WHY HIGH-ACHIEVING GRADUATES OF DES MOINES
PUBLIC HIGH SCHOOLS, JUNE, 1958
DID NOT ATTEND COLLEGE

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by
Herman M. Reeve
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CHAPTER I

INTRODUCTION

I. BACKGROUND

Education in the United States is dedicated to the proposition that each American youth is entitled to develop his talents to the fullest possible extent. The curriculum of the various public educational institutions throughout the country are designed in an effort to achieve this ideal.1

Programs for the academically talented have occupied the attention of the general public. Although educators had recognized the need for a specialized program for the gifted child for many years, public response of a serious nature was not stimulated materially until 1957 when the government of the Soviet Union launched Sputnik I into outer space. This event shocked the people of the United States into a re-evaluation of several public programs, particularly education.

Americans began to ask questions: Is Russian science better than ours? Is Russian secondary education

better than ours? Is Russian higher education superior to ours? Are Russian scientists better than ours?

The demand for action by the general public stimulated many inquiries into the status of the academically superior child. Therefore, it is upon the high-achieving child and his development that the attention of this study is focused.

II. STATEMENT OF THE PROBLEM

It was the purpose of this study to survey the June, 1958, graduating classes of the Des Moines, Iowa, public high schools in an effort (1) to find the number of students in the upper quarter of these classes who were not going to college; (2) to find the reasons why these students in the upper quarter of the graduating classes were not going to college; and (3) to compare these results with similar studies in other sections of the United States.

III. IMPORTANCE OF THE PROBLEM

The greatest natural resource of the United States is human talent. Its conservation and development should be, therefore, a primary concern of everyone. When human talent is wasted, everyone is deprived; when it is rightly developed, everyone benefits. Indeed, American
democracy is firmly established on the bedrock proposition that the fortunes of the individual and society rise and fall together. The American democratic idea in its belief in the value and possibilities of the individual, every individual, is, perhaps, its greatest glory. No nation at any time in earlier history has ever tried to give everybody educational opportunity. The future of the United States does not lie in a retreat to lesser ideals. Rather it lies in the enrichment and invigoration of what already is established.

The government of the United States has entered one of the most critical periods in its history. The American democratic ideal is being challenged, and battles are being fought with foreign ideologies. The battlefields of this conflict are education, science, and industry. As a result of the struggle for leadership, the government of the United States has become vitally interested in the problem of channeling a larger number of the more successful high school students into college. Action along these lines was prompted in the interest of national security and preservation of the American way of life.

It was with the foregoing purposes in mind that an inquiry into the status of the able high school graduates
of the public schools of Des Moines, Iowa, in relation to their college plans was made.

IV. LIMITATIONS OF THE STUDY

The results of this study were based on the responses of the June, 1958, graduating seniors of the Des Moines public high schools to a questionnaire. Limitations of time prevented personal interviews which are often helpful in determining pertinent factors not foreseen in the development of a questionnaire. It is recognized that the responses may have been influenced by the fact that the responding pupils did not have to abide by what they had indicated, although an effort was made to encourage honesty by a clear explanation of the purposes and aims of the project. Therefore, it should be pointed out that the results of this study were based on the plans of the graduating seniors as indicated by the survey. Again it is recognized that some of the seniors will be unable to carry out their intended plans.

V. DEFINITIONS OF TERMS

The definitions of certain terms as used in this report are as follows:
Senior. A senior is a candidate for graduation from a Des Moines, Iowa, public high school, June, 1958.

High-achieving student. A high-achieving student is a senior who ranked in the upper quarter of his graduating class, according to the records on file in the administrative office of his high school located in Des Moines, Iowa.

Professional, semi-professional, and managerial homes. These are homes of high school graduates in which one or both parents have occupations as classified by the Dictionary of Occupational Titles, Part II, Titles and Codes, June, 1939, published by the United States Department of Labor.

VI. PROCEDURE

In an attempt to resolve the problem of this study, it was felt that the information needed from the many seniors in the Des Moines high schools would be most expeditiously obtained through the employment of a questionnaire.¹ The questionnaire was divided into three sections, after a short introduction devoted to directions. The first section asked one question which was designed to

¹See Appendix, p. 61.
separate those who did not intend to go to college the succeeding fall from the others. The second section was to be answered by those whose replies were negative to the first question. The questions contained in this section amounted to a list of reasons why college attendance in the fall was not planned. Questions in such areas such as health, finance, armed forces, and personal preferences were covered. The student was asked to check the appropriate one. If none of the statements appeared to adequately cover his reasons for not attending college, he was instructed to state the exact cause in a space especially provided for that purpose. The third section was to be answered by those who intended to enroll in a college or university in the fall of 1958. Statements in this section related to certain aspects of college entrance and was of no major concern to this report.

The high-achieving students were selected on the basis of their rank in their respective graduating classes. The upper quarter was arbitrarily selected to represent the high-achieving students as the administration of intelligence tests to the many high school seniors appeared to present an insurmountable task under the conditions made available to the conduct of this study.
To simplify the questionnaire for clarity and purpose, sample questionnaires were given experimentally to some seniors and teachers. Questions and statements which were confusing, ambiguous, or otherwise inappropriate for the purposes of the study were eliminated. Thus, the final form of the questionnaire was completed.

A copy of the questionnaire was given to each senior in each of the five public high schools during a home room period by the home room teacher. After a brief orientation period relative to the nature of the survey, the students were asked to complete the questionnaire.

School "A" served the west section of Des Moines, School "B" served the east section, School "C" served the north section of the city, and School "D" served the south section. School "E", a technical high school, was located near the center of the city and accepted enrollments from the entire school district. Geographically, the other four schools were located in the areas served.

Responses from the questionnaire were received from 302 of 305 seniors from the five high schools in the city. Also a study of other factors as it affected the college attendance plans of the seniors in general and of the high-achieving seniors of the June, 1958, graduating class was made.
In addition to the survey, a review of available literature relating to similar studies was made. Conclusions were drawn on the basis of information obtained and comparisons were made to similar studies reported in some other sections of the country.

The senior's rank in his graduating class and other data were obtained through the cooperation of the respective principals of the high schools where records of that nature are kept.

It is recognized that all the literature published on the subject of college attendance by high-achieving students was not reviewed. An attempt was made to be selective in order to keep within the boundaries of the topic under consideration by this report. Some minor deviations were reported, but only when those reviews revealed factors which in some manner related to the problem under consideration.

