and College Enrollment

Along with differences between males and females in college enrollment plans, we were inter-

ested in finding out if place of residence influenced plans for college. Definite differences did appear in plans for higher education between urban students and those living in the country. (See Tables 5, 5A, and 5B). In every classification of school by size and location, well over half of the students living in a town or city planned to go to college, while only about one out of three students living in the country planned to go.

Perhaps the small proportion of country students with college plans can be explained by the following: (1) Many of the students from rural areas were members of farming families and felt need for college was not great; (2) the education of the parents would tend to be lower than in urban areas and this could easily result in less encouragement from parents to attend college; and (3) the economic resources of these families may not be sufficient to send the students to college.

TABLE 5--HIGH SCHOOL SENIORS BY RESIDENCE AND COLLEGE INTENTIONS

Residence	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
Town-City	813	100.0	478	58.8	234	28.8	101	12.4
Country	240	100.0	93	37.2	134	53.6	23	9.2

TABLE 5A--RESIDENCE AND COLLEGE ENROLLMENT INTENTIONS BY SIZE OF SCHOOL

Residence	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Town - City	705	100.0	421	59.8	192	27.2	92	13.0	108	100.0	57	52.8	42	38.9	9	8.3
Country	80	100.0	30	37.5	41	51.2	9	11.3	170	100.0	63	31.7	93	54.7	14	8.2

TABLE 5B--RESIDENCE AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Town - City	337	100.0	204	60.5	102	30.3	31	9.2	75	100.0	40	53.3	27	36.0	8	10.7
Country	118	100.0	40	33.9	63	53.4	15	12.7	131	100.0	52	39.7	71	54.2	8	6.1

\*Does not include 2 schools

Whatever the reason, students living in a town or city are more likely to plan to enroll in college than are those living in the country. This indicates the college attendance of many capable young per-

sons living in rural areas and, for the most part, attending small schools might be enhanced by changes in the schools, the attitudes on the part of parents, and the availability of more financial assistance.

## Characteristics of Individuals

Having looked at who is going to college in broad outline, we will now seek to specify some distinctive characteristics of students who do pursue a college education. Here is a look at high school grade average, college aptitude test performance, class rank, and the students' plans for financial support.

### Cumulative Grade Average

As might be expected, the general conclusion can be drawn that students with high grade averages are those who are most likely to enroll in college (See Tables 6, 6A, and 6B). Overall, 92 percent of the students with an A or A- average planned to attend college. Clearly, if gains are to be made in the number of Missouri youths enrolling in college, the

increase must come from students with grade point averages of less than an A or A-. Perhaps a fertile field for potential college enrollments is the students with B, B-, C+ grades.

The tables show that the B or C+ student from a small school is much less likely to enroll in college than a student with a similar grade from a large school. For example, approximately half of the students with a C+ grade average from small schools have no plans of enrolling in college; less than one-fourth of the C+ students from large schools do not plan to attend college.

The implication of all this seems to be that a more definite attempt should be made on the part of school administration and teacher personnel to en-

TABLE 6--PERCENT OF HIGH SCHOOL SENIORS CLASSIFIED BY CUMULATIVE GRADE AVERAGE AND COLLEGE ATTENDANCE PLANS

Grade Average	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
A, A-	51	100.0	47	92.1	3	5.9	1	2.0
B+, B	87	100.0	73	84.0	13	14.9	1	1.1
B-	204	100.0	138	67.6	56	27.5	10	4.9
C+	225	100.0	128	56.9	67	29.8	30	13.3
C, C-, D+	349	100.0	153	43.8	141	40.4	55	15.8
D or less	147	100.0	32	21.8	88	59.8	27	18.4



TABLE 6A--CUMULATIVE GRADE AVERAGE AND COLLEGE ENROLLMENT INTENTIONS BY SIZE OF SCHOOL

Grade	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A, A-	33	100.0	31	93.9	2	6.1			18	100.0	16	88.8	1	5.6	1	5.6
B+, B	54	100.0	50	92.5	3	5.6	1	1.9	33	100.0	23	69.7	10	30.3		
B-	136	100.0	99	72.8	30	22.1	7	5.1	68	100.0	39	57.4	26	38.2	3	4.4
C+	168	100.0	108	64.3	37	22.0	23	13.7	57	100.0	20	35.1	30	52.6	7	12.3
C, C-, D+	274	100.0	138	50.4	90	32.8	46	16.8	75	100.0	15	20.0	51	68.0	9	12.0
D or less	120	100.0	25	20.8	71	59.2	24	20.0	27	100.0	7	25.9	17	63.0	3	11.1

TABLE 6B--STUDENT'S CUMULATIVE GRADE POINT AVERAGE AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A, A-	16	100.0	16	100.0					12	100.0	10	83.4	1	8.3	1	8.3
B+, B	37	100.0	34	91.9	2	5.4	1	2.7	23	100.0	14	60.9	9	39.1		
B-	80	100.0	60	75.0	18	22.5	2	2.5	49	100.0	31	63.3	17	34.7	1	2.0
C+	72	100.0	50	69.5	17	23.6	5	6.9	46	100.0	18	39.1	23	50.0	5	10.9
C, C-, D+	145	100.0	64	44.1	62	42.8	19	13.1	54	100.0	12	22.2	35	64.8	7	13.0
D or less	105	100.0	20	19.1	66	62.9	19	18.1	22	100.0	7	31.8	13	59.1	2	9.1

\*Does not include 2 schools

courage these "average and slightly above" students to go to college. Certainly these students should not be automatically funneled into a vocational school curriculum solely on the basis of their past grades. Undoubtedly we are losing some, perhaps many, college students through this process.

### College Aptitude Test Scores

Students ranking high on the Ohio Psychological Test, a measure of general ability and college aptitude, were much more likely to plan to go to college than were those who ranked low. In general, persons scoring in the 61-80 and 81-100 percentiles are considered college material. In our study 92 percent of the total number of students scoring in the 81-100 percentile planned to go to college (See Tables 7, 7A, and 7B), more than three-fourths of those in the

61-80 percentile, and more than half of the students in the 41-60 percentile group planned to go to college. Clearly, the student's score on this test of college aptitude and his tendency to go to college are positively related. Note, however, that smaller proportions of capable students from small schools have college plans than do their counterparts in large schools. This finding is similar to the one mentioned above with regard to grade point average. These two findings seem to mean, again that for some reason, capable students from small schools lack some essentials necessary to enroll in college—something such as finances, desire, or opportunity. Perhaps another reason for this development, as was mentioned above, the parents in rural areas, especially in the Ozarks and Southeast Missouri, are less likely to see college as desirable or as a real need.

TABLE 7--HIGH SCHOOL SENIORS BY OHIO PSYCHOLOGICAL TEST RANK AND COLLEGE ENROLLMENT INTENTIONS

Percentile Rank	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
81 - 100	216	100.0	199	92.2	15	6.9	2	0.9
61 - 80	174	100.0	142	81.6	28	16.1	4	2.3
41 - 60	178	100.0	97	54.5	65	36.5	16	9.0
21 - 40	204	100.0	68	33.3	106	52.0	30	14.7
1 - 20	291	100.0	64	22.3	154	53.0	72	24.7

TABLE 7A--STUDENT'S OHIO PSYCHOLOGICAL TEST SCORES AND COLLEGE ENROLLMENT INTENTIONS BY SIZE OF SCHOOL

Percentile Rank	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
81 - 100	187	100.0	175	93.6	11	5.9	1	0.5	29	100.0	24	82.8	4	13.8	1	3.
61 - 80	122	100.0	102	83.6	18	14.8	2	1.6	52	100.0	40	77.0	10	19.2	2	3.
41 - 60	136	100.0	76	55.8	47	34.6	13	9.6	42	100.0	21	50.0	18	42.9	3	7.
21 - 40	138	100.0	51	37.0	62	44.9	25	18.1	65	100.0	17	26.2	43	66.2	5	7.
1 - 20	202	100.0	47	23.3	95	47.0	60	29.7	90	100.0	18	20.0	60	66.7	12	13.

