

**A RETROSPECTIVE SURVEY OF WHY PERSONS FROM A
RURAL SOUTHWESTERN COMMUNITY COMPLETED
HIGH SCHOOL AND ATTENDED OR DID NOT
ATTEND COLLEGE**

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in partial fulfillment of
the requirements for
the Degree of
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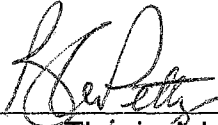
By

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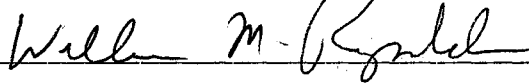
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Thesis Approved:



Thesis Advisor



Dean of Graduate College

DEDICATION

To the memory of Claude C. McDougal, teacher, role model, mentor, and friend who cared for me as if I were his own. This is for you.

*Now, nearly all those I loved and did
not understand in my youth are dead . . .
But I still reach out to them.*

MacLean, N., 1976, p. 113
A River Runs Through It

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Special thanks to my advisor, Dr. Bruce A. Petty, who initially told me that the undertaking of doctoral studies was not a “walk in the park.” I appreciate your helping me up the hills, pushing me when I was out of breath, and helping me realize the finish line. But most of all, I thank you for allowing me to take the walk.

Finally, they say that behind every successful man there is a woman. In my case, this is certainly true; but it needs to be changed from singular to plural, for I have had two ladies named “Pat” in my life who have been instrumental in my educational pursuits.

- My first Pat, former wife and mother of our children, Traci and Bart, was there in the beginning. I would be remiss if I did not acknowledge her initial efforts.
- My present Pat, present wife and hopefully the last, is the catalyst for my doctoral pursuit. Had it not been for her, I would still be procrastinating. She

guided, directed, and loved me, all while working on a doctorate of her own. Thank you for allowing me to hang onto your coattails. I love you.

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CHAPTER I

INTRODUCTION

The problem of high school dropouts and college attendance of students who completed high school has been the center of many studies in past decades (Astin, 1977). Yet the solution to these dilemmas continues to be elusive. Statistically, rates of dropouts and college attendance have marginally changed.

The rate of high school dropout is still about the same as it was in 1970, according to the U.S. Department of Labor's Bureau of Labor Statistics (*Condition of Education*, 1993). Many people stop or delay formal education. In 1992, while 88 percent of 30- to 34-year-olds had completed high school, only 48 percent had completed some college. Only 23 percent had completed a bachelor's degree.

Two notable sources, Bailey (1966) and Willingham (1985), have given textbook and scientific reasons for attendance or nonattendance of college. Duncan (1965), whose study dealt with family factors influencing dropout or completion of high school from the family perspective, provided reasons for dropping out or finishing high school. McAvoy (1966) concluded that going to college is determined by personality variables that in turn are acquired from the cultural environment. Schmitt's (1989) two longitudinal studies of United States students from 1972, 1980, and 1982 (1980 and 1982 are combined) are limited to statistical data.

In perusing the literature, it was noted that the majority of studies were plural in scope, rather than singular, and tended to survey samples at an early stage (i.e., one to five years after school completion). Studies in the past have been primarily statistical and have concentrated on factors that deter persons from finishing high

school or attending college in the present. Also, the previous studies were not of a longitudinal nature and tended to focus on institutions and systems of different types. Consensus commonalities in previous studies have shown that conditions such as economic status, aptitude, and parental education must be in place; but stated personal reasons for attainment of a high school diploma and reasons for attending or not attending college are the focus of this study.

Purpose of the Study

The purpose of this study was to retrospectively investigate the stated personal reasons and other attributes that impacted high school completion, attendance or non-attendance of college, and completion or noncompletion of college. Cohorts from a single high school graduating class from a rural southwestern part of the United States were the population for the study.

Variables examined were: self-expectations of finishing high school, a desire to attend college, parental encouragement, birth order, social status, presence of a role model or mentor, career goal(s), and attitude. The use of a cluster cohort group allowed the researcher to examine stated personal reasons from personal, retrospective viewpoints for high school completion, attendance or nonattendance of college, and completion or noncompletion of college.

The Problem

The problem investigated by this research was reasons for high school completion, attendance or nonattendance of college, and completion or noncompletion of college by a singular cohort group, based on their own stated personal reasons for having done so at a distance from the event of 30 or more years.

The finding of an intact cohort list from 30 to 35 years ago presented a formidable task. For the purposes of this research, I investigated the possibility of getting names and addresses of former students from several high schools but met with the Privacy Act, which prohibits schools from giving out that information. By chance, I was discussing this problem with another doctoral student who had just had a 30-year class reunion and remarked that they had a class list with addresses. This is how I came to choose the 1961 graduating class from Anadarko, Oklahoma, surveying them to determine their personal reasons for high school completion, attendance or nonattendance of college, and completion or noncompletion of college.

Definition of Terms

Ryder (1964) defines “cohorts” as individuals who hold membership in a group. At birth, membership in a birth-year cohort is established. At high school graduation, membership in a graduation-year cohort is established. Individuals who hold membership in the cohort do so forever; no other individuals can gain membership.

The term “dropout” refers to pupils who leave school before earning a high school diploma, as defined by Tannenbaum (1966).

“High school only,” hereafter referred to as “HS only,” means students who have earned a high school diploma. High school plus, hereafter referred to as “HS +,” attended some college (a junior college, business college, four-year college, or university).

“College graduate,” hereafter referred to as “coll grad” or “college graduate(s),” means one who has received a college diploma from a four-year institution of higher learning.

“Raw,” as used in the tables, means the total number of persons responding to a given option.

Percent (“%”), as used in the tables, means that the raw numbers have been converted to percentages.

“SES” is recognized as “socioeconomic status.”

“Siblings” are brothers or sisters in a family.

Significance of the Study

This study was undertaken because a void existed in the area of retrospective, longitudinal studies that examined events and happenings from a personal perspective, using associations as a causative affecting high school and college completion. Environmental variables cannot be completely separated from the person factors. The relationship of person and environment (family, school, friends, and work place) that occurred in the past will serve to explain the relationship of educational self-expectations and achievements. The actions and events serve as a pneumatic recall by association with life frames that are anything with which an individual is familiar.

Present-day educators and students will benefit from this study because the maturity of the sample has removed threats that would have been present in an earlier stage. Time has allowed the sample population to put matters in a proper perspective.

Knowledge gained from the research will allow parents, educators, and students to analyze associative variables that serve as detractors or determinants to educational completion.

Assumptions Underlying the Study

A major assumption of this research is that “maturity with years” will allow persons to be more candid and forthright in their responses. Time passage has a way of allowing persons to view occurred events in a retrospective light. Hopefully, actual reasons will not have become clouded by perceived reasons.

Limitations of the Study

Embellishment of past occurrences is a tendency of many persons as they advance in years. They tend to remember situations as they would have preferred, not as they actually were. Honesty of the population will be limited to the honesty of the cohort. Lack of randomization, manipulation, and control are all limitations.

Organization of the Study

Chapter II contains a review of the literature and how it relates to the variables. Results of former studies by Bailey (1966); Duncan (1965); Haveman, Wolfe, and Spaulding (1991); McAvoy (1966); Schmitt (1989); Willingham (1985); and others will be analyzed. A review of the literature will substantiate that positive perceptual association at the lower socioeconomic level, high school honors, follow-through, personal attainment, and school references are useful measures in predicting a successful student.

Chapter III describes the methodology, procedures, and design utilized in this retrospective study. Chapter IV presents the results. Chapter V offers conclusions and recommendations for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A number of descriptive and statistical studies on high school completion and college attendance have been conducted. The majority of the studies dealt with environmental factors that have an impact on the educational success of students. Family roles, educational levels, and economic status; gender; religion; child's family position; academic performance; and academic abilities have been the major focal points of the majority of these studies. While all of these results provide important data for studying the problem, McAvoy (1966) introduced the variables most applicable to this study. McAvoy determined that attending college is directly related to the individual's perceptual attitudes toward college, not to economic factors.

Schmitt (1989) reported that the overall level of college degree completion declined for 1980 and 1982 high school seniors relative to 1972 seniors. Half of the 1972 high school senior class, one-quarter of the 1980 senior class, and one-fifth of the 1982 senior class attained a post-secondary degree, certificate, or degree within four years after leaving high school. About three-fifths of the 1972 high school senior class and approximately two-fifths of the 1980 senior class graduated from college or received certification or a degree within six years of leaving high school. Most who earned degrees did so within the first seven years after high school, with males in the 1972 senior class more apt than females to attain a post-secondary diploma within four, six, or even fourteen years after leaving high school. Male members of the 1980 and 1982 senior classes were less likely than females to obtain a

post-secondary diploma four or six years after leaving high school. Private high school students were more likely to attain some post-secondary diploma, certificate, or degree than their counterparts from public high schools.

Duncan (1965) conducted a longitudinal study from 1920 to 1960, looking at the variables of influence of social background. The first job and spatial patterns of schooling conclude that the number of children in a family, family income, and room crowding were detectable negative effects on schooling. Other conclusions were: when unemployment was high in a community, school retention was high; recommendations for special job training and placement opportunities for boys who continued in school were given.

Eckert (1989) provided insight into the role that schools play in the process by which individuals in different groups prepare for life after high school.

While the school has direct role in procuring college entrance for its academic students, it does not play an analogous role for its vocational students in the working-class job market. These students do not feel that the activities in the school, with the exception of some vocational courses, provide any kind of training relevant to their future employment; on the contrary, many feel that the kinds of managerial and competitive skills encouraged in school activities are dysfunctional both in their social realm and in the labor force. The degree of fit between high school activities and the anticipated future activities is an important factor in the individual's willingness to accept the school's bargain (Eckert, 1989, p. 101).

Willingham (1985) looked at personal qualities other than traditional academics in recruiting and selecting students for college. He deemed four factors other than high

school work and scores on the scholastic achievement to be of marked value. They were: high school honors, follow-through, personal statement, and school references. He cites extracurricular activities as being an indicator for persistence.

Attinasi's (1989) examination of Mexican-American students and their perceptions of college-going abilities gives two general steps involved in their college attendance process. In the "Getting Ready" step, Attinasi identified five subcategories or patterns of socialization that engender a college-going frame of mind: "[you] model college-going behavior or simulate it in some way; [this] serve[s] to influence certain individuals to enroll in higher education" (Attinasi, 1989, p. 255). The subcategories are:

- Initial Expectation Engendering: experiences very early in the life of the student that lead to a belief or perception, held long before actual college attendance, that the student would be going to college;
- Fraternal Modeling: the student's observations of and receipt of information about the college-going behavior of a relative, usually a sibling;
- Indirect Simulation: statements made to the student by mentors and others that are either prescriptive or predictive in regards to college attendance and reinforcement of college-going expectations;
- Mentor Modeling: the conveyance to the student by a mentor, often a high school instructor, of information concerning the mentor's experiences in and attitudes about college;
- Direct Simulation: includes a whole range of "quasi-college-going experiences that involve the student's actual participation, such as information

campus visits, campus tours, and participation in campus summer activities or work shops” (Attinasi, 1989, p. 255-262).

Each of Attinasi’s “getting ready” experiences results in either an expectation that the individual will eventually go to college or an expectation of what it will be like once the individual is in college. In short, his research “suggests that the nature of college going in the freshman year is influenced profoundly by experiences that occur much earlier in life” (Attinasi, 1989, p. 272).

Attinasi’s category of “Getting Ready,” especially when viewed in conjunction with Hossler and Gallagher’s (1987) “Predisposition” stage of college choice, reinforces the notion that collegiate expectation and socialization experiences occur over an extended period of time. His work with Mexican-American students, a group that goes to college in relatively small numbers, supports Willis’s (1977) notion that macro-level factors such as ethnicity and economics do not necessarily predetermine college attendance.

Haveman, Wolfe, and Spaulding (1991) looked at gender, ethnic group, religion, child’s family position, child care time, family education orientation, family economic circumstances, and family stress. Their findings show parental education to have a positive effect; the type of work the mother performs to be positive or negative (i.e., cashier is positive, bartender is negative); being poor, on welfare, and moving to be negatives. Family stress and role models were primary, with the number of household moves influencing high school completion.

Bailey (1966) explored college attendance by examining academic self-concept, achievement, motivation, and socioeconomic background using 1,698 high school seniors in West Virginia as his sample. He concluded that college attendance could

be predicted based on the results of the College Image Index and Academic Self-Concept Index, with college expectation as a variable for persistency to completion.

McAvoy (1966) focused on socioeconomic levels as the primary variable for school completion and attendance. While no one variable was significant at all socioeconomic levels, he found that schools can make the greatest contribution for college attendance to those students in the lower socioeconomic levels by not underestimating their abilities to succeed in college. He found that students at the lower socioeconomic level differentiated between college and noncollege subjects by their perceptual variances. The results indicated that the factors determining college attendance at this level were cultural factors that influenced the individual's perception of himself, the value of education, and means of obtaining it. Obstacles to college attendance for subjects at the lower socioeconomic level are perceptual. He recommended that more attention be given in comparative studies to personality variables and their role in determining who goes to college.

Family income or socioeconomic class has been one factor most frequently studied in relation to college attendance. The Harvard Report stated that of the eight percent of the children in the upper class, 90 percent entered college. By comparison, the middle class, which contains about one-third of the children in our society, sends only 15 percent to college. This report further estimated that the lower class, while producing 60 percent of the children, sends only five percent to college.

A number of studies on college attendance are not reviewed here because they are not relevant to this research. Some are included, however, in order to develop the emphasis of the study. Others that are similar are listed in the bibliography.

Those included in the review are similar in nature to studies that have researched the question of who goes to college.

Hypotheses and Research Questions

On the basis of the limitations in these studies, the following hypothesis was formulated based on the recommendations of: Bailey (1966) that research needs to be done on academic self-concept and college expectations; Haveman, Wolfe, and Spaulding (1991) that family, family environment, and role model have a detectable effect on education and that a variety of readily observable characteristics of parents simply may serve as signals of (or proxies for) important unmeasured characteristics of parents (e.g., motivation, farsightedness, constitution) that influence the child's productivity; and McAvoy (1966) that obstacles are perceptual.

If family, school, and the community guide and counsel a child during his/her formative years, changes in an individual's self-perception will lead to successful educational achievement regardless of socioeconomic status. Impact variables and specific questions to be examined are:

- self-expectations of finishing high school;
- desire to attend college;
- parental, school, and community encouragement;
- birth order;
- social status of the family;
- presence of a role model or mentor;
- career goal(s);
- perceived attitude or self-expectations.

CHAPTER III

METHODOLOGY

Introduction

A retrospective approach for determining behavioral and personality factors for attainment of a high school diploma and reasons for attending or not attending college was the focus of this study. Cohorts from a single high school graduating class from a rural southwestern part of the United States were the population for the study. A questionnaire was the instrument used to gather the data. The individual responses of the participants were used to evaluate evidence that confirmed the hypothesis: If family, school, and the community guide and counsel a child during his/her formative years by becoming role models, changes in an individual's self-perception lead to successful education achievement, regardless of socioeconomic status.

Subjects

The study used the cohorts of an entire population of one graduating class from a rural southwestern community who graduated prior to 1970. Each individual served as a control factor for the other individuals and constitutes the sample. They are representative of the population because they are cohorts. The initial size of the cohort sample was one hundred and ten (110) members. Characteristics of age, gender, and race were considered because of their relevancy; however, the primary characteristic is personal responses from cohorts of a graduating class: their stated personal reasons for attainment of a high school diploma, stated personal reasons for pursuit of higher education, stated personal reasons for discontinuance of the higher

education pursuit, and stated personal reasons for achievement of higher education goals.

Instrumentation

For the purposes of this study, a modified version of the National Longitudinal Study of the High School Class of 1972 Student Questionnaire was used. The National Longitudinal Study of the High School Class of 1972 dealt with 1,044 public and nonpublic schools (87 percent of the target number of 1,200). From a targeted maximum of 18 participants per school, and average of 17 student per participating school took part. The Student Questionnaire was completed by 16,409 persons (92 percent).

The purpose of The National Longitudinal survey was to provide information about the following areas:

- high school experiences (programs, grades, activities, jobs);
- attitudes and opinions (about high school, selecting a career, persons who influenced the students' plans, self-esteem, and ability to complete college);
- plans for the future (plans for the coming year, long-range educational and career goals, plans to use financial aid programs for educational pursuit);
- biographical information (sex, ethnicity, socioeconomic status, parental support for education).

Modifications to the National Longitudinal Study of the High School Class of 1972 Student Questionnaire were made in order to derive an instrument that could be used with a high school graduating class from 1961 in a reflective survey. Sections A, B, C, D, I, and K of The National Longitudinal Study of the High School Class of

1972 Student Questionnaire were the instruments utilized in this study with modifications to the original instrument, including the elimination of sections and questions and the rewording of others.

Content validity of the modified questionnaire was established by seeking advice from higher education faculty in the College of Education at Oklahoma State University and by field testing the modified questionnaire on a random sample of graduate students at that institution who were not involved in the actual study.

The National Longitudinal Study of the High School Class of 1972 Student Questionnaire can be found in Appendix A. The modified instrument used in this study is found in Appendix B.

Research Design

A descriptive design was used because the researcher could not manipulate any of the variables and the group was already intact. The design of the study was retrospective in nature, which satisfied the researcher's purpose of an *ex post facto* approach. A questionnaire was the instrument used to evaluate the measure of the independent variables of environment role models from family, community, teachers, school guidance, and counseling.

Procedures

Names and addresses of the participants were obtained from one of the cohorts. A personal visitation to the community was made to determine whether a sufficient number of the cohorts still lived in the community and to determine the currency of the addresses. A volunteer cohort who still lives in the community was asked to assist in locating missing members and to draft a letter urging cohorts to participate.

One hundred and ten surveys were mailed. A follow-up postcard of reminder was sent to cohort members who had not responded three weeks after the original survey was mailed. From the 110 surveys mailed, 36 were returned that were considered for use, 24 were returned with no forwarding address known, and there were 50 nonreplies. Of the 36 replies, two were omitted due to the respondents' not completing all designated portions of the survey, one was omitted due to the respondent expressing a desire not to participate, and one was omitted due to reception after data completion. The return ratio was 42.90 percent.

CHAPTER IV

ANALYSIS OF DATA

The data from this study are analyzed in six sections: Your High School Experiences; Your Attitudes and Opinions; What Were Your Goals for the Future; For Only Those Who Graduated From High School and Went to Work, Entered Military Service, or Became a Homemaker; For Only Those Who Took College-Level Correspondence Courses, Went to Junior College, Community College, Four-Year College, or Graduated from College after High School Graduation; and For Everyone.

Impact variables and specific questions examined were:

- self-expectations of finishing high school;
- desire to attend college;
- parental, school, and community encouragement;
- birth order;
- social status of the family;
- presence of a role model or mentor;
- career goal(s); and
- perceived attitude of self-expectations.

The following constitutes the survey in its entirety. The raw responses, percentage ratios, and analysis of the data are presented under each table.

Dear Former Anadarko Senior of 1961:

It is getting to be that time of year again, when classes from yesteryear are starting to gather and reminisce events of days gone by. More years have passed than any of us care to remember since we were in high school. Those years were supposed to be a period when life in general was carefree. It was for some, but for many it was a time of confusion and uncertainty about what lay in the future.

With these thoughts in mind, I would like to extend an invitation for participation in an individual retrospective survey on reasons why you completed high school and attended or did not attend college. It is my suspicion that circumstances other than parental encouragement, grades, or monetary means played a role in these accomplishments.

The answers you and your former classmates provide will help identify reasons why persons complete high school and attend or do not attend college. This information will aid future students across Oklahoma and assist in completion of my doctoral dissertation.

Thank you for your time, consideration, and assistance.

Gene Waits

723 W. Edmond Rd.

Edmond, OK 73003-5626

Off: 1-405-341-7060 Res: 1-405-341-7400

Survey Number _____

You are being requested to participate in a retrospective survey to assess the reasons why persons graduated from high school and attended or did not attend college. **COMPLETION TIME FOR THE SURVEY IS 15-20 MINUTES.** Your answers are totally **CONFIDENTIAL!** Your responses will be anonymously tabulated with other respondents to develop cumulative descriptive information.

On various questions throughout the survey, an area has been provided for responses of "Other, Be specific," and at the conclusion of the survey an area has been provided for any additional comments you may wish to make. If there is **ANYTHING** on **ANY QUESTION** you want to add, please do so.

The survey has six parts.

Persons who **DID NOT** attempt any college course work, please
complete parts:

A, B, C, D, & F only.

Persons **WHO DID** college course work, please complete parts:

A, B, C, E, & F only.

Date of Birth: Mo. _____ Day _____ Yr. _____

Sex: Male _____ 1 Female _____ 2

This questionnaire has been approved by the Oklahoma State University
Institutional Review Board and thus ensures that your rights and welfare
are protected.

Table 1. Sex and Age of Cohort Group Respondents

Age	Reply	HS Only		HS + College		Coll Grad		Overall Total	
		Female	Male	Female	Male	Female	Male	Female	Male
51	Raw	0	0	0	0	1	0	1	0
	%	0	0	0	0	7.69	0	3.13	0
52	Raw	6	2	7	2	2	9	15	13
	%	66.67	22.22	70.00	20.00	15.38	69.23	46.87	40.62
53	Raw	0	0	0	1	1	0	1	1
	%	0	0	0	10.00	7.69	0	3.13	3.13
54	Raw	1	0	0	0	0	0	1	0
	%	11.11	0	0	0	0	0	3.13	0
Subtotal	Raw	7	2	7	3	4	9	18	14
	%	77.78	22.22	70.00	30.00	30.77	69.23	56.25	43.75
Total	Raw	9		10		13		32	
	%	100		100		100		100	

A. Your High School Experiences

Please answer every question unless you are asked to skip to another one. Omit any question you consider objectionable.

1. Which of the following best describes the courses taken in high school?

(Circle one)

- General 1
- Academic or college preparatory 2
- Vocational or technical 3
- Agricultural occupations 4
- Business or office occupations 5
- Distributive education 6
- Health occupations 7
- Home economics occupations 8
- Trade or industrial occupations 9

Table 2. Courses Taken in High School

Type of Courses	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
General	Raw	7	4	4	15
	%	77.78	40.00	30.77	46.88
Academic	Raw	0	4	9	13
	%	0	40.00	69.23	40.63
Vocational	Raw	0	0	0	0
	%	0	0	0	0
Agriculture	Raw	0	0	0	0
	%	0	0	0	0
Business	Raw	1	1	0	2
	%	11.11	10.00	0	6.25
Dist. Education	Raw	1	0	0	1
	%	11.11	0	0	3.13
Health	Raw	0	0	0	0
	%	0	0	0	0
Home Econ.	Raw	0	1	0	1
	%	0	10.00	0	3.13
Trade	Raw	0	0	0	0
	%	0	0	0	0
Total	Raw	9	10	13	32
	%	100	100	100	100

The major areas of study for the cohort group were general and academic. Overall, general courses were favored 46.88 percent to 40.63 percent over academic courses.

2. How important was the influence of each of the following in your choice of high school subjects taken?

(Circle one number on each line)

	<u>Not</u> <u>Important</u>	<u>Somewhat</u> <u>Important</u>	<u>Very</u> <u>Important</u>
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3
I had no choice; the only program available	1	2	3

Table 3. The Influences on High School Subjects

Person	Influence	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Parents	Not Important	Raw %	1 11.11	3 30.00	4 30.77	8 25.00
	Somewhat Important	Raw %	3 33.33	5 50.00	6 46.15	14 43.75
	Very Important	Raw %	4 44.44	2 20.00	3 23.08	9 28.13
	No Response	Raw %	1 11.11	0 0	0 0	1 3.13
Relative Other than Your Parents	Not Important	Raw %	5 55.56	5 50.00	12 92.31	22 68.75
	Somewhat Important	Raw %	3 33.33	1 10.00	1 7.69	5 15.63
	Very Important	Raw %	0 0	3 30.00	0 0	3 9.38
	No Response	Raw %	1 11.11	1 10.00	0 0	2 6.25

Table 3 continued

Person	Influence	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Counselor	Not Important	Raw %	6 66.67	5 50.00	10 76.92	21 65.62
	Somewhat Important	Raw %	2 22.22	4 40.00	2 15.38	8 25.00
	Very Important	Raw %	0 0	0 0	1 7.69	1 3.13
	No Response	Raw %	1 11.11	1 10.00	0 0	2 6.25
	Not Important	Raw %	6 66.67	4 40.00	4 30.77	14 43.75
	Somewhat Important	Raw %	2 22.22	3 30.00	8 61.54	13 40.63
Teacher Other than Guidance Counselor	Very Important	Raw %	0 0	2 20.00	1 7.69	3 9.38
	No Response	Raw %	1 11.11	1 10.00	0 0	2 6.25
	Not Important	Raw %	7 77.78	5 50.00	12 92.31	24 75.00
	Somewhat Important	Raw %	1 11.11	4 40.00	1 7.69	6 18.75
Principal or Assistant Principal	Very Important	Raw %	0 0	0 0	0 0	0 0
	No Response	Raw %	1 11.11	1 10.00	0 0	2 6.25
	Not Important	Raw %	8 88.89	6 60.00	13 100.00	27 84.38
	Somewhat Important	Raw %	0 0	3 30.00	0 0	3 9.37
	Very Important	Raw %	0 0	0 0	0 0	0 0
Clergyman	No Response	Raw %	1 11.11	1 10.00	0 0	2 6.25
	Not Important	Raw %	7 77.78	6 60.00	13 100	26 81.25
	Somewhat Important	Raw %	0 0	3 30.00	0 0	3 9.38
	Very Important	Raw %	0 0	0 0	0 0	0 0
	No Response	Raw %	2 22.22	1 10.00	0 0	3 9.38
An Adult Not Mentioned Above	Not Important	Raw %	7 77.78	6 60.00	13 100	26 81.25
	Somewhat Important	Raw %	0 0	3 30.00	0 0	3 9.38
	Very Important	Raw %	0 0	0 0	0 0	0 0
	No Response	Raw %	2 22.22	1 10.00	0 0	3 9.38
	Not Important	Raw %	7 77.78	6 60.00	13 100	26 81.25

Table 3 continued

Person	Influence	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Friends	Not Important	Raw	1	3	2	6
		%	11.11	30.00	15.38	18.75
	Somewhat Important	Raw	6	3	10	19
		%	66.67	30.00	76.92	59.38
	Very Important	Raw	1	4	1	6
		%	11.11	40.00	7.69	18.75
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Yourself	Not Important	Raw	1	0	0	1
		%	11.11	0	0	3.13
	Somewhat Important	Raw	2	2	1	5
		%	22.22	20.00	7.69	15.63
	Very Important	Raw	5	8	12	25
	%	55.56	80.00	92.31	78.13	
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
No Choice, The Only Program Available	Not Important	Raw	3	5	9	17
		%	33.33	50.00	69.23	53.13
	Somewhat Important	Raw	2	2	1	5
		%	22.22	20.00	7.69	15.62
	Very Important	Raw	1	2	1	4
	%	11.11	20.00	7.69	12.50	
	No Response	Raw	3	1	2	6
		%	33.33	10.00	15.38	18.75
Total		Raw	9	10	13	32
		%	100	100	100	100

The persons most influential in the choice of courses taken in high school were the parents of the students, with 44.44 percent for HS Only, 20.00 percent for HS +, and 23.08 percent for College Graduates; and the students themselves, with HS Only having 55.56 percent, HS + with 80.00 percent, and College Graduates with 92.31 percent.

3. Which of the following best describes your GPA in high school?

(Circle one)

- Mostly A (numerical average of 90 - 100) 1
- About half A and half B (85 - 89) 2
- Mostly B (80 - 84) 3
- About half B and half C (75 - 84) 4
- Mostly C (70 - 74) 5
- About half C and half D (65 - 69) 6
- Mostly D (60 - 64) 7
- Mostly below D (Below 60) 8

Table 4. GPA

GPA	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Mostly A	Raw	2	2	5	9
	%	22.22	20.00	38.46	28.13
A and B	Raw	2	1	3	6
	%	22.22	10.00	23.08	18.75
Mostly B	Raw	1	1	2	4
	%	11.11	10.00	15.38	12.50
B and C	Raw	2	6	3	11
	%	22.22	60.00	23.08	34.38
Mostly C	Raw	2	0	0	2
	%	22.22	0	0	6.25
C and D	Raw	0	0	0	0
	%	0	0	0	0
Mostly D	Raw	0	0	0	0
	%	0	0	0	0
Below D	Raw	0	0	0	0
	%	0	0	0	0
Total	Raw	9	10	13	32
	%	100	100	100	100

College Graduates led the GPA with 38.46 percent Mostly A. HS Only was second with 22.22 percent, and HS + was last with 20.00 percent. A significant difference is noted when the HS Only percentages for mostly A, A-B, B-C, and

Mostly C are combined and compared against that of HS +. The results are 44.44 percent for HS Only in both versus that 30.00 percent and 60.00 percent of HS +.