The fact that the following quotation came from a book published 37 years ago is of interest. There was concern then as now with the "brightest seniors." It is still more significant that so many of this most superior group of high school seniors will not attend college. Twenty-five percent of the brightest seniors in the entire state said
CHAPTER II

SOME FACTORS AFFECTING COLLEGE ATTENDANCE OF HIGH-ACHIEVING STUDENTS AS REVEALED IN THE REVIEW OF LITERATURE

In a review of available literature relating to why some high-achieving high school graduates did not attend college, several factors emerged as dominant causes. The literature indicated that some of the causes were rather complex. It seemed that whether or not a student went to college was not solely a matter of scholarship or low scholarship, or more broadly, of having money or not having money. It is well known that a high school education is generally available to all. Yet there are many students throughout the country who do not want it. The problem of scholarship in relation to college attendance must also be looked at with other factors which seem to have a bearing on college attendance.

I. THE EXTENT OF NON-COLLEGE ATTENDANCE OF HIGH-ACHIEVING SENIORS

The fact that the following quotation came from a book published 37 years ago is of interest. There was concern then as now with the "brightest seniors."

It is still more significant that so many of this most superior group of high school seniors will not attend college. Twenty-five per cent of the brightest seniors in the entire state said
they were not planning to attend college at all, while sixty to seventy-five per cent of the
dullest seniors had definitely decided to go to
college, most of them having already selected
the college they expected to attend. ¹

The relationship between college attendance and
ability—that those who attend college have higher
ability than those who do not—is established. The
problem today is, primarily, those with high ability
who do not go. Wolfe shows in Table 1² the relation-
ship between rank in high school class and college
entrance and graduation.

TABLE I

PERCENTILE RANK IN HIGH SCHOOL GRADUATING
CLASS AND PROBABILITY OF ENTERING
AND OF GRADUATING FROM COLLEGE

<table>
<thead>
<tr>
<th>Percentile Rank in High School Graduating Class</th>
<th>Percentage of High School Graduates Who Enter College</th>
<th>Percentage of Entrants Who Graduate</th>
<th>Percentage of High School Graduates Who Graduate From College</th>
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<td>81-100</td>
<td>53</td>
<td>52</td>
<td>37</td>
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<td>61- 80</td>
<td>44</td>
<td>68</td>
<td>30</td>
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<tr>
<td>41- 60</td>
<td>35</td>
<td>54</td>
<td>19</td>
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<td>21- 40</td>
<td>26</td>
<td>40</td>
<td>10</td>
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<td>1- 20</td>
<td>17</td>
<td>26</td>
<td>5</td>
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Table I indicates that 53 per cent of the students ranking above the 80th percentile enter college. The table shows, further, that of this percentage, 52 per cent graduate from college. Table I reveals also that the percentage of college entrants drops as the percentile rank in the high school graduating class drops.

It is interesting to note that Hollingshead has pointed out that the loss of "very top" talent is not as great as is often supposed.

As with the proportion of young people able to graduate, the proportion who go to college increases with ability, of those who might be called "geniuses", almost all will be in college. The proportion declines in lower levels of ability, following a steady curve until at the 80th percentile, about one of every three young persons will go to college. The greatest loss of talent is, therefore, among those ranking some distance below the top. This percentage varies, of course, from the state and from region. But however much it varies, the foregoing fact is significant and is seldom pointed out.1

In respect to the view expressed above, Wolfe makes a similar point: "The high school valedictorian is almost certain to enter college regardless of who his parents are."2

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2Wolfe, op. cit., p. 163.
On the other hand, in speaking of college graduation, Wolfle stated that:

Even at the 1-in-1000 level of the 0.1 per cent, only two out of three graduate from college. Obviously there are factors other than those measured by intelligence tests which differentiate college graduates from non-graduates.\(^1\)

Ralph Berdie, in his book relating to plans of high school graduates stated:

Of the 3,939 students who had ACE scores of 120 or above, however, 32 per cent were not planning to attend college. Thus, for every two exceptionally well qualified students who were planning to attend Minnesota colleges, there was one high school graduate who was not planning to attend college.\(^2\)

Students with very high test scores usually planned on college, and students of high ability, as shown by 120 or above, planned on college almost twice as frequently as did students in general, and of the 2,926 high-ability boys, 498 were not planning on college, and of the 2,033 high-ability girls, 775 were not planning on college. Thus, there were in Minnesota, 1,273 high-ability students not planning on college, or a number approximately double the size of the largest freshman class entering any private college in Minnesota. Minnesota's colleges have far from exhausted the state's pool of high-ability people.\(^3\)

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\(^1\)Ibid., p. 149.


\(^3\)Ibid., pp. 105-107.
Adding to this picture, H. L. Davis, in an article stated:

Perhaps the most significant discovery made was that 49 per cent, or an estimated 1,969, of Kentucky's ablest high school graduates did not go to college--able girls--only 45 per cent of them enrolled in college in comparison to 60 per cent of the boys.1

There are other reports which present a similar picture with respect to the failure of many high-ability students to have been channeled into institutions of higher learning. George E. Hill, in his book, Who Should Attend College, pointed out that in a high school in Ohio, class of 1952, less than 50 per cent of the top half of the class attended college.2

A study conducted by the State University of New York revealed a similar story:

Shown another way, these figures are more revealing: 18 per cent of graduates with I. Q.'s of 130 or over did not continue their educations; nor did 28 per cent of those with I. Q.'s between 120 and 129; and 43 per cent between 110 and 119.3

1H. L. Davis, "The Utilization of Potential College Ability Found in June, 1940 Graduates of Kentucky High Schools," College and University, XVIII (October, 1942), 27.


In another part of the same report, the study indicated that 23 per cent of those who ranked in the highest 10 per cent, 31 per cent who ranked in the highest quarter, and 40 per cent of the upper half did not plan on further education. These facts clearly indicate that the potential supply of high calibre young men and women is not being fully developed. Much of the talent of American youth is being wasted.

II. FACTORS AFFECTING COLLEGE ATTENDANCE

Family background influences on college attendance. As indicated earlier in this chapter, factors other than scholarship influenced the college attendance plans of high-achieving students. Education of parents, family background, and even the occupations of the fathers proved to be of some influence on the college plans of high-achieving students. Although various studies and writers have treated the above mentioned areas separately, there seems to be general agreement that the relationship is very close. In general, parents with good educations usually represent higher level occupations and are interested in education for their children. The writer does not wish to infer that this is always true. These two points seem to be related to income and location of homes within the community as well.
Berdie, in considering youths with I. Q. scores of 120 or higher on the A. C. E. Psychological Examination, stated that "approximately 90 per cent" of those who had fathers in top-level occupations planned to go to college, as against only 55 per cent whose fathers were factory workers or laborers. The difference is greater for the group as a whole than for the very high-achieving group.

