



THE BACKGROUND OF
UNIVERSITY OF MISSOURI
COLLEGE OF AGRICULTURE
STUDENTS
and
THEIR EVALUATIONS
of the
REASONS WHY THEY CHOSE
to
ATTEND
THE COLLEGE OF AGRICULTURE

RALPH ROGERS

Special Report 54
April, 1965
University of Missouri

AGRICULTURAL EXPERIMENT STATION
UNIVERSITY OF MISSOURI

ACKNOWLEDGMENT

The author acknowledges with grateful appreciation the counsel and advice of Dr. Herbert F. Lionberger and of Dr. Stephen F. Whitted in conducting the research for this publication and for suggestions on the copy.

Dr. Lionberger, who was Faculty Advisor on this Special Problem, is professor of Rural Sociology.

Dr. Whitted who cooperated in conducting the survey for this study with students enrolled in his course "Agriculture in the Economy" is Professor of Agricultural Economics and Assistant Chairman of the Department of Agricultural Economics.

CONTENTS

Introduction

Narrative analysis and pages

Methods, limitations,
assumptions and scope . . . 1

Backgrounds and exper-
iences of students
surveyed 2 through 11

Factors and condi-
tions influencing choice
to attend University of
Missouri College of
Agriculture . . . 27 through 34

Corresponding tables and pages

table 1	page 12
through	through
table 14	page 26
	page 35
	through
table 15	page 50
through	
table 22a	

Appendix

Survey blank used	Exhibit I
Geographic location of students' origin	Exhibit II
1958 Occupational analysis of alumni	Exhibit III
1962 Employments survey of graduates	Exhibit IV

INTRODUCTION

Enrollments in the College of Agriculture started to decline in 1955 after reaching a total of 1598 students. It steadily dropped to a low of 898 in 1962. In the Fall of '63 College of Agriculture enrollment was 984 and in the Fall of 1964 it was 1,028. This may mean that College of Agriculture enrollment may look forward to a continued growth now with the vast increase in high school graduates. This growth, however, when compared to the growth of enrollment in other segments of the University cannot be interpreted as a sign of an increased interest in agriculture.

In 1955, 17.5% of the total enrollment of the University of Missouri on the Columbia Campus was in Agriculture. In 1962 it was 6.4% and in 1964 the percentage was 6.7.

Various reasons for declining interest in the College of Agriculture have been advanced. In giving consideration to this question in 1960, it was decided that an explanation of this declining interest might become more clear if more were known about the background of College of Agriculture students, their past experiences and their evaluation of the influences that caused them to choose to attend the College of Agriculture.

Methods, Limitations, Assumptions and Scope

The surveys for data used in this report were made with 829 students in the College of Agriculture during the school years 1960-61, 1961-62 and the fall semester of 1962. The survey blank or questionnaire was completed by the students under the supervision of a regular instructor. The class in which the survey was made was a required course for all students in the College of Agriculture (Agricultural Economics I). Signatures were not required and the students' numbers were not obtained. It was thought that the response would be more genuine if identification was not required. The participation of the students was sincere and objective.

To obtain an evaluation of the factors and experiences that influenced his decision, each student was asked to circle one number in the range from 1 to 10 inclusive, opposite each of 10 influences. (see appendix I).

In the range for influences, number 1 was to indicate that an influence was of highest importance. Number 10 was to indicate that an influence was of lowest importance. The purpose of this rating of importance was to encourage a value judgement of each influence. Not all influences were rated by each student. In arranging the data, the number of students circling each influence was tabulated and converted to reflect the percentage of total students that rated each influence.

The absence of answers to other questions in the questionnaire was interpreted as negative or none.

Since it is of interest to know where in the range from 1 to 10 that each influence was rated, as well as to know what percentage of students rated it, the median of the ratings for each influence was computed. In order to give balance to the data and make the medians comparative, the assumption was made that when no rating was given to an influence by a student it was considered by that student to have been of least importance. On the basis of this assumption a rating of 10 was arbitrarily given by the investigator to each influence that had not been rated by a student.

In grouping students according to whether they enrolled in the College of Agriculture directly from high school or as transfer students from another college, the term non-transfer was used to identify those who had enrolled directly from high school and the term transfer was used to identify those who had attended another college before enrolling in the College of Agriculture. Students who had transferred to the College of Agriculture from other colleges in the University of Missouri, including those on the Columbia Campus, were classified as transfer students.

Backgrounds and Experience

Major Division of Sample and Years Covered by the Survey

Students enroll in the College of Agriculture as graduates from high schools or as transfers from other colleges. With the trend toward more

junior colleges in Missouri and with the increasing costs of living away from home to attend college it is probable that a higher percentage of College of Agriculture enrollments in the future may be composed of transfer students. In view of this, it was considered desirable to compare the backgrounds of transfer students and the influences on their decisions to attend the College of Agriculture with the backgrounds and influences of non-transfer students.

The entire sample was therefore divided into two broad categories, (1) non-transfer students and (2) transfer students. 660 were non-transfer and 169, 20.4%, of the 829 students in the sample were transfer students. (see table 2)

The largest percentage of transfer students, 14.1%, came from the College of Arts and Science in the University of Missouri. This may be logical when it is considered that admission counselors of the University enroll students in the College of Arts and Science who are undecided regarding the particular college in which they want to enroll. The College of Arts and Science is the largest of the colleges on the University's Columbia Campus. Also, under the current curriculum of the College of Agriculture, it is quite possible for students to transfer from the College of Arts and Science to Agriculture without loss of credit since almost four semesters of courses taught in that College are requirements in the basic curriculum of the College of Agriculture.

The next highest percentage of transfers on the University of Missouri Columbia Campus was 12.4% from the College of Engineering. Three transferees were from the School of Forestry. One was from the College of Education. A total of 28.9% of all of the transfers were from other University Colleges on the Columbia Campus.

