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GRADUATE COLLEGE

A COMPARISON OF FACTORS INFLUENCING THE DECISION OF ACADEMICALLY ABLE HIGH SCHOOL NEGRO AND WHITE SENIORS TO ATTEND OR NOT TO ATTEND COLLEGE

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CHARLES SUMNER MUSE

Norman, Oklahoma

1964

A COMPARISON OF FACTORS INFLUENCING THE DECISION OF ACADEMICALLY ABLE HIGH SCHOOL NEGRO AND WHITE SENIORS TO ATTEND OR NOT TO ATTEND COLLEGE

APPROVED BY

DISSERTATION COMMITTEE

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Lastly, the writer is very grateful to his parents who constantly expressed their faith and confidence in him.

DEDICATION

This dissertation is dedicated to

my wife, Estelle and my daughter, Charlyne.

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A COMPARISON OF FACTORS INFLUENCING THE DECISION OF ACADEMICALLY ABLE HIGH SCHOOL NEGRO AND WHITE SENIORS TO ATTEND OR NOT TO ATTEND COLLEGE

CHAPTER I

INTRODUCTION

Talented young people are the nation's invaluable space-age resource; yet, available data disclose that the nation is losing annually the talents of able students who for one reason or another do not continue their education beyond the high school. This loss represents 34 per cent of the high school graduates in the top 30 per cent ability range.[1]

It has been said that this democratic culture is wasteful of its greatest resource, the intellectual power of its citizens. Dael Wolfle dramatized the nation's neglect of human resources in America's Resources of Specialized Talent, the Report of the Commission on Human Resources and Advanced Training.[2] The problem

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[1]Donald S. Bridgman, "Where the Loss of Talent Occurs and Why." In The Search For Talent. New York: College Entrance Examination Board, 1960, p. 30.

[2]Dael Lee Wolfle, America's Resources of Specialized Talent. New York: Harper and Brothers. 1954, p. 10.

was further documented by report of the President's Committee on Education Beyond the High School.[3]

The enrollment of able high school graduates as college entrants has long been a matter of concern to school guidance personnel who aim to help boys and girls attain the fulfillment of their capabilities. More information is needed about those factors which deter young people of promise from pursuing a higher education. The reason is not exclusively financial need. Other factors appear to operate to keep youth of ability from applying for college admission. More information is needed, also, concerning the incentives to be supplied in order to assure the conservation and nurture of superior ability.

Statement of the Problem

This study explored the relationships between academically able white students' reasons and those of academically able Negro students' regarding their decision to attend or not to attend college. More specifically, why do able high school seniors of both races who might be expected to succeed in college decide to terminate their formal education with a high school diploma? This study also inquired into those factors which persuaded high school seniors to forego the advantage of advanced educational opportunities. More specifically it was intended to describe, explore and discover answers to the following:

1. To what extent were the selected factors related to the decision of the academically able Negro high school

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[3]The President's Committee on Education Beyond the High School. Second Report To The President. Washington: Government Printing Office. 1957.

graduating seniors to attend or not to attend college?

2. To what extent were the selected factors related to the decision of the academically able white high school graduating seniors to attend or not to attend college?
3. What was the relationship between the aspirational level of academically able Negro high school graduating seniors and that of academically able white high school graduating seniors when their socio-economic background and other selected factors were considered?

Additional questions were proposed to guide the study. These questions, components of the central problem, were:

1. Is the high school graduating senior aware of his college potential prior to high school graduation?
2. Is the high school graduating senior encouraged by his parents to plan for college?
3. Does the high school graduating senior receive encouragement and advice from his high school teachers and counselors relative to plans for college?
   a. Is the high school graduating senior informed at some point in his high school career about the various forms of financial aid available to college students?
   b. In the course of his high school career, is the high school graduating senior informed about the educational choices available to him at the college level?
   c. Does he learn in high school about college courses and college requirements?

4. What is the career expectation of the high school graduating senior? What role is he expecting to fulfill as a lifetime career?
5. Aside from career expectation, what are the expressed life goals of the high school graduating senior?
6. What effect does living with one parent have on the aspirational level of the senior?
7. Is there any apparent relationship between the number of books and magazines found in the home and the aspirational level of the student?
8. Does the education of the parent have any bearing on the parents' aspirational goal for their children?

Importance of the Study

It is generally acknowledged that the American society suffers a loss of talent and manpower when young students of above average academic ability conclude their formal education with graduation from high school. A large percentage of high school graduates who could benefit from higher education annually deny themselves this opportunity. If society is to capitalize on the talent available to it and if able young people are to develop their competencies to the fullest, the percentage of able high school graduates who enter college might well be increased to its optimum point. The principle of equality of educational opportunity obviously lies, also, at the root of all efforts to provide every student with maximum opportunity for an education suited to his abilities. Technological advance has also accelerated the demand for educated manpower.

To provide needed incentives, to make learning a challenge, information is needed about those factors which deter high school graduates in the upper range of ability from pursuing a higher education.

Limitations of the Study

The sample used in this study consisted of the academically able upper 20 per cent of the 1964 graduating class of the Douglass and Capitol Hill High Schools of Oklahoma, Oklahoma, and Booker T. Washington and Daniel Webster High Schools of Tulsa, Oklahoma.

Definition of Terms

College attendance.--In this study, college attendance was interpreted as full-time attendance involving twelve or more units of college work on a semester basis or its equivalent in quarter units. Whenever the term appears, it is to be interpreted as the major activity of the student; other interests and concerns are secondary.

The term "college" as used in this study refers to a four-year college or university.

College ability.--For purposes of this investigation, college ability was arbitrarily defined by using the students who rank academically in the upper 20 per cent of their senior class. Inclusion in this classification was determined by performance on the Preliminary Scholastic Aptitude Test that was given to all of the seniors from the involved schools.

Expected occupation.--The expected occupation in this study referred to the subject's reported perception of his lifetime work, that is, the occupation in which he planned to be established ten or twenty years hence. It may, or may not be, a wished-for career.

Academically able students.--Students who demonstrate ability to perform the academic tasks of the school in a superior fashion.

Method of Procedure

Questionnaires were completed by the graduating seniors who ranked in the upper 20 per cent of their class by virtue of scores made on the Preliminary Scholastic Aptitude Test. Much care was used in selecting the participating schools. These schools were Douglass, and Capitol High Schools of Oklahoma City, and Booker T. Washington and Daniel Webster High Schools of Tulsa. Since the Negro seniors were to be compared with the white seniors, the selection was based on the approximate percentage of the school's graduates who attended college during the previous five years. The treatment accorded the data involved the use of percentages with results plotted on various types of graphs and charts, each selected for its relevance to the data to be analyzed and the purposes of the study.

Organization of the Study

This study was organized into four chapters. Chapter One provides the background of the study, defines the problem, discusses its need and importance, defines terms, and establishes limitations. Chapter Two is devoted to the review of selected literature which relates to this study. Chapter Three analyzes and interprets the data. Chapter Four contains the summary and conclusions.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter offers a review of investigations related to the problems of this study. Selection has been based on the recency and relevancy of the related research to the central purpose of the present investigation.

Customarily, the post high school experiences of graduates and the effectiveness of the school program are the subject and content of follow-up studies. More recently, the purpose of the follow-up survey was enhanced by the increasing emphasis on human resources and the conservation of individual talent. Representative surveys of the latter type were selected for review in this chapter and it was felt that other literature relevant to the subject of this investigation should be reviewed.

Surveys of High School Graduates

Perhaps the best known of the surveys of high school graduates was the Minnesota study of 1950 in which Berdie called attention to the loss of talent in transition from high school to college. Berdie noted that many young persons of superior ability though interested in obtaining an advanced education were not continuing; also, that many of them were not at all interested in attending college.[1]

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[1]Ralph F. Berdie, After High School What? Minneapolis: University of Minnesota Press, 1954, p. 93.

Recent studies of high school graduates were conducted in other states on a similar scale. Subsequently, those data pertinent to graduates in an upper range of scholastic ability have been abstracted and analyzed as a singular phase of the over-all study. Other studies on a more limited scale focused attention on high aptitude seniors and the psychological and sociological factors which contributed to non-college attendance. Three studies, one of which was statewide in scope, another study at the county level, and a national study are described in the material which follows.

Plans of High School Graduates in the State of Wisconsin

Little[2] conducted a statewide inquiry into the decisions of high school graduates regarding education beyond the high school and factors which influenced those decisions. This study was initiated as one of a series to discover facts and information upon which to develop an adequate program of higher education for the state of Wisconsin.

In cooperation with the high schools, public and private, questionnaires were completed by 34,151 graduating seniors in the spring of 1957, a total which represented almost 95 per cent of the state's 36,000 graduates in the spring of that year. The survey instrument inquired about plans beyond high school; asked for information about parents, school experiences, and financial status; solicited opinions about the value of a college education.

In the following fall, an inquiry was made of the parents of a representative sample of the graduates to determine whether the

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[2]Kenneth J. Little, A Statewide Inquiry Into Decisions of Youth About Education Beyond High School. Madison, Wisconsin: School of Education. University of Wisconsin, 1958, p. 44.

graduates had followed through with their plans and to inquire into the attitudes of parents toward the desirability of a college education for their son or daughter. An intensive effort was made to obtain returns from the parents of all youth with high potential for college training.

In early 1958, follow-up questionnaires were sent to the 1,060 graduates, who, though academically capable, had indicated in the spring of 1957 that they were not planning to attend college. These students were defined as those graduates who had scored in the top one-fourth of Wisconsin high school seniors on a mental ability test and who ranked in the top one-fourth of their high school graduating class. Among all graduates, 12 per cent of the boys and 16 per cent of the girls qualified for the upper quarter. Replies were received from 69 per cent of the group.

Approximately one out of five graduates of high level ability was not planning to attend college. One-third to one-half of these graduates gave lack of money as the principal reason for not continuing and their parents agreed. Many of the others did not have a desire for advanced schooling at the college level. Parents' education was found to be more of a factor in college or non-college attendance than parents' occupation.

Little recommended that counseling and information programs to identify, encourage, and enable qualified graduates to continue their schooling be directed to parents as well as students.[3]

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[3] Ibid. p. 85.

Arkansas High School Graduates and College Attendance

Stroup and Andrew used the questionnaire method to examine the background and plans of the graduating seniors of Arkansas high schools, class of 1957, who had participated in a statewide testing program conducted in that year and for whom test scores on the American Council on Education Psychological Examination were available. The sample represented 88 per cent of the state's high school graduates, or 15,248 seniors. Twelve thousand seven hundred and forty-six usable forms were returned.

In the conduct of the study, Stroup and Andrew were guided by two questions:

1. What is the extent of loss in human resources as indicated by the number of Arkansas high school graduates of high ability who do not attend college?
2. To what extent are the factors of rural-urban background, socio-economic status, and family characteristics related to students' educational-occupational plans?

A principal concern of the study was the identification of factors predisposing qualified high school graduates not to attend college.

Respondents to the questionnaire were grouped into terciles according to their score on the ACE. Those scoring below the 34th percentile were designated as the first or lower tercile; students who scored from the 34th to the 66th percentile, inclusive, were placed in the second or middle tercile; those at or above the 67th percentile comprised the third or upper tercile.

Overall, it was noted that high school seniors who went to college increased as a percent with each succeeding tercile rank;

thus college attendance was a function of placement according to ACE score. Also, completion of the college preparatory curriculum and size of family income were contributing factors toward college attendance, increasingly so from the first to the third tercile rank.

The study of environmental factors was limited to the respondents who placed in the upper or middle tercile of the distribution of ACE scores. In reference to these terciles of placement, the questionnaire data were analyzed to identify factors which differentiated between the students of high ability who continued to college and those who did not.

Stroup and Andrew concluded "that economic status is related to college attendance largely because seniors from families of higher economic levels can afford to go to college and not because those seniors have greater aptitude for college work."[4]

Non-college Attenders in the Top Ten Percent

Data for the study conducted by Wright and Jung[5] were gathered by interview and questionnaire. Their purpose was to ascertain why capable high school graduates in the state of Indiana, approximately one-fourth of the top 10 per cent, were not continuing their schooling beyond the high school level. As defined in this study, schooling included advanced training at any post-high school educational institution.

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[4]Francis Stroup and Dean C. Andrew, Barriers to College Attendance. The Report of a Study of Factors Related to Educational Discontinuance of High School Graduates. Magnolia, Arkansas: Southern State College, 1959.

[5]Wendell W. Wright and Christian W. Jung. Why Capable High School Students Do Not Continue Their Schooling. Bulletin of the School of Education, Indiana University. Vol. 35, No. 1, January 1959. Bloomington, Indiana: Division of Research and Field Services Indiana University, 1959.

The sample consisted of 3,479 high school graduates in the spring class of 1955 who ranked in the upper 10 per cent of their classes. The girls of this upper ability group out-numbered the boys by two to one even though both sexes were about evenly matched in the over-all number of total graduates. The 1,011 individuals who did not continue their schooling comprised the smaller sample which was studied. High school principals completed a questionnaire regarding each of these individuals. Subsequently, a representative from each school was interviewed as was also a large number of parents and students.

An interviewer and three other persons reviewed the data available for each student and designated independently the single most important factor associated with the student's decision not to attend college. These four persons observed that 59 per cent of the boys and 35 per cent of the girls did not go to college for one of the several following reasons: (1) they regarded high school graduation as the termination of formal education; (2) they desired to begin earning money immediately; (3) there was a strong competing interest such as military service or marriage.

In general, the findings of the Indiana study disclosed that:

1. The families of 11 per cent of the qualified graduates who did not continue were in need of the graduate's financial assistance. Interviews with school officials corroborated this information received from the students.
2. Many of the parents of the academically capable graduates who did not attend college were opposed to advanced education for their children:

a. As reported by qualified graduates, non-college attenders, 23 per cent of the parents of the group were opposed.

b. As reported by the principals, 42 per cent of the parents were opposed.

c. Of the 731 parents surveyed, 26 per cent expressed a negative attitude towards college attendance.

3. Sixty-four per cent of the non-college attenders were married or planned to marry soon. The percentage for girls and boys were 68 and 37 respectively.

4. Of the academically capable males who did not go to college, 18 per cent enlisted in the military services.

5. Of those students who were interviewed (N-570), approximately 78 per cent reported that a member of the school staff had talked with them about higher education and the possibility of continuing. But, more than 20 per cent affirmed that no one connected with their high school had discussed additional schooling with them.

   It was pointed out that the latter percentage should be interpreted with some reservations due to the fact that frequently young people of this age are not willing to credit adults with having influenced their decisions.

6. Of the Indiana students who qualified but did not go to college, 28 per cent reported that information concerning further education opportunities was not introduced until the twelfth grade. In 66 per cent of the cases, the

subject of educational opportunities was dealt with at one grade level only in the course of the high school career.

Background and Motivation as Factors in Non-college Attendance

One hundred and four high school graduates of three Colorado counties who qualified for college but did not enroll were the subjects of a non-college attendance by Cass.[6] This investigation was especially concerned with background and motivation. Data were collected by questionnaire but fifteen of the 104 subjects were interviewed. The purpose of the interview, according to Cass, was to confirm some of the information collected in the questionnaire and secondly, to obtain a number of case histories stating the reasons for not going to college.

Major reasons of qualified graduates for not attending college were reported by this investigator as: (1) lack of finance, (2) marriage, (3) a vocation not requiring college preparation, (4) lack of interest, (5) indefinite plans, and (6) entry into the armed forces.

Background factors were classified in reference to each of these major reasons. For example, capable graduates not interested in a college education came from smaller families, had more cultural advantages, fewer mothers were employed, and fathers were more frequently farm owners or managers.

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[6]Dal Holder Cass, "A Study of Upper Quarter High School Graduates for 1956 from Three Colorado Counties Who Did Not Enroll in College." Unpublished Doctor's dissertation, The University of Colorado, Boulder, Colorado: 1957.

While 31 per cent of the respondents reported financial need as a principal reason for non-college attendance, it was noted that less than half of this group would have gone though adequately financed. The parents of these graduates who would have attended were found to be more favorable toward college.

As an outline of his investigation, Cass recommended that attention be given to the education of parents concerning the purposes of college and that financial assistance be provided for capable high school graduates on an individual basis with due consideration of related background factors.

A Nation-wide Approach to the Problem

A study by Stice and associates involved a systematic sampling of high school students throughout the United States.[7] The purpose of this investigation was to determine how many graduates throughout the country were not planning to go to college because of such factors as lack of money, lack of interest and the like.

The findings were based upon the responses of the highest scoring 29 per cent of a sample of 33,000 twelfth-year students from 478 public schools in forty-five states. All of the twelfth-year students present in these schools on a designated day were given a questionnaire and an ability test. Since the object of the test was to permit selection of students who were academically able, the items

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[7]Glen Stice, Mollenkopf Stice, William G. Stice and Warren S. Torgerson, Background Factors and College Going Plans Among High-Aptitude Public High School Seniors. Princeton: Educational Testing Service, 1956.

designed for the test were purposefully difficult. The 29 per cent of all students tested who scored twelve or higher out of a possible score of twenty were operationally defined as the high ability group.

