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This research, which was undertaken in conjunction with a larger project to study American colleges of agriculture, was concerned with: the relative importance that male freshmen students of 1964 assigned to reasons for enrolling in the University; the process by which they arrive at these decisions; whether types of student orientations could be discovered from reasons given for attend[illegible] University; and if so, the relative incidence of the orientations by schools. The [illegible]nple consisted of 300 University of Missouri students selected from the Colleges of Arts and Sciences, Education, Engineering, and Agriculture. About 55% came from urban centers, 14% from rural non-farm residences, and 31% from farms. The research instrument chosen was the 64-item Q-Technique. The findings clearly indicated a dominant occupational orientation of male students at the University; academic concern was regarded as a means to other ends. Nonconformity was absent and escapism appeared to motivate few students. Service to humanity and achievement of status appeared to be important secondary concerns. A great diversity of reasons were given for first interest in the University, but "visits to the campus" and "friends in school" were the most frequently mentioned. Students generally came with strongly perceived psychological support from parents, teachers, friends, and counselors. Tables and figures accompany the text. (JS)

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Educational Choices and Expectations of Male Students Entering a Midwestern University

HERBERT F. LIONBERGER, C. L. GREGORY, AND
H. C. CHANG

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COLUMBIA, MISSOURI

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Educational Choices and Expectations of Male Students Entering a Midwestern University

HERBERT F. LIONBERBER, C. L. GREGORY, AND H. C. CHANG*

INTRODUCTION

The fast increase in proportion of high school graduates attending college in recent years brings curiosity as to what they are all seeking in higher education. Answers vary, but some patterns emerge. The high proportion of youth going to college today makes it fashionable, and social pressure becomes important in some segments of society. A college education opens the door to certain occupations; it is an important factor in gaining a livelihood and status; perhaps, even for security in old age. In another sense, it can provide a convenient adjustment to the interlude between childhood and adulthood, or even serve as a temporary escape from such stern realities of life as getting a job and entering military service. Still others may seek college as a means of learning social skills, or simply as an opportunity to have a good time. The more serious may be dedicated to learning for learning's sake and some are seeking a way to serve humanity better. The manner in which these various reasons combine in the choices that individuals make in deciding to go to college is open to conjecture.

Knowledge of who is going to college, from what kind of background, and as a result of what influences assists the predicting of demands for higher education facilities in years ahead. By assessing barriers to college attendance, under disadvantaged economic and social conditions, some light may be thrown on the poverty cycle and points at which exit from the cycle may be sought.

There are additional questions of student types, the kind of backgrounds from which they come, and the schools which they elect to enter. Investigators have suggested such types as intellectuals, rebels, status achievers, socializers, humanitarians, academicians, and others but classification has not generally been approached by empirical methods.

This research, which grew out of a larger effort to study the functioning of agricultural colleges in the United States, is focused on:

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(1) reasons why students enter selected divisions in the University of Missouri and the relative importance of these reasons;
(2) the conditions of choice as they relate to occupation and choice of a major course of study;
(3) the existence of student types, and their origin and incidence in various divisions of the University; and
(4) the deviation between reasons individuals give for their own choice and reasons they perceive for the choice of others.

SCOPE AND METHOD

The Student Sample

Students participating in the study were selected from the Colleges of Arts and Science, Education, Engineering and Agriculture. Proportions ranged from about 50 percent of the male freshmen students in education to 8 percent of those enrolled in the College of Arts and Science. The numbers selected randomly from the four colleges were:

College of Arts and Science	100
College of Agriculture	100
College of Engineering	51
College of Education	49

Reasons for Going to College

Decisions as important as going to college are ordinarily the product of many considerations. A method of questioning that would confront interviewees with such considerations was needed. For this, the Q-technique was chosen. Q-technique supplies the respondent a set of reasons; in this case the set was assumed to be representative of all reasons why students choose to go to college. The respondent is required to rate all these reasons in relation to their applicability to his choice of a course of study and to college attendance in general. Of the 64 reasons supplied, many would likely have little relevance to a given individual's decision, and some would likely be important. Q-technique requires a ranking of the reasons. The number of placements allowed at each point on an eleven point scale is indicated in Figure 1. Methodological problems in the use of Q-technique are discussed in Appendix A.[1]

Two considerations were involved in developing the statements for the Q-technique: (1) a sample was obtained of the universe of reasons why students go to college and why they go to a particular college, and (2) statements indicative of hypothesized student types were added to test whether such types actually existed. The specific procedure and problems encountered in assembling the reasons are set forth in Appendix B. Here it is sufficient to say that they were drawn from a variety of sources, including the following:

(1) previous research relating to students decisions to enter college;

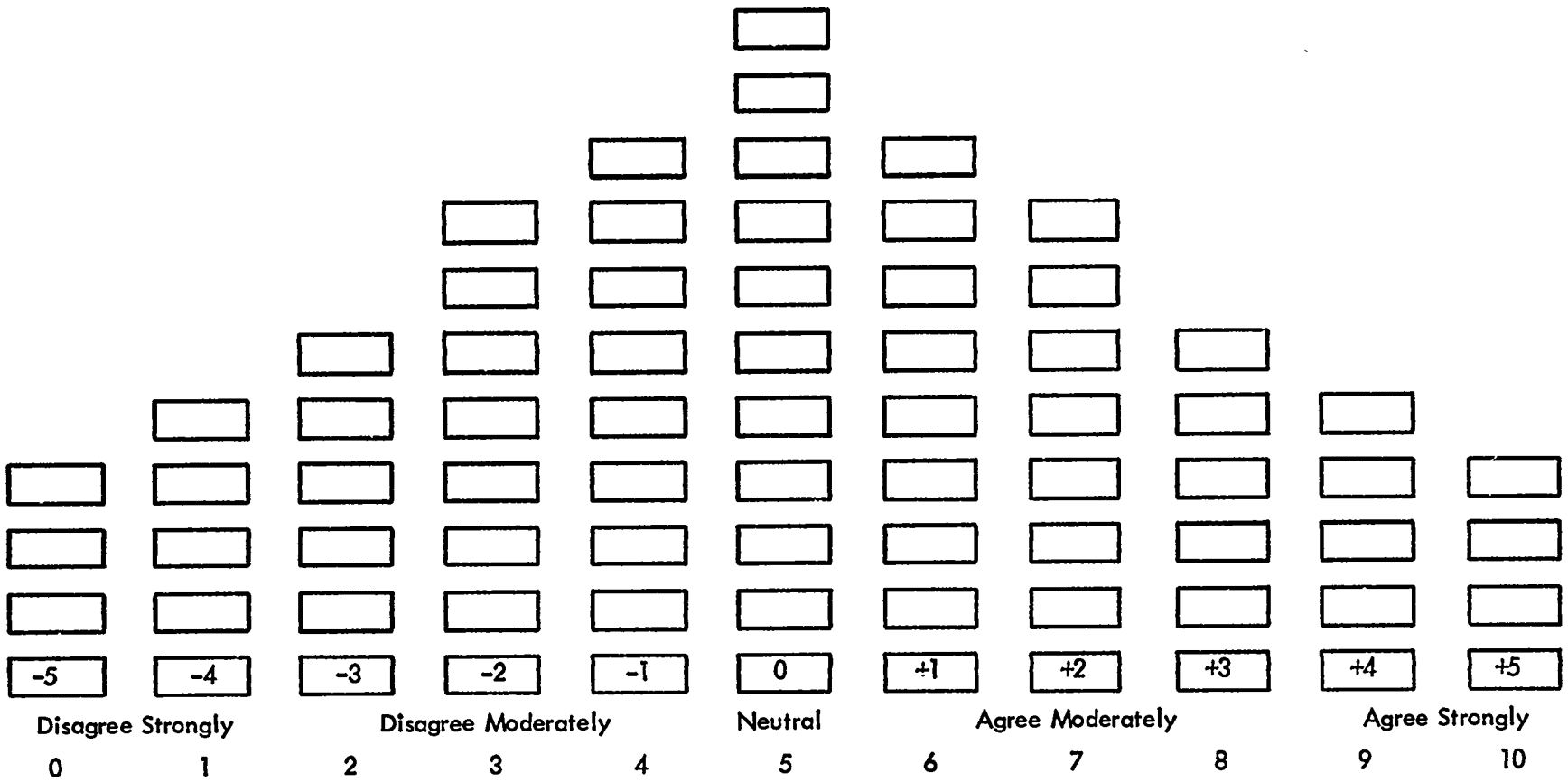

FIGURE 1

DIAGRAMATIC REPRESENTATION OF THE DISTRIBUTION OF Q-SORT STATEMENTS

(2) studies of student subcultures;
(3) personal interviews with students who were requested to enumerate their reasons for deciding to come to college plus all the ridiculous or absurd ones they could think of (to stimulate the imagination and avoid a tendency to give only socially approved reasons); and
(4) newspaper and journal articles on the subject plus the verbal theorizing of administrators and faculty on the University of Missouri campus.

The respondents who were asked to give their reasons for entering college in the preliminary analysis were students in the Rural Sociology classes of the University of Missouri and a sample of high school students in the St. Louis City public school system. The idea was to obtain an aggregate of statements that represent reasons why students choose to go to college socially approved and otherwise. Reasons for going to college in general as well as those relating to particular schools were included on the assumption that both were operative in decisions to enter particular colleges in the University. Reasons for choosing particular schools were stated with sufficient generality to apply to all schools; for example, "best place to get what I wanted," and "because of its reputation."

A final selection of 64 items was made, balanced between positive and negative connotations and roughly representing categories labeled as follows:

Social (social manipulative skills, having a good time, etc.)
Life Adjustment—Intellectual
Interlude Escape
Deferred Benefits (including intellectual and service to humanity)
Status Achievement
Personal Influence (parents, peers, etc.)
University-Academic
University Life and Situation

A questionnaire was used to obtain information about the socio-economic and personal characteristics of the students and the conditions bearing on their college and occupational choices. Students in the College of Agriculture completed the questionnaires in a group session; those in other colleges, individually, when they appeared at the Rural Sociology Department offices for interviews. Each student also was asked to complete the Q-sort of reasons why they decided to go to college and why they chose the one they were in. The agricultural students were asked also to rate the items in terms of reasons why they thought other students came to the University.

The Quest for Student Types

Prior research has shown that students select colleges partly in terms of the image the students have of them and the extent to which the colleges can satisfy their needs.[2] Some of the typologies that have been postulated are ideal types.[3]

And some of these have been empirically determined and others derived mainly from general observations.[4] Among those suggested have been: occupational, collegiate, intellectuals, rebels, academics, greasy grinds, socializers, status achievers, humanitarians, and "those who just sat there."

Although the study reported here was mostly descriptive and analytical, a general hypothesis was posed as guiding principle: Student types—groupings of students with similarities—can be detected from reasons students give for attending the university. If this hypothesis proved true, the investigators planned to examine the comparative incidence of these student types within four major schools of the University. Past research and observations suggest a strong occupational orientation in midwestern universities, particularly in the agricultural curriculum.[5] The interlude between childhood and adulthood characteristic of Western societies with a tendency toward an adolescent subculture suggests the possibility of an interlude type of adjustment. This interlude is directed to extending the relatively protected position of adolescence, either in a kind of escape from adult world reality, or as a time for fun.[6] A tendency toward a "cool generation" described by Parsons, Gottlieb, and Ramsey, and others suggests the possibility of a group who accept that they will live with increasingly difficult demands being made upon them, but don't intend to "knock themselves out" meeting them.[7] In view of current student protests and rebellions, a rebel contingent would not be surprising. Agricultural students, who come mainly from farms, might be expected to be conformists, an inclination more in accord with the assumed traditionalism of farm life.

Student responses from the Q-sorts were subjected to factor analysis to determine what typologies, if any, existed. Responses of 40 students selected randomly from the four schools were used for this purpose, 40 being the capacity of the facilities for this type of analysis available at that time.[8] Correlations were run between item scores for each of the students and the scores typifying each of the factors as a basis for classifying students or determining the relative similarity to each of the factors.[9] This provided empirical basis for determining the degree to which students in the various schools resemble the student types.

HOME ENVIRONMENT AND BACKGROUND

This section is concerned with the residence of the students, the occupational and educational background of their parents, the importance the parents attach to a college education, the educational background and academic achievements of the youth themselves, and prior college attendance of brothers or sisters.

Residential Origin

Questions are often raised about where various colleges draw most of their students, and the degree to which farm youth are being drawn by colleges other than agricultural colleges. About 55 percent of the students sampled in the four colleges came from urban centers; 14 percent came from rural non-farm areas;

TABLE 1 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND RURAL-URBAN PLACE OF RESIDENCE

Place of Residence	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Farm	30.7	65.0	7.0	18.5	21.5
Open Country Non-Farm	7.0	5.0	5.0	8.2	13.7
Towns Under 2,500	7.0	7.0	6.0	12.2	3.9
Cities 2,500 - 99,999	30.3	14.0	45.0	34.7	29.4
Cities 100,000 and Over (St. Louis and Kansas City)	14.3	8.0	20.0	10.2	19.6
City Size Unknown	10.7	1.0	17.0	16.2	11.9

and 31 percent, from farms. As expected, most (65 percent) of the students in the College of Agriculture came from farms; however, the fact that 23 percent came from urban centers might be said to reflect the agri-business curricula of the college. Although a few more farm boys from large farms than from small or medium sized farms entered the College of Arts and Science, no tendency appeared for the proportion of those entering the College of Agriculture to decrease as size of home farm increased. Thus, boys from big farms were just as much inclined to attend the College of Agriculture as were boys from smaller ones.

The College of Arts and Science enrollment was drawn mainly from the urban areas, with 82 percent being from cities. Another 11 percent came from small towns and the open country; only 7 percent came from farms. Roughly one-fifth of the freshman students in education and engineering came from farms (see Table 1). Both have a strong occupational orientation which may appeal to farm youth.

The largest proportion of the students came from the north and from the east and west central parts of the state designated as rural social areas* AB and C by Gregory.[10] These areas represent the largest part of the state's population (See Table 2 and Figure 2). Only 9 percent of the freshmen students enrolled in the University came from the Ozark region (Rural Social Area D). Area D

* The classification used in this report is not a strict rural social areas classification in that such major urban centers as St. Louis and Kansas City are included in them.

TABLE 2 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND GEOGRAPHIC LOCATION OF HOME RESIDENCE

Geographic Location of Home Residence (Rural Social* Area)	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
AB	45.0	53.0	36.0	38.8	53.0
C	32.0	29.0	36.0	36.7	25.4
D	9.3	9.0	11.0	6.2	9.8
E	2.7	6.0	1.0	2.0	0.0
Out of State	10.3	3.0	15.0	14.3	11.8
Unknown	0.7	0.0	1.0	2.0	0.0

*Students coming from cities located in or adjacent to the respective areas were included as part of the Rural Social Area population.

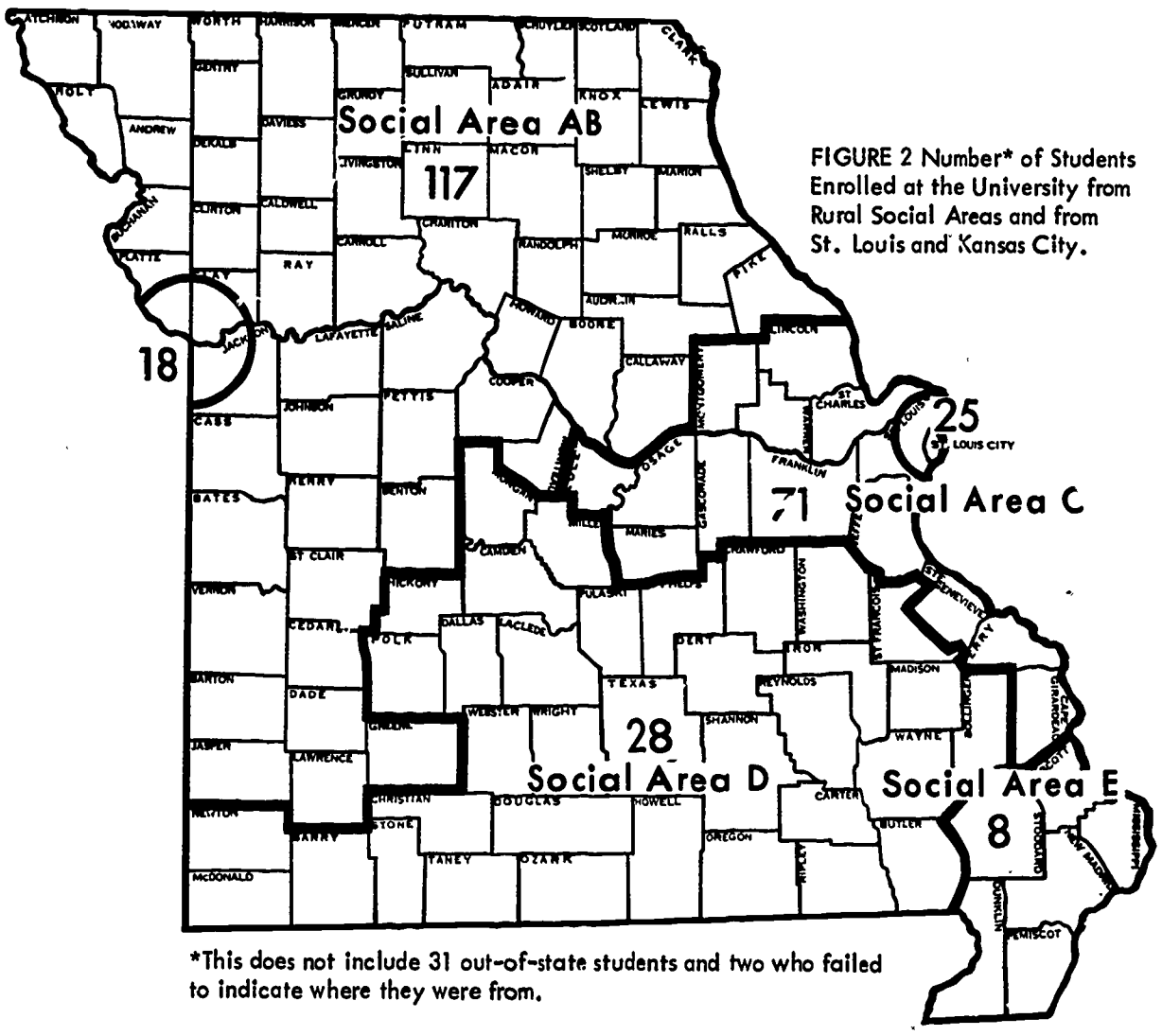

FIGURE 2 Number* of Students Enrolled at the University from Rural Social Areas and from St. Louis and Kansas City.