Of the State Colleges, Southeast State had 6.4% or 11 of the transfer students in the sample. Central Missouri State had 6.0% or 10, Northwest Missouri State 4.6% or 8, Southwest Missouri State 1.2% or 2, and Northeast Missouri State 1.2% or 2 and Northeast Missouri State Teachers College .6% or 1. Southwest Baptist College, Bolivar, Missouri, furnished the most transfer students of the private schools, 4.1% or 7.

A total of 11 students, 6.4% of all transfers, were from Junior Colleges. Five were from St. Joseph Junior College, 4 from Trenton Junior College, 2 from Joplin Junior College and 2 from Moberly Junior College.

There was no trend toward an increase in the percentage of transfer students enrolling in the College of Agriculture, 34.5% in 1960-61, 35.7% in 1961-62 and 29.8% in the fall of 1962. (see table 3) The current development of other branches of the University and of new junior colleges in Missouri may change this picture in future years, however.

Age of Students

One of the factors frequently recognized as influencing the success of students is their stage of maturity. Age in this sense is not the only measure of maturity, but it is one. Almost 51% of the total sample, 472, were 18 years of age. (see table 4) As might have been expected the percentage of non-transfer students in this age group was much greater, 67.4%, than it was in

the transfer group, 9.5% of whom were 18 years of age. Including 3 who didn't give their age, a total of only 2.8% of the 829 students was over 25 years of age and less than 5% of them was over 21 years of age. On the other hand, none was less than 17 years of age.

Fathers' Occupations

In the early years of the College of Agriculture the fathers of all students were in agriculture. In fact they were all in one field of agriculture, farming. The original purpose of the College of Agriculture was to offer higher education to the sons of farmers and workers. The trend for students to enroll in the College, whose fathers are not in agriculture has been taking place for many years. The extent to which this trend has progressed has not been known however.

Unanswered questions in this connection have been such as these. What are the major occupations of fathers of College of Agriculture students? What percent are in agricultural occupations? Is the percentage different for transfer students and non-transfer students? This study shows that 60% of the fathers of all students in the sample were in agricultural occupations. (see table 5) The percentage was 62.4% for fathers of non-transfer students and 50.9% for fathers of transfer students. Almost 30% of the students' fathers in non agricultural occupations were in professional and managerial and official occupations or skilled trades and related fields for which the percentages were 9.2%, 9.1% and 9.2% respectively.

No fathers were listed as being as being in the personnel service, building service, domestic service or fishing and forestry occupations.

The relative distribution of fathers among the different occupational groups was about the same for the non-transfer as well as the transfer students except for the difference for those in agriculture already noted. (see table 5)

Years Lived on a Farm

On past occasions, a count of College of Agriculture students' home addresses identified as urban has resulted in the conclusion that more than 50% of them were from towns and cities. This led to a second conclusion, namely that less than 50% of the students in the College of Agriculture had farm backgrounds.

This survey revealed that of the 829 students questioned, 644, 77.7%, had lived on a farm some time in their lives and that only 22.3% had not lived on a farm. (see table 6) An indication that actual farm experience was involved for many of these students is the revelation that 612 or 73.7% had lived on a farm 5 years or more. Almost 80%, 79.5% of the non-transfer students had lived on a farm some years whereas only 70.0% of the transfer students had such a background. This same ratio prevailed for the non-transfer students with 5 years or more experience and the transfer students in this classification. (see table 6)

Size of Farm Upon Which Students Lived

Answers to the question designed to get this information did not coincide exactly with the 77.7% that said they had lived on a farm. (see table 6) Over 80% listed an acreage of some size for the farm upon which they lived. (see table 7) This double check does strongly support the figure of approximately 80% for College of Agriculture students that have had a farm background. The logical question to follow is "what size farms were they?" Did they represent commercial farms? Forty-four, 5.3% of all students surveyed had lived on farms of 1000 or more acres. Slightly over 50% had lived on farms of 200 acres or more and less than 15% 13.9%, had lived on farms of less than 120 acres in size.

The groupings of farms of different acreages lived upon by non-transfer students was not materially different from that of the farms lived upon by the transfer students. (see table 7) The total percentage of 81.4% for non-transfer students was not greatly different from that of 76.9% for transfer students who reported the size of an acreage upon which they had lived.

These figures would suggest that students in the College of Agriculture have had considerable farm experience on farms large enough in acreage to be commercial farms. The further assumption could be made that upon graduation many of the students in the College may have opportunities to return to home farms that represent substantial investments.

It is significant to note that the number of students that had no farm background was greater than the number that had lived on farms of less than 120 acres, 165 compared to 115.

Size of High School Graduating Class

A majority of the students in the College of Agriculture come from rural areas. (Appendix II) Knowing that the smaller high schools are in these areas, it has been a prevailing thought that College of Agriculture students come mostly from small high schools.

This survey shows that 11% of the College of Agriculture students in the sample questioned were in high school graduating classes of less than 25, that 26% were in classes of from 25 to 49, and that 32.8% were in classes from 50 to 99. (see table 8) Thus, almost 60% of the students graduated in classes of less than 100 students.

At the other end of the range, 18.2% graduated in classes over 200 students. There wasn't much difference between the size of the graduating classes for transfer students compared to non-transfer students. It does support the theory, however, that a large proportion of the students in the College of Agriculture has graduated from relatively small high schools.

Number of Years 4-H Experience

The 4-H program in Missouri has not had a career exploration project or a planned program to cause 4-H members to consider attending the

College of Agriculture in preference to any other institution of higher learning. Outstanding 4-H members in counties have been brought to the University of Missouri campus in Columbia during June, however, for a 4-H Club Week for many years.