It was found that the best single predictor of interest in college attendance was the student's vocational aspiration. If he aspired to an occupation which required a college degree, he was much more likely to wish to attend college than if his idealized occupation were one for which a high school diploma was sufficient.

In general, the student from a small family whose father was in a profession, was more likely to attend college than the student who was one of several children and whose father was a farmer or laboring man. And in either case, a son was more likely to attend than a daughter.

Eighteen per cent of the high-aptitude boys and 30 per cent of the high-aptitude girls expressed no interest in college attendance. However, about seven out of every ten in this group of seemingly disinterested students said they would attend if adequate financial assistance were available. The second response was interpreted by the investigators to mean that these students were interested in college but realistically, had not considered college as a possibility due to financial restrictions.

It was concluded that if adequate financial resources were available, as many as ninety-five out of every one hundred boys and ninety-one out of every one hundred girls who are capable of benefiting from a college education would go to college. In actuality, however, no more than 70 per cent of the high-aptitude seniors expected to attend.

High School Students' Values

Thompson defined values as "the relatively stable predeterminers of action that are developed in each individual through prizing, cherishing, or holding something dear. In general, values governs behavior directly."[8] This researcher used the Differential Values Inventory, a forced-choice questionnaire developed by Prince[9] to measure the personal values of 100 boys and 100 girls from both the senior and freshmen classes of five California high schools. In addition, each student in the sample completed a personal-information blank and an occupational-values survey.

A comparison of the mean traditional and emergent-value scores for all students disclosed that the values held by the students in these five high schools were significantly more emergent than traditional. Also, as between groupings, the mean traditional-value score was markedly consistent. Differences were not significant, for example, in mean traditional-value scores between freshmen and seniors or boys and girls.

In respect to family background, the presence of both father and mother in the home, as in contrast to an atypical home situation, appeared not to influence the traditional or emergent values of students significantly. However, when the students were grouped

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[8]Orville E. Thompson, "High School Students' Value: Emergent or Traditional." California Journal of Educational Research, 12:132-144, 1961.

[9]Richard Prince, "A Study of the Relationships Between Individual Values and Administrative Effectiveness in the School Situation." Unpublished Doctor's dissertation, The University of Chicago, December 1957.

by father's occupation, there was a wide divergence among the mean traditional-value scores.

Probably, this factor of father's occupation did influence the values of students, although no clear-cut pattern of influence was apparent. Of interest was the finding that the children of unskilled workers, both boys and girls, reflected high emergent values.

Additional highlights of the Thompson study noted a distinct relationship between mean traditional values and (1) occupational choice, (2) high marks, and (3) the college preparatory curriculum. It was apparent that the nearer the occupational preference to the professional-managerial grouping, the more traditional were the values of the students selecting it. High school students who received high grades and followed the college-preparatory curriculum were significantly more traditional than students who received lower marks and followed other majors.

"Common Man" Values

Kahl and associates interviewed twenty-four high school boys and their parents as a part of a larger project conducted in the Boston metropolitan area by the Laboratory of Social Relations of Harvard University and referred to as "The Mobility Project."[10] Questionnaire data for the larger sample of 3971 boys, juniors and seniors of public high school, presented a patterned relationship between the combination of father's occupation and boy's IQ in

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[10]Joseph A. Kahl, "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review, 23:186-203, 1953.

relation to college aspiration. A boy with a father in a major white collar occupation (lawyer, doctor, executive) who was in the top quintile or top twenty per cent of intelligence aspired to college eighty-nine per cent of the time, whereas a boy with a father in a semi-skilled or unskilled occupation and in the bottom quintile of intelligence strove for college nine per cent of the time.

Thus, the combination of IQ and father's occupation or social class position successfully predicted educational ambition at the extremes. However, the two factors were not adequate as predictors of college aspiration for high school boys of high intelligence from homes of lower middle class status. These boys, with fathers in "minor" white collar occupations or in skilled labor or service occupations showed almost a 50-50 chance of aiming for college.

In an attempt to explain this variance in expectation, twenty-four boys of high intelligence were selected for interview analysis from the middle range of the occupational distribution. Half of the interview sample aspired to college; the other did not intend to go to college.

Kahl reported that the interviews disclosed a characteristic way of life for the families of these boys. Some parents were content with their way of life; the parents of the college aspirants were not. The discontented parents trained their sons from the earliest years of elementary school to take school seriously and to use education as a means to move upward into the middle class.

The sons who internalized middle class values were sufficiently motivated to overcome the obstacles which faced the common man boys in school. They saw a reason for good school performance and college

aspiration. Sons who showed in their early school performance signs of talent were pushed forward by the discontented parents and encouraged to climb. Kahl viewed the school primarily as a means of ascent, the family as the initiator of ascent.

Project Talent is a large scale attempt to discover what may be expected from current high school students within the next ten or twenty years. More than ten thousand teachers, school principals, superintendents, school board members, regional coordinators, consultants and advisory committee members administered a series of tests to school children throughout the United States. In all, three student inventories and nineteen tests were completed by 440,000 students in 1,353 schools. The goals of the program were specifically, to determine the aptitudes and abilities of boys and girls in the ninth through twelfth grades, to provide information essential to career counseling; to set standards for future educational and psychological measurement; to follow up earlier studies of students in this sample at one, ten and twenty-year intervals--and finally, to provide a basis for improvements in the American educational system.[11]

Horace Mann Bond observed some unique results that were listed in his The Search for Talent. The most ambitious "talent search" so far devised--that of the National Merit Scholarship Corporation--did not yield data by which one can compare states or regions. But other extremely interesting conclusions may be drawn. One is that those southern states where one can identify race through

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[11]John C. Flanagan and Others, Design For A Study of American Youth. New York: Houghton Mifflin Company, 1962, p. 16.

knowing the names of segregated Negro high schools, not a single Negro child appeared in the selected list of 1956 scholarship winners, not even among the more than four thousand students whose capabilities were recommended to be practically equivalent to those of the scholarship recipients. Further inquiry failed to yield the name of a single Negro child in the nation who was one of the 1956 scholarship winners, or any child from a northern or western state from any one of the large urban high schools known to be attended predominantly by Negroes.[12]

Dunbar made some very penetrating statements about, "The Negro in America Today." As a Negro one has a special kind of problem when it comes to advising youngsters on the choice of a career. Should they be encouraged to prepare themselves for fields in which the doors have long been shut to Negroes in the hope that they will somehow break through the barriers? Or should they be counseled to stick to the "safe" occupations such as teaching, law or the ministery? Even if children do not pursue professional careers, a rocky road awaits them in the crafts. Negro youth are excluded from apprentice training by racial bars in many of the nation's craft unions. Less than one per cent of the apprentices in the construction trades are Negroes. In the country's major (32) cities, a survey found only 100 Negroes working in the apprentice areas. To complete the vicious circle, Negro youth were denied on-the-job training by many employers.

Paradoxically, opportunities are beginning to open up for young Negroes in some fields, but qualified candidates are not

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[12]Horace Mann Bond, The Search For Talent. Cambridge, Massachusetts: Harvard University Press, 1959, pp. 22-23.

available, because past discrimination discouraged them from taking the necessary training for what had seemed to be an unattainable goal. Perhaps the most militantly articulate battler against bias in labor is A. Phillip Randolph, 72 year old president of the Brotherhood of Sleeping Car Porters and the Negro vice-president of the AFL-CIO. Randolph said, "Discrimination in employment is the crisis of the Negro American today. With Negroes constituting the major portion of unskilled labor and with no way to get training in skills, they are gradually being replaced by automation."[13]

Trueblood felt that there were many aspects that must be considered when a counselor endeavored to assist a Negro student. "Two things are evident: that our inherited potentialities or individuals are developed or inhibited by the social patterns into which we are born; and the effect of membership in a disadvantaged group may provide such feelings of rejection, such real strong psychological barriers, that development is hindered or warped, just as among dominant groups, the effects of supremacy show themselves in character. In disadvantaged groups, some individuals seem able to rise above these obstacles to a striking degree, but for most they will be too great to be conquered unaided."[14]

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[13]Ernest Dunbar, "The Negro in America Today." Look. April 10, 1962. New York: p. 43.

[14]Dennis L. Trueblood, "The Role of the Negro Counselor in the Guidance of Negro Students." Harvard Educational Review. Cambridge, Massachusetts: Vol. No. 30, 1960, p. 92.

It was suggested by Albert and Bernice Lott,[15] that for Negro students, behavior relevant and necessary for the pursuit of scholastic achievement is subject to more interference than is true for white students because, for the former the goal is less unequivocally a positive one. There is good reason to assume that scholastic excellence is generally viewed as means toward the subsequent achievement of social and economic rewards. Negro students undoubtedly perceive these rewards as both more remote in time and as far less probable of attainment than do white students. White students on the other hand may take for granted that their efforts in school will be somehow rewarded by society. Negro students cannot. In addition, since academic achievement requires hard work and study, such a goal has negative as well as positive components. For white students with ability, the promise of eventual reward, in terms of high social status for example, is assumed to outweigh the negative aspects; for Negro students with ability, this same assumption cannot be made as readily. For the latter it would appear that the goal of scholastic achievement has both positive and negative characteristics of sufficiently equal strength to produce conflict. The consequences of this, for the individual, may be: a type of withdrawal reaction characterized by movement toward other goals that are more clearly positive; and a back and forth movement toward the goal of educational achievement which is not renounced, but attempts to pursue it are easily disrupted. This general proposition, suggested by Lotts'

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[15]Albert J. and Bernice E. Lott, Negro and White Youth. New York: Holt Rinehart and Winston, Inc., pp. 136-138. 1963.

findings, that Negro students are more in conflict than are white students, with regard to pursuit of academic goals, is offered as an hypothesis for further study.

Indications of the emphasis placed by Negro youth on the attainment of the financial goal were reported by other investigators. Johnson, who studied Negro youth in the rural south during the late thirties, found that comments made by his subjects about vocations "generally indicated more desire for prestige and security in terms of money and position than direct interest in or knowledge about the vocation."[16]

Sussman and Yeager, who made an investigation of the criteria used by Negro and white college students in selecting a mate, have reported that economic security ranked higher for the former than for the latter. Of interest, too, in view of the tendency for the Negro leaders in our sample to think of death or illness as possible stumbling blocks to vocational goal attainment, is another finding by Sussman and Yeager, that good health as a criterion for mate selection was also ranked higher by Negro than white students.[17]

In another investigation, more directly related to job choices, Singer and Steffre found that a significantly greater proportion of Negro than white high school seniors checked security as an important feature of any job. Significantly more of the white

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[16]Charles S. Johnson, Growing Up in the Black Belt. Washington, D. C.: American Council on Education, p. 214. 1941.

[17]M. S. Sussman and H. C. Yeager, Jr. "Mate Selection Among Negro and White College Students." Sociol. Soc. Res. 1950. Vol 35, pp. 46-49.

than Negro respondents, on the other hand, felt that it was important for a job to be interesting. Since these Negro and white students were matched on age, sex, and school grade, and parents' occupation, Singer and Steffre interpreted their results as suggesting that race is associated with job values in a manner which is independent of the occupational level of the respondent's home and which is compatible with the present relationship of race and occupational opportunity.

Negro and white seniors were found to differ significantly on four of the twenty-two goals on which they were rated; religion, and happiness, were attributed to proportionately more white than Negro seniors; respectively, and security through money and goods, were attributed more often to Negroes. The recurrence of financial concerns on the part of the Negro students has often been discussed. It is important to note, however, that financial security was not the most frequently judged theme for the Negro seniors. Most dominant for them as was the case also for white seniors, was the goal of likability. The second and third most frequently attributed goals for the Negro seniors were success and financial security. For the white seniors the second most attributed goal was knowledge, followed in third place by success. Financial security and responsibility were not the most frequently judged Negro goals but were judged more often for Negroes than for whites. Similarly, religion and happiness were not the most dominant goals for white leaders, as a group, but were attributed to them realiably more often than to the Negroes.

These differences in general life-goals were mirrored by the results obtained from the question on important material possessions. While most of the Negro and white students shared the view

that possession of a house, a car, clothing, investments (in business, land, or tools), and furniture were among the most important things for a person to own, a greater proportion of the white seniors also chose some facility or equipment designed for relaxation, the pursuit of a hobby, or recreation, such as a boat. Negroes, on the other hand, far outnumbered white seniors in the choice of a radio, or television set, symbols of a more standard brand of entertainment and relaxation than was represented by the choices of the white seniors. Negroes also significantly outnumbered whites in their selection of money (cash or a bank balance). The white seniors appeared, thus, to be reaching toward satisfactions of a more varied and personal sort while the emphasis of the Negro seniors was on simple tangibles.[18]

It was found that the sample of Negro seniors was more concerned with money primarily as a source of security. This was at variance with reports from some earlier investigations. Frazier, in his study of youth in Washington, D. C. and Louisville, Kentucky, during the thirties, found that wealth was one of the chief values of upper class youth.[19] Brenman, who interviewed 25 middle class Negro girls, 18 to 25 years of age, in New York City and compared them with middle-class white girls, also reported that although both groups strive for external symbols of leisure-class membership, this is more extreme among the Negro girls. In a later work, Frazier

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[18] S. L. Singer and B. Steffre. "A Note On Racial Differences In Job Values and Desires." Journal of Social Psychology, Vol. No. 43. pp. 333-337. 1956.

[19] E. Franklin Frazier, "Negro Youth At The Crossways." Washington, D. C.: American Council on Education. 1940.

stated that the "black bourgeoisie" place more importance on money and conspicuous consumption than on knowledge or the enjoyment of books and art and music, and considered the most significant aspect of one's occupation to be the amount of income it brought. The sample of seniors, though clearly in a more advantageous socio-economic position than the other Negro students, contained few individuals who would fit Frazier's characterization of the black bourgeoisie or Brenman's description of her sample of middle-class Harlem girls.[20]

The interpretation of the difference between the Negro and white seniors on dominant goals indicated that the Negro students were more preoccupied than the white with the pursuit of concrete, external symbols of achievement, while the white students were striving for, and were concerned with, more idiosyncratic and more abstract elements of personal contentment or happiness. It was suggested that this divergance in goals was related to Negro-white differences in background conditions which existed not only between the two total samples but between the leaders as well, although in the latter case, the status differential was not as great as in the former. It seemed reasonable to expect that the white students, whose parents had, for the most part already attained a considerable degree of financial security and responsibility, would be psychologically freer than the Negro students to seek satisfaction of a more personal nature.

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[20]E. Franklin Frazier, Black Bourgeoisie. New York: Free Press, 1957, p. 82.

Relevant to the above proposition was the finding by Centers that, "people in the middle class typically manifest a desire for self-expression, while those who affiliate with the working class most typically express a desire for security."[21] In view of the difference in socio-economic conditions which exist between Negroes and whites, and in view of the findings with respect to difference in class identifications, it was possible to think of white students as being primarily middle class, and of Negro students as predominantly working class. A sufficient body of evidence existed to amply support Dollard's contention that "In Negro society middle class is still a population spike on a broad base instead of a large section of a true pyramid, as one finds it in white society." Centers' description of the two classes may then be complemented by the report of Singer and Steffre that more of their tested Negro students wanted a job that offered security while more of the white students wanted one that was interesting.

Ellis conducted a study using one hundred male high school graduates who qualified for college work. Half of them were enrolled in college full time; the remainder, though qualified, were non-college enrollees. The basis of selection for purposes of the study was one, or both, of two upper quartiles of achievement with reference to national norms on a battery of achievement tests.

The data were obtained through individual interviews, tape-recorded. Subsequently, the responses of each subject were transcribed

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[21]R. Centers, The Psychology of Social Class. Princeton, N. J.: Princeton University Press, 1949, p. 74.

to an interview schedule for content analysis and coding. It was previously suggested that a preference of able high school graduates for non-college attendance may be a function of the individual's aptitude, interests and goal expectations; his family background and intra-family relationships; his school experiences and personal adjustment; or possibly deep psychological motives.

The findings growing out of the subject's value system derived from the following aspects of the investigation: (1) father's occupation, (2) son's educational objectives, (3) subject's postulation of the best possible life, (4) career expectation, (5) preferred work satisfactions, and (6) the decision to attend or not to attend college.[22]

The unusually talented high school senior has always attracted the attention of historians, biographers, philosophers, poets, and the people at large. His contributions to society, whether as a leader of his class, an officer in the army, a civic leader, a source of religious inspiration, a creator of art, or as an entertainer have always been valued highly. Nevertheless, as Lew Terman pointed out many years ago in the prefact to his Genetic Studies of Genius, this interest and appreciation did not lead to much systematic scientific research on the phenomenon of talent. Whatever has been accomplished has been the work of a comparatively few social scientists and educators. Moreover, the problem of the supply of talent has seldom been the subject of public concern.

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[22]Betty Walters Ellis, "To Attend Or Not To Attend College." Unpublished Doctor's dissertation. University of Southern California. Los Angeles, California: 1962.