*This does not include 31 out-of-state students and two who failed to indicate where they were from.

was proportionately underrepresented in the College of Education; the proportions in the other colleges were almost equal. Although the percentages from the area were all small, the College of Agriculture attracted a greater proportion of the students from southeast Missouri (Rural Social Area E) than any of the other colleges. The College of Arts and Science and the College of Education attracted the highest proportion of outstate students; the College of Agriculture, the least (Table 2).

Characteristics of Parents

Four characteristics of parents were considered: the educational level of father and mother, the occupational status of the chief wage earner, the prestige level of the occupation held, and the importance that parents attached to a college education for youth.

Reflecting the lower educational level of farm people, enrollment in the College of Agriculture drew heavily from homes with fathers who had no more than a grade school education. Percentages from such homes were approximately 25 percent for the Colleges of Agriculture and Education but less than 10 percent for other schools. Approximately 70 percent of the students in the College of Agriculture came from homes with fathers having no more than a high school education. The general situation in the College of Education was much the same with more than 85 percent from such homes (See Table 3). On the other hand, 50 percent of the College of Arts and Science students had fathers with at least some college education; 27 percent being college graduates, and very few being

TABLE 3 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND YEARS SCHOOLING OF FATHER

Years Schooling of Father	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Grade School	16.0	25.0	6.0	24.6	9.8
Some High School	16.3	17.0	14.0	20.4	15.7
High School Graduate	30.3	25.0	26.0	40.8	39.2
Some College	16.7	15.0	23.0	10.2	13.7
College Graduate	15.7	9.0	27.0	2.0	19.6
Unknown	5.0	9.0	4.0	2.0	2.0

TABLE 4 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND YEARS SCHOOLING OF MOTHER

Years Schooling of Mother	Total % (N=300)	College: Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Grade School	11.4	14.0	7.0	20.4	5.9
Some High School	13.3	15.0	11.0	18.4	9.8
High School Graduate	46.0	34.0	52.0	51.0	52.9
Some College	13.3	16.0	14.0	4.1	15.7
College Graduate	11.0	9.0	14.0	4.1	15.7
Unknown	5.0	12.0	2.0	2.0	0.0

in the grade school category. The College of Engineering drew most heavily from the educational middle range; also, he[illegible] from the upper ranges but not to the degree of the College of Arts and Science.

Some realignment of differences by schools may be noted in college choice related to the educational level of the mother. The most distinctive difference was the higher proportion of students in the College of Education whose mothers' education was limited to grade school (Table 4). Although the proportion of sons with college-educated mothers was higher in the arts and science college and in engineering than in agriculture, the differences were not as marked as in the case of the educational level of the father. Again, distinctly fewer sons of college-educated mothers were enrolled in the College of Education than in other schools. Thus, it appears that high education of the father was associated more with the arts and science choice than the college education of the mother while for the choice of other schools, father-mother educational differences were of less influence.

Farming as an occupation of the father was closely aligned with enrollment in the College of Agriculture. Sixty-one percent of the boys entering the College of Agriculture were from farm homes, compared with the 28 percent for all students (Table 5). The second highest proportions of farm youth were enrolled in the Colleges of Education and Engineering; only 7 percent were in the College of Arts and Science. The sons of professionals were attracted to the College

TABLE 5 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND OCCUPATION OF CHIEF WAGE EARNER IN PARENTAL FAMILY

Occupation of Chief Wage Earner	Total % (N=300)	College			
		Agriculture % (N=100)	Arts& Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Professional Agriculture	1.7	3.0	1.0	0.0	1.9
Professional Non-Agricul-ture	11.9	3.0	23.0	8.1	11.8
Business Pro-prietor or Manager	15.3	8.0	31.0	8.2	5.9
Sales Repre-sentative or Salesman	10.7	7.0	15.0	8.2	11.8
Clerical	2.7	1.0	1.0	2.1	9.8
Skilled Workers or Foremen	20.7	9.0	16.0	42.8	31.3
Semi-skilled	5.0	3.0	2.0	14.3	5.9
Farmers	28.0	61.0	7.0	16.3	15.7
Other	3.7	4.0	4.0	0.0	5.9
Unknown	0.3	1.0	0.0	0.0	0.0

of Arts and Science in the greatest proportions and to engineering in next greatest proportions. In a similar manner, sons of fathers in business occupations were highly prone to the arts and science curriculum. Students with this background constituted the largest proportion of the arts and science students. In education, the largest proportion came from skilled worker and forman backgrounds, which was also true in engineering, although to a lesser degree. Thus the contention that teachers are drawn heavily from working class ranks was clearly evident in freshman student enrollments in the College of Education for 1964.

A third parental background characteristic considered was prestige ratings of chief wage earner's occupation, this being one of the important bases upon which status is accorded in our society. Some occupations rate higher than others, with considerable agreement in regard to where they rate. Perhaps most would agree that President of the United States would be at the top of the list and that garbage collector would be very low on the scale. In this study the North-Hatt

TABLE 6 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND SOCIO-ECONOMIC STATUS OF CHIEF WAGE EARNER

Socio-Economic Status (North-Hatt Scale)	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Under 60	8.4	7.0	2.0	18.3	13.7
60 – 69	25.0	15.0	24.0	40.8	31.4
70 – 74	16.0	9.0	27.0	14.3	9.8
75 – 79	38.3	66.0	24.0	18.4	31.4
80 and over	12.3	3.0	23.0	8.2	13.7
Median	75.1	76.5	74.5	68.3	72.5

Scale with a range of 20 to 100 was used as a measure of occupational status of the chief wage earner.[11] The scale range in which parents of most freshmen students were classified occupationally was 75-79, representing such occupations as reporter on a daily newspaper, radio announcer, trained machinist, electrician, owner of a local grocery store, and owner-operator of a farm. The concentration is due to the inclusion of the farm owner-operator category which was heavily represented in the College of Agriculture. The modal categories for other colleges were lower than the modal category for the College of Agriculture. The medians were:

College of Agriculture	76.5
College of Arts and Science	74.5
College of Education	68.3
College of Engineering	72.5

With most students in the College of Agriculture coming from farm homes, the range in socio-economic status was not as great as it was for students in other schools (See Table 6). Only 3 percent of the agricultural students came from homes with a rating of 80 or above, compared to 23 percent of the arts and science students, 8 percent of those in engineering, and 14 percent in the College of Education. Conversely, 7 percent of the freshman students in the College of Agriculture came from homes with occupational ratings of less than 60 compared with 18 percent of those enrolled in the College of Education and 14 percent of those in engineering.

A final parental characteristic considered assessed the importance each parent attached to a college education for youth, presumably apart from their feelings about college attendance for their sons. Since parents were not interviewed, students own perception of parental attitude was used as the measure. Accordingly,

students were asked to indicate how important they thought each parent regarded a college education for youth. The categories which they were asked to check were:

The most important thing one can do after high school.
Important but not really necessary.
They don't seem to think it is very important.
They feel it is better to get a job than go to college.
I don't know how they feel about it.

Perhaps for this group it is not surprising that over three-fourths of the farmers in each case were credited with saying that it was the most important thing that a young man could do after high school. The proportion was highest in agriculture (87 percent) and arts and science (84 percent), and lowest in education where only 76 percent of the fathers were viewed as holding a college education in such high esteem.

The proportion of students who thought their mothers accorded the *very important* rating to a college education was even higher than it was for fathers in each of the schools. It was lowest for mothers of students in the College of Education (82 percent) which was in contrast to 92 percent for the College of Arts and Science and 89 percent for the College of Agriculture. The feeling of all students in all colleges was that their mothers either considered a college education important or very important.

Educational Background

College preparatory courses in high school are generally regarded conducive to college entrance, and are sometimes regarded as avenues more for students from middle and upper socio-economic status than for students from the lower status levels. Vocational subjects tend to be regarded as terminal, but certain kinds such as vocational agriculture are thought to be conducive to college entrance. These are considerations of this section.

As expected, by far the largest proportion of freshmen in all schools came from a general or college preparatory educational background. This was true of all but one student in education and for about 88 percent of those in engineering. Nineteen percent of the College of Agriculture students came from vocational-agriculture backgrounds and an additional 13 percent from some combination of vocational agriculture and other subjects, mostly general or college preparatory in nature.

Academically, as judged by students' own estimate of standing in class, engineering was most selective of high level students, with the College of Agriculture next; 86.3 percent and 66.0 percent, respectively, rated themselves in the highest one-third of their class. Arts and science and education students followed in close order. In the aggregate, only 4 percent of the students rated themselves

in the lower third. Nearly all felt that they rated above average in their high school class; no indication that the agricultural students were different from others emerged.

College Attendance of Brothers and Sisters

Having older brothers or sisters precede them in college would be expected to influence students. More students in the other colleges had brothers or sisters who had attended college before them than did students in the College of Agriculture. Percentages ranged from 19 in agriculture to 35 percent in engineering and arts and science.

THE COLLEGE CHOICE

Purpose of this research was to investigate the dynamics and conditions behind decisions college students make in choosing their course of study. Insight into the sequence of influences operating through time which culminate in a choice was sought. Conditions of choice encompass situational, personal, and attitudinal matters. A model frequently used in diffusion studies in agriculture assumes that such decisions are essentially rational and of sufficient individual insight to permit recall of conditions and circumstances of choice.[12] An alternate view is that decision to enter college consists of progressive hedging which involves successive elimination of other alternatives.

Although a successive stage idea of awareness, interest, trial, and adoption was not regarded as feasible for the study of college choices, the process idea with some sequencing of influences and events in arriving at a choice did appear tenable and has been used. The progressive elimination of alternatives idea was also recognized in the heavy emphasis placed on parental involvement; condition of choice extends back through high school and even back into grade school. Consequently, in the sections which follow, process and conditions of college choice are considered. The relative importance of reasons for choice will be discussed under results stemming from the Q-technique.

Process

Choice of a course of study is likely to be a matter of extended duration, involving relatively obscure, and not too well understood influences. Included would be consideration of an occupation and a major course of study as a part of the sequence. Both are considered in relation to choice of college and of a particular school within the college.

For most students, the question of going to college was a matter of long term consideration. Except for students in education, 45 percent or more had seriously thought about going to college while still in grade school, or as long as they could remember (See Table 7). Only 37 percent of the freshman students in education indicated serious consideration of the matter that early. Serious deliberation about the subject began earliest for arts and science students;46 per-

TABLE 7 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND TIME OF FIRST SERIOUS CONSIDERATION TO GO TO COLLEGE

Time of First Serious Consideration	Total % (N=300)	College			
		Agriculture % (N=100)	Arts& Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
After High School	3.0	4.0	2.0	4.1	2.0
Last Part of Senior Year	5.0	8.0	1.0	10.2	2.0
Early Part of Senior Year	8.3	12.0	4.0	6.1	11.8
Junior Year	16.3	13.0	19.0	20.4	13.7
Sophomore Year	6.7	2.0	6.0	14.2	9.8
Freshman Year	13.0	16.0	12.0	8.2	13.7
Grade School	12.0	15.0	10.0	18.4	5.9
Far Back as Can Remember	35.4	30.0	46.0	18.4	41.1

cent said "long as I can remember" and another 10 percent "as far back as grade school." Relatively few of the students in any school had deferred first serious consideration to a time as late as the last part of the senior year; the largest proportions to wait that long were 14.3 percent in the College of Education and 12 percent in agriculture.

More College of Agriculture, Education, and Engineering students than Arts and Science students would be expected to have chosen an occupation. This was the case. The proportion who had made an occupational choice was highest in the College of Education where 74 percent had decided on a career in education. In contrast, 43 percent in agriculture, 41 percent in engineering, and 51 percent in the arts and sciences reported no decision. The occupations chosen were professional ones with the only exception being 15 percent of the agriculture students who expected to operate farms upon graduation or after some unspecified amount of time in college.

In a majority of cases, the occupational decision was made before the decision to enroll in the University. The proportion was highest for education (55 percent), and lowest for the arts and science group (39 percent). (See Table 8.) For agriculture and engineering students the proportions were 49 and 41 percent, respectively. In all cases, there was a very high proportion who had decided on an occupation, thus indicating a relatively clearcut occupational choice before choosing a college to attend.

TABLE 8 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND TIME OF OCCUPATIONAL DECISION

Time of Occupational Decision	Total % (N=300)	College: Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
None Made	42.7	43.0	51.0	26.5	41.2
After Enrolling in the University	4.3	1.0	3.0	14.3	3.9
After Deciding to Come/Before Enrolling	7.7	7.0	7.0	4.1	13.7
Before Decision to Come to University	45.3	49.0	39.0	55.1	41.2

Active recent deliberation about an occupational choice in relation to a college to attend was more characteristic of education and engineering students than it was of agriculture or arts and science students. Fourteen percent in education indicated that they had chosen a career in education after entering the College of Education compared to only 1 percent who made an occupational decision in agriculture and less than 4 percent in any of the other schools. About 14 percent in engineering and only 4.1 percent in education decided on an occupation before enrolling but after deciding to come to the University. In the arts and science and agriculture the proportion was about 7 percent. For the total sample, the modal time of first serious consideration of college attendance was in the junior and early senior year of high school when roughly 25 percent first seriously thought about this matter.

The meaning of a decision in regard to a major course of study surely varied by school of enrollment, at least partly, because of the varying breadth of curriculum offerings in each of the colleges. A decision to enter the College of Education or the College of Engineering or to a lesser extent, the College of Agriculture, tended to defer the choice of a major somewhat more than a decision to enroll in the College of Arts and Science. Even so, a wide variety of choices were possible within each. In any case, over half of the students enrolled in each of the schools had tentatively decided on a major before deciding to come to the University (Table 9). For agriculture and the arts and science students the percentage was near 50; for education and engineering, 59 and 65 percent, respectively. For another 20 percent of the students in the College of Agriculture,

TABLE 9 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND TIME OF DECISION ABOUT A MAJOR COURSE OF STUDY IN COLLEGE

Time of Decision About Major	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
No Decision Yet	25.9	25.0	35.0	16.3	17.6
Since Coming to University	7.4	5.0	5.0	22.5	2.0
After Decision to Come/Before Enrolling	12.3	20.0	8.0	2.0	15.7
Before Decision to Come to University	54.3	50.0	51.0	59.2	64.7

TABLE 10 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND TIME OF DECISION TO ENROLL HERE

Time of Decision to Enroll in University	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
After High School Graduation	11.3	7.0	11.0	22.0	10.0
Last Part of Senior Year	23.7	18.0	29.0	25.0	23.0
Early Part of Senior Year	31.0	19.0	38.0	35.0	37.0
Junior Year	13.3	16.0	12.0	10.0	14.0
Before Junior Year	20.7	40.0	10.0	8.0	16.0

the decision was made after deciding to enter the college but before actually enrolling. For others, the corresponding proportion ranged from 2 percent in education to 16 percent in engineering. From 2 to 5 percent in engineering, agriculture, and the arts and sciences had decided on a major since enrolling in the University. Twenty-three percent of the education students had done so in this interim period. A fourth of those in agriculture, 35 percent in the arts and sciences, still faced this decision as did 16 percent in education and 18 percent in engineering.