This survey shows that 52.1% of the 829 students interviewed had had some experience in 4-H. (see table 9) Membership in 4-H is possible beginning at age 11 years and for the students interviewed could have been continued up to and including age 21. Four-H experience in the range of 1 to 10 years for both the non-transfer and the transfer students was very uniformly distributed.

Number of Years Vocational Agricultural Experiences

Four hundred and sixty three, 55.8% of the 829 students interviewed, had at least one year of vocational agriculture in high school. (see table 10) This compares with 52.1% that had had some experience in 4-H. (see table 9) Non-transfer students had more background in vocational agriculture, 59.9% compared to transfer students with a percentage of 41.4. (see table 10) A significant contrast appears when the non-transfer students' experience of 4 years in vocational agriculture, 45.6% is compared with the transfer students having similar experience, 24.9%.

4-H and Vocational Agriculture Experience

Seventy one and seven tenths percent of the 829 students interviewed had had either vocational agriculture in high school, 4-H experience or both. (see table 11)

Plans for Farming After Graduating

Approximately one third, 34.3% of the students interviewed said they planned to farm after graduation. (see table 12) Sixty percent said that they didn't plan to farm and 5.7% didn't indicate their plans with respect to farming. In a 1958 survey, participated in by 4,383 College of Agriculture Alumni, 479 or 12% were full time farmers. (see appendix III) A survey conducted with the College of Agriculture graduating class of 1962 revealed that between 17 and 18% of them had returned to the farm. (see exhibit IV)

The percentage of non-transfers with plans to farm was 35.5% whereas 29.6% of the transfers planned to farm. (see table 12) Inasmuch as the transfer students were no doubt nearer to graduation than the non-transfer group, due to many freshmen who are non-transfers ordinarily being enrolled in the course in which this survey was conducted, it would appear that as students progress through college many drop their plans to farm. This is further indicated by the still smaller percentage that farm after graduation. The change in plans could be due to such students becoming acquainted with other opportunities in agriculture as their knowledge of agriculture expands. Also, this change could be due to students acquiring a better understanding of the

resources required for farming with some assurance of success and their not having such resources.

Enjoy Attending University of Missouri

This information was obtained in the survey as a measure of attitude and to obtain an indication of the morale of students generally as they pursue their classwork. (see table 13) The percentage that gave no answer to this question was 3.9, however 87% said that they did enjoy attending the University.

There was little difference between the responses of non-transfers who were enjoying it, 87.2% and transfer students, 86.4%, who had the same reaction.

Plans for Staying in School

Ninety-five percent of the students interviewed planned to stay in school the following semester. (see table 14) This was 5.2% more than the 87% who said they were enjoying attending the University. (see table 13) This could be interpreted as perseverance and a motivation that reflects favorably on the general attitude of students.

Attitudes Toward Attending the University of Missouri

A space was provided on the questionnaire for students to explain why they were or were not enjoying attending the University of Missouri. Almost every student made a comment. As a further indication of student attitudes, the replies of several and their comments are quoted here:

(Each quotation is from a different student)

1. "Yes, it has always been a challenge for me to come here to school. I like it because the teachers and student body seem so friendly especially the teachers try to help you all they can."
2. "Yes, because I include several activities in which I enjoy my time off."
3. "Yes, I enjoy meeting new friends. I enjoy learning new things in agriculture as well as in other courses."
4. "Yes, because it is an opportunity for me to meet people and to prepare myself for a future job."
5. "Yes, it is a lot of experience."
6. "Yes, I like to be around young people my age."
7. "Yes, I like it better as I get acquainted."
8. "Yes, because it is so interesting and different from anything else. The fellowship of boys and meeting new girls & boys. Simply, the so called 'college life' is really swell."
9. "Yes, because I have to enjoy going or I would drop out."
10. "Yes, attending the University of Missouri is an opportunity and challenge which will both prepare for the profession and social life ahead."
11. "Yes, I am learning a new way of a better living in College."

12. "No, I think college life stinks. Besides, my girl lives back home."
13. "Yes, I've met a lot of new people. I've learned quite a bit this first semester. The instructors look upon the students as adults."
14. "Yes, it is an experience of being an independent individual. Also, of working for something I want out of life. It is a chance to meet new people and make friends."
15. "Yes, it is new and different from anything that I have previously been in. One is on his own and what he gets is through his own efforts."
16. "Yes, I have met many people several of which will probably be life long friends. The challenge of study and learning give me something to work for. The competitive spirit is what I like best."
17. "No, because between working, studying and going to school I have only about 10 to 12 hours a week which are not occupied with something I must do."
18. "Yes & No, it is a mixed blessing. I enjoy much of my work and classes, but there are a few that constitute minor annoyances. Among these are the R.O.T.C. & P.E. Classes; required, of course."
19. "Yes, it helps me to think and do things for myself. Almost everyone is friendly and helpful. There are many activities to participate in besides studying."
20. "Yes, I think that the University is a good school and it shows a lot of enthusiasm toward its programs."
21. "Yes, because I like most of my courses and being a part of a large university. I also like the fraternity, which I am staying in."
22. "Yes, because I like to work hard and party hard."
23. "Yes, I am learning new and interesting things."
24. "Yes, because it offers a challenge to see if you can become what you want most out of life."
25. "Yes, because I like the attitude."
26. "Yes, Mo. Univ. is a fine college and I like the way things are carried on here. I like the way the professor's treat you, they treat you like grown-ups."
27. "Yes, I enjoy the way they teach courses and the freedom I have while still getting a higher education."
28. "Yes, because it is a place of learning! I also thought it to be the best place that I could start to continue my learning."

