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ABSTRACT

Determining what factors influence high school seniors to want or not to want higher education was the focus of this 1965 pilot study wherein 1 school with an appropriate sized graduating class (ranging from 12-51) was selected from each of 16 Kansas counties categorized as either high- or low-ranking counties in terms of number of graduates going on to college. The questionnaire sent to 400 graduates (261 from the 8 high-ranking counties; 220 from the 8 low-ranking counties) was designed to cover mental ability, social expectation, individual motivation, financial ability, and propinquity. In addition, an index was used to measure status of a youth among his peers. Some results of the study indicated that (1) more seniors from high-ranking counties planned to continue their education; (2) the percentage of boys and girls who planned to go to college was about the same; (3) most seniors' fathers were farmers and the mothers were housewives, with more mothers in the high-ranking counties having other occupations; and (4) mothers in both county groups were better educated than fathers. The most frequent reason for not going to college was related to finances. It was concluded that motivation to attend college must begin at an early age. (AN)

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A STUDY OF SIXTEEN KANSAS HIGH SCHOOL GRADUATING CLASSES,
TO DETERMINE MOTIVATION FOR OR AGAINST GOING TO COLLEGE *

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INTRODUCTION

State Department of Public Instruction data for 1960, 1961, and 1962 show that some Kansas counties rank quite high and others quite low in the percentage of high school graduates who go to college (9).

Reason for the wide range is not apparent.

As Hollinshead (3) has pointed out, the reasons for going to college are complex:

"Any analysis of the reasons for deciding whether to attend or where to attend is almost sure to be inadequate. Such decisions depend partly... upon such tangible factors as academic ability, family income, sex, race, geography, and social status.

"But attendance also depends upon a number of intangible factors, which may be equally influential but cannot be described in statistical terms. Such factors are the motivation of the individual, the nature of the school he attends, the influences colleges bring to bear, society's demands upon its young people at a given time, and the competition of various alternatives...

"What moves a young person to want or not want higher education is our greatest imponderable. Motivation, or lack of it, has more to do with college attendance or nonattendance than any other single factor. Yet motivation is bound up with many things..."

Whatever influences college-age persons in Kansas to go or not to go to college after high school may influence the future development of the state and nation. This pilot study attempted to find some of the reasons that influenced decisions (or indecisions) of selected high school seniors toward acquiring a higher education.

MATERIALS AND METHODS

Sixteen Kansas counties were selected, eight of which ranked highest in the state (from 1 to 8) in percentage of high school graduates going on to college, and eight that ranked lowest (98 to 105).

One high school from each county was arbitrarily selected, to match approximately (in size of graduating class) its opposite school.

The schools were:

<u>Rank</u>	<u>High-Ranking County Schools</u>	<u>Class Size</u>	<u>Rank</u>	<u>Low-Ranking County Schools</u>	<u>Class Size</u>
1	Kiowa -- Greensburg High School	51	105	Jackson -- Holton High School	49
2½	Johnson -- Gardner High School	44	104	Jefferson -- Valley Falls H.S.	41
2½	Stanton -- Stanton Co. Comm. H.S.	21	103	Marshall -- Frankfort H.S.	32
4½	Finney -- Holcomb High School	23	102	Osage -- Carbondale High School	17
4½	Pratt -- Preston High School	12	100	Wabaunsee -- Alma Rural H.S.	17
6	Clark -- Ashland High School	33	100	Pottawatomie -- Onaga H.S.	31
7½	Ford -- Bucklin High School	28	100	Washington -- Hanover Rural H.S.	23
7½	Lane -- Lane Co. Comm. H.S.	49	98	Linn -- Pleasanton Rural H.S.	19

After obtaining from the 16 high school principals lists of 1964 graduates and grade averages, questionnaires were mailed to 490 graduates (261 from the eight High-ranking counties, 229 from the eight Low-ranking counties). Individual letters later were written to nonrespondents in the four highest-ranking and four lowest-ranking counties, to increase total returns.