TABLE 7B--STUDENT'S OHIO PSYCHOLOGICAL INDIVIDUAL PERCENTILE RANK AND COLLEGE ENROLLMENT INTENTIONS BY THE LOCATIONS OF SCHOOL

Percentile Rank	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
81 - 100	84	100.0	76	90.5	7	8.3	1	1.2	23	100.0	19	82.7	3	13.0	1	4.3
61 - 80	83	100.0	66	79.5	14	16.9	3	3.6	33	100.0	24	72.8	8	24.2	1	3.0
41 - 60	75	100.0	41	54.6	29	38.7	5	6.7	37	100.0	21	56.8	13	35.1	3	8.1
21 - 40	105	100.0	36	34.3	56	53.3	13	12.4	46	100.0	14	30.4	29	63.1	3	6.5
1 - 20	108	100.0	25	23.1	59	54.7	24	22.2	67	100.0	14	20.9	45	67.2	8	11.9

\*Does not include 2 schools

### Class Rank

The general trend seen in grade average and in rank on the Ohio Psychological Test holds true for class rank: The students most likely to go to college are those who rank high in their respective classes,

those who were academically successful in high school. The proportion of students in each rank with college plans shows considerable difference in each category of school. For instance, 91 percent of the students ranking in the top tenth of their class in schools

north of the Missouri River were planning to go to college, while only 67 percent of those from schools south of the river in this class rank had college plans.

Students ranking in the top 30 percent of the class from large schools showed a higher tendency to have college plans than their counterparts from small schools. Students from the small schools are more likely to have college plans if they rank in the fourth highest tenth than if they rank in the top 30 percent. This fact is difficult to explain. Perhaps part of the reason is in other factors such as financial resources, parental encouragement, and a desire for education.

### Students' Plans for Financial Support

Very closely related to this problem of students with apparent college potential not planning to go to college is the chronic issue among students concerning finances. Students must have substantial financial resources to enroll in college today. We were interested in discovering the students' plans for financial support.

The study revealed that nearly half of the students planned to work part-time during the school year to help meet expenses. More than a third of

them had applied for scholarships, and one-fifth had plans to obtain a loan (Table 8). These findings reveal that a great deal of part-time work should be made available on college campuses and within the local town, for students who need to work in order to stay in school.

Some of the students who apply for scholarships or loans may not receive them, in which case they will presumably decide to work part-time or fall back on their parents for support. Especially for the potential college students from low-income families, the scholarships and loans may loom as deciding factors in whether or not they go to college. This fact has been taken into consideration by colleges and independent agencies who make certain kinds of scholarships and loans available. As college fees increase year by year, the need for funds for loans and scholarships will increase.

### Knowledge of Assistance Programs

With one-third of the students who plan to go to college planning to apply for a scholarship, and one-fifth of them having applied for loans, it might be concluded that students apparently have a fairly

TABLE 8--PLANS FOR FINANCIAL SUPPORT OF COLLEGE BOUND SENIORS

Aid	Total		Yes		No		Undecided	
	N	%	N	%	N	%	N	%
Plans to work	576	100.0	272	47.2	171	29.7	133	23.1
Application for scholarship	575	100.0	203	35.3	269	46.7	103	17.9
Plans for obtaining Loans	575	100.0	117	20.4	339	58.9	119	20.7

TABLE 9--SENIORS WITH A KNOWLEDGE OF ASSISTANCE PROGRAMS

Knowledge of:	Total		Yes		No	
	N	%	N	%	N	%
Educational Opportunity Grant	1063	100.0	381	35.8	682	64.2
Work Study Program	1063	100.0	693	65.2	370	34.8
National Defense Education Act	1063	100.0	423	39.8	640	60.2
Waiver-of-Fees Programs	1063	100.0	144	13.5	919	86.5
General Motors Scholarships	1063	100.0	707	66.5	356	33.5
Freshman Curators Scholarships	1063	100.0	459	43.2	604	56.8

good knowledge of the financial assistance programs available. We found that this was not the case (Table 9). In only two cases were more than half of the students familiar with the specific assistance programs. The two exceptions were the General Motors Scholarships and the Work Study Program. About two-thirds of the students were familiar with these.

This lack of knowledge concerning the financial

assistance programs may be one reason for potential students not planning to go to college. Assistance programs are being offered, but are not being publicized to the extent that individual high school seniors are familiar with them. Gains in college enrollment in Missouri could be made if more information relevant to financial assistance programs were made available to students.

## Characteristics of Families Related to College Attendance

We now turn to the characteristics of the families of the students with the expectation that certain ones may be correlated with college enrollment intentions.

### Father's Educational Level

In relating the father's educational attainment to college enrollment plans of high school seniors, it was found that, in general, the higher the education of the father, the more likely the student was to attend college (Tables 10, 10A, and 10B). More than 97 percent of the students with fathers who had more than 16 years of schooling (that is, had done some graduate work beyond the bachelor's degree), planned to go to college.

A marked difference showed up between students with fathers who had done at least some college work

and those whose fathers had graduated from high school but had not gone on to college. The drop was from 88 percent to 59 percent of the students planning to go to college. This drop in college enrollment intentions is seen especially in the large schools.

There was a slightly greater proportion of students with fathers who had 1-3 years of college education enrolling in college than of students whose fathers actually had graduated from college. This fact might reflect an emphasis on education by fathers who did not earn the degree and now saw that it might have been useful in their own careers.

Students with fathers who had gone to college showed a higher tendency to enroll in college if they were from large schools than if they were from small

TABLE 10--HIGH SCHOOL SENIORS BY COLLEGE INTENTION AND FATHER'S EDUCATIONAL ATTAINMENT

Years Schooling Completed by Father	College Plans							
	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
More than 16 years	73	100.0	71	97.2	1	1.4	1	1.4
16 years	82	100.0	70	85.4	11	13.4	1	1.2
13-15 years	84	100.0	65	87.8	8	10.8	1	1.4
12 years	297	100.0	174	58.6	93	31.3	30	10.1
9-11 years	163	100.0	66	40.5	60	36.8	37	22.7
8 years	280	100.0	105	37.5	140	50.0	35	12.5
6-7 years	55	100.0	10	18.2	30	54.5	15	27.3
5 years or less	33	100.0	8	23.5	23	67.7	2	8.8

TABLE 10A--FATHER'S EDUCATIONAL ATTAINMENT AND COLLEGE ENROLLMENT INTENTIONS BY SIZE OF SCHOOL

Years of School Completed by Father	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
More than 16 years	69	100.0	67	97.2			1	1.4	4	100.0	4	100.0				
16 years	69	100.0	61	88.5	7	10.1	1	1.4	13	100.0	9	69.2	4	30.8		
13-15 years	65	100.0	60	92.3	4	6.2	1	1.5	9	100.0	5	55.6	4	44.4		
12 years	230	100.0	139	60.4	66	28.7	25	10.9	67	100.0	35	52.2	27	40.3	5	7.5
9-11 years	126	100.0	48	38.1	45	35.7	33	26.2	37	100.0	18	48.7	15	40.5	4	10.8
8 years	166	100.0	65	39.2	77	46.4	24	14.4	114	100.0	40	35.0	63	55.4	11	9.6
6-7 years	38	100.0	5	13.2	20	52.6	13	34.2	17	100.0	5	29.4	10	58.8	2	11.8
1-5 years	18	100.0	5	27.8	12	66.7	1	5.5	15	100.0	3	20.0	11	73.3	1	6.7
No schooling	1	100.0					1	100.0								

TABLE 10B--FATHER'S EDUCATIONAL ATTAINMENT AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
More than 16 years	18	100.0	16	88.8	1	5.6	1	5.6	3	100.0	3	100.0				
16 years	38	100.0	30	79.0	7	18.4	1	2.6	9	100.0	6	66.7	3	50.0		
13-15 years	41	100.0	38	92.7	3	7.3			6	100.0	3	50.0	3	50.0		
12 years	166	100.0	92	55.5	58	34.9	16	9.6	46	100.0	27	58.7	16	34.8	3	6.5
9-11 years	65	100.0	27	41.5	27	41.5	11	17.0	28	100.0	13	46.4	12	42.9	3	10.7
8 years	111	100.0	38	34.2	58	52.3	15	13.5	86	100.0	32	37.2	46	53.5	8	9.3
6-7 years	9	100.0	2	22.2	6	66.7	1	11.1	14	100.0	4	28.6	8	57.1	2	14.3
1-5 years	4	100.0			3	75.0	1	25.0	13	100.0	3	23.1	10	76.9		

\*Does not include 2 schools

schools. Over 92 percent of the large school students whose fathers went to college had college plans, while only half to two-thirds of the small school students whose fathers had similar education planned to go on to college.

On the other end of the educational scale, more than two-thirds of the students whose fathers had

five years or less of schooling were not planning to go to college.

So we see that there is an over-all tendency toward the trend of the higher the education of the father, the greater the likelihood that the student will enroll in college. However, it is clear that many factors are operating at the same time which influence

the student's decision, and that the father's educational attainment is only one of these many factors.