Table 1 - College of Agriculture students interviewed
classified according to whether they were
transfer or non-transfer students.

	number	percent
total	829	100.0
non-transfer	660	79.6
transfer	169	20.4

Table 2 - Transfer students to College of Agriculture
classified by names of colleges from which
they transferred.

Colleges from which transferred	number	percent
total	169	100.0
Arts and Science, Univ. of Mo.	24	14.1
Central Missouri State	10	6.0
College of Engineering, Univ. of Mo.	21	12.4
College of Education, Univ. of Mo.	1	.6
Hannibal - La Grange	0	0
Harris Teacher's College	3	1.8
Joplin Junior College	2	1.2
Moberly Junior College	2	1.2
Lincoln	2	1.2
Missouri Valley	6	3.6
Northeast Missouri State Teacher's College	1	.6
Northwest Missouri State College	8	4.6
Rolla School of Mines	2	1.2
School of Forestry, Univ. of Mo.	3	1.8
Missouri School of the Ozarks	3	1.8
St. Joseph Junior College	5	3.0

Table 2 - continued

Transfer students to College of Agriculture
classified by names of colleges from which
they transferred.

Colleges from which transferred	number	percent
St. Louis University	1	.6
Southeast Missouri State College	11	6.4
Southwest Baptist College (Bolivar)	7	4.1
Southwest Missouri State College	2	1.2
Trenton Junior College	4	2.3
Tarkio	1	.6
Washington University	4	2.3
Westminister	1	.6
Out-of-state Colleges	31	18.6
College not given	14	8.2

Table 3 - College of Agriculture students interviewed classified by year of interview.

years of interview	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
total	829	100.0	660	100.0	169	100.0
1960-61	286	34.5	232	35.2	54	32.0
1961-62	296	35.7	232	35.2	64	37.8
1962-	247	29.8	196	29.6	51	30.2

Table 4 - College of Agriculture students interviewed classified by age.

age years	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
total	829	100.0	660	100.0	169	100.0
16 and under	0	0	0	0	0	0
17	73	8.8	73	11.1	0	0
18	472	50.8	455	67.4	16	9.5
19	119	14.4	76	11.5	43	25.4
20	69	8.3	24	3.6	45	26.6
21	35	4.2	10	1.5	25	14.8
22	21	2.5	7	1.1	14	8.3
23	9	1.1	5	0.8	4	2.4
24	8	0.9	2	0.3	6	3.6
25 and over	20	2.4	6	0.9	14	8.3
no answer given	3	0.4	1	.1	2	1.2

Table 5 - College of Agriculture students interviewed classified by their fathers' occupations.

fathers occupation	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
total	829	100.0	660	100.0	169	100.0
professional	76	9.2	55	8.3	21	12.4
semiprofessional	7	0.8	5	0.8	2	1.2
managerial & official	75	9.1	57	8.6	18	10.7
clerical & related	18	2.2	17	2.6	1	.6
sales & related	30	3.6	23	3.5	7	4.1
domestic service	0	0	0	0	0	0
personal service	0	0	0	0	0	0
protective service	2	0.2	1	.1	1	.6
building service	0	0	0	0	0	0
agri-farming - hort - ranching	498	60.0	412	62.4	86	50.0
fishing	0	0	0	0	0	0
forestry	0	0	0	0	0	0
skilled trades & related	76	9.2	54	8.2	22	13.0
semiskilled	13	1.6	9	1.4	4	2.4
unskilled	5	0.6	2	0.3	3	1.8
uncoded & unidentified	38	4.6	25	3.8	13	7.7

Table 6 - College of Agriculture students interviewed classified by number of years they lived on a farm.

years lived on a farm	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
grand total	829	100.0	660	100.0	169	100.0
total (no years)	185	22.3	135	20.5	50	30.0
total (some years)	644	77.7	525	79.5	119	70.0
1 year	3	.4	2	.3	1	.6
2 years	7	.8	6	.8	1	.6
3 years	8	.9	7	1.1	1	.6
4 years	14	1.7	12	1.8	2	1.2
5 years or more	612	73.7	498	75.5	114	67.0

Table 7 - College of Agriculture students interviewed classified by size of farm upon which they lived.

size of acreage	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
grand total	829	100.0	660	100.0	169	100.0
total (no acreage)	165	19.5	123	18.6	39	23.1
total (some acreage)	664	80.5	537	81.4	130	76.9
1 to 39 acres	19	2.3	18	2.7	1	.6
40 to 79 acres	37	4.5	28	4.2	9	5.3
80 to 119 acres	59	7.1	43	6.5	16	9.5
120 to 199 acres	134	16.2	101	15.3	33	20.0
200 to 399 acres	220	26.5	188	28.5	32	18.9
400 to 639 acres	99	11.8	82	12.4	17	10.1
640 to 999 acres	55	6.6	40	6.1	15	8.4
1000 and over	44	5.3	37	5.6	7	4.1

Table 8 - College of Agriculture students interviewed classified by number of students in high school graduating class.

size of class	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
total	791*	100.0	638	100.0	153	100.0
0 to 24	87	11.0	68	10.7	19	12.4
25 to 49	205	26.0	165	25.8	40	26.1
50 to 99	260	32.8	217	34.2	42	27.5
100 to 149	55	7.0	38	6.0	17	11.1
150 to 199	40	5.0	35	5.5	5	3.3
200 and over	144	18.2	114	17.8	30	19.6
no answers	38	--	22	--	16	--

* The difference between this total of 791 and the total of 829 in the other tables is accounted for by the fact that 38 did not answer, and, therefore, could not be classified in this table.