4. How many hours per week did you work in a paid job during your high school years? (Exclude vacations)

(Circle one)

None	0
Less than 6 hours	1
6 to 10 hours	2
11 to 15 hours	3
16 to 20 hours	4
21 to 25 hours	5
26 to 30 hours	6
More than 30 hours	7

Table 5. Hours Worked per Week While in High School

Worked Hours	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
None	Raw	1	1	4	6
	%	11.11	10.00	30.77	18.75
Less than 6	Raw	0	2	1	3
	%	0	20.00	7.69	9.38
6 - 10	Raw	1	3	3	7
	%	11.11	30.00	23.08	21.88
11 - 15	Raw	2	1	0	3
	%	22.22	10.00	0	9.38
16 - 20	Raw	2	2	3	7
	%	22.22	20.00	23.08	21.88
21 - 25	Raw	2	1	0	3
	%	22.22	10.00	0	9.38
26 - 30	Raw	1	0	2	3
	%	11.11	0	15.38	9.38
Over 30	Raw	0	0	0	0
	%	0	0	0	0
Total	Raw	9	10	13	32
	%	100	100	100	100

At first glance, the number of hours worked appears to be about evenly divided. On closer inspection, however, when the hours of 16 - 20, 21 - 25, and 26 - 30 are combined for all groups, HS Only is the leader with 55.55 percent, HS + with 30.00 percent, and College Graduate with 38.46 percent.

5. Do any of the following statements describe work you may have done during school or since?

(Circle one number on each line)

	Yes	No	I did not work
My job was related to my studies	1	2	3
Job led to work I wanted to do in the future	1	2	3
I worked mostly on the weekends	1	2	3
I worked mostly during the week	1	2	3

Table 6. Work During High School

Description	Answer	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Related	Yes	Raw	1	2	4	7
		%	11.11	20.00	30.77	21.88
	No	Raw	6	7	5	18
		%	66.67	70.00	38.46	56.25
	Didn't Work	Raw	1	1	4	6
		%	11.11	10.00	30.77	18.75
No Response	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
Future	Yes	Raw	1	1	3	5
		%	11.11	10.00	23.08	15.63
	No	Raw	6	8	6	20
		%	66.67	80.00	46.15	62.50
	Didn't Work	Raw	1	1	4	6
		%	11.11	10.00	30.77	18.75
No Response	Raw	1	0	0	1	
	%	11.11	0	0	3.13	

Description	Answer	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Weekend	Yes	Raw	4	5	4	13
		%	44.44	50.00	30.77	40.63
	No	Raw	3	4	5	12
		%	33.33	40.00	38.46	37.50
	Didn't Work	Raw	1	1	4	6
		%	11.11	10.00	30.77	18.75
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Weekday	Yes	Raw	5	5	5	15
		%	55.56	50.00	38.46	46.88
	No	Raw	2	4	4	10
		%	22.22	40.00	30.77	31.25
	Didn't Work	Raw	1	1	4	6
		%	11.11	10.00	30.77	18.75
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Total	Raw	9	10	13	32	
	%	100	100	100	100	

30.77 percent of the work done while in high school by the College Graduate was curriculum related, and 23.08 percent was future career related. When weekend and weekdays are combined, it shows the HS + and HS Only groups working 100 percent, but College Graduate only 69.23 percent.

6. How often during high school did you discuss post high school plans with the following?

	(Circle one number on each line)		
	Never	Seldom	Often
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
State employment service officer	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3

Table 7. Discussion of Post-High School Plans

Person	Type	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Parents	Never	Raw	4	1	0	5
		%	44.44	10.00	0	15.63
	Seldom	Raw	2	4	6	12
		%	22.22	40.00	46.15	37.50
	Often	Raw	2	5	7	14
		%	22.22	50.00	53.85	43.75
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Relative other than parents	Never	Raw	4	5	3	12
		%	44.44	50.00	23.08	37.50
	Seldom	Raw	3	4	10	17
		%	33.33	40.00	76.92	53.13
	Often	Raw	1	1	0	2
		%	11.11	10.00	0	6.25
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Counselor	Never	Raw	6	4	7	17
		%	66.67	40.00	53.85	53.12
	Seldom	Raw	2	6	5	13
		%	22.22	60.00	38.46	40.62
	Often	Raw	0	0	1	1
		%	0	0	7.69	3.13
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Teacher	Never	Raw	5	2	1	8
		%	55.56	20.00	7.69	25.00
	Seldom	Raw	3	6	10	19
		%	33.33	60.00	76.92	59.38
	Often	Raw	0	2	2	4
		%	0	20.00	15.39	12.50
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Principal	Never	Raw	6	5	11	22
		%	66.67	50.00	84.62	68.74
	Seldom	Raw	1	5	2	8
		%	11.11	50.00	15.38	25.00
	Often	Raw	1	0	0	1
		%	11.11	0	0	3.13
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13

Table 7 continued

Person	Type	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Clergyman	Never	Raw	7	7	12	26
		%	77.78	70.00	92.31	81.24
	Seldom	Raw	0	3	1	4
		%	0	30.00	7.69	12.50
	Often	Raw	1	0	0	1
		%	11.11	0	0	3.13
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
State Employment Service Officer	Never	Raw	7	7	13	27
		%	77.78	70.00	100	84.37
	Seldom	Raw	0	3	0	3
		%	0	30.00	0	9.37
	Often	Raw	1	0	0	1
		%	11.11	0	0	3.13
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
An Adult not Mentioned Above	Never	Raw	5	6	11	22
		%	55.56	60.00	84.62	68.75
	Seldom	Raw	3	4	2	9
		%	33.33	40.00	15.38	28.12
	Often	Raw	0	0	0	0
		%	0	0	0	0
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Friends Your Own Age	Never	Raw	1	1	1	3
		%	11.11	10.00	7.69	9.38
	Seldom	Raw	3	5	5	13
		%	33.33	50.00	38.46	40.63
	Often	Raw	4	4	7	15
		%	44.44	40.00	53.85	46.88
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Total	Raw	9	10	13	32	
	%	100	100	100	100	

Post high school plans were “often” discussed with parents 22.22 percent by the HS Only group, 50.00 percent by the HS + group, and 53.85 percent by the College Graduate group. Post high school plans were “often” discussed with friends 44.44 percent by the HS Only group, 40.00 percent by the HS + group, and 53.85 percent

by the College Graduate group. In this particular area, the HS + group is a special group because this group discussed their plans with everyone as their “seldom” responses always differed from that of the HS Only group and College Graduate group. It gives an indication that during high school, they felt that the more persons with whom they discussed their plans, the higher the probability of their pursuing higher education.

Combining the “seldom” and “often” results shows that the HS + group and the College Graduate group talked to their parents (90 and 100 percent, respectively, versus 44.44 percent for the HS Only group), relatives other than parents (50 and 76.92 percent, respectively, versus 44.44 percent for the HS Only group), teachers (80 percent and 92.31 percent, respectively, versus 33.33 percent for the HS Only group), and friends their own age (90 and 92.31 percent, respectively, versus 77.77 percent for the HS Only group).

7. Who among the following persons influenced your post high school plans?

(Circle one number on each line.)

	None	Some	A great deal
Your Parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
State employment service officer	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3

Table 8. Influence of the Following People on Post-High School Plans

Person	Type	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Parents	None	Raw	0	1	1	2
		%	0	10.00	7.69	6.25
	Some	Raw	6	4	2	12
		%	66.67	40.00	15.38	37.50
	A great deal	Raw	2	5	10	17
		%	22.22	50.00	76.92	53.13
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Relative other than parents	None	Raw	3	5	6	14
		%	33.33	50.00	46.15	43.75
	Some	Raw	4	2	6	12
		%	44.44	20.00	46.15	37.50
	A great deal	Raw	1	3	1	5
		%	11.11	30.00	7.69	15.63
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Counselor	None	Raw	8	7	8	23
		%	88.89	70.00	61.54	71.87
	Some	Raw	0	3	5	8
		%	0	30.00	38.46	25.00
	A great deal	Raw	0	0	0	0
		%	0	0	0	0
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Teacher other than a guidance counselor	None	Raw	7	5	4	16
		%	77.78	50.00	30.77	50.00
	Some	Raw	1	4	7	12
		%	11.11	40.00	53.85	37.50
	A great deal	Raw	0	1	2	3
		%	0	10.00	15.38	9.37
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Principal or assistant principal	None	Raw	8	9	13	30
		%	88.89	90.00	100.00	93.74
	Some	Raw	0	1	0	1
		%	0	10.00	0	3.13
	A great deal	Raw	0	0	0	0
		%	0	0	0	0
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13

Table 8 continued

Person	Type	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Clergyman	None	Raw	8	9	12	29
		%	88.89	90.00	92.31	90.62
	Some	Raw	0	1	1	2
		%	0	10.00	7.69	6.25
	A great deal	Raw	0	0	0	0
		%	0	0	0	0
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
State employment service officer	None	Raw	7	10	13	30
		%	77.78	100.00	100.00	93.74
	Some	Raw	0	0	0	0
		%	0	0	0	0
	A great deal	Raw	1	0	0	1
		%	11.11	0	0	3.13
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
An adult	None	Raw	6	7	11	24
		%	66.67	70.00	84.62	75.00
	Some	Raw	2	2	2	6
		%	22.22	20.00	15.38	18.74
	A great deal	Raw	0	1	0	1
		%	0	10.00	0	3.13
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Friends your own age	None	Raw	3	3	1	7
		%	33.33	30.00	7.69	21.88
	Some	Raw	5	3	9	17
		%	55.56	30.00	69.23	53.13
	A great deal	Raw	0	4	3	7
		%	0	40.00	23.08	21.88
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Yourself	None	Raw	0	0	0	0
		%	0	0	0	0
	Some	Raw	1	3	1	5
		%	11.11	30.00	7.69	15.63
	A great deal	Raw	7	7	12	26
		%	77.78	70.00	92.31	81.25
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Total		Raw	9	10	13	32
		%	100	100	100	100

The significant different influential factor between these three groups was the parents, with 50.00 percent of the HS + group and 76.92 percent of the College Graduates group indicating their parents had a great deal of influence. Only 22.22 percent of the HS Only group shows that their parents greatly influenced their post high school plans.

Another factor that had different impacts on the three groups' post high school plans were "a teacher." After combining the result from "some" influence and "a great deal" of influence, 11.11 percent of the HS Only group was influenced by a teacher versus 50.00 percent of the HS + group and 69.23 percent of the College Graduates group. This could indicate that members of the HS Only group lacked the willingness to talk to someone regarding their post high school plans.

A similar situation exists when examining the "friends your own age" category. Only 55.56 percent of the HS Only group was influenced by friends, compared to 70 percent for the HS + group and a high of 92.31 percent for the College Graduates group. "Yourself" was the dominate factor on post high school plans, but the HS Only group still ranked lower, even when combining the "some" and "a great deal" responses. Combined percentages responses were: HS Only, 88.89 percent; HS +, 100 percent; and College Graduates, 100 percent.

8. Did teachers or counselors ever try to influence your plans for after high school?

(Circle one number on each line.)

	Discouraged	Did Not Try	Encouraged
Go to college	1	2	3
Go to a vo-tech school	1	2	3
Go to a business school	1	2	3
Do an apprenticeship or on-the job training	1	2	3
Enter the military service	1	2	3
Get a job immediately after high school .	1	2	3

Table 9. The Influences on your Post-High School Plans

Type	Influence	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
College	Discouraged	Raw	0	0	1	1
		%	0	0	7.69	3.13
	Did not try	Raw	5	5	2	12
		%	55.56	50.00	15.38	37.50
	Encouraged	Raw	3	5	10	18
		%	33.33	50.00	76.93	56.25
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Vo-tech	Discouraged	Raw	0	0	1	1
		%	0	0	7.69	3.13
	Did not try	Raw	6	8	12	26
		%	66.67	80.00	92.31	81.25
	Encouraged	Raw	2	2	0	4
		%	22.22	20.00	0	12.50
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Business	Discouraged	Raw	0	0	1	1
		%	0	0	7.69	3.13
	Did not try	Raw	5	7	12	24
		%	55.56	70.00	92.31	75.00
	Encouraged	Raw	3	3	0	6
		%	33.33	30.00	0	18.75
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13

Table 9 continued

Type	Influence	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Trade	Discouraged	Raw	0	0	1	1
		%	0	0	7.69	3.13
	Did not try	Raw	6	9	12	27
		%	66.67	90.00	92.31	84.37
	Encouraged	Raw	2	1	0	3
%		22.22	10.00	0	9.37	
No Response	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
On-the-job	Discouraged	Raw	0	1	1	2
		%	0	10.00	7.69	6.25
	Did not try	Raw	6	9	12	27
		%	66.67	90.00	92.31	84.37
	Encouraged	Raw	2	0	0	2
%		22.22	0	0	6.25	
No Response	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
Military	Discouraged	Raw	3	0	1	4
		%	33.33	0	7.69	12.50
	Did not try	Raw	5	10	12	27
		%	55.55	100.00	92.31	84.37
	Encouraged	Raw	0	0	0	0
%		0	0	0	0	
No Response	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
Job	Discouraged	Raw	1	2	1	4
		%	11.11	20.00	7.69	12.50
	Did not try	Raw	6	8	12	26
		%	66.67	80.00	92.31	81.25
	Encouraged	Raw	1	0	0	1
%		11.11	0	0	3.13	
No Response	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
Total	Raw	9	10	13	32	
	%	100	100	100	100	

Teacher encouragement for individuals to go to college or business school or to get a job was in conformity with demonstrated GPA and student socioeconomic status. The teacher encouraged 33.33 percent of the HS Only students to go to college but encouraged 50 percent of the HS + and 76.93 of the College Graduates.

The teacher further encouraged 22.22 percent of the HS Only group and 20 percent of the HS + group to go to vo-tech school, but “discouraged” 7.69 percent and “did not try” to influence 92.13 percent of the College Graduate group. The same situation applied to business school and trade school. Additionally, teachers encouraged solely the HS Only group to do an apprenticeship, on-the-job training, or to get a job immediately after high school. This did not occur with the HS + and College Graduates groups. Combining responses from questions 6, 7, and 8, it is *possible* to conclude that dialogue between teachers and students resulted in a better understanding of the students, which in turn fostered proper advice; however, students who did not try or did not want to communicate with teachers felt as if teachers ignored their existence.

9. What did most of your close friends do after graduation?

(Circle one)

- Entered the military service 1
- Went to a vo-tech school 2
- Went to a business school 3
- Went to a trade school 4
- Became full-time homemakers 5
- Went to college 6
- Entered apprenticeships or on-the-job training programs 7
- Went to work full-time 8
- I don't know 9
- Other (Be specific) 10

Table 10. What Did Most of Your Close Friends Do After Graduation?

Friends Go	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Military	Raw	0	0	2	2
	%	0	0	15.39	6.25
Vo-tech school	Raw	0	0	0	0
	%	0	0	0	0
Business school	Raw	0	0	0	0
	%	0	0	0	0
Trade school	Raw	0	0	0	0
	%	0	0	0	0
Homemaker	Raw	4	3	1	8
	%	44.44	30.00	7.69	25.00
College	Raw	4	5	10	19
	%	44.44	50.00	76.92	59.37
Job training	Raw	0	0	0	0
	%	0	0	0	0
Full-time work	Raw	0	1	0	1
	%	0	10.00	0	3.13
I don't know	Raw	0	0	0	0
	%	0	0	0	0
*Some of each	Raw	1	0	0	1
	%	11.11	0	0	3.13
No response	Raw	0	1	0	1
	%	0	10.00	0	3.13
Total	Raw	9	10	13	32
	%	100	100	100	100

*Other (Be Specific) statement.

The results show what the majority of the groups' friends did after high school graduation. The majority of the College Graduates groups' friends, 76.92 percent, went to college as did 44.44 percent of the HS Only groups' friends and 30 percent of the HS + groups' friends. Of the HS Only group, 44.44 percent became homemakers.

B. Your Attitudes and Opinions

Please answer every question unless you are asked to skip to another one. Omit any question you consider objectionable.

10. How much did each of the following interfere with your high school education?

(Circle one number on each line.)

	Not at all	Somewhat	A great deal
Teachers did not help me enough	1	2	3
My job took too much time	1	2	3
Transportation to school was difficult	1	2	3
Parents not interested in my education	1	2	3
Did not feel part of the school	1	2	3
Poor teaching	1	2	3
Money problems, support of family	1	2	3
Poor study habits	1	2	3
Family obligations, not money problems	1	2	3
Support of family (other than parents)	1	2	3
Other (Be specific)	1	2	3

Table 11. High School Education Hindered by Following Factors

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Teacher did not help me enough	Not at all	Raw	3	6	9	18
		%	33.33	60.00	69.23	56.25
	Somewhat	Raw	3	3	2	8
		%	33.33	30.00	15.38	25.00
Great deal	Raw	2	1	2	5	
	%	22.22	10.00	15.38	15.63	
No Response	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
Job took too much time	Not at all	Raw	6	9	12	27
		%	66.67	90.00	92.31	84.38
	Somewhat	Raw	3	1	1	5
%		33.33	10.00	7.69	15.63	
Great deal	Raw	0	0	0	0	
	%	0	0	0	0	
Transportation to school was difficult	Not at all	Raw	6	10	13	29
		%	66.67	100.00	100.00	90.63
	Somewhat	Raw	3	0	0	3
%		33.33	0	0	9.38	
Great deal	Raw	0	0	0	0	
	%	0	0	0	0	
Parents were not interested in my education	Not at all	Raw	2	9	11	22
		%	22.22	90.00	84.62	68.75
	Somewhat	Raw	3	0	2	5
%		33.33	0	15.38	15.63	
Great deal	Raw	4	1	0	5	
	%	44.44	10.00	0	15.63	
Not a part of the school	Not at all	Raw	5	8	11	24
		%	55.56	80.00	84.62	75.00
	Somewhat	Raw	2	1	1	4
		%	22.22	10.00	7.69	12.50
Great deal	Raw	2	1	0	3	
	%	22.22	10.00	0	9.38	
No Response	Raw	0	0	1	1	
	%	0	0	7.69	3.13	
Poor teaching	Not at all	Raw	5	6	1	22
		%	55.56	60.00	84.62	68.75
	Somewhat	Raw	4	3	1	8
%		44.44	30.00	7.69	25.00	
Great deal	Raw	0	1	1	2	
	%	0	10.00	7.69	6.25	

Table 11 continued

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Money problems, support of family	Not at all	Raw	4	10	11	25
		%	44.44	100.00	84.62	78.13
	Somewhat	Raw	2	0	2	4
		%	22.22	0	15.38	12.50
	Great deal	Raw	3	0	0	3
		%	33.33	0	0	9.37
Poor study habits	Not at all	Raw	5	5	6	16
		%	55.56	50.00	46.15	50.00
	Somewhat	Raw	3	3	6	12
		%	33.33	30.00	46.15	37.50
	Great deal	Raw	1	2	1	4
		%	11.11	20.00	7.69	12.50
Family obligations, not money problems	Not at all	Raw	6	10	13	29
		%	66.67	100.00	100.00	90.63
	Somewhat	Raw	2	0	0	2
		%	22.22	0	0	6.25
	Great deal	Raw	1	0	0	1
		%	11.11	0	0	3.13
Support of family	Not at all	Raw	7	10	13	30
		%	77.78	100.00	100.00	93.75
	Somewhat	Raw	2	0	0	2
		%	22.22	0	0	6.25
	Great deal	Raw	0	0	0	0
		%	0	0	0	0
Total	Raw	9	10	13	32	
	%	100	100	100	100	

The most significant factor interfering with the students' education was the HS Only parents' attitudes with regard to their children's education. It was found that 77.77 percent of the HS Only students' parents were somewhat or not interested in their education. This is a major factor for stoppage of educational efforts at the HS Only level. In contrast, 10 percent of the HS + and 15.38 percent of the College Graduates' parents were not concerned with educational endeavors.

HS Only students' responses indicate that 55.55 percent of the teachers did not render proper aid, while 40 percent of HS + students and 30.73 percent of College

Graduates concurred. Work accounted for 33.33 percent of interference for the HS Only group, 10 percent for the HS + group, and 7.69 percent for the College Graduates. Money problems interfered 55.56 percent of the time with HS Only students' educational efforts, 15.38 percent of College Graduates, and none for HS + students. HS + and College Graduates did not experience transportation problems, family obligations, or support of family; but HS Only respondents indicated 33.33 percent had transportation problems and 22.22 family obligations. Lack of parental support, demoralized by lack of aid from teachers, and monetarily assisting at home resulted in the HS Only group not pursuing further education.

11. Please rate your school on the following.

(Circle one number on each line.)

	Poor	Fair	Good	Excellent
Condition of buildings and classrooms . . .	1 . . .	2	3	4
Equipment used in vocational courses . . .	1 . . .	2	3	4
Extracurricular facilities	1 . . .	2	3	4
Job placement of graduates	1 . . .	2	3	4
Library facilities	1 . . .	2	3	4
Quality of academic instruction	1 . . .	2	3	4
Quality of vocational instruction	1 . . .	2	3	4
Reputation in the community	1 . . .	2	3	4
Student guidance and counseling	1 . . .	2	3	4
Teacher interest in students	1 . . .	2	3	4
Other (Be specific)	1 . . .	2	3	4

Table 12. Rate Your School on the Following Factors

Type	Influence	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Condition of buildings and classrooms	Poor	Raw	1	0	0	1
		%	11.11	0	0	3.13
	Fair	Raw	2	3	2	7
		%	22.22	30.00	15.38	21.88
	Good	Raw	6	7	11	24
		%	66.67	70.00	84.62	75.00
	Excellent	Raw	0	0	0	0
		%	0	0	0	0
Equipment used in vocational courses	Poor	Raw	1	0	0	1
		%	11.11	0	0	3.13
	Fair	Raw	3	3	1	7
		%	33.33	30.00	7.69	21.88
	Good	Raw	5	6	9	20
		%	55.56	60.00	69.23	62.50
	Excellent	Raw	0	0	0	0
		%	0	0	0	0
No Response	Raw	0	1	3	4	
	%	0	10.00	23.08	12.50	
Extra-curricular facilities	Poor	Raw	1	0	1	2
		%	11.11	0	7.69	6.25
	Fair	Raw	4	3	2	9
		%	44.44	30.00	15.38	28.13
	Good	Raw	3	6	9	18
		%	33.33	60.00	69.23	56.25
	Excellent	Raw	0	1	1	2
		%	0	10.00	7.69	6.25
No Response	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
Job placement of graduates	Poor	Raw	7	6	3	16
		%	77.78	60.00	23.08	50.00
	Fair	Raw	0	3	4	7
		%	0	30.00	30.77	21.88
	Good	Raw	2	1	2	5
		%	22.22	10.00	15.38	15.63
	Excellent	Raw	0	0	0	0
		%	0	0	0	0
No Response	Raw	0	0	4	4	
	%	0	0	30.77	12.50	

Table 12 continued

Type	Influence	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Library facilities	Poor	Raw	1	0	3	4
		%	11.11	0	23.08	12.50
	Fair	Raw	5	5	7	17
		%	55.56	50.00	53.85	53.13
Good	Raw	3	5	3	11	
	%	33.33	50.00	23.08	34.38	
Excellent	Raw	0	0	0	0	
	%	0	0	0	0	
Quality of academic instruction	Poor	Raw	1	0	0	1
		%	11.11	0	0	3.13
	Fair	Raw	1	3	2	6
		%	11.11	30.00	15.38	18.75
Good	Raw	6	7	11	24	
	%	66.67	70.00	84.62	75.00	
Excellent	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
Quality of vocational instruction	Poor	Raw	2	1	1	4
		%	22.22	10.00	7.69	12.50
	Fair	Raw	3	3	1	7
		%	33.33	30.00	7.69	21.88
	Good	Raw	4	5	5	14
%		44.44	50.00	38.46	43.75	
Excellent	Raw	0	0	2	2	
	%	0	0	15.38	6.25	
No Response	Raw	0	1	4	5	
	%	0	10.00	30.77	15.63	
Reputation in the community	Poor	Raw	0	1	1	2
		%	0	10.00	7.69	6.25
	Fair	Raw	6	9	10	25
		%	66.67	90.00	76.92	78.13
Good	Raw	2	0	2	4	
	%	22.22	0	15.38	12.50	
Excellent	Raw	1	0	0	1	
	%	11.11	0	0	3.13	
Student guidance and counseling	Poor	Raw	3	2	5	10
		%	33.33	20.00	38.46	31.25
	Fair	Raw	5	3	5	13
		%	55.56	30.00	38.46	40.63
Good	Raw	1	5	3	9	
	%	11.11	50.00	23.08	28.13	
Excellent	Raw	0	0	0	0	
	%	0	0	0	0	

Table 12 continued

Type	Influence	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Teacher interest in student	Poor	Raw	0	0	1	1
		%	0	0	7.69	3.13
	Fair	Raw	5	2	1	8
		%	55.56	20.00	7.69	25.00
	Good	Raw	4	7	6	17
		%	44.44	70.00	46.15	53.13
	Excellent	Raw	0	1	5	6
		%	0	10.00	38.46	18.75
Total	Raw	9	10	13	32	
	%	100	100	100	100	

Using “fair” as a basic standard, there is no difference among the three groups. However, the teachers were more interested in the College Graduate group than in the other two groups but did not totally ignore the other groups.

12. How much do you agree with each of the following statements about your high school?

(Circle one number on each line.)

Agree Strongly Agree Somewhat Disagree Strongly

School should have placed more emphasis on basic academic subjects (math, science, English, etc.) 1 2 3

School should have provided more help for students who were having trouble with subjects like math and reading 1 2 3

School should have provided college campus visits, films about college life and expenses beginning in junior high school 1 2 3

School should have placed more emphasis on vocational and technical programs 1 2 3

School did not offer enough practical work experience 1 2 3

School did provide counseling that helped me continue my education	1	2	3
School did give me new ideas about the type of work I wanted to do	1	2	3
School did provide me with counseling that helped me get a better idea of myself and my relations with other people	1	2	3
School did provide me with counseling that helped me find employment	1	2	3
School should have provided more help to students in finding jobs when they left school . .	1	2	3
Other (Be specific)	1	2	3

Table 13. Opinion of Your High School .