### Father's Occupation

Similar to the conclusion above regarding education of father, the more formal education required

for the father's occupation, the more likely the student is to enroll in college (Tables 11, 11A, and 11B). While almost 90 percent of the students whose fathers were professional or technical men, and three out of four students whose fathers were managers or officials were going to college, only 20 percent of

TABLE 11--HIGH SCHOOL SENIORS' FATHERS' OCCUPATIONS

Occupation	College Plans							
	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
Professional and technical	137	100.0	120	87.6	14	10.2	3	2.2
Farmers and farm managers	121	100.0	53	43.8	54	44.6	14	11.6
Managers and officials	186	100.0	145	78.0	32	17.2	9	4.8
Clerical Workers	41	100.0	27	65.8	9	22.0	5	12.2
Sales workers	54	100.0	37	68.5	16	29.6	1	1.9
Craftsmen and foremen	211	100.0	88	41.7	94	44.6	29	13.7
Operatives	156	100.0	56	35.9	70	44.9	30	19.2
Service workers	46	100.0	21	45.7	19	37.0	8	17.4
Laborers	99	100.0	20	20.2	58	58.6	21	21.2

TABLE 11A--FATHER'S OCCUPATION AND COLLEGE ENROLLMENT INTENTIONS BY SIZE OF SCHOOL

Occupation	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Professional, technical and kindred workers	116	100.0	103	88.8	10	8.6	3	2.6	21	100.0	17	81.0	4	19.0		
Farmers, farm managers, farm laborers and foremen	27	100.0	13	48.2	11	40.7	3	11.1	94	100.0	40	42.6	43	45.7	11	11.7
Managers, officials and proprietors excluding farm	153	100.0	122	79.8	25	16.3	6	3.9	33	100.0	23	69.7	7	21.2	3	9.1
Clerical and kindred workers	34	100.0	25	73.5	4	11.8	5	14.7	7	100.0	2	28.6	5	71.4		
Sales workers	43	100.0	34	79.1	8	18.6	1	2.3	11	100.0	3	27.3	8	72.7		
Craftsmen, foremen and kindred workers	170	100.0	71	41.7	70	41.2	29	17.1	41	100.0	17	41.5	24	58.5		
Operatives and kindred workers	129	100.0	48	37.2	55	42.6	26	20.2	29	100.0	10	34.5	15	51.7	4	13.8
Service workers	39	100.0	18	46.2	14	35.9	7	17.9	7	100.0	3	42.9	3	42.9	1	14.2
Laborers except farm and mine	66	100.0	17	25.8	32	48.4	17	25.8	33	100.0	3	9.1	26	78.8	4	12.1

TABLE 11 B--FATHER'S OCCUPATION AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Professional, technical and kindred workers	49	100.0	41	83.7	6	12.2	2	4.1	14	100.0	11	78.6	3	21.4		
Farmers, farm managers, farm laborers and foremen	58	100.0	26	44.8	26	44.8	6	10.4	60	100.0	26	43.3	27	45.0	7	11.7
Managers, officials and proprietors excluding farm	87	100.0	66	75.9	17	19.5	4	4.6	29	100.0	20	69.0	6	20.7	3	10.3
Clerical and kindred workers	15	100.0	12	80.0	3	20.0			6	100.0	2	33.3	4	66.7		
Sales workers	20	100.0	10	50.0	9	45.0	1	5.0	8	100.0	3	37.5	5	62.5		
Craftsmen, foremen and kindred workers	110	100.0	48	43.6	50	45.5	12	10.9	33	100.0	15	45.5	18	54.5		
Operatives and kindred workers	59	100.0	22	37.3	25	42.4	12	20.3	23	100.0	9	39.1	12	52.2	2	8.7
Service workers	15	100.0	9	60.0	4	26.7	2	13.3	6	100.0	2	33.3	3	50.0	1	16.7
Laborers except farm and mine	40	100.0	8	20.0	25	62.5	7	15.5	26	100.0	3	11.5	20	77.0	3	11.5

\*Does not include 2 schools

the students whose fathers were laborers and 36 percent of the students whose fathers were operatives planned to attend.

A substantially higher proportion of students whose fathers were clerical, sales, and service workers planned to go to college from large schools than from other schools. Perhaps this discrepancy is partly due to the fact that most large high schools are located in fairly good-sized towns that offer opportunity for higher-paying clerical, sales, and service work than would be available in smaller towns or rural areas.

Various complex factors may be operating in individual cases. The traditional idea of a son following in his father's occupation, though dying out rapidly, may still be influential in some individual cases, prompting the student either to go to college or not to. If a father has "made good" without a college education, he may not see much value in college for his child. Other fathers who feel that their present

occupational level is the result of their sound educational background, or who feel that their lack of advancement is due in part to lack of education, may put pressure on their children to go to college.

### Parents' Income

Almost nine out of 10 students whose parents' income was \$17,500 or more annually planned to go to college, and only 32 percent of those whose parents had \$2,500 or less annual income had college plans. In general, although exceptions can be found within the various categories of schools, the higher the family's income, the more likely the student is to enroll in college, other things being equal. Again, students from large schools were more likely than those from small ones to go to college, among those whose parents had incomes of \$5,000 or more.

Gains in college enrollment could surely be made at some income levels. Even though three out of ten

TABLE 12--HIGH SCHOOL SENIORS BY COLLEGE INTENTIONS AND PARENTS ANNUAL INCOME

Income (\$)	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
17,500 or more	82	100.0	72	87.7	9	11.0	1	1.2
15,000 - 17,499	63	100.0	52	82.5	10	15.9	1	1.6
10,000 - 14,999	164	100.0	120	73.2	39	20.7	10	6.1
7,500 - 9,999	164	100.0	89	53.4	60	36.6	15	9.1
5,000 - 7,499	168	100.0	90	53.6	63	37.5	15	8.9
2,501 - 4,999	122	100.0	47	38.5	57	46.7	18	14.8
2,500 or less	54	100.0	17	31.5	34	62.9	3	5.6

TABLE 12A--PARENTS' INCOME AND COLLEGE ENROLLMENT INTENTIONS BY SIZE OF SCHOOL

Income	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
\$17,500 or more	76	100.0	68	89.5	7	9.2	1	1.3	6	100.0	4	66.7	2	33.3		
15,000-17,499	56	100.0	49	87.5	6	10.7	1	1.8	7	100.0	3	42.9	4	57.1		
10,000-14,999	131	100.0	100	76.3	23	17.6	8	6.1	33	100.0	20	60.6	11	33.3	2	6.1
7,500-9,999	111	100.0	67	60.4	34	30.6	10	9.1	52	100.0	21	40.4	26	50.0	5	9.6
5,000-7,499	100	100.0	59	59.0	30	30.0	11	11.0	68	100.0	31	45.6	33	48.5	4	5.9
2,500-4,999	48	100.0	17	35.4	23	47.9	8	16.7	74	100.0	29	39.2	35	47.3	10	13.5
2,500 or less	15	100.0	4	26.7	10	66.6	1	6.7	38	100.0	12	31.6	24	63.1	2	5.3

TABLE 12B--PARENTS' INCOME AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
\$17,500 or more	21	100.0	13	61.9	8	38.1			4	100.0	4	100.0				
15,000-17,499	26	100.0	18	69.3	7	26.9	1	3.8	6	100.0	3	50.0	3	50.0		
10,000-14,999	104	100.0	71	68.3	24	23.1	9	8.6	22	100.0	14	63.7	7	31.8	1	4.5
7,500-9,999	105	100.0	52	49.5	42	40.0	11	10.5	39	100.0	18	46.1	17	43.6	4	10.3
5,000-7,499	117	100.0	65	55.5	40	34.2	12	10.3	44	100.0	18	40.9	23	52.3	3	6.8
2,500-4,999	62	100.0	20	32.3	30	48.3	12	19.4	57	100.0	24	42.1	27	47.4	6	10.5
2,500 or less	20	100.0	5	25.0	14	70.0	1	5.0	32	100.0	10	31.3	20	62.4	2	6.3

\*Does not include 2 schools



students with parents in the \$2,500 or less category plan to go to college, this figure could certainly be increased through more use of scholarships, loans, and part-time work. Students in other income brackets could also benefit from these financial aids.

The three factors just studied, father's education, father's occupation, and family income are often used together as an indication of social class. Were we to do the same thing, here, we could say that, generally, the higher the social class of a family, the more likely is the student to go to college. Perhaps this is true

because families in the higher social classes place more value on education as a way to "get ahead." Certainly one facilitating factor would be that the family simply could afford to send the child to college with a minimum of sacrifice. This conclusion, however, is not universally true; many capable students from the lower income levels are planning to go to college, either with financial help or perhaps through enrolling in a public college close to their home town and commuting in order to save expenses.