The questionnaire was divided into three sections: You and Your Family, Your School and Friends, and Your Future Plans. In addition to

asking about plans after high school graduation, the questions were designed to cover Havighurst and Rodgers' five "probability factors" (3) for each student, and answers were determined as follows:

1. mental ability (determined from high school grade averages);
2. social expectation, or what the family and society expects of the student (determined partly from parents' education and aspirations for their children, as perceived by the students, plus parents' occupation as an indication of social status; peer status was also measured briefly, as a possible influence);
3. individual motivation, or the student's own life goals (determined partly from statements of reasons for plans after high school; several statements on future goals and job-training needed; student's feelings about his parents' education; and the "peer adjustment index," as explained below);
4. financial ability, in relation to the cost of continued education; (determined partly from reasons given for plans to continue education or not, and partly from information on financial help available);
5. propinquity to an educational institution (determined by location of the school in relation to various Kansas colleges and universities).

As a "more objective assessment of individual motivation," a Peer Adjustment Index was used, in an attempt to measure the status of a youth among his peers, making the assumption that one's motivation for education and values are similar to that of other people of approximately the same status. According to Carson McQuire's method used to measure "peer adjustment" (3), a person who has friends of high socio-economic status

will have high peer status. Since most youths who have high socio-economic status have a strong motivation for going to college, a person who is friendly with them (has high peer status) may be expected to have a strong motivation for college. On the other hand, a person whose friends are of low socio-economic status will have low peer status and may be expected to have a weak motivation for college. This study attempted to find out if young people going to college did select as "best friends" other young people also going to college, and if young people not planning to go to college selected friends with similar aims.

Returned questionnaires were classified by high- and low-ranking counties as follows:

1. Graduates going on to school
2. Graduates NOT going on to school
3. Graduates UNDECIDED about going on to school.

A GENERAL SUMMARY OF RESULTS

1. Questionnaire Returns

The total percentage of questionnaires returned was 57% of High-ranking county graduates and 57% of Low-ranking county graduates. For the five highest ranking counties, the returns were 67.5%; for the five lowest ranking counties, the returns were 71%. Returns by county (high school) were as follows:

Questionnaire Returns

High-Ranking Counties		Low-Ranking Counties	
Kiowa -- Greensburg	59%	Jackson -- Holton	67%
Johnson -- Gardner	68%	Jefferson -- Valley Falls	76%
Stanton -- Stanton	81%	Marshall -- Frankfort	78%
Finney -- Holcomb	65%	Osage -- Carbondale	48%
Pratt -- Preston	92%	Wabaunsee -- Alma	70%
Clark -- Ashland	42%	Pottawatomie -- Onaga	39%
Ford -- Bucklin	50%	Washington -- Hanover	30%
Lane -- Lane	39%	Linn -- Pleasanton	37%

2. Percentages College-Bound

The State Department of Public Instruction data on percentage of high school graduates going on to college were confirmed. A greater percentage of graduates from the eight test schools in High-ranking counties are planning to continue their education than those from the eight test schools in Low-ranking counties.

82.6% of High-ranking county graduates plan to go on.

67.8% of Low-ranking county graduates plan to go on.

Of the graduates who definitely are NOT going on to school, there are fewer in High-ranking counties than in Low-ranking counties.

7.4% of High-ranking county graduates plan NOT to go on.

14.0% of Low-ranking county graduates plan NOT to go on.

The percentage of graduates UNDECIDED about going on to school is greater in the Low-ranking counties than in the High-ranking counties.

10% of the High-ranking county graduates are undecided.

18.2% of the Low-ranking county graduates are undecided.

3. Sex Differences

The percentages of boys and girls who are planning to go to college are about the same, in both High-ranking and Low-ranking counties.

A greater difference between boys and girls can be noted in the Low-ranking counties, where the percentage of girls NOT going on to school is much larger than the percentage of boys NOT going. Percentages of High County boys and girls NOT going to college are closer together, although the percentage of boys NOT going is greater than that of girls. Altogether, the percentage of girls NOT planning to continue their education is much greater in the Low-ranking than in the High-ranking counties.

Table 1. Sex of Graduates NOT Going On to School, by Percentages

	Boys	Girls
High-Ranking Counties	54.5%	45.5%
Low-Ranking Counties	10.5%	89.5%

Of graduates UNDECIDED about continuing school, the percentage of girls is somewhat larger in the High-ranking counties than in the Low-ranking counties. Perhaps because so many girls in Low-ranking counties know they are definitely not going to school, only a few remain undecided. The percentage of UNDECIDED boys is somewhat larger in the Low-ranking than in the High-ranking counties. It is interesting to note that more girls than boys are undecided in High-ranking counties, while more boys than girls are undecided in Low-ranking counties.