Statement	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Should have placed more emphasis on basic academics	Agree Strongly	Raw %	4 44.44	0 0	2 15.38	6 18.75
	Somewhat Agree	Raw %	3 33.33	8 80.00	7 53.85	18 56.25
	Disagree Strongly	Raw %	2 22.22	2 20.00	3 23.08	7 21.88
	No Response	Raw %	0 0	0 0	1 7.69	1 3.13
	Agree Strongly	Raw %	6 66.67	3 30.00	4 30.77	13 40.63
	Somewhat Agree	Raw %	2 22.22	5 50.00	5 38.46	12 37.50
Should have provided more help for students	Disagree Strongly	Raw %	1 11.11	1 10.00	3 23.08	5 15.63
	No Response	Raw %	0 0	1 10.00	1 7.69	2 6.25
	Agree Strongly	Raw %	7 77.78	4 40.00	5 38.46	16 50.00
	Somewhat Agree	Raw %	2 22.22	5 50.00	4 30.77	11 34.38
Should have provided more college campus visits	Disagree Strongly	Raw %	0 0	1 10.00	3 23.08	4 12.50
	No Response	Raw %	0 0	0 0	1 7.69	1 3.13

Table 13 continued

Statement	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Should have placed more emphasis on vocational and technical programs	Agree	Raw	5	2	2	9
	Strongly	%	55.56	20.00	15.38	28.13
	Somewhat	Raw	4	5	7	16
	Agree	%	44.44	50.00	53.85	50.00
	Disagree	Raw	0	2	3	5
	Strongly	%	0	20.00	23.08	15.63
	No	Raw	0	1	1	2
	Response	%	0	10.00	7.69	6.25
Didn't offer enough practical work experience	Agree	Raw	5	0	1	6
	Strongly	%	55.56	0	7.69	18.75
	Somewhat	Raw	2	4	8	14
	Agree	%	22.22	40.00	61.54	43.75
	Disagree	Raw	2	6	3	11
	Strongly	%	22.22	60.00	23.08	34.38
	No	Raw	0	0	1	1
	Response	%	0	0	7.69	3.13
Provided counseling that helped me continue my education	Agree	Raw	3	0	1	4
	Strongly	%	33.33	0	7.69	12.50
	Somewhat	Raw	1	3	4	8
	Agree	%	11.11	30.00	30.77	25.00
	Disagree	Raw	5	6	7	18
	Strongly	%	55.56	60.00	53.85	56.25
	No	Raw	0	1	1	2
	Response	%	0	10.00	7.69	6.25
Provided me new ideas about the type of work I wanted to do	Agree	Raw	2	0	0	2
	Strongly	%	22.22	0	0	6.25
	Somewhat	Raw	2	5	4	11
	Agree	%	22.22	50.00	30.77	34.38
	Disagree	Raw	5	4	8	17
	Strongly	%	55.56	40.00	61.54	53.13
	No	Raw	0	1	1	2
	Response	%	0	10.00	7.69	6.25
Counseling helped me get a better idea of myself & relations with people	Agree	Raw	3	1	0	4
	Strongly	%	33.33	10.00	0	12.50
	Somewhat	Raw	0	4	3	7
	Agree	%	0	40.00	23.08	21.88
	Disagree	Raw	6	4	9	19
	Strongly	%	66.67	40.00	69.23	59.38
	No	Raw	0	1	1	2
	Response	%	0	10.00	7.69	6.25

Table 13 continued

Statement	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Counseling helped me find employment	Agree	Raw	1	0	0	1
	Strongly	%	11.11	0	0	3.13
	Somewhat	Raw	2	1	2	5
	Agree	%	22.22	10.00	15.38	15.63
	Disagree	Raw	6	8	10	24
	Strongly	%	66.67	80.00	76.92	75.00
	No	Raw	0	1	1	2
	Response	%	0	10.00	7.69	6.25
Should have provided help to students finding jobs when they left school	Agree	Raw	3	1	4	8
	Strongly	%	33.33	10.00	30.77	25.00
	Somewhat	Raw	3	6	3	12
	Agree	%	33.33	60.00	23.08	37.50
	Disagree	Raw	3	3	5	11
	Strongly	%	33.33	30.00	38.46	34.38
	No	Raw	0	0	1	1
	Response	%	0	0	7.69	3.13
Total		Raw	9	10	13	32
		%	100	100	100	100

Student opinion of the school showed the HS Only group (44.44 percent) felt that the school should have placed more emphasis on basic academics; but when the “agree strongly” and “somewhat agree” categories are combined, a significant response appears for all groups. Other opinions, 77.78 percent by the HS Only group, 40 percent by the HS + group, and 38.46 percent by the College Graduate group demonstrated that more information about college should have been provided. Combined responses of “agree strongly” and “somewhat agree” showed that more emphasis should have been placed on vocational and technical programs; the HS Only group agreed 100 percent, the HS + group showed 70 percent, and College Graduate group showed 76.93 percent. The combined responses of “agree strongly” and “somewhat agree” on the question regarding whether schools should have provided help to student finding jobs when they left school shows 66.66 percent of the HS Only

group in favor, 70 percent of the HS + group, and 53.85 percent of the College Graduates.

13. How important was each of the following to you while in high school?

(Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Having strong friendships	1	2	3
Being successful in a line of work	1	2	3
Finding the right person to marry	1	2	3
Finishing high school	1	2	3
Living close to parents and relatives	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Giving my children better than I had	1	2	3
Moving from town of high school graduation	1	2	3
Graduating from college	1	2	3
Working to right social inequalities	1	2	3

Table 14. Importance of the Following During High School

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Having strong friendships	Not Important	Raw %	0 0	1 10.00	0 0	1 3.13
	Somewhat Important	Raw %	1 11.11	4 40.00	1 7.69	6 18.75
	Very Important	Raw %	7 77.78	5 50.00	12 92.31	24 75.00
	No Response	Raw %	1 11.11	0 0	0 0	1 3.13
	Not Important	Raw %	1 11.11	3 30.00	2 15.38	6 18.75
	Somewhat Important	Raw %	3 33.33	5 50.00	5 38.46	13 40.63
Being successful in a line of work	Very Important	Raw %	5 55.56	2 20.00	6 46.15	13 40.63
	Not Important	Raw %	1 11.11	3 30.00	11 84.61	15 46.87
	Somewhat Important	Raw %	1 11.11	1 10.00	2 15.38	4 12.50
Finding the right person to marry	Very Important	Raw %	7 77.78	6 60.00	0 0	13 40.63
	Not Important	Raw %	0 0	0 0	1 7.69	1 3.13
	Somewhat Important	Raw %	2 22.22	1 10.00	0 0	3 9.38
Finishing high school	Very Important	Raw %	7 77.78	9 90.00	12 92.31	28 87.50
	Not Important	Raw %	1 11.11	2 20.00	4 30.77	7 21.88
	Somewhat Important	Raw %	7 77.78	5 50.00	2 15.38	14 43.75
Living close to parents & relatives	Very Important	Raw %	1 11.11	3 30.00	7 53.85	11 34.38
	Not Important	Raw %	1 11.11	4 40.00	3 23.08	8 25.00
	Somewhat Important	Raw %	2 22.22	2 20.00	5 38.46	9 28.18
Being able to find steady work	Very Important	Raw %	6 66.67	4 40.00	5 38.46	15 46.88

Table 14 Continued

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Being a leader in my community	Not Important	Raw %	6 66.67	4 40.00	4 30.77	14 43.75
	Somewhat Important	Raw %	1 11.11	6 60.00	6 46.15	13 40.63
	No Response	Raw %	2 22.22	0 0	3 23.08	5 15.63
Giving my children better than I had	Not Important	Raw %	0 0	2 20.00	5 38.46	7 21.88
	Somewhat Important	Raw %	0 0	5 50.00	5 38.46	10 31.25
	Very Important	Raw %	9 100	3 30.00	3 23.08	15 46.88
Moving from town of HS graduation	Not Important	Raw %	4 44.44	6 60.00	6 46.15	16 50.00
	Somewhat Important	Raw %	4 44.44	3 30.00	3 23.08	10 31.25
	Very Important	Raw %	1 11.11	1 10.00	4 30.77	6 18.75
Graduating from college	Not Important	Raw %	6 66.67	6 60.00	1 7.69	13 40.63
	Somewhat Important	Raw %	3 33.33	2 20.00	3 23.08	8 25.00
	Very Important	Raw %	0 0	2 20.00	9 69.23	11 34.38
Working to right social inequalities	Not Important	Raw %	6 66.67	8 80.00	7 53.85	21 65.63
	Somewhat Important	Raw %	2 22.22	2 20.00	3 23.08	7 21.88
	Very Important	Raw %	1 11.11	0 0	3 23.08	4 12.50
Total		Raw %	9 100	10 100	13 100	32 100

Having strong friendships was found to be of importance to the cohort groups (HS Only, 77.78 percent; HS +, 50 percent; College Graduates, 92.31 percent). Finding the right person to marry produced opposing views by the HS Only and College Graduate cohorts; 77.78 percent of the HS Only group found this very

important as did 60 percent of the HS + group versus not at all important for 84.61 percent of the College Graduates. The combined responses of “somewhat important” and “very important” to the question of finishing high school produced a 100 percent response from the HS Only and HS + cohort groups, but only a 92.31 percent response by the College Graduates. The HS Only group felt it was 100 percent very important for their children to have better than they had, but contradicted themselves when 66.67 percent responded that graduating from college was not at all important.

14. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree	Disagree	No Opinion
I take a positive attitude toward myself	1	2	3
Good luck is more important than hard work for success	1	2	3
I feel I am a person of worth, on an equal plane with others	1	2	3
I am able to do things as well as most other people	1	2	3
Every time I try to get ahead, something or somebody stops me	1	2	3
Planning only makes a person unhappy since plans hardly ever work out	1	2	3
People who accept their condition in life are happier than those who try to change things	1	2	3
On the whole, I'm satisfied with myself	1	2	3

Table 15. Your Feelings About the Following Statements

Statement	Opinion	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
I take a positive attitude toward myself	Agree	Raw	9	8	13	30
		%	100.00	80.00	100.00	93.75
	Disagree	Raw	0	2	0	2
		%	0	20.00	0	6.25
	No Opinion	Raw	0	0	0	0
		%	0	0	0	0
Good luck is more important than hard work for success	Agree	Raw	0	2	0	2
		%	0	20.00	0	6.25
	Disagree	Raw	9	8	13	30
		%	100.00	80.00	100.00	93.75
	No Opinion	Raw	0	0	0	0
		%	0	0	0	0
I am a person of worth, on an equal plane with others	Agree	Raw	9	10	13	32
		%	100.00	100.00	100.00	100.00
	Disagree	Raw	0	0	0	0
		%	0	0	0	0
	No Opinion	Raw	0	0	0	0
		%	0	0	0	0
I am able to do things as well as most other people	Agree	Raw	9	10	13	32
		%	100.00	100.00	100.00	100.00
	Disagree	Raw	0	0	0	0
		%	0	0	0	0
	No Opinion	Raw	0	0	0	0
		%	0	0	0	0
Every time I tried to get ahead something or somebody stopped me	Agree	Raw	0	2	0	2
		%	0	20.00	0	6.25
	Disagree	Raw	9	7	13	29
		%	100.00	70.00	100.00	90.63
	No Opinion	Raw	0	1	0	1
		%	0	10.00	0	3.13
Planning only makes people unhappy	Agree	Raw	0	1	0	1
		%	0	10.00	0	3.13
	Disagree	Raw	9	9	13	31
		%	100.00	90.00	100.00	96.87
	No Opinion	Raw	0	0	0	0
		%	0	0	0	0
People who accept their condition in life are happier	Agree	Raw	3	1	3	8
		%	33.33	10.00	23.08	25.00
	Disagree	Raw	4	9	9	21
		%	44.44	90.00	69.23	65.63
	No Opinion	Raw	2	0	1	3
		%	22.22	0	7.69	9.37

Table 15 continued

Statement	Opinion	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
I'm satisfied with myself	Agree	Raw	6	9	12	27
		%	66.67	90.00	92.31	84.37
	Disagree	Raw	3	1	1	5
		%	33.33	10.00	7.69	15.63
	No Opinion	Raw	0	0	0	0
		%	0	0	0	0
Total		Raw	9	10	13	32
		%	100	100	100	100

Members of the HS Only cohort, relative to the HS + and College Graduate cohorts, usually felt they had little control over their environment. This was not indicated in the preceding, as HS + showed a 20 percent disagreement with the statement “I take a positive attitude toward myself,” versus 100 percent agreement for the HS Only and College Graduate cohorts. The same results are shown for “Good luck is more important than hard work for success” and “Every time I tried to get ahead something or somebody stopped me.” When considering the statement “Planning only makes a person unhappy,” the HS Only and College Graduates cohorts show 100 percent disagreement, while the HS + cohort only disagreed 90 percent of the time. Responses for the statements “People who accept their condition in life are happier” and “I’m satisfied with myself” demonstrated the diverse thinking between the cohorts, showing the HS Only cohort as the least satisfied with themselves.

15. Did you use funds from any of the following for further study beyond high school?

(Circle one number on each line.)

	Yes	No
College, university, athletic, academic scholarship or loan	1	2
State or local scholarship or loan program	1	2
Scholarship from a private organization or company	1	2
ROTC Scholarship Program	1	2
College work-study program	1	2
National Defense Student Loan program	1	2
Federal Guaranteed Student Loan program	1	2
Educational Opportunity Grant program	1	2
Regular bank loan	1	2
Other (Be specific)	1	2

Table 16. Sources of Fund Used for Further Study Beyond High School

Type of Fund	Type	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
College/university athletic, academic scholarship or loan	Yes	Raw %	0 0	0 0	6 46.15	6 18.75
	No	Raw %	9 100.00	10 100.00	7 53.85	26 81.25
State or local scholarship or loan program	Yes	Raw %	0 0	0 0	4 30.77	4 12.50
	No	Raw %	9 100.00	10 100.00	9 69.23	28 87.50
Scholarship from private organization or company	Yes	Raw %	0 0	0 0	3 23.08	3 9.38
	No	Raw %	9 100.00	10 100.00	10 76.92	29 90.62
ROTC scholarship	Yes	Raw %	0 0	0 0	1 7.69	1 3.13
	No	Raw %	9 100.00	10 100.00	12 92.31	31 96.87
College work study program	Yes	Raw %	0 0	1 10.00	3 23.08	4 12.50
	No	Raw %	9 100.00	9 90.00	10 76.92	28 87.50
National Defense Student Loan	Yes	Raw %	0 0	0 0	3 23.08	3 9.38
	No	Raw %	9 100.00	10 100.00	10 76.92	29 90.62
Federal Guaranteed Student Loan	Yes	Raw %	0 0	0 0	3 23.08	3 9.38
	No	Raw %	9 100.00	10 100.00	10 76.92	29 90.62
Educational Grant program	Yes	Raw %	0 0	0 0	1 7.69	1 3.13
	No	Raw %	9 100.00	10 100.00	12 92.31	31 96.87
Regular bank loan	Yes	Raw %	0 0	0 0	2 15.38	2 6.25
	No	Raw %	9 100.00	10 100.00	11 84.61	30 93.75
Total		Raw %	9 100	10 100	13 100	32 100

The College Graduate cohort group, as evidenced by their statement responses, clearly indicated that they were the only group interested in seeking outside assistance for further educational endeavors. The HS Only group extended no effort, and the HS + group showed 10 percent effort in the area of college work study.

16. Here are reasons others have given for not getting financial aid for study from sources outside the family. Which of these reasons applies to you?

(Circle one number on each line.)

	Does Not Apply	Applies to Me
I did not plan to get more schooling	1	2
My parents or I paid for my college education without getting outside financial aid	1	2
I did not want to go into debt	1	2
I did not expect to qualify for a scholarship or loan because of my family's income	1	2
I did not expect to qualify for the scholarship or loan I was interested in because of my high school grades	1	2
I did not qualify for a scholarship or loan because of test scores	1	2
Students from my racial or ethnic group had too much difficulty getting financial aid	1	2
Other (Be specific)	1	2

Table 17. Reasons for Not Getting Financial Aid for Further Study

Reason	Type	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Did not plan to get more schooling	Applies to me	Raw %	8 88.89	3 30.00	1 7.69	12 37.50
	Does not Apply	Raw %	1 11.11	7 70.00	12 92.31	20 62.50
Parents or I paid for education without outside aid	Applies to me	Raw %	2 22.22	8 80.00	8 61.54	18 56.25
	Does not Apply	Raw %	7 77.78	2 20.00	5 38.46	14 43.75
Did not want to go into debt	Applies to me	Raw %	5 55.56	5 50.00	4 30.77	14 43.75
	Does not Apply	Raw %	4 44.44	5 50.00	9 69.23	18 56.25
Did not qualify for loan due to family income	Applies to me	Raw %	3 33.33	5 50.00	4 30.77	12 37.50
	Does not Apply	Raw %	6 66.67	5 50.00	9 69.23	20 62.50
Did not qualify due to high school grades	Applies to me	Raw %	4 44.44	5 50.00	3 23.08	12 37.50
	Does not Apply	Raw %	5 55.56	5 50.00	10 76.92	20 62.50
Did not qualify due to test scores	Applies to me	Raw %	3 33.33	4 40.00	3 23.08	10 31.25
	Does not Apply	Raw %	6 66.67	6 60.00	10 76.92	22 68.75
Difficult for my racial/ethnic group to get financial aid	Applies to me	Raw %	2 22.22	1 10.00	1 7.69	4 12.50
	Does not Apply	Raw %	7 77.78	9 90.00	12 92.31	28 87.50
Total		Raw %	9 100	10 100	13 100	32 100

Of the HS Only group, 88.89 percent did not plan to get more school; 30 percent of the HS + and 7.69 percent of the College Graduate group did not plan to get more school. Parents or the individual paid for the education of 22.22 percent of the HS Only group versus 80 percent of the HS + group and 61.54 percent of the College Graduates. The statement “did not want to go into debt” applied to 55.56 percent of the HS Only cohort, 50 percent of the HS + cohort, and 30.77 percent of

the College Graduates. “Did not qualify for a loan due to income” applied to 33.33 percent of the HS Only group, 50 percent of the HS + group, and 30.77 of the College Graduates. “Did not qualify for a loan due to grades” applied to 44.44 percent of the HS Only group, 50 percent of the HS + group, and 23.08 percent of College Graduates. This indicates that HS Only and HS + grades were not as adequate as those of the College Graduates. “Did not qualify for a loan due to test scores” applied to 33.33 percent of the HS Only group, 40 percent of the HS + group, and only 23.08 percent of the College Graduates. Racial loan difficulties applied to only 22.22 percent of the HS Only group, 10 percent of the HS + group, and 7.69 percent of the College Graduates.

17. How important was each of the following to you in selecting a job or career immediately after high school?

(Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Making a lot of money	1	2	3
Opportunities to be original and creative	1	2	3
Opportunities to be helpful or useful to society	1	2	3
Avoiding high-pressure job that demands too much	1	2	3
Living and working in the world of ideas	1	2	3
Freedom from supervision in my work	1	2	3
Opportunities for moderate, steady progress but not the chance of extreme success or failure	1	2	3
The chance to be a leader	1	2	3

Opportunities to work with people rather than things	1	2	3
Having a position that is looked up to by others	1	2	3
Other (Be specific)	1	2	3

Table 18. Factors in Selecting a Job After High School

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Making a lot of money	Not Important	Raw	1	3	5	9
		%	11.11	30.00	38.46	28.18
	Somewhat Important	Raw	3	5	7	15
		%	33.33	50.00	53.85	46.88
	Very Important	Raw	3	1	1	5
		%	33.33	10.00	7.69	15.63
	No Response	Raw	2	1	0	3
		%	22.22	10.00	0	9.38
Opportunity to be original and creative	Not Important	Raw	3	3	4	10
		%	33.33	30.00	30.77	31.25
	Somewhat Important	Raw	2	4	3	9
		%	22.22	40.00	23.08	28.18
	Very Important	Raw	2	2	6	10
		%	22.22	20.00	46.15	31.25
	No Response	Raw	2	1	0	3
		%	22.22	10.00	0	9.38
Opportunity to be helpful or useful to society	Not Important	Raw	3	4	0	7
		%	33.33	40.00	0	21.88
	Somewhat Important	Raw	2	4	7	13
		%	22.22	40.00	53.85	40.63
	Very Important	Raw	2	1	6	9
		%	22.22	10.00	46.15	28.18
	No Response	Raw	2	1	0	3
		%	22.22	10.00	0	9.38
Avoiding high pressure job that demands too much	Not Important	Raw	2	6	8	16
		%	22.22	60.00	61.54	50.00
	Somewhat Important	Raw	3	3	5	11
		%	33.33	30.00	38.46	34.38
	Very Important	Raw	2	0	0	2
		%	22.22	0	0	6.25
	No Response	Raw	2	1	0	3
		%	22.22	10.00	0	9.38

Table 18 continued

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Living and working in the world of ideas	Not Important	Raw %	4 44.44	4 40.00	3 23.08	11 34.38
	Somewhat Important	Raw %	1 11.11	3 30.00	5 38.46	9 28.18
	Very Important	Raw %	2 22.22	1 10.00	5 38.46	8 25.00
	No Response	Raw %	2 22.22	2 20.00	0 0	4 12.50
Freedom from supervision in work	Not Important	Raw %	3 33.33	5 50.00	4 30.77	12 37.50
	Somewhat Important	Raw %	3 33.33	4 40.00	7 53.85	14 43.75
	Very Important	Raw %	1 11.11	0 0	2 15.38	3 9.38
	No Response	Raw %	2 22.22	1 10.00	0 0	3 9.38
Opportunity for moderate but steady progress	Not Important	Raw %	0 0	1 10.00	2 15.38	3 9.38
	Somewhat Important	Raw %	1 11.11	5 50.00	6 46.15	12 37.50
	Very Important	Raw %	6 66.67	3 30.00	5 38.46	14 43.75
	No Response	Raw %	2 22.22	1 10.00	0 0	3 9.38
The chance to be a leader	Not Important	Raw %	2 22.22	5 50.00	0 0	7 21.88
	Somewhat Important	Raw %	2 22.22	4 40.00	10 76.92	16 50.00
	Very Important	Raw %	3 33.33	0 0	3 23.08	6 18.75
	No Response	Raw %	2 22.22	1 10.00	0 0	3 9.38
The chance to work with people rather than things	Not Important	Raw %	0 0	2 20.00	2 15.38	4 12.50
	Somewhat Important	Raw %	4 44.44	5 50.00	7 53.85	16 50.00
	Very Important	Raw %	3 33.33	2 20.00	4 30.77	9 28.18
	No Response	Raw %	2 22.22	1 10.00	0 0	3 9.38

Table 18 continued

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Having a position looked up to by others	Not Important	Raw	2	4	0	6
		%	22.22	40.00	0	18.75
	Somewhat Important	Raw	3	4	5	12
		%	33.33	40.00	38.46	37.50
	Very Important	Raw	2	1	8	11
		%	22.22	10.00	61.54	34.38
Response	No	Raw	2	1	0	3
		%	22.22	10.00	0	9.38
Total		Raw	9	10	13	32
		%	100	100	100	100

In selecting a job or career, the cohorts thought the following were very important: making a lot of money (HS Only, 33.33 percent; HS +, 10 percent; College Graduates, 7.69 percent), opportunities to be original and creative (College Graduates, 46.15 percent; HS Only, 22.22 percent; HS +, 20 percent), opportunities to be helpful or useful to society (College Graduates, 46.15 percent; HS +, 10 percent; HS Only, 22.22 percent), avoiding a high pressure job that demands too much (HS Only, 22.22 percent; HS + and College Graduates, 0 percent), living and working in the world of ideas (College Graduates, 38.46 percent; HS Only, 22.22 percent; HS +, 10 percent), freedom from supervision in work (College Graduates, 15.38 percent; HS +, 0 percent; HS Only, 11.11 percent), opportunity for moderate but steady progress (HS Only, 66.67 percent; HS +, 30 percent; College Graduates, 38.46 percent), the chance to be a leader (HS Only, 33.33 percent; HS +, 0 percent; College Graduates, 23.08 percent), the chance to work with people (HS Only, 33.33 percent; HS +, 10 percent; College Graduates, 30.77 percent), and a position looked up to by others (HS Only, 22.22 percent; HS +, 10 percent; College Graduates, 61.54 percent).

C. What Were Your Plans for the Future?

Please answer every question unless you are asked to skip to another one.

Omit any question you consider objectionable.

18. Under **YOU**, circle the number that best describes the kind of work you wanted to do. Under **FATHER**, circle the one number that best describes the work done by your father (or male guardian). Under **MOTHER**, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed, but circle the one that comes closest. If either of your parents were disabled, retired, or deceased, mark the kind of work he or she did.

(Circle one number in each column.)

	You	Father	Mother
CLERICAL, such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01	01
CRAFTSMAN, such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02	02
FARMER, FARM MANAGER	03	03	03
HOMEMAKER or HOUSEWIFE	04	04	04
MANAGER, ADMINISTRATOR, such as sales manager, officer manager, school administrator, buyer, restaurant manager, government official . . .	05	05	05
OPERATIVE, such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	06	06	06
PROFESSIONAL, such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	07	07	07
PROTECTIVE SERVICE, such as detective, policeman or guard, sheriff, fireman	08	08	08
SALES, such as salesman, sales clerk, advertising, insurance agent, real estate broker	09	09	09

SERVICE, such as barber, beautician, practical nurse, private household worker, janitor,
 waiter 10 10 10
 OTHER (Be specific)

Table 19. The Kind of Work YOU Wanted to Do

Type of Work	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Clerical	Raw	2	2	0	4
	%	22.22	20.00	0	12.50
Craftsman	Raw	0	1	0	1
	%	0	10.00	0	3.13
Farmer	Raw	0	0	1	1
	%	0	0	7.69	3.13
Homemaker	Raw	1	1	0	2
	%	11.11	10.00	0	6.25
Manager	Raw	0	1	0	1
	%	0	10.00	0	3.13
Operative	Raw	0	0	0	0
	%	0	0	0	0
Professional	Raw	1	2	9	12
	%	11.11	20.00	69.23	37.50
Protective Service	Raw	0	0	0	0
	%	0	0	0	0
Sales	Raw	1	0	0	1
	%	11.11	0	0	3.13
Service	Raw	0	0	0	0
	%	0	0	0	0
Not Applicable	Raw	4	2	2	8
	%	44.44	20.00	15.38	25.00
No Response	Raw	0	1	1	2
	%	0	10.00	7.69	6.25
Total	Raw	9	10	13	32
	%	100	100	100	100

A high proportion of College Graduates (69.23 percent) indicated a preference for the professional fields versus 11.11 percent of the HS Only group and 20 percent of the HS + group. A lower proportion wanted to become: Clerical (HS Only, 22.22 percent; HS +, 20 percent; College Graduates, 0 percent), Craftsman (HS Only and College Graduates, 0 percent; HS +, 10 percent), Farmer (HS Only and

HS +, 0 percent; College Graduates, 7.69 percent), Homemaker (HS Only, 11.11 percent; HS +, 10 percent; College Graduates, 0 percent), Sales (HS Only, 11.11 percent; HS + and College Graduates, 0 percent).

Table 20. The Kind of Work Done by Your Parents

Type of Work	Reply	HS Only		HS + Coll		Coll Grad		Overall Total	
		Dad	Mom	Dad	Mom	Dad	Mom	Dad	Mom
Clerical	Raw	0	1	0	0	0	1	0	2
	%	0	11.11	0	0	0	7.69	0	6.25
Craftsman	Raw	2	0	0	0	2	0	4	0
	%	22.22	0	0	0	15.38	0	12.50	0
Farmer	Raw	0	1	1	0	2	0	4	1
	%	0	11.11	10.00	0	23.08	0	12.50	3.13
Homemaker	Raw	0	0	0	3	0	4	0	7
	%	0	0	0	30.00	0	30.77	0	21.88
Manager	Raw	0	1	3	0	2	1	5	4
	%	0	11.11	30.00	20.00	15.38	7.69	15.63	12.50
Operative	Raw	0	0	1	0	0	0	1	0
	%	0	0	10.00	0	0	0	3.13	0
Professional	Raw	0	0	1	1	3	4	4	5
	%	0	0	10.00	10.00	23.08	30.77	12.50	15.63
Protective Service	Raw	1	0	0	0	0	0	1	0
	%	11.11	0	0	0	0	0	3.13	0
Sales	Raw	1	0	1	0	0	0	2	0
	%	11.11	0	10.00	0	0	0	6.25	0
Service	Raw	0	0	0	1	0	1	0	2
	%	0	0	0	10.00	0	7.69	0	6.25
Not Applicable	Raw	4	4	2	2	1	1	7	7
	%	44.44	44.44	20.00	20.00	7.69	7.69	21.88	21.88
No Response	Raw	1	2	1	1	2	1	4	4
	%	11.11	22.22	10.00	10.00	15.38	7.69	12.50	12.50
Total	Raw	9		10		13		32	
	%	100		100		100		100	

Work Done by HS Only Parents. Dad: Craftsman, 22 percent; Protective Services, 11.11 percent; Sales, 11.11; Not Applicable, 44.44 percent; No Response, 11.11 Percent. Mom: Clerical, 11.11 percent; Farmer, 11.11 percent; Manager, 11.11 percent; Not Applicable, 44.44 percent; No Response, 22.22 percent.

Work Done by HS + Parents. Dad: Farmer, 10 percent; Manager, 30 percent; Operative, 10 percent; Professional, 10 percent; Sales, 10 percent; Not Applicable, 20 percent; No Response, 10 percent. Mom: Homemaker, 30 percent; Manager, 20 percent; Professional, 10 percent; Service, 10 percent; Not Applicable, 20 percent; No Response, 10 percent.