Table 9 - College of Agriculture students interviewed classified by number of years of 4-H experience.

years of 4-H	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
grand total	829	100.0	660	100.0	169	100.0
total (no years)	397	47.9	309	46.8	88	52.1
total (some years)	432	52.1	351	53.2	81	47.9
1 year	33	4.0	28	4.2	5	3.0
2 years	43	5.2	34	5.2	9	5.3
3 years	53	6.4	42	6.4	11	6.5
4 years	35	4.2	26	3.9	9	5.3
5 years	53	6.4	39	5.9	14	8.3
6 years	39	4.7	35	5.3	4	2.4
7 years	39	4.7	32	4.9	7	4.1
8 years	57	6.8	50	7.6	7	4.1
9 years	53	6.4	47	7.1	6	3.6
10 years	27	3.3	18	2.7	9	5.3

Table 10 - College of Agriculture students interviewed classified by number of years of vocational agriculture.

years of vocational agriculture	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
grand total	829	100.0	660	100.0	169	100.0
total (no years)	366	44.2	267	40.5	99	58.6
total (some years)	463	55.8	393	59.5	70	41.4
1 year	33	4.0	23	3.5	10	5.9
2 years	31	3.7	23	3.5	8	4.7
3 years	47	5.7	37	5.5	10	5.9
4 years	343	41.4	301	45.6	42	24.9
over 4 years	9	1.1	9	1.4	0	0

Table 11 - College of Agriculture students interviewed classified by experience in vocational agriculture and or 4-H separately and together.

kind of experience	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
grand total	829	100.0	660	100.0	169	100.0
total (no. vo ag or 4-H)	235	28.3	168	25.5	67	39.6
total (vo ag and 4-H either or both)	594	71.7	492	74.5	102	60.4
total (vo ag)	462	55.7	392	59.4	70	41.4
total (4-H)	432	52.1	351	53.2	81	47.9
total (4-H & vo ag combined)	300	36.2	251	38.0	49	29.0
vo ag only	162	19.5	141	21.4	21	12.4
4-H only	132	15.9	100	15.2	32	18.9

Table 12 - College of Agriculture students interviewed classified by replies to question, "do you plan to farm after you graduate?"

Do you plan to farm after graduation?	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
total	829	100.0	660	100.0	169	100.0
answer "yes"	284	34.3	234	35.5	50	29.6
answer "no"	497	60.0	388	58.9	109	64.5
no answer	48	5.7	38	5.6	10	5.9

Table 13 - College of Agriculture students interviewed classified by answer to question "do you enjoy attending the University of Missouri?"

Do you enjoy attending the Univ. of Missouri?	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
total	829	100.0	660	100.0	169	100.0
answer "yes"	721	87.0	575	87.2	146	86.4
answer "no"	76	9.1	65	9.8	11	6.5
no answer	32	3.9	20	3.0	12	7.1

Table 14 - College of Agriculture students interviewed classified by replies to question, "do you plan to continue as a student next semester?"

Do you plan to continue as a student next semester?	total		non-transfer		transfer	
	number	percent	number	percent	number	percent
total	829	100.0	660	100.0	169	100.0
answer "yes"	789	95.2	627	95.0	162	95.9
answer "no"	33	4.0	26	3.9	7	4.1
no answer	7	.8	7	1.1	0	0

Factors and Conditions Influencing Choices

Ten influences were presented in the questionnaire or survey blank for students to evaluate. (see exhibit #1) They were:

1. Parents
2. Vocational Agriculture Teacher
3. County Extension Agent
4. Relative Other Than Parent
5. High School Guidance Counselor
6. High School Teacher other than guidance counselor or vocational agriculture instructor.
7. Scholarship Assistance was available
8. Career Day in High School
9. One or more visits to the College of Agriculture (such as University Day, State Vocational Agriculture Judging Contest and other visits).
10. University Publications (such as career leaflets, announcement, and other publications).

As might be expected, these were not inclusive of responses possible. This was borne out by the following comments of 18 of the students answering the questionnaires. No attempt was made to pick these comments from all that were made.

Comment # 1. "I was considering coming to University of Missouri, but it wasn't until my friend up here coaxed me into coming that I decided to enroll."

Comment # 2. "Only school in the state that has a school of Veterinary medicine."

Comment # 3. "The main influence came from being around the farm and livestock."

Comment # 4. "A good friend talked me into coming here."

Comment # 5. "None of these made me decide to come here."

Comment # 6. "Vet School (1)."

Comment # 7. "The county conservation officer and a veterinary both graduated from Missouri University. They convinced me that for a Major in Wildlife Conservation, this was the place to attend."

Comment # 8. "Being out of school three years made me realize the importance of an education."

Comment # 9. "Conservation was offered."

Comment #10. "Vet School."

Comment #11. "The career I am looking forward to indicated need of a college education." This comment, incidentally, was that of a 17 year son of an office manager for a steel company. He indicated the most important influence on his decision was his high school guidance counselor, the second influence a University publication, the third most important, a career day in his high school and fourth, a visit to the University.

Comment #12. "I consider this one of the best agriculture schools in the mid-west." This 22 year student was a transfer from a junior college. His father was deceased and he had lived on a 400 acre farm for 8 years.

Comment #13. "I have always wanted to go into agriculture. I have worked on various types of farms every summer for the past 5 years." His father's occupation was insurance and his living on a farm other than summers was 3 years, 1944-47.

Comment #14. "My own decision and a previous job were main factors."

Comment #15. "The main reason I came was because I wanted to. I felt I needed an education." This comment was by an 18 year old freshman who had lived on a farm since the age of 1 year. He further commented that he didn't talk to the county agent, didn't have a high school counselor and didn't have a vocational agriculture teacher.