Whereas 92 per cent of the high-ability sons of professional workers planned to attend college and 69 per cent of the high-ability sons of factory workers also had college plans—-a difference of 23 per cent—-81 per cent of all the sons of professional workers planned to attend college as compared with 30 per cent of all the sons of factory workers—-a difference of 51 per cent.1

Berdie also pointed out that for high-ability students in high schools, the death of the father, or separation or divorce of parents decreased the probability of his attendance at college.2

Leo T. Phearman, in a study of Iowa high school graduates, mentioned the relationship between college attendance and the occupation of the father. He reported that the professional group made up 16.2 per cent of the general population, but that the children of this

1Berdie, op. cit., p. 60.
2Berdie, op. cit., p. 60.
group represented 33 per cent of the college enrollees in the sample; 79.6 per cent of the sons and daughters of the professional class in the sample enrolled in college, but only 17.6 per cent of the children of laborers.¹

As a part of a study by Cole², the Educational Testing Service administered in 1955 a questionnaire to over 30,000 high school seniors to get information on motivation for college, interest in science, financial plans, and parental backgrounds. A twenty item test was included in order to obtain a high-scoring group for comparative purposes. Some of the findings were pertinent to this report. The study found that family size is related to college going, for as the size of the family increases, the number of boys and girls going to college now decreases. The findings of Cole's report pertaining to occupational differences tend to agree with those found in other reports.

There is a clear tendency shown that college attendance of boys and girls from homes of professional,
semi-professional, and managerial workers is greater than those of semi-skilled and laboring groups. Also, college attendance increases with the amount of the father’s education.

**Sex as affecting college attendance.** Some reports made reference to sex as a factor in relation to college attendance. These references were also tied in with economic status, family background, and certain other influences.

Berdie pointed out that 25 per cent of the high-ability boys in his study were not planning to go to college as compared to 38 per cent of the girls. He went further to state that whereas 10 per cent to 15 per cent of the boys had expected their families to pay all of their college expenses, approximately one-third of the girls did.

Helen Davis pointed out that girls receive better marks; yet fewer are interested in continuing their education. H. L. Davis added strength to other references to the sex factor as it relates to college attendance with

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1Berdie, *op. cit.* p. 59.  
2Ibid., p. 118.  
his findings that "sex definitely influenced college attendance--60 per cent of the ablest boys and only 45 per cent of the ablest girls enrolled."1

The New York report noted a "significant difference" between the number of boys and the number of girls who do not continue their education. The study listed 9,723 (47 per cent) boys not attending, whereas 11,830 (56 per cent) girls were not attending.2

**Geographic location affecting college attendance.**

The geographic location of high schools seemed to have had some bearing on college attendance in many studies. Floyd Reeves stated, "The percentage of youth of college age attending college is between two and three times as large in communities where colleges are located as in communities without colleges."3

Coleman R. Griffith in a study reported for the American Council on Education stated that:

Among the counties of Illinois, college attendance had varied from about nine per cent of the high school graduates to about 37 per cent. Small ratios

1H. L. Davis, *op. cit.*, p. 47.
were found in counties which had no facilities for higher education within reasonable commuting distance. The result was that youth in counties with a college had about four and one-half times as many chances to go to college as did youth in counties without a college near at hand.\textsuperscript{1}

John Dale Russell in his book, \textit{The Finance of Higher Education}, indicated that investigations show that the percentage of young people attending college is much greater for an area within a few miles of an institution than for areas that are outside commuting distance. He stated also that the level of financial ability required for college attendance increases sharply for those outside commuting distance.\textsuperscript{2}

There is definite evidence from research studies showing that young people living outside commuting distance from an institution of higher learning tend to enroll in colleges and universities to a much smaller extent than those living within commuting distance. Russell cited an example from the state of New Mexico. In counties of that state where accredited institutions of higher learning are located, the percentage of young people attending college is about three times the percentage attending college from counties not having an


accredited college or university.¹

The theory that college attendance is heaviest where colleges are most available is supported by a number of other studies which surveyed situations in California, New York, and Minnesota.

**Economic factor affecting college attendance.**

Perhaps the most widely discussed factor which relates to college attendance is the economic factor. It is this particular factor in relation to scholarship and college attendance plans which present problems of scholarship policy. Because of this, rather extensive studies have been made.

In this respect Berdie stated:

**Economic Status of the Family.** The data in this volume, considered with the results of previous studies, leave little doubt that a family's economic resources determine in part whether or not its children attend college. Children coming from a home on a high economic level plan to attend college to a far greater extent than do children coming from homes lower on the economic ladder. If this were a perfect relationship, one could conclude that our Educational System is a closed door, to which only the economically privileged are admitted. But the correlations of the order of .10 between economic status and plans to attend college indicate that this is a far from perfect relationship. Many factors other than economic status help determine whether high school graduates plan to attend college.²

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¹Ibid.
²Berdie, op. cit., p. 59.
In writing of high-ability students, Berdie

stated:

The high-ability students planning on obtaining jobs were asked if they would go to college if they had more money. There were no important sex or geographical discrepancies here. Of the 711 high-ability pupils planning on jobs, 411—58 per cent—said they would attend college if they had more money. Approximately one-third of metropolitan and non-farm boys who were willing to change their plans indicated they would need enough money for all their expenses. Roughly, about one-half of all the groups indicated that if they were to attend college, they would need money to pay for about one-half of their expenses. Only a small proportion indicated they would need money for less than half of their expenses.1

Of all the high-ability students who were not going to college, fewer than 10 per cent indicated they could easily afford college and approximately 25 per cent indicated they could barely afford college. Between 35 and 40 per cent of the students planning on jobs indicated they could not afford college at all and an almost equal number indicated that attending college would involve a great sacrifice. These figures suggested that lack of money was not the only important factor in determining whether or not high-ability students planned on attending college. There were a substantial number of high-ability youngsters who, as they perceived their situations, could afford to go to college and yet had decided not to attend college but to obtain jobs.2

The foregoing report suggests a legitimate reason to speculate on whether or not the financial aspects of the problem fully account for college attendance of high-ability students. However, as matters stand, the ablest

1Ibid., p. 142.
2Ibid., p. 144.
young people from the highest occupational income groups would have approximately a greater advantage over the ablest youth in the lower group in getting to college. If differences in ability are left out of the account, the odds would probably come out ten to one in favor of the children from the higher income groups. This does not preclude the fact, however, that there are rich veins of ability in the youth of the low income groups. Thus, the circle of frustration closes in on itself.¹

Henderson indicated that the economic factor is the basic cause of college non-attendance in the following comment:

That lack of sufficient funds is a primary cause of the non-attendance of youth at college has been the conclusion of all of the studies of which I am aware, including those by the American Youth Commission, the President's Commission on Higher Education, the New York Commission to study the need for a State University, and the Commission on Financing Higher Education. And, those authorities, such as Havighurst, who define the problem as socio-economic, rather than purely economic, would agree, I am sure, that in the long run it is the financial situation that largely determines the social one.²

¹H. L. Davis, op. cit., p. 19.