Work Done by College Graduates' Parents. Dad: Craftsman, 15.38 percent; Farmer, 23.08 percent; Manager, 15.38 percent; Professional, 23.08 percent; Not Applicable, 7.69 percent; No Response, 15.38 percent. Mom: Clerical, 7.69 percent; Homemaker, 30.79 percent; Manager, 7.69 percent; Professional, 30.77 percent; Service, 7.69 percent, Not Applicable, 7.69 percent; No Response, 7.69 percent.

19. During high school, how important was each of the following factors in determining the kind of work you planned to do for most of your life?

(Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Previous work experience in the area	1	2	3
Relative or friend in the same line of work	1	2	3
Job openings available in the occupation	1	2	3
Work matched a hobby, interest of mine	1	2	3
Good income to start or within a few years	1	2	3
Job security and permanence	1	2	3
Work that seemed important and interesting to me	1	2	3
Freedom to make my own decisions	1	2	3
Opportunity for promotion, advancement	1	2	3
Meeting and working with sociable, friendly people	1	2	3

Table 21. Factors Important in Determining Your Life's Work

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Previous work experience in the area	Not Important	Raw %	6 66.67	5 50.00	9 69.23	20 62.50
	Somewhat Important	Raw %	3 33.33	4 40.00	3 23.08	10 31.25
	Very Important	Raw %	0 0	1 10.00	1 7.69	2 6.25
Relative or friend in the same line of work	Not Important	Raw %	8 88.89	5 50.00	7 53.85	20 62.50
	Somewhat Important	Raw %	1 11.11	4 40.00	2 15.38	7 21.88
	Very Important	Raw %	0 0	1 10.00	4 30.77	5 15.62

Table 21 continued

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Job openings available in the occupation	Not Important	Raw %	1 11.11	2 20.00	6 46.15	9 28.18
	Somewhat Important	Raw %	3 33.33	6 60.00	4 30.77	13 40.63
	Very Important	Raw %	4 44.44	2 20.00	3 23.08	9 28.18
	No Response	Raw %	1 11.11	0 0	0 0	1 3.13
Work matched a hobby or interest	Not Important	Raw %	7 77.78	5 50.00	8 61.54	20 62.50
	Somewhat Important	Raw %	0 0	3 30.00	3 23.08	6 18.75
	Very Important	Raw %	2 22.22	2 20.00	2 15.38	6 18.75
Good income to start or within a few years	Not Important	Raw %	1 11.11	2 20.00	3 23.08	6 18.75
	Somewhat Important	Raw %	1 11.11	7 70.00	5 38.46	13 40.63
	Very Important	Raw %	7 77.78	1 10.00	5 38.46	13 40.63
Job security and permanence	Not Important	Raw %	1 11.11	1 10.00	1 7.69	3 9.38
	Somewhat Important	Raw %	1 11.11	6 60.00	7 53.85	14 43.75
	Very Important	Raw %	7 77.78	3 30.00	5 38.46	15 46.88
Work that seemed important and interesting	Not Important	Raw %	1 11.11	1 10.00	0 0	2 6.25
	Somewhat Important	Raw %	1 11.11	5 50.00	3 23.08	9 28.18
	Very Important	Raw %	7 77.78	4 40.00	10 76.92	21 65.63
Freedom to make my own decisions	Not Important	Raw %	1 11.11	2 20.00	3 23.08	6 18.75
	Somewhat Important	Raw %	4 44.44	7 70.00	5 38.46	16 50.00
	Very Important	Raw %	4 44.44	1 10.00	5 38.46	10 31.25

Table 21 continued

Factor	Opinions	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Opportunity for promotion	Not	Raw	0	2	3	5
	Important	%	0	20.00	23.08	15.63
	Somewhat	Raw	4	3	5	12
	Important	%	44.44	30.00	38.46	37.50
	Very	Raw	5	5	5	15
	Important	%	55.56	50.00	38.46	46.88
Working with sociable, friendly people	Not	Raw	0	2	2	4
	Important	%	0	20.00	15.38	12.50
	Somewhat	Raw	3	4	6	13
	Important	%	33.33	40.00	46.15	40.63
	Very	Raw	6	4	5	15
	Important	%	66.67	40.00	38.46	46.88
Total		Raw	9	10	13	32
		%	100	100	100	100

Very important factors in determining the type of work cohort members planned to do most of their lives were: previous work experience in the area (HS Only, 0 percent; HS +, 10 percent; College Graduate, 7.69 percent); relative or friend in the same line of work (HS Only, 0 percent; HS +, 10 percent, College Graduate, 30.77 percent); job openings available in the occupation (HS Only, 44.44 percent; HS +, 20 percent; College Graduates, 23.08 percent); work matched a hobby or interest (HS Only, 0 percent; HS +, 30 percent; College Graduate, 23.08 percent); good income to start or within a few years (HS Only, 77.78 percent; HS +, 10 percent; College Graduates, 38.46 percent); job security and permanence (HS Only, 77.78 percent; HS +, 38.46 percent); work that seemed important and interesting (HS Only, 77.78 percent; HS +, 40 percent; College Graduate, 76.92 percent); freedom to make my own decisions (HS Only, 44.44 percent; HS +, 10 percent; College Graduates, 38.46 percent); opportunity for promotion (HS Only, 55.56 percent; HS +, 50 percent;

College Graduates, 38.46 percent); and working with sociable, friendly people (HS Only, 66.67 percent; HS +, 40 percent; College Graduates, 38.46 percent).

20. When did you first decide whether you would go to college? (Circle one)

- I decided before high school 1
- I decided during my freshman year 2
- I decided during my sophomore year 3
- I decided during my junior year 4
- I decided during my senior year 5
- I decided after I graduated from high school 6

Table 22. When Did You Decide to Attend or Not Attend College?

Decided Time	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Before HS	Raw	4	3	9	16
	%	44.44	30.00	69.23	50.00
Freshman year	Raw	0	0	1	1
	%	0	0	7.69	3.13
Sophomore year	Raw	0	1	1	2
	%	0	10.00	7.69	6.25
Junior year	Raw	0	0	0	0
	%	0	0	0	0
Senior year	Raw	3	2	1	6
	%	33.33	20.00	7.69	18.75
After HS	Raw	2	4	1	7
	%	22.22	40.00	7.69	21.88
Total	Raw	9	10	13	32
	%	100	100	100	100

The decision to attend or not attend college was made: before high school (HS Only, 44.44 percent; HS +, 30 percent; College Graduates, 69.23 percent), freshman year (HS Only and HS +, 0 percent; College Graduates, 7.69 percent), sophomore year (HS Only, 0 percent; HS +, 10 percent; College Graduates, 7.69 percent), senior year (HS Only, 33.33 percent; HS +, 20 percent; College Graduates, 7.69

percent), after high school (HS Only, 22.22 percent; HS +, 40 percent; College Graduates, 7.69 percent).

21. At the time, did you think you had the ability to complete college? (Circle one)

- Yes, definitely 1
- Yes, probably 2
- Not sure 3
- I doubted it 4
- Definitely not 5

Table 23. The Ability to Complete College

Categories	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Definitely	Raw	3	4	8	15
	%	33.33	40.00	61.54	46.88
Probably	Raw	0	4	3	7
	%	0	40.00	23.08	21.88
Not sure	Raw	3	1	2	6
	%	33.33	10.00	15.38	18.75
Doubted it	Raw	2	0	0	2
	%	22.22	0	0	6.25
Definitely not	Raw	1	1	0	2
	%	11.11	10.00	0	6.25
Total	Raw	9	10	13	32
	%	100	100	100	100

The cohorts thoughts concerning their ability to complete college showed: definitely (HS Only, 33 percent; HS +, 40 percent; College Graduates, 61.54 percent), probably (HS Only, 0 percent; HS +, 40 percent; College Graduates, 23.08 percent), not sure (HS Only, 33.33 percent; HS +, 10 percent; College Graduates, 15.38 percent), doubted it (HS Only, 22.22 percent; HS + and College Graduates, 0 percent), definitely not (HS Only, 11.11 percent; HS +, 10 percent; College Graduates, 0 percent).

**D. For Only Those Who Graduated from High School and Went to Work,
Entered Military Service, or Became Homemakers (All Others Skip to E)**

Please answer all questions unless you are asked to skip to another one. Omit any question you consider objectionable.

22. When did you go to work full-time?

(Circle one)

- Before June 1961 1
- June through August 1961 2
- September through December 1961 3
- In January 1962 or later 4

23. Did you have a definite job lined up when you graduated high school?

(Circle one)

- Yes, I continued in a job I had 1
- Yes, I had a job lined up 2
- No, I inquired at employment agencies or potential employers, looked in the newspapers 3
- No, I waited awhile before I got a job 4

24. Did you relocate in order to get a job or one you wanted?

(Circle one)

- No, I did not have to move away 1
- Yes, I had to move away 2

25. Was the job you got after high school the type you thought you would be doing for most of your life?

(Circle one)

- Yes 1
- Yes, if I liked the work 2
- No, I became a homemaker 3

- No, I wanted more education so I could enter a different occupation 4
- No, I expected to go into military service 5
- No, I expected to change to a different type of work 6

26. Did you have any plans to continue your schooling part-time while working full-time after high school graduation?

(Circle one)

- No 1
- Yes, I started a vocational, technical, trade, or business school part-time but quit 2
- I went to vo-tech or took a correspondence course leading to a vocational certification 3
- I intended to start college part-time while working, but never enrolled 4
- I started college correspondence courses, but dropped them 5

27. Here are some reasons others have given for not continuing their education after they graduated from high school. Which of these reasons applies to you?

(Circle one number on each line.)

- | | Does not
apply to me | Applies
to me |
|--|-------------------------|------------------|
| I was lucky to graduate from high school | 1 | 2 |
| I planned to earn money so I could pay for further schooling | 1 | 2 |
| There was not a school within commuting distance of my home | 1 | 2 |
| I was discouraged from continuing by teachers or counselors | 1 | 2 |
| I thought kids who went to college had rich parents | 1 | 2 |
| I was waiting to enter the armed services | 1 | 2 |
| My future plans did not require further schooling | 1 | 2 |
| I wanted to take a break; I planned to attend school later | 1 | 2 |
| I thought you had to be real smart to go to college | 1 | 2 |

School was not for me; I did not like it 1 2
 I wanted to go to college, but was afraid I would flunk out 1 2
 Other (Be specific)

Please go to F

Table 24. For Only Those Graduated from High School and Went to Work, Entered Military Service, or Became Homemakers

Question	Categories	Reply	HS Only
Question 22. When did you go to work full-time?	Before June, 1961	Raw %	2 22.22
	June through August, 1961	Raw %	2 22.22
	September through December, 1961	Raw %	1 11.11
	In January 1962 or later	Raw %	4 44.44
Question 23. Did you have a definite job lined up when you graduated from high school?	Yes, I continued in a job I had	Raw %	1 11.11
	Yes, I had a job lined up	Raw %	2 22.22
	No, I inquired at employment agencies, read newspapers	Raw %	3 33.33
	No, I waited a while before I got a job	Raw %	3 33.33
Question 24. Did you relocate in order to get a job or one you wanted?	No, I did not have to move away	Raw %	5 55.56
	Yes, I had to move away	Raw %	2 22.22
	No Response	Raw %	2 22.22
Question 25. Was the job you got after high school the type you thought you would be doing for most of your life?	Yes	Raw %	2 22.22
	Yes, if I liked the work	Raw %	0 0
	No, I became a homemaker	Raw %	4 44.45
	No, I wanted more education so I could enter a different occupation	Raw %	2 22.22
	No, I expected to go into military service	Raw %	0 0
	No, I expected to change to a different type of work	Raw %	1 11.11

Table 24 continued

Question	Categories	Reply	HS Only
	No	Raw %	7 77.78
Question 26. Did you have any plans to continue schooling part-time while working full-time after high school graduation?	I started to a vocational school but quit	Raw %	0 0
	I went to vo-tech school leading to a vocational certification	Raw %	0 0
	I intended to start college but never enrolled	Raw %	2 22.22
	I started college correspondence courses but dropped them	Raw %	0 0
Total		Raw %	9 100

For 44.44 percent, January 1962 or later was the full-time work starting date (Question 22). Only 22.22 percent had a definite job lined up after high school graduation (Question 23). Relocation for job purposes was not a factor in 55.56 percent of the cases (Question 24). The job taken by 22.22 percent after high school was the job they thought they would be doing for most of their lives (Question 25). Continued schooling was not planned by 77.78 percent (Question 26).

Table 25. Reasons for Not Continuing Education after High School

Reason	Opinions	Reply	HS Only
Lucky to graduate from high school	Does not Apply	Raw %	6 66.67
	Applies to Me	Raw %	3 33.33
Planned to earn money to pay for future schooling	Does not Apply	Raw %	7 77.78
	Applies to Me	Raw %	2 22.22
There was not a school within commuting distance of my home	Does not Apply	Raw %	8 88.89
	Applies to Me	Raw %	1 11.11
I was discouraged from continuing by teachers or counselors	Does not Apply	Raw %	8 88.89
	Applies to Me	Raw %	1 11.11
I thought kids who went to college had rich parents	Does not Apply	Raw %	5 55.56
	Applies to Me	Raw %	4 44.44
I was discouraged from continuing by my parents	Does not Apply	Raw %	8 88.89
	Applies to Me	Raw %	1 11.11
I was waiting to enter the armed services	Does not Apply	Raw %	8 88.89
	Applies to Me	Raw %	1 11.11
My future plans did not require further schooling	Does not Apply	Raw %	4 44.44
	Applies to Me	Raw %	5 55.56
I wanted to take a break; I planned to attend school later	Does not Apply	Raw %	7 77.78
	Applies to Me	Raw %	2 22.22
I got married and had a family	Does not Apply	Raw %	1 11.11
	Applies to Me	Raw %	8 88.89

Table 25 continued

Reason	Opinions	Reply	HS Only
I thought you had to be real smart to go to college	Does not Apply	Raw %	6 66.67
	Applies to Me	Raw %	3 33.33
School was not for me; I did not like it	Does not Apply	Raw %	8 88.89
	Applies to Me	Raw %	1 11.11
I wanted to go to college, but was afraid I would flunk out	Does not Apply	Raw %	7 77.78
	Applies to Me	Raw %	2 22.22
Total		Raw	9
		%	100

The HS Only cohort stated the following reasons for not continuing their education after high school: 33.33 percent felt lucky to graduate, 22.22 percent planned to earn money for future schooling, 11.11 percent stated that there was not a school within commuting distance, 44.44 percent thought kids who went to college had rich parents, 11.11 percent were discouraged from continuing by their parents, 11.11 percent were waiting to enter the armed services, 55.56 percent viewed their future plans as not requiring further schooling, 22.22 percent expressed plans to attend later, 88.89 percent got married and had families, 33.33 percent thought you had to be real smart to go to college, 11.11 percent felt school was not for them, and 22.22 percent were afraid of failure.

E. For Only Those Who Took College Level Correspondence Courses, Went to a Junior College, Community College, Four-Year College, or Graduated from College after High School Graduation.

Please answer every question unless you are asked to skip to another one. Omit any question you consider objectionable.

28. When did you begin college?

(Circle one)

- Before June 1961 1
- June through August 1961 2
- September through December 1961 3
- In January 1962 or later 4

Table 26. When Did You Begin College?

Categories	Reply	HS + Coll	Coll Grad	Total
Before June 1961	Raw	0	0	0
	%	0	0	0
June through August, 1961	Raw	1	5	6
	%	10.00	38.46	26.08
September through December, 1961	Raw	7	7	14
	%	70.00	53.85	60.87
In January 1962 or later	Raw	1	7	2
	%	10.00	7.69	8.70
No Response	Raw	1	0	1
	%	10.00	0	4.34
Total	Raw	10	13	23
	%	100	100	100

Of the HS + cohort, 10 percent entered college in June through August, 70 percent entered in September through December, 10 percent entered in January or later, and 10 percent did not respond. Of the College Graduate cohort, 38.46 percent

entered college in June through August, 53.85 percent entered in September through December, and 7.69 percent entered in January or later.

29. How important was each of the following in choosing the college you attended?

(Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Availability of financial aid such as school loan, scholarship, or grant	1	2	3
Availability of specific courses or curriculum	1	2	3
Reputation of the college in academic areas . . .	1	2	3
Reputation of the college in athletic programs .	1	2	3
Friends' plans to attend the same college	1	2	3
College admission standards	1	2	3
Parents attended the college	1	2	3
Advice of a counselor or teacher	1	2	3
Advice of your parents	1	2	3
Able to live at home and attend college	1	2	3
Other (Be specific)			

Table 27. Reasons for Choosing the College You Attended

Reason	Opinions	Reply	HS + Coll	Coll Grad	Total
Availability of financial aid	Not Important	Raw %	8 80.00	9 69.23	17 73.91
	Somewhat Important	Raw %	0 0	2 15.38	2 8.70
	Very Important	Raw %	1 10.00	2 15.38	3 13.05
	No Response	Raw %	1 10.00	0 0	1 4.35
	Not Important	Raw %	4 40.00	2 15.38	6 26.09
	Somewhat Important	Raw %	2 20.00	5 38.46	7 30.43
Availability of specific courses or curriculum	Very Important	Raw %	3 30.00	6 46.15	9 39.13
	No Response	Raw %	1 10.00	0 0	1 4.35
	Not Important	Raw %	3 30.00	1 7.69	4 17.39
	Somewhat Important	Raw %	4 40.00	7 53.85	11 47.82
	Very Important	Raw %	2 20.00	5 38.46	7 30.43
Reputation of the college in academic areas	No Response	Raw %	1 10.00	0 0	1 4.35
	Not Important	Raw %	9 90.00	10 76.92	19 82.61
	Somewhat Important	Raw %	0 0	2 15.38	2 8.70
	Very Important	Raw %	0 0	1 7.69	1 4.35
	No Response	Raw %	1 10.00	0 0	4 4.35
Reputation of the college in athletic programs	Not Important	Raw %	2 20.00	3 23.08	5 21.74
	Somewhat Important	Raw %	5 50.00	4 30.77	9 39.13
	Very Important	Raw %	2 20.00	6 46.15	8 34.78
	No Response	Raw %	1 10.00	0 0	1 4.35
	Friends' plans to attend the same college	Raw %	1 10.00	0 0	1 4.35

Table 27 continued

Reason	Opinions	Reply	HS + Coll	Coll Grad	Total
College admission standards	Not Important	Raw %	6 60.00	7 53.85	13 56.50
	Somewhat Important	Raw %	3 30.00	5 38.46	8 34.78
	Very Important	Raw %	0 0	1 7.69	1 4.35
	No Response	Raw %	1 10.00	0 0	1 4.35
Parents attended the college	Not Important	Raw %	8 80.00	11 84.61	19 82.61
	Somewhat Important	Raw %	0 0	2 15.38	2 8.70
	Very Important	Raw %	1 10.00	0 0	1 4.35
	No Response	Raw %	1 10.00	0 0	1 4.35
Advice of a counselor or teacher	Not Important	Raw %	5 50.00	12 92.31	17 73.91
	Somewhat Important	Raw %	2 20.00	1 7.69	3 13.05
	Very Important	Raw %	1 10.00	0 0	1 4.35
	No Response	Raw %	2 20.00	0 0	2 8.70
Advice of your parents	Not Important	Raw %	3 30.00	4 30.77	7 30.43
	Somewhat Important	Raw %	4 40.00	6 46.15	10 43.37
	Very Important	Raw %	2 20.00	3 23.08	5 21.74
	No Response	Raw %	1 10.00	0 0	1 4.35
Able to live at home and attend college	Not Important	Raw %	6 60.00	11 84.61	17 73.91
	Somewhat Important	Raw %	1 10.0	0 0	1 4.35
	Very Important	Raw %	2 20.00	2 15.68	4 17.39
	No Response	Raw %	1 10.00	0 0	1 4.35
Total		Raw %	10 100	13 100	23 100

Reasons for the choice of college were as follows: availability of financial aid (HS +, 10 percent; College Graduates, 15.38 percent), availability of specific courses or curriculum (HS +, 30 percent; College Graduates, 46.15 percent), reputation of the college in academic areas (HS +, 20 percent; College Graduates, 38.46 percent), reputation of athletic programs (HS +, 0 percent; College Graduates, 7.69 percent), friends attending the same college (HS +, 20 percent; College Graduates, 46.15 percent), college admission standards (HS +, 0 percent; College Graduates, 7.69 percent), parents had attended the same college (HS +, 10 percent; College Graduates, 0 percent), advice of teacher or counselor (HS +, 10 percent; College Graduates, 0 percent), parental advice (HS +, 20 percent; College Graduates, 23.08 percent), and ability to live at home while attending college (HS +, 20 percent; College Graduates, 15.38 percent).

30. This question asks for your fields of study in college. Circle one number in the first column to indicate your major and one in the second column to indicate your minor. If the exact field of study is not listed, write it in the "other" area.

(Be sure to circle only one number in each column from the entire list of fields.)

	Major	Minor
Agriculture	01	01
Architecture	02	02
Physical science (for example, astronomy, biochemistry, chemistry, geology, physics)	03	03
Biological science (for example, botany, ecology, zoology)	04	04
Business (for example, accounting, etc.)	05	05
Education (for example, teacher education)	06	06

Vocational or technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, television repair) 07 07

English (for example, creative writing, linguistics, literature, speech, drama, journalism) 08 08

Mathematics (for example, calculus, statistics) 09 09

Social science (for example, anthropology, economics, government, history, political science, pre-law, psychology, social work, sociology, urban affairs) 10 10

Other (Be specific)

Table 28. Your Major in College

Major	Reply	HS + Coll	Coll Grad	Total
Agriculture	Raw	0	1	1
	%	0	7.69	3.13
Architecture	Raw	0	0	0
	%	0	0	0
Physical science	Raw	0	5	5
	%	0	38.46	15.63
Biological science	Raw	0	0	0
	%	0	0	0
Business	Raw	6	1	7
	%	60.00	7.69	21.88
Education	Raw	0	2	2
	%	0	15.38	6.25
Vocational or technical	Raw	3	0	3
	%	30.00	0	9.38
English	Raw	0	1	1
	%	0	7.69	3.13
Mathematics	Raw	0	0	0
	%	0	0	0
Social sciences	Raw	0	2	2
	%	0	15.38	6.25
*Liberal arts	Raw	0	1	1
	%	0	7.69	3.13
No Response	Raw	1	0	1
	%	10.00	0	3.13
Total	Raw	10	13	23
	%	100	100	100

Major courses of study included: agriculture (HS +, 0 percent; College Graduates, 7.69 percent), physical science (HS +, 0 percent; College Graduates, 38.46 percent), business (HS +, 60 percent; College Graduates, 7.69 percent), education (HS +, 0 percent; College Graduates, 15.38 percent), vocational or technical (HS +, 30 percent; College Graduates, 0 percent), english (HS +, 0 percent; College Graduates, 7.69 percent), social sciences (HS +, 0 percent; College Graduates, 15.38 percent), liberal arts (HS +, 0 percent; College Graduates, 7.69 percent), no response (HS +, 1 percent; College Graduates, 0 percent).

31. Which of the following best describes your college?

(Circle one)

- A two-year college (junior college, technical institute, vocational school, or community college) 1
- A four-year college or university 2

32. Which of the following best describes your enrollment?

(Circle one)

- Regular classes part-time 1
- Regular classes full-time 2
- By correspondence only 3

33. Did you transfer to a four-year college or university after junior or two-year college?

(Circle one)

- No, I went to a four-year college after high school 1
- Yes, I transferred after two years 2
- I transferred after more than two years 3

34. How much did you think it would cost to attend college or take courses?

Estimate all expenses for one year (fees, tuition, room and board, books, etc.)

(Circle one)

Less than \$500	01
\$500 - \$749	02
\$750 - \$999	03
\$1,000 - \$1,499	04
\$1,500 - \$1,999	05
\$2,000 - \$2,499	06
\$2,500 - \$2,999	07
\$3,000 - \$3,499	08
\$3,500 - \$4,499	09
\$4,500 or more	10
I did not know	11

Table 29. College Descriptions

Questions	Categories	Reply	HS + Coll	Coll Grad	Total
Question 31. Which of the following best describes your college?	A 2-year college	Raw	4	0	4
		%	40.00	0	17.39
	A 4-year college or university	Raw	5	13	18
		%	50.00	100.00	78.26
	Business college	Raw	1	0	1
		%	10.00	0	4.35
Question 32. Which of the following best describes your enrollment?	Regular classes part-time	Raw	1	1	2
		%	10.00	7.69	8.70
	Regular classes full- time	Raw	8	12	20
		%	80.00	92.31	86.95
	Correspondence only	Raw	0	0	0
		%	0	0	0
Business college	Raw	1	0	1	
	%	10.00	0	4.35	

Table 29 continued

Questions	Categories	Reply	HS + Coll	Coll Grad	Total	
Question 33. Did you transfer to a 4-year college or university after junior or a 2-year college?	I went to a 4-year college after HS	Raw %	5 50.00	13 100.00	18 78.26	
	I transferred after 2 years	Raw %	1 10.00	0 0	1 4.35	
	I transferred after more than 2 years	Raw %	1 10.00	0 0	1 4.35	
	No Response	Raw %	3 30.00	0 0	3 13.05	
	Question 34. How much did you think it would cost to attend college or take courses?	Less than \$500	Raw %	0 0	1 7.69	1 4.35
		\$750 - \$999	Raw %	2 20.00	0 0	2 8.70
		\$1,000 - \$1,499	Raw %	1 10.00	3 23.08	4 17.39
		\$1,500 - \$1,999	Raw %	2 20.00	1 7.69	3 13.05
\$2,000 - \$2,499		Raw %	0 0	1 7.69	1 4.35	
\$3,000 - \$3,499		Raw %	1 10.00	1 7.69	2 8.70	
\$4,500 or more		Raw %	0 0	1 7.69	1 4.35	
I did not know		Raw %	3 30.00	5 38.46	8 34.78	
No Response		Raw %	1 10.00	0 0	1 4.35	
Total			Raw %	10 100	13 100	23 100

On the question for the type of college attended, the responses were as follows: two-year college (HS +, 40 percent; College Graduates, 0 percent), four-year college or university (HS +, 50 percent; College Graduates, 100 percent), business college (HS +, 10 percent; College Graduates, 0 percent).

On the question regarding enrollment description, responses were: regular classes, part time (HS +, 10 percent; College Graduates, 7.69 percent); regular classes, full time (HS +, 80 percent; College Graduates, 92.31 percent); business college (HS +, 10 percent; College Graduates, 0 percent).

When asked about transferring to a four-year college or university after junior college or a two-year college, 50 percent of the HS + group and 100 percent of College Graduates responded “no, I went to a four-year college after high school”; 10 percent of the HS + group and none of the College Graduates responded “yes, I transferred after two years”; 10 percent of the HS + group and none of the College Graduates responded “I transferred after more than two years”; 30 percent of the HS + group did not respond.

When asked about costs to attend college or take courses, the responses were: Less than \$500 (HS +, 0 percent; College Graduates, 7.69 percent), \$750 - \$999 (HS +, 20 percent; College Graduates, 0 percent), \$1,000 - \$1,499 (HS +, 10 percent; College Graduates, 23.08 percent), \$1,500 - \$1,999 (HS +, 20 percent; College Graduates, 7.69 percent), \$2,000 - \$2,499 (HS +, 0 percent; College Graduates, 7.69 percent), \$3,000 - \$3,499 (HS +, 10 percent; College Graduates, 7.69 percent), \$4,500 or more (HS +, 0 percent; College Graduates, 7.69 percent), I did not know (HS +, 30 percent; College Graduates, 38.46 percent), and no response (HS +, 10 percent; College Graduates, 0 percent).

35. Where did you expect to get the money to pay for your college education?

(Circle one number on each line.)