Decision on a Particular College

A decision to attend a particular college was made much earlier by the College of Agriculture freshmen than by those enrolled in any of the other schools. Forty percent had made this decision before the high school junior year. No doubt the early decision is a partial function of the somewhat limited opportunity for agricultural education in the state other than at the University of Missouri. For other schools the percentages ranged from 8 in education to 16 in engineering (Table 10). For students in other schools the most frequent time of decision was early in the senior with 35 to 38 percent having decided on which school to attend at that time. From 23 to 29 percent deferred a decision on a place to attend until late in the senior year. This was true of only 18 percent of the College of Agriculture freshmen. The most notable thing about "after high school decision" in regard to a place to attend college was the high proportion (22 percent) of the education students who deferred a decision to this late date. No more than 11 percent of the others deferred a decision this long.

Source of First Interest

A question designed to obtain what first interested the students in coming to the University of Missouri produced a diversity of responses. These will require further analysis to determine their special significance, if any. The greatest diversity of reasons was given by arts and science and education students. In agriculture the attraction of course offerings was mentioned most often as the reason for first interest in attending the College of Agriculture; 27 percent gave this reason (Table 11). For those in other schools, *liking for the campus,* presumably based on a visit to it, and *friends* on the campus, were generally rated at the top of the list by a small margin. Percentages mentioning these reasons ranged from 8 to 18 for all students. There was a slight inclination for prestige of the school to emerge as an important consideration for education and engineering students, with 10 and 14 percent specifying this reason. Reasons for first interest were over-shadowed by large miscellaneous classifications of 38 and 47 percent for arts and science and education students, respectively.

Prior Contacts with the University

One of the more difficult adjustment problems of entering college is making the transfer from a protected home environment to a new, strange, and more

TABLE 11 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND WHAT FIRST CREATED INTEREST IN COMING TO THE UNIVERSITY

What First Created Interest	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Cost	2.3	2.0	1.0	0.0	7.8
Visit-Liked Campus	13.7	11.0	13.0	16.3	17.6
Friends	12.0	8.0	13.0	16.3	13.7
Close to Home	4.6	3.0	9.0	2.0	2.0
Social Activities	2.7	1.0	6.0	0.0	2.0
Had Desired Course of Study	13.7	27.0	6.0	4.1	11.8
Prestige of the School	8.0	6.0	6.0	10.2	13.7
Wanted to Qualify to Enter Another School	5.0	9.0	6.0	0.0	0.0
Other Reasons	32.7	24.0	38.0	47.0	25.5
Unknown	5.3	9.0	2.0	4.1	5.9

impersonal one. The process requires an added degree of parental emancipation and, more often than not, a move from the home community. Some of the mechanisms that operate in the decision to attend the University are prior contacts with the University and University personnel. Students were asked a series of questions about their contacts with the University and its personnel before entering the University; also, in retrospect, the contacts they regarded as most influential in helping them decide to come to the University.

Among contacts prior to entry, *trips to the University* and informal contacts with *friends at the University* were most common. Approximately 64 percent in agriculture reported both. Although slightly more frequent for arts and science students, trips to the University were also commonly reported for College of Agriculture and education students (Table 12). Such contacts were least frequently mentioned by students in engineering. The primary group channels (friends at the University) were mentioned more by agriculture students and less by stu-

TABLE 12 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND MOST INFLUENTIAL PERSONAL CONTACT IN DECIDING TO ENTER THE UNIVERSITY OF MISSOURI

Most influential Personal Contact in Decision to Enroll	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Trips to the University	37.7	40.0	42.0	38.8	23.6
Friends at University	22.0	24.0	19.0	22.4	23.6
Brothers and Sisters at University	8.0	7.0	6.0	8.2	13.7
College Representative	14.7	14.0	11.0	18.4	19.6
Personal Letters	3.3	2.0	4.0	4.1	3.9
Other or None	13.0	10.0	18.0	6.1	15.6
Unknown	1.3	3.0	0.0	2.0	0.0

dents in the College of Arts and Science. College of Education students and those in Engineering tended to report contacts with college representatives (18.4 and 19.6 percent, respectively). The proportions for the other two schools were from 11.0 to 14.0 percent. Contacts with brothers and sisters at the University were necessarily limited by opportunity for such contact. The most students reporting this contact were in Engineering (13.7 percent) and the least, in Arts and Science (6 percent).

The second consideration in regard to contacts was those considered most influential in bringing the decision to come to the University. Two approaches were taken to the question: first, a simple percentage was figured of students designating a contact as most influential and, second, the percentage was determined of those experiencing designated contacts who regarded them as most influential. The latter provides a general control for differential exposure.

In view of exposure levels, either trips to the University or contacts with friends at the University might be expected to predominate. However, it was the former trips to the University that took precedence as a most influential source. For all except engineering, percentages were near the 40 percent level for these trips; for engineering, 24 percent for trips tied with *friends at the University* for first place (Table 12). If fears of ability to adjust to school requirements are greater in engineering than in other schools, this would be an expected

response. Under conditions of uncertainty and high importance, trusted associates with the requisite experience are relied upon for information and are sought for advice. For other schools, *friends at the University* were rated second in order of importance, with 19 to 24 percent specifying this source as most influential.

One-fifth of those in engineering and 18 percent of those in education named personal contacts with a college representative as being most influential. For arts and science and agriculture, percentages were 11 and 14, respectively. Personal letters were reported as being of most influence for 2 to 4 percent in the various schools and miscellaneous other personal contacts were given in from 6.1 to 18 percent of the cases.

A look at the "most influence" rating in relation to exposure emphasizes the relative importance of various contacts with the University in arriving at an attendance decision. Thus, it may be seen from Figure 3 that where present, brothers and sisters already at the school was highly and most often rated as most important in all schools except arts and science. For them, *trip to the University* was most frequently assigned the priority position. The trip was rated as second most important in agriculture and education. In engineering, *college representative* was very high on the list and second only to brothers or sisters at the University.

Consideration of Other Colleges

Slightly over 47 percent of the students in engineering and 32.0 percent in agriculture had considered other colleges (courses of study)in the University as possibilities for enrollment. This marked the range for the schools. Most of those in engineering who had considered alternatives, had thought about either arts and science or business and public administration. Direct entrance into the latter from high school of course was not possible. The most considered alternative for those in education was the arts and sciences; for agriculture students, either arts and science or engineering predominated as a second interest, while in arts and science alternatives mentioned generally were those for which study in the College of Arts and Science was a prerequisite to entry.

Overall, 83 percent of the students got information about other institutions (colleges) both inside and outside the state before making a choice. Engineering and education students did a little more "shopping" than others and the former were more inclined to investigate possibilities outside of the state. Agriculture students did the least "shopping" and, along with the education students, they were much more likely to confine the consideration of alternatives to the state.

Enrollment in college was often a first step towards occupational objectives for agriculture and arts and sciences students. For example, 32 percent of the College of Agriculture freshmen indicated veterinary medicine as a major interest, and 23 percent of the College of Arts and Science freshmen planned to enter the School of Business and Public Administration. An additional 9 percent of the arts and science group were interested in law; 8 percent, in journalism; and 6 percent, in medicine.

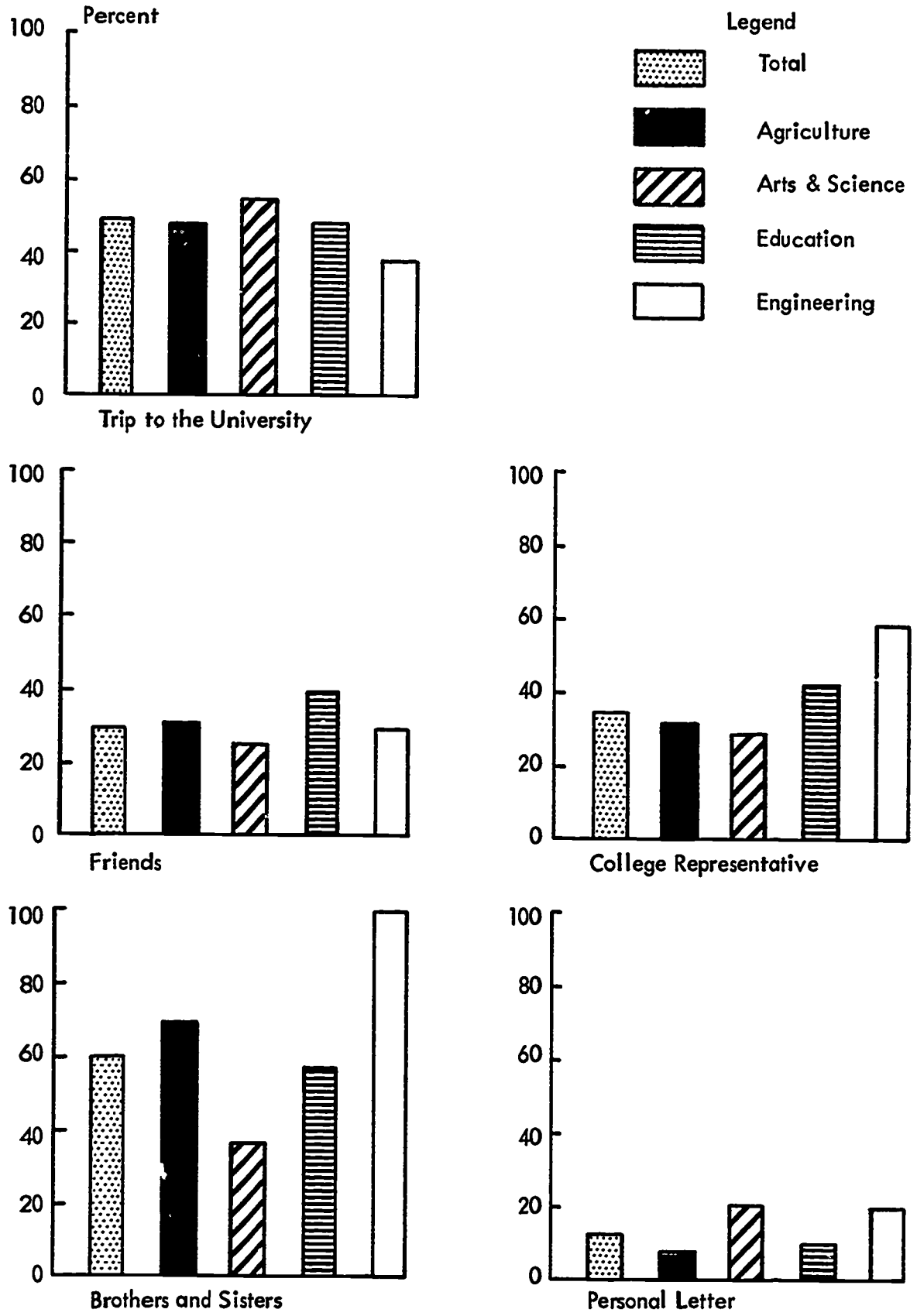

Figure 3: Salience of Personal Contacts in Student Decision to Enter College Chosen

Twenty-two of the 92 freshmen students from farm homes entered the three non-agricultural colleges included in the study. Five of these students indicated that they had seriously considered entering the College of Agriculture. Of the five, two decided against this course of action because they didn't like farming, one was dually enrolled in the College of Agriculture, one gave no reason, and the other intended to enroll in the College of Agriculture next semester.

Sources of Psychological Support

Sources of psychological support for a person's decision may derive from a variety of institutional sources; e.g., teachers, principals, and counselors in the high schools. Among those found to be important in other studies have been: parents, brothers and sisters, and close friends, either singly or as fellow members of cliques.

In general, findings from this study indicate that the freshmen students who enrolled in the University of Missouri came with substantial moral support from *parents, teachers, friends,* and *guidance counselors.* Support from parents was the most prevelent (See Table 13). Over 90 percent of the parents were perceived by their sons as encouraging them to go to college; the highest percentages were in the College of Arts and Science and in Engineering (96 percent). In very few cases were students discouraged from going to college by any source. The perceived position was more likely to be one of either encouragement or neutrality rather than discouragement.

Interesting variations occurred within the pattern of moral or psychological support. Arts and Science students envisioned their teachers as offering them less support than students in other schools envisioned in theirs (81 percent compared with about 90 percent of students enrolled in each of the other colleges). Those in agriculture seemed to have the least support from guidance counselors and friends. The first is of particular significance because in attaining "rational" decisions, guidance counselors are likely to be of great importance. Approximately 66 percent of the agriculture freshmen perceived their counselors as supportive, which is partly a reflection of the fact that 23 percent of the agriculture students came from schools where no guidance counselors were available, compared with 7 percent of the arts and science students at the other extreme. However, perceived support from teachers was as high for agriculture as for education and it was higher than for the arts and science group (Table 13). In the absence of counselors the students probably sought support from teachers.

The other source of moral support from which the agriculture college student was somewhat deficient was *friends.* Seventy-three percent perceived their friends as being supportive of their college attendance position, which was about 10 percent less than for other students. Friends were not perceived as unfavorable to college attendance; rather, they were regarded as neither supportive nor unfavorable to such action.

TABLE 13 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND MORAL SUPPORT RECEIVED FROM DESIGNATED SOURCES

Source Support Status	Total % (N=300)	College: Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Teachers					
Encouraged	87.3	89.0	81.0	89.8	94.1
Discouraged	0.3	1.0	0.0	0.0	0.0
Neither	12.4	10.0	19.0	10.2	5.9
Guidance Counselor					
Encouraged	76.0	66.0	83.0	79.6	78.4
Discouraged	0.3	0.0	0.0	0.0	2.0
Neither	8.3	11.0	10.0	6.1	2.0
No Counselor	15.4	23.0	7.0	14.3	17.6
Friends					
Encouraged	79.7	73.0	82.0	85.7	82.4
Discouraged	0.7	1.0	1.0	0.0	0.0
Neither	19.6	26.0	17.0	14.3	17.6
Parents					
Encouraged	94.7	94.0	96.0	91.8	96.1
Discouraged	0.7	1.0	1.0	0.0	0.0
Neither	4.6	5.0	3.0	8.2	3.9
Brothers and Sisters					
Encouraged	63.0	59.0	65.0	59.2	70.6
Discouraged	0.7	1.0	1.0	0.0	0.0
Neither	27.3	28.0	26.0	30.6	25.5
Unknown	1.3	2.0	1.0	0.0	2.0
No Brothers & Sisters	7.7	10.0	7.0	10.2	1.9

In regard to moral support for choice of a particular course of study, the greatest parental support was accorded by those enrolled in the College of Agriculture; 80 percent of the parents had encouraged the students of this college to enroll in it. Such support was accorded by 73 percent of the engineering students, 68 percent of those in arts and science, and 69 percent of those in education.

Sources of Financial Support

Three kinds of student financial support are considered in this report: proportion of financial support from parents, employment at the University, and own savings.

In general, parents were paying more of the college expenses of students in the College of Arts and Science than in any of the other schools. The proportion getting no parental assistance was highest in the College of Education (about 25 percent). In the College of Arts and Science almost none of the students were without parental support. All but 11 percent in the College of Agriculture were getting some help from home but the heaviest concentration was in the "pay some" category (40 percent). Only 45 percent of the agriculture students indicated that their parents were paying all or most all of their college expenses, compared to 72 percent in the Arts and Science College, 53 percent in the College of Education and 61 percent in Engineering (See Table 14).

Except in agriculture 80 percent or more of the students had no jobs and 40 percent or more had no intention of getting one. Sixty-nine percent of the College of Agriculture freshmen had no job but more agriculture freshmen than others had jobs or expected to get some to help pay their expenses (See Table 15).

A high proportion of the students in all schools were relying on own personal savings as a means of partial support in college. Percentages ranged from a high of 82 percent for the agriculture students to 53 percent for those in education. Percentages for those in arts and science and engineering were 71 and 78, respectively. A much larger proportion of students in the Colleges of Arts and Science and Engineering had received parental support than of those in agriculture and education. The percentages were 90 and 82, respectively, compared to about 73 for both agriculture and education.

More students in the College of Education than in other schools had obtained scholarships. This was the case for 43 percent of the students in education and 27-31 percent in the other schools.

TABLE 14 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND PROPORTION OF COLLEGE FINANCES OBTAINED FROM PARENTS

Proportion of College Finances Obtained From Parents	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Pay All	16.7	10.0	26.0	12.3	15.7
Pay Most	41.3	35.0	46.0	40.8	45.1
Pay Some	29.7	40.0	25.0	22.4	25.5
Pay None	10.0	11.0	1.0	24.5	11.8
Other	2.3	4.0	2.0	0.0	1.9

TABLE 15 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND EMPLOYMENT STATUS AT THE UNIVERSITY

Employment Status at the University	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Has Job	19.0	28.0	12.0	18.3	15.7
Total No Job	79.7	69.0	87.0	81.7	84.3
(But expect to later)	(36.7)	(40.0)	(35.0)	(32.7)	(37.3)
(Don't expect to)	(35.3)	(17.0)	(45.0)	(45.0)	(43.1)
(Simply no job)	(7.7)	(12.0)	(7.0)	(4.0)	(3.9)
Unknown	1.3	3.0	1.0	0.0	0.0

Sources of College Information

People ordinarily use more than one source of information in arriving at important adoption decisions; the different sources perform different functions in the decision process. Recall methods of determining sources of information used at various stages in making a decision seemed of limited use in this study. Much of the information would likely have to be derived from the obscure past, and insight into ones own behavior likely imposes additional limitations on accuracy and verbalization.