The economic factor can be stated simply. After Federal income taxes were deducted, the families of the United States in 1950 had incomes as follows: 41.8 per cent had incomes of less than $3,000; 60 per cent had less than $4,000; and 74.4 per cent had less than $5,000. After family expenses are paid, not much is left with which to send a child to college. The situation is compounded by the fact that the lower income family typically has the larger number of children.\(^1\)

Hill said that "still another barrier to college attendance, especially for those not highly motivated at home, is the example of the financial rewards of the school teachers themselves."\(^2\)

It shows that a boy or girl who graduated from a high school in New York State in 1940 was more than two and one-half times as likely to go to college if his parents' income was $9,000 or higher, than if it was less than $5,000. It, also, shows that the chances were greater that a youth would attend college if he was academically in the lower half of his high school graduating class and a member of a family with an income of $9,000 or more, than if he was in the upper one-fourth of his class and a member of a family with an income of less than $5,000.\(^3\)

Reeves had stated previously that family income has been the most important factor determining whether youth will or will not go to college. There are other studies which pointed out this factor. In this same connection, it is interesting to note the statement of

\(^1\)Ibid., p. 18.  
\(^2\)Hill, op. cit., p. 12.  
\(^3\)Reeves, op. cit., p. 29.
Havighurst and Rodgers:

In Prairie City about one-fourth of the superior youth who failed to go on did so for financial reasons. In Erie, Pennsylvania, 35 per cent of superior young high school seniors who did not go to college failed to go on for financial reasons. In Iowa, Phearman found that 32 per cent of the non-attendants in the upper quarter of high school seniors did not go on because of financial barriers. Goetsch, in the depression decade, found that out of the superior 1937-38 Milwaukee seniors who did not go on with their education, 56 per cent said they were interested in further schooling. By implication the principal barrier was financial.

Financial barriers are the principal reasons for not going on to college in the case of about a third of superior youth who did not go, while the other two-thirds lack sufficient motivation to go.¹

Identification and counseling factors affecting college attendance. Two other aspects, identification and counseling, emerged as contributing factors to college attendance of the high-ability student, according to the literature. These are stressed frequently by some studies.

Some students "identify" themselves by high grades, some do so too late, and some do not "identify" themselves at all as students of very high ability. The value of counseling is mentioned, as its weakness through failure to identify, failure to inform students and parents as

to ability and opportunity, and too much concentration on vocational counseling.

Conant, commenting on the necessity of identifying the gifted child, pointed out that:

A well-conceived and well-executed guidance program in each and every school is the only possible way we can resolve the dilemma which now confronts us. To find and educate the gifted youth is essential for the welfare of the country; we cannot afford to leave undeveloped the greatest resource of the nation.¹

The decision in regard to college must be made in terms of the individual capacities and motivation and the kind of program offered.² As Gardner pointed out:

One of the most familiar difficulties in dealing with very large numbers has been the lack of attention to young men and women of exceptional talent. Those who defend our inattention to these gifted youngsters are inclined to argue that the bright student takes care of himself, but recent studies suggest that he does not always do so; he often becomes bored, falls into slovenly habits, or drops by the wayside from lack of motivation.³

Berdie combined identification, counseling, and encouragement by suggesting that scholarship programs be made known to students long before the senior year in


in high school. Junior high was mentioned as a possible point to begin programs of identification of the eligible and the encouragement of effort. The report stated, coupled with intensive work with the families, such a program might well increase the number of qualified children in continuing their education. An attempt to influence the attitudes of both the students and their parents was suggested in order to reduce the economic barrier.¹

H. L. Davis commented that "economic factors and the lack of proper guidance in the high schools appear to be responsible for most of the losses of human resources,"² and that "guidance, or more properly speaking, the lack of it, must have been responsible for many of the ablest graduates failing to go to college."³ Russell in 1948 said that all who had the ability and incentive should go to college, but that "they should be given guidance."⁴

Hollingshead made several pertinent comments. He pointed to the fact that "large problem differentiations attendance plans of high-schooling students stand out

¹Berdie, op. cit., p. 161.
³Tbid., p. 21.
⁴Russell, op. cit., p. 449.
begin in the junior high school,"¹ and that the pupils
do not at that time have very good bases for making a
decision. Many, if not most, schools have only meager
resources for identifying the gifted and guiding them
toward further education.²

Again in regard to high-ability students, he
stated:

The first concern of any program is the identifi-
cation of talent. Although our concern is
largely with general academic ability or talent,
the use of the word talent here is not meant to
be restricted to academic ability alone--identifi-
cation of these talents should be made before or
during the junior high school years. In general,
such identification consists in picking out the
youngsters with special talents or special achieve-
ments, or with an I. Q. of 110 or more, or a combination,
and encouraging them to develop interests and ex-
pectations related to a college education. They
should be encouraged to believe that if they do
well in their studies, a college career will be
open to them; such guidance is as important as any
of the other measures we shall suggest.³

III. EMERGING FACTS AND ISSUES

Some facts and issues arising out of a review of
literature pertaining to college attendance and non-
attendance plans of high-achieving students stand out
clearly.

¹Hollingshead, op. cit., p. 17.
²Hollingshead, op. cit., p. 27.
³Ibid., p. 77.
The average ability of students who enter college is higher than the average ability of high school graduates. However, although some students with low ability or low in class standing do enter college, perhaps half of the top quarter of the high school graduates do not continue their education in college.

High school graduates from professional homes are much more likely to attend college than those from non-professional homes. There is a similar relationship between the education of the parents and the tendency of the children to go to college. The "family attitude" is recognized as very important in relation to college attendance. It may be possible that wide-spread college education (as through the G. I. Bill) is tending to modify motivational barriers.

The percentage of high-ability boys who continue past secondary education is greater than that of high-ability girls. High school graduates attend college in greater proportions when they live close to a post-secondary institution than when they live at a distance.