	Expected	Did not Expect
Parents	1	2
Savings or summer earnings	1	2
Earnings while taking the course	1	2
Husband or wife	1	2
Other relatives (not parents)	1	2
College work-study program	1	2

Educational opportunity grant program	1	. . . . .	2
Federal guaranteed student loan program	1	. . . . .	2
Private scholarship or grant	1	. . . . .	2
Social Security benefits for students (for children of retired, disabled, or deceased parents)	1	. . . . .	2
Other (Be specific)			

Table 30. The Source of Money to Pay for Your College Education

Resource	Answer	Reply	HS + Coll	Coll Grad	Total
Parents	Expected	Raw	6	12	18
		%	60.00	92.31	78.26
	Not Expected	Raw	3	1	4
		%	30.00	7.69	17.39
	No Response	Raw	1	0	1
		%	10.00	0	4.35
Savings or summer earnings	Expected	Raw	2	8	10
		%	20.00	61.54	43.37
	Not Expected	Raw	6	5	11
		%	60.00	38.46	47.82
	No Response	Raw	2	0	2
		%	20.00	0	8.70
Earnings while taking the courses	Expected	Raw	3	6	9
		%	30.00	46.15	39.13
	Not Expected	Raw	5	7	12
		%	50.00	53.85	52.17
	No Response	Raw	2	0	2
		%	20.00	0	8.70
Husband or wife	Expected	Raw	1	1	2
		%	10.00	7.69	8.70
	Not Expected	Raw	8	12	20
		%	80.00	92.31	86.95
	No Response	Raw	1	0	1
		%	10.00	0	4.35
Other relatives	Expected	Raw	1	0	1
		%	10.00	0	4.35
	Not Expected	Raw	7	13	20
		%	70.00	100.00	86.95
	No Response	Raw	2	0	2
		%	20.00	0	8.70

Table 30 continued

Resource	Answer	Reply	HS + Coll	Coll Grad	Total
College work-study program	Expected	Raw	1	2	3
		%	10.00	15.38	13.05
	Not Expected	Raw	7	11	18
		%	70.00	84.62	78.26
	No Response	Raw	2	0	2
		%	20.00	0	8.70
Educational opportunity grant program	Expected	Raw	0	0	0
		%	0	0	0
	Not Expected	Raw	8	13	21
		%	80.00	100.00	91.30
	No Response	Raw	2	0	2
		%	20.00	0	8.70
Federal guaranteed student loan program	Expected	Raw	0	2	2
		%	0	15.38	8.70
	Not Expected	Raw	8	11	19
		%	80.00	84.61	82.61
	No Response	Raw	2	0	2
		%	20.00	0	8.70
Private scholarship or grant	Expected	Raw	0	3	3
		%	0	23.08	13.05
	Not Expected	Raw	8	10	18
		%	80.00	76.92	78.26
	No Response	Raw	2	0	2
		%	20.00	0	8.70
Social Security benefits for students	Expected	Raw	0	1	1
		%	0	7.69	4.35
	Not Expected	Raw	8	12	20
		%	80.00	92.31	86.95
	No Response	Raw	2	0	2
		%	20.00	0	8.70
Total		Raw	10	13	23
		%	100	100	100

The expected source of funding for college was reported as: parents (HS +, 60 percent; College Graduates, 92.31 percent), savings or summer earnings (HS +, 20 percent; College Graduates, 61.54 percent), earnings while taking courses (HS +, 30 percent; College Graduates, 46.15 percent), husband or wife (HS +, 10 percent; College Graduates, 7.69 percent), other relatives (HS +, 10 percent; College

Graduates, 0 percent), college work-study programs (HS +, 10 percent; College Graduates, 15.38 percent), federal guaranteed student loan programs (HS +, 0 percent; College Graduates, 15.38 percent), private scholarships or grants (HS +, 0 percent; College Graduates, 23.08 percent), Social Security benefits for students (HS +, 0 percent; College Graduates, 7.69 percent).

36. Did you work while taking courses in college? (Circle one)
- No 1
 - Yes, 1 to 5 hours a week 2
 - Yes, 6 to 10 hours a week 3
 - Yes, 11 to 15 hours a week 4
 - Yes, 16 to 20 hours a week 5
 - Yes, more than 20 hours a week 6
 - Yes, but I do not remember how many hours a week 7

Table 31. Number of Working Hours During College

Worked Hours	Reply	HS + Coll	Coll Grad	Total
No	Raw	5	3	8
	%	50.00	23.08	34.78
1 - 5 hours a week	Raw	2	1	3
	%	20.00	7.69	13.05
6 - 10 hours a week	Raw	0	1	1
	%	0	7.69	4.35
11 - 15 hours a week	Raw	0	2	2
	%	0	15.38	8.70
16 - 20 hours a week	Raw	1	3	4
	%	10.00	23.08	17.39
More than 20 hours a week	Raw	1	3	4
	%	10.00	23.08	17.39
I don't remember how many hours a week	Raw	0	0	0
	%	0	0	0
No response	Raw	1	0	1
	%	10.00	0	4.35
Total	Raw	10	13	23
	%	100	100	100

Hours worked while taking courses was indicated as follows: No (HS +, 50 percent; College Graduates, 23.08 percent), 1 to 5 hours per week (HS +, 20 percent; College Graduates, 7.69 percent), 6 to 10 hours per week (HS +, 0 percent; College Graduates, 7.69 percent), 11 to 15 hours per week (HS +, 0 percent; College Graduates, 15.38 percent), 16 to 20 hours per week (HS +, 10 percent; College Graduates, 23.08 percent), more than 20 hours per week (HS +, 10 percent; College Graduates, 23.08 percent), no response (HS +, 10 percent; College Graduates, 0 percent). Combining the categories “16 to 20 hours per week” and “more than 20 hours per week” revealed that the College Graduates worked more, even though they received aid from their families.

37. Here are some reasons others have given of **not continuing their education after they started college courses**. Which of these reasons, if any, apply to you?

(Circle one number on each line.)

	Does not Apply to Me	Applies to Me
Needed to earn money to support my family	1	2
Needed to earn money to pay for further schooling	1	2
Poor grades	1	2
Flunked out	1	2
Lack of a school within commuting distance from my home	1	2
Discouraged from continuing by parents	1	2
I was waiting to enter the armed services	1	2
My future plans did not require more schooling	1	2
I wanted to take a break; I planned to go back at a later date	1	2
I got married or I planned to be married	1	2
Other (Be specific)	1	2

Table 32. Reasons for Not Continuing Education

Reason	Answer	Reply	HS + Coll	Coll Grad	Total
Needed to earn money to support my family	Does not	Raw	7	13	20
	Apply to Me	%	70.00	100.00	86.95
	Applies to Me	Raw	2	0	2
		%	20.00	0	8.70
	No Response	Raw	1	0	1
		%	10.00	0	4.35
Needed to earn money so I could pay for further schooling	Does not	Raw	7	13	20
	Apply to Me	%	70.00	100.00	86.95
	Applies to Me	Raw	2	0	2
		%	20.00	0	8.70
	No Response	Raw	1	0	1
		%	10.00	0	4.35
Poor grades	Does not	Raw	9	13	22
	Apply to Me	%	90.00	100.00	95.65
	Applies to Me	Raw	0	0	0
		%	0	0	0
	No Response	Raw	1	0	1
		%	10.00	0	4.35
Flunked out	Does not	Raw	9	13	22
	Apply to Me	%	90.00	100.00	95.65
	Applies to Me	Raw	0	0	0
		%	0	0	0
	No Response	Raw	1	0	1
		%	10.00	0	4.35
Lack of a school within commuting distance of my home	Does not	Raw	9	13	22
	Apply to Me	%	90.00	100.00	95.65
	Applies to Me	Raw	0	0	0
		%	0	0	0
	No Response	Raw	1	0	1
		%	10.00	0	4.35
Discouraged from continuing by parents	Does not	Raw	9	13	22
	Apply to Me	%	90.00	100.00	95.65
	Applies to Me	Raw	0	0	0
		%	0	0	0
	No Response	Raw	1	0	1
		%	10.00	0	4.35
I was waiting to enter the armed services	Does not	Raw	9	13	22
	Apply to Me	%	90.00	100.00	95.65
	Applies to Me	Raw	0	0	0
		%	0	0	0
	No Response	Raw	1	0	1
		%	10.00	0	4.35

Table 32 continued

Reason	Answer	Reply	HS + Coll	Coll Grad	Total
My future plans did not require more schooling	Does not Apply to Me	Raw %	6 60.00	13 100.00	19 82.61
	Applies to Me	Raw %	3 30.00	0 0	3 13.05
	No Response	Raw %	1 10.00	0 0	1 4.35
	Does not Apply to Me	Raw %	6 60.00	12 92.31	18 78.26
	Applies to Me	Raw %	3 30.00	1 7.69	4 17.39
	No Response	Raw %	1 10.00	0 0	1 4.35
I got married or I planned to be married	Does not Apply to Me	Raw %	6 60.00	13 100.00	19 82.61
	Applies to Me	Raw %	3 30.00	0 0	3 13.05
	No Response	Raw %	1 10.00	0 0	1 4.35
	Does not Apply to Me	Raw %	6 60.00	13 100.00	19 82.61
	Applies to Me	Raw %	3 30.00	0 0	3 13.05
	No Response	Raw %	1 10.00	0 0	1 4.35
Total		Raw %	10 100	13 100	23 100

The HS + cohort's reasons for not continuing educational endeavors is relatively the same as that of the HS Only cohort. In almost all cases, the same question responses vary only marginally, except when comparing "I got married or I planned to be married." In this area, HS Only shows a decided difference, 88.89 percent versus 30 percent. In looking at the College Graduates, all areas are 0 percent except "I wanted to take a break," 7.69 percent.

F. For Everyone

38. Had there have been no obstacles, what would you most likely have been doing after you graduated from high school?

(Circle one)

- Working full-time 01
- Entering an apprenticeship or on-the-job training program 02
- Going into regular military service or to a service academy 03
- Being a full-time homemaker 04
- Attending a vocational, technical, trade, or business school 05
- Taking academic courses at a junior or community college 06
- Taking technical or vocational subjects at a junior or community college 07
- Attending a four-year college or university 08
- Working part-time 09
- Other (Be specific) 10

Table 33. What Would You Most Likely Have Done?

Most Likely	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Working full-time	Raw	2	3	0	5
	%	22.22	30.00	0	15.63
Entering on-the-job training	Raw	0	0	0	0
	%	0	0	0	0
Military service or service academy	Raw	0	0	0	0
	%	0	0	0	0
Full-time homemaker	Raw	1	0	0	1
	%	11.11	0	0	3.13
Vocational, trade, or business school	Raw	2	2	0	1
	%	22.22	20.00	0	12.50
Academic courses	Raw	0	0	0	0
	%	0	0	0	0
Technical courses	Raw	0	0	0	0
	%	0	0	0	0
Attend 4-year college	Raw	2	4	12	18
	%	22.22	40.00	92.31	56.25
Working part-time	Raw	0	0	0	0
	%	0	0	0	0
No Response	Raw	2	1	1	4
	%	22.22	10.00	7.69	12.50
Total	Raw	9	10	13	32
	%	100	100	100	100

When examining the area of “What would you have been doing the year after you graduated had there been no obstacles,” the HS Only and HS + cohorts matched up almost evenly and displayed small percentage differences in their responses. The exception was “full-time homemaker” where HS Only showed 11.11 percent versus HS + with 0 percent. College Graduates responded 92.13 percent to “attending a four-year college,” while HS Only responded only 22.22 percent and HS + responded only 40 percent. No responses were recorded by 22.22 percent of the HS Only group, 10 percent of the HS + group, and 7.69 percent of the College Graduates.

39. Are you a veteran of the U.S. Armed Services?

(Circle One)

- No 1
- Yes 2

40. Do you have a physical condition that limits the amount or kind of work you can do?

(Circle One)

- No 1
- Yes 2

41. How do you describe yourself?

(Circle One)

- American Indian or Alaskan Native 1
- Asian or Pacific Islander 2
- Black/African-American 3
- Hispanic 4
- White or Caucasian 5
- Other 6

Table 34. Self-Descriptions

Question		Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Question 39. Are you a veteran of the U.S. Armed Services?	Yes	Raw %	0 0	8 80.00	3 23.08	5 15.63
	No	Raw %	9 100.00	10 100.00	10 76.92	27 84.38
Question 40. Physical condition that limits the work you can do?	No	Raw %	7 77.78	10 100.00	12 92.31	29 90.63
	Yes	Raw %	2 22.22	0 0	1 7.69	3 9.78
Question 41. How do you describe yourself?	American Indian	Raw %	0 0	1 10.00	3 23.08	4 12.50
	Asian or Pacific	Raw %	0 0	0 0	0 0	0 0
	African- American	Raw %	0 0	0 0	0 0	0 0
	Hispanic	Raw %	1 11.11	0 0	0 0	1 3.13
	White or Caucasian	Raw %	7 77.78	9 90.00	10 84.61	26 81.25
	No Response	Raw %	1 11.11	0 0	0 0	1 3.13
	Total	Raw %	9 100	10 100	13 100	32 100

Responses to **Question 39** revealed that none of the HS Only cohort, 20 percent of the HS + cohort, and 23.08 percent of the College Graduates were veterans.

Question 40 showed that 22.22 percent of the HS Only cohort, none of the HS + cohort, and 7.69 percent of the College Graduates had physical conditions that affected their ability to work.

Question 41 showed the following responses: American Indian (HS +, 10 percent and College Graduates, 23.08 percent), Hispanic (HS Only, 11 percent), White or Caucasian (HS Only, 77.78 percent; HS +, 90 percent; and College

Graduates, 84.61 percent); 11.11 percent of the HS Only cohort did not respond to this question.

42. Including yourself, how many persons were dependent on your parents or guardian for financial support during high school?

(Circle the number that best describes your family.)

None	.....	0	
Brothers	..... 1-3	..... 4-6	..... 7 or more
Sisters	..... 1-3	..... 4-6	..... 7 or more
Other persons	..... 1-3	..... 4-6	..... 7 or more

43. Including yourself, how many persons were dependent on your parents or guardian for financial support during college?

(Circle the number that best describes your family.)

None	.....	0	
Brothers	..... 1-3	..... 4-6	..... 7 or more
Sisters	..... 1-3	..... 4-6	..... 7 or more
Other persons	..... 1-3	..... 4-6	..... 7 or more

Table 35. Other Dependents

Question	Reply	HS Only	HS + Coll	Coll Grad	Overall Total	
Question 42. How many persons were dependent on your parents during high school?	None	Raw	0	3	0	3
		%	0	30.00	0	9.38
	1-3 Persons*	Raw	2	7	10	19
		%	22.22	70.00	76.92	59.38
	4-6 Persons*	Raw	5	0	3	8
		%	55.56	0	23.08	25.00
	7 or more Persons*	Raw	1	0	0	1
		%	11.11	0	0	3.13
	No Response	Raw	1	0	0	1
		%	11.11	0	0	3.13
Question 43. How many persons were dependent on your parents during college?	None	Raw	4	5	1	10
		%	44.44	50.00	7.69	31.25
	1-3 Persons*	Raw	2	5	11	18
		%	22.22	50.00	84.61	56.25
	4-6 Persons*	Raw	1	0	1	2
		%	11.11	0	7.69	6.25
	7 or more Persons*	Raw	0	0	0	0
		%	0	0	0	0
	No Response	Raw	2	0	0	2
		%	22.22	0	0	6.25
Total	Raw	9	10	13	32	
	%	100	100	100	100	

* Re-category of the group due to the respondents answering or writing in the number of dependents instead of following the original format in the questionnaire.

Question 42 indicated the following dependency on the cohorts' parents while in high school: none (HS +, 30 percent), 1 to 3 persons (HS Only, 22.22 percent; HS +, 70 percent; College Graduates, 76.92 percent), 4 to 6 persons (HS Only, 55.56 percent; College Graduates, 23.08 percent), 7 or more (HS Only, 11.11 percent), no response (HS Only, 11.11 percent).

Question 43 indicated the following dependency on the cohorts' parents while in college: none (HS Only, 44.44 percent; HS +, 50 percent; College Graduates,

7.69 percent), 1 to 3 persons (HS Only, 22.22 percent; HS +, 50 percent; College Graduates, 84.61 percent), 4 to 6 persons (HS Only, 11.11 percent; College Graduates, 7.69 percent), and no response (HS Only, 22.22 percent).

44. Did any of your brothers or sisters go to college?

(Circle one)

- None 0
- One 1
- Two 2
- Three 3
- Four or more 4
- Birth order Oldest Middle Youngest

45. Was English the language spoken most often in your home?

(Circle one)

- No 1
- Yes 2

Table 36. Siblings, Birth Order, and Language

Question	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Question 44. Did any of your brothers or sisters go to college?	None	Raw 5 % 55.56	5 50.00	2 15.38	12 37.50
	One	Raw 3 % 33.33	2 20.00	8 61.54	13 40.63
	Two	Raw 0 % 0	3 30.00	2 15.38	5 15.63
	Three	Raw 0 % 0	0 0	1 7.69	1 3.13
	Four or More	Raw 0 % 0	0 0	0 0	0 0
	No Response	Raw 1 % 11.11	0 0	0 0	1 3.13

Table 36 continued

Question	Reply	HS Only	HS + Coll	Coll Grad	Overall Total	
Question 44. Your birth order	Oldest	Raw %	2 22.22	1 10.00	5 38.46	8 25.00
	Middle	Raw %	3 33.33	1 10.00	4 30.77	8 25.00
	Youngest	Raw %	2 22.22	2 20.00	4 30.77	8 25.00
	No Response	Raw %	2 22.22	6 60.00	0 0	8 25.00
Question 45. Was English the language spoken most often in your home?	Yes	Raw %	7 77.78	10 100.00	12 92.31	29 90.63
	No	Raw %	1 11.11	0 0	1 7.69	2 6.25
	No Response	Raw %	1 11.11	0 0	0 0	1 3.13
Total	Raw %	9 100	10 100	13 100	32 100	

Question 44 ascertained the number of sibling relations from the cohort groups that attended college. Findings were: none (HS Only, 55.56 percent; HS +, 50 percent; College Graduates, 15.38 percent), one (HS Only, 33.33 percent; HS +, 20 percent; College Graduates, 61.54 percent), two (HS +, 30 percent; College Graduates, 15.38 percent), three (College Graduates, 7.69 percent); 11.11 percent of the HS Only cohort did not respond.

The birth order for the cohort group members was found to be: oldest (HS Only, 22.22 percent; HS +, 10 percent; College Graduates, 38.46 percent), middle (HS Only, 33.33 percent; HS +, 10 percent; College Graduates, 30.77 percent), youngest (HS Only, 22.22 percent; HS +, 20 percent; College Graduates, 30.77 percent), no response (HS Only, 22.22 percent; HS +, 60 percent).

Question 45 asked whether English was the dominant language spoken in the homes of the cohort group members. The responses were: yes (HS Only, 77.78 percent; HS +, 100 percent; College Graduates, 92.31 percent), no (HS Only, 11.11 percent; College Graduates, 7.69 percent); 11.11 percent of the HS Only cohort did not respond.

46. Time lived in the town where you graduated from high school.

(Circle one)

- All my life, I still live there 1
- Ten or more years 2
- Five to ten years 3
- Three to four years 4
- One to two years 5
- Less than one year 6

Table 37. Time Lived in Town Where You Graduated from High School

	Reply	HS Only	HS + Coll	Coll Grad	Total
All my life; I still live there	Raw	2	0	3	5
	%	22.22	0	23.08	15.63
Ten or more years	Raw	5	8	4	17
	%	55.56	80.00	30.77	53.13
Five to ten years	Raw	0	0	2	2
	%	0	0	15.38	6.35
Three to four years	Raw	0	1	0	1
	%	0	10.00	0	3.13
One to two years	Raw	0	1	4	5
	%	0	10.00	30.77	15.63
Less than one year	Raw	0	0	0	0
	%	0	0	0	0
*Not applicable	Raw	1	0	0	1
	%	11.11	0	0	3.13
No Response	Raw	1	0	0	1
	%	11.11	0	0	3.13
Total	Raw	9	10	13	32
	%	100	100	100	100

*Specified by the respondent.

The amount of time lived in the town of high school graduation reported was: all my life (HS Only, 22.22 percent; College Graduates, 23.08 percent), ten or more years (HS Only, 55.56 percent; HS +, 80 percent; College Graduates, 30.77 percent), five to ten years (College Graduates, 15.38 percent), three to four years (HS +, 10 percent), one year (HS +, 10 percent; College Graduates, 30.77 percent), not applicable (HS Only, 11.11 percent), and no response (HS Only, 11.11 percent).

47. What was the highest educational level completed by each of the following persons? If you are not sure, please give your best guess.

(Circle one number in each column.)

	Father	Mother	Oldest Brother or Sister
Did not complete high (secondary) school	1	1	1
Finished high school or equivalent	2	2	2
Adult education program	3	3	3
Business or trade school	4	4	4
Some college	5	5	5
Finished college (four years)	6	6	6
Went to graduate school, did not attain a degree	7	7	7
Obtained a graduate or professional degree (e.g., M.A., Ph.D., or M.D.)	8	8	8

Table 38. Education Level of Father

Education Level	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Did not complete HS	Raw	3	3	5	11
	%	33.33	30.00	38.46	34.38
Finished HS	Raw	2	6	2	10
	%	22.22	60.00	15.38	31.25
Adult Education	Raw	0	0	0	0
	%	0	0	0	0
Business or trade school	Raw	1	0	1	2
	%	11.11	0	7.69	6.25
Some college	Raw	1	0	1	2
	%	11.11	0	7.69	6.25
Finished college (4 year)	Raw	0	0	0	0
	%	0	0	0	0
Graduate school but did not obtain degree	Raw	0	0	0	0
	%	0	0	0	0
Graduate or professional degree	Raw	0	1	4	5
	%	0	10.00	30.77	15.63
No Response	Raw	2	0	0	2
	%	22.22	0	0	6.25
Total	Raw	9	10	13	32
	%	100	100	100	100

The educational level of the cohort group members' fathers was: did not complete high school (HS Only, 33.33 percent; HS +, 30 percent; College Graduates, 38.46 percent), finished high school (HS Only, 22.22 percent; HS +, 60 percent; College Graduates, 15.38 percent), business or trade school (HS Only, 11.11 percent; College Graduates, 7.69 percent), some college (HS Only, 11.11 percent; College Graduates, 7.69 percent), graduate or professional degree (HS +, 10 percent; College Graduates, 30.77 percent), no response (HS Only, 22.22 percent).

Table 39. Educational Level of Mother

Education Level	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Did not complete HS	Raw	4	1	0	5
	%	44.44	10.00	0	15.63
Finished HS	Raw	0	7	4	11
	%	0	70.00	30.77	34.38
Adult Education	Raw	1	0	1	2
	%	11.11	0	7.69	6.25
Business or trade school	Raw	1	0	1	2
	%	11.11	0	7.69	6.25
Some college	Raw	0	0	0	0
	%	0	0	0	0
Finished college (4 year)	Raw	1	1	5	7
	%	11.11	10.00	38.46	21.88
Graduate school but did not obtain degree	Raw	0	1	1	2
	%	0	10.00	7.69	6.25
Graduate or professional degree	Raw	0	0	1	1
	%	0	0	7.69	3.13
No Response	Raw	2	0	0	2
	%	22.22	0	0	6.25
Total	Raw	9	10	13	32
	%	100	100	100	100

The educational level of the cohort group members' mothers was: did not complete high school (HS Only, 44.44 percent; HS +, 10 percent), finished high school (HS +, 70 percent; College Graduates, 30.77 percent), adult education (HS Only, 11.11 percent; College Graduates, 7.69 percent) business or trade school (HS Only, 11.11 percent; College Graduates, 7.69 percent), finished college (HS Only, 11.11 percent; HS +, 10 percent; College Graduates, 38.46 percent), graduate school but did not obtain degree (HS +, 10 percent; College Graduates, 7.69 percent), graduate or professional degree (College Graduates, 7.69 percent), no response (HS Only, 22.22 percent).

Table 40. Educational Level of Oldest Brother or Sister

Education Level	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Did not complete HS	Raw	1	1	0	2
	%	11.11	10.00	0	6.25
Finished HS	Raw	2	1	2	5
	%	22.22	10.00	15.38	15.63
Adult Education	Raw	0	0	0	0
	%	0	0	0	0
Business or trade school	Raw	0	0	1	1
	%	0	0	7.69	3.13
Some college	Raw	1	4	0	5
	%	11.11	40.00	0	15.63
Finished college (4 year)	Raw	1	0	6	7
	%	11.11	0	46.15	21.88
Graduate school but did not obtain degree	Raw	0	1	0	1
	%	0	10.00	0	3.13
Graduate or professional degree	Raw	0	0	2	2
	%	0	0	15.38	6.25
*Not applicable	Raw	2	3	2	7
	%	22.22	30.00	15.38	21.88
No Response	Raw	2	0	0	2
	%	22.22	0	0	6.25
Total	Raw	9	10	13	32
	%	100	100	100	100

*Respondent stated they are the only child in the family.

The educational level of the cohort group members' siblings was: did not complete high school (HS Only, 11.11 percent; HS +, 10 percent), finished high school (HS Only, 22.22 percent; HS +, 10 percent; College Graduates, 15.38 percent), business or trade school (College Graduates, 7.69 percent), some college (HS Only, 11.11 percent; HS +, 40 percent), finished college (HS Only, 11.11 percent; College Graduates, 46.51 percent), graduate school but did not obtain degree (HS +, 10 percent), graduate or professional degree (College Graduates, 15.38 percent), not applicable (HS Only, 22.22 percent; HS +, 30 percent; College Graduates, 15.38 percent), no response (HS Only, 22.22 percent).

48. As far as you know, how much schooling did your father and mother (or guardian) want you to get?

(Circle one number in each column.)

	Father or Male Guardian	Mother or Female Guardian	Does Not Apply
Wanted me to quit high school without graduating	1	1	1
Wanted me to graduate from high school and stop there	2	2	2
Wanted me to graduate from high school and then go to a vocational, technical, trade, or business school	3	3	3
Wanted me go to a two-year or junior college	4	4	4
Wanted me to go to a four-year college or university	5	5	5
Wanted me to go to a graduate or professional school after graduating from a four-year college or university	6	6	6
I do not know	7	7	7

Table 41. School Desired by Parents

Schooling	Person	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Quit HS without graduating	Father	Raw	0	0	0	0
	Only	%	0	0	0	0
	Mother	Raw	0	0	0	0
	Only	%	0	0	0	0
	Both	Raw	0	0	0	0
	Parents	%	0	0	0	0
	Does Not	Raw	7	8	12	27
	Apply	%	77.78	80.00	92.31	84.38
	No	Raw	2	2	1	5
	Response	%	22.22	20.00	7.69	15.63

Table 41 continued

Schooling	Person	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Graduate HS and stop	Father Only	Raw %	1 11.11	0 0	0 0	1 3.13
	Mother Only	Raw %	2 22.22	0 0	0 0	2 6.25
	Both Parents	Raw %	1 11.11	0 0	0 0	1 3.13
	Does Not Apply	Raw %	3 33.33	8 80.00	12 92.31	23 71.88
	No Response	Raw %	2 22.22	2 20.00	1 7.69	5 15.63
	Father Only	Raw %	0 0	0 0	0 0	0 0
	Mother Only	Raw %	2 22.22	0 0	0 0	2 6.25
Graduate from HS & go to a vocational, technical, trade, or business school	Both Parents	Raw %	0 0	4 40.00	0 0	4 12.50
	Does Not Apply	Raw %	5 55.56	4 40.00	12 92.31	21 65.63
	No Response	Raw %	2 22.22	2 20.00	1 7.69	5 15.63
	Father Only	Raw %	0 0	0 0	0 0	0 0
	Mother Only	Raw %	0 0	0 0	0 0	0 0
	Both Parents	Raw %	0 0	1 10.00	0 0	1 3.13
	Does Not Apply	Raw %	7 77.78	7 70.00	12 92.31	26 81.25
No Response	Raw %	2 22.22	2 20.00	1 7.69	5 15.63	
Go to a two-year or junior college	Father Only	Raw %	0 0	0 0	0 0	0 0
	Mother Only	Raw %	0 0	0 0	4 30.77	4 12.50
	Both Parents	Raw %	2 22.22	5 50.00	6 46.15	13 40.63
	Does Not Apply	Raw %	6 66.67	5 50.00	3 23.08	14 43.75
	No Response	Raw %	1 11.11	0 0	0 0	1 3.13
	Father Only	Raw %	0 0	0 0	0 0	0 0
	Mother Only	Raw %	0 0	0 0	4 30.77	4 12.50
Go to a four-year college or university	Both Parents	Raw %	2 22.22	5 50.00	6 46.15	13 40.63
	Does Not Apply	Raw %	6 66.67	5 50.00	3 23.08	14 43.75
	No Response	Raw %	1 11.11	0 0	0 0	1 3.13
	Father Only	Raw %	0 0	0 0	0 0	0 0
	Mother Only	Raw %	0 0	0 0	4 30.77	4 12.50
	Both Parents	Raw %	2 22.22	5 50.00	6 46.15	13 40.63
	Does Not Apply	Raw %	6 66.67	5 50.00	3 23.08	14 43.75
No Response	Raw %	1 11.11	0 0	0 0	1 3.13	

Table 41 continued

Schooling	Person	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Go to graduate or professional school after four-year college	Father	Raw	0	0	2	2
	Only	%	0	0	15.38	6.25
	Mother	Raw	0	0	0	0
	Only	%	0	0	0	0
	Both	Raw	0	0	3	3
	Parents	%	0	0	23.08	9.38
	Does Not	Raw	6	8	7	21
	Apply	%	66.67	80.00	53.85	65.63
	No	Raw	3	2	1	6
Response	%	33.33	20.00	7.69	18.75	
I don't know	Father	Raw	1	0	0	1
	Only	%	11.11	0	0	3.13
	Mother	Raw	1	0	0	1
	Only	%	11.11	0	0	3.13
	Both	Raw	1	0	0	1
	Parents	%	11.11	0	0	3.13
	Does Not	Raw	3	8	12	23
	Apply	%	33.33	80.00	92.31	71.88
	No	Raw	3	2	1	6
Response	%	33.33	20.00	7.69	18.75	
Total		Raw	9	10	13	32
		%	100	100	100	100

Responses to the question of how much schooling parents desired for their children were as follows.