Table 2. Sex of Graduates UNDECIDED About School, by Percentages

	Boys	Girls
High-Ranking Counties	33.3%	66.7%
Low-Ranking Counties	60%	40%

4. Grade Averages

There is little difference between the over-all high school grade averages of the High- and Low-ranking county graduates who answered the questionnaire. (Table 3.)

Differences are wide between the over-all grade averages of students going to college in both High- and Low-ranking counties, and those NOT going or UNDECIDED. The graduates going to college have higher grade averages than those in the other two categories.

Table 3. GRADE AVERAGES OF 1964 GRADUATES IN HIGH- AND LOW-RANKING COUNTIES

	GOING TO COLLEGE		NOT GOING TO COLLEGE		UNDECIDED		TOTALS		NONRESPONDENTS	
	Number	Gr. Avg.	Number	Gr. Avg.	Number	Gr. Avg.	Number	Gr. Avg.	Number	Gr. Avg.
HIGH-RANKING COUNTIES (grads)	123	90.5	11	89.0	15	85.2	149	89.65	112	87.03
LOW-RANKING COUNTIES (grads)	93	90.6	19	84.8	25	86.7	137	89.52	99	85.26

Grade Table

A+	■	100
A	■	97.2
A-	■	95
B+	■	94
B	■	92
B-	■	90
C+	■	89
C	■	85
C-	■	80
D+	■	79
D	■	75
D-	■	70

In some graduating classes (mostly Low-ranking counties) the UN-DECIDED graduates have approximately the same or higher grade averages than the graduates going on to school.

The over-all grade averages of graduates who did not respond to the questionnaire in both High- and Low-ranking counties are lower than those who responded.

5. Occupations of Parents

The majority of graduates' fathers in both High- and Low-ranking counties are farmers. The majority of graduates' mothers are housewives, with a greater percentage of mothers in High-ranking counties having occupations outside the home.

Ranking second for fathers in both High- and Low-ranking counties are business and managerial positions, and skilled occupations ranked third.

Ranking second for mothers in both High- and Low-ranking counties are business occupations (office work), and third is semi- or unskilled labor (such as hospital or restaurant work).

The percentage of fathers in professional occupations is approximately the same in both High- and Low-ranking counties. For mothers, the percentage of professional occupations is somewhat higher in High-ranking counties. (Table 4.)

6. Education of Parents

Mothers, in both High- and Low-ranking counties are, on the whole, better educated than fathers.

There are more college graduates among mothers than fathers in High-ranking counties. More mothers than fathers have had "some college experience" in both High-ranking and Low-ranking counties.

Table 4. OCCUPATIONS OF GRADUATES' PARENTS IN HIGH- AND LOW-RANKING COUNTIES, BY PERCENTAGES

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High-Ranking Counties		Graduates GOING to Coll.		Graduates NOT GOING		Graduates UNDECIDED		TOTALS		Rank Order	
FATHERS											
	Farmer	42	28.5%	2	1.4%	5	3.4%	49	33.3%	1	
	Business, Managerial	21	14.3	2	1.4	0	0	23	15.7	2	
1	Professional	13	8.8	0	0	0	0	13	8.8	6	1
2	Farmer ^{plus other} skilled/semi-	7	4.7	1	.7	0	0	8	5.4	7	2
3	Skilled Occupation	11	7.5	3	2.0	4	2.8	18	12.3	3	3
4	Semi-skilled	13	8.8	1	.7	3	2.0	17	11.6	4	4
5	Unskilled	1	.7	1	.7	1	.7	3	2.0	8	5
6	Unemployed	2	1.4	0	0	0	0	2	1.4	9	6
7	Deceased	12	8.1	1	.7	1	.7	14	9.5	5	7
8	No Response (2)	122	82.8	11	7.6	14	9.6	147	100.0		8
MOTHERS											
10	Housewife	72	49.0%	8	5.4%	7	4.7%	87	59.2%	1	10
11	Business (office)	26	17.6	1	.7	1	.7	28	19.0	2	11
12	Professional	8	5.4	0	0	0	0	8	5.4	4	12
13	Semi-or unskilled	15	10.2	1	.7	4	2.8	20	13.6	3	13
14	Farming	0	0	1	.7	1	.7	2	1.4	(5)	14
15	Deceased	1	.7	0	0	1	.7	2	1.4	(5)	15
16	No Response (2)	122	82.9	11	7.5	14	9.6	147	100.0		16
Low-Ranking Counties											
FATHERS											
20	Farmer	36	26.3%	3	2.2%	8	5.8%	47	34.3%	1	20
21	Business, Managerial	20	14.6	3	2.2	1	.7	24	17.5	2	21
22	Professional	9	6.6	0	0	1	.7	10	7.3	(5)	22
23	Farmer ^{plus other} skilled/semi-	6	4.4	1	.7	3	2.2	10	7.3	(5)	23
24	Skilled Occupation	9	6.6	2	1.5	6	4.4	17	12.4	4	24
25	Semi-skilled	10	7.3	8	5.8	2	1.5	20	14.6	3	25
26	Unskilled	1	.7	1	.7	1	.7	3	2.2	7	26
27	Unemployed	1	.7	1	.7	2	1.5	4	2.9	6	27
28	Deceased	1	.7	0	0	1	.7	2	1.5	8	28
29		93	67.9	19	13.8	25	18.2	137	100.0		29
MOTHERS											
31	Housewife	71	51.8%	9	6.6%	10	7.3%	90	65.7%	1	31
32	Business (office)	12	8.8	4	2.9	3	2.2	19	13.9	2	32
33	Professional	5	3.6	0	0	0	0	5	3.6	4	33
34	Semi- or unskilled	4	2.9	6	4.4	5	3.6	15	10.9	3	34
35	Farming	0	0	0	0	0	0	0	0		35
36	Deceased	1	.7	0	0	1	.7	2	1.5	5	36
37		93	67.8	19	13.9	25	18.2	137	100.0		37