A substantially higher percentage of high school graduates, both boys and girls, attend college from
higher economic levels than from the middle or lower income brackets. The odds favoring higher income groups attending college in greater percentages may be as high as ten to one.

Early identification of the talented or high-ability youth and their proper guidance are considered very important among motivational factors. Some studies expressed doubts as to the adequacy of guidance in influencing high-ability students to continue their education beyond high school.

While different studies have given different weights to the various motivational factors related to college attendance by high-ability students, it was generally recognized that each factor contributes to the final decision, so the combination should be considered. These various factors or combinations of factors as they relate to the individual student might be brought together in the counseling process. This approach would seem logical in view of the literature surveyed.

1Urban Renewal Committee, City of New Orleans, 1958. (Unpublished dissertation report.)
CHAPTER III

PRESENTATION OF DATA

The following data obtained from the results of the questionnaire administered to the high school seniors of the Des Moines, Iowa, public schools for June, 1958, presented factors associated with the college attendance plans of high-achieving students. Other data and conditions relating to the seniors in general are also presented as they affect college attendance plans of the high school graduates.

I. GEOGRAPHIC-ECONOMIC AREAS

The business district of the city of Des Moines is located in the approximate geographic center. The area immediately surrounding the business district, extending radially approximately two miles, is an area made up of some apartment buildings and generally sub-standard housing. The sub-standard housing area extends northward and southward and, to a greater extent, eastward. The Urban Renewal Program in Des Moines has slated this sub-standard housing area as the first phase of redevelopment.¹

¹Urban Renewal Committee, City of Des Moines, Iowa, 1958. (Unpublished mimeograph report.)
Residential and business growth in the city of Des Moines tended to move westward, although in recent years new housing developments have risen in the extreme southern sections of the city, extending beyond the city limits.¹

The Des Moines City Directory, which lists name, marital status, occupation, and address of each adult resident of Des Moines, indicates that the majority of professional, managerial, and semi-professional workers reside in the west segment of the city. The book indicates also that the new development in the south segment of the city is being populated by a majority of professional, managerial, and semi-professional occupational groups.²

Also, there are several colleges located in and near the city of Des Moines. Drake University and Grandview Junior College are located within the city limits and Simpson College is located in Indianola, Iowa, fifteen miles south.


²Des Moines, Polk County, Iowa, City Directory (Kansas City: R. L. Polk and Company, 1957).
II. COLLEGE PLANS OF HIGH-ACHIEVING SENIORS

Table II shows the number and percentage of high-achieving high school seniors, by boys and by girls, who planned to attend college upon completion of high school. Eighty-one high-achieving seniors from School "A" responded to the questionnaire and 79, or 98 per cent planned to attend college. Broken down by boys and girls, the percentages remain almost equally distributed. Ninety-seven per cent of the boys and 98 per cent of the girls plan to enroll in college.

<table>
<thead>
<tr>
<th></th>
<th>Number of high-achieving seniors responding</th>
<th>Number of high-achieving seniors planning to go to college</th>
<th>Number of high-achieving seniors not planning to go to college</th>
<th>Per cent of high-achieving seniors planning to go to college</th>
<th>Per cent of high-achieving seniors not planning to go to college</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>81</td>
<td>79</td>
<td>2</td>
<td>98</td>
<td>2</td>
</tr>
<tr>
<td>Boys</td>
<td>32</td>
<td>31</td>
<td>1</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>Girls</td>
<td>49</td>
<td>48</td>
<td>1</td>
<td>98</td>
<td>2</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>69</td>
<td>46</td>
<td>23</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Boys</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Girls</td>
<td>49</td>
<td>31</td>
<td>18</td>
<td>63</td>
<td>37</td>
</tr>
</tbody>
</table>

TABLE II

COLLEGE ATTENDANCE PLANS OF HIGH-ACHIEVING
HIGH SCHOOL BOY AND GIRL SENIORS, DES
MOINES, IOWA, PUBLIC SCHOOLS
JUNE, 1958
### TABLE II (continued)

<table>
<thead>
<tr>
<th>School</th>
<th>Number of high-achieving seniors</th>
<th>Number of high-achieving seniors going to college</th>
<th>Number not planning to achieve senior seniors going to college</th>
<th>Per cent of high-achieving seniors</th>
<th>Per cent of high-achieving seniors going to college</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;C&quot;</td>
<td>51</td>
<td>25</td>
<td>26</td>
<td>49.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Boys</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>88.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Girls</td>
<td>43</td>
<td>18</td>
<td>25</td>
<td>42.0</td>
<td>58.0</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>45</td>
<td>33</td>
<td>12</td>
<td>73.3</td>
<td>27.7</td>
</tr>
<tr>
<td>Boys</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>92.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Girls</td>
<td>33</td>
<td>22</td>
<td>11</td>
<td>67.0</td>
<td>33.0</td>
</tr>
<tr>
<td>&quot;E&quot;</td>
<td>56</td>
<td>22</td>
<td>34</td>
<td>39.0</td>
<td>61.0</td>
</tr>
<tr>
<td>Boys</td>
<td>15</td>
<td>12</td>
<td>3</td>
<td>80.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Girls</td>
<td>41</td>
<td>10</td>
<td>31</td>
<td>24.0</td>
<td>76.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>302</td>
<td>205</td>
<td>97</td>
<td>68.1</td>
<td>31.9</td>
</tr>
<tr>
<td>Boys</td>
<td>87</td>
<td>76</td>
<td>11</td>
<td>87.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Girls</td>
<td>215</td>
<td>129</td>
<td>86</td>
<td>60.0</td>
<td>40.0</td>
</tr>
</tbody>
</table>

Sixty-seven per cent of the high-achieving seniors from School "B" plan to enroll in college after graduation, June, 1958. Fifteen, or 75 per cent, of the boys and 31, or 63 per cent, of the girls planned to attend. Conversely, 33 per cent of the high-achieving seniors of the June, 1958, graduating at School "B" did not plan to go to college, and 25 per cent of the boys did not plan to go to college.
go to college, and 37 per cent of the girls did not include college in their future plans.

Table II indicates that 25 out of 51, or approximately 49 per cent, of the high-achieving seniors from School "C" planned to attend college after graduation in June, 1958. Seven out of eight, or 88 per cent, of the boys planned to go to college, whereas only 18 out of 43, or 42 per cent, of the girls planned to go to college. This means that approximately 51 per cent of the high-achieving seniors from School "C" did not plan to go to college.