The reasons for this neglect are not difficult to discern. In earlier times, and to some extent even today, an individual with extraordinary ability seemed almost supernaturally different from other men. Talent was taken as something explicable only in terms of the fact that some are born with it while others are not. This conception had frequently been supplemented by the view that certain privileged classes in society were much more likely than others to produce talented individuals and, therefore, that their privileges should be protected for the welfare of society. Without entirely discarding this viewpoint, democratic societies have supported the contention that people with talent will emerge from the poorest of backgrounds if the opportunity for education is available to all.[23]

In recent years, surveys of high school graduates focused attention on students of upper-level ability who have not continued from high school to college. The present chapter has reviewed some of these surveys. For the most part, the findings were comparable. It was observed by several investigators that certain factors were operative in the decision of qualified graduates not to attend college. These were: (1) parents' attitude towards education, (2) parents' education, (3) father's occupation, (4) size of family, (5) financial need, (6) indefinite plans, (7) lack of interest in further education, (8) competing attractions, as marriage, a job, entry into the armed forces, and (9) a set of values which did not include education.

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[23]Douglas W. Bray, Issues In The Study of Talent. New York: King's Crown Press, Columbia University, 1954, p. 1.

Additionally, the review of the literature presented a conceptualization of value structure as a framework for research on the relationships between values and education. A study of high school students' values conducted within the framework of traditional versus emergent values was reported. Emergent values were found to outweigh the traditional among high school students. It was noted also, that traditional values supported educational achievement and that students with high traditional-value scores directed their choice of occupation towards the top rungs of the occupational ladder.

CHAPTER III

ANALYSIS OF THE DATA

In a relatively free society, the actions of young people follow upon decisions made in response to certain pressures but under conditions which should provide a maximum freedom of choice. These choice points occur at irregular intervals, and for different persons there are varying numbers of such choice points. One point of limited choice occurs when a child leaves elementary school. At that time the child will decide either to continue general schooling within the framework of the compulsory education laws, or to leave school entirely and embark upon his work career, providing the law allows him to do so. A second choice point occurs at the beginning of or during the high school career of the individual, when he must decide whether he should emphasize the high school curriculum leading to college, to immediate vocational opportunities, or to terminal general education. Another important choice occurs at the conclusion of high school. At this time the student must decide if he is to continue in school, find a job, marry, or undertake some other course of activity. It is this third choice point, occuring immediately after high school, that is the main concern of this study.

Plan of the Study

A primary assumption established here was that an inordinate waste of talent occurs in our educational system. Although interested in obtaining advanced training, many young persons with superior abilities never accomplish this goal. Other superior young persons fail to show an interest in such training. Much of the intellectual talent in this country, as well as other kinds of talent, is never developed; thus resulting in substantial waste to the happiness of the individual and the welfare of society.

A basic questionnaire, later entitled "After High School--What?" was prepared. The basic data for the study were obtained between April 15, and May 1, 1964, when copies of the questionnaire were sent to Douglass and Capitol Hill High Schools of Oklahoma City, Oklahoma, and Booker T. Washington and Daniel Webster High Schools of Tulsa, Oklahoma. Douglass and Booker T. Washington High Schools were predominantly Negro schools. Completed questionnaires were obtained from 100 per cent of the seniors who were in the top 20 per cent of their respective classes.

When the questionnaires were returned, the data from each school were tabulated, compiled, and analyzed. Later the two Negro schools' data were combined separately and the data from the two white schools were combined separately. Because the basic questionnaire data were collected before the seniors had actually graduated from high school, and had the opportunity to enroll in college the following fall, the analysis was in terms of what these seniors said they planned to do after high school rather than in terms of what

they actually did after graduation. The major factors considered in the questionnaire were: occupation and education of both parents, economic status of family, course or curriculum taken in high school and future plans of the seniors. Parent's attitude toward the student's going to college and how the senior perceived himself ten years hence were also determined.

Sex Distribution of Sample

There were 105 Negro seniors included in the sample, consisting of thirty-two males and seventy-three females. Seventy per cent of the Negro students were girls and only 30 per cent were boys. The white seniors were more equally divided with fifty-seven males and fifty-six females included in the sample. The above difference in the ratio of sex differences in the two classes was quite revealing. This was, no doubt, caused in part by the fact that many Negro male students dropped out of school prior to the twelfth grade and that Negro girls tended to achieve greater success in the academic life of the school. With 38 per cent of the Negro seniors living with their mothers only it became imperative that the boy culminate his high school career in order to begin work to assist the mother in caring for the family. The above findings are depicted in Figure 1.

Age of Students

Three per cent of the Negro seniors were nineteen, 3 per cent were sixteen, 34 per cent were eighteen, and 60 per cent were seventeen years of age. Two male seniors were nineteen and one female nineteen. Two females and one male were sixteen and nine

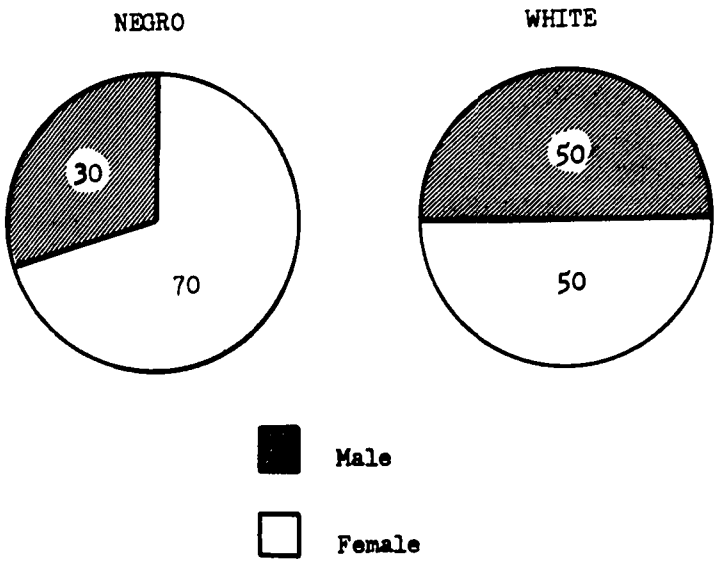

Fig. 1-Percentage of Male and Female Students in Each Racial Group.

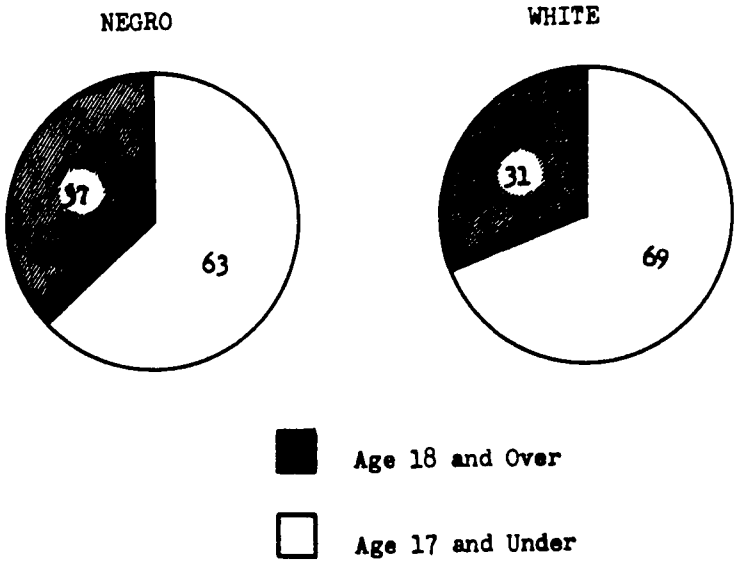

Fig. 2-Percentage of Ages Represented in Each Racial Group.

males were eighteen and twenty-seven females were eighteen years of age. There were twenty-one males and forty-two females who were seventeen years of age. In the white sample everyone was either seventeen or eighteen. Thirty-eight males were seventeen as compared with thirty-nine females who were seventeen. There were nineteen males who were eighteen and seventeen females who were eighteen years of age. In every case where comparisons were made between Negro and white, the Negro seniors were slightly older than the white seniors. None of the white seniors included in the sample were over eighteen years of age at the time the investigation was made. Figure 2 illustrates the age distribution of the Negro and white seniors involved in this study.

Marital Status

Of the 105 Negro seniors included in this investigation, 101 were single. Ninety-six per cent of the Negro seniors and 91 per cent of the white seniors had no intention of marrying. Seven per cent of the white seniors and 1 per cent of the Negro seniors were engaged to be married and 3 per cent of the Negro and white seniors were married at the time this investigation was conducted. There appeared to be no significant difference in the marital status of Negro and white seniors. It was interesting to find that the married students were encouraged to continue their high school career in the schools represented in this study. In many school systems married students are asked to withdraw from school immediately.

Status of the Home

Several identified factors suggested the influence of the home in determining whether or not able students attend college. Ninety-seven per cent of the Negro fathers were living as compared with 96 per cent of the white fathers. Ninety per cent of the Negro students and 96 per cent of the white students' mothers were living when this study was made. Figure 3 depicts the percentage of students whose fathers and mothers were living at the time the investigation was undertaken.

There was a great difference, however, between the number of Negro seniors who lived with one parent and the number of white seniors who lived with one parent. Thirty-nine per cent of the Negro students lived with one parent; one per cent lived with the father and 38 per cent lived with the mother. Thus, over one-third of the graduating Negro seniors lived with one parent. This factor may have had a definite affect on the child's aspirational level. On many of the returns it was stated that the student had to go to work immediately following graduation in order to assist the mother as the lone breadwinner in the household. The able student is thus denied the opportunity of reaching his fullest potential. In very few cases did the student have knowledge as to the whereabouts of his father. Contrary to the conditions found in the Negro home, only 12 per cent of the white seniors were living with one parent. Three per cent of them were living with the father and 9 per cent were living with the mother. The prevalence of broken homes in the families of Negro students as compared with the white seniors was startling. Figure 5 clearly depicts the above results.



Fig. 3-Fathers Living or Deceased.

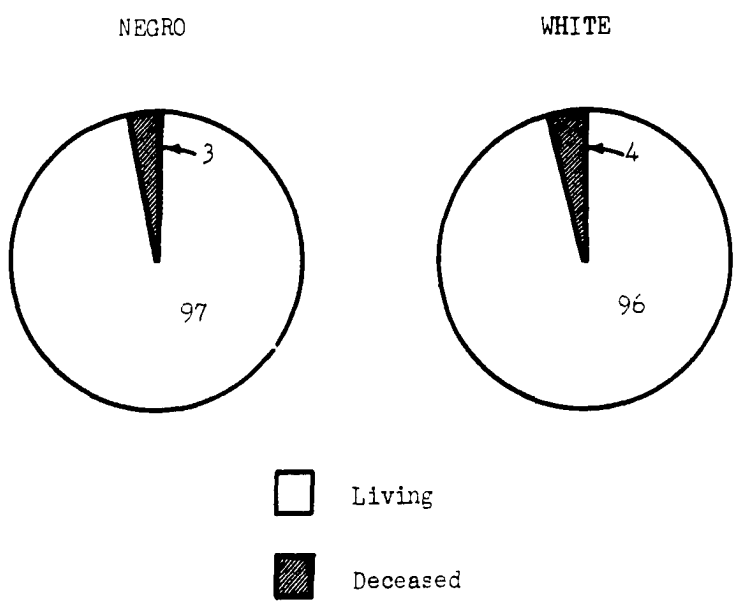

Fig. 4-Mothers Living or Deceased.

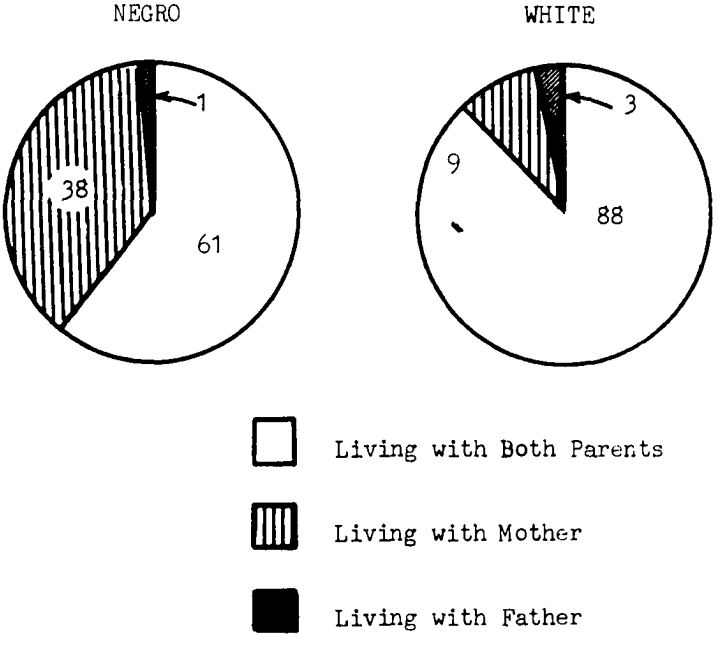

Fig. 5-Marital Status of Parents.

Occupation of Parents

In this able group, the students who planned to work came predominantly from the homes of domestic workers and parents whose occupations were non-professional and men whose jobs were unskilled. Ninety-four per cent of the Negro seniors had fathers whose occupations were non-professional. In two instances, however, the fathers were college graduates. One of these worked as a parter in a bank and the other served as a gardener for a private family. Three per cent of the fathers were retired and 3 per cent had professional jobs. In every instance the professional job held by the Negro father was that of a public school teacher.

Approximately one-fifth of the white fathers held professional jobs. Four per cent of the fathers were not living, 78 per cent had jobs that were non-professional and one father was retired. In many cases it was observed that the white fathers, although they only had a high school education, held supervisory positions in many of the industries of Tulsa and Oklahoma City. Sons and daughters of professional fathers generally aspired to jobs that were similar.

About 14 per cent of the mothers of Negro seniors had jobs that were professional. Of the fifteen mothers involved in this category, nine were teachers. There were thirty-two mothers who had no job outside the home and were listed as housewives. In one case the mother was a maid and a part-time, or substitute teacher. This mother held a Master of Science degree from an outstanding institution of higher learning. Eighty-six per cent of the Negro mothers held jobs that were non-professional.

Four per cent of the white mothers had jobs but ninety-five per cent had jobs that were non-professional. Of these 107 non-professional wives, fifty-two served as housewives only. A little more than half of the white wives worked and a little more than two-thirds of the Negro wives worked. Although in most cases the Negro families were found to have more children than the white families, the Negro mothers apparently could not afford to remain home. Another factor was that in most instances, salary of the white father exceeded that of the Negro father. Since in many instances the Negro senior had no immediate person to emulate, it seemed quite clear why many of these seniors failed to establish higher goals and aspirations. In many cases, however, the students had aspired onward and upward in spite of prevailing unfavorable circumstances.

Education of Parents

As one might have expected, the education of the parents was related to the after-high-school plans of the high ability youth. There were few differences between the Negro parents' education from Oklahoma City and between the Negro parents' education from Tulsa. Although this study endeavored to compare the aspirational level of Negroes with that of the whites, more similarities were discovered between the education of parents of Negro seniors from Tulsa and Oklahoma City. Generally the same percentage of fathers of Negro seniors from Oklahoma City and Tulsa completed the twelfth grade. One per cent of the Negro fathers only completed the sixth grade, 6 per cent finished the eighth grade, 2 per cent completed the ninth grade, 11 per cent completed the tenth grade, 6 percent completed the eleventh grade, 39 per cent

completed the twelfth grade and 28 per cent either finished college or completed one or more years. An examination of the educational background of white fathers showed the following: three per cent completed the sixth grade, 11 per cent completed the eighth grade, 6 per cent completed the ninth grade, 6 per cent completed the tenth grade, 2 per cent finished the eleventh grade and 48 per cent culminated their education in the twelfth grade. Twenty-four per cent of the white fathers completed or attended college for at least a year.

The education of Negro mothers was as follows: one per cent of them only went as far as the sixth grade, 2 per cent completed the eighth grade, 1 per cent finished the ninth grade, 10 per cent completed the tenth grade, 10 per cent completed the eleventh grade, and 44 per cent either completed high school or at least began the twelfth grade. There were 31 per cent of the mothers who finished college or at least completed one year of college.

The following breakdown symbolized the educational levels of the mothers of white seniors: one per cent culminated their education in the seventh grade, as compared with 1 per cent of Negro mothers whose lowest grade culmination was the sixth grade. Ten per cent completed their education in the eighth grade as compared with only 2 per cent of the Negro mothers whose education terminated in the eighth grade. Five per cent only finished the ninth grade as compared with 1 per cent of the Negro mothers. Seven per cent of the white mothers finished the tenth grade as compared with 10 per cent of the Negro mothers whose education was terminated at the tenth grade. Eight per cent of the white mothers completed their education in the eleventh grade, whereas 10 per cent of the Negro mothers culminated

their education in the eleventh grade. Forty-seven per cent of the white mothers completed the twelfth grade as compared with 44 per cent of the Negro mothers finishing the twelfth grade. There was therefore no apparent significant difference between the two groups regarding the regular public school education of the Negro mothers and the white mothers. Twenty-one per cent of the white mothers completed college or at least completed one year of college as compared with 31 per cent of the Negro mothers in this category. A greater percentage of the Negro mothers, therefore, either completed college or finished one year, than had the white mothers. A greater percentage of Negro fathers either had completed college or one year of attendance than had the white fathers. Figures 6 and 7 illustrate the above findings.