More fathers in High-ranking counties have some college experience than those in Low-ranking counties. However, in Low-ranking counties, more fathers are college graduates than mothers.

There is a greater percentage of fathers with "fewer-than-8-grades" of formal education in Low-ranking than High-ranking counties, but fewer Low county fathers are eighth grade graduates. More mothers than fathers are high school graduates in both High and Low counties. (Table 5.)

7. Encouragement by Parents

On the whole, parents apparently expressed less encouragement (or more actual discouragement) toward their children's going to college when their own education was not extensive. Parents with higher education tend to have children who go on to school, as is shown in many studies (1, 2, 3, 4, 7, 11).

More parental discouragement (or lack of encouragement) shows up in the ratings of students definitely NOT going on to school. There is somewhat more evidence of parental encouragement among UNDECIDED graduates, but not nearly so much as that among graduates going on to school for sure.

8. Students' Feelings About Parents' Education

As might be expected, graduates expressing greatest satisfaction with their parents' education are those whose parents have had the most education (high school graduates, some college, and college graduates). Students expressing least satisfaction are those whose parents' education was less than high school. The most dissatisfaction was expressed toward "fewer-than-8-grades" parents. This holds true for all three categories of 1964 graduates (Going, Not Going, and Undecided).

On the average, Undecided graduates are more dissatisfied with their

Table 5. EDUCATION OF GRADUATES' PARENTS IN HIGH- AND LOW-RANKING COUNTIES, BY PERCENTAGES

High-Ranking Counties

		MOTHERS				
FATHERS	GOING TO COLLEGE TO COLL.	UNDECIDED	TOTALS	GOING TO COLLEGE TO COLL.	UNDECIDED	TOTALS
Fewer than 8 grades	3.4 %	.6 %	4.8 %	Fewer than 8 grades	2.0 %	.7 %
8 grades	11.7	6.2	20.0	8 grades	5.6	2.0
9 to 11 grades	8.3	.6	11.7	9 to 11 grades	7.6	3.4
12 grades	33.8	2.0	38.0	12 grades	34.0	2.8
Some college	16.6	0	17.9	Some college	23.6	.7
College graduates	7.6	0	7.6	College graduates	7.6	0
Totals	81.4	9.6	100.0	Totals	80.6	9.7

Low-Ranking Counties

		MOTHERS				
FATHERS	GOING TO COLLEGE TO COLL.	UNDECIDED	TOTALS	GOING TO COLLEGE TO COLL.	UNDECIDED	TOTALS
Fewer than 8 grades	3.0 %	.7 %	6.7 %	Fewer than 8 grades	1.5 %	.7 %
8 grades	10.4	3.7	17.9	8 grades	9.0	3.7
9 to 11 grades	9.0	4.5	15.7	9 to 11 grades	5.2	1.5
12 grades	28.4	6.7	38.8	12 grades	31.3	6.7
Some college	12.7	.7	13.4	Some college	19.4	.7
College graduates	5.9	1.5	7.5	College graduates	3.0	0
Totals	69.4	17.9	100.0	Totals	69.4	12.7

parents' education than graduates going on to school, or those NOT going. The exception is Low-ranking county graduates' feelings about their fathers' education, which shows less satisfaction among graduates going to school than Undecided graduates.