Thus, concern with college information sources was confined to student responses regarding sources used, sources students considered most influential, and a simple derived measure of influence salience in final decision to enter the University. Students were first asked to indicate on a check list all sources from which they obtained information about their chosen college. An open end category was included for adding any sources not listed. They also were asked to indicate the source they considered most influential in their final decisions to enter their chosen school in the University.

Table 16 clearly reveals a tendency for students to obtain information about the college from many sources. Nearly all the students had used college brochures, catalogs, and other printed materials. Visits to the college ranked next as a source of information. This was most common for agriculture and least common for engineering. Guidance counselors were listed by 57 to 73 percent of the students in the various schools. Friends at the University were mentioned most frequently in engineering. Of the institution-related sources, teachers and

TABLE 16 MALE UNIVERSITY FRESHMEN CLASSIFIED BY SCHOOL AND BY SOURCES OF INFORMATION ABOUT THE UNIVERSITY

Sources of Information About the University	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Guidance Counselor	100.0	100.0	100.0	100.0	100.0
Yes	66.0	67.0	73.0	57.2	58.9
No	22.0	14.0	25.0	30.6	23.5
No Guidance Coun.	12.0	19.0	2.0	12.2	17.6
Unknown					
Teacher	100.0	100.0	100.0	100.0	100.0
Yes	40.0	50.0	29.0	46.9	35.3
No	60.0	50.0	71.0	53.1	64.7
Unknown					
Principal	100.0	100.0	100.0	100.0	100.0
Yes	26.3	38.0	16.0	24.5	25.5
No	73.7	62.0	84.0	75.5	74.5
Unknown					
Friends	100.0	100.0	100.0	100.0	100.0
Yes	63.0	59.0	64.0	61.2	70.6
No	37.0	41.0	36.0	38.8	29.4
Unknown					
College Night	100.0	100.0	100.0	100.0	100.0
Yes	29.0	29.0	32.0	28.6	23.5
No	71.0	71.0	68.0	71.4	76.5
Unknown					

TABLE 16 Cont.

Sources of Information About the University	Total % (N=300)	College: Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Visit to College	100.0	100.0	100.0	100.0	100.0
Yes	76.0	82.0	74.0	77.6	66.7
No	23.7	17.0	26.0	22.4	33.3
Unknown	0.3	1.0			
Parents	100.0	100.0	100.0	100.0	100.0
Yes	31.3	29.0	29.0	30.6	41.2
No	68.7	71.0	71.0	69.4	58.8
Unknown					
College Representative	100.0	100.0	100.0	100.0	100.0
Yes	42.0	44.0	36.0	46.9	45.1
No	57.7	55.0	64.0	53.1	54.9
Unknown	0.3	1.0			
Brochures, College Catalogs, etc.	100.0	100.0	100.0	100.0	100.0
Yes	95.7	96.0	98.0	87.8	98.0
No	4.3	4.0	2.0	12.2	2.0
Unknown					
Letter from College	100.0	100.0	100.0	100.0	100.0
Yes	18.7	18.0	19.0	26.5	11.8
No	81.0	81.0	81.0	73.5	88.2
Unknown	0.3	1.0			
Other	100.0	100.0	100.0	100.0	100.0
Yes	20.0	15.0	20.0	28.6	21.6
No	0.3	1.0			
Non-specified	79.0	83.0	80.0	71.4	76.4
Unknown	0.7	1.0			2.0

TABLE 17 UNIVERSITY OF MISSOURI FRESHMEN CLASSIFIED BY SCHOOL AND MOST INFLUENTIAL SOURCE OF INFORMATION IN DECISION TO ENTER UNIVERSITY OF MISSOURI

Most Influential Information Source in Decision	Total % (N=300)	College			
		Agriculture % (N=100)	Arts & Science % (N=100)	Education % (N=49)	Engineering % (N=51)
Total	100.0	100.0	100.0	100.0	100.0
Guidance Counselor	12.7	12.0	15.0	16.3	5.9
High School Teacher or Principal	8.4	16.0	5.0	4.1	3.9
Friends	11.0	10.0	11.0	10.2	13.7
Visit to College	18.0	17.0	20.0	18.4	15.7
Parents	11.6	11.0	10.0	12.2	15.7
College Representative or personnel	4.7	3.0	5.0	8.2	3.9
College Literature, Catalogs, etc.	19.0	17.0	19.0	12.2	29.4
Other	12.0	10.0	12.0	18.4	9.8
Unknown	2.6	4.0	3.0	0.0	2.0

principals were mentioned much less frequently than guidance couselors; students in the College of Agriculture mentioned them more than students enrolled in other colleges, with the possible exception of students in the College of Education mentioning teachers (46.9 percent).

College representatives and college night were cited by only 42 and 29 percent, respectively, of the aggregate student sample. Parents were cited in less than one-third of the cases, except for 41.2 percent in engineering. This again suggests the importance of primary group sources of information (and perhaps influence) in the college choice of engineering students.

Students also gave a wide variety of responses to sources most influential in their final enrollment decisions; there was considerable variation by schools, too (See Table 17). Printed college materials (brochures, catalogs, etc.), visits to the college, and guidance counselors* rated as influences of prime importance.

* High school principals who were enumerated by only 1.7 per cent of the students were included in the teacher-principal category because a separate classification was not warranted.

Caution in imputing high level influence to activities or effort requiring overt action, particularly like taking a trip to the school, is necessary because such effort may not have been taken in absence of a prior interest in attending the school.

With these limitations in mind, the gross data indicated that teachers and guidance counselors (with high school principals included but seldom mentioned) received a position of first importance (21 percent for all schools), with visits to the college and literature from the college close seconds. For the arts and science students the situation was one of a near tie between these two information sources. In education, counselors and teachers taken together, and visits to the college emerged with a broad category of other sources as being of most influence. In engineering, college literature took a clear lead over other sources with parents emerging in a tied position with visits to the college in second position.

Another indication of source influence is indicated by the proportion using each source who attributed most influence to it. Thus, Figure 4 reveals the information source most frequently listed as being of most influence in all schools was parents, a finding in accord with an earlier Missouri study by Rogers.[13] Although visits to the University were universally important in terms of most influence mentions, institutional sources of one kind or another rated second. For College of Agriculture students it was teachers; for education students, guidance counselors; and for engineering students, college brochures, catalogs, and related publications. For those in arts and science, visits to the college rated second.

REASONS FOR COMING TO THE UNIVERSITY

For many students a decision to enter college was a matter of long standing, the sequences of events and influences leading to the action buried in the obscure past. For some this action was more a product of maturation, involving progressive elimination of alternative courses of action, and involvement in courses of action than a clearcut rational decision. However, at any given point of time, reasons for the chosen course of action assume positions of relative importance in the total configuration.

The employment of Q-sort technique permitted students to rate a sample of reasons assumed to be generally representative of the universe of possible reasons. They ranked the reasons into importance positions from a self-referent point of view, as seen by them early in the first semester of the freshman year.

Attention is first directed to similarities in the student body and thus the overall view of why they came to the University; also to student types in the entire student body; and to variations by school, rural social areas, and occupational background.

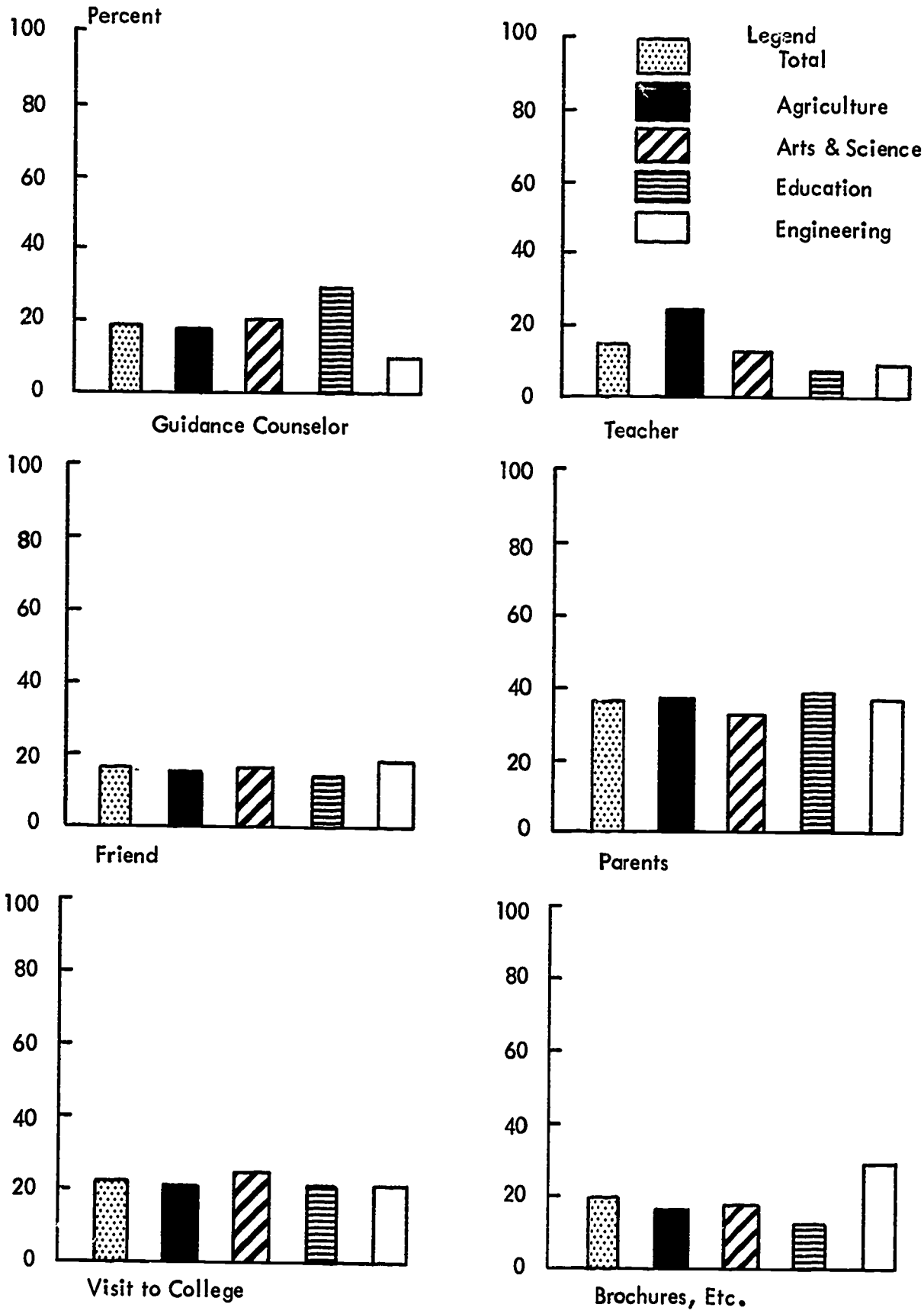

Figure 4: Salience of Information Sources in Student Decisions to Enter College Chosen

The Overall View

Of the variety of reasons that emerged strongly in college choices, occupational considerations were most prominent (See Table 18). The great majority expressed a desire for their college education to relate to occupational goals and future career and believed that college education was required to achieve these goals. Broad general education also was rated high and ahead of status achievement. Students generally expressed a strong hope of getting a "well-rounded" education and of "having a purpose in society." The strong hope that a college education would provide a stable future apparently reflected occupational con-

TABLE 18 MAJOR REASONS FOR COMING TO COLLEGE GIVEN BY STUDENTS IN THE VARIOUS SCHOOLS

Reason for Coming to the University*	Mean Rating**
Occupational	
I want my University work to relate closely to my vocational goal, i.e., to help me for my future career.	8.5
It takes a college education to get a job these days.	7.9
Above all what the University will do is provide me with a stable secure future. You can't do it now-a-day without a degree.	7.0
Broad Educational	
I felt that being here will make me a more complete and rounded person.	7.6
Knowledge is its own reward. That's mainly why I am here.	7.2
Status Achievement	
I feel that I want to have a purpose in society and that the University will help me to gain it.	7.3
Everyone ought to try to move up in the world. You sure can't do this without a college education.	6.8
These days you have to look out for yourself. I thought getting a good education would be a good way to do it.	6.5
You just can't get along without money these days. That's one thing I had in mind.	6.2
Conformity	
I'm not out to change the world or other people. I want to get along with them and get ahead.	6.4
It is an important part of my objective in coming to the University to learn to get along with other people.	6.5

TABLE 18 Cont.

Reason for Coming to the University*	Mean Rating**
Life Adjustment - Personal	
I like the idea of being away from home at the University. I have to handle my own affairs and I like this.	6.2
College allows you to gain more independence without being thrown completely on your own.	6.5
My parents (or brothers or sisters) encouraged me to come and did what they could to help me.	6.6
University Characteristics	
It was the best place to get what I wanted.	7.1
The University has better professors than smaller colleges. I expect better training here.	6.9
The University has a high academic reputation; that's why I came here.	6.6
What I read about the University made it look good to me.	6.2
I thought college life would be a new and exciting experience.	6.1

* Inclusive only of items assigned a rating of 6.0 or more which represented a moderate positive feeling toward the item.

** Scale ranged from 0 meaning very strongly disagree to 10 very strongly agree with 5 as essentially neutral.

siderations since such matters as keeping up with the changing times was of little concern to them.

They were quite generally agreed that knowledge as its own reward was an important concern, perhaps next in importance to humanitarian and general considerations in choosing to enter college. The students were by no means oblivious to the academic reputation of the University and the quality of professors from which they expected to benefit. A high general rating was also placed on the college enrollment as being the best place to get what they wanted.

Perhaps, next on the list of general concern was status achievement, expressed in a feeling that "everybody should try to move up in the world," and be interested in making money. The rating of only moderate importance on monetary considerations does not necessarily mean that they were not expecting good salaries; the median amount expected the first year after college was approximately $7000.

Although most thought that college would be a new and exciting experience, social fun considerations were distinctly downgraded as a reason for coming to the University. Social considerations were rather largely confined to the

instrumental purpose of learning to get along with people and to an opportunity of being away from home where one can manage one's own affairs, but not completely on one's own. Thus, they apparently viewed the University as one step in a transition from a protected home life to the more impersonal and competitive world of reality.

As a whole they apparently were not motivated by escapist considerations or by an inclination to passive adjustment to the interlude imposed by society between childhood and adulthood. Nor were they out to change the world or other people.

They had little doubt about the value of a college education and downgraded such passive considerations as "one couldn't go wrong by going to college" as a reason. They also downgraded statements to the effect that there is plenty of time to decide what to do in life and statements regarding coming to the University just because they didn't have any good job offers.

Of the influences external to the individual that were regarded as important, parents rated first. Friends were placed in an essentially neutral range. Of the institutional factors, what students read about the University seemed to be most important. Trips to the campus were also alleged to be of some influence, as were the teachers. The influence of guidance counselors and contacts with college representatives, undoubtedly far from universal, were relegated to a neutral range of influence. Enough students were concerned with financial matters to give the prospect of getting a good job or a scholarship as an important consideration.

Variations in Reasons Given

Variation by Schools. The question of what kinds of students are attracted to various schools has often been raised. Inference can be drawn from differences in the way students from each school rated reasons for coming to the University.

Despite the overridding homogeneity of student responses some differences were in evidence. Agricultural students were slightly more occupationally oriented than others, being more concerned with having their education relate to their intended work than others and least tolerant of the view that there is plenty of time to decide what to do later (See Table 19)* *Just liking to go to school* was not generally chosen as a reason for attending the University by students in any school, but it was chosen least of all by the College of Agriculture freshmen. Perhaps the occupational orientation of agriculture students was further indicated

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* Although tests of statistical significance in item differences by schools, social areas, and occupational background of the chief wage earner are not specified in the data presented, an estimate of size of difference required for significance at the .05 level was used as a general guide for selecting items for consideration. For this purpose, the following formula was used:

$$1.96\sqrt{\frac{2S^2}{N}}$$

TABLE 19 VARIATIONS OF MEAN RATINGS OF SELECTED Q-SORT ITEMS BY COLLEGE CHOSEN

Reasons for Coming to the University	Mean Rating*			
	Agri-culture	Arts & Science	Educa-tion	Engi-neering
Social				
I came here because the University offers lots of social life, dances, parties, social clubs, etc.	3.1	3.6	3.0	2.6
The social aspects of college life are really more important to me than the grades I receive.	2.0	1.9	1.5	1.6
I came here out of particular interest (like I wanted to join the band, take part in politics, etc.) outside the usual academic work.	3.4	4.0	4.2	3.3
It is an important part of my objective in coming to the University to learn to get along with other people.	6.7	6.5	6.3	6.0
Occupational				
I want my University work to relate closely to my vocational goal, i.e., to help me for my future career.	9.0	8.3	8.4	8.5
It takes a college education to get a job these days.	8.2	7.8	7.4	8.0
You just can't get along without money these days. That's one thing I had in mind.	6.6	6.2	5.3	6.2
Broad Educational and Humanitarian				
I suppose I came here to keep up with the changing times. I didn't want to be left behind.	5.4	5.1	4.3	5.1
I felt that being here will make me a more complete and rounded person.	7.4	7.9	7.8	7.3
I feel that I want to have a purpose in society and that the University will help me to gain it.	7.1	7.5	7.8	7.1
Somebody ought to be thinking about the other fellow these days. I want my life to count for something for other people.	5.7	6.1	6.8	5.7
University Characteristics				
The University has a high academic reputation; that's why I came here.	6.4	6.3	6.9	7.2

TABLE 19 Con't.