Education Attained by Older Brothers and Sisters

An attempt was made to arrive at the family pattern of education by acquiring information about the education of older brothers or sisters. Slightly more than one half of the Negro seniors had no older brothers and approximately the same number had no older sisters. In cases where Negro seniors had older brothers, 50 per cent had brothers and 67 per cent had sisters who had gone to college. Forty per cent had brothers who had either entered or completed the twelfth grade and 31 per cent had sisters who had either entered or completed the twelfth grade. Seven per cent had brothers who had completed the eleventh grade and only 2 per cent had sisters who had completed the eleventh grade. Three per cent of the Negro seniors had brothers who went as far as the tenth grade but none of them had sisters who only completed the tenth grade.

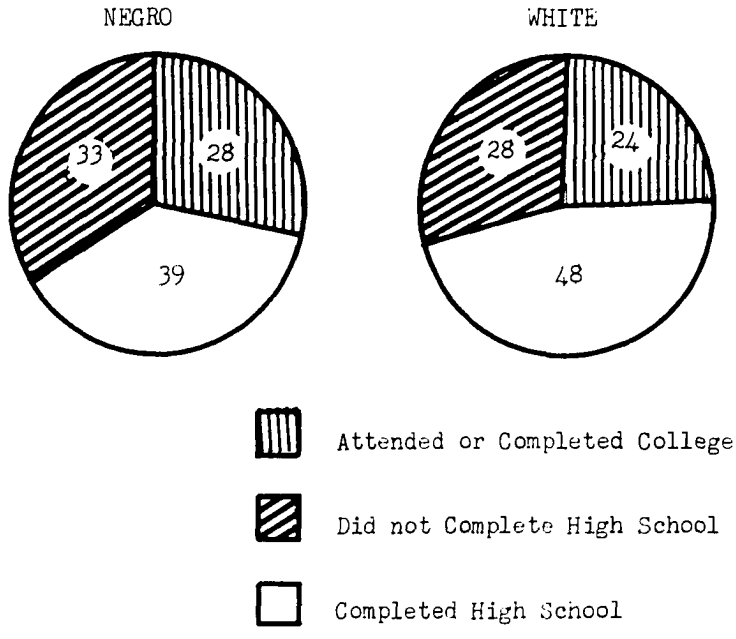

Fig. 6-Education Attained by Negro Fathers and White Fathers.

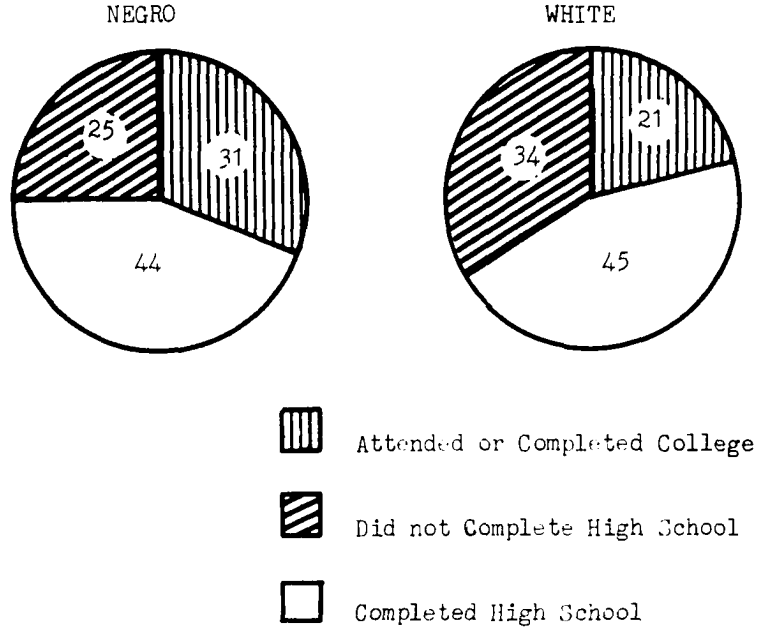

Fig. 7-Education Attained by Negro Mothers and White Mothers.

Sixty per cent of the white seniors had no older brother as compared with 63 per cent who had no older sisters. In cases where the white senior had older brothers, 58 per cent of these brothers had either completed college or had attended college as compared with 41 per cent of older sisters who either had completed college or had attended college. Twenty-siven per cent of these older brothers had completed the twelfth grade as compared with 54 per cent of older sisters who had completed the twelfth grade. Fourteen per cent of the brothers completed the eleventh grade and only 2 per cent of the older sisters completed the eleventh grade. Of the Negro seniors who had older brothers, 90 per cent of these brothers went as far as the twelfth grade. Ninety-eight per cent of the older sisters went as far as the twelfth grade. Of the white seniors who had older brothers, 85 per cent of these older brothers went as far as the twelfth grade. Ninety-five per cent of the older white sisters went as far as the twelfth grade. As the result of these findings it may be concluded that in families where older brothers and sisters have attended school and have gone as far as the twelfth grade or even higher, the younger brothers and sisters will at least go as far in school as their older brothers and sisters. The above findings are depicted in Figures 8 and 9.

Family Income

The sources of family income for the Negro and white seniors are shown in Figure 10. Forty-nine per cent of the Negro parents and 50 per cent of the white parents received wages on an hourly or daily basis and 43 per cent of the Negro parents and 36 per cent of the

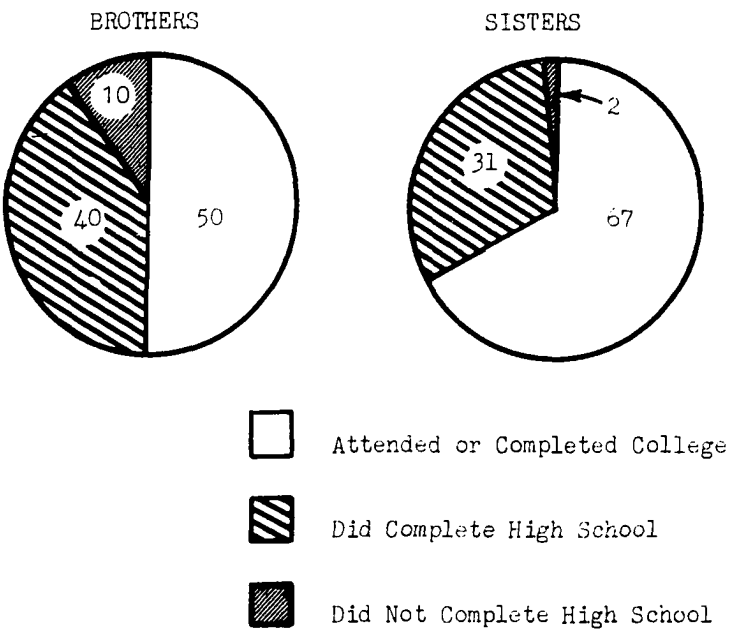

Fig. 8-Education Attained by Older Negro Brothers and Sisters.

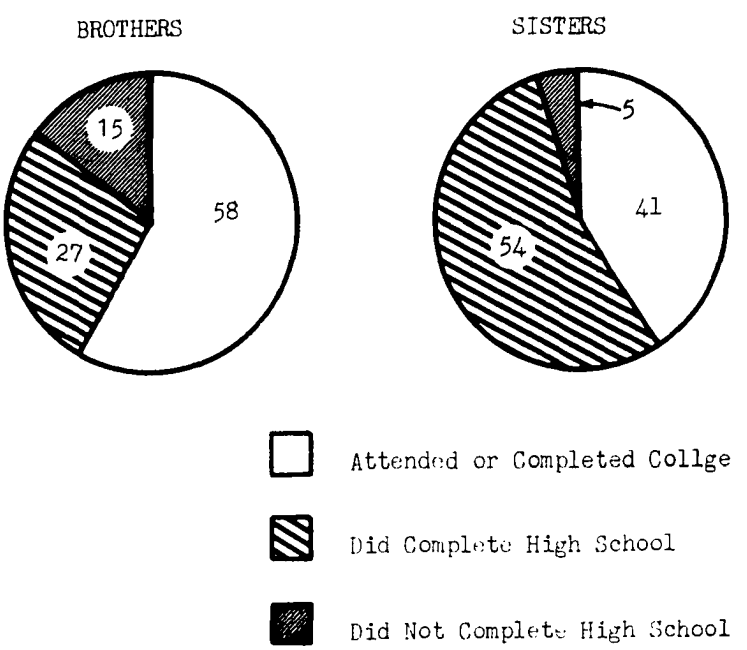

Fig. 9-Education Attained by Older White Brothers and Sisters.

white parents had income which fell in the category of a fixed salary paid on a monthly or yearly basis. Eight per cent of the Negro parents and 16 per cent of the white parents received their income from professional fees or welfare or other sources and 4 per cent of Negroes and whites had incomes which were the result of investments. The two groups thus did not differ greatly with regard to source of family income. Wages paid on an hourly basis were most frequently mentioned by both groups and fixed salary paid on monthly or yearly basis was next mentioned most often.

Level of Family Income

Fifty-one per cent of the Negro families and 61 per cent of the white families lived comfortably but were not well-to-do; 20 per cent of the Negro and 22 per cent of the white families had all the necessities but not many luxuries; 6 per cent of the Negro families and 5 per cent of the white families were identified as being well-to-do and 23 per cent of the Negro families and 12 per cent of the white families frequently had difficulty in making ends meet. It was apparent that the economic status of the families of these able students was somewhat similar although Negro families had more difficulty making ends meet.

Curriculum Followed in High School

In considering the high school curriculum in which the able high school seniors were enrolled, it should be remembered that not all school involved in the study had equally comprehensive curricula although all four schools provided extensive opportunity to meet individual student needs. Eighty per cent of the Negro

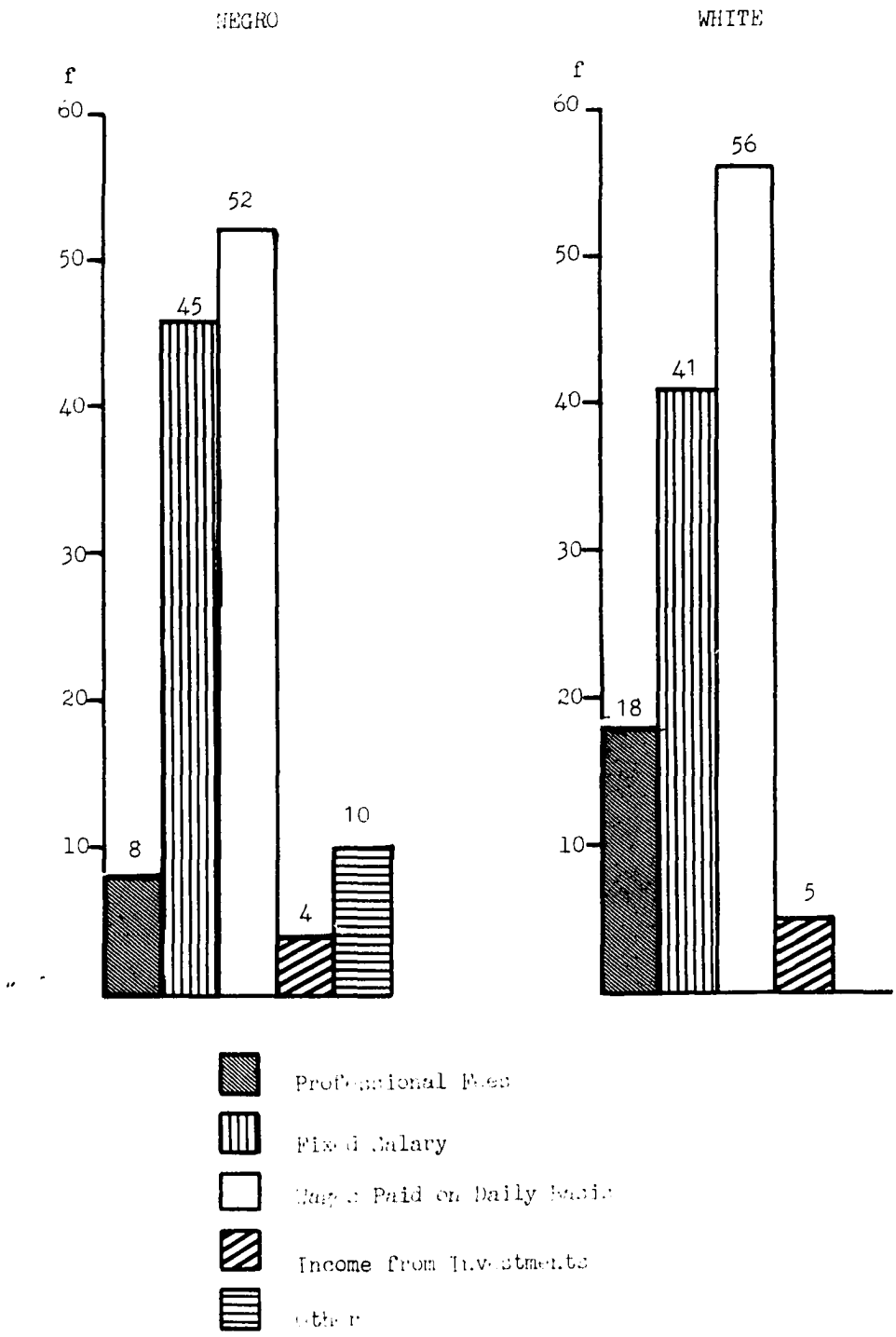

Fig. 16-Source of Family Income.

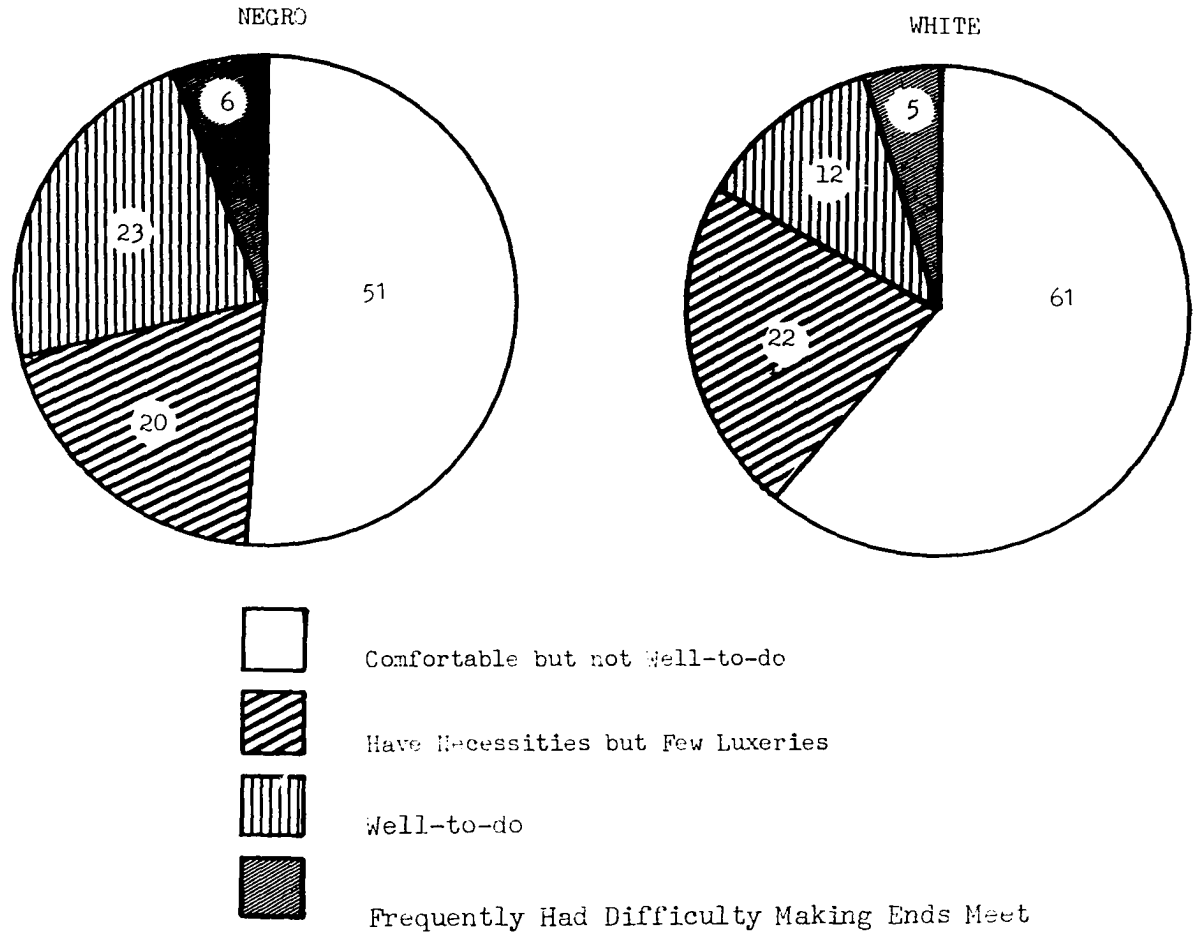

Fig. 11-Level of Family Income.

seniors and 57 per cent of the white seniors followed the college preparatory curriculum in high school and 7 per cent of the Negro and 23 per cent of the white had chosen the general curriculum in high school. Five per cent of the Negro boys and 11 per cent of the white boys elected the technical curriculum in high school, 5 per cent of Negro seniors and 8 per cent of white seniors took the commercial curriculum and 3 per cent of Negro seniors and 1 per cent of white seniors followed curricula other than those mentioned.