The ratings of all influences were tabulated separately for transfer and non-transfer students in these categories:

1. Occupations of fathers were divided into two groupings, namely, (a) agriculture and (b) non-agriculture.
2. Size of high school graduating class, namely, (1) under 100, (2) 100 to 199 and (3) 200 and over.
3. Those who had lived on a farm and those who had not.
4. Size of farm lived upon classified according to acreage, namely, (a) 0 to 119 acres, (b) 120 to 199 acres, and (c) 200 acres and over.
5. According to their experience with 4-H and Vocational Agriculture, individually, separate, combined, or none.
6. Whether they enjoyed or did not enjoy attending the University of Missouri.
7. Those planning to farm and those that did not plan to farm.
8. Those that planned to stay in school the semester following and those that did not.

PARENTAL INFLUENCE

In studying these tables, which follow, it is quite obvious that parents were credited with having the most important influence. In each table (all tables), a high percentage of the answers were given for parental influence than for any other. Furthermore, the median of the rating for this influence was the lowest relatively, indicating that it was ranked as most important compared to the others.

Parents as an influence were not rated as important by transfer students as by non-transfer students. This could be explained, perhaps, by the fact that transfer students are under less influence from parents generally than are high school seniors, most of whom still live at home when they are making their decision to attend the College of Agriculture.

An exception to parents having the most influence appears with transfer students graduating in classes with an enrollment of 200 and over (see table 18a). This would include the large city high schools and perhaps accounts for the larger number of answers to other influences such as the guidance counselor, visits to college, relatives other than parents, and publications. Parents were rated considerably more important by students whose fathers were in an agricultural occupation (tables 15 and 15a) or who had lived on a farm (tables 16 and 16a) compared to those whose fathers were in non-agricultural occupations and compared to students who had not lived on a farm. Parents of students who had lived on the larger farms were a more important influence than those of students who had lived on the smaller farms (see tables 17 and 17a).

VOCATIONAL AGRICULTURE TEACHERS

Vocational agriculture teachers were rated with having been more influential by non-transfer students than by transfer students (see tables 19 and 192). Also, by students from smaller farms as compared to the larger farms (see tables 17 and 17a); by sons of fathers in agricultural occupations as compared to fathers in non-agricultural occupations (see tables 15 and 15a); by students of smaller high school graduating classes (tables 18 and 18a) as compared to those from such classes of 200 or more; by those who had lived on a farm (see tables 16 and 16a) compared to those who had not lived on a farm; and by non-transfer students who had vocational agriculture (see table 19) compared to those who did not have such experience.

COUNTY EXTENSION AGENTS

County extension agents were given a rating by less than 10% of the students (tables 15 to 22a). This influence was rated highest by former 4-H club members who had not had vocational agriculture (tables 19 and 19a). The percentage of transfer students with 4-H experience rating the influence of county extension agents was equal to the percentage in that category who rated their parents influence; however, the medians (6 for parents and 10 for agents) indicate that the influence of the parents was more important.

RELATIVES NOT PARENTS

This influence was rated by a higher percentage of transfer students than it was by non-transfer students (all tables). It was also rated high by non-transfer students who didn't enjoy attending the University of Missouri (table 21), and by all students not planning to stay in school (see tables 22 and 22a). In the other comparisons (all other tables) the rating of this influence varied inconsistently. The strongest exertion of this influence seemed to be with both transfer and non-transfer students who did not plan to continue in school (tables 22 and 22a).

GUIDANCE COUNSELORS AND OTHER HIGH SCHOOL TEACHERS

Guidance counselors were not rated sufficiently high or in a large enough percentage of answers to have any but the lowest median of importance, namely 10 (all tables). Their influence, however, may exist with parents which is not shown by this study. Other high school teachers were rated as a more important influence by non-transfer students whose fathers were in an agricultural occupation (table 15), by those who had lived on a farm (table 16), and by transfer students who planned to farm (table 20). The influence of guidance counselors and other high school teachers had their highest median rating with the non-transfer students not planning to stay in school (table 22).

SCHOLARSHIPS

Scholarships were not rated higher than 10 by any classification of students. They were of greatest influence with students whose fathers were in agricultural occupations (tables 15 and 15a), students who had lived on a farm (tables 16 and 16a), non-transfer students from small farms (table 17), and transfer students from larger farms (table 17a). It was also a greater influence with students in the smaller graduating classes (tables 18 and 18a). Non-transfer students that had had BVo Ag alone or Vo Ag and 4-H rate scholarships as a much higher influence than those that had had 4-H only (table 19). The transfer students that had had Vo Ag only, gave this influence its highest rating (table 19a). Interestingly, it was also rated high by transfer students who did not plan to stay in school (table 22a).

HIGH SCHOOL CAREER DAY

This influence received a relatively low rating in all tables compared to the other influences. It seemed to be more important with students that had not lived on a farm than with students who had had such experience (tables 16 and 16a) and with non-transfer students whose fathers were in non-agricultural occupations (table 15). The reverse was true of the transfer students whose fathers were in agricultural occupations compared to those whose fathers were in non-agricultural occupations (table 15a).

VISITS TO COLLEGE

This influence was consistently rated by a relatively high percentage of students (all tables). It was rated, however, by a higher percentage of students who had lived on a farm than had not lived on a farm (tables 16 and 16a). It had been of least importance for non-transfer students who did not plan to stay in school (table 22).

UNIVERSITY PUBLICATIONS

This influence was greater with both transfer and non-transfer students whose fathers were in non-agricultural occupations and with students who had not lived on a farm. It had more influence with transfer students than with non-transfer students (all tabs).