Reasons for Coming to the University	Mean Rating*			
	Agric-culture	Arts & Science	Educ-ation	Engi-neering
University Characteristics con't.				
It was the best place to get what I wanted.	8.1	6.3	7.0	7.0
The University has better professors than smaller colleges. I expect better training here.	7.0	6.5	6.8	7.4
I understood that the University provided a good atmosphere for study. That's what I am here for.	5.8	5.5	5.4	6.1
I felt that the University has it own traditions, its good football team, etc., which helped me to decide to come here.	3.7	4.7	5.1	4.1
I came because it costs less than at other places. Even it I could have been accepted in other colleges, I would have come here because it is cheaper.	3.4	4.6	4.1	4.8
Interlude				
I just like to go to school. There's plenty of time to decide later what I'll do in life.	2.9	3.3	3.8	3.3
I didn't have any good job offers so I came here. It's better than staying home and doing nothing.	2.6	2.5	2.1	2.5
I hadn't made up my mind about how valuable a college education would be in life. I decided to give it a try.	3.8	2.7	3.2	3.5
Really, I was stuck with it. The way things added up I had no choice.	1.8	2.7	1.8	2.4
Personal Influence				
My parents (or brother or sisters) encouraged me to come and did what they could to help me.	7.0	6.4	5.9	6.8
My family took it for granted that I would go to college. It was expected.	5.1	6.3	4.8	5.4
Someone from the University talked to me about coming here.	5.3	5.2	5.9	4.8
Other				
I like the idea of being away from home at the University. I have to handle my own affairs and I like this.	5.6	6.6	6.3	6.3

TABLE 19 Con't.

Reasons for Coming to the University	Mean Rating*			
	Agric-culture	Arts & Science	Educ-ation	Engi-neering
Other con't.				
I came here to be free to say what I think about other people and ideas without having to conform to them.	3.8	4.6	4.1	4.4

* Scale ranged from 0 meaning very strongly disagree to 10 very strongly agree with 5 as essentially neutral.

by the distinct tendency for them to rate "best place to get what I wanted" higher than other students.

The agriculture students, with aspiring engineers, protested more than others that the University tradition, including football, was a reason for coming to the University. Furthermore, the agriculture students had less feeling of "having been stuck" with the University than others, meaning by this that they really had no choice. The education majors also rated this item fairly low.

The agriculture students tended to be conformists, with an objection interposed to any idea that they came to the University with the thought of achieving greater freedom of thought and expression. At the same time they rated down the reason: coming to the University in order to be away from home so that they could manage their own affairs. They attributed more influence to parents than other students, particularly those in the College of Education.

Along with the engineering students, College of Agriculture students were slightly less interested in a well-rounded education than others and a little less concerned with making their lives count for something for other people.

Perhaps the arts and science students tended to rate near the average on more items than students in other schools, yet they were less inclined to downgrade fun-like social and extra-curricular activities than other students, and were slightly more favorable to the idea of being away from home where they could manage their own affairs. They were much more inclined to feel that parents took college attendance for granted, and were least in doubt about the value of a college education. Yet they were slightly less impressed with the anticipated quality of education and study atmosphere at the University and were essentially neutral to easy admittance as a consideration, a reason that students from other schools were inclined to deny. The arts and science students were also least committed to the University as the best place to get what they wanted. Thus, a tendency to a liberal arts education orientation was suggested, with "liberal" meaning more than just the academic.

Some differences were also noted for freshmen students in the College of Education. The most distinctive was a desire to make one's life count for some-

thing for others and to have a purpose in society, which they thought the University could help them achieve. On the other hand, they were inclined to rate money considerations in a neutral position which was in contrast to most other students, who rated it of moderate importance.

Like students from all schools, those from arts and science objected to the "I just like to go to school—plenty of time to decide what I will do later" statement, but disagreed slightly more than others to the passive reason that they had no good job offers and that going to school was better than staying at home and doing nothing. Although students were essentially neutral about coming to the University to keep up with the changing times, education students were even less impressed by this reason.

Apparently, the education students came to the University with less perceived support from parents than students in other schools. They took college attendance slightly less for granted. They also, tended to give other considerations precedence over parents more often than students in other colleges did. They rated contacts with university personnel more important than students in other schools.

Engineering students tended to object to fun type activities as a reason for coming to the University more than students in other schools and were slightly more impressed with the high academic reputation of the University, the quality of its teaching staff, and the atmosphere for study. Along with agriculture students, they were slightly less interested in a well-rounded education and in making their lives count for others than were the students in the other schools. The engineering students were not so highly interested in learning to get along with other people as were students in other colleges.

Variation by Social Areas. Students from social areas AB and C, Kansas City, and the adjacent cities of St. Louis, indicated quite similar reasons for coming to the University. No salient reasons could be pinpointed as representative of students from the two areas. Compared with those from social areas D and E, they were generally slightly more interested in new ideas which they believed the University could give them; less security-minded; less concerned about the qualities of the University, such as its academic reputation and good professors; more concerned about being flunked out; less concerned about being near home; less antagonistic about the social aspects of the University, the extracurricular activities it offers, and its traditions such as the football team, and more reluctant about the fulfillment of military obligations by joining the ROTC program.

Compared with the students from social areas AB and C, and in some instances social area E, the students from area D tended to place greater emphasis on the qualities of the University. They assigned greater value to such reasons as high academic considerations. They tended to believe that the University could provide a good atmosphere for study and that it was the best place to get what they wanted.

Their certainty about the value of a college education and lack of concern about the possibilities of being flunked out also suggested a seriousness of academic purpose. Their negative attitudes toward the social and extra-curricular activities on the campus tended to give further support to this observation. As contrasted to social areas AB and C, the social area D students tended to be less attracted by the social life, dances, parties, fraternities, and special interests, such as the band and politics. They were less likely to deem college life a new and exciting experience, and were inclined to slight the possibility of meeting more girls for dating. However, their denial of social reasons for coming to the University was in general not so strong as that of the area E students. With the area E students, they were strongly security-minded in contrast to those from areas AB and C.

In some respects, area E students were quite similar to those in area D. For instance, they were more security-minded and more likely to believe that only a college education could make it possible for one to move up in the world than students in areas AB and C. With area D students, they assigned greater importance to the qualities of the University, such as academic reputation, and good professors. Therefore, the traditions of the University, such as football team, etc. and the low cost tended to be denied. They were less concerned about being flunked out than students in areas AB and C. At the same time they were the strongest protesters (even stronger than area D students)against social reasons for coming to the University.

In addition to the considerations they had in common with the social area D students, the students in area E tended to attach greater importance to the prestige in going to this University than those from any other areas. But, characteristically, they denied strongly that it was easy to make passing grades here, that campus life was pretty interesting, and that they were interested in new ideas per se. With regard to personal influence in their decisions to come, they tended to admit more positively the influence of high school counselors, less negatively that of peers, but neutrally or less positively the influence of parents or brothers or sisters.

For students of area D, there seemed to be another purpose for coming to the University, i.e., the escape considerations. They more strongly preferred the idea of gaining independence by going to college without being thrown completely on their own, and, conversely, they negated more strongly the reason, "I like to be near home, that is why I came here." They did not protest as strongly as students from other areas the intention of fulfilling the military obligations by joining the ROTC program which the University offers.

Variations by Occupation of Chief Wage Earner. The question posed in this section is whether reasons given for coming to the University differed according to backgrounds from which the students came. For this comparison, three occupational groups of parents were used. The professions, proprietary, supervisory, clerical, and sales occupations were labeled "white collar," the skilled,

semi-skilled, and unskilled manual labor were called "blue collar," and farm operators and laborers were designated as "farm." In all likelihood, students coming to the University are from the more affluent blue-collar and farm elements and to a degree the same could be said for the "white collar" group.

Perhaps the most notable variation was the apparent inclination of the blue collar and farm youth to choose the University for more positive reasons than the sons of the white collar parents. The farmers' sons, too, were stronger in their view that the University was the best place to get what they wanted than the white collar group. Also, they found the academic reputation of the University more of a factor, and they were strongest in their denial of University traditions, such as football record, as a reason for coming. But paradoxically, they were most positive about such reasons as "being not sure about the value of a college education," and "it is better than staying home and doing nothing." In contrast, sons of the white collar parents were more inclined to say that their parents took it for granted that they would go to college (presumably the University), than either the blue collar or farm boys, who rated this reason as essentially neutral. Thus, sons of the white collar parents were apparently more responsive to internalized parental pressures to go to school than the sons in the other two groups.

Farm youth were slightly more neutral to the idea of being away from home at the University where they could manage their own affairs, in contrast to others who viewed this with moderate favor. All three groups rated down the factor of joining a fraternity, but the farm boys were the most extreme. They were also more negative toward such social reasons as "there are more girls around for dating," "it would be fun to come here," and "college life is a new and exciting experience." And as might be expected, farm youth were more positive to "the advice of the local extension agent" as a reason for coming to the University. The fact that it was rated of less importance by the blue collar and white collar groups perhaps indicate relative lack of contact more than anything else. The sons of blue collar parents were somewhat less concerned about keeping up with the changing times than those of white collar parents and farmers, with the latter being neutral.

Self-Other Contrasts

The question of own reasons for coming to the University and those attributed to others was examined first as a methodological means of estimating own values and secondly as a means of obtaining actual self-other perceptions. After careful observation of reasons given for shifting items in the self and other Q-sorts, it seemed feasible to regard the self-other difference as real rather than the other merely being a best estimate of own views. These comparisons were made only for College of Agriculture students who were requested to do separate Q-sorts for themselves and for others. The referent, "other," was not specified more than "other freshmen students" in the University or "students about

like yourself." However, in view of the frequent opportunity for association of freshmen students from all schools, the "generalized other" was probably interpreted as other students in the University rather than other students in the College of Agriculture.

Whether by rationalization, deliberate design, or firm conviction, College of Agriculture students (and maybe other students if the comparisons had been made) saw themselves as being more serious, academically, than most others of their own kind (See Table 20), a view quite similar to that held by agricultural students at Davis, Calif. Templeton summarizes this view of Davis freshmen students in the College of Agriculture compared to Liberal Arts students as follows:

> "Indeed, the students see themselves as a virtuous group. They are serious about their futures, tolerant, friendly, and open-minded. In contrast to their image of the liberal arts student, they are not 'money grubbing,' or 'greasy grinds,' or 'good time Charlies.' In particular, they are not 'long-haired,' for to be long-haired might well be a contradiction of the serious practicality which seems to characterize the vocationally oriented student."[14].

Social considerations, which they tended to deny strongly for themselves as a reason for coming to the University, were assigned to more neutral positions for others. This was particularly true for the partying, girls for dating, and social life reasons, which were designated as more important than grade statements for others; social conformity and quest for a marriage partner were other reasons they gave more weight for others than for themselves. However, it should be noted that none of these were seen as primary reasons why other students came to the University. The difference was that they were less vehemently ruled out for others than for themselves.

They thought other students were somewhat concerned with obtaining a well-rounded education, but not nearly as much as themselves. It will be recalled, the actual situation was the opposite. Although agricultural students did not claim strong intellectual tendencies for themselves, others were regarded as even less so for such tendencies. The last were regarded as essentially neutral on such matters as dedication to new ideas, understanding the world and national problems, and only lukewarm to the value of knowledge as its own reward.

"Generalized others" were viewed as highly self-oriented. While they themselves expressed a mild concern for making their lives count for others, they did not think that the majority of other students were bothered much about this as a reason for coming to the University. This egocentric view was further manifest in the view of others as highly money-oriented and concerned with prestige that occurs from attending the University. Apparently it is not so much that they see others as being more concerned than themselves about moving up in the world; rather, it is the way they go about it.

They saw themselves as being more influenced by parents and less by friends

TABLE 20 SALIENT SELF-OTHER VIEWS OF REASONS FOR COMING TO THE UNIVERSITY AS SEEN BY COLLEGE OF AGRICULTURE STUDENTS

	Mean Ratings*	
	Self	Other
Social		
I came here because the University offers lots of social life, dances, parties, Social clubs, etc.	3.1	5.1
The social aspects of college life are really more important to me than the grades I receive.	2.0	3.8
Just about everybody is going to college these days. One just had to go along with the crowd.	3.2	4.8
At the back of my mind there was an idea that I would find a good mate there.	3.3	4.9
College training will help make a happy marriage possible.	5.3	4.1
It is an important part of my objective in coming to the University to learn to get along with other people.	6.7	5.5
There are more girls around so you can meet more for dating.	3.8	5.4
Broad Educational and Humanitarian		
Knowledge is its own reward. That's mainly why I am here.	7.2	5.9
I felt that being here will make me a more complete and rounded person.	7.4	6.4
Somebody ought to be thinking about the other fellow these days. I want my life to count for something for other people.	5.7	3.7
University Characteristics		
The University has better professors than smaller colleges. I expect better training here.	7.0	5.9
I understand that the University provided a good atmosphere for study. That's what I'm here for.	5.8	4.5
A lot of good students are flunked out of this University. I thought about that for a long time before I came.	5.2	4.1
It was the best place to get what I wanted	8.1	7.0
Occupation (Status Achievement)		
I want my University work to relate closely to my vocational goal, i.e., to help me for my future career.	9.0	8.0
You just can't get along without money these days. That's one thing I had in mind.	6.6	7.6

TABLE 20 Con't.

	Mean Ratings* Self	Other
Personal Influence		
I have an older brother of sister here. That helped me decide.	3.5	4.5
I came here largely because of my friends.	3.7	4.9
Interlude		
I couldn't make up my mind what to do. I thought I couldn't go very far wrong going to college.	3.9	4.9
Really, I was stuck with it. The way things added up I had no choice.	1.8	2.8

* Scale ranged from 0 meaning very strongly disagree to 10 very strongly agree with 5 as essentially neutral.

than other students; as more occupationally oriented, more concerned with the quality of instruction and good study atmosphere, and more prone to see the college as the best place to get what they wanted. They did not regard others as being "stuck with university" and thus having no choice, but conceded this as a greater possibility for others than for themselves. Their own positive orientation to the University and a college education was in contrast to their belief that others might be in school largely because they couldn't make up their minds on what to do. Of the various student types the generalized "other" student was viewed as being most like the social adjustment group but with somewhat more of a fun emphasis.

Student Orientations

Seven types of orientations were distinguished by factor analysis of the Q-sort reasons* for coming to the University, for a randomly selected sample of the students. The factors were; I and III, two occupational orientations; II, lukewarm collegiate orientation; IV, interlude or time filling; V, escape; VI adventure; and VII, a social adjustment orientation. The occupational orientation tended to divide between that emphasizing monetary and status achievement on the one hand and that with a somewhat greater inclination to humanitarian concerns on the other. Each is described in the paragraphs which follow.

The Occupationally Oriented (Factors I and III). These orientations were reflected in students who wanted their university work to relate closely to their respective vocational goals and their feeling that it takes a college education

* See Appendix C on the "average Q-sort values based on scores of persons loading significantly on the factor."

these days to get a good job. Also, for both factors, a university education was regarded as a means of providing a secure future, not considered as possible without a degree.

Students with these orientations wanted their university education to contribute to becoming well-rounded persons; it would help them look out for themselves, which was regarded as necessary these days. Although students directed toward factor I were a little more impressed with the need for looking out for themselves than factor III students, the latter saw the dollar utility of a college education as much more important. Both strongly agreed "that you can't get along without money these days," which was one thing they had in mind in coming to the University. Factor I students, in particular, and factor III to some extent, thought everyone should try to move up in the world, thus indicating a status achievement orientation.

Students oriented toward factor I were a little more idealistic from a humanitarian point of view and a little less money oriented than factor III students. Students with the first orientation were more concerned with being well-rounded, trying to move up in the world, having a purpose in society, and although not favorable, less adverse about being concerned over making one's life count for others. Both were conformists in the sense that they were not out to change the world or other people. They just "wanted to get along with them and get ahead." Also, they were the only ones that indicated a positive influence of parents or siblings on their decisions to enter college. Perhaps the greater inclination of group I students in this regard was the feeling that going to college was expected of them.

On the other hand, students oriented toward factor III were inclined to attribute substantial influence to guidance counselors as a reason for coming to college; also, the emphasized prospect of actual receipt of financial assistance at the university. One might wonder whether factor III students, being much concerned about financial assistance in going to college, having less parental support for college attendance, and being more impressed with the monetary advantages of a college education may have been disportionately from economically disadvantaged homes.