“Wanted me to quit high school without graduating”: does not apply (HS Only, 77.78 percent; HS +, 80 percent; College Graduates, 92.13 percent).

“Wanted me to graduate from high school and then stop there”: father (HS Only, 11.11 percent), mother (HS Only, 22.22 percent), both parents (HS Only, 11.11 percent), does not apply (HS Only, 33.33 percent; HS +, 80 percent; College Graduates, 92.13 percent), no response (HS Only, 22.22 percent; HS +, 20 percent; College Graduates, 7.69 percent).

“Wanted me to graduate from high school and then go to a vocational, technical, trade, or business school”: Mother (HS Only, 22.22 percent), both parents (HS +, 40 percent), does not apply (HS Only, 55.56 percent; HS +, 40 percent; College Graduates, 92.13 percent), no response (HS Only, 22.22 percent; HS +, 20 percent; College Graduates, 7.69 percent).

“Wanted me to go to a two-year or junior college”: both parents (HS +, 10 percent), does not apply (HS Only, 77.78 percent; HS +, 70 percent; College Graduates, 92.13 percent), no response (HS Only, 22.22 percent; HS +, 20 percent; College Graduates, 7.69 percent).

“Wanted me to go to a four-year college or university”: mother (College Graduates, 30.77 percent), both parents (HS Only, 22.22 percent; HS +, 50 percent; College Graduates, 46.15 percent), does not apply (HS Only, 66.67 percent; HS +, 50 percent; College Graduates, 23.08 percent), no response (HS Only, 11.11 percent).

“Wanted me to go to a graduate or professional school after graduating from a four-year college or university”: father (College Graduates, 15.38 percent), both parents (College Graduates, 23.08 percent), does not apply (HS Only, 66.67 percent; HS +, 80 percent; College Graduates, 53.85 percent).

“I do not know”: father (HS Only, 11.11 percent), mother (HS Only, 11.11 percent), both parents (HS Only, 11.11 percent), does not apply (HS Only, 33.33 percent; HS +, 80 percent; College Graduates, 92.31 percent), no response (HS Only, 33.33 percent; HS +, 20 percent; College Graduates, 7.69 percent).

49. What was the approximate income of your parents (or guardian) when you graduated from high school?

(Circle one)

- Between \$3,000 and \$5,999 a year (from \$60 to \$119 a week) 1
- Between \$6,000 and \$7,499 a year (from \$120 to \$149 a week) 2
- Between \$7,500 and \$8,999 a year (from \$150 to \$179 a week) 3
- Between \$9,000 and \$10,499 a year (from \$180 to \$209 a week) 4
- Between \$10,500 and \$11,999 a year (from \$210 to \$239 a week) 5
- Between \$12,000 and \$13,499 a year (from \$240 to \$269 a week) 6
- Between \$13,500 and \$15,999 a year (from \$270 to \$299 a week) 7
- Between \$15,000 and \$18,000 a year (from \$300 to \$359 a week) 8
- Over \$18,000 a year (about \$360 a week or more) 9

Table 42. Approximate Income of Your Parents

Location	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Between \$3,000 and \$5,999	Raw	2	0	2	4
	%	22.22	0	15.38	12.50
Between \$6,000 and \$7,499	Raw	0	0	0	0
	%	0	0	0	0
Between \$7,500 and \$8,999	Raw	3	0	2	5
	%	33.33	0	15.38	15.63
Between \$9,000 and \$10,499	Raw	1	2	0	3
	%	11.11	20.00	0	9.38
Between \$10,500 and \$11,999	Raw	1	1	0	2
	%	11.11	10.00	0	6.25
Between \$12,000 and \$13,499	Raw	0	0	1	1
	%	0	0	7.69	3.13
Between \$13,500 and \$14,999	Raw	0	0	4	4
	%	0	0	30.77	12.50
Between \$15,000 and \$18,000	Raw	0	2	3	5
	%	0	20.00	23.08	15.63
Over \$18,000 a year	Raw	0	1	1	2
	%	0	10.00	7.69	6.25
Have no idea	Raw	0	3	0	3
	%	0	30.00	0	9.38
No Response	Raw	2	1	0	3
	%	22.22	10.00	0	9.38
Total	Raw	9	10	13	32
	%	100	100	100	100

The approximate income of the cohort groups' parents was: between \$3,000 and \$5,000 a year (HS Only, 22.22 percent; College Graduates, 15.38 percent), between \$7,500 and \$8,999 a year (HS Only, 33.33 percent; College Graduates, 15.38 percent), between \$9,000 and \$10,499 a year (HS Only, 11.11 percent; HS +, 20 percent), between \$10,000 and \$11,999 a year (HS Only, 11.11 percent; HS +, 10 percent), between \$12,000 and \$13,499 a year (College Graduates, 7.69 percent), between \$13,500 and \$14,999 a year (College Graduates, 30.77 percent), between \$15,000 and \$18,000 a year (HS +, 20 percent; College Graduates, 23.08 percent), over \$18,000 a year (HS +, 10 percent; College Graduates, 7.69 percent), I have no idea (HS Only, 22.22 percent; HS +, 10 percent).

50. Which best describes the type of location in which you now live?

(Circle one)

- A rural or farming community 1
- A small city or town of fewer than 25,000 people that is not a suburb of a larger place 2
- A medium-sized city (50,000 - 100,000 people) 3
- A town that is a suburb of a medium-sized city 4
- A large city (100,000 - 500,000 people) 5
- A suburb of a large city 6
- Metropolitan area (over 500,000 people) 7
- A suburb of a very large city 8

Table 43. Type of Location Where You Currently Live

Location	Reply	HS Only	HS + Coll	Coll Grad	Overall Total
Rural or farming community	Raw	3	2	2	7
	%	33.33	20.00	15.38	21.88
Small city, fewer than 25,000	Raw	3	2	2	7
	%	33.33	20.00	15.38	21.88
Medium-sized city	Raw	1	2	2	5
	%	11.11	20.00	15.38	15.63
Suburb of medium-sized city	Raw	0	1	0	1
	%	0	10.00	0	3.13
Large city	Raw	0	0	2	2
	%	0	0	15.38	6.25
Suburb of large city	Raw	0	2	1	3
	%	0	20.00	7.69	9.38
Metropolitan area	Raw	0	0	0	0
	%	0	0	0	0
Suburb of very large city	Raw	1	1	4	6
	%	11.11	10.00	30.77	18.75
No response	Raw	1	0	0	1
	%	11.11	0	0	3.13
Total	Raw	9	10	13	32
	%	100	100	100	100

Members of the cohort groups presently reside in: rural or farming communities (HS Only, 33.33 percent; HS +, 20 percent; College Graduates, 15.38 percent), small cities or towns of fewer than 25,000 people not a suburb of a larger place (HS Only, 33.33 percent; HS +, 20 percent; College Graduates, 15.38 percent), medium-sized cities of 50,000 - 100,000 people (HS Only, 11.11 percent; HS +, 20 percent; College Graduates, 15.38 percent), suburbs of medium-sized cities (HS +, 10 percent), large cities of 100,000 to 500,000 people (College Graduates, 15.38 percent), suburbs of large cities (HS +, 20 percent; College Graduates, 7.69 percent), suburbs of very large cities (HS Only, 11.11 percent; HS +, 10 percent; College Graduates, 30.77 percent); 11.11 percent of the HS Only cohort did not respond.

Please add any additional information that you feel is important regarding your completion of high school and attendance or non-attendance of college not included in this questionnaire.

CHAPTER V

SUMMARY

One hundred and ten surveys were mailed. A follow-up postcard of reminder was sent three weeks later. From the 110 surveys mail out, 36 were returned that were considered for use, 24 were returned with no forwarding address known, and there were 50 non-replies. Of the 36 replies returned, two were omitted due to the respondents' not completing all parts of the survey, one was omitted due to the respondent expressing a desire not to participate, and one was omitted due to reception after data completion. The return ratio was 42.9 percent.

Courses of Study

The course of study pursued by the HS Only cohort was 77.78 percent general, 11.11 percent business, and 11.11 percent distributive education. The HS + cohort showed 40 percent general, 40 percent academic, 10 percent business, and 10 percent home economics. College Graduates were enrolled in 30 percent general and 69.23 percent academic courses.

Parents were cited as having a very important influence on all three groups' courses of study, showing 44.44 percent for the HS Only group, 20 percent for the HS + group, and 23.08 percent for the College Graduates. Next most often mentioned as being very influential were relatives other than parents: 33.33 percent for the HS Only group, 10 percent for the HS + group, and 7.69 percent for the College Graduates. Receiving other mention were teachers other than guidance counselors: HS +, 20 percent and College Graduates, 7.69 percent.

Grades

The grades of the cohorts show that HS Only and College Graduates had better averages in all areas except the “B and C” area, where the HS + cohort posted 60 percent. The better showing of the HS Only group’s grade average versus that of the HS + group may be attributable to the majority of the group being female, as females tend to spend more time on homework.

Work in Paid Jobs

Over three-fourths of the class of 1961 worked during their senior years. The HS Only cohort showed 55.55 percent working 16 to over 30 hours per week. Thirty percent of the HS + cohort worked 16 to 25 hours per week, and 38.46 percent of the College Graduates worked 16 to 30 hours per week. Just 15.63 percent of the overall total who worked felt that their jobs led to work that they would like to do in the future.

Factors Interfering with Education

The cohorts were asked to indicate whether each of ten listed factors had interfered with their high school education. Overall, the cohorts blamed their own “poor study habits” more often than any other factor by 37.50 percent. The complete list showing the overall total percentages of factors that interfered “somewhat” or “a great deal” follows.

Teachers did not help me enough	25.00
My job took too much time	15.63
Transportation to school was difficult	9.39
Parents not interested in my education	15.63

Did not feel part of the school	12.50
Poor teaching	25.00
Money problems, support of family	12.50
Poor study habits	37.50
Family obligations, not money problems	6.25
Support of family (other than parents)	6.25
Other	0.00

Values and Self-Concept

In response to a question dealing with life values, from the 11 items presented, the following were rated overall as “very important” by the cohort groups: having strong friendships, 75 percent; being successful in a line of work, 40.63 percent; finding the right person to marry, 40.63 percent; finishing high school, 87.5 percent; living close to parents and relatives, 34.38 percent; being able to find steady work, 46.88 percent; being a leader in my community, 15.63 percent; giving my children better than I had, 46.88 percent; moving from town of high school graduation, 18.75 percent; graduating from college, 34.38 percent; and working to right social inequalities, 12.5 percent.

Regarding the selection of a job or career, the overall factors indicated most often as “very important” were “opportunity for moderate but steady progress” (43.75 percent) and “a position looked up to by others” (34.38 percent). Many cohorts also felt it was “very important” to have “opportunities to be original and creative” (31.25 percent), “a chance to work with people” (28.18 percent), and “opportunities to be helpful or useful to society” (28.18 percent). The more practical aspects of a job or career marked less frequently as being “very important” were as follows: “Living and working in the world of ideas” (25 percent), “the chance to be

a leader” (18.75 percent), “making a lot of money” (15.63 percent), “freedom from supervision in my work” (9.38 percent), and “avoiding high-pressure jobs that demand too much” (6.25 percent). Although the rank order of these career-choice factors was essentially the same for the other cohorts, College Graduates placed considerably more emphasis on “having a position that is looked up to by others” and gave little or no emphasis to the factors involving making a lot of money, freedom from supervision, and avoiding high-pressure jobs that demand too much.

Only 6.25 percent of the overall total agreed with the statement “good luck is more important than hard work for success.” The cohorts felt at a rate of 46.88 percent that they had the ability to complete college, 18.75 percent were not sure, and 6.25 percent felt they did not have the ability.

Cohorts Perceptions of High School

General School Characteristics

The cohorts were asked to rate their school on a four-point scale (poor, fair, good, excellent) or to indicate other (be specific) with regard to each of the ten characteristics. Of those who rated the school, over half marked “good” or “excellent” on six of the ten items. The characteristic that received the lowest rating by far was “job placement of graduates.” Only 37.51 percent of those expressing an opinion rated their school as “good” or “excellent” in this regard. The ranked list of characteristics follows.

Condition of buildings and classrooms	75.00
Equipment used in vocational courses	62.50
Extracurricular facilities	56.25

Teacher interest in students	53.13
Quality of academic instruction	43.75
Quality of vocational instruction	43.75
Library facilities	34.38
Student guidance and counseling	28.13
Reputation in the community	12.50
Job placement of graduates	0
Other	0

School Practices

The cohort tended to be less content with school practices in specific areas than they were in the more general school characteristics. Of the 10 items presented, the greatest number of cohort members (84.38 percent) expressed dissatisfaction with the information received about college. It should be noted that there was an option of “disagreeing.” This percentage ranged from 12.50 percent to 75 percent over the items. The complete list follows.

School should have provided college campus visits, films about college life and expenses beginning in junior high school	84.38
School should have provided more help for students who were having trouble with subjects like math and reading	78.13
School should have placed more emphasis on vocational and technical programs	78.13
School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	75.00
School did not offer enough practical work experience	62.50
School should have provided more help to students in finding jobs when they left school	62.50

School did give me new ideas about the type of work I wanted to do	40.63
School did provide counseling that helped me continue my education	37.50
School did provide me with counseling that helped me get a better idea of myself and my relations with other people	34.38
School did provide me with counseling that helped me find employment	18.76
Other	0

Cohort Members' Plans for After High School

Nature of Their Plans

As shown in the following list, 56.25 percent of the cohort members stated that had there been no obstacles, they would have gone to college the year after they graduated from high school. The second more frequently cited item was working full time. The remainder indicated “being a full-time homemaker” (3.13 percent) and “attending a vo-tech or business school.”

Working full time	15.63
Entering an apprenticeship or on-the-job training program	0
Going into regular military service or to a service academy	0
Being a full-time homemaker	3.13
Attending a vocational, technical, trade, or business school	12.50
Taking academic courses at a junior or community college	0
Taking technical or vocational subjects at a junior or community college	0
Attending a four-year college or university	56.25
Working part-time	0
Other	0

Persons Who Influenced Their Plans

The overwhelming majority of the cohort members thought they themselves had “a great deal of influence on their post-high school plans.” Of the other nine categories of persons listed in this question, parents and friends of the student’s own age were most frequently named. In rank order, the complete list follows.

Yourself	96.88
Your parents	90.63
Friends your own age	75.01
A relative other than your parents	53.13
A teacher other than a guidance counselor	46.87
A guidance counselor	25.00
An adult not mentioned above	21.87
Clergyman (minister, priest, rabbi, etc.)	6.25
The principal or assistant principal	3.13
State employment service officer	3.13

Timing of Their Decisions

The decision about college attendance was made by 50 percent of the cohort members before high school; “During the freshman year” was indicated by 3.13 percent. Other decision points were 6.25 percent in the sophomore year, 18.75 percent during the senior year, and 21.88 percent after high school.

Sources of Financial Aid for Further Study

Seventy-five percent of the cohort members cited their parents as paying for their education without other financial aid. Almost equal amounts cited summer earnings and earnings while taking courses (43.37 percent and 39.13 percent,

respectively). Other sources for further study beyond high school were: husband or wife (8.7 percent), other relatives (not parents) (4.35 percent), college work-study programs (13.05 percent), federal guaranteed student loan programs and private scholarships or grants (13.05 percent), and Social Security benefits for students (for children of retired, disabled, or deceased parents) (4.35 percent).

Seniors Planning to go to College

The following information is based on the responses of the cohort members who went to college full time, part time, or took college-level correspondence courses.

Reasons for College Choice

The “availability of specific courses or curricula” and “friends’ plans to attend the same college” were cited by the majority of the college-going cohorts as being “very important” in the choice of college. The “reputation of the college in academic areas” and “advice of their parents” was also cited. The complete list of the 10 ranked college-choice considerations in the survey item follows.

Availability of specific courses or curricula	39.13
Friends plans to attend the same college	34.78
Reputation of the college in academic areas	30.43
Advice of parents	21.74
Able to live at home and attend college	17.39
Availability of financial aid such as school loan, scholarship, or grant	13.05
Reputation of the college in athletic programs	4.35
College admission standards	4.35
Parents attended the college	4.35
Advice of a counselor or teacher	4.35

Sources of Financial Support

Of the cohort members attending college, 43.37 percent expected to utilize savings or summer earnings to pay some of the cost of their college educations. Parental support was cited by 78.21 percent. While attending school and taking courses, 39.14 percent expected to work. The college work-study program (13.05 percent), private scholarships or grants (13.05 percent), husband or wife (8.7 percent), and other relatives (not parents) (4.35 percent) were expected sources. The remainder planning to go to college the year after high school expected to use each of the following: federal guaranteed student loan programs (8.7 percent) and Social Security benefits for students (4.35 percent).

Seniors Planning or to Work Full Time

At a ratio of 22.28 percent, the HS Only cohort planned to continue their education while working full time after high school graduation, but never enrolled. Those who did not plan to continue their education were asked to indicate their reasons. Almost one-fourth cited each of the following: “my future plans did not require further schooling” (55.56 percent), “feeling lucky to graduate” (33.33 percent), “having rich parents is a prerequisite” (44.44 percent), “got married and had a family” (88.89 percent). Other reasons indicated less frequently were: “plans to attend later” (22.22 percent), “no school with commuting distance” (11.11 percent), “discouraged from attending by parents” (11.11 percent), “thought you had to be real smart to go to college” (33.33 percent), “waiting to enter the armed services” (11.11 percent), “school was not for me” (11.11 percent), and “fear of

flunking out” (22.22 percent). Of those planning to work full time, only 22.22 percent had a definite job to enter after graduation.

CHAPTER IV

RECOMMENDATIONS AND CONCLUSION

Recommendations

This study serves as an attempt to employ a retrospective method of research. What follows are descriptions that are seemingly appropriate with regard to expanding research on college attendance.

In an effort to understand college-going patterns, it would prove useful to study the same issues in other communities. It would be interesting to conduct the same type of study in a large metropolitan area to see if the same factors identified in this study promoted or obstructed college attendance. It could also prove useful in determining whether educational programs used in helping students from low SES backgrounds in one school would also work in other schools.

The findings of this research could be used to develop a survey that would indicate the influence of various factors beyond socioeconomic measures in shaping an individual's aspirations for college attendance. The focus of the survey could be on elements developed from the current study. These include: individual perceptions of goals, local school qualities, perceptions of rural isolation, perceptions of the importance of family structures, and perception of a future in a rural community.

Conclusion

In this dissertation, I have argued that college-going decisions of high school graduates are perspective and environmental, that the decision of an individual to attend college is not governed by economic or sociological restraints. The decision to attend or not attend college represents the actions and attitudes among family, school,

society, the economy, and the community. Prior research has underestimated the effect that communities and schools have on college attendance.

The study reveals that college-going decisions are environmentally based and that environmental discovery methods should be utilized if college attendance is to increase from lower SES cohort groups. It is hoped that the retrospective method of study will aid future research efforts concerning college attendance. Utilization of the retrospective method is a more compassionate and individualized investigation of college-going behavior than the traditional statistical analyses.

The study revealed that college attendance can be promoted by better curriculum offerings, better parental and teacher guidance in choice of programs, early perception aid to students and parents about college attendance, and expectations of college attendance.

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APPENDIX A
NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL
CLASS OF 1972 STUDENT QUESTIONNAIRE

A
SECTION Your high school experiences . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

1. When do you expect to graduate from high school?

(Circle one.)

- I will leave high school before I graduate 1
- Now through June 1972 2
- July or August 1972 3
- September 1972 through January 1973 4
- February through June 1973 5
- After June 1973 6

2. Which of the following best describes your present high school program?

(Circle one.)

- General 1
- Academic or college preparatory 2
- Vocational or technical:
 - Agricultural occupations 3
 - Business or office occupations 4
 - Distributive education 5
 - Health occupations 6
 - Home economics occupations 7
 - Trade or industrial occupations 8

3. How important was each of the following in influencing your choice of your present high school program?

(Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.)	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3
I had no choice; it was the only program available at my school	1	2	3
I had no choice; I was assigned to it	1	2	3

4. How often has each of the following been used in the courses you are taking this year?

(Circle one number on each line.)

	Never	Seldom	Fairly often	Frequently
Listening to the teacher's lecture	1	2	3	4
Participating in student-centered discussions	1	2	3	4
Working on a project or in a laboratory	1	2	3	4
Writing essays, themes, poetry, or stories	1	2	3	4
Going on field trips	1	2	3	4
Having individualized instruction (small groups or one-to-one with a teacher)	1	2	3	4
Using teaching machines or computer-assisted instruction	1	2	3	4
Watching television lectures	1	2	3	4

5. Which of the following best describes your grades so far in high school?

(Circle one.)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8

6. Have you ever heard of or participated in any of the following high school educational programs?

(Circle one number on each line.)

	Never heard of this program	Have heard of this program but have not participated	Have participated in this program
Cooperative Vocational Education Program (Co-op Program).....	1	2	3
High School Vocational Education Work-Study Program.....	1	2	3
Neighborhood Youth Corps.....	1	2	3
Talent Search.....	1	2	3
Upward Bound.....	1	2	3

7. Approximately what is the average amount of time you spend on homework a week?

(Circle one.)

- No homework is ever assigned..... 1
- I have homework but don't do it..... 2
- Less than 5 hours a week..... 3
- Between 5 and 10 hours a week..... 4
- More than 10 hours a week..... 5

**8. On the average over the school year, how many hours per week do you work in a paid or unpaid job?
(Exclude vacations.)**

(Circle one.)

- None..... 0
- Less than 6 hours..... 1
- 6 to 10 hours..... 2
- 11 to 15 hours..... 3
- 16 to 20 hours..... 4
- 21 to 25 hours..... 5
- 26 to 30 hours..... 6
- More than 30 hours..... 7

9. Do any of the following statements describe your work?

(Circle one number on each line.)

	Yes	No	I do not work
My job is related to my studies.....	1	2	3
My job leads to work I'd like to do in the future.....	1	2	3
I work mostly on the weekends.....	1	2	3
I work mostly during the week.....	1	2	3

10. Have you participated in any of the following types of activities, either in or out of school this year?

(Circle one number on each line.)

	Have not participated	Have participated actively	Have participated as a leader or officer
Athletic teams, intramurals, letterman's club, sports club.....	1	2	3
Cheerleaders, pep club, majorettes.....	1	2	3
Debating, drama, band, chorus.....	1	2	3
Hobby clubs such as photography, model building, hot rod, electronics, crafts.....	1	2	3
Honorary clubs such as Beta Club or National Honor Society.....	1	2	3
School newspaper, magazine, yearbook, annual.....	1	2	3
School subject matter clubs such as science, history, language, business, art.....	1	2	3
Student council, student government, political club.....	1	2	3
Vocational education clubs such as Future Homemakers, Teachers, Farmers of America, DECA, OEA, FBLA, or VICA.....	1	2	3

11. Do you feel that you can usually get to see a guidance counselor when you want to or need to?

(Circle one.)

- Yes..... 1
- No, but my school does have a guidance counselor..... 2
- No, my school does not have a guidance counselor..... 3
- I have never needed to see a guidance counselor..... 4

12. Does your guidance counselor usually have the information you feel you need?

(Circle one.)

- Yes..... 1
- No, but my school does have a guidance counselor..... 2
- No, my school does not have a guidance counselor..... 3
- I have never needed to see a guidance counselor..... 4

13. How often have you discussed your plans for after high school with the following people?

(Circle one number on each line.)

	Never	Seldom	Often
Your parents.....	1	2	3
A relative other than your parents.....	1	2	3
A guidance counselor.....	1	2	3
A teacher other than a guidance counselor.....	1	2	3
The principal or assistant principal.....	1	2	3
Clergyman (minister, priest, rabbi, etc.).....	1	2	3
State employment service officer.....	1	2	3
An adult not mentioned above.....	1	2	3
Friends your own age.....	1	2	3

14. How much has each of the following persons influenced your plans for after high school?

(Circle one number on each line.)

	Not at all	Somewhat	A great deal
Your parents	1	2	3
A relative other than your parents.....	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor.....	1	2	3
The principal or assistant principal	1	2	3
Clergyman (minister, priest, rabbi, etc.).....	1	2	3
State employment service officer	1	2	3
An adult not mentioned above.....	1	2	3
Friends your own age.....	1	2	3
Yourself.....	1	2	3

15. Have your teachers or counselors ever tried to influence your plans for after high school?

(Circle one number on each line.)

	Discouraged me	Didn't try to influence me	Encouraged me
To go to college.....	1	2	3
To go to vocational, technical, business, or trade school.....	1	2	3
To enter an apprenticeship or on-the-job training program.....	1	2	3
To enter the military service.....	1	2	3
To get a job immediately after high school	1	2	3

16. What do most of your close friends plan to do next year?

(Circle one.)

Enter the military service	1
Go to vocational, technical, business, or trade schools.....	2
Become full-time homemakers.....	3
Go to college.....	4
Enter apprenticeships or on-the-job training programs.....	5
Go to work full-time.....	6
I don't know.....	7
Other.....	8

B

SECTION Your attitudes and opinions . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

17. How much has each of the following interfered with your education at this school?

(Circle one number on each line.)

Not at all Somewhat A great deal

Courses are too hard	1	2	3
Teachers don't help me enough	1	2	3
School doesn't offer the courses I want to take	1	2	3
My job takes too much time	1	2	3
Transportation to school is difficult	1	2	3
Parents aren't interested in my education	1	2	3
Don't feel part of the school	1	2	3
Find it hard to adjust to school routine	1	2	3
Poor teaching	1	2	3
Worry over money problems (repayment of loan, support of dependents, family income, etc.)	1	2	3
My own ill health	1	2	3
Poor study habits	1	2	3
Family obligations (other than money problems)	1	2	3
Lack of a good place to study at home	1	2	3

18. Please rate your school on each of the following aspects.

(Circle one number on each line.)

Poor Fair Good Excellent Don't know

Condition of buildings and classrooms	1	2	3	4	5
Equipment used in vocational courses	1	2	3	4	5
Extracurricular facilities	1	2	3	4	5
Job placement of graduates	1	2	3	4	5
Library facilities	1	2	3	4	5
Quality of academic instruction	1	2	3	4	5
Quality of vocational instruction	1	2	3	4	5
Reputation in the community	1	2	3	4	5
Student guidance and counseling	1	2	3	4	5
Teacher interest in students	1	2	3	4	5

19. How much do you agree with each of the following statements about your high school?

(Circle one number on each line.)