## Why Are They Going?

### Students' Reasons for Attending College

We now turn to the crucial question of what reasons were given most often for students going to college. (See Table 13.) First, over half of the stu-

TABLE 13--COLLEGE BOUND SENIORS BY MOST IMPORTANT REASON FOR ATTENDING COLLEGE

Reason	Number	Percent
Gain knowledge and understanding	315	54.8
Have better job opportunities	206	35.7
Gain financial security	36	6.2
Have exciting social life	5	0.9
Avoid draft	1	0.2
Delay going to work	2	0.3
Others	11	1.9
Total	577	100.0

dents gave as their main reason for going to college a desire to gain knowledge and understanding, an academic goal. Practical considerations were also in evidence, as seen by the fact that over one out of three students said their most important reason for going to college was in order to have better job opportunities. These two reasons together accounted for 90 percent of the students' decisions to go to college. It would thus appear that our colleges are receiving an interesting combination of freshman idealists and realists.

It would be most enlightening to see if these students actually found what they were looking for in their college experiences but this goes beyond the scope of this study. No significant differences were found among students from schools classified by size. It would be well to note that only one out of the 1,063 students in the study reported that he was going to college to avoid the draft as long as possible. The data from this study, then, would not support the widespread notion that avoidance of the draft is an important factor in the increase in college enrollment.

### Students' Reasons for Not Attending College

Students who were not planning to go to college were asked what reasons they had for making this decision. (See Tables 14, 14A, and 14B.) The reason given most often by far, was that the student simply did not want to go (44%). Students from small schools were somewhat more likely than the other students to give as a reason their fear that they couldn't make it in college (about 34% compared to about 21%) and their preference to begin making money immediately (16% compared with 11%). Seniors from large schools showed a slightly higher tendency to report lack of money as an obstacle to college than other students (about 23% compared with about 17%). However, it should be remembered that at least 75 percent of the students from all schools said financial considerations were *not* a reason for deciding not to go to college. Thus, when we talk about differences among students for whom money

was an obstacle, we are only dealing with a minority of all students. Apparently, then, many if not most of the students who *want* to go to college do in fact

enroll in an institution of higher learning. An appreciable minority, however, may be prevented from attending by financial and other considerations.

### Importance Attached to College Education by Students

We have just dealt with reasons given by students for their decisions to go or not to go to college. It was thought that these decisions might also be affected by the importance attached to a college education by the students and their parents. It is to this consideration that we now turn. (See Tables 15, 15A, and 15B.)

From our study we can conclude that in Missouri most students and parents attach great importance to a college education. Even one-third of the students who are not planning to attend college will admit to its importance. Nearly three out of four of all the students said they considered a college education very important. Less than 1 percent said it was unimportant. As expected, those planning to go to college showed a much greater tendency to attach importance to college than those not planning to go. More than six out of 10 students who indicated that they felt a college education was very important were planning to enroll. Of these students who saw a col-

TABLE 14--NON-COLLEGE BOUND SENIORS' REASONS GIVEN FOR NOT GOING TO COLLEGE

Reason	Number	Percent
Don't want to go	161	44.7
Money	77	21.4
High school grades weren't good enough	78	21.7
Prefer to begin making money immediately	45	12.5
Afraid I couldn't make it in college	95	26.4
Don't want to leave home	2	0.6
Afraid I will be drafted anyway	12	3.3
Other--marriage, family responsibilities, etc.	43	12.2
Total	360	100.0

TABLE 14A--NON-COLLEGE BOUND SENIORS REASONS GIVEN FOR NOT GOING TO COLLEGE BY SIZE OF SCHOOL

	Large Schools		Small Schools	
	N	%	N	%
Don't want to go	101	93.9	60	46.2
Money	52	22.6	25	19.2
High school grades weren't good enough	50	21.7	28	21.5
Prefer to begin making money immediately	25	10.9	20	15.4
Afraid I couldn't make it in college	54	23.4	41	31.5
Don't want to leave home			2	1.5
Afraid I will be drafted anyway	9	3.9	3	2.3
Other--marriage, family responsibilities, etc.	25	10.9	18	13.8
Total	230	100.0	130	100.0

TABLE 14B--REASONS GIVEN BY THOSE NOT GOING TO COLLEGE BY LOCATION OF SCHOOL

	North of Missouri River				South of Missouri River*			
	N	%	N	%	N	%	N	%
Don't want to go	160	100.0	69	43.1	96	100.0	44	45.8
Money	"	"	39	24.4	"	"	15	15.6
High school grades weren't good enough	"	"	39	24.4	"	"	19	19.8
Prefer to begin making money immediately	"	"	17	10.6	"	"	17	17.7
Afraid I couldn't make it in college	"	"	33	20.6	"	"	36	37.4
Don't want to leave home	"	"			"	"	1	1.0
Afraid I will be drafted anyway	"	"	4	2.5	"	"	3	3.1
Other--marriage, family responsibilities, etc.	"	"	15	9.4	"	"	17	17.7

\*Does not include 2 schools

TABLE 15--IMPORTANCE ATTACHED TO COLLEGE EDUCATION

Importance	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
Unimportant	5	100.0			5	100.0		
Not too important	26	100.0	2	7.7	23	88.5	1	3.8
Fairly important	263	100.0	66	25.1	170	64.6	27	10.3
Very important	766	100.0	502	65.6	168	21.9	96	12.5

TABLE 15A--IMPORTANCE ATTACHED TO COLLEGE EDUCATION BY SIZE OF SCHOOL

Importance	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unimportant	2	100.0			2	100.0			3	100.0			3	100.0		
Not too important	17	100.0	2	11.8	15	88.2			9	100.0			8	88.9	1	11.1
Fairly important	181	100.0	57	31.5	108	59.7	16	8.8	82	100.0	9	11.0	62	75.6	11	13.4
Very important	582	100.0	391	67.2	106	18.2	85	14.6	184	100.0	111	60.3	62	33.7	11	6.0

TABLE 15B--IMPORTANCE ATTACHED TO COLLEGE EDUCATION BY STUDENTS AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unimportant	3	100.0			3	100.0			2	100.0			2	100.0		
Not too important	10	100.0	1	10.0	9	90.0			6	100.0			5	83.5	1	16.7
Fairly important	113	100.0	22	19.5	79	69.9	12	10.6	62	100.0	7	11.3	48	77.4	7	11.3
Very important	328	100.0	221	67.4	73	22.3	34	10.3	136	100.0	85	62.5	43	31.6	8	5.9

\*Does not include 2 schools

lege education as very important, a greater proportion of those seniors from small than from large schools reported that they were not going to college (about 32% compared with about 20%).

There is a discrepancy between attitude and action in that these seniors saw college as important and yet were not planning to enroll. Their reasons for not going to college are likely those we have just mentioned: Their fear that they couldn't make it in college or their preference to begin making money immediately. This points out the fact that a student's positive attitude toward college will not automatically ensure his enrollment. No single factor will. However, it is very obvious from our study that a student's perceived importance of college does correlate with a tendency to enroll in college. This is illustrated by the fact that in all categories of schools a very marked difference was found in the proportion of students going to college among those who saw a college education as (1) not too important (only 8%), (2) fairly important (25%), and (3) very important (66%). So, the greater the importance a student attaches to

a college education, the greater is the likelihood that he will plan to enter college, other things being equal.

#### Importance Attached to College Education by Parents

The correlations of *college enrollment intentions* with *students' perceived importance of college* and with the *importance attached to college by parents* are closely parallel (See Table 16). Parents of students who were not going to college attached much less importance to a college education than did parents of students who were planning to enroll. For example, among students who reported that their parents saw college as "very important," two out of three were planning to attend college. Of the students whose parents saw a college education as "not too important," 80 percent were not planning to enroll in college. Similarly, about 87 percent of the students who were going to college reported that their fathers had encouraged them. Except for teachers in small schools, mothers influenced students more than any other person in the student's world. About 93 percent of the students

TABLE 16--IMPORTANCE ATTACHED TO COLLEGE EDUCATION BY PARENTS

Importance	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
Unimportant	8	100.0	2	25.0	4	50.0	2	25.0
Not too important	41	100.0	7	17.1	33	80.5	1	2.4
Fairly important	288	100.0	86	29.8	168	58.4	34	11.8
Very important	723	100.0	475	65.7	161	22.3	87	12.0

going to college reported that their mothers had encouraged them.

Compared with these figures, only about one-half of the students not going to college reported encouragement by either of their parents. These facts supported our earlier findings that parents' attitudes do have an important effect on the college plans of students.