Both strongly held that social life was less important than grades and both recognized the need for learning to get along with other people. But outside of these, factor III students tended to be neutral on the social considerations for coming to college. In contrast, factor I students were adamant in downgrading them.

No lack of purpose in going to college or in life plans was evident in their thinking. No good job offer and having nothing better to do, the idea that there is plenty of time to decide on what to do in life, use of ROTC as a means of meeting military obligations, and the feeling that they came to the University because they were stuck with it, were consistently denied as reasons for entering the University.

Although not overly concerned with the prestige of the University, its academic reputation, its study atmosphere, or the importance of degree letters after one's name, they were not deterred by the prospect of flunking out, or the difficulties created for students by large classes. Likewise, perceived ease of admittance or of making passing grades were not stated as positive reasons for coming. Although not anti-intellectual, they were not impressed with new ideas or knowledge for its own sake. Of all groups, these two were least concerned with the college education as a means of understanding the world and national affairs. Factor I students were essentially neutral.

Lukewarm collegiates (Factor II). Students loading on this factor had fairly high loadings on at least one other factor, but none were loaded on the occupational factors IV and V, this factor was loaded with "just liking to go to school" as a major reason for college attendance. Factor II students further believed there was still plenty of time to think about what they would do in life. They, like factor VI students, but much less so, were interested in new ideas and with IV, V, and VI students, felt that a college education would help make their life "count for something or other which somebody ought to be thinking about these days." They, with factor IV and V students, were positively influenced by a feeling that the University provided a good study atmosphere.

Both II and IV factor groups gave college entrance reasons, indicating a degree of timidity or lack of self confidence. The statement "it is fairly easy to make passing grades here and after all I am not the best student in the world" was rated high in importance. This coupled with the idea that it is fairly easy to get into the University, and concern about not seeing much of the professors and the presumed adverse consequences of large classes tended to fortify the "lack of confidence" hypothesis. Such matters were of relatively greater concern for factor II students than others. Both II and IV rated the relatively low cost of attending this University an important consideration. Factor II students, like IV, V, VI, and VII students, were little concerned with education for a vocation or its utility in getting a good job. Like group V, they did not come to the University because of social clubs, parties, etc., or because of fun, influence of friends, or to make money after college. In a distinctively adamant manner they downgraded the thought of joining a fraternity, having lots of things to do of a non-academic nature at the University, having more girls to date, and the idea of finding a mate as reasons for coming to the University. In this sense they were also different from group IV students, the latter being at least tolerant of social activities as a reason for going to a university.

Strongest positive views were held about just liking to go to college, making one's life count for others, and, in lesser degree, such passive considerations as being fairly easy to make passing grades and being easy to get in and costing less than other places. Thus, the lukewarm collegiate designation.

Interlude—Those Who Just Dropped In (Factor IV). Group IV students hardly seemed to be students at the University by positive design. A high rating was placed on the reason, "I didn't have any good job offers so I came here, it's better than staying at home." Furthermore, they were by no means sure about the utility of going to college. They were not dedicated to the acquisition of new ideas or the acquisition of knowledge as its own reward. As previously stated, they were not oriented toward joining a fraternity, dances, parties, and social life in general, finding a mate, having plenty of girls to date, and enjoying campus life.

They almost protested any idea of coming to the University for enhancing occupational goals or even the idea that it takes a college education to get a good job these days. The idea of coming to college to make more money was likewise strongly down-graded. Although not unique from others in this respect, they denied the importance of social pressures and personal influence generally as important. Furthermore, they apparently were neither impressed with the idea of trying to move up in the world or of using college for this purpose. At the same time, these students more than others, rated being near home as important. They were not impressed with the prospect of freedom to handle own affairs while away from home at the University.

To add to the "enrollment without design hypothesis," they were highly distinctive from all groups in the very high rating they assigned to the statement, "really I was stuck with it, the way things added up I had no choice." A further indication of the same nature was that they came because it cost less, specifying that even if accepted elsewhere, they still would have enrolled in this University.

What seemed to impress them most about the University was an alleged feeling that it was fairly easy to make passing grades, and that it was fairly easy to gain admittance. Academic reputation, the prospect of quality training, and the best place to get what they wanted, were all downgraded. Yet, such things as the possibility of flunking out, or difficulties stemming from large classes and impersonal treatment apparently were not deterrents. Maybe they were too blase to worry.

Although not viewing the prospect of excitement at college, they did rate "just like to go to school" and "a good atmosphere for study at the University" as positive considerations. Although with other students without a strong occupational commitment, they implied that going to college as a means of helping others was important. But they had no intent of either becoming well-rounded or of understanding world and national problems.

Escape (Factor V). By far the most highly rated reasons of this group for coming to the University were the ROTC program as a better way of satisfying military obligations than being drafted, just like to go to school, and the feeling being that there would be plenty of time to decide what to do in life. This non-

occupational-non-utilitarian view was exemplified by a tendency to down-grade occupational reasons for going to college, moving up in the world, providing a secure future, making more money, or getting what they wanted. All were near complete reversals for those primarily interested in a job.

A positive orientation to the University was indicated by a high rating assigned to "reputation as a good place to study" and a generally positive but mild expectation of obtaining superior training." An emphasis on independence was expressed by a high rating on being able to "say what I think about other people and ideas without having to conform to them," the highest of any group; they also ranked "college allows one to gain independence without being completely on one's own," the highest for any group. Although no strong feeling was expressed either way with "being away from home and able to handle one's own affairs," they were not opposed to the idea.

Some indecision in purpose was manifest in being here because of no job offers plus a feeling that one probably couldn't go wrong by going to college, and not having really decided about how important a college education would be in life. They, like group III students, down-graded purely social aspects of a college life or a feeling that social activities were more important than grades. Like group II students, they down-graded the prospect of having fun at the University, but to a greater degree.

Adventure (Factor VI). These students were most distinctive from others in being highly interested in new ideas that the University might offer and an interest in essentially non-academic activities, including politics, and the University tradition which could include having a good football team. The availability of a ROTC program rated high; also, the academic reputation of the University, even though not exclusive in this respect. Yet they did not come with an expectation of superior training, a good study atmosphere, good things read about the University, or because it was the best place to get what they wanted. However, easy admittance was distinctly down-graded as a reason.

Although not occupationally oriented, they were cognizant of the worth of a college education. Not having anything better to do was rated as essentially neutral. Except for items relating to the availability of plenty of girls to date and the possibility of finding a mate which were rated well toward the negative, they tended to be neutral or slightly favorable to purely social considerations of the University. Also, their decision to enter the University did not seem to be born out of any feeling of pressure from society or personal referents. The reason that just about everybody is going to college was strongly denied as important, so were the influence of parents, brothers, or sisters, and family expectations, the last was strongly protested. They, on the other hand, were positive in their view of college as a means of making their lives count for others. The cost of attending the University was rated toward the negative and even more negative, the prospect of getting some kind of financial assistance. They were least anxious of all groups to get away from home where they could manage their own affairs.

Social Adjustment (Factor VII). Factor VII students were characterized by their emphasis on social activities including dances, parties, and social clubs, non-academic university activities, recognizing that social activities at the University were more important to them than the grades they received. They admitted that at the same time they had in mind the possibility of finding a marriage partner being also favorable to the prospect of having more girls available for dating. Although distinctly different from other orientations in this respect, they were even more identical by the high value placed on college as the possible means of making one a better husband and thus leading to a happier marriage. Failure to rate the fun aspects of college as high as those relating to life adjustment suggested a seriousness of purpose in the pursuit of social activities. Yet the purpose did not appear to be proficiency in meeting people as an end in itself or even as a means for status achievement. Perhaps, the emphasis was on social adjustment as a means to a happier more satisfying life.

Quite in accord with the importance of primary group relations associated with university life, factor VII students rated friends highly important as a reason for coming. This was in distinct contrast to the other factors. They also differed by minimized parents' desire as a reason. Perhaps this was a further indication of the predominance of peer group influence and maybe, also an indication of a lag in adjustment to the adult world of reality. At the same time, they down-graded the influence of guidance counselors more than any other group.

Although they tended to place a premium on freedom of action and expression associated with university life, they did not look with great favor on the prospect of being away from home and freedom to manage their own affairs. In fact, they attached considerable importance to the University not being far from home.

With several other groups they shared the idea that university education for them should not be aligned with vocational considerations and, making money, or even as a means of achieving status. Likewise, they saw little utility in the University as the best place to get what they wanted and, perhaps, least of all in terms of any prospect of getting financial assistance to attend college. Although not much concerned with the University as a means of achieving a purpose in society, they did rate making their lives count for more for others as a very important item. In fact, for them, people took a central focus of influence and attention.

Incidence of Types

With student orientations empirically formulated, the next question was: To what degree do students in various schools and from various backgrounds coincide with the constructed types? The answer was sought in the correlation of own reasons with the orientation constructs.*

The general situation was one of high correlation with the occupational

* For a description of the method used see Appendix A.

orientations by a great majority of students in all of the schools. The small differences that did occur were most manifest in the degree to which a relatively few students deviated from the all-University average. Overall, correlations were highest with the occupational orientation with a secondary status achievement concern. An even 70 percent of all students correlated at .50 or higher on this (factor I). The only inclination to appreciable variation from this average was in the College of Agriculture where 81 percent of the students correlated at or above this level.

Also, in the College of Agriculture the occupational orientation with secondary extrinsic reward overtones (factor III) was slightly more evident than in the other schools. About 43 percent correlated with it at or above the .50 level. Of all students, the College of Education students correlated the least with factor III; only 20 percent at the .50 or higher level. However, within the primary occupational orientation the status achievement considerations were stressed over the extrinsic rewards of an occupation (ie. those which accrue largely from job and money) in all of the schools.

Except for a very few students who correlated positively with each of the other constructed types which indicated similarity, the problem of interpretation is one of describing relative degrees of neutrality or dissimilarities by the magnitude of their negative correlations.

Thus, for the *interlude or biding one's time* kind of reason (factor IV) only one distinctly positive correlation occured. Three others showed a positive r of less than .10. For all others the situation was one of contrast, not of likeness, with differences by school being very small. About 15 percent of the student body correlated at the negative .30 level or less.

Only six students (2.3 percent) showed positive correlation of .20 or above for the *lukewarm collegiate* reasoning, with an additional 21 percent showing less than .10. Variation by school again was nil. Small variation was also true for the great majority who denied this kind of orientation.

Escape (factor V) was positively manifest in no more than 12 of the 300 students interviewed and protested at the negative .30 correlation level by 39 students or 10.3 percent of the 300 interviewed. Schools were similar on this factor.

The *adventure* orientation (factor VI) was positively present at the .20 correlation level or above in less than one-fifth of the students and was denied by 6 percent at the negative .30 or higher level; again differences by school were small.

In regard to the *social adjustment* orientation (factor VII), upon which only eight students in the entire University sample showed any positive correlation, only College of Agriculture—College of Education differences were worthy of note. Somewhat more denial than the University average characterized the College of Agriculture freshmen with 66.7 and 78.0 percent, respectively, protesting this kind of orientation at the minus .30 or more level. Some 55 percent of the College of Education freshmen protested to this degree which marked the lowest

level of protest by any of the schools. However, it shc .ld be observed that in all cases these differences were small and involved a relatively small number of students.

Differences by social areas were significantly manifest only in the relative frequency with which a few students deviated from the general pattern. Perhaps this was noted in Social Area E. Even though only eight students from this area were enrolled in the University, all correlated with the primary occupational secondary status achievement at or above the positive .50 level compared to 69 percent of the total student body. Also, Area D and out-state students were somewhat above the average in this respect. Although these differences were too small to be regarded as significant in themselves, they also tended to be manifest for other types of orientations; e.g., the occupational with extrinsic reward emphasis was also most evident in Social Area E and for out-state students. Interlude or passive kinds of adjustment were protested at the minus .50 correlation level by more area E and out-state students than by others. This tended to characterize area D students to a lesser degree. Similarly, coming to the University primarily for interesting new experiences was protested slightly more frequently in area E than elsewhere, and consistent with the same pattern, distinctly more (83.9 percent) of the out-state students registered minus .30 correlations or greater to the social adjustment consideration as a reason for coming to the University. This inclination was also noted in smaller degree by social area D and E students. Thus, it would seem that out-state and Social Area E students were somewhat more dedicated to values of the University as an educational system as reasons for enrolling than students in the other areas, with area D occupying a somewhat intermediate position in this regard.

The only variation in orientations by occupational background that was noted was a very slight inclination for more students with a farm background than with a blue collar background to correlate highly with the occupational factors and to down-grade social adjustment considerations. Other factor differences by occupational background of parent were nil.

SUMMARY

This study was concerned with:

(1) The relative importance that male freshmen students of 1964 assigned to reasons for enrolling in the University.

(2) The process by which they arrive at these decisions.

(3) Whether types of student orientations could be discovered from reasons given for attending the University, and, if so

(4) The relative incidence of the orientations by schools.

A random sample of 300 freshmen students enrolled in the colleges of arts and science, agriculture, engineering, and education for the fall, 1964, semester

completed questionnaires providing general information about themselves and about the situational and time conditions related to their decisions for college enrollment. The relative importance assigned to various reasons for making the choices was obtained by having the students complete a 64-item Q-sort of reasons selected to represent the whole universe of reasons why students enter college. Exploratory work suggested that a "self-sort" provided a better indication of "own view" than the projective or "other sort" (how they thought *other* students would rank the reasons). However, an "other sort" was also obtained from College of Agriculture students for comparative purposes. Factor analysis of responses and correlation of student responses with the constructed types provided the basis for selecting student types; it also furnished a basis for determining the relative incidence of student orientations by school, rural social areas, and occupational background.

Substantive Findings

Student Characteristics. The sample was selected from only four of the colleges at the University. About 55 percent of the students sampled in the four colleges came from urban centers, 14 percent from rural non-farm residences, and 31 percent from farms. Despite the high proportion of College of Agriculture freshmen attracted from farms, 23 percent came from urban centers. The arts and science college drew most heavily of all from urban centers (82 percent). The University drew most heavily from north and west central Missouri and least from the southeast and southern Ozark regions. The colleges of education and arts and science attracted the most out-of-state students, the College of Agriculture the least.

The College of Agriculture had proportionally more students whose fathers had grade school education than the College of Arts and Science. The College of Education also had a high proportion of students whose fathers had grade school educations. Low educational level of the mother was more associated with enrollment in the College of Education than in the other schools.

Most of the farm boys were enrolled in the College of Agriculture, as expected, but sizeable proportions were enrolled in the colleges of education and engineering. Few entered the College of Arts and Science. The arts and science courses attracted sons mostly from professional and business homes. In education and engineering the highest proportion came from skilled workmen and foreman backgrounds. Due to the high degree of homogenity of the parental occupational background of College of Agriculture students and the occupational status placement of farming among occupations, the occupational status of agricultural students' parents was slightly higher than that of other students' parents. The parents of arts and science and engineering students ranked next. The skilled trade and foreman concentration in education was reflected in the lowest occupational status rating among the schools considered.

The College Choice. Choosing college attendance as a course of action is so often a product of extended conditioning and so little understood by the students that use of a decisional sequence of the type used in agricultural diffusion studies was discarded in favor of assessment of general antecedent conditions and influences associated with college attendance. About 47 percent of the students had first seriously thought about going to college while still in grade school or as long as they could remember. Relatively few had deferred such consideration to as late as the last part of the senior year. About 45 percent had selected an occupation before deciding to come to the University, the percent being highest in education (55.1) and lowest in the arts and science (39).

About 15 percent of the College of Agriculture students expected to operate farms after graduation. Otherwise, the occupations selected were characteristically professional.

A decision to enroll in a particular school was made earlier for College of Agriculture freshmen than for others with 40 percent having decided before the junior year. For other schools this ranged from 8 percent in education to 16 percent in engineering. For non-agricultural students, decisions were most frequently made early in the senior year of high school. Even so, at least 60 percent were still undecided at that time. Late decision was most characteristic of students in education.

A great diversity of reasons were given for first interest in the University, particularly by students in arts and science and education. In Agriculture the attraction of course offerings was most frequently mentioned. *Visits to the campus* and *friends in school* were frequently mentioned reasons in all the schools.

Slightly over 47 percent of engineering students and 32 percent of those in agriculture had considered other colleges in the University before enrolling in the school finally chosen, and 83 percent of all students had obtained information about other colleges before deciding. Thus, engineering students did most and College of Agriculture students did the least "shopping around" before making a decision.

Students generally came to the University with strongly perceived psychological support from parents, teachers, friends, and counselors. Some variation by school was noted. Somewhat fewer arts and science students than other students perceived teachers as offering strong support. Agriculture students perceived less support from guidance counselors than others, partly due to lack of guidance counselors in the schools they attended. They also perceived less support from close friends and associates.

The great majority of students were obtaining some financial assistance from their parents. This ranged from almost all for the arts and science students to 75 percent for those in education. Support was also highest for education students with 72 percent saying that their parents were paying all or almost all their college expenses. About 80 percent of all the students had no job and about 40 percent did not expect to get any. The proportion in agriculture with no job was 69 percent.