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Does not apply
School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4	5
School should have provided more help for students who were having trouble with subjects like math and reading	1	2	3	4	5
Most required courses here are a waste of time	1	2	3	4	5
School should have placed more emphasis on vocational and technical programs	1	2	3	4	5
School did not offer enough practical work experience	1	2	3	4	5
School provided me with counseling that will help me continue my education	1	2	3	4	5
School gave me new ideas about the type of work I wanted to do	1	2	3	4	5
School provided me with counseling that helped me get a better idea of myself and my relations with other people	1	2	3	4	5
School provided me with counseling that will help me find employment	1	2	3	4	5
School should help students find jobs when they leave school	1	2	3	4	5
School should have used more television lectures	1	2	3	4	5
School should have used teaching machines or computer-assisted instruction more extensively	1	2	3	4	5

20. How important is each of the following to you in your life?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Being successful in my line of work	1	2	3
Finding the right person to marry and having a happy family life	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Being able to give my children better opportunities than I've had	1	2	3
Living close to parents and relatives	1	2	3
Getting away from this area of the country	1	2	3
Working to correct social and economic inequalities	1	2	3

21. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree strongly	Agree	Disagree	Disagree strongly	No opinion
I take a positive attitude toward myself.....	1	2	3	4	5
Good luck is more important than hard work for success.....	1	2	3	4	5
I feel I am a person of worth, on an equal plane with others.....	1	2	3	4	5
I am able to do things as well as most other people.....	1	2	3	4	5
Every time I try to get ahead, something or somebody stops me.....	1	2	3	4	5
Planning only makes a person unhappy since plans hardly ever work out anyway.....	1	2	3	4	5
People who accept their condition in life are happier than those who try to change things.....	1	2	3	4	5
On the whole, I'm satisfied with myself.....	1	2	3	4	5

22. Do you plan to use funds available from any of the following programs for further study beyond high school?

(Circle one number on each line.)

	No, I do not plan to use it	Yes, I plan to use it	I do not know enough about the program to answer the question
College or university scholarship or loan (athletic or academic).....	1	2	3
State or local scholarship or loan program.....	1	2	3
Scholarship from a private organization or company.....	1	2	3
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension).....	1	2	3
ROTC Scholarship Programs.....	1	2	3
College Work-Study Program.....	1	2	3
Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents).....	1	2	3
National Defense Student Loan Program.....	1	2	3
Federal Guaranteed Student Loan Program.....	1	2	3
Educational Opportunity Grant Program.....	1	2	3
Health Professions Student Loan Program.....	1	2	3
Health Professions Scholarship Program.....	1	2	3
Nursing Student Loan Program.....	1	2	3
Nursing Scholarship Program.....	1	2	3
General Scholarship Program.....	1	2	3
Law Enforcement Education Program.....	1	2	3
Veterans Administration War Orphans Educational Assistance Program.....	1	2	3
Regular bank loan.....	1	2	3

23. Here are some reasons others have given for not planning to get financial aid for study from sources outside the family. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Does apply to me
I do not plan to get more schooling	1	2
My parents or I will be able to pay for more education without getting any outside financial aid	1	2
I do not want to go into debt	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my family's income	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my high school grades	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my test scores	1	2
Students from my racial or ethnic group have too much difficulty getting financial aid	1	2
Some other reason	1	2

24. How important is each of the following to you in selecting a job or career?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Making a lot of money	1	2	3
Opportunities to be original and creative	1	2	3
Opportunities to be helpful to others or useful to society	1	2	3
Avoiding a high-pressure job that takes too much out of you	1	2	3
Living and working in the world of ideas	1	2	3
Freedom from supervision in my work	1	2	3
Opportunities for moderate but steady progress rather than the chance of extreme success or failure	1	2	3
The chance to be a leader	1	2	3
Opportunities to work with people rather than things	1	2	3
Having a position that is looked up to by others	1	2	3

C

SECTION Plans for the future . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

25. In the column under YOU, circle the one number that goes with the best description of the kind of work you would like to do. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column.)

	You	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent.....	.01	.01	.01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter.....	.02	.02	.02
FARMER, FARM MANAGER.....	.03	.03	.03
HOMEMAKER OR HOUSEWIFE.....	.04	.04	.04
LABORER such as construction worker, car washer, sanitary worker, farm laborer.....	.05	.05	.05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.....	.06	.06	.06
MILITARY such as career officer, enlisted man or woman in the armed forces.....	.07	.07	.07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant.....	.08	.08	.08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress.....	.09	.09	.09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner.....	.10	.10	.10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman.....	.11	.11	.11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker.....	.12	.12	.12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter.....	.13	.13	.13
TECHNICAL such as draftsman, medical or dental technician, computer programmer.....	.14	.14	.14

26. How important was each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Previous work experience in the area.....	1	2	3
Relative or friend in the same line of work.....	1	2	3
Job openings available in the occupation.....	1	2	3
Work matches a hobby interest of mine.....	1	2	3
Good income to start or within a few years.....	1	2	3
Job security and permanence.....	1	2	3
Work that seems important and interesting to me.....	1	2	3
Freedom to make my own decisions.....	1	2	3
Opportunity for promotion and advancement in the long run.....	1	2	3
Meeting and working with sociable, friendly people.....	1	2	3

27. When did you first decide whether you would go to college or not?

(Circle one.)

I decided before the 10th grade.....	1
I decided in the 10th grade.....	2
I decided in the 11th grade.....	3
I decided this year.....	4
I'm still undecided.....	5

28. Whatever your plans, do you think you have the ability to complete college?

(Circle one.)

Yes, definitely.....	1
Yes, probably.....	2
Not sure.....	3
I doubt it.....	4
Definitely not.....	5

29. To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level you plan to attain.

(Circle one number in each column.)

	Would like to attain	Plan to attain
Less than high school graduation.....	1	1
Graduate from high school but not go beyond that.....	2	2
Graduate from high school and then go to a vocational, technical, business, or trade school.....	3	3
Go to a junior college.....	4	4
Go to a four-year college or university.....	5	5
Go to a graduate or professional school <i>after college</i>	6	6

30. What are your plans for military service?

(Circle one.)

- Doesn't apply to me 1
- I definitely plan to volunteer for service for a period of two or more years 2
- I would seriously consider volunteering for a period of two or more years 3
- I might consider volunteering 4
- I would not consider volunteering 5
- I have no plans at this time 6

31. What is the one thing that most likely will take the largest share of your time in the year after you leave high school?

(Circle only one number and then follow the directions beside that number.)

- | | (Circle one.) | Directions |
|--|---------------|---|
| Working full-time | 01 | → Go to question 32 and complete Section D. |
| Entering an apprenticeship or on-the-job training program | 02 | → Skip to page 15 and complete Section E. |
| Going into regular military service (or service academy) | 03 | → Skip to page 17 and complete Section F. |
| Being a full-time homemaker | 04 | → Skip to page 20 and complete Section G. |
| Taking vocational or technical courses at a trade or business school full-time or part time | 05 | → Skip to page 22 and complete Section H. |
| Taking <i>academic courses</i> at a junior or community college full-time or part-time | 06 | } → Skip to page 25 and complete Section I. |
| Taking <i>technical or vocational subjects</i> at a junior or community college full-time or part-time | 07 | |
| Attending a four-year college or university full-time or part-time | 08 | |
| Working part-time, but not attending school or college | 09 | → Skip to page 29 and complete Section J. |
| Other (travel, take a break, no plans) | 10 | → Skip to page 31 and complete Section K. |

D
SECTION

For those planning to work full-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

32. When do you plan to go to work full-time?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

33. Do you have a definite job lined up after you leave high school?

(Circle one.)

- Yes, I'll continue in a job I now have 1
- Yes, I have a new job lined up 2
- No, but I've inquired at employment agencies or potential employers, looked in the newspapers, etc. 3
- No, I haven't done anything yet to get a job 4

34. Would you be willing to move from this town or city in order to get a job you want?

(Circle one.)

- Yes, I would prefer to move away 1
- Yes, it makes no difference to me 2
- Yes, but I would prefer to find work in this community 3
- No, I am not willing to move 4

35. Is the work in the job you plan to get after high school the kind of work you think you will be doing for most of your life?

(Circle one.)

- Yes 1
- Yes, if I like the work 2
- Yes, if I succeed 3
- No, I expect to become a homemaker 4
- No, I expect to get further education so I can enter a different occupation 5
- No, I expect to go into military service 6
- No, I expect to change to a different type of work 7
- No, some other reason 8

36. Do you have definite plans to continue your schooling part-time while working full-time during the year after you leave high school?

(Circle only one number and then follow the directions beside that number.)

(Circle one.) Directions

No 1 → Answer question 37 below.

Yes, I plan to attend a vocational, technical, trade, or business school part-time 2

Yes, I plan to take a correspondence course leading to vocational certification 3

Yes, I plan to attend college or university part-time 4

Yes, I plan to take a correspondence course leading to a regular college degree 5

} Skip to page 22 and complete Section H.

} Skip to page 25 and complete Section I.

37. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied at one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Am waiting to enter armed service	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 and complete section K.

E
SECTION

For those planning to enter an apprenticeship or on-the-job training program during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

38. When do you plan to enter your apprenticeship or on-the-job training program?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

39. Is the work you will train for in the apprenticeship or training program the kind of work you plan to be doing for most of your life?

(Circle one.)

- Yes 1
- Yes, if I like the work 2
- Yes, if I succeed 3
- No, I expect to become a homemaker 4
- No, I expect to get further education so I can enter a different occupation 5
- No, I expect to enter military service 6
- No, I expect to change to a different type of work 7
- No, some other reason 8

40. How long do you think your apprenticeship or training will last?

(Circle one.)

- Less than six months 1
- Six months up to one year 2
- More than a year, up to two years 3
- More than two years, up to three years 4
- More than three years 5
- I don't know 6

41. Do you have definite plans to continue your schooling part-time while you are in your apprenticeship or training program in the year after you leave high school?

(Circle only one number and then follow the directions beside the number you have circled.)

(Circle one.) Directions

No 1. → Answer question 42 below.

Yes, I plan to attend a vocational, technical, trade, or business school part-time 2)
 Yes, I plan to take a correspondence course leading to vocational certification 3) → Skip to page 22 and complete Section H.

Yes, I plan to attend college or university part-time 4)
 Yes, I plan to take a correspondence course leading to a regular college degree 5) → Skip to page 25 and complete Section I.

42. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied at one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Am waiting to enter armed service	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 and complete section K.

F
SECTION

For those planning to enter military service during the year
after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

43. When do you plan to enter military service?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

44. Which service will you most likely enter (including Reserve or National Guard within appropriate service)?

(Circle one.)

- Army 1
- Air Force 2
- Navy 3
- Marine Corps 4
- Coast Guard 5
- I don't know 6

45. How do you plan to enter military service?

(Circle one.)

- I will enlist 1
- I will enter via the draft 2
- I will attend a service academy 3
- I don't know 4

46. How important was each of the following in helping you decide to enter the military service after leaving high school?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Wanted to enter military service	1	2	3
A low draft-lottery number	1	2	3
Wanted to earn money for my education or become eligible for education and other benefits under the GI Bill	1	2	3
Wanted to support myself	1	2	3
Wanted to support my family	1	2	3
Wanted to fulfill my draft obligation	1	2	3
Wanted to have a career in the military	1	2	3
Wanted to get vocational or job training in the service	1	2	3
Wanted to get a college education in the service	1	2	3
Wanted to travel, see the world, or get away from home	1	2	3
Did not qualify for the civilian schooling I wanted	1	2	3
Could not afford the civilian schooling I wanted	1	2	3
Did not have a civilian school within commuting distance of my home	1	2	3
Did not get the civilian job I wanted	1	2	3
Parents or counselors advised me to enter military service	1	2	3
Recent pay increases for military recruits	1	2	3
Could earn more money in military service than in civilian life	1	2	3

47. How long do you expect to be on full-time active duty in the military service?

(Circle one.)

For initial training for the National Guard or Reserve only	1
For one two-year tour of duty only	2
For one three- or four-year tour of duty	3
For more than one tour of duty, but less than a full career term	4
For a full career term (20 years minimum)	5
I don't know	6

48. What do you plan to do when you get out of military service?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Retire.....	1	2
Find part-time work.....	1	2
Find full-time work.....	1	2
Go to college either full- or part-time.....	1	2
Attend a vocational, technical, business, or trade school either full- or part-time.....	1	2
Enter an apprenticeship or on-the-job training program.....	1	2
Be married.....	1	2
Other.....	1	2
I don't know.....	1	2

49. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family.....	1	2
Need to earn money before I can pay for further schooling.....	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.....	1	2
Poor high school grades or poor scores on college admission tests.....	1	2
Lack of high school credits required for college entrance.....	1	2
Applied at one or more schools, but was not accepted.....	1	2
Lack of a school within commuting distance of my home.....	1	2
Discouraged from continuing by teachers or counselor.....	1	2
Discouraged from continuing by parents.....	1	2
Am waiting to enter armed service.....	1	2
My future plans do not require more schooling.....	1	2
Want to take a break, may attend school later.....	1	2
Plan to be married.....	1	2
School is not for me; I don't like it.....	1	2
Other.....	1	2

Now skip to page 31 and complete section K.

G
SECTION

For those planning to be full-time homemakers during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

50. When do you plan to become a full-time homemaker?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

51. For how long do you plan to remain a full-time homemaker?

(Circle one.)

- Permanently 1
- Until my children are fully grown 2
- Until my children are in school 3
- Only for a few years 4
- I don't know 5

52. Do you ever plan to do any of the following?

(Circle one number on each line.)

- | | No | Yes | I don't know |
|---|-------------|-------------|--------------|
| Work part-time | 1 | 2 | 3 |
| Work full-time | 1 | 2 | 3 |
| Attend a vocational, technical, business, or trade school part-time | 1 | 2 | 3 |
| Attend a vocational, technical, business, or trade school full-time | 1 | 2 | 3 |
| Attend college part-time | 1 | 2 | 3 |
| Attend college full-time | 1 | 2 | 3 |

53. Do you have definite plans to continue your schooling part-time during the year after you leave high school?

(Circle only one number and then follow the directions beside that number.)

- | | (Circle one.) | Directions |
|--|---------------|---|
| No | 1 | → Answer question 54 below. |
| Yes, I plan to attend a vocational, technical, trade, or business school part-time | 2 | } Turn page and complete Section H. |
| Yes, I plan to take a correspondence course leading to vocational certification | 3 | |
| Yes, I plan to attend college or university part-time | 4 | } Skip to page 25 and complete Section I. |
| Yes, I plan to take a correspondence course leading to a regular college degree | 5 | |

54. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family	1	2
Need to earn money before I can pay for further schooling	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied at one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
My future plans do not require more schooling	1	2
Want to take a break, may attend school later	1	2
Plan to be married	1	2
School is not for me; I don't like it	1	2
Other	1	2

Now skip to page 31 and complete section K.

H
SECTION

For those planning to take vocational or technical courses at a trade or business school full- or part-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

55. When do you plan to start classes or begin taking courses in a vocational, technical, trade, or business school?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

56. How will you enroll in the course of study you plan on taking?

(Circle one.)

- Regular classes full-time 1
- Regular classes part-time 2
- By correspondence only 3
- I don't know 4

57. How long will it take you to complete the course of study you plan on?

(Circle one.)

- Less than six months 1
- Six months to one year 2
- More than a year, up to two years 3
- More than two years 4
- I don't know 5

58. Do you plan to work at the same time you are taking the courses?

(Circle one.)

- No 1
- Yes, 1 to 5 hours a week 2
- Yes, 6 to 10 hours a week 3
- Yes, 11 to 15 hours a week 4
- Yes, 16 to 20 hours a week 5
- Yes, more than 20 hours a week 6
- Yes, but I don't know how many hours a week 7
- I don't know 8

59. Have you selected a particular school to attend after you leave high school?

(Circle one.)

No 1
 Yes 2

60. Do you plan to transfer to a four-year college or university once you finish your vocational training?

(Circle one.)

Definitely 1
 Maybe 2
 Probably not 3
 Definitely not 4

**61. How much do you think your vocational training will cost you in the first year after you leave high school?
 Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.**

(Circle one.)

Less than \$500 1
 \$500-\$749 2
 \$750-\$999 3
 \$1,000-\$1,499 4
 \$1,500-\$1,999 5
 \$2,000-\$2,499 6
 \$2,500-\$2,999 7
 \$3,000 or more 8
 I don't know 9

62. From which of the following sources do you expect to get money to pay for your vocational training?

(Circle one number on each line.)

	Do not expect to	Expect to
Parents	1	2
Savings or summer earnings	1	2
Earnings while taking the course	1	2
Husband or wife	1	2
Other relatives (not parents)	1	2
College Work-Study Program	1	2
National Defense Student Loan Program	1	2
Federal Guaranteed Student Loan Program	1	2
Other loan	1	2
Private scholarship or grant	1	2
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2
Social Security Benefits for Students Age 18-22 (for children of retired, disabled, or deceased parents)	1	2
Other sources	1	2

63. Do you have definite plans to work part-time during the year after you leave high school?

(Circle only one number and then follow the directions besides that number.)

(Circle one.) Directions

No.....1.....→ Answer question 64.

Yes.....2.....→ Skip to page 29 and complete Section J.

64. Here are some reasons others have given for not going on to a four-year college or university during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family.....	1	2
Need to earn money before I can pay for further schooling.....	1	2
Cannot afford a four-year college or university education.....	1	2
Failure to find out in time about four-year college or university admission requirements, cost of attending, availability of a college in area, etc.....	1	2
Poor high school grades or poor scores on college admission tests.....	1	2
Lack of high school credits required for four-year college or university entrance.....	1	2
Applied at one or more four-year colleges or universities, but was not accepted.....	1	2
Lack of a four-year college or university within commuting distance of my home.....	1	2
Discouraged from attending a four-year college or university by teachers or counselor.....	1	2
Discouraged from attending a four-year college or university by parents.....	1	2
Am waiting to enter armed service.....	1	2
My future plans do not require a four-year college or university education.....	1	2
Plan to be married.....	1	2
School is not for me; I don't like it.....	1	2
Other.....	1	2

Now skip to page 31 and complete section K.

SECTION

For those planning to go to a four-year college or university, junior or community college, or take college-level correspondence courses during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

65. When do you expect to begin college?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

66. Have you applied for admission to any college or university?

(Circle one.)

- Yes, to one college 1
- Yes, to two or three colleges 2
- Yes, to four or more colleges 3
- No, the college I'm planning to attend does not require advance application for admission 4
- No, I plan to apply soon 5

67. Have you been accepted by any college or university?

(Circle one.)

- Yes 1
- No, I have applied but have not been accepted 2
- No, I have not applied to any college 3

68. How important are each of the following in choosing the college you plan to attend?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
College expenses (tuition, books, room, and board)	1	2	3
Availability of financial aid such as a school loan, scholarship, or grant	1	2	3
Availability of specific courses or curriculums	1	2	3
Reputation of the college in academic areas	1	2	3
Reputation of the college in athletic programs	1	2	3
Friends' plans to attend the college	1	2	3
College admission standards	1	2	3
Parents attended the college	1	2	3
Advice of a counselor or teacher	1	2	3
Advice of your parents	1	2	3
Able to live at home and attend the college	1	2	3
Able to return home frequently because of nearness of the college	1	2	3
Availability of an ROTC or other officer training program	1	2	3

69. This question asks for your present choices among certain fields of study in college. Circle one number in the first column to indicate your first choice and one in the second column to indicate your second choice. If the exact field of study is not listed, pick the most similar one.

(Be sure to circle only one number in each column from the entire list of fields.)

	(Circle one.)	(Circle one.)
	First choice	Second choice
Agriculture (for example, agricultural economics, agronomy, forestry, and soils).....	.01	.01
Architecture .....	.02	.02
Art (for example, art appreciation, design, drawing, and sculpting).....	.03	.03
Biological sciences (for example, botany, ecology, predentistry, premedicine, and zoology).....	.04	.04
Black studies, Mexican-American studies, or other ethnic studies.....	.05	.05
Business (for example, accounting, business administration, industrial management, marketing, and finance).....	.06	.06
Computer and information sciences (for example, programming and systems analysis).....	.07	.07
Education (for example, business education, elementary education, and physical education).....	.08	.08
Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering).....	.09	.09
English (for example, creative writing, linguistics, literature, and speech and drama).....	.10	.10
Foreign languages (for example, French, German, Italian, Latin, and Spanish).....	.11	.11
Health-related careers (for example, nursing, medical technology, and x-ray technology).....	.12	.12
Home economics (for example, dietetics, family and child development, nutrition, and textiles and clothing).....	.13	.13
Interdisciplinary studies.....	.14	.14
Journalism (for example, communications and radio and television).....	.15	.15
Mathematics (for example, calculus and statistics).....	.16	.16
Music (for example, music appreciation and composition).....	.17	.17
Philosophy or religion (for example, ethics, logic, and theology).....	.18	.18
Physical science (for example, astronomy, biochemistry, chemistry, geology, and physics).....	.19	.19
Social sciences (for example, anthropology, economics, government, history, political science, prelaw, psychology, social work, sociology, and urban affairs).....	.20	.20
Vocational or technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, and television repair).....	.21	.21

70. Which of the following best describes the college at which you plan to study?

(Circle one.)

- A two-year college (junior college, technical institute, vocational school, or community college)..... 1
- A four-year college or university..... 2
- Have not decided yet..... 3

71. How will you enroll in the course of study you plan on taking?

(Circle one.)

- Regular classes full-time..... 1
- Regular classes part-time..... 2
- By correspondence only..... 3
- I don't know..... 4

72. Do you plan to transfer to a four-year college or university after junior or two-year college?

(Circle one.)

- No, I plan to attend or take courses at a four-year college after high school..... 1
- Yes, I definitely plan to transfer..... 2
- I have tentative plans to transfer..... 3
- I am undecided about transferring..... 4
- I probably won't transfer..... 5
- I definitely won't transfer..... 6

73. How much do you think it will cost you to attend college or take courses during the first year after you leave high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.

(Circle one.)

- Less than \$500..... 01
- \$500-\$749..... 02
- \$750-\$999..... 03
- \$1,000-\$1,499..... 04
- \$1,500-\$1,999..... 05
- \$2,000-\$2,499..... 06
- \$2,500-\$2,999..... 07
- \$3,000-\$3,499..... 08
- \$3,500-\$4,499..... 09
- \$4,500 or more..... 10
- I don't know..... 11

74. From which of the following sources do you expect to get money to pay for your college education?

(Circle one number on each line.)

	Do not expect to	Expect to
Parents	1	2
Savings or summer earnings	1	2
Earnings while taking the course	1	2
Husband or wife	1	2
Other relatives (not parents)	1	2
College Work-Study Program	1	2
National Defense Student Loan Program	1	2
Educational Opportunity Grant Program	1	2
Federal Guaranteed Student Loan Program	1	2
Other loan	1	2
Private scholarship or grant	1	2
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2
Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2
Other sources	1	2

75. Do you plan to work at the same time you are taking the courses?

(Circle one.)

No	1
Yes, 1 to 5 hours a week	2
Yes, 6 to 10 hours a week	3
Yes, 11 to 15 hours a week	4
Yes, 16 to 20 hours a week	5
Yes, more than 20 hours a week	6
Yes, but I don't know how many hours a week	7
I don't know	8

76. Which of the following best describes your plans about participating in an officer training program, such as ROTC, while you are in college?

(Circle one.)

Would not under any circumstances take ROTC or a similar program	1
Would give some consideration to taking ROTC or a similar program	2
Willing to take ROTC or similar program	3
Definitely plan to take ROTC or similar program	4
Don't really know	5

Now skip to page 31 and complete section K.

J For those planning to work part-time during the year after
SECTION leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

77. When do you plan to begin working part-time?

(Circle one.)

- Before June 1972 1
- June through August 1972 2
- September through December 1972 3
- In January 1973 or later 4

78. Do you have a definite job lined up after you leave high school?

(Circle one.)

- Yes, I'll continue in a job that I have now 1
- Yes, I have a new job lined up 2
- No, but I've inquired at employment agencies or
potential employers, looked in the newspaper, etc. 3
- No, I haven't done anything yet to get a job 4

79. Is the work in the part-time job you plan to get after high school the kind of work you think you will be doing for most of your life?

(Circle one.)

- Yes 1
- Yes, if I like the work 2
- Yes, if I succeed 3
- No, I expect to become a homemaker 4
- No, I expect to get further education so I can
enter a different occupation 5
- No, I expect to go into military service 6
- No, I expect to change to a different type of work 7
- No, some other reason 8

80. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Applies to me
Need to earn money to support my family.....	1	2
Need to earn money before I can pay for further schooling.....	1	2
Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.....	1	2
Poor high school grades or poor scores on college admission tests.....	1	2
Lack of high school credits required for college entrance.....	1	2
Applied to one or more schools, but was not accepted.....	1	2
Lack of a school within commuting distance of my home.....	1	2
Discouraged from continuing by teachers or counselor.....	1	2
Discouraged from continuing by parents.....	1	2
Am waiting to enter armed service.....	1	2
My future plans do not require more schooling.....	1	2
Want to take a break, may attend school later.....	1	2
Plan to be married.....	1	2
School is not for me; I don't like it.....	1	3
Other.....	1	2

Now complete section K.

K

SECTION For everyone . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

81. If there were no obstacles, what would you most like to be doing during the year after you leave high school?

(Circle one.)

- Working full-time01
- Entering an apprenticeship or on-the-job training program02
- Going into regular military service or to a service academy03
- Being a full-time homemaker04
- Attending a vocational, technical, trade, or business school05
- Taking *academic courses* at a junior or community college06
- Taking *technical or vocational subjects* at a junior or community college07
- Attending a four-year college or university08
- Working part-time09
- Other (travel, take a break, no plans)10

82. Are you a veteran of the U. S. armed services?

(Circle one.)

- No1
- Yes2

83. Do you have a physical condition that limits the kind or amount of work you can do on a job?

(Circle one.)

- No1
- Yes2

84. How do you describe yourself?

(Circle one.)

- American Indian1
- Black or Afro-American or Negro2
- Mexican-American or Chicano3
- Puerto Rican4
- Other Latin-American origin5
- Oriental or Asian-American6
- White or Caucasian7
- Other8

85. How many of your brothers and sisters and other persons are dependent on your parents or guardian for financial support?

(Circle one number in each column.)

	Brothers and sisters	Other persons
None.....	0	0
One.....	1	1
Two.....	2	2
Three.....	3	3
Four.....	4	4
Five.....	5	5
Six or more.....	6	6

86. How many persons other than yourself are dependent on you for financial support?

(Circle one.)

None.....	0
One.....	1
Two or more.....	2

87. How many of your brothers or sisters will be in college next fall?

(Circle one.)

None.....	0
One.....	1
Two.....	2
Three.....	3
Four or more.....	4

88. Is English the language spoken most often in your home?

(Circle one.)

No.....	1
Yes.....	2

89. How long have you lived in the community in which you now live?

(Circle one.)

All my life.....	1
Ten or more years.....	2
Five to ten years.....	3
Three to four years.....	4
One to two years.....	5
Less than one year.....	6

90. What was the highest educational level each of the following persons completed? If you are not sure, please give your best guess.

(Circle one number in each column.)

	Father or male guardian	Mother or female guardian	Oldest brother or sister
Doesn't apply.....	1	1	1
Did not complete high (secondary) school.....	2	2	2
Finished high school or equivalent.....	3	3	3
Adult education program.....	4	4	4
Business or trade school.....	5	5	5
Some college.....	6	6	6
Finished college (four years).....	7	7	7
Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree.....	8	8	8
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.).....	9	9	9

91. As far as you know, how much schooling do your father and mother (or guardian) want you to get?

(Circle one number in each column.)

	Father or male guardian	Mother or female guardian
Wants me to quit high school without graduating.....	1	1
Wants me to graduate from high school and stop there.....	2	2
Wants me to graduate from high school and then go to a vocational, technical, trade, or business school.....	3	3
Wants me to go to a two-year or junior college.....	4	4
Wants me to go to a four-year college or university.....	5	5
Wants me to go to a graduate or professional school after graduating from four-year college or university.....	6	6
I don't know.....	7	7

92. What religion were you brought up in?

(Circle one.)

Protestant.....	1
Roman Catholic.....	2
Other Christian.....	3
Jewish.....	4
Other (for example, Eastern religions).....	5
None.....	6

93. What is the approximate income before taxes of your parents (or guardian)? Include taxable and non-taxable income from all sources.

(Circle one.)