Table 15 - Factors influencing decisions of College of Agriculture non-transfer students classified by occupation of the father.

influences	total		agricultural		non-agricultural	
	*percent of influences rated	median of the ratings	*percent of influences rated	median of the ratings	*percent of influences rated	median of the ratings
parents	37.7	2	43.4	2	28.2	4
vo ag teachers	20.6	7	26.0	4	11.7	10
co ext agents	4.7	10	4.9	10	4.4	10
relative not parent	9.4	7	8.7	6	10.5	9
guidance counselor	4.5	10	3.2	10	6.9	10
other high sch teacher	5.8	9	5.6	8	6.0	10
scholarship	7.3	10	8.7	10	4.8	10
high school career day	3.0	10	2.2	10	4.4	10
visit to college	11.8	5	13.8	5	8.5	8
university publications	7.6	8	5.3	7	6.9	8

* The columns will not total 100% as this was the potential possible for each influence

Table 15a - Influences upon decisions of College of Agriculture transfer students interviewed who named their fathers' occupations as agriculture, farming, ranching or horticulture, and those who named other occupations for their fathers.

influences	total		agricultural		non-agricultural	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	24.3	5	29.1	4	19.3	5
vo ag teachers	9.5	10	12.8	9	6.0	10
county extension agents	7.7	10	10.5	10	4.8	10
relative not parent	11.2	10	12.8	8	9.6	10
guidance counselor	8.3	10	11.6	10	4.8	10
other H. S. teacher	7.1	10	11.6	10	2.4	10
scholarship	9.5	10	15.1	10	3.6	10
high school career day	4.1	10	5.8	10	2.4	10
visit to college	11.2	8	11.6	5	10.8	10
university publication	10.0	10	8.1	10	12.0	10

Table 16 - Factors influencing decisions of College of Agriculture non-transfer students classified by farm and non-farm residence.

influences	total		agricultural		non-agricultural	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	37.7	2	40.6	2	24.8	5
vo ag teachers	20.7	7	24.6	5	3.3	10
county extension agents	4.7	10	5.0	10	2.5	10
relative not parent	9.4	7	9.3	6	9.9	9
guidance counselor	4.6	10	3.7	10	8.3	10
other H. S. teacher	5.8	9	5.4	8	7.4	10
scholarship	7.1	10	8.4	10	1.7	10
high school career day	3.0	10	2.6	10	5.0	10
visit to college	11.9	5	13.0	6	6.6	10
university publications	5.9	8	5.4	8	8.3	8

Table 16a - Influences upon decisions of College of Agriculture transfer students interviewed classified according to whether they had lived on a farm or had not lived on a farm.

influences	total		agricultural		non-agricultural	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	24.3	5	26.6	5	17.1	7
vo ag teachers	9.5	10	10.9	10	4.9	10
county extension agents	7.7	10	9.4	10	2.4	10
relative not parent	11.2	10	10.9	9	12.2	10
guidance counselor	8.3	10	8.6	10	7.3	10
other H. S. Teacher	7.1	10	7.8	10	4.9	10
scholarships	9.5	10	10.9	10	4.9	10
high school career day	4.1	10	3.9	10	4.9	10
visit to college	10.7	8	12.5	6	4.9	10
university publications	10.1	10	9.4	10	12.2	10

Table 17 - Influences upon decisions of College of Agriculture non transfer students interviewed classified by the size of the farm upon which they had lived.

influences	total		0 to 119A.		120 to 199A.		200A. and over	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	40.7	2	33.7	3	35.3	2	44.6	2
vo ag teachers	24.7	5	35.6	3	24.5	4	21.4	5
county extension agents	5.0	10	5.9	10	2.9	10	5.4	10
relative not parent	9.3	6	6.9	6	8.8	6	10.2	6
guidance counselor	3.7	10	3.0	10	2.9	10	4.2	10
other H. S. Teacher	5.4	8	6.9	8	4.9	8	5.1	8
scholarships	8.4	10	12.9	10	5.9	10	7.8	10
high school career day	2.6	10	4.9	10	2.0	10	2.1	10
visit to college	13.1	5	10.9	5	15.7	5	13.0	5
university publications	5.4	8	7.9	7	3.9	7	5.1	8

Table 17a - Influences upon decisions of College of Agriculture transfer students interviewed that had lived on a farm classified according to the size of the farm, in acres, upon which they had lived.

influences	total		0 to 119A.		120 to 199A.		200A. and over	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	26.56	5	22.58	5	19.35	4	31.82	4
vo ag teachers	10.94	10	9.68	10	22.58	6	6.06	10
county extension agents	9.38	10	6.45	10	9.68	10	10.16	10
relative not parent	10.94	9	9.68	10	16.13	5	9.09	10
guidance counselor	8.59	10	6.45	10	16.13	10	6.06	10
other H. S. Teacher	7.81	10	6.45	10	9.68	10	7.58	10
scholarships	10.94	10	6.45	10	16.13	10	10.61	10
high school career day	3.91	10	3.23	10	3.23	10	4.55	10
visit to college	12.50	6	16.13	6	16.13	5	9.09	7
university publi-cations	9.38	10	6.45	10	19.35	7	6.06	10

Table 18 - Influences upon decisions of College of Agriculture non transfer students interviewed classified according to the size of their high school graduating class.

influences	total		under 100		100 to 199		200 and over	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	39.0	2	42.1	2	31.4	3	26.3	4
vo ag teachers	20.7	7	25.5	4	19.8	10	3.4	10
county extension agents	4.7	10	5.8	10	3.5	10	1.2	10
relative not parent	9.5	7	8.9	7	11.6	6	10.2	9
guidance counselor	4.6	10	3.5	10	5.8	8	7.6	8
other H. S. Teacher	5.8	9	3.8	8	8.1	9	10.2	10
scholarships	7.3	10	8.2	10	8.1	10	3.4	10
high school career day	3.0	10	2.4	10	3.5	10	4.2	10
visit to college	11.9	5	12.2	5	12.8	7	10.2	9
university publications	5.9	8	5.5	8	5.8	8	6.8	7

Table 18a - Influences upon decisions of College of Agriculture transfer students interviewed
classified according to the size of their high school graduating class.