Many students were using their own savings in partial support of college attendance. This ranged from 82 percent in agriculture to 53 percent in education. Considerably more students in education than in the other schools were recipients of scholarships (43 percent).

Students obtained information about the University from many sources. College brochures, catalogues, and other printed materials were almost universally used. Visits to the University were designated as a source of information by more than 75 percent of the students and guidance counselors by 66 percent. Generally speaking, these were also rated as sources of high influence. Many other sources were named but were less used and less valued.

Reasons for Coming to the University

The majority of students expressed a strong desire for their college education to relate closely to occupational goals and plans. Associated with this central occupational concern were humanitarian and status achievement considerations. Some expressed a strong desire to get a well-rounded education and to have a purpose in society. There were also some who agreed that knowledge as its own reward was a positive reason for their enrollment in the University.

Although most agreed that college would be an exciting experience, they strongly downgraded social-fun considerations. The somewhat more utilitarian objective of learning how to get along with other people was regarded as more legitimate. There was little evidence of the escapist thinking in the reasons stressed and there wasn't much credence placed on passive reasons, such as: they had little doubt about the value of a college education and were generally appreciative of what it could offer as a means of helping them fulfill their life goals.

Agriculture students were slightly more occupationally oriented than others, more often expressing a concern about their education relating to their intended work. They were least tolerant of the passive reasons like having nothing better to do. A rather general orientation to conformity and dedication to academic standards, characteristic of all the students, was even more manifest in the College of Agriculture students. They, with engineers, were somewhat less concerned with getting a well-rounded education, and somewhat less concerned with making their lives count for other people.

Arts and science students tended to rate near the average for most reasons for coming to the University. They downgraded fun-like, social, and extra-curricular activities less than other students. They were more inclined to feel that parents took college attendance for granted and were least in doubt about the value of a college education. They were slightly less impressed than other students with the anticipated quality of the education they could receive at the University and were more in doubt about it being the best place to get what they wanted.

The most distinctive feature of education students was their expressed inclination to make their life count for others and to have a purpose in society. They also tended to rate monetary consideration as neutral, rather than of moderate importance as most other students were inclined to do. Education students perceived relatively less support from parents and relatively more from University personnel than other students.

Engineering students tended to protest fun-type, social, and extracurricular activities as reasons for coming to the University more than others, and, along with agriculture students, were slightly more impressed with the high academic reputation of the University, the quality of the teaching staff, and the atmosphere for study.

Although small, some variation by social areas was apparent. Social area AB and C students tended to be similar and in contrast to D and E students who also showed similarities. Students from areas AB and C tended to be slightly more interested in new ideas which they believed the University could offer; they were less security oriented, less concerned with the academic qualities of the University, and were less antagonistic to the social and extra-curricular activities it provides. In general, the converse tended to characterize students from areas D and E.

The most notable variation associated with parents' occupation was the inclination of blue collar and farm youth to stress positive reasons for entering college more frequently than sons of white collar parents; thus they more frequently emphasized such reasons as *the best place to get what I wanted* and *the academic reputation of the University.* The sons of white collar parents more frequently took college attendance for granted and were generally less negative to social and extra-curricular activities as legitimate reasons for enrolling.

Self-Other Designations. College of Agriculture students were asked to rate reasons why they thought most other students came to the University in addition to rating the reasons for themselves. Such data regarding "other students" were assembled only for the College of Agriculture group. Whether by rationalization, deliberate design, or firm conviction, they saw themselves as being more serious minded and more academically dedicated than "other students." Conversely, they assigned "other students" more positive ratings for such reasons as *girls for dating, social life more important than grades,* and *quest for a marriage partner* in contrast to a strong denial for such reasons in relation to their own reasons.

They saw "other students" as being much more self-oriented, with major emphasis on making money and moving up in the world rather than making their lives count for other people; they also saw them as being more influenced than themselves by peers, as contrasted to parents.

Student Orientations. Factor analysis of student ratings of reasons for entering the respective schools in the University disclosed seven types of orientations,

two of which were basically occupational with secondary status achievement and extrinsic reward considerations. Others were *lukewarm collegiates, interlude escape, adventure*, and *social adjustment.*

The lukewarm collegiate orientation was characterized by "just liking to go to school" but with little concern for occupational matters, making money, social-fun, girls to date, joining a fraternity, and academic quality of the University. Such considerations as it being fairly easy to make good grades and to get admitted to the University were of positive concern to the lukewarm collegiates.

The *interlude* orientation rated high such passive reasons as: "I didn't have any good job offers so I came here. It's better than staying at home and doing nothing." They were not sure about the utility of a college education, were not impressed about new and exciting experiences that the University might offer, or even the prospect of having a good time. They generally protested any concern with occupational objectives. The perceived ease of making passing grades and the like were characteristics of the University that impressed them most. Thus it was as if they "just dropped in" and were biding their time in preference to a job, adult responsibilities, military service, or even hard work leading to status achievement.

Positively stated, *escape* oriented students saw the University as a better means of meeting military obligations than being drafted and as a place where they could say what they thought about other people and ideas without having to conform to them; they valued being somewhat independent of home yet retaining some of the protective advantages. Status achievement and occupational considerations, including making money, were distinctly downgraded even though they were positively oriented to the University.

The *adventurous* orientation was most characterized by an interest in new ideas that the University might offer and such activities as football, school politics, and ROTC.

The *social adjustment* orientation emphasized such things as parties, dances, social clubs, and non-academic activities of the University with the feeling that these were more important than grades; also, the possibility of finding a marriage partner, girls to date, and learning to get along with other people were emphasized more than in the other groupings.

Interpretation and Conclusions

About Method. Such deliberate and important decisions as entering college usually involve an extended series of interacting influences and conditions occuring over time. In this sense, a decision is a process. In another sense, content is paramount. Decision involves the weighing of many pro and con factors in relation to self. The method used was to collect a representative sample of reasons from the universe of those considered in such decisions and emphasize a means of arranging and rating them in relation to each decision. Q-sort, selected for this purpose, seemed to have the following advantages:

1. It provided a basis for allowing students to respond to a predetermined set of reasons assumed to represent the universe of those considered in such decisions.
2. It provided a construct into which a great diversity of reasons could be placed for rating purposes.
3. It provided a standardized, forced choice and rating situation which provided for arrangement of reasons in a pattern closely approximating usual patterns for such decisions.
4. The rating scheme permitted determination of the relative importance of reasons, definition of patterns, comparison of self views with own perception of the views of others, and comparison of own organization of views with the organization of orientation types.

This method, as is often the case, is subject to the bias of socially desirable answers on the part of the respondents. To reduce the possibility of this bias, statements were reworded after pretesting to reduce the social desirability range. Also the requirements imposed by the forced choice method would tend to reduce the possibility of responding in such a way as to make oneself "look good." Use of a technique permitting the respondent to sort reasons in terms of perceived importance that *others* attach to them was discarded after examining explanations given for placing selected items in different positions in the *self* and *other* sorts. Thus it was concluded that the *self* sort gave a more realistic view of self than the *other* sort.

At least half of the constructed orientations were represented by very few students. This may be indicative of yet another methodological feature of Q-sort for the study of decisional content. The method may be detecting stereotyped views of student types from which the respondents see themselves as differing. It may be discovering something in the nature of negative factors. Actually, some of the descriptive orientations turned out to be more useful in indicating perceived degrees of unlikeness than degrees of likeness.

About Findings

The study clearly indicates a dominant occupational orientation of students in at least this Midwestern university, an orientation sometimes said to be characteristic of Midwestern universities generally. Although agricultural students usually have been regarded as more job-oriented than many other university students, they were only slightly more so in this study. The occupational orientation was dominant for freshmen students in all schools. Most other reasons for enrolling in the University were secondary.

The vocational orientation type has also emerged in other studies as in those of Martin Trow and of Gottlieb and Ramsey.[15] The lukewarm collegiate of the University of Missouri tended to parallel the collegiate type of these investigators in some essential ways. However, distinctive academic and non-

conformist types were not found. It was not that academic concern was absent but rather that it seemed to be regarded as instrumental to other ends.

A little of the nonconformist of other studies was found in the Missouri *adventure* orientation in that students were interested in and stimulated by new ideas, apparently as an intellectual venture. However, nonconformity was not evident as a factor among University of Missouri freshmen. It could be that nonconformity is a characteristic that develops after some time on the campus, which is to say that students do not come to rebel, they develop these characteristics after arrival.

The social adjustment orientation seemed to be the product of a rather well formulated idea of what the respondents thought a socially oriented student was like but each generally thought of himself as being different from this type. Actually, almost no one emerged as being distinctly typical of this orientation.

There was identified a humanitarian or service to humanity orientation, but it was not sufficiently paramount to characterize any group as such. For most it appeared to be an important secondary concern.

There were few who correlated positively with the escapist orientation, but there was sufficient pattern of thought to identify it as an orientation type. Escape, which was also associated with a favorable academic inclination, was mostly directed to diversionary methods of meeting military obligations and to obtaining a degree of freedom from parental and home town primary group controls.

In a society which imposes an ill-defined period of time between childhood and adulthood, with attendent confused statuses and methods of achieving them, together with the built-in protection of actors from the stern realities of life, some students may be expected to adjust to the interlude situation in identifiable ways. This would likely include enough conformity to adult expectations to "get by" with most energies diverted to building a life attuned to interlude permissiveness and attendent opportunities for building a true adolescent subculture. Such an interlude orientation was found, but there were few who correlated highly with it. A seriousness of purpose was suggested among the students which was not in accord with the interlude hypothesis. It seems that most students did not look upon the University as a "convenient stopping place on the road from childhood to adulthood where one could rest for a while in comfort before assuming adult responsibilities."

Some of the typologies had very few student representatives. From the point of view of the method, it should be pointed out that clusters of students can be identified from statements upon which there is concensus that they are not like the students described as well as statements upon which students agree are descriptive of them. So some of the features are expressions of what the respondents generally were not like, and a few cases fell in such typologies.

The relative homogenity or heterogeneity of the student body also may have accounted for a few representatives in some types. Choice of a university or

school is a highly selective process with decisions made partly in terms of images held of the school. Seymour has shown that students in a nearby metropolitan area have quite clear and accurate images of colleges in the area and that they select them in terms of the way that the school is perceived as meeting own personality needs and goals.[16] This, alone, would limit variation of views or student types that may be found in a given school system. Also, if students selected schools mostly in terms of a generalized university image rather than in terms of more specific component school images, this would tend to minimize differences in types found. Although more research would be required for a thorough understanding of implicit meanings that characteristics of the University held for students, variations in views held by college of enrollment were apparent.

College administrators may be interested in observing that except for teachers and guidance counselors who are actually external to the University system, University efforts to recruit students were of much less importance in selecting a school than the image that the students had of the system and the way prospective students saw the University as measuring up to or contributing to self need. To the 1964 freshmen this was heavily occupational with secondary *service to humanity* and *status achievement* considerations.

A somewhat greater positive orientation of students to the University system from the relatively disadvantaged areas in the state and the skilled trades than from professions and the more advanced elements of society is suggestive of internalized status achievement orientations in contrast to a long standing persistent expectation that going to college is merely a part of "growing up" and perhaps also a recognition that all time and energies do not have to be directed to occupation, money, and status achievement. In any case, students coming from the relatively disadvantaged segments of society seem to have strong status achievement orientations.

A number of research questions could be posed from this study. Do rebel tendencies not evident in entering students develop with experience in the University system? Do the orientations expressed upon entry remain stable or do they change? Do images held of the University vary significantly by schools or is the overall University image dominant? Do students with certain orientations become involved in and pursue predictable courses of action? Do student types become more or less distinct as experience in the University system increases?

APPENDIX A
OBSERVATION REGARDING THE USE OF THE Q-SORT METHOD IN DECISIONS OF STUDENTS TO ENTER COLLEGE

Postfactum Rationalization and Projection of Emotionally Toned Reasons

The question of finding out why people take the actions they do poses problems of insight, ability to verbalize feelings and reasons, and an inclination to rationalize positions taken in socially approved terms. Insight into reasons for coming to the various colleges in the University was extended by collecting a wide variety of reasons for college attendance in addition to those commonly verbalized and stated. Many of the ones less commonly given were elicited by semi-projective means and requests to students to give reasons that they regarded as absurd or even ridiculous. Thus, the universe of statements far exceeded the common stock of spontaneously given and socially approved reasons that people usually give when asked to respond in this manner. The necessity of verbalizing reasons which may have been most salient at the time of interview was greatly negated by providing a 64-item sample of reasons, assumed to be sufficient for any one to explain why he came to a particular college in the University.

No entirely satisfactory solution to the problem of postfactum relationalization of decisions already made in socially approved terms was found. Under some circumstances as in the purchase of new automobiles, perceived reasons of why others buy new automobiles are probably a better indication of self than the reasons given for own purchases. It is recognized that this inclination may also operate in reasons given for coming to college, particularly those which may be regarded as socially less desirable but which are real reasons nevertheless. This problem is further complicated by the fact that going to college represents a socially rewarded type of behavior for which many socially approved justifications can be given. Thus, most youth who have learned what is emphasized in this society are aware of societal expectations in regard to educational attainment and will have acquired a favorable disposition to college attendance and reasons why he should attend. It would be a small wonder if these would not be given when asked about college attendance choices. However, along with these there may be other reasons people may not like to admit freely even to themselves. A preliminary test of how students would feel about admitting to themselves that they came to the University for a list of specified reasons indicated that considerable variation in feeling did, in fact, exist. For example, most felt they would much rather think of themselves as coming here for "service to humanity" considerations than to "avoid the draft."

The stigma that attaches to some of these reasons can and was reduced by stating them in more socially acceptable terms. Thus, instead of ' ame to the University to avoid the draft," the statement was worded, "The University offers an ROTC program. I thought it would be a better way of satisfying my military obligations than being drafted," and instead of "I wanted to get away from

home," the Q-sort statement read, "I like the idea of being away from home at the University. I have to handle my own affairs and I like this." A "Let's face it, I'm here to make money," was toned down to the more subtle, "You just can't get along without money these days. That's something I had in mind." In the final analysis, all that can be claimed for the final set of response items is that they were compressed into a smaller social desirability range than in their most original form.

Allowing students to rate items in terms of why they think most others come to the University would have permitted projection of sensitive feelings to the motives of others and under some circumstances could have resulted in a more valid rating of some items than is possible from a self reference point of view. However, to follow this approach would have tended to rule ou an examination of self as opposed to other perceptions. It also assumes that students would consistently project their feelings to the "most other students" referent and that this would be a better reflection of the self views than expressions in the self-sort.

Comparisons of item (reasons given) changes in self and other sorts and the reasons that the students gave for making the changes cast serious doubt on an assumption of greater validity of other as opposed to self sorts for many items. For example, students who seemed to have little or no financial difficulty of their own rated "I came here because it costs less than other places" less important for themselves than for others whom they knew who had to pay part or all of their expenses at the University. The influence of brothers and sisters was moved in relation to whether they themselves had older brothers and sisters who influenced their own decisions in comparison to others they knew in the same or differe situations. One student rated guidance counselors low as an influence for himself but high for others. His reason was that he had known all the time that he was going to college but others who had to decide recently and with much deliberation often did so in consultation with the guidance counselor. One rated "At the back of my mind was an idea that I would find a good mate here" more important for others than for himself because, he said, "I have a girl friend back home that I expect to see on week-ends." Many others, he reasoned, do not. He further explained that the "distance from home" item had a different meaning for him than for others for much the same reason. There was a considerable tendency to move up the social "goodtime Charlie" items as reasons for others coming to the University in comparison to themselves. Here again they were often able to give seemingly objective and thus specific reasons why they regarded these differences as real differences.

Of course, this does not preclude non-deliberate fabrications that may rationalize own position and thus fool both self and others. Even with seemingly plausible reasons given and a surprising frankness about own feelings, projections of feelings may be suspected in their rather general tendency to uprate girls, social life, and self service over humanitarian considerations for others.

Even so, the possibility that most others are seen as being different from themselves cannot be ruled out.

Thus, it is apparent that whether the self or other sort is used, limitations in the assessment of the self-concept will accure. With the use of the "sort as you see yourself" instruction, a truer picture in terms of the more pragmatic items, such as best place to get what I wanted, cost, distance, and peer group influence, will surely result; but some hedging on the have a good time, plenty of girls, and here to get ahead of items may be expected. Some attempt to capture the self-other differential was attempted by having students rate specific items on which consistent tendencies to differ between self and other ratings had occurred. Thus, after the self sort, each student was asked to specifically look at the following items and place them in terms of why he felt most others about like himself came to the University.

> Somebody ought to be thinking about the other fellow these days. I want my life to count for something for other people.
>
> There are lots of things to do around here. That's one of the reasons why I came.
>
> I didn't have any good job offers so I came here. It's better than staying home and doing nothing.
>
> I felt that the University has its own tradition—its good football team, etc.,—which helped me to decide to come here.
>
> At the back of my mind there was an idea that I would find a good mate here.
>
> I came here because the University offers lots of social life, dances, parties, social clubs, etc.