School "D", which is located in the south segment of the city, placed 73 per cent of its high-achieving seniors in college. Ninety-two per cent of the boys and 70 per cent of the girls were in this category. The spread in percentages between the boys and the girls is explained by the fact that 11 out of 12 high-achieving boys planned to attend college, whereas 22 out of 33 girls had similar plans.

According to Table II, 39 per cent of the high-achieving seniors from School "E" planned to enroll in college. Eighty per cent of the boys planned to attend and 24 per cent of the high-achieving girls planned to go to college.
Sixty-eight per cent of the high-achieving June, 1958, graduating seniors from the public high schools of Des Moines, Iowa, indicated that they planned to continue their education on the college level after graduation from high school. Seventy-six out of 87, or 87 per cent, of the boys planned to attend college, and 129 out of 215, or 60 per cent, of the girls planned to attend. Approximately 32 per cent of the high-achieving graduates of the Des Moines public schools of the June, 1958, class did not plan to go to college. These figures, shown by sex, indicate that 13 per cent of the boys and 40 per cent of the girls did not plan to attend.

III. REASONS FOR NOT GOING TO COLLEGE BY HIGH-ACHIEVING SENIORS

Of concern to this report are the reasons why high-achievers do not attend college. Reasons for not attending college by high-achieving high school seniors of the Des Moines public schools for the spring semester of 1958 are indicated in Table III.

TOTAL: Three boys and 19 girls, or approximately 22 per cent of the reasons given by the high-achieving seniors for not going to college, indicated their intention to work before going to college. Six boys, or approximately 6 per cent planned to join the armed forces after high school graduation.
## REASONS GIVEN FOR NOT GOING TO COLLEGE

**BY HIGH-ACHIEVING HIGH SCHOOL SENIORS OF THE DES MOINES PUBLIC SCHOOLS**

**JUNE, 1958**

<table>
<thead>
<tr>
<th>Reasons given</th>
<th>Number of boys' responses</th>
<th>Number of girls' responses</th>
<th>Per cent of total responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work before college</td>
<td>3</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Fear of college failure</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Inability to meet college requirements</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Occupation not requiring college education</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Business with own family</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Desire for job and money</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Inability to see college advantages</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Lack of money</td>
<td>3</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>No interest in college</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Business or trade school</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
<td><strong>85</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>

Four of the high-achieving girls indicated that they feared failure in college, and approximately another 25 said that they were not going to college because they had planned to get married following graduation. Inability
to meet entrance requirements of the college of choice was marked by four of the girls.

One boy and two girls said that they had planned to enter a line of work which did not require a college education, and one boy planned to enter business with his immediate family.

Four girls wanted to get a job to earn money for themselves, while three other girls could not see the advantages of a college education.

Three boys and 21 girls, or 24 per cent of the responses, listed lack of money as a basic reason for not going to college. Three girls were just not interested, while three others were planning to enroll in a business school.

There were no responses to questions relative to health reasons, parental objections to college, apprentice-ship programs, objections of boy friend or girl friend, or indecision as to whether or not to go to college.

The breakdown of the responses to the questionnaire by the individual schools is shown in Tables IV, V, VI, VII, and VIII. The results of the questionnaire from School "A", located in the west segment of the city of Des Moines, Iowa, follows:
TABLE IV

REASONS GIVEN FOR NOT GOING TO COLLEGE BY HIGH-ACHIEVING HIGH SCHOOL SENIORS OF SCHOOL "A", JUNE, 1958

<table>
<thead>
<tr>
<th>Reasons given</th>
<th>Number of boys' responses</th>
<th>Number of girls' responses</th>
<th>Percent of total responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work before college</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Two high-achievers, one boy and one girl, indicated, as shown in Table IV, no plans for college after graduation from high school. The girl indicated she planned to work before going on to college, and the boy planned to join the Armed Forces.

The results of the questionnaire from School "B", located in the eastern part of the city of Des Moines, revealed:

TABLE V

REASONS GIVEN FOR NOT GOING TO COLLEGE BY HIGH-ACHIEVING HIGH SCHOOL SENIORS OF SCHOOL "B", JUNE, 1958

<table>
<thead>
<tr>
<th>Reasons given</th>
<th>Number of boys' responses</th>
<th>Number of girls' responses</th>
<th>Percent of total responses to reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work before college</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE V (continued)

<table>
<thead>
<tr>
<th>Reasons given</th>
<th>Number of boys' responses</th>
<th>Number of girls' responses</th>
<th>Percent of total responses to reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed Forces</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Fear of college failure</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Inability to meet college entrance requirements</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Occupation not requiring college education</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lack of money</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

As shown in Table V, six girls indicated plans for work before going to college, and two boys planned to enter the Armed Forces after graduation from high school.

One girl indicated a fear of failure in college, while six girls expressed plans to be married after high school.

Seven of the girls said that they could not meet the entrance requirements of the college of their choice, and one other planned to enter work which did not require college training.

Two high-achieving boys and two high-achieving
girls indicated that they did not have the money to go to college. There were no responses to the other questions.

The results of the questionnaire administered to the high-achieving seniors of School "C", located in the north segment of the city of Des Moines, Iowa, are shown in Table VI.

<table>
<thead>
<tr>
<th>Reasons given</th>
<th>Number of boys' responses</th>
<th>Number of girls' responses</th>
<th>Percent of total responses to reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work before college</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Business with own family</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Desire for job and money</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Inability to see college advantages</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lack of money</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

One boy and four girls indicated that they planned to work before going to college. Six girls planned to be married after high school graduation.
Two girls wanted to earn their own money, while one boy planned to enter business with his family. Eleven other girls noted that they did not have the money to go to college, while another did not see the advantages of college education.

There were no responses to the other reasons listed in the questionnaire.

The results of the questionnaire administered in School "D", located in the southern portion of the city of Des Moines, Iowa, are revealed in Table VII.

**TABLE VII**

**REASONS GIVEN FOR NOT GOING TO COLLEGE BY HIGH-ACHIEVING HIGH SCHOOL SENIORS OF SCHOOL "D", JUNE, 1958**

<table>
<thead>
<tr>
<th>Reasons given</th>
<th>Number of boys' responses</th>
<th>Number of girls' responses</th>
<th>Percent of total responses to reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work before college</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Occupation not requiring college education</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Inability to see college advantages</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lack of money</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business or trade school</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Table VII indicates that four girls planned to work before going to college. One boy expressed the intention to enter the Armed Forces after graduation from high school, and four girls indicated that they had marriage in their post-high school plans instead of college.

One girl had planned to enter a job which did not require a college education, while another girl could not see the advantages of college work. Two girls admitted that they did not have the money to go to college. Two other girls planned to enter a business school.