Only 5 per cent of the Negro boys undertook the technical curriculum as compared with 11 per cent of the white boys. The educated Negro apparently place low value on preparation for a vocation not requiring a college education since a far higher percentage of Negro students elected the college preparatory program than did the white. Since the Negro had had so much difficulty in entering the various unions, for many years it was almost futile for him to go to school and specialize in a specific trade or craft. This fact may have significant implications for guidance and counseling services in the schools. The above findings are depicted in Figure 12.

Reason for Curriculum Selection

Large differences regarding the reasons given for choosing their high school courses were found between Negro seniors and white seniors. Seventy per cent of the Negro seniors and 59 per cent of the white seniors stated that the reason for their choosing the curriculum followed in high school was that it best fitted their vocational plans. Thirty-five per cent of the Negro seniors and

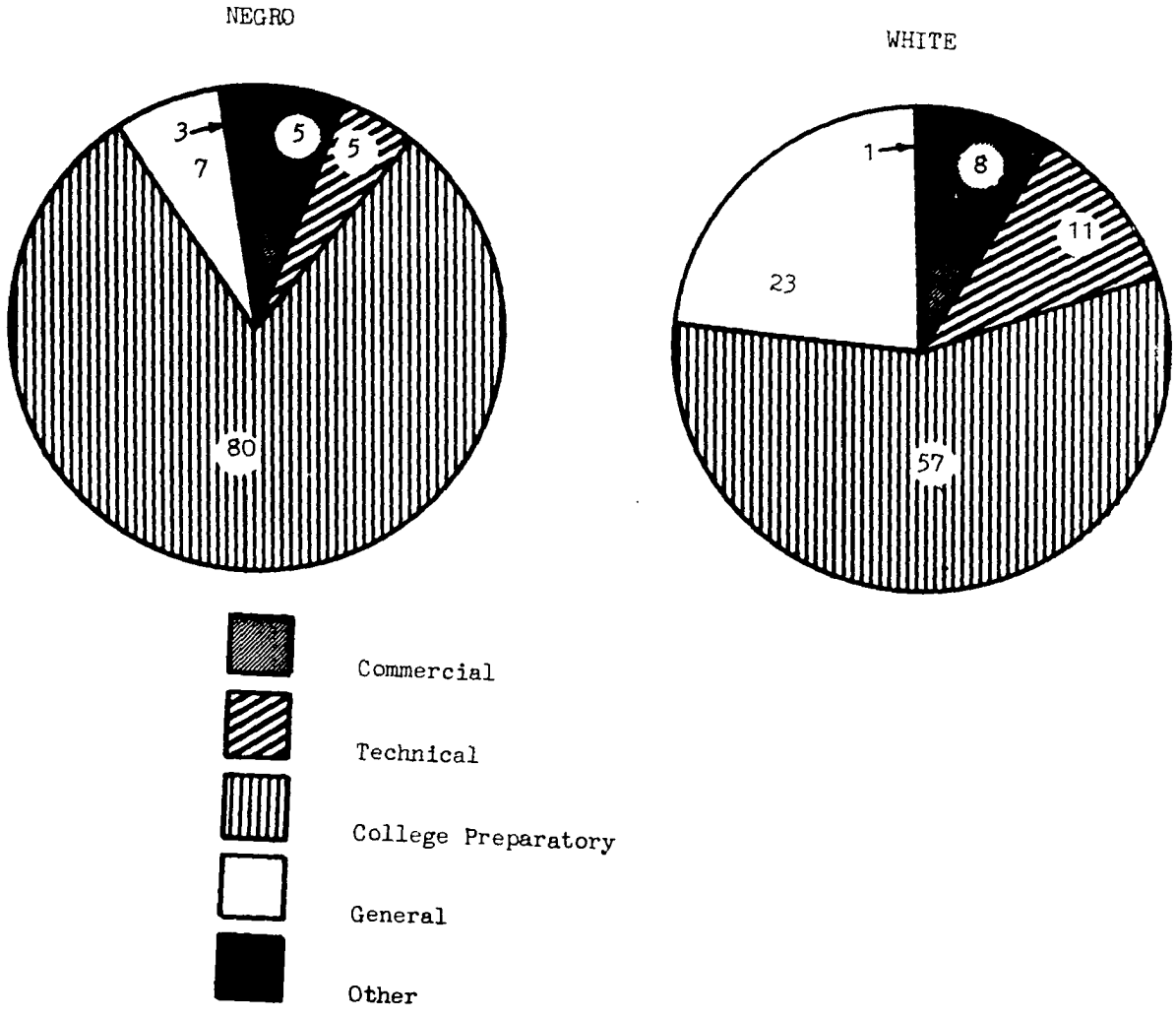

Fig. 12-Curricula Followed in High School.

30 per cent of the white seniors indicated that their reason was that it was the course that seemed most interesting. Thirty-five per cent of the Negro seniors revealed that it was the counselor's advice which led them to pursue the curriculum followed while 16 per cent of the white seniors confirmed that it was the counselor's advice that led them to pursue such a program. The consequences of school counseling were thus more evident in the Negro schools. Twenty-three per cent of the Negro seniors had acted upon the advice of their parents and 18 per cent of the white seniors took the respective curricula for this reason. Reasons that were mentioned five times or more are shown in Figure 13.

Plans for the Following Year

Eighty per cent of the Negro seniors stated that they would be going to college next fall but only 68 per cent of the white seniors indicated that they would enroll in college next year. Only 4 per cent of the Negro seniors stated that they planned to get a job and go to work within the next year as compared to 22 per cent of the white seniors. Approximately seven times as many white seniors plan to get a job as there were Negro seniors who plan to take jobs. Four per cent of the Negro and 2 per cent of the white seniors stated that they would enter a trade school while 4 per cent of the Negro seniors and 3 per cent of the white seniors indicated that they were going to some type of business school. Four per cent of Negro senior boys and 3 per cent of white senior boys indicated entry into the military service as a desired career. Figure 14 illustrates the above findings.

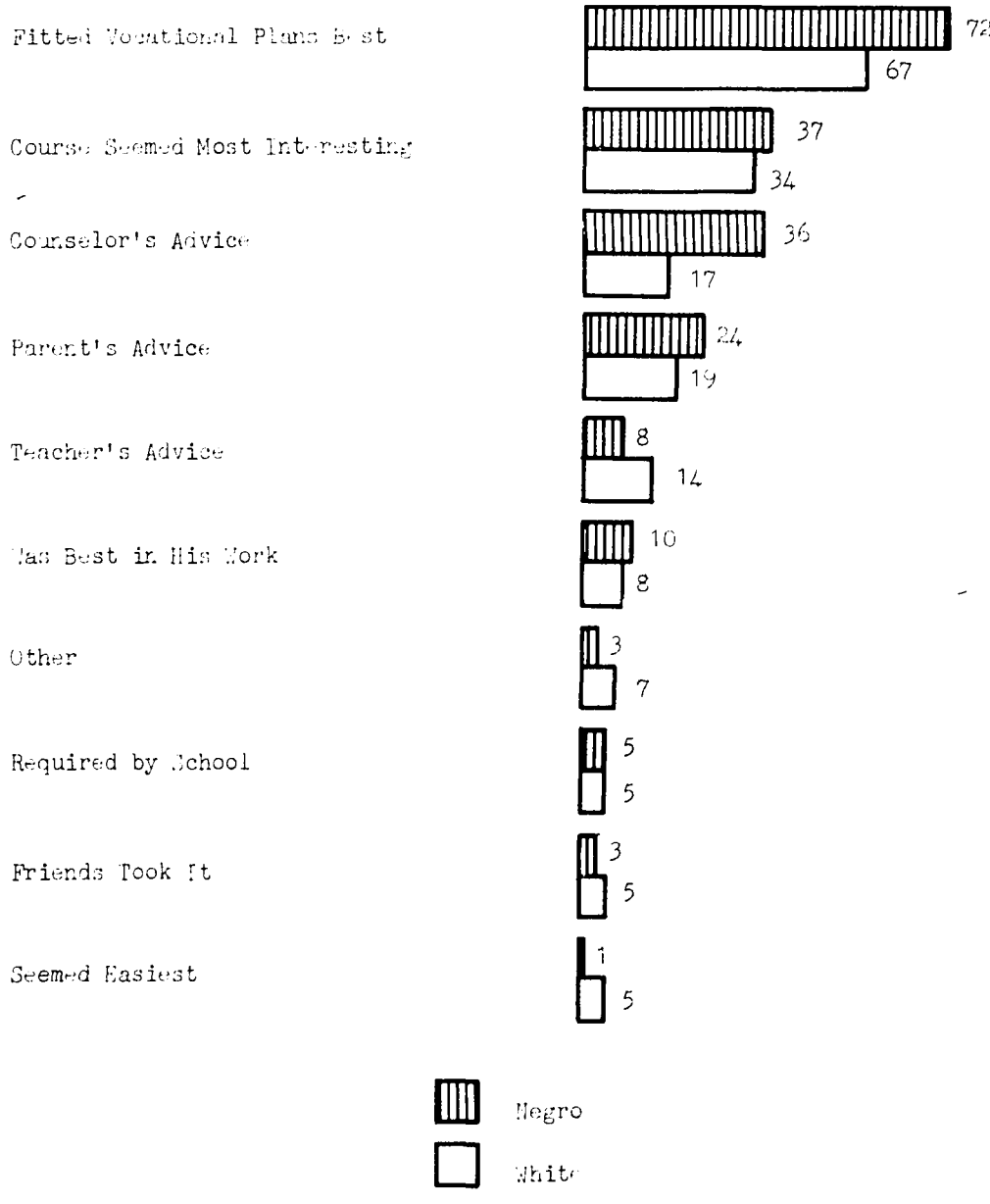

Fig. 13-Reasons for Curriculum Selection.

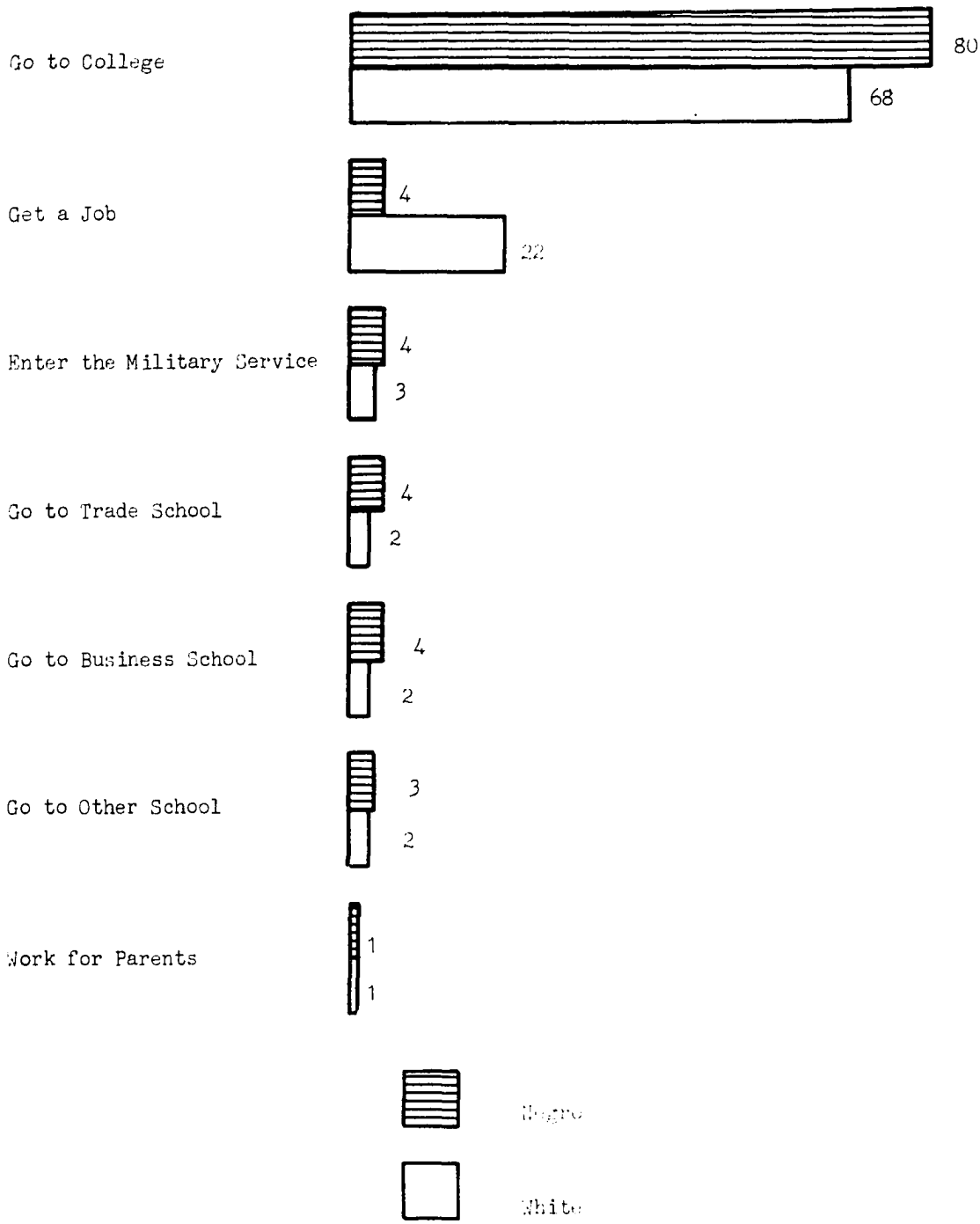

Fig. 14-Student Plans for the Following Year.

Perhaps many Negroes stated they were going to college when they might not have really made up their minds. It may also be that white seniors had thought more seriously of their future and knew more definitely what they wanted to do.

Reasons for Future Plans

Seventy per cent of the Negro and 65 per cent of the white seniors stated that their decision to attend college was prompted by a desire to prepare for a vocation. Thirty-four per cent of Negro and 25 per cent of white seniors felt this would improve their position in society. Seventeen per cent Negro and 29 per cent white seniors felt that going to college would enable them to make more money. Twenty-seven per cent Negro seniors and 19 per cent white seniors concluded that the above plans enable them to get a liberal education. Twenty-one per cent Negro and 22 per cent white seniors felt that their plans would permit them to become independent. Nine per cent Negro and 10 per cent white seniors stated they liked to attend school and this was a valid reason for attending college. Eight per cent of the Negro seniors and 5 per cent of the white seniors desired to make friends and wanted to make helpful connections. Six per cent of the Negro and 5 per cent of the white seniors wanted to start making money quickly. Reasons mentioned five times or more were listed in Figure 15.

Financial Status of Family

Figure 16 shows the degree to which seniors could anticipate financial assistance from their families if they attended college. Nineteen per cent of the Negro seniors anticipated their families paying all of their expenses while going to college but only 11 per

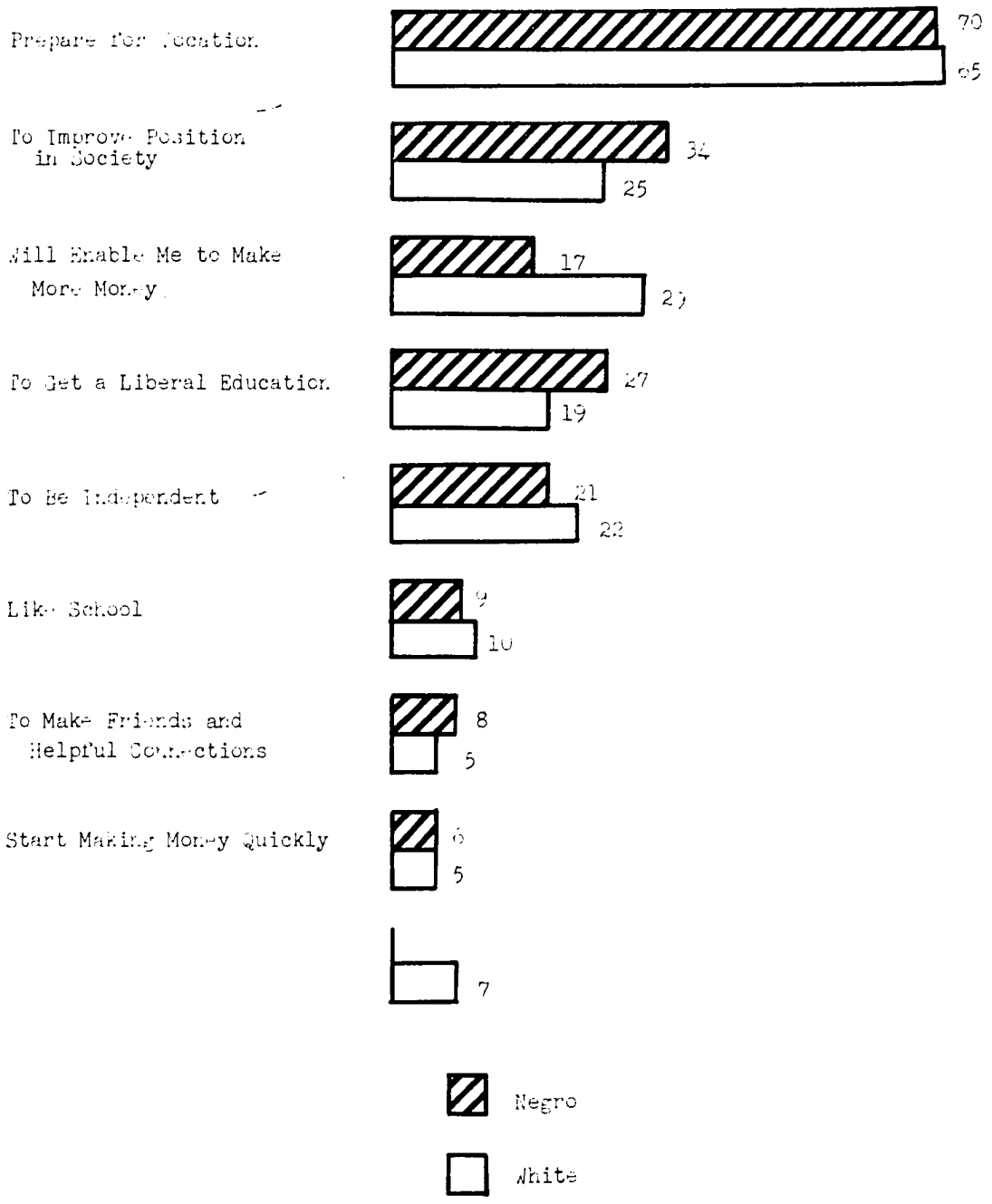

Fig. 15-Reasons Given for Student Plans for the Following Year.