- Less than \$3,000 a year (about \$60 a week or less)..... 01
- Between \$3,000 and \$5,999 a year (from \$60 to \$119 a week)..... 02
- Between \$6,000 and \$7,499 a year (from \$120 to \$149 a week)..... 03
- Between \$7,500 and \$8,999 a year (from \$150 to \$179 a week)..... 04
- Between \$9,000 and \$10,499 a year (from \$180 to \$209 a week)..... 05
- Between \$10,500 and \$11,999 a year (from \$210 to \$239 a week)..... 06
- Between \$12,000 and \$13,499 a year (from \$240 to \$269 a week)..... 07
- Between \$13,500 and \$14,999 a year (from \$270 to \$299 a week)..... 08
- Between \$15,000 and \$18,000 a year (from \$300 to \$359 a week)..... 09
- Over \$18,000 a year (about \$360 a week or more)..... 10

94. Which of the following do you have in your home?

(Circle one number on each line.)

- | | Have | Do not have |
|--|------|-------------|
| A specific place for study..... | 1 | 2 |
| Daily newspaper..... | 1 | 2 |
| Dictionary..... | 1 | 2 |
| Encyclopedia or other reference books..... | 1 | 2 |
| Magazines..... | 1 | 2 |
| Record player..... | 1 | 2 |
| Tape recorder or cassette player..... | 1 | 2 |
| Color television..... | 1 | 2 |
| Typewriter..... | 1 | 2 |
| Electric dishwasher..... | 1 | 2 |
| Two or more cars or trucks that run..... | 1 | 2 |

95. Which best describes the location of the place in which you live?

(Circle one.)

- In a rural or farming community..... 1
- In a small city or town of fewer than 50,000 people that is not a suburb of a larger place..... 2
- In a medium-sized city (50,000-100,000 people)..... 3
- In a suburb of a medium-sized city..... 4
- In a large city (100,000-500,000 people)..... 5
- In a suburb of a large city..... 6
- In a very large city (over 500,000 people)..... 7
- In a suburb of a very large city..... 8

Sampling Variation

Since the statistics presented are based on a sample, they may vary somewhat from the figures that would have been obtained if a complete survey, or census, had been taken using the same forms, procedures, and instructions. The difference between a statistic estimated from a sample and its corresponding census value occurs due to chance. Sampling or chance variation is measured by the standard error. The chances are approximately two out of three that an estimate from a sample will differ from the census value by less than one standard error. The standard error does not include the effects of any biases due to nonresponse, measurement error, processing error, or other systematic errors that would occur even in a complete survey. The standard error for an estimated percentage is a function of the sample design, the percentage itself, and the sample size.

The standard errors shown in the table below are generalized and approximate values based on the averages of many calculated sampling errors for NLS percentages. The standard error for an estimated percentage in this survey is approximately a function of the percentage itself and the sample size. Knowing these two values, both of which are given in the tables of this report, the reader can refer to the table and determine the approximate standard error value.

**Approximate standard errors (in percentage points)
of estimated percentages**

No. of responses to item	Estimated percentage				
	2 or 98	5 or 95	10 or 90	25 or 75	50
100	1.26	1.96	2.69	3.88	4.48
250	.81	1.25	1.72	2.48	2.86
500	.58	.89	1.23	1.77	2.05
1,000	.41	.64	.88	1.27	1.47
2,000	.29	.46	.63	.92	1.06
4,000	.21	.33	.46	.66	.77
6,000	.18	.28	.39	.56	.64
8,000	.16	.24	.34	.48	.56
12,000	.13	.21	.28	.41	.48
16,000	.12	.18	.25	.36	.42

Standard errors for percentages within the range of values given in this table may be satisfactorily approximated by linear interpolation. For example, Table 3, question 3, indicates that an estimated 21.5 percent of low ability seniors felt their guidance counselor exerted a very important influence in their choice of high school program. About 4,450 persons answered this item. Interpolation in the table between 10 percent and 25 percent for a sample base of 4,000 yields a standard error of 0.61 percentage points. Interpolation between the same percentage values for a sample of 6,000 yields a standard error of 0.52 percentage points. Now by interpolating between the bases of 4,000 and 6,000, we obtain a standard error of 0.59 percentage points for a base of 4,450. Thus an interval of 21.5 ± 0.6 , or 20.9 to 22.1 percent, is obtained. About two of three intervals constructed in this way would contain the value obtained from a complete survey.

Table 1 contains the approximate standard errors of each estimated mean test score. Thus the standard errors of estimated mean test scores may be read directly from the table without any need for interpolation or reference from the table.

For a difference between two sample estimates, the standard error is approximately equal to the square root of the sum of the squares of the standard errors of each estimate considered separately. This formula will represent the actual standard error quite accurately for the difference between two estimates if the two estimates are uncorrelated. If, however, there is a positive correlation between the two estimates, the formula will overestimate the true standard error.

APPENDIX B

MODIFIED INSTRUMENT

SURVEY NUMBER 100

You are being requested to participate in a retrospective survey to assess the reasons why persons graduated from high school and attended or did not attend college. COMPLETION TIME FOR THE SURVEY IS 15-20 MINUTES. Your answers are totally CONFIDENTIAL! Your responses will be anonymously tabulated with other respondents to develop cumulative descriptive information.

On various questions throughout the survey, an area has been provided for responses of, "Other, Be specific" and at the conclusion of the survey for any additional comments you may wish to make. If there is ANYTHING on ANY QUESTION you want to add, please do so.

The survey has six parts.

Persons who DID NOT attempt college course work, please complete:

A, B, C, **D**, and F.

Persons WHO DID college course work, please complete parts:

A, B, C, **E**, and F.

Date of Birth: Mo. ____ Day ____ Yr. ____

Sex: Male ____1 Female ____2

This questionnaire has been approved by the Oklahoma State University Institutional Review Board and thus ensures that your rights and welfare are protected.

A. ...Your high school experiences...

Please answer every question unless you are asked to skip to another one. Omit any question you consider objectionable.

1. Which of the following best describes the courses taken in high school? (Circle One.)

- General 1
- Academic or college preparatory 2
- Vocational or technical 3
- Agricultural occupations 4
- Business or office occupation 5
- Distributive education 6
- Health occupations 7
- Home economics occupations 8
- Trade or industrial occupations 9

2. How important was the influence of each of the following in your choice of high school subjects taken?

(Circle one number on each line.)

- | | Not
important | Somewhat
important | Very
important |
|---|------------------|-----------------------|-------------------|
| Your parents | 1 | 2 | 3 |
| A relative other than your parents | 1 | 2 | 3 |
| A guidance counselor | 1 | 2 | 3 |
| A teacher other than a guidance counselor | 1 | 2 | 3 |
| The principal or assistant principal | 1 | 2 | 3 |
| Clergyman (minister, priest, rabbi, etc.) | 1 | 2 | 3 |
| An adult not mentioned above | 1 | 2 | 3 |
| Friends your own age | 1 | 2 | 3 |
| Yourself | 1 | 2 | 3 |
| I had no choice; the only program available | 1 | 2 | 3 |

3. Which of the following best describes your GPA in high school?

(Circle One.)

- Mostly A (numerical average of 90-100) 1
- About half A and half B (85-89) 2
- Mostly B (80-84) 3
- About half B and half C (75-79) 4
- Mostly C (70-74) 5
- About half C and half D (65-69) 6
- Mostly D (60-64) 7
- Mostly below D (below 60) 8

4. How many hours per week did you work in a paid job during your high school years?

(Exclude vacations.)

(Circle one.)

- None 0
- Less than 6 hours 1
- 6 to 10 hours 2
- 11 to 15 hours 3
- 16 to 20 hours 4
- 21 to 25 hours 5
- 26 to 30 hours 6
- More than 30 hours 7

5. Do any of the following statements describe work you may have done during high school?

(Circle one number on each line.)

- | | Yes | No | I did not work |
|--|---------|---------|----------------|
| My job was related to my studies | 1 | 2 | 3 |
| Job led to work I wanted to do in the future | 1 | 2 | 3 |
| I worked mostly on the weekends | 1 | 2 | 3 |
| I worked mostly during the week | 1 | 2 | 3 |

8. Did teachers or counselors ever try to influence your plans for after high school?

(Circle one number on each line.)

Discouraged Did Not Try Encouraged

- To go to college 1 2 3
- Go to a vo-tech school 1 2 3
- Go to a business school 1 2 3
- Go to a trade school 1 2 3
- Do an apprenticeship or on-the-job training 1 2 3
- To enter the military service 1 2 3
- Get a job immediately after high school 1 2 3

9. What did most of your close friends do after graduation?

(Circle one.)

- Entered the military service. 1
- Went to a vo-tech school 2
- Went to a business school 3
- Went to a trade school 4
- Became full-time homemakers 5
- Went to college. 6
- Entered apprenticeships or on-the-job training programs 7
- Went to work full-time. 8
- I don't know. 9
- Other (Be Specific) _____

B. ...Your attitudes and opinions...

Please answer every question unless you are asked to skip to another one. Omit any question you consider objectionable.

10. How much did each of the following interfere with your high school education?

(Circle one number on each line.)

	Not at all	Somewhat	A great deal
Teachers did not help me enough.....	1	2	3
My job took too much time.....	1	2	3
Transportation to school was difficult	1	2	3
Parents not interested in my education.....	1	2	3
Did not feel part of the school.....	1	2	3
Poor teaching.....	1	2	3
Money problems, support of family.....	1	2	3
Poor study habits.....	1	2	3
Family obligations, not money problems.....	1	2	3
Support of family (other than parents	1	2	3
Other (Be Specific) _____			

11. Please rate your school on the following

(Circle one number on each line.)

	Poor	Fair	Good	Excellent
Condition of buildings and classrooms	1	2	3	4
Equipment used in vocational courses.....	1	2	3	4
Extracurricular facilities	1	2	3	4
Job placement of graduates	1	2	3	4
Library facilities.....	1	2	3	4
Quality of academic instruction.....	1	2	3	4
Quality of vocational instruction	1	2	3	4
Reputation in the community.....	1	2	3	4
Student guidance and counseling.....	1	2	3	4
Teacher interest in students	1	2	3	4
Other (Be Specific) _____				

12. How much do you agree with each of the following statements about your high school?

(Circle one number on each line.)

	Agree Strongly	Agree Somewhat	Disagree Strongly
School should have placed more emphasis on basic academic subjects (math, science, English, etc.).	1	2	3
School should have provided more help for students who were having trouble with subjects like math and reading	1	2	3
School should have provided college campus visits, films about college life, and expenses beginning in junior high school	1	2	3
School should have placed more emphasis on vocational and technical programs	1	2	3
School did not offer enough practical work experience	1	2	3
School did provide counseling that helped me continue my education	1	2	3
School did give me new ideas about the type of work I wanted to do.	1	2	3
School did provide me with counseling that helped me get a better idea of myself and my relations with other people	1	2	3
School did provide me with counseling that helped me find employment	1	2	3
School should have provided more help to students in finding jobs when they left school	1	2	3
Other (Be Specific) _____			

13. How important was each of the following to you while in high school?

(Circle one number on each line.)

	Not important	Somewhat important	Very important
Having strong friendships	1	2	3
Being successful in a line of work.	1	2	3
Finding the right person to marry	1	2	3
Finishing high school	1	2	3
Living close to parents and relatives	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Giving my children better than I had	1	2	3
Moving from town of high school graduation	1	2	3
Graduating from college	1	2	3
Working to right social inequalities	1	2	3

14. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree	Disagree	No Opinion
I take a positive attitude toward myself.....	1	2	3
Good luck is more important than hard work for success	1	2	3
I feel I am a person of worth, on an equal plane with others.	1	2	3
I am able to do things as well as most other people.....	1	2	3
Every time I tried to get ahead, something or somebody stopped me	1	2	3
Planning only makes a person unhappy since plans hardly ever work out.	1	2	3
People who accept their condition in life are happier than those who try to change things.....	1	2	3
On the whole, I'm satisfied with myself.....	1	2	3

15. Did you use funds from any of the following for further study beyond high school?

(Circle one number on each line.)

	YES	NO
College, university, athletic, academic scholarship or loan	1	2
State or local scholarship or loan program	1	2
Scholarship from a private organization or company	1	2
ROTC Scholarship Programs	1	2
College Work-Study Program	1	2
National Defense Student Loan Program	1	2
Federal Guaranteed Student Loan Program	1	2
Educational Opportunity Grant Program	1	2
Regular bank loan	1	2
Other (Be Specific) _____		

16. Here are reasons others have given for not getting financial aid for further study from sources outside the family. Which of these reasons apply to you?

(Circle one number on each line.)

	Does Not Apply	Applies to me
I did not plan to get more schooling	1	2
My parents or I paid for my college education without getting outside financial aid	1	2
I did not want to go into debt	1	2
I did not expect to qualify for a scholarship or loan because of my family's income	1	2
I did not expect to qualify for a scholarship or loan because of my high school grades	1	2
I did not qualify for a scholarship or loan because of test scores	1	2
Students from my racial or ethnic group had too much difficulty getting financial aid	1	2
Other (Be Specific) _____		

17. How important was each of the following to you in selecting a job or career immediately after high school or later?

(Circle one number on each line.)

Not Somewhat Very
important important important

Making a lot of money. 1 2 3

Opportunities to be original and creative 1 2 3

Opportunities to be helpful or useful to society 1 2 3

Avoiding high-pressure job that demands too much. 1 2 3

Living and working in the world of ideas 1 2 3

Freedom from supervision in my work..... 1 2 3

Opportunities for moderate but steady progress rather than the
chance of extreme success or failure 1 2 3

The chance to be a leader. 1 2 3

The chance to work with people rather than things.. 1 2 3

Having a position looked up to by others 1 2 3

Other (Be Specific) _____

C. ...What were your plans for the future?...

Please answer every question unless you are asked to skip to another one. Omit any question you consider objectionable.

18. Under YOU, circle the one number that best describes the kind of work you wanted to do. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents were disabled, retired, or deceased, mark the kind of work he or she did.

(Circle one number in each column.)

	You	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter.....	02	02	02
FARMER, FARM MANAGER	03	03	03
HOMEMAKER OR HOUSEWIFE	04	04	04
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	05	05	05
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	06	06	06
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	07	07	07
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman.	08	08	08
SALES such as salesman, sales clerk, advertising insurance agent, real estate broker	09	09	09
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	10	10	10
Other (Be Specific) _____			

19. During high school, how important was each of the following factors in determining the kind of work you planned to do for most of your life?

(Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Previous work experience in the area.....	1	2	3
Relative or friend in the same line of work	1	2	3
Job openings available in the occupation.....	1	2	3
Work matched a hobby interest of mine	1	2	3
Good income to start or within a few years.	1	2	3
Job security and permanence	1	2	3
Work that seemed important and interesting to me I	1	2	3
Freedom to make my own decisions.....	1	2	3
Opportunity for promotion, advancement	1	2	3
Working with sociable, friendly people	1	2	3

20. When did you first decide whether you would go to college or not? (Circle one.)

I decided before high school	1
I decided during my freshman year.....	2
I decided during my sophomore year	3
I decided during my junior year	4
I decided during my senior year	5
I decided after I graduated from high school	6

21. At the time, did you think you had the ability to complete college?

(Circle one.)

Yes, definitely.....	1
Yes, probably	2
Not sure.....	3
I doubted it	4
Definitely not	5

D.. For Only those who graduated from high school and went to work, entered military service or became a homemaker.

ALL OTHERS SKIP TO: E

Please answer all questions unless you are asked to skip to another one. Omit any question you consider objectionable.

22. When did you go to work full-time? (Circle one.)

- Before June 1961..... 1
- June through August 1961..... 2
- September through December 1961..... 3
- In January 1962 or later..... 4

23. Did you have a definite job lined up when you graduated high school?

(Circle one.)

- Yes, I continued in a job I had..... 1
- Yes, I had a job lined up..... 2
- No, I inquired at employment agencies or potential employers, looked in the newspapers 3
- No, I waited awhile before I got a job..... 4

24. Did you relocate in order to get a job or one you wanted?

(Circle one.)

- No, I did not have to move away. 1
- Yes, I had to move away 2

25. Was the job you got after high school the type you thought you would be doing for most of your life?

(Circle one.)

- Yes..... 1
- Yes, if I liked the work..... 2
- No, I became a homemaker..... 3
- No, I wanted more education so I could enter a different occupation..... 4
- No, I expected to go into military service..... 5
- No, I expected to change to a different type of work..... 6

26. Did you have any plans to continue your schooling part-time while working full-time after high school graduation?

Circle one

- No 1
- I started to a vocational, technical, trade, or business school part-time, but quit 2
- I went to vo-tech or took a correspondence course leading to a vocational certification 3
- I intended to start college part-time while working, but never enrolled 4
- I started college correspondence courses, but dropped them 5

27. Here are some reasons others have given for not continuing their education after they graduated from high school. Which of these reasons apply to you?

(Circle one number on each line.)

- | | Does not
apply to me | Applies
to me |
|---|-------------------------|------------------|
| I was lucky to graduate from high school..... | 1 | 2 |
| I planned to earn money so I could pay for further schooling..... | 1 | 2 |
| There was not a school within commuting distance of my home. | 1 | 2 |
| I was discouraged from continuing by teachers or counselors ... | 1 | 2 |
| I thought kids who went to college had rich parents..... | 1 | 2 |
| I was discouraged from continuing by my parents | 1 | 2 |
| I was waiting to enter the armed services..... | 1 | 2 |
| My future plans did not require further schooling | 1 | 2 |
| I wanted to take a break; I planned to attend school later..... | 1 | 2 |
| I got married and had a family | 1 | 2 |
| I thought you had to be real smart to go to college..... | 1 | 2 |
| School was not for me; I did not like it | 1 | 2 |
| I wanted to go to college, but was afraid I would flunk out | 1 | 2 |
| Other (Be Specific) _____ | | |

PLEASE GO TO F

E.. For ONLY those who took college level correspondence courses, went to a junior college, community college, four year college or graduated from college after high school graduation.

Please answer every question unless you are asked to skip to another one. Omit any question you consider objectionable.

28. When did you begin college? (Circle one.)

- Before June 1961..... 1
- June through August 1961..... 2
- September through December 1961..... 3
- In January 1962 or later..... 4

29. How important was each of the following in choosing the college you attended?

(Circle one number on each line.)

	NOT Important	SOMEWHAT Important	VERY Important
Availability of financial aid such as a school loan, scholarship, or grant.	1	2	3
Availability of specific courses or curriculums	1	2	3
Reputation of the college in academic areas	1	2	3
Reputation of the college in athletic programs	1	2	3
Friends' plans to attend the college.	1	2	3
College admission standards.....	1	2	3
Parents attended the college.....	1	2	3
Advice of a counselor or teacher	1	2	3
Advice of your parents	1	2	3
Able to live at home and attend the college	1	2	3
Other (Be Specific) _____			

30. This question asks for your fields of study in college. Circle one number in the first column to indicate your major and one in the second column to indicate your minor. If the exact field of study is not listed, write it in the "other area."

(Be sure to circle only one number in each column from the entire list of fields.)

	(Major)	(Minor.)
Agriculture	01	01
Architecture	02	02
Physical science (for example, astronomy, biochemistry, chemistry, geology, and physics).....	03	03
Biological sciences (for example, botany, ecology, and zoology)	04	04
Business (for example, accounting, etc.).....	05	05
Education (for example, teacher education)	06	06
Vocational or technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, and television repair)	07	07
English (for example, creative writing, linguistics, literature, speech drama and journalism)	08	08
Mathematics (for example, calculus and statistics)	09	09
Social sciences (for example, anthropology, economics, government, history, political science, pre law, psychology, social work, sociology, and urban affairs).	10	10
Other (Be Specific)		

31. Which of the following best describes your college? (Circle one.)

- A two-year college (junior college, technical institute, vocational school, or community college)..... 1
- A four-year college or university..... 2

32. Which of the following best describes your enrollment? (Circle one.)

- Regular classes part-time 1
- Regular classes full-time 2
- By correspondence only 3

33. Did you transfer to a four-year college or university after junior or two-year college?

(Circle one.)

- No, I went to a four-year college after high school 1
- Yes, I transferred after two years 2
- I transferred after more than two years.....3

34. How much did you think it would cost to attend college or take courses?

Estimate all expenses for one year (fees, tuition, room and board, books, etc.)

(Circle one.)

- Less than \$500..... 01
- \$500-\$749..... 02
- \$750-\$999..... 03
- \$1,000-\$1,499..... 04
- \$1,500-\$1,999..... 05
- \$2,000-\$2,499..... 06
- 2,500-\$2,999..... 07
- \$3,000-\$3,499..... 08
- \$3,500--\$4,499..... 09
- \$4,500 or more..... 10
- I did not know..... 11

35. Where did you expect to get the money to pay for your college education?

(Circle one number on each line.)

	Expected	Did not expect
Parents.....	1.....	2.....
Savings or summer earnings.....	1.....	2.....
Earnings while taking the course.....	1.....	2.....
Husband or wife.....	1.....	2.....
Other relatives (not parents).....	1.....	2.....
College Work-Study Program.....	1.....	2.....
Educational Opportunity Grant Program.....	1.....	2.....
Federal Guaranteed Student Loan Program.....	1.....	2.....
Private scholarship or grant.....	1.....	2.....
Social Security Benefits for Students (for children of retired, disabled, or deceased parents).....	1.....	2.....
Other (Be Specific) _____		

36. Did you work while taking courses in college?

Circle one.)

No.....	1.....
Yes, 1 to 5 hours a week.....	2.....
Yes, 6 to 10 hours a week.....	3.....
Yes, 11 to 15 hours a week.....	4.....
Yes, 16 to 20 hours a week.....	5.....
Yes, more than 20 hours a week.....	6.....
Yes, but I do not remember how many hours a week.....	7.....

37. Here are some reasons others have given for **not continuing** their education after they started college courses. Which of these reasons, if any, apply to you?

(Circle one number on each line)

	Does not apply to me	1	2	Applies to me
Needed to earn money to support my family		1	2	
Needed to earn money so I could pay for further schooling		1	2	
Poor grades		1	2	
Flunked Out		1	2	
Lack of a school within commuting distance of my home		1	2	
Discouraged from continuing by parents		1	2	
I was waiting to enter armed service		1	2	
My future plans did not require more schooling		1	2	
Wanted to take a break, planned to go back at a later date.		1	2	
I got married or planned to be married		1	2	
Other (Be Specific) _____				

F.. ..For Everyone..

38. Had there have been no obstacles, what would you most likely have been doing after you graduated from high school?

(Circle one.)

- Working full-time..... 01
- Entering an apprenticeship or on-the-job training program..... 02
- Going into regular military service or to a service academy..... 03
- Being a full-time homemaker..... 04
- Attending a vocational, technical, trade, or business school..... 05
- Taking academic courses at a junior or community college..... 06
- Taking technical or vocational subjects at a junior or community college..... 07
- Attending a four-year college or university..... 08
- Working part-time 09
- Other (Be Specific) 10

39. Are you a veteran of the U. S. Armed Services?

(Circle one.)

- No 1
- Yes..... 2

40. Do you have a physical condition that limits the amount or kind of work you can do?

(Circle one.)

- NO 1
- YES 2

41. How do you describe yourself? (Circle one.)

- American Indian or Alaskan Native 1
- Asian or Pacific Islander..... 2
- Black/African-American 3
- Hispanic 4
- White or Caucasian..... 5
- Other..... 6

42. Including yourself, how many persons were dependent on your parents or guardian for financial support during high school?

(Circle the numbers that best describe your family)

- None 0
- Brothers 1-3..... 4-6 7 or more
- Sisters 1-3..... 4-6 7 or more
- Other persons 1-3..... 4-6 7 or more

43. Including yourself, how many persons were dependent on your parents or guardian for financial support during college?

(Circle the numbers that best describes your family)

- None 0
- Brothers 1-3..... 4-6..... 7 or more
- Sisters 1-3..... 4-6..... 7 or more
- Other Persons..... 1-3..... 4-6..... 7 or more

44. Did any of your brothers or sisters go to college? (Circle one.)

- None..... 0
- One..... 1
- Two..... 2
- Three..... 3
- Four or more 4
- Your birth Order Oldest Middle Youngest

48. As far as you know, how much schooling did your father and mother (or guardian) want you to get?

(Circle one number in each column.)

	Father or male guardian	Mother or female guardian	Does not Apply
Wanted me to quit high school without graduating.....	1	1	1
Wanted me to graduate from high school and stop there.	2	2	2
Wanted me to graduate from high school and then go to a vocational, technical, trade, or business school.	3	3	3
Wanted me to go to a two-year or junior college	4	4	4
Wanted me to go to a four-year college or university	5	5	5
Wanted me to go to a graduate or professional school after graduating from a four-year college or university.	6	6	6
I do not know.....	7	7	7

49. What was the approximate income of your parents (or guardian) when you graduated from high school?

(Circle one.)

Between \$3,000 and \$5,999 a year (from \$60 to \$119 a week).....	01
Between \$6,000 and \$7,499 a year (from \$120 to \$149 a week).....	02
Between \$7,500 and \$8,999 a year (from \$150 to \$179 a week).....	03
Between \$9,000 and \$10,499 a year (from \$180 to \$209 a week).....	04
Between \$10,500 and \$11,999 a year (from \$210 to \$239 a week).....	05
Between \$12,000 and \$13,499 a year (from \$240 to \$269 a week).....	06
Between \$13,500 and \$14,999 a year (from \$270 to \$299 a week).....	07
Between \$15,000 and \$18,000 a year (from \$300 to \$359 a week).....	08
Over \$18,000 a year (about \$360 a week or more).....	09

50. Which best describes the type of location in which you now live?

Circle one.)

- In a rural or farming community..... 1
- In a small city or town of fewer than 25,000 people
that is not a suburb of a larger place..... 2
- In a medium-sized city (50,000-100,000 people)..... 3
- In a town that is a suburb of a medium-sized city..... 4
- In a large city (100,000-500,000 people)..... 5
- In a suburb of a large city..... 6
- Metropolitan (over 500,000 people)..... 7
- In a suburb of a very large city..... 8

Please add any additional information that you feel is important regarding your completion of high school and attendance or non-attendance of college not included in this questionnaire.

2
VITA

EUGENE WAITS

Candidate for the Degree of
Doctor of Education

DISSERTATION: A RETROSPECTIVE SURVEY OF WHY PERSONS FROM A RURAL SOUTHWESTERN COMMUNITY COMPLETED HIGH SCHOOL AND ATTENDED OR DID NOT ATTEND COLLEGE

MAJOR FIELD: Curriculum and Instruction

Biographical:

Personal Data: Born in Hereford, Texas, on March 16, 1938, the son of Earl T. and Berneice E. Waits.

Education: Graduated from Hereford High School, Hereford, Texas, in May, 1958. Received Bachelor of Science degree in Secondary Education, West Texas State University, Canyon, Texas, in May, 1966. Completed the requirements for the Master of Education degree, Southwestern Oklahoma State University, Weatherford, Oklahoma, in December 1972. Completing requirements for the Doctor of Education degree in December, 1995.

Experience: Teacher-Coach, Tibbetts Junior High School, Farmington, New Mexico, 1966-1967. Teacher-Coach, Copperas Cove High School, Copperas Cove, Texas, 1967-1968. Athletic Director-Coach, Texline High School, Texline, Texas, 1968-1969. Teacher-Coach, West Pecos Middle School, Pecos, Texas, 1969-1972. Graduate Assistant, Southwest Oklahoma State University, Weatherford, Oklahoma, 1972-1973. State Farm Insurance Agent, Edmond, Oklahoma, 1973-present.

Professional Memberships: Auto, Fire, Health and Life Underwriters Association

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 04-26-95

IRB#: ED-95-079

Proposal Title: A RETROSPECTIVE SURVEY OF WHY PERSONS FROM A RURAL SOUTHWESTERN COMMUNITY COMPLETED HIGH SCHOOL AND ATTENDED OR DID NOT ATTEND COLLEGE

Principal Investigator(s): Bruce Petty, Eugene Waits

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

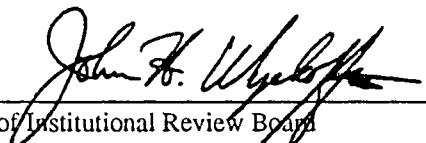
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature:



Chair of Institutional Review Board

Date: May 3, 1995