The results of the questionnaire administered to the high-achieving high school seniors at School "E", a technical high school are indicated in Table VIII.

**Table VIII**

**Reasons given for not going to college by high-achieving high school seniors of School "E", June, 1958**

<table>
<thead>
<tr>
<th>Reasons given</th>
<th>Number of boys' responses</th>
<th>Number of girls' responses</th>
<th>Per cent of total responses to reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work before college</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Fear of college failure</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE VIII (continued)

<table>
<thead>
<tr>
<th>Reasons given</th>
<th>Number of boys' responses</th>
<th>Number of girls' responses</th>
<th>Per cent of total responses to reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Occupation not requiring college education</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Desire for job and money</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Inability to see college advantages</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lack of money</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>No interest in college</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Business or trade school</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table VIII indicates that two boys and give girls were planning to work before going to college. Two boys had decided to enter the Armed Forces, while another planned to enter an occupation which did not require a college education. Three girls expressed the fear of failure in college, whereas nine others were planning marriage after high school graduation. A desire to earn their own money after high school was indicated by two high-achieving girl students,
and another could not see the advantages of going to college. Six said they did not have the money necessary to go to college, while three others simply were not interested in attending college. Another girl had planned to attend a business school after her high school graduation.

IV. SUMMARY OF DATA

Data concerning factors affecting the college attendance plans of high-achieving seniors and conditions relating to the seniors in general are summarized as follows:

Geographic-Economic Areas of Des Moines. There are areas in the city of Des Moines which are considered blighted, and they are slated for re-development by the Urban Renewal Program. Four of the five public high schools serve, in varying degrees, the area so designated for re-development.

School "A" is the only public high school in the city of Des Moines not serving an area slated for re-development. Also, the majority of the adults representing the professional, managerial, and semi-professional occupations reside in the area served by School "A".
which is located in the west segment of Des Moines.

High-achieving seniors of June, 1958. The number of high-achieving seniors for the June, 1958, class of the Des Moines public schools was 305. Of this total, 68 per cent planned to enroll in college. Conversely, 32 per cent, or approximately one of every three high-achieving seniors, did not plan to enroll in college from the public schools of Des Moines. Schools "B", "C", "D", and "E", ranged from 39 per cent college attendance of high-achievers to 73 per cent. Ninety-eight per cent of the high-achieving seniors from School "A" planned to attend college. In every Des Moines public high school, the percentage of high-achieving boys attending college was greater than the high-achieving girls, with the exception of School "A". There the ratio was 97 per cent for the boys and 98 per cent for the girls.

Of the 32 per cent of the high-achieving seniors who did not plan to attend college, the following facts were learned:

1. Twenty-two per cent planned to work before going to college. Of this 22 per cent, girls were the cause of 19 per cent.

2. Twenty-five per cent of the girls planned to
be married, and, therefore, college was not in their post-high school plans. None of the high-achieving girls from School "A" listed marriage as a cause for not planning to attend college.

3. Twenty-four per cent of the high-achieving seniors listed lack of money as a basic reason for not planning to attend college.

4. Other basic causes listed by the high-achievers were scattered in much lesser percentages. Among them were joining the Armed Forces, fear of failure in college, inability to meet college entrance requirements of the college of choice, entering a job which does not require a college degree, going into business with a member of the immediate family, desire to earn own money, failure to see advantages of college, lack of interest in college, and planning to attend a business or trade school.
CHAPTER IV

DES MOINES DATA AND COMPARISONS WITH OTHER STUDIES

The study of the reasons why high-achieving seniors from the June, 1958, graduating classes of the Des Moines public schools did not attend college brought out a number of factors which influenced the college attendance plans of these students. Among these were geographic location; sex; family background, which includes occupation of father; money or economic factors; and miscellaneous other factors.

The data contained in this study will be analyzed in relation to these factors as they affect the college attendance plans of the high-achieving seniors of the June, 1958, graduating classes of the Des Moines public schools. Some comparisons will be made with the findings of similar studies conducted in other parts of the United States.

I. GEOGRAPHIC

Several studies quoted in Chapter II have found that those who live near a college are more likely to attend than those whose homes are more remote.

The location of the various schools of higher learning in the Des Moines area may have been an
influencing factor in the high percentage of college attendance plans of Des Moines public school seniors.

Whether this same factor affects the college attendance plans of the high-achieving seniors in Des Moines cannot be authoritatively stated, as no comparable study was made in non-college cities. H. L. Davis suggested, however, that the ratio is relatively the same.¹ No studies have been made to show whether high-achieving people are affected by the geographical factor.

II. SEX

The difference of the high-achieving boys and high-achieving girls was greater than those for the group as a whole. Table II shows that 89 boys and 215 girls were ranked in the upper one-fourth of the graduating classes. Eighty-seven per cent of the boys planned to enroll in college, but only sixty per cent of the girls planned to enroll.

The literature showed that sex definitely influenced college attendance as more high-achieving boys enrolled than did high-achieving girls.

¹H. L. Davis, op. cit., p. 19.
The data obtained from the June, 1958, graduating classes of the Des Moines, Iowa, public high schools found general agreement with other studies with respect to the influence of sex on college attendance with both high-achieving students and the group as a whole.

The above was true in all schools except School "A", where sex difference was found not to be a factor in college attendance among the high-achieving students.

III. FAMILY BACKGROUND FACTORS

The largest percentage of college attendance was found to be in School "A", for both the seniors as a whole and the high-achieving seniors. Schools "B", "C", "D", and "E", were located near and served areas scheduled for Urban Renewal. School "A" was not. In addition, the Des Moines City Directory showed that the area served by School "A" represented the homes of the majority of the professional, managerial, and semi-professional workers in the city of Des Moines. A new

1Des Moines, Polk County, Iowa, City Directory, 1957 (Kansas City: R. L. Folk and Company, 1957.)
housing area near the south edge of the district served by School "D" was being occupied predominantly by professional and managerial workers. As this trend continues, the family background complexion of School "D" will undoubtedly continue to change.

From questionnaire results, the percentage enrolled in college from School "A" was more than double the percentage enrolled from the next highest school. When the high-achieving seniors alone were considered, School "A" had enrolled nearly 100 per cent of the high-achieving seniors in college. Occupation of the parent and family status would seem logically to have a direct influence on the college attendance plans of even the high-achieving students.