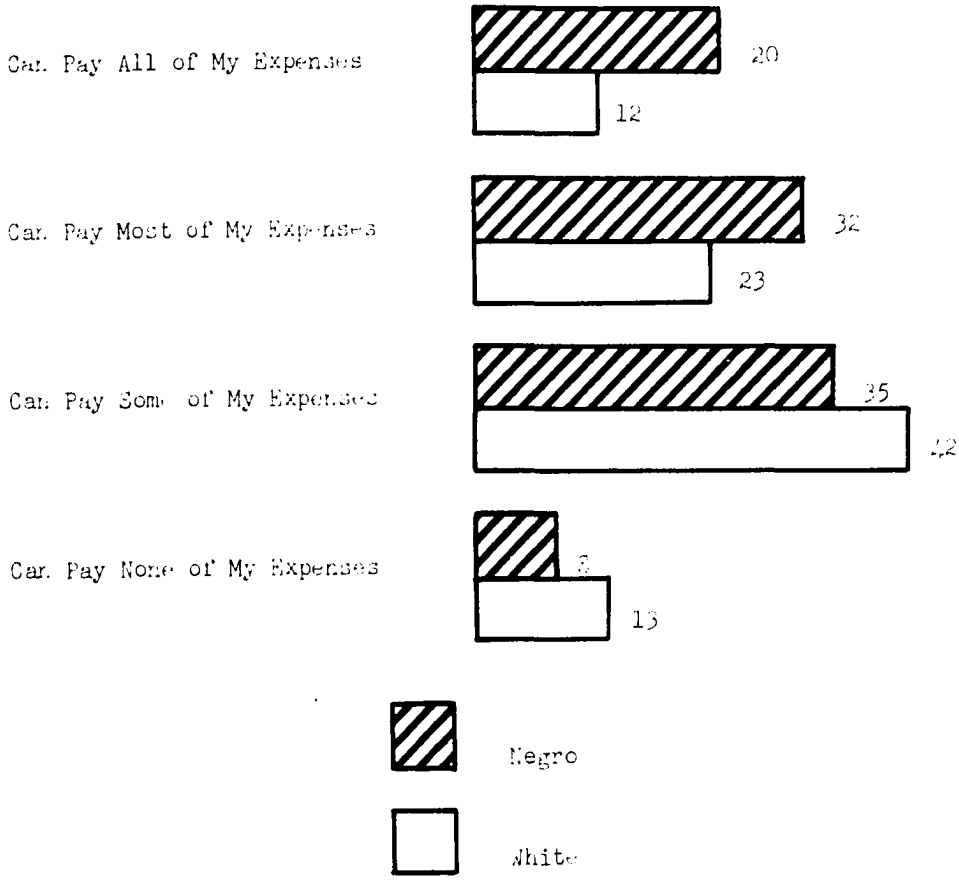

Fig. 16-Ability of Family to Pay Expenses of College Attendance.

cent of the white seniors felt that their families would be in the position to pay all of their expenses. This does not necessarily mean that the Negro families are in a higher economic bracket, but it could mean that the Negro families were more willing to make the desired sacrifice in order to send their children to college. The Negro student who does not enter and eventually complete his college course is less apt to get a job of any consequence. Many Negro seniors and parents, being aware of these unjust prevailing conditions, are prone to place a higher value on a college education than are some white seniors and parents in the category herein investigated. Thirty-one per cent of the Negro seniors and 20 per cent of the white seniors said their families could pay most of their expenses. Thirty-four per cent of the Negro seniors and 40 per cent of the white seniors believed their families would or could pay some of their expenses.

Seven per cent of the Negro seniors and 12 per cent of the white seniors stated their families could pay none of their expenses. There were almost twice as many white families who could pay none of the expenses as there were Negro families in this category.

Of the 20 per cent of the Negro seniors who maintained that they were not going to college, seventeen of these twenty-one seniors said they would change their mind about attending if they had more money. Only four said that they would not go even if they had ample funds with which to attend. Fifteen per cent of the white seniors said that they would go if they had the money and eleven of these sixteen seniors felt they would still not go to college even if they had enough money to attend.

Forty-three per cent of the Negro seniors who checked yes to the question, "Would you change your plans and attend college if you had more money?", stated that they would need money enough to pay all of their expenses and 25 per cent of the white seniors disclosed that all of their expenses would have to be paid. Thirty-eight per cent of the Negro seniors who checked yes to the question and 67 per cent of the white seniors said they would need money to pay about half of their expenses.

Of the Negro seniors who stated they were not going to college, none of them indicated they could easily afford to go if they so desired. Four per cent of the white seniors stated that they could easily afford to go if they desired to do so. Apparently some of the white seniors had more alternatives than Negro seniors. Three per cent of the Negro seniors and 4 per cent of the white seniors could barely afford to go to college, 7 per cent of the Negro seniors and 11 per cent of the white seniors could go but this would involve many sacrifices and 9 per cent of the Negro seniors and 8 per cent of the white seniors stated that they could not afford to go.

Students' Opinion of Parental Attitude Towards College Attendance

Figure 17 pictures the result of the family attitude towards college attendance as indicated by the students. Approximately 86 per cent of the Negro parents and 80 per cent of the white parents wanted their children to attend college. Twelve per cent of the Negro seniors and 7 per cent of the white seniors indicated that their families insisted on their going to college. Only 2 per cent of the Negro

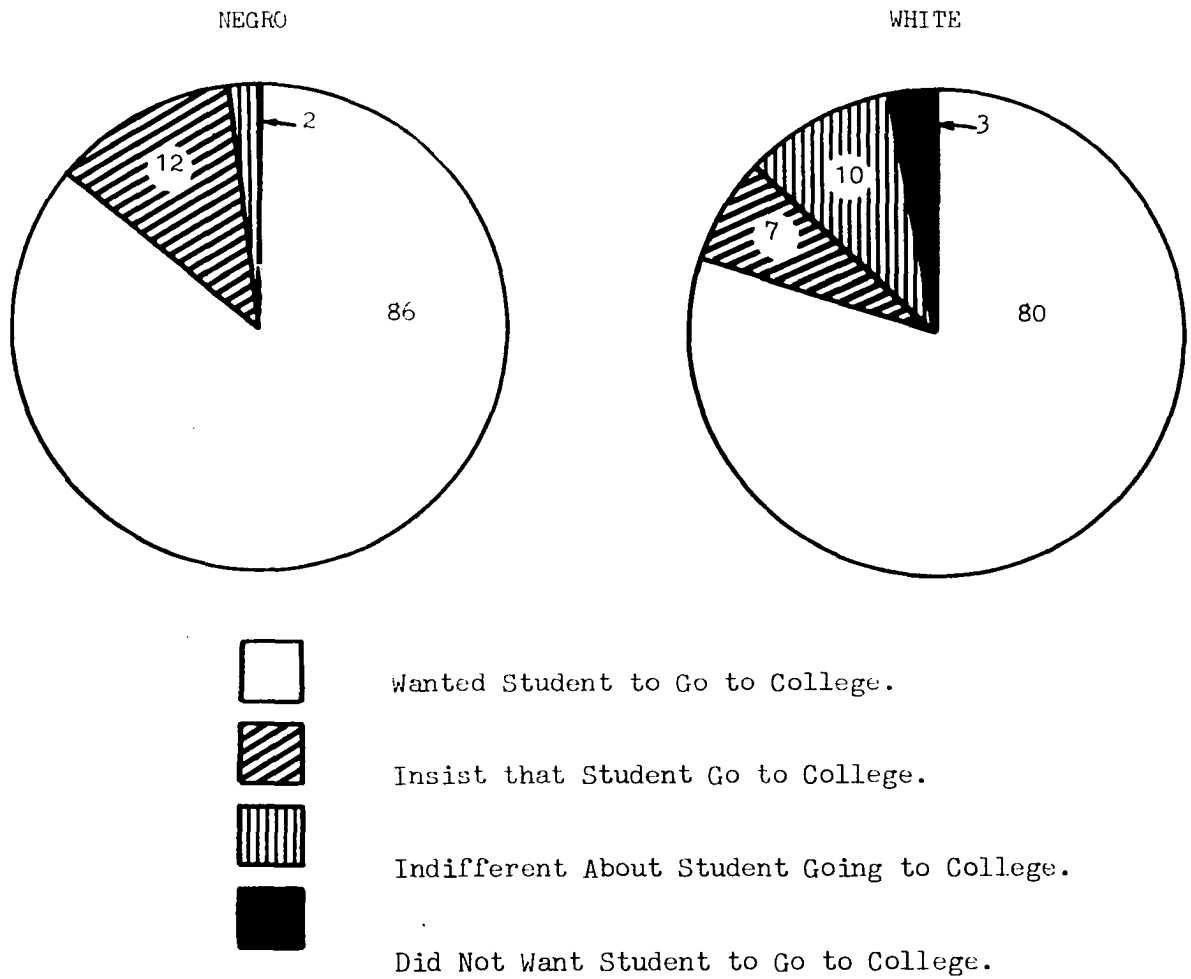

Fig. 17-Student Opinion of Parental Attitude towards College Attendance.

seniors indicated their families were indifferent about their going to college. This contrasted with the 11 per cent of white seniors who stated that their parents were indifferent toward their children attending college. Although none of the Negro seniors had parents who did not want them to enter college, 3 per cent of the white parents did not desire their children to attend college.

The difference found here suggested that the attitudes of a student's family toward college were an important determinant in deciding whether or not he planned to attend college. This finding, contrary to what many may feel or believe, suggested that the Negro parents were more anxious for their children to attend college than were the white parents.

Vocational Aspirations of Seniors Ten Years Hence

Although no one actually knows what he will be doing ten years hence, it was quite interesting to discover the projected aspirations of the able students who were utilized in this study. It was felt also that there was a close relationship between a father's occupation and a son's ambition, also does a son from a fatherless home aspire to heights as great as those sons who hail from homes with fathers?

Of the Negro students included in this investigation, 47 per cent of the boys indicated they desired to enter an occupation at the professional level and 32 per cent of the white boys desired to enter a profession. Sixteen per cent of the Negro boys chose accounting or business as a desired vocation, as compared with 26 per cent of the white boys who chose this category. Thirty-four per cent of the Negro seniors indicated some skilled occupation and 40 per cent of the white boys chose this occupation. Again the above findings could possibly be the

result of the apparent failure on the part of Negro youth in the past to acquire jobs commensurate with their training and ability. The irony of it is that, at the present time, many Negroes are not employed in various industries as highly specialized workers because there are but a few available who can meet the required standards. Since more and more job opportunities are becoming available to the Negro, this should have a definite affect in raising the job aspirational level of the current high school graduates. Figure 18 shows vocational choice of male students ten years hence.

Of the Negro senior girls included in the study, 56 per cent stated that they desired to enter an occupation at the professional level and 40 per cent of white girls expressed this preference. Nineteen per cent of the Negro girls desired clerical occupations and 24 per cent of the white girls indicated they desired to do work that was clerical in nature. Three per cent of the white senior girls chose some type of business as their desired occupation; however none of the Negro girls indicated a desire to work in the business field. Sixteen per cent of the Negro girls and 19 per cent of the white girls expressed their desire to perform some type of skilled work. Four per cent of the white seniors listed occupations that were semi-skilled in nature as a choice for their life's work, yet none of the Negro seniors listed any occupation that could be classified as semi-skilled. Figure 19 makes clear this data.

The above differences could exist because Negroes have in many instances performed so much unskilled and semi-skilled work that an antagonistic attitude may have resulted from such experiences.

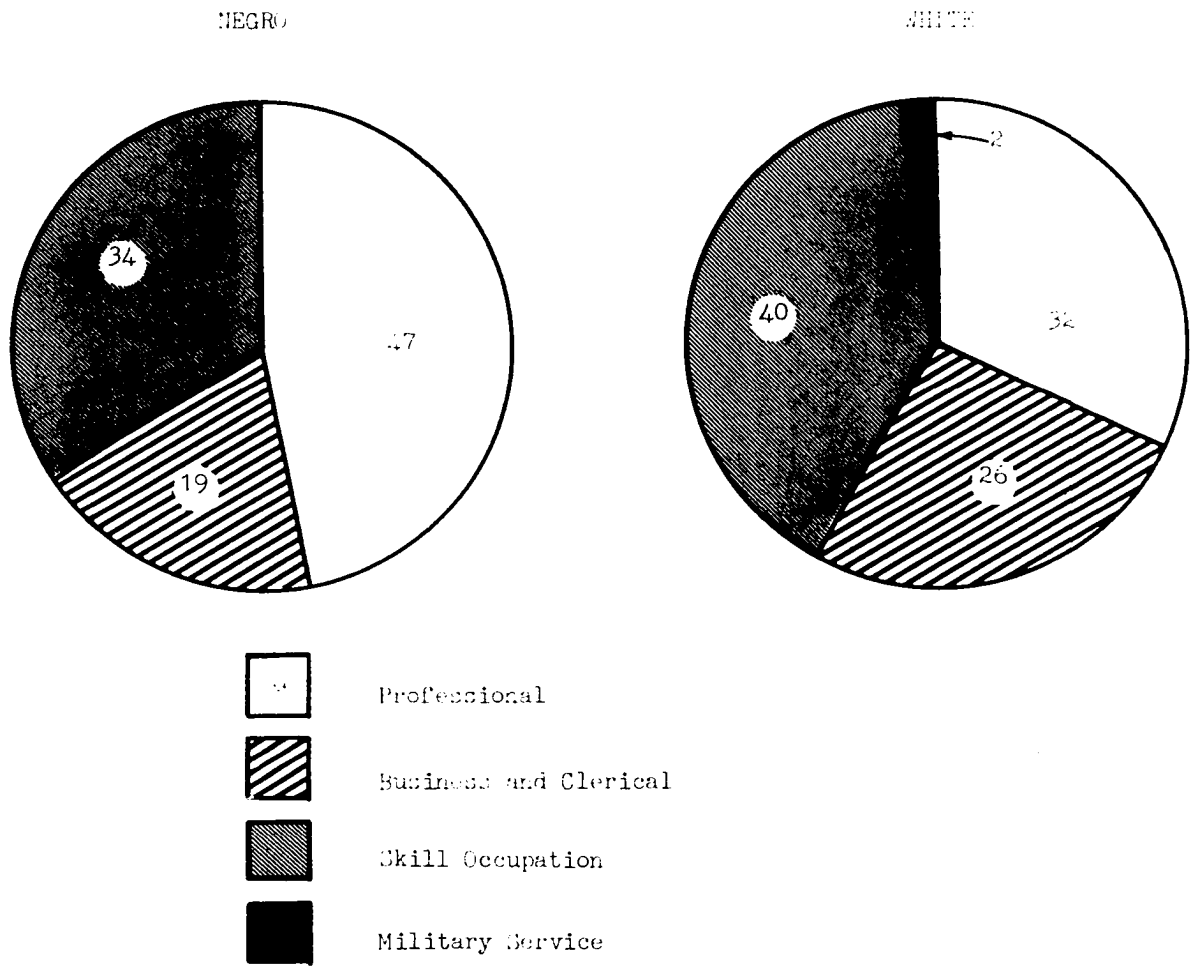

Fig. 18-Vocational Aspirations of Negro and White Male Seniors Ten Years Hence.