In general, Low-ranking county graduates are more satisfied with their mothers' education than their fathers' education; and more satisfied with both parents' education than are High-ranking county graduates.

9. Reasons Given by Graduates for Educational Decision -- or Indecision

Graduates definitely planning to go on to school from both High- and Low-ranking counties give primarily the same reasons for doing so. The first six reasons, in rank order, are:

1. Job training (specific)
2. Better job opportunities (money, choice of work)
3. To enrich life, learn more
4. To "find myself" (choose a vocation, gain maturity)
5. To meet new people, make friends
6. Social pressures ("college is a must today," etc.)

In High-ranking counties, the first reason (above) is given oftenest, while in Low-ranking counties, the second reason (above) is given oftenest. Low-ranking county graduates prefer "meeting new people" (no. 5) to "finding myself" (no. 4); and the opposite is true for High-ranking county graduates. High-ranking county graduates speak more often of the "social pressures" (no. 6) than Low-ranking county graduates, who put "finding myself" ahead of that.

Other reasons given are: "to be somebody, accomplish something" (Low-ranking county graduates rate this higher than High-ranking county graduates); "job security in later life" (girls in both High- and Low-ranking counties this reason oftener than boys); "social experience -- fun, college

life"; "to be independent, get away from home"; "parental encouragement"; "to become a better citizen," and others.

Graduates NOT going to school and those UNDECIDED give many of the same reasons for their decision, or indecision. Most of the reasons, in rank order, are listed thus:

1. Financial reasons (25% of all reasons given)
2. "Prefer to work"
3. Marriage (now or in near future)
4. Lack of interest
5. Uncertain vocational goals
6. Lack of ability
7. Enlisting in military service
8. Haven't thought about college
9. Fear of failure
10. Needed at home
11. May get drafted

The financial factor is given oftenest by students in Low-ranking counties, although High-ranking UNDECIDED graduates give finances as their first reason for not going to school at present.

The preference for taking a job over continuing their education is given oftenest by High-ranking county graduates NOT going to college, while "no money" ranks first with Low-ranking county graduates NOT going. "Marriage" is the reason given third place by High-ranking county graduates NOT going on to school, and "not interested" ranked third for Low-ranking county graduates NOT going.

10. Reasons Given for Classmates' Decisions NOT to Continue Education

Asked for their "best guess" on some of their classmates' reasons for not going on to school, all graduates tend to give mostly the same reasons as those given by Undecided graduates and those NOT going to school.

"Lack of money" ranks highest, especially in Low-ranking counties. "Apathy" or "lack of interest" is next highest in Low-ranking counties. "Don't know" ranks second in number of times given by High-ranking county graduates, but a low third for Low-ranking county graduates.

The reason given fourth oftenest by High- and Low-ranking county graduates is "marriage." Other reasons, in order, are: working (or want to work); lack of encouragement (oftenest given in Low-ranking counties); fear of failure; lack of ability; and uncertain vocational goals.

11. Peer Influence or "Peer Adjustment"

Influence on graduates by their peers tends to be slightly greater in Low-ranking counties than in High-ranking counties, according to the students' lists of persons who influenced their after-high-school goals. Adults are listed oftenest as "influential persons" in both High- and Low-ranking counties, but the percentage of adults given is somewhat smaller in Low-ranking counties.

None of the High-ranking county graduates gives "myself" as "someone who influenced you most," while nine Low-ranking county graduates give the answer "myself" and five others give "no one."

A greater percentage of High- than Low-ranking county graduates have discussed college with their friends "often." Those in Low counties tend to discuss college only "occasionally" or "never" with their friends.

Graduates who have discussed college "often" with their friends in both High- and Low-ranking counties are primarily those going on to college;

while a greater percentage of "Not going" and "Undecided" graduates discussed college "occasionally," especially in Low-ranking counties.