### Encouragement to Attend College

Now we will attempt to discern what other persons encourage or discourage high school seniors re-

garding entry in college. Students going to college from small schools are more encouraged by teachers than by anyone else, even more than by their mothers. About 95 percent of the students going to college from these schools reported being encouraged to go to college by their teachers, compared to about 82 percent of the students going from large schools. A greater proportion of students going to college from small schools than from other schools also indicated that they had been encouraged by the principal or superintendent of their school. Perhaps there is a

TABLE 17A--SOURCES OF ENCOURAGEMENT FOR COLLEGE ENROLLMENT BY SIZE OF SCHOOL

Encouragement by:	Large Schools						Small Schools					
	(N = 451)*		(N = 233)*		(N = 101)*		(N = 120)*		(N = 135)*		(N = 23)*	
	Going		Not Going		Undecided		Going		Not Going		Undecided	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Father	390	86.5	110	47.2	57	56.4	106	88.3	67	49.6	11	47.8
Mother	421	93.3	128	54.8	73	72.3	112	93.4	73	54.1	17	73.9
Brothers and Sisters	293	65.0	76	32.6	53	52.5	84	70.0	45	33.3	7	30.4
Other Relatives	369	81.8	107	45.9	67	66.3	96	80.0	77	57.0	10	43.5
Guidance Counselor	394	87.1	124	53.2	64	63.4	84	70.0	50	37.0	6	26.1
Teacher	364	80.8	112	48.1	59	58.4	114	95.0	67	49.6	14	60.9
Principal - Superintendent	246	54.6	56	24.0	22	21.8	98	81.7	49	36.3	5	21.7
Friends	366	81.2	92	39.5	55	54.5	100	83.4	59	43.7	12	52.2

\*Total Number giving the answer.

TABLE 17B--SOURCE OF ENCOURAGEMENT FOR COLLEGE AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River						South of Missouri River*					
	(N = 244)**		(N = 165)*		(N = 46)**		(N = 92)**		(N = 98)**		(N = 16)**	
	Going		Not Going		Undecided		Going		Not Going		Undecided	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Father	210	86.1	75	45.5	24	52.1	82	89.1	50	51.0	9	56.3
Mother	228	93.5	91	55.2	31	67.4	86	93.5	57	58.2	13	81.2
Brothers and Sisters	158	64.8	54	32.7	23	50.0	67	72.8	37	37.8	4	25.0
Other Relatives	205	84.0	80	48.5	25	54.3	75	81.5	58	59.2	6	37.5
Guidance Counselor	202	82.8	69	41.8	28	60.9	69	75.0	45	45.9	4	25.0
Teacher	205	84.0	72	43.6	25	54.3	88	95.7	52	53.1	9	56.2
Principal - Superintendent	150	61.4	46	27.9	7	15.2	79	85.9	38	38.8	3	18.8
Friends	205	84.0	63	38.2	26	56.5	76	82.6	43	43.9	9	56.2

\*Does not include 2 schools

\*\*Total number giving the answer.

more personal student-teacher and student-principal acquaintance developed in the smaller schools and possibly more opportunity exists to show individual interest in the student's total activities.

A prescribed role of the guidance counselor is to guide the student in decisions he makes about the future. Thus, the substantial difference in proportion of students who had been encouraged by the counselor among the different categories of schools is of interest. The guidance counselor seemed to exercise the most influence in the large schools. Here he ranked second only to mothers in influencing decisions to go to college (87%). The differences among the various schools may have been partially due to the fact that counseling programs are more developed in the larger schools. Also, these students, having had a counselor for a longer period of their school life, may be more inclined to think of him when considering questions related to college. In the small schools the student apparently is more likely to go first to his teachers.

In summary, encouragement to attend college can come to the student from many sources. Encouragement is likely to come from his parents, especially his mother. Main sources of encouragement for students from small schools, besides the parents, are teachers, friends, and the principal or superintendent. For students from large schools, the guidance counselor, friends, and other relatives are the other chief sources of encouragement for college, approximately in that order.

## Occupational Plans of the Students

Related to the encouragement or discouragement the student receives with regard to college is the factor of his anticipated occupation. If a high school senior is realistic in aspiring to go into work which requires some college work or a degree, he likely will be encouraged to go to college and get the education that is necessary.

We gathered data on the students' future occupational plans, hypothesizing that this information would be correlated somewhat with college enrollment intentions. The idea was confirmed. Students aspiring to jobs necessitating a college education were much more likely to plan to go to college than students who anticipated occupations which did not require schooling beyond high school. We investigated which occupations were correlated highly with college plans. (See Tables 18, 18A, and 18B). The highest proportion of students who planned to go to college was found among seniors who anticipated a professional or technical occupation (87%).

Of the students who planned to be managers and officials, seven out of 10 had college plans. As reported earlier, one of the reasons given most often for choosing a specific college was that it offered a special or technical program. This interest no doubt reflects the future occupational plans of many of the students which require this training. No significant difference was found among college aspirants in the different categories of schools in proportion of students with the same occupational plans.

TABLE 18--HIGH SCHOOL SENIORS' OCCUPATIONAL PLANS

Occupation Desired	N	Total		Going		Not Going		Undecided	
		N	%	N	%	N	%	N	%
Professional and technical	508		100.0	441	86.8	44	8.7	23	4.5
Farmers and farm managers	29		100.0	13	44.8	15	51.8	1	3.4
Managers and officials	32		100.0	23	71.8	3	9.4	6	18.8
Clerical workers	216		100.0	58	26.9	119	55.0	39	18.1
Sales workers	23		100.0	8	34.8	12	52.2	3	13.0
Craftsmen	109		100.0	10	9.2	73	66.9	26	23.9
Operatives	31		100.0	1	3.2	19	61.3	11	35.5
Laborers	25		100.0	1	4.0	18	72.0	6	24.0
Service workers	71		100.0	9	12.7	56	78.8	6	8.5

TABLE 18A--ANTICIPATED OCCUPATION BY SIZE OF SCHOOL

Occupation Desired	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Professional and technical	401	100.0	347	86.5	32	8.0	22	5.5	107	100.0	94	87.9	12	11.2	1	0.9
Farmers and farm managers	8	100.0	4	50.0	4	50.0			21	100.0	9	42.9	11	52.4	1	4.7
Managers and officials	29	100.0	20	69.0	3	10.3	6	20.7	3	100.0	3	100.0				
Clerical workers	156	100.0	49	31.4	74	47.4	33	21.2	60	100.0	9	15.0	45	75.0	6	10.0
Sales workers	21	100.0	8	38.1	10	47.6	3	14.3	2	100.0			2	100.0		
Craftsmen	82	100.0	8	9.8	54	65.8	20	24.4	27	100.0	2	7.4	19	70.4	6	22.2
Service workers	43	100.0	7	16.3	32	74.4	4	9.3	30	100.0	2	6.7	26	86.6	2	6.7
Farm laborers	6	100.0	2	33.3	2	33.3	2	33.3								
Laborers	8	100.0			7	87.5	1	12.5	15	100.0	1	6.7	9	60.0	5	33.3
Marriage	5	100.0	2	40.0	3	60.0			4	100.0			4	100.0		
Operatives	22	100.0	1	4.5	12	55.0	9	40.9	9	100.0			7	77.8	2	22.2

TABLE 18B--ANTICIPATED OCCUPATION AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Professional, technical, and kindred workers	208	100.0	179	86.1	19	9.1	10	4.8	87	100.0	77	88.5	10	11.5		
Farmers and farm managers	21	100.0	9	42.9	12	57.1			6	100.0	2	33.3	3	50.0	1	16.7
Managers, officials, proprietors except farm	20	100.0	12	60.0	2	10.0	6	30.0	2	100.0	2	100.0				
Clerical and kindred workers	90	100.0	31	34.4	48	53.4	11	12.2	39	100.0	7	17.9	31	79.5	1	2.6
Sales workers	10	100.0	3	30.0	5	50.0	2	20.0	2	100.0			2	100.0		
Craftsmen, foremen and kindred workers	53	100.0	5	9.4	38	71.7	10	18.9	22	100.0	1	4.5	16	72.8	5	22.7
Operatives and kindred workers	12	100.0	1	8.3	9	75.0	2	16.7	6	100.0			4	66.7	2	33.3
Service workers	31	100.0	2	6.5	28	90.3	1	3.2	24	100.0	2	8.3	20	83.2	2	8.3
Laborers except farm and mine	4	100.0			3	75.0	1	25.0	14	100.0	1	7.1	8	57.2	5	35.7
Marriage									4	100.0			4	100.0		

\*Does not include 2 schools

## Where Are They Going?

This portion of the study will deal only with students who indicated by their answers that they had decided to go to college.