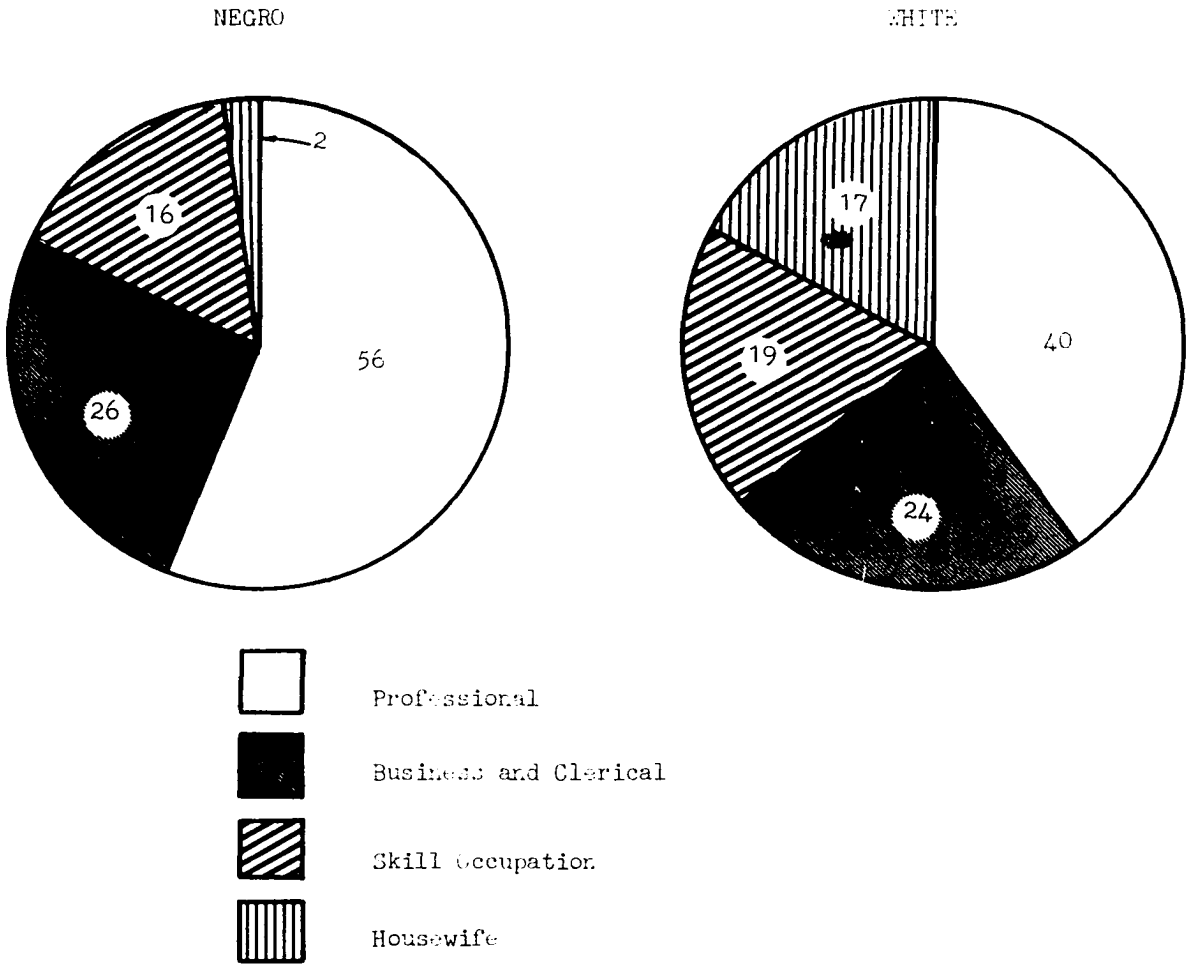

Fig. 19-Vocational Aspirations of Negro and White Female Seniors Ten Years Hence.

Two per cent of the Negro female seniors listed housewife as their ultimate goal as compared with 17 per cent of white female seniors. Since more than a third of the Negro seniors were living with only one parent, it seemed apparent that this factor influenced their decisions. The absence of the father in the family undoubtedly had an affect on the child's future plans. It should be remembered that less than two-thirds of the Negro seniors lived with both parents which sharply contrasted with the data for white parents.

Counseling Provided Negro and White Students

Eighty per cent of the Negro seniors and 63 per cent of the white seniors stated that the counselor, guidance worker, or some other teacher involved had discussed with them matters pertaining to their scholarship and future plans, and 83 per cent of the Negro seniors and 62 per cent of the white seniors revealed that their standardized test results had been discussed with them. Figures 20 and 21 depict these findings. It appears that the Negro seniors had been more thoroughly counseled than were the white seniors. It could indicate that the Negro guidance workers may be more concerned with the welfare of the Negro seniors or it may suggest that the administration of the Negro schools placed more emphasis on such a program with academically able students than principals of the schools attended by white seniors. The assumption has been made by many that the reverse is true.

Family Ownership of Automobiles

On the average the able students planning to attend college had more material possessions in their homes than did the students

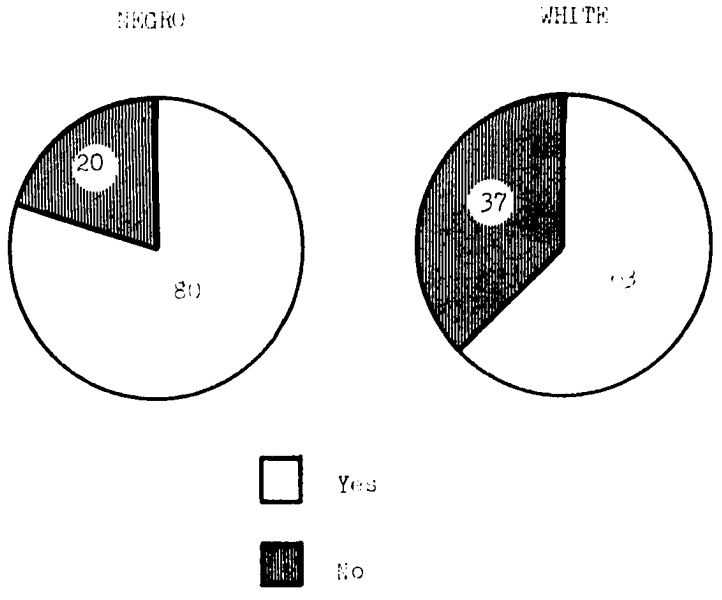

Fig. 20-Counsel Provided About Future Plans.

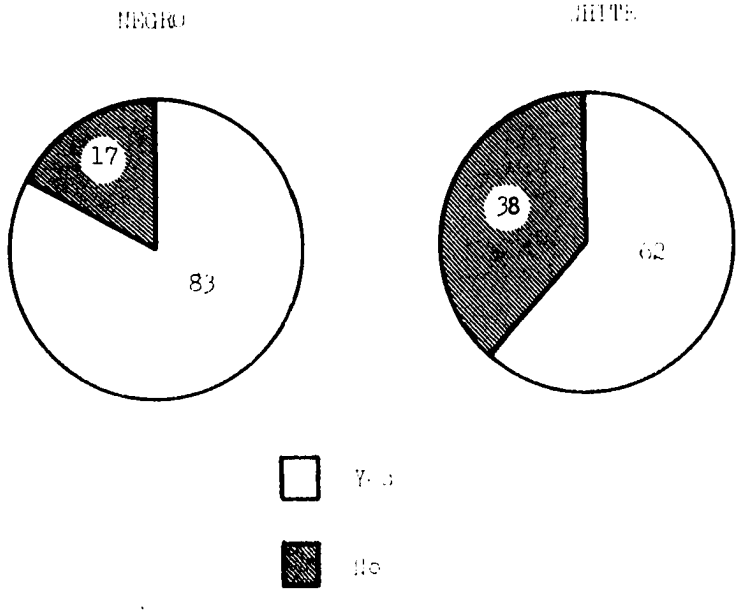

Fig. 21-Standardized Tests Results Were Discussed with Student.

who planned to work after graduating from high school. No important or consistent sex difference appeared in this respect although there was a rather marked trend in the possession of cars. Negroes possessed as many medium priced cars as low priced cars. Almost two-thirds of the white families owned cars that were low priced with a little less than one-third being medium priced. This was definitely a great difference in the two groups. Many Negro families, as a means of compensation, undoubtedly resort to ownership of large cars. This hunger for attention, along with other factors over which they have no control, motivates many Negro families to this practice mainly as a status symbol. Conversations with the administrators of Douglass and Booker T. Washington High Schools, disclosed the fact that many Negro families own these cars in spite of the fact that they were receiving welfare checks each month. Two per cent of the white families and 1 per cent of the Negro families owned cars that were classified as high priced. Only one white family did not own a car but sixteen Negro families were without cars at the time of this investigation. Figure 22 depicts the above findings.

Of the 112 families of white seniors that owned cars only four of these cars were older than ten years and of the eighty-nine Negro families having cars only six of these cars were older than ten years. Of the families of the two groups that owned cars, there was no important difference in the age of the various cars. Figure 23 illustrates the above findings.

Approximately three times as many white seniors owned cars as did Negro seniors. Eighty-three per cent of the white seniors

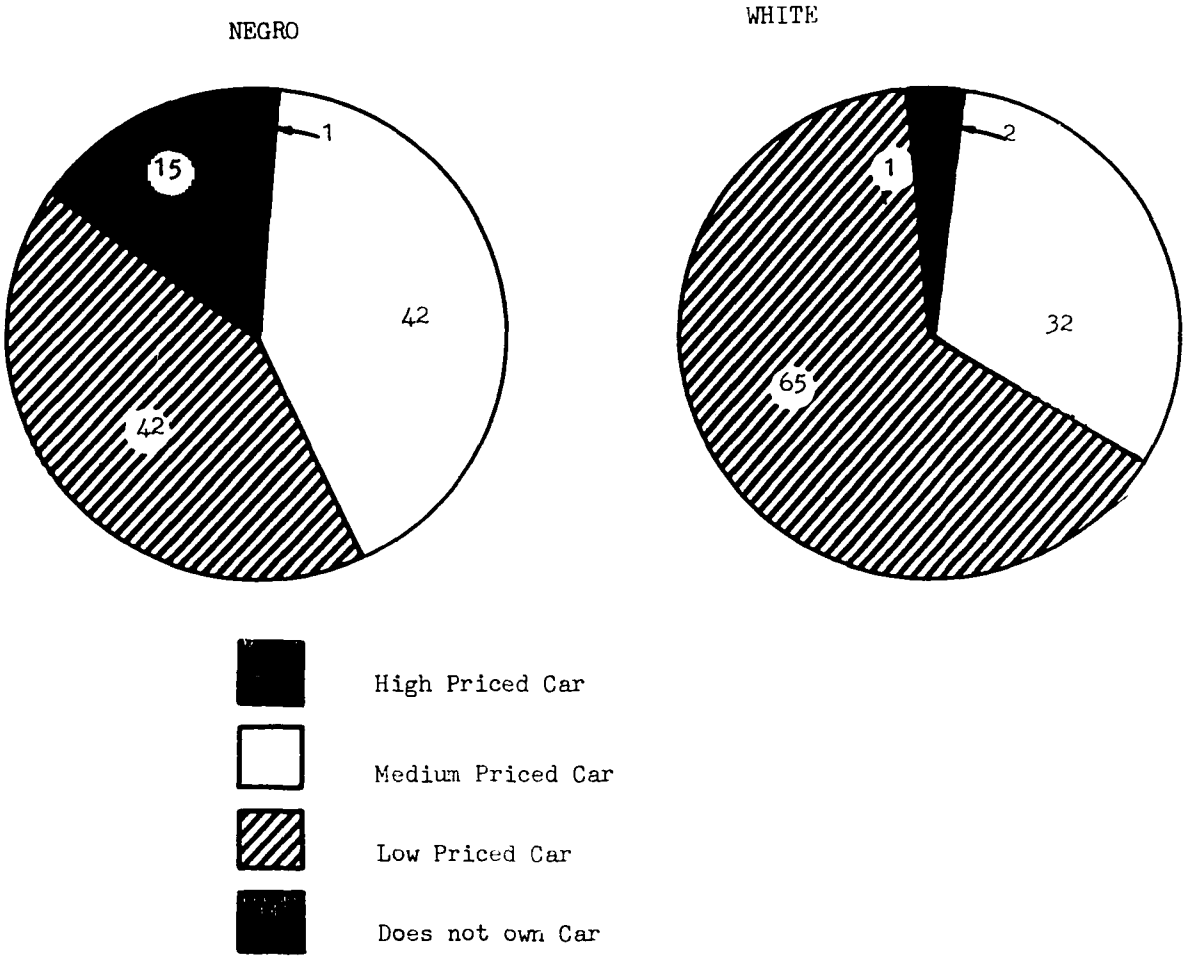

Fig. 22-Family Ownership of Automobile.

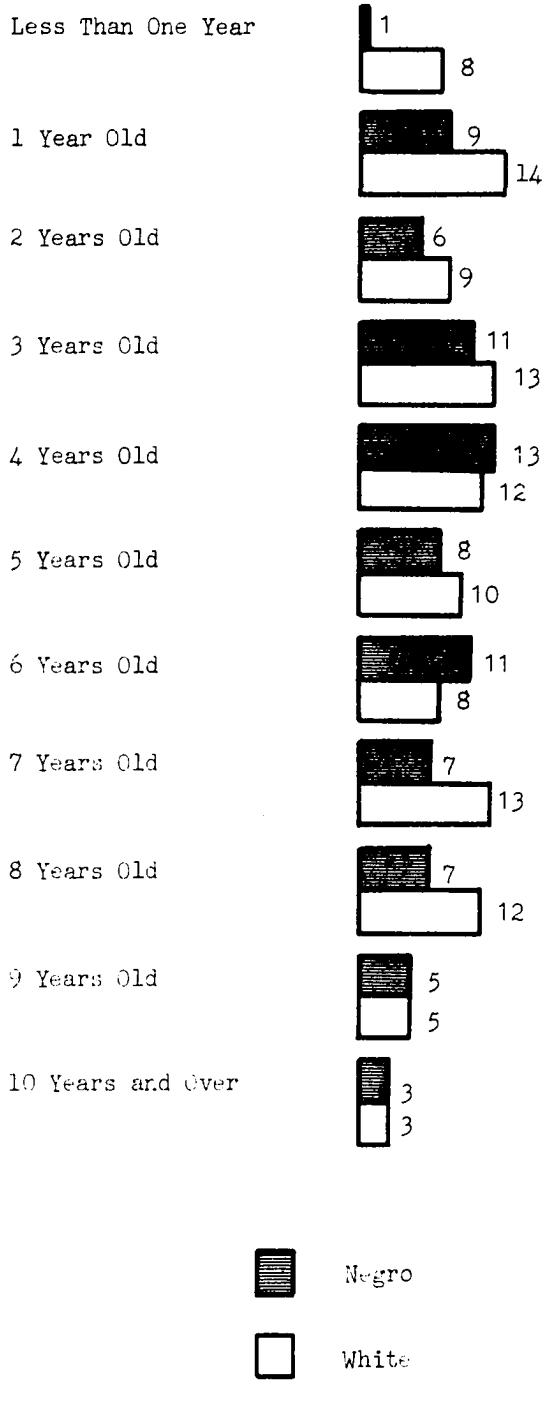

Fig. 23-Age of Automobiles.

had paid for their cars. Of the twelve Negro seniors who owned cars, 8 planned to attend college and of the thirty-six white seniors who owned cars, twenty-five were going to attend college.

Books and Magazines in the Home

Since there appeared to be a definite relationship between the number of books in the home and the number of magazines in the home, these findings were treated collectively. In most cases where there were at least fifty books in the home, the home also subscribed to from three to five magazines. It was disclosed that in the students' homes where the parents held professional and highly skilled jobs, the most magazines and books were found. All seniors from such homes stated that they were planning to attend college. Figure 24 depicts the above findings. Consistent with the previous observations, the seniors whose homes had the least number of magazines or books, for the most part, stated that they were not going to college. Seniors who did not plan to attend college knew the least about the names of books and magazines in the home. There tended to be a definite relationship between the books in the home and the aspirational level of the able student. Generally the more the books, the greater the aspirational level of the seniors. Ebony and Life magazines were mentioned most frequently as being in the Negro homes and The Saturday Evening Post and The Readers Digest were mentioned most frequently as being in the homes of white seniors.