A tendency to shift items one direction or the other in terms of social desirability constitutes a greater problem when the relative importance of items or reasons in the sort are compared than when inferences are drawn with regard to groups of students, as for example, Arts and Science students vs. College of Agriculture students or farm boys vs. urban boys. That reasons and value orientations will vary between student groups and that typologies may be found, are hypotheses to be tested. Sorting of items on an agree-disagree basis should reflect such differences if any biasing effects that occur operate in about the same way for all groups.

Selection of Items

Collection of reasons why students go to college and/or come to the University was an extended effort. Early interest was kindled by the thought that typologies of students may exist. Evidence from previous studies, public utterances of college deans, and inferences from periodical literature and editorializing indicated the possibility of status achievement, pleasant interlude, intellectual, and escape orientations. Although part of the reasons for coming to the

University may often parallel these lines and typologists may exist, the most prudent approach was regarded as one in which as many reasons as possible were allowed to operate. Thus, the search became one of finding as many choice dimensions as possible.

Some clues and reasons for college attendance came from previous research as to why students go to college, some from image studies of institutions of higher learning, and some from the written statements of University of Missouri students who were asked to indicate why they came to the University of Missouri, why they thought others came, and all of the fantastic or ridiculous reasons they could think of for coming. A similar approach was used with several hundred high school seniors in the St. Louis public school system who had chosen to go to college and had selected a particular college to attend after graduation.

These approaches yielded reasons indicative of societal expectations, social pressures, and individual, personal and situational matters of a diverse nature; also, items relating to what the University or college is and what it does in recruiting students. In choosing a particular school at the University of Missouri, it was assumed that all general reasons for going to college would operate in combination with specific things about the University and the individual's own situation, and that an individual could indicate the relative importance of these factors and conditions in explaining why he entered a particular school at the University.

This procedure yielded many duplicate items, which, when consolidated and personalized as the procedure required, constituted approximately 150 statements. With prior views in regard to some kinds of items that would have to be included and one of several logical groupings of items as an aid for selection, 64 were chosen, 8 from each of the following categories:

Social
Life Adjustment and Intellectual
Interlude (including escape)
Deferred Benefits (monetary, intellectual and service to humanity, etc.)
Status Achievement
Personal (peers, parents and professional)
University-academic
University-Life and Situation

In the absence of prior knowledge of how students would rate items on an agree-with-disagree basis and the need for an approximate balance between positive and negative ones, with many about which no really very strong feelings exist, a balance of items within categories on an allegiant-alient basis to the University was applied. In some cases, slight rewording was required to make them either allegiant or alient insofar as the University was concerned. The allegiant items were indicative of functions or conditions in accord with the intended purpose of the University and its place in the larger society. Alient items were those

indicating reasons either nonrelated or contrary to the central purpose of the University as an educational institution.

An alternative of random selection within categories was considered and discarded because a greater variety of ideas was possible by purposeful selection and because available items differed greatly in quality for the intended purpose as the three researchers saw them. Thus items in the Q-sort were essentially hand picked to obtain the greatest variety possible within the 64-item limit regarded as the upper limit of what would be feasible under the circumstances.

APPENDIX B

METHODOLOGICAL SUPPLEMENT

The basic methodology used in this analysis has been Q-sort as defined by Stephenson and described in *The Study of Behavior* and other works.[17] This methodology consists essentially of applying multiple factor analysis to a matrix of coefficients of correlation among persons.

Since the early work of L. L. Thurstone in the 1930's, considerable elaboration of multiple factor analysis has taken place, and within the last ten years the technique has been used in many kinds of problems.[18] In addition to the R matrix which Thurstone defined to show correlation between tests, Stephenson defined Q matrix which correlates persons, and Cattell suggested the O and P-technique which involves correlations of the same person on different occasions. The O-technique is the transpose of the P-technique.[19]

The increased use of multiple factor analysis parallels the development of computer technology which now makes it possible to solve a problem of such magnitude that a few years ago was nearly impossible. Thurstone worked with approximately 60 variables which at that time was a considerable effort.[20] Today with computer programs it is possible to handle 100 or 125 variables on the larger machines.

The use that Thurstone made of multiple factor analysis was to cluster specific abilities into the more general classifications which he called verbal comprehension, word fluency. number ability, rote memory, etc. The clusters were composed of tests which had similar requirements in order to choose the correct answer.

When the Q-technique is used, the clustering that takes place is with persons as variables. The cluster defines those who are similar to each other and different from other persons with respect to the way they view the questions asked in a sorting of statements. There were 64 Q-sort statements used in this research. These were selected from the whole universe of statements that might have been included. The 64 statements are presented in Appendix C.

The approach of the methodology of factor analysis is to apply a wholistic point of view rather than a segmentalized analysis, the idea being that all possible qualities of variables are included, whether the variables consist of persons

or tests. Since the factors are defined in terms of the variables that load on them, it is now possible to include in their definition or to construct factors from variables which aren't included. This makes it extremely necessary to include a sample from the whole universe of content with which a study is concerned. In the study reported here, this involved not only a sample of the universe of students, but also a sample of the Q-sort statements to which the students could respond. The sample of students consisted of a stratified random sample of all students in the study. A considerable effort was made to include statements from every point of view. A description of the methods used in compiling the list is contained in Appendix A. The sample of statements was stratified on the basis of logical categories obtained by extending to their exhaustion two major and relevant criteria of classification. The original classification included a 9 by 2 scheme. The nine categories consisted of points of view toward the University while the two dimension were a favorable and an unfavorable dimension. The final plan reduced the nine categories to eight with the favorable and unfavorable dimensions being retained. The eight categories are shown in Appendix A.

The Q-sort methodology required that a fixed distribution prevail for each student in terms of the extent to which he agreed or disagreed with the statements as being characteristic of him. Specifically, each student had to distribute the 64 statements into 11 groups, with a fixed number in each category, approaching a normal or quasi-normal pattern. The distribution required was as follows:

1st group = 3
2nd group = 4
3rd group = 5
4th group = 7
5th group = 8
6th group = 10
7th group = 8
8th group = 7
9th group = 5
10th group = 4
11th group = 3

The centroid method of factoring was employed with a verimix rotation being used to obtain a simple structure. Some checks were made with factors secured by the principle axis method and essentially the same results were obtained. A total of seven factors were brought out in the factoring process with 48 students being included as variables. The students consisted of a stratified random sample from each of the four colleges included in the study. A study of the factors in terms of the quality they represented combined two of the factors so that only six major typologies of students were used. These are identified in the section of the report, Student Orientations.

The factoring process with the persons as variables expresses the factor matrix in terms of loadings of individuals on the factors derived. The definition of the factors is made in terms of how the individuals answered the questions or sorted the statements. Stephenson's plan generally has been to define the factors in terms of the answers of those students loading high on a given factor Generally, three or four of the highest students have been used to define that factor. It is also possible to re-interview certain students to explore further their attitude on the topic being investigated or to study characteristics that seemed to be linked in the factor configuration.

An alternate plan for definition of factors where loadings are in terms of persons is to post-multiply the data matrix by the factor matrix. The result is weights of statements according to factors. In the case used here a further process of normalizing the weights by subtracting the average and dividing by the standard deviation was carried out. The process gives directly the loading of statements on factors in terms of the answers given by students to the Q-sort items. The higher the student loading on a factor the more his answers were weighted on the item-factor matrix. This method considers every loading and all the data, but may tend to give less specific definition of the factors.

APPENDIX C

AVERAGE Q-SORT VALUES BASED ON SCORES OF PERSONS LOADING SIGNIFICANTLY ON THE FACTORS

Statement	Normalized Weighted Item X Factor Matrix						
	1	2	3	4	5	6	7
1. Universities are known for their attractive men and I want to be one of them.	-1.14	- .23	- .12	.49	.01	- .67	.23
2. The social aspects of college life are really more important to me than the grades I receive.	-1.46	- .86	-1.18	.88	-1.04	.22	1.12
3. I thought I would like to join a fraternity. There are some good ones here.	- .48	-1.16	.37	-.28	0.00	- .52	- .21
4. Just about everybody is going to college these days. One just about has to go along with the crowd.	- .40	- .96	.10	.39	- .54	-1.39	- .87
5. I came here because the University offers lots of social life, dances, parties, social clubs, etc.	- .57	-1.31	.05	-.06	-1.07	.72	1.03
6. I came here out of particular interest (like I wanted to join the band, take part in politics, etc.) outside the usual academic work.	- .83	- .26	0.00	.74	.41	1.98	1.02
7. There are lots of things to do around here. That's one of the reasons why I came.	- .93	-1.01	- .38	-.27	- .80	.39	- .13
8. I had a chance to visit the campus before. It seemed like a friendly place.	.28	- .08	.23	-.33	.68	.67	- .09
9. At the back of my mind there was an idea that I would find a good mate here.	- .78	-1.36	.23	.14	- .30	-1.57	1.06

APPENDIX C CONT.

	Statement	Normalized Weighted Item X Factor Matrix						
		1	2	3	4	5	6	7
10.	College training will help make a better husband (a happier marriage is possible)	- .33	.32	- .73	.57	.40	1.01	1.98
11.	I am interested in new ideas. The University can give me more of these than anywhere else. I don't mind what ideas, provided they are interesting.	- .21	1.12	- .65	.39	.36	2.04	.38
12.	I came here to be free to say what I think about other people and ideas without having to conform to them.	- .87	.95	-1.03	.15	1.53	.87	1.06
13.	I feel that the real purpose of coming here is to gain a better understanding of the world and national affairs and problems.	.42	.86	- .89	.22	.53	.31	.15
14.	It is an important part of my objective in coming to the University to learn to get along with other people.	1.02	.81	.77	- .19	.20	.62	- .47
15.	I like the idea of being away from home at the University. I have to handle my own affairs and I like this.	.53	.05	.99	- .71	.49	-1.34	.17
16.	Knowledge is its own reward. That's mainly why I am here.	.83	.83	- .09	- .38	.70	.52	- .68
17.	I couldn't make up my mind what to do. I thought I couldn't go very far wrong going to college.	.10	.52	- .23	.19	1.02	- .81	- .46
18.	I didn't have any good job offers so I came here. It's better than staying home and doing nothing.	-1.21	.66	-1.24	1.57	1.68	.32	.30

APPENDIX C CONT.

	Statement	Normalized Weighted Item X Factor Matrix 1	2	3	4	5	6	7
19.	There are more girls around so you can meet more for dating.	- .36	-2.12	.30	- .53	- .90	- .72	1.04
20.	College allows you to gain more independence without being thrown completely on your own.	.91	- .11	.49	- .31	1.13	- .02	- .40
21.	Campus life is really pretty interesting around here. I thought it would really be fun to come here.	- .16	-1.08	.36	- .75	-1.60	.07	.63
22.	I just like to go to school. There's plenty of time to decide later what I'll do in life.	- .75	1.85	-1.57	1.85	2.39	.55	.61
23.	The University offers a ROTC program. I thought that was a better way of satisfying my military obligations than being drafted.	-1.48	1.29	-1.59	1.13	2.68	1.77	1.15
24.	I thought college life would be a new and exciting experience.	.64	- .81	.49	- .79	- .41	.03	- .89
25.	I hadn't made up my mind about how valuable a college education would be in life. I decided to give it a try.	- .54	.74	-1.30	.71	.50	-1.00	.58
26.	I suppose I came here to keep up with the changing times. I didn't want to be left behind.	.08	.26	.04	- .48	- .14	- .87	.48
27.	Above all what the University will do is provide me with a stable future. You can't do it now-a-days without a degree.	1.14	- .89	1.30	-1.47	-2.18	.04	- .70
28.	These days you have to look out for yourself. I thought getting a good education would be a good way to do it.	1.52	- .58	1.07	-1.32	.11	- .07	-1.11

APPENDIX C CONT.

	Statement	Normalized Weighted Item X Factor Matrix						
		1	2	3	4	5	6	7
29.	I want my University work to relate closely to my vocational goal, i.e., to help me for my future career.	2.41	-1.67	2.52	.20	-1.58	- .86	-2.12
30.	I felt that being here will make me a more complete and rounded person.	1.79	.12	1.43	-1.31	- .18	.24	-.47
31.	I feel that I want to have a purpose in society and that the University will help me to gain it.	1.62	.49	.51	.17	- .17	- .21	-1.61
32.	Somebody ought to be thinking about the other fellow these days. I want my life to count for something for other people.	- .29	1.83	- .98	1.30	.56	1.19	1.97
33.	There is a lot of prestige in going to this University.	.59	-1.41	.72	- .61	- .71	.29	- .45
34.	I'm not out to change the world or other people. I want to get along with them and get ahead.	1.09	.70	.89	- .20	.36	- .12	- .92
35.	I want those degree letters after my name. What you learn soon gets out of date anyway.	-1.17	- .92	-1.58	.98	.03	.63	- .22
36.	You just can't get along without money these days. That's one thing I had in mind.	1.60	-1.66	2.06	-2.00	-2.37	-2.51	-1.99
37.	You make contacts with important people, with the right people at the University. They are your friends for life.	.25	- .54	1.09	- .26	- .54	- .70	- .51
38.	Though one may feel shy about saying so, being part of this great University makes me feel important too.	.10	- .44	.69	- .33	.82	.41	.29

APPENDIX C CONT.

	Statement	Normalized Weighted Item X Factor Matrix						
		1	2	3	4	5	6	7
39.	Everyone ought to try to move up in the world. You sure can't do this without a college education.	1.47	- .52	.87	-1.08	-1.64	.51	- .84
40.	It takes a college education to get a good job these days.	1.87	-1.77	2.70	-2.34	-1.57	- .90	-1.98
41.	My parents (or brothers or sisters) encouraged me to come and did what they could to help me.	1.12	- .78	.66	- .85	.16	-1.19	-2.00
42.	I came here largely because of my friends.	- .38	-1.09	.35	.45	-1.08	- .10	1.67
43.	My family took it for granted that I would go to college. It was expected.	.57	- .71	- .63	.44	- .21	-1.67	.53
44.	I have (or had) an older brother or sister here. That helped me decide.	- .09	- .29	- .08	.36	- .06	.15	- .50
45.	My teacher (or high school principal) said it was a good place to get what I wanted.	- .03	.37	- .08	- .09	- .56	.76	- .15
46.	My high school counselor helped me figure out the pro's and con's of coming here. His (her) counseling was an important consideration in my coming.	.68	- .02	1.34	- .78	.07	- .74	-1.02
47.	The help and recommendation of my local county extension agent or youth agent was important in my coming.	- .75	.91	- .70	.91	.32	1.00	.60
48.	Someone from the University talked to me about coming here.	.19	.09	- .03	- .23	.07	- .19	- .31
49.	Compared to other colleges, it's pretty easy to get in. That was a consideration.	-1.47	1.42	- .80	1.43	- .41	-1.45	.71

APPENDIX C CONT.

	Statement	Normalized Weighted Item X Factor Matrix 1	2	3	4	5	6	7
50.	It is fairly easy to make passing grades here and after all I am not the best student in the world.	-1.91	1.83	-1.10	1.93	.30	.85	.88
51.	I heard a bad thing here is that you don't see much of the professors during the first few years on campus. It's usually put on instructors. But I came anyway.	- .65	1.15	-1.17	.83	.91	0.00	1.64
52.	There were a lot of good places to go to college. The academic reputation of the University was not of much concern to me.	-1.32	.53	- .89	.84	.95	1.71	.62
53.	The University has a high academic reputation; that's why I came here.	.95	.02	- .13	-1.04	.50	1.46	- .20
54.	The University has better professors than smaller colleges. I expect better training here.	.53	- .02	.78	-1.19	.91	- .31	.74
55.	It was the best place to get what I wanted.	1.16	- .52	.82	-1.34	-1.79	- .47	-1.42
56.	I understand that the University provided a good atmosphere for study. That's what I am here for.	.23	1.43	- .39	1.02	1.51	- .35	- .37
57.	I like to be near home; that's why I came here.	- .78	.86	-1.00	1.48	.85	.92	1.35
58.	The large classes make it real hard for the student. I thought about that for a long time before deciding to come.	- .40	1.38	- .99	.08	- .56	.02	.68
59.	Really, I was stuck with it. The way things added up I had no choice.	-2.04	.68	-1.90	2.00	- .91	.79	.01

APPENDIX C CONT.

	Statement	Normalized Weighted Item X Factor Matrix 1	2	3	4	5	6	7
60.	A lot of good students are flunked out of this University. I thought about that a long time before I came.	- .53	.77	- .83	- .16	- .05	.40	.70
61.	What I read about the University made it look good to me.	.45	- .14	.21	- .26	.81	-1.33	.24
62.	I felt that the University has its own traditions --its good football team, etc., --which helped me to decide to come here.	- .82	- .85	- .44	- .04	- .55	1.75	- .33
63.	I came because it costs less than at other places. Even if I could have been accepted in other colleges, I would have come here because it's cheaper.	-1.06	1.72	- .79	1.64	.12	-1.13	- .12
64.	The prospect of getting a job, scholarship or some other financial assistance was important in my coming here.	.05	- .36	1.10	-1.06	- .15	-2.03	-2.08

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