In a somewhat more thorough examination of "peer adjustment" among graduates of five High- and four Low-ranking counties, "peer adjustment" is higher for High county graduates going to college than Low county graduates going to college in each of the following categories:

- Number of times named by classmates as 1 of 5 "best friends";
- Number of times named by classmates to attend college;
- Number of times named as friends by classmates going to college themselves.

Although High-ranking county percentages are slightly higher, they are much closer to the percentages of Low-ranking county graduates in the following:

- Number of times named by friends chosen;
- Number of times named by friends not chosen.

High-ranking county graduates also tend to name a greater number of their friends to go to college than Low-ranking county graduates. Low county graduates name more of their friends "NOT to go on to school" than High county graduates.

In both High- and Low-ranking counties, "peer adjustment" is much higher for graduates going to college than for those NOT going or Undecided.

12. Training for Vocational Goals

High-ranking county graduates show a definitely higher "ambition index" than Low-ranking county graduates, in feeling they need more training for the jobs they want, and in somewhat more realistic appraisal of their goals compared to their present preparation to meet the goals. Students going to college in both High- and Low-ranking counties usually have more specific ideas of their vocational goals and ways to meet them than do graduates NOT going or Undecided.

DISCUSSION

Although the percentage of questionnaires returned is high for a direct mail survey, the number of nonrespondents is too large for strong conclusions to be drawn from the results. Some general trends and tendencies can be noted, however, which may prove of interest to the schools involved in the study, and may also serve as guides for investigation into specific community attitudes toward higher education.

One general conclusion from the available data seems to be that higher education is valued somewhat less in Low-ranking than in High-ranking counties, both by students and their parents, who may also reflect attitudes of the communities in which they live. A companion study now in preparation will show more definite evidence for the relationships of county income and community attitudes (as reflected in local newspapers) toward college attendance and education in general.

Other explanations for the value placed on education may be found in the results of this study, especially the data on the education and occupations of parents (which are often linked to financial status). Parents of high school graduates in High-ranking counties are better educated, on the average, than parents in Low-ranking counties. The evidence that Low county graduates are more satisfied with their parents' education (especially their mothers') than High county graduates gives another possible clue to the motivation of both groups of young people. Some High county graduates who may regret their parents' lack of higher education set higher goals for themselves, and most seem to have parental encouragement to do so. Otherwise, it seems that when their parents are well educated, the children will go on to higher education as a matter of course. (7) The reverse tendency occurs with some Low-ranking county graduates, who apparently must make their own decisions without a great

deal of adult support, and who tend to pattern their education after their parents'.

It seems clear that money ranks as a great influence on young people's decisions to continue their education. Most of the High-ranking counties tend to have more high-income families than do Low-ranking counties (by virtue of somewhat better education and occupational standards?), so it would follow that more of the High county children could afford to go to college.

As expected, from reviews of many studies (1, 3, 7, 8), all graduates planning to go on to college have higher high school grade averages than those who are undecided or are definitely NOT planning to go on. The tendency for some "undecided" graduates to have higher grade averages than those actually going to college indicates that reasons other than ability to do school work play a part in motivation. In our data, lack of finances only partially explains this.

The trend toward early marriages is an aspect of contemporary American life reflected in the questionnaire results. The assumption of adult responsibilities is usually a real discouragement to a student's desire for more education. Jobs requiring only a high school education are declining in number, as society grows more complex, so early marriage, when it halts education, decreases chances for job mobility and security.

There is some evidence in our data that "social expectation" or community encouragement of young people is more dominant in High-ranking than Low-ranking counties, where they are apparently made to feel that, as one graduate puts it, "everyone has to have more education these days, to keep up with modern times."

On the whole, vocational aspirations of graduates going on to college tend to be higher than those of graduates not going on. This may suggest

that a need exists for more information, encouragement, and personal evaluation for students in both High- and Low-ranking counties who have not acquired ambitions equal to their potential abilities. The remedy, Havighurst and Rodgers (3) say, starts early:

"Motivation to attend college does not bloom suddenly upon graduation from high school. It starts far down in the grades, and if a higher proportion of able young people are to attend college, guidance and motivation must begin at an early age."

When young people are deterred from continuing their education, for whatever reasons, it seems important that members of individual communities take steps to discover some answers to such questions as:

What are the opportunities for financial aid to deserving students?

What is the over-all environment or "social expectation" and community attitude toward higher education?

What improvements can be made locally in the educational and vocational counseling services extended to students and parents?

How are local schools motivating young people toward more farsighted educational goals?

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