### Type of College Chosen

First of all, Missouri is the state in which the greatest proportion of students planned to continue their education (See Tables 19, 19A, and 19B). Four

TABLE 19--PERCENT OF COLLEGE BOUND SENIORS PLANNING TO ATTEND A SPECIFIC TYPE OF COLLEGE

College	Number	Percent
University of Missouri (all campuses)	117	20.4
Missouri 4-year Public Colleges	122	21.2
Missouri 2-year Public Colleges	134	23.3
Missouri, all other 4-year Colleges	71	12.4
Missouri, all other 2-year Colleges	14	2.4
Out of State 4-year Public Colleges	48	8.4
Out of State 2-year Public Colleges	5	0.9
Out of State, private 4-year Colleges	58	10.1
Out of State, private 2-year Colleges	5	0.9
Total	574	100.0

out of five college-bound students indicated as their choice a Missouri college or university. Taking all the students together, the types of college most often mentioned were: Missouri two-year public colleges (by 23%), Missouri four-year public colleges (by 21%), and the University of Missouri, including its outlying campuses (20%).

The college choice of students from large schools reflects a tendency for more of them to choose a Missouri two-year public college than any other type of college. Perhaps many of the students planned to go to these colleges not primarily because they were two-year public colleges, but because they could live at home while attending them and reduce expenses of a college education. So, perhaps, being close to home was the deciding factor rather than preference for a two-year public college. In any case, the most popular type of college for students from large schools was the two-year public college.

Students from large schools were more likely to choose an out-of-state college, either public or private, than were students from schools in other categories. Perhaps large high schools are more likely to be provided pertinent information from these out-of-state colleges which can be passed on to the student. Perhaps, too, this tendency reflects our earlier finding that more students from the large schools than from

TABLE 19A--COLLEGE CHOICE OF COLLEGE BOUND BY SIZE OF SCHOOL

College	Large Schools		Small Schools	
	N	%	N	%
University of Missouri (all campuses)	88	19.6	28	23.4
Missouri 4-year Public Colleges	70	15.6	52	43.4
Missouri 2-year Public Colleges	125	27.7	6	5.0
All other Missouri 4-year Colleges	52	11.5	19	15.8
All other Missouri 2-year Colleges	10	2.2	4	3.3
Out-Of-State Public Colleges	45	9.9	7	5.8
Out-Of-State Private Colleges	61	13.5	4	3.3
Total	451	100.0	120	100.0



TABLE 19B--COLLEGE CHOICE BY LOCATION OF SCHOOL

	North of Missouri River		South of Missouri River*	
	N	%	N	%
University of Missouri	55	22.6	17	18.5
Missouri 4-year Public Colleges	64	26.3	42	45.7
Missouri 2-year Public Colleges	74	30.4	5	5.4
All other Missouri 4-year Colleges	21	8.6	16	17.4
All other Missouri 2-year Colleges	9	3.6	2	2.2
Out-Of-State Public Colleges	13	5.3	6	6.5
Out-Of-State Private Colleges	8	3.2	4	4.3
Total	244	100.0	92	100.0

\*Does not include 2 schools

the other categories had high family incomes. Higher incomes would of course facilitate paying the higher tuition and other fees which would characterize the out-of-state colleges.

In small schools, more than four out of 10 students were planning to attend a state four-year public college. This finding may be explained in large part by (1) the availability of this type of college in these particular areas, and (2) the relatively low cost of attending these colleges compared to some of the other types of colleges listed. Since an earlier finding indicated that families of students from small schools were in the middle to lower income levels, the latter explanation takes on special significance.

So, in summary, eighty percent of Missouri high school students with college plans choose Missouri colleges. They show more interest in public as compared to private colleges. Students from small schools show a definite tendency to go to Missouri four-year state colleges (44%) followed by 1 out of 3 students indicating an interest in attending either the University of Missouri or a four-year private college in Missouri. These facts lead us back to one of our initial statements in this discussion, namely the types of college most often mentioned were: Missouri two-year public colleges, Missouri four-year public colleges, and the University of Missouri.

### Reasons for Choosing a Specific College

Parallel to our interest in the students' choice of colleges was our interest in the reasons for their choice of a specific college. (See Tables 20, 20A, and 20B). The reasons most often rated as "very important" included: *The special or technical program offered* (31%), the student felt he *could make grades there* (30%), and the student felt he was *able to meet the entrance requirements there* (27%).

The interest in the special or technical program offered is probably the result of future occupational plans, which we will consider presently. The interest of the students in the entrance requirements of the college may help to explain why the students were more likely to enroll in public colleges: Their entrance requirements would be less strict than those of other colleges.

Reasons which were rated most often *important* or *very important*, in addition to the ones already mentioned, included the cost (18% said it was very important; 48% said it was important), the prestige of the school (16%; 53%), and college size (13%; 47%).

Six out of ten students felt that the relatively low cost was at least *important* as a reason for choosing a specific college. This is another finding that could help explain why students exhibited a greater tendency to choose public over private colleges. The

TABLE 20--COLLEGE BOUND SENIORS' REASONS FOR CHOOSING A SPECIFIC COLLEGE

Reasons	Little or No Importance		Important		Very Important	
	Number	Percent	Number	Percent	Number	Percent
Loans available	391	67.9	126	21.9	59	10.2
Scholarships available	327	56.8	180	31.2	69	12.0
Prestige of school	178	31.0	305	53.1	91	15.9
Special or technical program offered	197	34.4	197	34.4	179	31.2
Social life available	232	43.8	249	47.0	49	9.2
Relatively low cost	194	33.7	278	48.3	104	18.0
Some of my best friends are going there	46	81.1	97	16.8	12	2.1
College close to home	298	51.7	193	33.5	85	14.8
High school staff recommendation	393	68.6	149	26.0	31	5.4
Student able to meet entrance requirements	145	25.2	277	48.2	153	26.6
College size	230	40.0	271	47.1	74	12.9
Student can make grades at particular college	124	21.6	276	48.1	174	30.3
Religious affiliation	436	76.0	95	16.5	43	7.5
Part time work available	329	57.2	172	29.9	74	12.9
Parents want me to go	325	56.6	185	32.2	64	11.2

total cost of a college education would be less at most public colleges.

The other two reasons mentioned are not as precise in meaning. "Prestige" of a school certainly is a concept that does not mean the same thing to everyone, regardless of the school to which it may refer. "College size" as a reason does not tell us whether the student chose the school because it was relatively small, middle-sized, or large. It would mean only that the particular size of college of his choice suited that student.

Students were also asked to indicate reasons that were of *little or no importance* in their choice of college. Eighty-one percent reported that whether or not best friends were going there was of little or no importance. Other reasons designated as of little or no importance were the religious affiliation of the school (76%), the fact that the high school staff recommended this college (69%), and loans available (68%).

One reason for the little weight given to religious affiliation as a factor in college selection probably is that the number of colleges in Missouri which are definitely religiously affiliated at present contain a rather small minority of the college students in the state. Therefore, the proportion of students planning to attend one of these schools would be small, as would the number of students giving this as a reason.

More than six out of 10 students reported that the high school recommendation for a particular college was of little or no importance. There are two possible explanations of this: Either the high school staff did not recommend any college to these students or, if they did, their recommendation was not perceived by the student as constituting sufficient grounds for the selection of a college.

The fact that more than six out of 10 students felt that the loans available were of little or no im-

TABLE 20A--COLLEGE BOUND SENIORS' REASONS FOR CHOOSING A SPECIFIC COLLEGE BY SIZE OF HIGH SCHOOLS

Reasons	Large Schools				Small Schools			
	Important		Very Important		Important		Very Important	
	N	%	N	%	N	%	N	%
Loans available	95	21.1	40	8.7	30	25.0	18	15.0
Scholarships available	128	28.3	57	12.6	50	41.7	12	10.0
Prestige of the school	242	53.5	66	14.6	60	50.0	24	20.0
Special or technical program offered	159	35.2	141	31.2	35	29.2	37	30.8
Social life available there	236	52.3	40	8.9	56	46.7	7	5.8
Relatively low cost	213	47.2	82	18.2	63	52.5	19	15.8
Parents want me to go to this school	127	28.2	50	11.1	56	46.7	12	10.0
Some of my best friends are going there	64	14.2	8	1.8	32	26.7	2	1.7
College is close to home	153	33.9	68	15.1	40	33.3	14	11.7
High school staff recommended this school	110	24.4	25	5.5	36	30.0	6	5.0
I am able to meet the entrance requirements	226	50.2	121	26.8	49	40.9	28	23.3
The size of the school	206	45.7	68	15.1	63	52.5	5	4.2
I can make the grades there	214	47.5	140	31.0	59	49.2	31	25.8
Religious affiliation	70	15.5	27	6.0	23	19.2	14	11.7
Part time work available	132	29.3	51	11.3	38	31.7	21	17.5

portance is a little difficult to square with the fact that the same proportion of students said that the relatively low cost was an important reason for their choice of a particular college. Perhaps those who had chosen a particular college on the basis of its relatively low cost did not then see the need for a loan, because they would be able to handle the expenses without it. Also, persons who need financial help are more likely to be interested in scholarships which are given to them than in loans which must be repaid. More than 43 percent of the students felt that the scholarships available were important compared with 32 percent for loans.