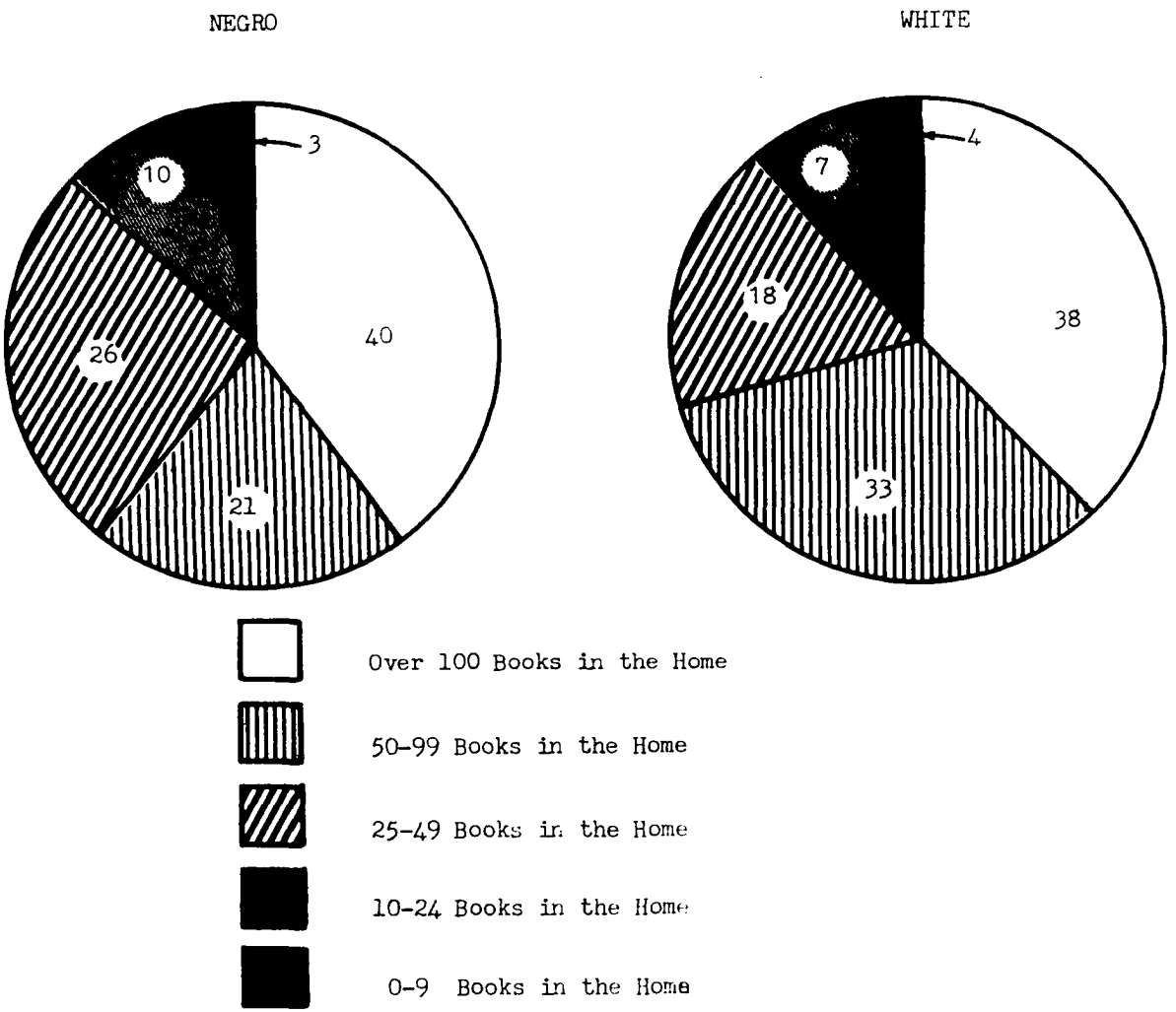

Fig. 24-Number of Books in the Home.

Family Membership in Organizations

Forty-seven per cent of the Negro seniors indicated that their parents did not belong to any organization but only 29 per cent of the white seniors indicated that their parents did not belong to any organization. Nineteen per cent of the Negro seniors stated that one or both parents were members of the NAACP. Twenty-six different organizations were listed but only five of them were listed five or more times. Ten per cent of the white seniors listed the Women's Missionary Society as an organization to which their parents belonged. Many organizations listed were obviously church related and no effort was made to categorize them. Seniors who came from homes whose parents were very active in many organizations stated they were definitely going to college. The better the job or position held by the parents, especially the father, the greater the number of organizations to which he or both parents belonged. Seniors whose parents' income was indefinite and unstable, in many cases, listed their parents as belonging to no organization. The degree of involvement in organizations on the part of parents tended to have a positive relationship to the aspirational level of the seniors of those parents. However, it was significant that 80 per cent of the Negro seniors aspired to attend college when almost one half had parents belonging to no organizations.

Summary

Many of the findings were quite revealing and several were contrary to popular belief. In spire of the fact that more than one-third of the Negro seniors lived with only one parent, 80 per cent

stated that they were planning to attend college. There were far fewer Negro wives who were houseives than there were whites. In many instances the father of the Negro senior either was not working or not in the household; the Negro mothers were thus forced to work as they constituted the sole support for the family. Almost half of the white mothers were not working.

One surprising finding was that the Negro mother and the white mother had just about the same amount of formal education. Eighty per cent of the Negro seniors as compared with 57 per cent of the white seniors stated that they were going to college in the fall of 1964. The number of white seniors who took the technical curriculum in high school was three times greater than the Negro seniors. The results of this study showed that the Negro parents tended to be more interested in their children attending college than were the white parents. All Negro parents apparently wanted their children to attend college. There were indications that the Negro parents were more willing to make greater sacrifices for their goal than the white parents.

Almost half of the Negro seniors desired to enter the profession whereas only about one-third of the white senior boys desired to enter a profession. No Negro seniors indicated their desire to enter or choose an occupation that was classed as being semi-skilled. This was another of the unexpected findings. It appeared that the Negro guidance workers and counselors had worked more effectively with their seniors than had the counselors in the white schools. In the homes where more books and magazines were found, it was revealed that the parents of these homes were involved in the most organizations. Generally, the senior whose home was

typical of the above, also aspired toward goals leading to more formal education. The seniors whose parents did not belong to any organization, whose homes had just a few books and magazines or none, had lower aspirational levels in terms of college attendance.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of this study was to identify the factors involved and the possible relationship between the academically able Negro students' reasons and those of academically able white students in selected high schools for their decision to attend or not to attend college. The research was designed as a comparative investigation to explore certain dimensions of the problem. More specifically, it intended to discover answers to the following:

1. To what extent were the selected factors related to the decision of the acadmically able Negro high school graduating seniors to attend or not to attend college?
2. To what extent were the selected factors related to the decision of the academically able white high school graduating seniors to attend or not to attend college?
3. What was the relationship between the aspirational level of academically able Negro high school graduating seniors and that of academically able white high school graduating seniors when their socio-economic background and other selected factors were considered?

Careful analysis and a systematic review of the related research led to the identification of the major factors considered in the study.

Comparison between groups of Negro and white academically able seniors revealed a number of findings which were not anticipated.

Eighty per cent of the Negro seniors and 57 per cent of the white seniors had taken the "College Preparatory" curriculum in high school. Eighty per cent of the Negro seniors and 68 per cent of the white seniors indicated that going to college was their plan for the coming year (1964-65). Seven per cent of the Negro seniors and 23 per cent of the white seniors took the general course curriculum in high school. Only 5 per cent of the N gro seniors took the technical curriculum as compared with 12 per cent of the white seniors.

A student who comes from a broken home encounters many disadvantages. In many homes it is the mother who is forced to be the sole breadwinner for the family. As the result of such conditions, the children are often denied many basic necessities of life. Thirty-seven per cent of the Negro seniors and only 9 per cent of the white seniors lived only with their mothers.

Only 3 per cent of the fathers of Negro seniors and 18 per cent of the fathers of white seniors held occupations that were classified as professional. Ninety-four per cent of the Negro fathers and 78 per cent of the white fathers held occupations that were generally classified as being non-professional. Twenty-eight per cent of the fathers and 31 per cent of the mothers of Negro seniors either had completed college or had gone for at least one year. Twenty-four per cent of the fathers and 21 per cent of the mothers of white seniors either had completed college or had attended at least one year. Generally, there was no apparent significant difference

in the education of the parents of the white seniors and the education of the Negro parents.

Since the financial status of the home is known to play an important role in the students' decision to attend or not to attend college, it was necessary to discover how the families of these academically able students received their income. Approximately 50 per cent of the seniors, both Negro and white, indicated that their families received their income through wages paid on an hourly or daily basis and depended on the number of hours worked. Forty-four per cent of the Negro families and 40 per cent of the white families relied upon salaries that were fixed on a monthly or yearly basis. About 7 per cent of the Negro families and 17 per cent of the white families received their money through professional fees and business profits.

More than 50 per cent of the Negro and white seniors stated their families were comfortable but not well-to-do. No student listed his family as being wealthy but 23 per cent of the Negro families and 12 per cent of the white families frequently had difficulty making ends meet.

Seventy per cent of the Negro students and 59 per cent of the white stated that the reason for their taking the chosen curriculum in high school was "it fitted their vocational plans best." The second most frequently checked reason was "the course seemed most interesting to them."

Nineteen per cent of the Negro seniors and only 11 per cent of the white seniors indicated their families could pay all of their college expenses but 31 and 20 per cent respectively of Negro and white

seniors stated that their parents could pay part of their expenses. The seniors who were not going to college, 3 per cent of the Negro seniors would not change their minds if they were able and 10 per cent of the white seniors would not change their minds if they had more money. Eighty per cent of the parents of white seniors wanted them to go to college and it was the desire of 86 per cent of the Negro parents that their children also attend college according to the statements of the seniors involved in the study.

Almost half of the Negro seniors desired to enter the profession whereas only about one-third of the white seniors desired to enter a profession. No Negro seniors indicated their desire to enter or choose an occupation that was classed as being semi-skilled. This was another of the unexpected findings. It appeared that the Negro guidance workers and counselors had worked more effectively with their seniors than had the counselors in the white schools.

There were more Negro and white seniors aspiring for professional jobs than any other type. Apparently the Negro guidance workers had discussed matters pertinent to the seniors' future to a much greater degree than had the white guidance workers.

Of the Negro and white seniors who had brothers older than they, 50 per cent of the Negro older brothers attended college as compared with 58 per cent of the older white brothers who attended college. Sixty-seven per cent of the older Negro sisters either completed college or had completed at least one year of college as compared with 41 per cent of the older white sisters who had completed college or had completed at least one year of college.

Although almost half of the Negro seniors stated that their parents did not belong to any organization, only 29 per cent of the white parents did not belong to any organization. There were distinct differences in the various magazines that were either subscribed to or purchased in the Negro and white homes. Ebony and Life magazines were mentioned most frequently as being in the Negro home, but The Saturday Evening Post and The Readers Digest were listed as being found in the white families most frequently.

Conclusions

1. Even though over one-third of the Negro seniors lived with one parent, the element of parental education and vocation appeared to overcome the generally assumed handicap of the broken home.

2. There was far greater uniformity among the acadmically able Negro seniors with regard to future plans than with the academically able white students.

3. Academically able Negro seniors included in this study appeared to possess higher aspirations with regard to college attendance than the group of white seniors thus indicating that these members of an underprivileged race had been able to overcome to come degree the handicaps imposed by membership in this minority group.

4. The factors which appeared to be most significant in raising the aspirational level of the Negro seniors were educational level and vocation of the Negro parent thus providing substantiation of the often made contention that equality of educational opportunity is the major vehicle for movement up the socio-economic ladder in the American society.

5. Aspirational goals of seniors, regarding college attendance, both Negro and white, appeared to be affected positively by the number of organizations to which the parents belonged and the number of books in the home.

6. Professional staffs in high schools should redouble efforts to provide students of lower socio-economic background and those whose parents suffer from inadequate formal education with the encouragement and assistance necessary for them to place a high value on education and what it can do for them.

7. Greater emphasis should be placed in the future on vocational counseling in both Negro and white high schools. Perhaps some schools have not done too well in raising the aspirational levels of academically able white students of lower socio-economic backgrounds.

8. The educational level of older siblings affected in a positive way the aspirational levels of senior students in this study, particularly Negro students.

9. The powerful influence of the Negro mother and the educated older sister continues to be a tremendously significant factor in elevating the aspirational levels of younger persons in the family.

10. The opening of the labor market to trained Negro workers as a result of recent efforts in the Civil rights field certainly has implications for more comprehensive vocational programs and a shift in vocational counseling for Negro students in high school.

Recommendations

1. That career counseling and educational advisement be equally available to the students of all ability levels.

2. That more Negro students be encouraged to pursue the vocational and technical curricula in high school.

3. That counselors inform students prior to their senior year on matters pertinent to future plans, standardized test results, and financial and scholarship requirements of various colleges.

4. That a comparative study be made regarding factors which affect the aspirational level of other ability groups of Negro and white students.

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APPENDIX A

INSTRUMENT

QUESTIONNAIRE

AFTER HIGH SCHOOL--WHAT?

For High School Seniors

In order to provide information about what high school seniors are planning for the next year and to show the reasons for these plans, you are being asked to answer the questions below:

Write in the answer or place a check mark ( ) after the appropriate word or phrase.

Name (print) _____
Last First Middle

2. Male_____ Female _____ 3. Age last birthday _____ years
4. Your marital status: Single _____ Engaged to be married _____ Married _____

5. Father living
Yes _____
No _____

6. Mother living
Yes _____
No _____

7. If both parents are alive, are they separated or divorced?
Yes _____ No _____

8. If answer is yes, with which parent are you living?_____

9. Occupation of Father _____ 10. Mother _____

11. Education of Father (Highest grade attended) _____

12. Education of Mother (Highest grade attended) _____

13. Of you older brothers, how far in school did that one go who went farthest? If you have no older brother check opposite number 1. (If you do write answer opposite number 2).

1. _____ 2. _____

14. Of your older sisters, how far in school did that one go who went farthest? If you have no older sister check opposite number 1. (If you do write answer opposite number 2).

1. _____ 2. _____

15. Which of the following ways best describe how your family gets its income? (Check after the one phrase which best applies).

    1. Professional fees or business profits _____
    2. Fixed salary (paid on a monthly or yearly basis) _____
    3. Wages (paid on an hourly or daily basis and depending on number of hours worked) _____
    4. Income from investments (stocks, bonds, real estate, insurance) _____

16. Check after the phrase which best describes your family income:

    1. Frequently have difficuly making ends meet _____
    2. Have all the necessities but not many luxuries _____
    3. Comfortable but not well-to-do _____
    4. Well-to-do _____
    5. Wealthy _____

17. Course or curriculum taken in high school: (Check after the one which best describes your course)

    Commercial _____ Agriculture _____ Shop or Technical _____
    College Preparatory _____ General _____ Other _____

18. Check the most important reasons why you originally selected the course you checked in item 17:

    1. Only one offered in school _____
    2. Teacher's advice _____
    3. Counselor's advice _____
    4. Parent's advice _____
    5. Required by the school _____
    6. Brother's or sister's advice_____
    7. Seemed easiest _____
    8. Required to by parents _____
    9. Was best in his work _____
    10. Fitted vocational plans best _____
    11. Course seemed most interesting _____
    12. Friends took it.
    13. Brothers or sisters took it _____
    14. "Everyone else took it" _____
    15. Don't know _____
    16. Other _____
    (Write in)

19. What are your plans for next year (1964-65)? (Check the one plan you are now most seriously considering)

    1. Get a job _____ If yes what kind of work? _____
    2. Work for parents _____ If yes what kind of work? _____
    3. Go to college _____ If yes which college _____
       a. For what vocation or profession will you prepare?
       _____

4. Go to trade school _____ If yes which school? _____
   a. For what vocation or profession will you prepare?
   _____

5. Go to business school ___ If yes which school?_____
   a. For what vocation will you prepare?
   _____

6. Go to other school _____ If yes which school? _____
   a. For what vocation will you prepare?
   _____

7. Enter the Military Service _____
8. Other _____

20. Check the reasons for making the plans you indicated above:

1. To prepare for a vocation _____
2. To be with old school friends _____
3. To get a liberal education _____
4. To start making money quickly _____
5. To please parents or friends _____
6. To be independent _____
7. To make friends and helpful connections _____
8. It is the thing to do _____
9. Foregone conclusion, never question why _____
10. Will enable me to make more money _____
11. Tired of studying, have had enough education _____
12. Only thing I can afford to do _____
13. Like school _____
14. To improve position in society _____
15. Other _____

21. If you are going to college next year (1964-65), to what extent will your family help you pay expenses?

Pay all my expenses _____ Pay some of my expenses _____
Pay most of my expenses _____ Pay none of my expenses _____

22. If you are not going to college, would you change your plans and attend college if you had more money? Yes _____ No _____

23. If you checked yes to the last item, how much money would you need to attend college?

Enough to pay all my expenses _____
Enough to pay about half my expenses _____
Enough to pay less than half my expenses _____

24. If you are not going to college, could you afford to go if you wished to go?

Could afford it easily _____
Could barely afford it _____
Could affort it but it would involve many sacrifices _____
Could not afford it _____

25. How does you family feel about your going to college?

Insists that I go _____
Wants me to go _____
Is indifferent _____
Doesn't want me to go _____
Won't allow me to go _____

26. In what occupation do you think you will most probably be working ten years from now? Naturally you won't know for sure but make the best guess you can.

_____

27. What vocation do your parents wish you follow?

_____

28. Has your counselor, guidance worker, or some other teacher involved discussed matters pertaining to your scholarship and future plans?
Yes _____ No _____

29. Have any of your standardized test results been discussed with you?
Yes _____ No _____

FACTORS AT HOME

30. What is the year and make of your family's newest car?
Year _____ Make _____

31. Do you own a car? _____ If so, is it paid for? _____

32. Approximately how many books does your family have in your home?

0-9 _____	25-49 _____	Over 100 _____
10-24 ____	50-99 _____	

33. List the magazines to which your family subscribe to or regularly buys?

34. Name the organizations to which your mother or father or both belong?