IV. ECONOMIC FACTOR

Economic factors appeared to have had an influence on college attendance plans of high-achieving seniors of the June, 1958, graduating classes in Des Moines, Iowa. Lack of money was listed as a basic reason for not planning to attend college by high-achieving seniors in 25 per cent of the responses. The fact that none of the high-achieving seniors from School "A" listed lack of money as a basic cause of college non-attendance
suggests the economic factor as it is related to the occupational status of the parents.

V. MINOR FACTORS, OTHER THAN THOSE REVEALED IN THE REVIEW OF LITERATURE

In analyzing the stated reasons for college non-attendance of the high-achieving seniors in relation to other factors in their situational position, a composite of factors emerges as a possibility. Wanting to work, plans for marriage, joining the Armed Forces, failure to see the advantage of a college education, lack of interest in college, unable to meet college entrance requirements, and the reasons behind these situations tend to complicate an accurate determination of basic causes for college non-attendance.

The miscellaneous factors suggests family attitudes, environmental mores, and school counseling and guidance conditions as contributing causes of college attendance or non-attendance of the high-achieving seniors in Des Moines, Iowa.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

As stated earlier, it was the purpose of this study to survey the 1958 graduating classes of the Des Moines, Iowa, public high schools in an effort (1) to find the number of students in the upper quarter of these classes who were not going to college; (2) to find the reasons why these students in the upper quarter of the graduating classes were not going to college; and (3) to compare these results with similar studies in other sections in the United States.

To accomplish this, a questionnaire was given to all high-achieving seniors. The data were then tabulated and put in table form.

I. CONCLUSIONS

The following conclusions are based on the data obtained in the study and information acquired in the review of literature. The study has revealed several significant factors; geographic, sex, family background, economic, and miscellaneous causes.

Society is changing and has changed since other studies were made and new factors, such as military service, marriage, etc., are influencing the college attendance plans of high school graduates.
II. RECOMMENDATIONS

As a result of this study, the following recommendations seem to be in order.

1. Continued study of the post-graduation plans and activities of the high-achieving seniors of the Des Moines public schools should be carried on. Although the data concerning the college plans of high-achieving seniors of a single class are important, the possibility exists that those studied may have been exceptional in some respects. Information compiled over a period of years would establish trends which should be more meaningful than the data from a single study.

The responsibility for gathering such information should rest with the local school officials. Cooperation from the Iowa State Department of Public Instruction and other school districts should be obtained. Other agencies concerned with the welfare of youth should cooperate in the task of bringing together the desired information and to make the results available to all institutions, counselors, and persons who should have it.

2. In order to discover trends on a national level, comparable studies should be made in other states with results forwarded to the U. S. Office of Education.
A compilation of results could be made at that office and the information thus obtained should be disseminated to interested parties.

3. Guidance and counseling personnel should be alerted to the factors related to college attendance, so that the items may be brought to bear in the counseling process with individual students.

4. Ways and means should be developed to encourage high-achieving students to continue their formal education. This should be done on the local and national levels.

5. Although lack of money was only one reason given for non-attendance at college by high-achieving seniors, it is obviously an important one, especially among students in the lower income groups. Financial assistance programs should be developed or expanded. College admissions counselors should assist local school officials with information concerning scholarships, grants-in-aid programs, and other forms of financial aid.

Contact should be made or maintained with the many capable high school graduates who did not enroll in college after graduation. As indicated in this survey, many of them had tentative plans to continue their education after a work period, but some of them may need
encouragement to carry out these plans. Local school officials and college staff members should devise methods of encouraging these high-achieving graduates to resume their education.

7. Finally, in view of the present and anticipated demand for college-trained people in professional and technical vocations, it is recommended that counselors identify and encourage high-ability students to continue their education beyond high school.

It is not expected, nor is it suggested, that every young person who demonstrates high achievement will or even should go to college, but the data obtained from this study show that the potential supply of high-calibre students in Des Moines is not being fully developed.
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**PERIODICALS**


A SURVEY OF THE JUNE, 1959, GRADUATING SENIORS OF THE
ANDERSON PUBLIC HIGH SCHOOLS

DIRECTIONS: (1) All students will answer the question in Section I. If you are going to
college, check YES, If you are not going to college, check NO.

(2) If your answer to Section I is NO, complete Section II by checking the main reason why you are not going to
college this fall.

(3) If your answer to Section I is YES, turn to the back of the paper and complete Section III by checking the statement that applies to you.

Section I

Are you going to college this fall?.. [ ] YES [ ] NO

Section II (Answer only if you are NOT going to
college.)

1. I am planning to work during summer to college.

2. I am not going to college because of family reasons.

3. I am joining the armed forces.

4. I am afraid I might fail in college.

5. I am going to get married.

6. My parents don't want me to go to college.

7. I cannot meet the entrance requirements of the college of my choice.

8. I am going to enter an apprenticeship program.

9. I plan to enter a job that doesn't require a college education.

10. I plan to go into business with my spending

11. I want to get a job and go back to college
A SURVEY OF THE JUNE, 1958, GRADUATING SENIORS OF THE DES MOINES PUBLIC HIGH SCHOOLS

DIRECTIONS: (1) All students will answer the question in Section I. If you are going to college, check YES. If you are not going to college, check NO.

(2) If your answer to Section I is NO, complete Section II by checking the main reason why you are not going to college this fall.

(3) If your answer to Section I is YES, turn to the back of the paper and complete Section III by checking the statement that applies to you.

Section III (Answer only if you are NOT going to college.)

Section I

Are you going to college this fall?............. YES  NO

Section II

1. I am planning to work before going to college.
2. I am not going to college because of health reasons.
3. I am joining the Armed Forces.
4. I am afraid I might fail in college.
5. I am going to get married.
6. My parents don't want me to go to college.
7. I cannot meet the entrance requirements of the college of my choice.
8. I am going to enter an apprentice program.
9. I plan to enter a job that doesn't require a college education.
10. I plan to go into business with my immediate family.
11. I want to get a job and earn my own money.
12. I can't see the advantage of going to college...
13. I do not have the money to go to college.......
14. I am just not interested in a college education........................................
15. I am going to attend a business or trade school........................................
16. My (boy friend) (girl friend) doesn't want me to go away to college...............
17. I haven't decided what I want to do..............
18. .............................................................

(On line 18 write in any reason not listed.)

Section III (Answer only if you ARE going to college.)

1. I have made application and have been accepted by a college...........................
2. I have made application for entrance to a college........................................
3. I have not made application for entrance to any college..............................
4. I have sent for an application for admittance to college.............................
5. I have not decided on any particular college to attend................................
6. .............................................................

(On line 6 write in any statement that applies that is not listed.)