There is a discrepancy between what students say is important and what they act as if is important. Table 8 shows that only 35 percent of the students had applied for scholarships and 20 percent for loans. All of this means, then, that few students see either the loans or scholarships as the determining factor in

college choice, and that once a college choice has been made, a relatively small portion (one-fifth to one-third) of the students will attempt to obtain these financial aids.

A further comment should be made at this time with regard to school size. It was found that students from small schools were more likely to see loans, scholarships and the availability of part-time work as important in the selection of a college than were the students from large schools. These findings are definitely in keeping with our previous conclusions relating median and lower income levels of these schools to particular interest in Missouri four-year public colleges. A given income level thus seems to influence such things as choice of type of college, reason for the choice, and interest in financial assistance programs.

TABLE 20B--IMPORTANCE OF FACTORS IN THE SELECTION OF A SPECIFIC COLLEGE BY LOCATION OF HIGH SCHOOL

	North of Missouri River				South of Missouri River*			
	Important		Very Important		Important		Very Important	
	N	%	N	%	N	%	N	%
Loans available	61	25.0	22	9.0	22	23.9	14	15.2
Scholarships available	85	34.8	25	10.2	40	43.6	8	8.7
Prestige of the school	127	52.0	46	18.9	49	53.3	15	16.3
Special or technical program offered	83	34.0	84	34.5	26	28.3	26	28.3
Social life available there	121	49.6	13	5.3	45	48.9	5	5.4
Relatively low cost	125	51.3	45	18.4	46	50.0	17	18.5
Parents want me to go to this school	74	30.3	27	11.1	46	50.0	10	10.9
Some of my best friends are going there	38	15.6	5	2.0	27	29.3	1	1.1
College is close to home	89	36.5	32	13.1	31	33.7	11	11.9
High school staff recommended this school	59	24.2	13	5.3	26	28.3	6	6.5
I am able to meet the entrance requirements	122	50.0	59	24.2	36	39.1	24	26.1
The size of the college	122	50.0	26	10.7	50	54.3	2	2.2
I can make the grades there	119	48.8	73	29.9	45	48.9	25	27.2
Religious affiliation of the school	44	18.0	17	7.0	17	18.5	10	10.9
Part time work available there	76	31.1	29	11.9	32	34.8	17	18.5
Total		244	100%			92	100%	

\*Does not include 2 schools

### Relationship of High School Grade Average to College Selected

In addition to finding out what colleges were selected by the students we studied relationships between the college selected and such things as grade average in high school, parents' income, and college aptitude test scores.

Almost one out of three students who planned to enroll in the University of Missouri had an A or B average, we discovered. (See Table 21). Eighteen percent of the students planning to go to the University of Missouri had an average of D or below; the remainder (49%) could be classified as having average grade points.

In contrast, only 7 percent of the students planning to attend Missouri two-year private colleges had an A or B average, while 57% had an average of D or below, and 36 percent had approximately a C average.

Similar to the two-year private college pattern was the one for Missouri two-year public colleges, in which over half (55%) of the students had averages of D or below, and only 9 percent had an A or B average.

Roughly speaking, then, it can be said that a greater proportion of students planning to go to the University of Missouri had grade averages of A and B. Similarly, a smaller proportion of this group had

TABLE 21--COLLEGE CHOSEN AND HIGH SCHOOL GRADE AVERAGE  
(BASED ON A 4.00 SYSTEM) OF THE COLLEGE BOUND SENIORS

College Chosen	Total		1.0 or less (D-)		1.0-2.0 (D-C)		2.0-2.5 (C+)		2.5-3.0 (B-)		3.0-3.5 (B+)		3.5-4.0 (A-)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	University of Missouri (all campuses)	116	100.0	4	3.4	17	14.7	32	27.6	25	21.6	22	19.0	16
Missouri 4-year public colleges	123	100.0	10	8.1	34	27.6	20	16.3	38	30.9	11	8.9	10	8.1
Missouri 2-year public colleges	134	100.0	9	6.7	64	47.8	29	21.6	20	14.9	7	5.2	5	3.7
Missouri 4-year private colleges	71	100.0	3	4.2	16	22.5	15	21.1	22	31.0	9	12.7	6	8.5
Missouri 2-year private colleges	14	100.0	3	21.4	5	35.7	1	7.1	4	28.6	1	7.1	-----	
Out-of-state public colleges	53	100.0	3	5.7	9	17.0	14	26.4	15	28.3	8	15.1	4	7.5
Out-of-state private colleges	65	100.0	1	1.5	11	16.9	17	26.2	15	23.1	15	23.1	6	9.2

very low grade averages than of any other group of students. A rather large proportion of students planning to enroll in Missouri junior colleges, either public or private, had very low grade averages, indicating that many of these colleges have entrance requirements which are less strict. It may be true that students with low grade averages who want to go to college may not be able to exercise a great deal of

choice, since some schools are likely to have requirements which they cannot meet.

### Correlation of Type of College Chosen with Parents' Income

In correlating college choice with parents' income, it was found that approximately half of the students planning to go to out-of-state private and

TABLE 22--COLLEGE CHOSEN AND PARENTS' INCOME OF COLLEGE BOUND SENIORS\*

College Chosen	Income															
	Total		less than \$2,500		\$2,500-4,999		\$5,000-7,499		\$7,500-9,999		\$10,000-14,999		\$15,000-17,499		\$17,500 or more	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
University of Missouri (all campuses)	97	100.0	4	4.1	5	5.2	16	16.5	18	18.6	29	29.8	10	10.3	15	15.5
Missouri 4-year public colleges	95	100.0	6	6.3	2	2.1	27	28.4	28	29.4	24	25.3	5	5.3	3	3.2
Missouri 2-year public colleges	107	100.0	2	1.9	9	8.4	27	25.2	25	23.4	23	21.5	14	13.1	7	6.5
Missouri 4-year private colleges	55	100.0	1	1.8	7	12.7	11	20.0	7	12.7	15	27.4	7	12.7	7	12.7
Missouri 2-year private colleges	12	100.0			1	8.3	5	41.7			5	41.7	1	8.3		
Out-of-state public colleges	51	100.0	2	3.9	1	2.0	4	7.8	7	13.7	13	25.5	4	7.8	20	39.3
Out-of-state private colleges	55	100.0	2	3.6	3	5.5	1	1.8	6	10.9	11	20.0	11	20.0	21	38.2

\*Does not include one high school

public colleges had parents with annual incomes of \$15,000 or more (See Table 22). Only one out of 10 students choosing out-of-state private colleges, and one out of 20 students choosing out-of-state public colleges had parents with incomes of less than \$5,000. It would seem, then, that a large proportion of students with parents in the upper income figures were planning to enroll in out-of-state colleges. This finding is consistent with the fact that these schools probably would have higher total costs (due to out-of-state tuition, etc.) than any other type of college listed.

In contrast, only 8 percent of the students planning to attend Missouri four-year and two-year public colleges had parents with incomes of \$15,000 or more. More than one out of 10 of these students had parents with incomes of less than \$5,000 per year and over half of these students had parents with incomes of less than \$10,000. Thus, many of the students whose parents' incomes are relatively low would show a tendency to enroll in state public colleges, either two- or four-year.

This finding complements an earlier point made about students from small schools. It was found that these students with college aspirations were likely to choose a Missouri four-year public college, and that

the incomes of the parents of these students were generally in the median to low income groups.

Approximately half of the students planning to attend the University of Missouri, a state four-year private college, or a state two-year private college had parents with incomes of less than \$10,000. These schools would more likely be chosen by students of parents with intermediate level incomes.

### Correlation of Type of College Chosen with College Aptitude Tests

As mentioned earlier, the individual test scores made on the Ohio Psychological Test were gathered. The Ohio Psychological Test is a general abilities test, widely used as a measure of college aptitude. The correlation of college choice with these test results might be expected to roughly correspond to the correlation with grade average, at least to the extent that achievement is commensurate with ability. Definite similarities were found.

Also mentioned above, was that the percentile ranks of 61-100 were roughly considered to include the persons who have a good chance of making it in college. Approximately three out of four students planning to enter the University of Missouri or an out-of-state public or private college scored in the 61-

TABLE 23--COLLEGE CHOSEN AND COLLEGE APTITUDE TESTS OF COLLEGE BOUND SENIORS  
(OHIO PSYCHOLOGICAL PERCENTILE RANKS)

Percentile ranks College Chosen	Percentile Ranks											
	Total		1-20		21-40		41-60		61-80		81-100	
	N	%	N	%	N	%	N	%	N	%	N	%
University of Missouri (all campuses)	116	100.0	7	6.0	4	3.4	19	16.4	35	30.2	51	44.0
Missouri 4-year public colleges	123	100.0	16	13.0	21	17.1	26	21.1	35	28.5	25	20.3
Missouri 2-year public colleges	134	100.0	32	23.9	25	18.7	27	20.1	26	19.4	24	17.9
Missouri 4-year private colleges	71	100.0	4	5.6	10	14.1	11	15.5	22	31.0	24	33.8
Missouri 2-year private colleges	14	100.0	3	21.4	1	7.1	3	21.4	4	28.6	3	21.4
Out-of-state public colleges	53	100.0	3	5.7	4	7.5	4	7.5	12	22.6	30	56.6
Out-of-state private colleges	65	100.0	3	4.6	4	6.2	8	12.3	8	12.3	42	64.6

100 percentile ranks (See Table 23). This fact corresponds with our earlier finding that many of the students planning to attend these colleges were likely to have the higher grade averages.

Students enrolling in Missouri junior colleges were characterized by low scores on the Ohio Psychological Test, as well as the low grade averages mentioned earlier. Nearly half of the students planning to go to Missouri two-year private colleges scored in the 1-40 percentile on this test. In most cases, students scoring that low would not be officially encouraged to enroll in college. Perhaps some of these students thought they could spend two years in a junior college and make grades which would allow them to enter a four-year college. The other types of colleges did not have significant proportions of students in any one percentile category, and took again intermediate positions.

In general, then, a significant proportion of students planning to enroll in any out-of-state college would be characterized by: relatively high grade averages and family incomes, and scores on the Ohio Psychological College Aptitude Test indicating that under normal conditions they would be able to "make it" in college. These characteristics also roughly de-

scribe students planning to go to the University of Missouri.

In contrast, many of the students enrolling in Missouri junior colleges are likely to have relatively low grade averages and to score relatively low on the college aptitude test.

Many of the students planning to enroll in the Missouri four-year or two-year public colleges have parents with average or low incomes.

The foregoing statements are certainly not true in every case but they do reflect the broad picture of college choice of high school seniors in Missouri.

### Proximity to College and College Choice

In considering proximity to a college as a factor in college choice, two questions were asked the students: (1) Is there a college or university near enough to your home to live at home and attend it? (See Tables 24, 24A, and 24B), and (2) If there were a public college or university within easy driving distance of your home, would you attend it? (See Tables 25, 25A, and 25B.)

With reference to the first question, considerably more students from large schools than from small schools reported that a college or university was close

TABLE 24--PROXIMITY OF HOME TO SCHOOL AND COLLEGE INTENTIONS

Location of College	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
College close to home	789	100.0	472	59.8	229	29.0	88	11.2
No college close to home	220	100.0	93	42.3	106	48.2	21	9.5
Don't know	53	100.0	6	11.3	32	60.4	15	28.3

TABLE 24A--PROXIMITY OF COLLEGE TO HOME AND COLLEGE ENROLLMENT INTENTIONS BY SIZE OF THE SCHOOL

Location of College	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
College close to home	676	100.0	418	61.9	180	26.6	78	11.5	113	100.0	54	47.8	49	43.4	10	8.8
No college close to home	73	100.0	28	38.3	33	45.3	12	16.4	147	100.0	65	44.2	73	49.7	9	6.1
Do not know	36	100.0	5	13.9	20	55.6	11	30.5	17	100.0	1	5.9	12	70.6	4	23.5

TABLE 24B--PROXIMITY OF COLLEGE TO HOME AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
There is a college or university close to home	337	100.0	205	60.8	105	31.2	27	8.0	81	100.0	39	48.2	33	40.7	9	11.1
There is not a college or university close to home	101	100.0	38	37.6	49	48.5	14	13.9	115	100.0	53	46.1	57	49.6	5	4.3
Do not know	16	100.0	1	6.3	10	62.4	5	31.3	10	100.0			8	80.0	2	20.0

\*Does not include 2 schools

TABLE 25--HIGH SCHOOL SENIORS PREFERENCE TO ATTEND A PUBLIC COLLEGE CLOSE TO HOME

	College Plans							
	Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%
Would attend a public college close to home	317	100.0	242	76.3	38	12.0	37	11.7
Would not attend a public college close to home	374	100.0	175	46.8	195	52.1	4	1.1
Undecided	317	100.0	153	41.2	135	36.4	83	22.4

enough to home to live at home and attend it. Six out of ten students from large schools who reported a college close to home were planning to enroll in college. The same was true of only 48 percent of the students from small schools. This does not necessarily mean, however, that these students were planning to enroll in the particular college that was close to home. But apparently the proximity of a college does have some influence on students' decisions on attending college, especially among those from large schools (61% of those reporting colleges close to home were going to college compared with 38% of those reporting no college close to home). Apparently, proximity of a college close to home has more influence among students from these categories of schools than from small schools.

The second question asked regarding the proximity of a college was: Would you attend a public college or university close to home? (See Tables 25, 25A, and 25B.) Altogether, three-fourths of the students saying that they would attend a public college or university close to home were in fact planning to enroll. We can be reasonably safe in assuming that a sizable portion of this group was actually planning to enroll in the school close to home. On the other hand, about one out of ten students who said they would attend a close college were not going to college. Likely, these students lived in areas where there was not a public college or university close to home. Gains in college enrollment could surely be made among such students.

Students from small schools were more likely than



TABLE 25A--HIGH SCHOOL SENIORS' PREFERENCE TO ATTEND A PUBLIC COLLEGE CLOSE TO HOME BY SIZE OF SCHOOL

	Large Schools								Small Schools							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Would attend a public college close to home	251	100.0	193	79.9	25	10.0	33	13.1	66	100.0	49	74.2	13	19.7	4	6.1
Would not attend a public college close to home	274	100.0	144	52.5	127	46.4	3	1.1	100	100.0	31	31.0	68	68.0	1	1.0
Undecided	260	100.0	114	43.8	81	31.2	65	25.0	111	100.0	39	35.1	54	48.7	18	16.2

TABLE 25B--TENDENCY TO ATTEND A PUBLIC COLLEGE CLOSE TO HOME AND COLLEGE ENROLLMENT INTENTIONS BY LOCATION OF SCHOOL

	North of Missouri River								South of Missouri River*							
	Total		Going		Not Going		Undecided		Total		Going		Not Going		Undecided	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Would attend a public university or college closer to home	145	100.0	115	79.3	16	11.0	14	9.7	51	100.0	40	78.4	10	19.6	1	2.0
Would not attend a public university or college close to home	149	100.0	63	42.2	83	55.8	3	2.0	73	100.0	20	27.4	53	72.6		
Undecided	161	100.0	66	41.0	66	41.0	29	18.0	81	100.0	31	38.3	35	43.2	15	18.5

\*Does not include 2 schools

students from the other schools to: (a) be *willing* to attend a public college close to home but have no college plans, apparently indicating that there was no public college close to home and (b) to *attend* a college close to home. However, findings of this study do not reveal any sure guarantee that students will go to a college close to home even if one is available.

## Summary

This study indicates a cluster of variables tends to correlate high school seniors with the decision to attend college. A high school student in Missouri who is planning to enroll in college as opposed to one who is not is *more likely* to: (1) be a male, (2) live in a town or city, (3) be from a large high school, (4) have a relatively high grade average, (5) have high college aptitude, (6) rank high in his school class, (7) have a father who has at least a high school education and is engaged in an occupation requiring that education, (8) be from a family whose income is relatively high, (9) have parents who see a college education as important, (10) have encountered encouragement to go to college from both his parents, other relatives, his guidance counselor, and at least some of his teachers, and (11) have anticipated an occupation that requires some college.

The process by which an individual high school senior decides about college is not simple or wholly predictable. But this study gives some glimpse of the "typical" student, and when all is said and done, planning for the many and the dissimilar must be made on the basis of what is "typical."