influences	total		under 100		100 to 199		200 and over	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	23.3	5	25.2	3	36.4	4	6.7	10
vo ag teachers	9.4	10	11.2	10	9.1	10	0	10
county extension agents	7.5	10	9.3	10	4.5	10	3.3	10
relative, not parent	10.7	10	12.1	9	4.5	8	10.0	10
guidance counselor	8.2	10	9.3	10	0	10	10.0	10
other H. S. teacher	6.9	10	9.3	10	0	10	3.3	10
scholarship	9.4	10	12.1	10	4.5	10	3.3	10
H. S. career day	3.8	10	4.7	10	4.5	10	0	10
visit to college	11.9	8	14.0	7	4.5	10	10.3	10
university publi- cations	9.4	10	8.4	10	4.5	9	16.7	10

Table 19 - Influences upon decisions of College of Agriculture non transfer students interviewed that had had experience in 4-H and vocational agriculture, separately and combined, also students that had had no experience in either program.

influences	neither 4-H or vo ag		4-H only		vo ag only		both 4-H and vo ag combined	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	21.31	5	33.33	4	36.88	3	44.97	2
vo ag teachers	3.28	10	10.26	10	25.51	3	26.04	4
county extension agents	2.46	10	10.26	10	4.92	10	3.85	10
relative not parent	9.02	8	12.82	5	4.92	7	10.36	6
guidance counselor	4.92	10	3.85	10	4.10	10	4.73	10
other H. S. teacher	10.66	10	5.13	10	4.92	8	4.44	8
scholarships	4.10	10	3.85	10	7.38	10	9.17	10
H. S. career day	7.38	10	1.28	10	2.46	10	2.07	10
visit to college	9.02	10	14.10	6	9.84	6	13.02	5
university publi- cations	7.38	8	3.85	10	5.74	8	5.92	7

Table 19a - Influences upon decisions of College of Agriculture transfer students interviewed that had had experience in 4-H and vocational agriculture, separately and combined, also students that had had no experience in either program.

influences	neither 4-H or vo ag		4-H only		vo ag only		both 4-H and vo ag combined	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	28.07	5	19.05	6	31.25	5	21.33	4
vo ag teachers	3.51	10	0	10	6.25	4	17.33	8
county extension agents	1.75	10	19.05	10	0	10	10.67	10
relative, not parent	14.04	10	9.52	10	0	10	12.00	6
guidance counselor	5.26	10	9.52	10	6.25	10	10.67	10
other H. S. teacher	7.02	10	9.52	10	12.50	10	5.34	9
scholarship	3.51	10	4.76	10	18.75	10	13.33	10
H. S. career day	3.51	10	4.76	10	0	10	5.34	10
visit to college	5.26	10	9.52	7	6.25	10	16.00	5
university publi- cations	14.04	10	9.52	10	0	10	9.33	8

Table 20 - Influences upon decisions of College of Agriculture non transfer students interviewed classified according to whether they did or did not plan to farm upon graduation.

influences	total		planned to farm		did not plan to farm	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	37.62	3	45.73	2	32.73	3
vo ag teacher	20.42	7	23.93	4	18.30	10
county extension agent	4.66	10	5.13	10	4.38	10
relative not parent	9.16	7	8.97	6	9.28	7
guidance counselor	4.50	10	3.85	10	4.90	10
other H. S. teacher	5.79	9	5.56	8	5.93	9
scholarship	7.72	10	8.55	10	7.22	10
H. S. career day	3.05	10	2.99	10	3.09	10
visit to college	12.22	6	11.54	5	12.37	6
university publications	5.79	8	5.98	7	5.67	7

Table 20a - Influences upon decision of College of Agriculture transfer students interviewed classified according to whether they did or did not plan to farm upon graduation.

influences	total		planned to farm		did not plan to farm	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	23.27	5	18.0	7	16.51	5
vo ag teacher	9.43	10	10.0	10	9.17	10
county extension agent	8.18	10	10.0	10	7.34	10
relative not parent	11.95	10	16.0	7	10.09	10
guidance counselor	8.81	10	8.0	10	9.17	10
other H. S. teacher	7.55	10	10.0	10	6.42	10
scholarship	9.43	10	14.0	10	7.34	10
H. S. career day	4.40	10	8.0	10	2.75	10
visit to college	11.32	8	8.0	8	12.84	10
university publications	10.69	10	8.0	10	11.93	10

Table 21 - Influences upon the decisions of College of Agriculture non transfer students interviewed classified according to whether they said that they "did" or "did not" enjoy attending the University of Missouri.

influences	total		did enjoy		did not enjoy	
	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	38.22	2	37.33	2	43.08	2
vo ag teachers	20.28	7	20.14	7	21.54	7
county extension agents	4.37	10	4.34	10	4.62	10
relative not parent	9.20	7	8.68	7	12.31	6
guidance counselor	4.37	10	3.99	10	7.69	10
other H. S. teacher	5.93	9	5.21	9	12.31	10
scholarship	7.49	10	6.42	10	16.92	10
H. S. career day	2.96	10	2.60	10	6.15	10
visit to college	11.54	5	12.15	5	6.15	6
university publications	5.93	8	6.25	7	3.08	10

Table 21a - Influences upon the decisions of College of Agriculture transfer students interviewed classified according to whether they said that they "did" or "did not" enjoy attending the University of Missouri.

influences	total		did enjoy		did not enjoy	
	percent of influences rated	median of the rating	percent of influences rated	median of the rating	percent of influences rated	median of the rating
parents	23.57	5	25.34	5	0	10
vo ag teachers	10.19	10	10.27	10	9.09	10
county extension agents	7.64	10	7.53	10	9.09	10
relatives not parent	12.10	10	12.33	10	9.09	10
guidance counselor	8.92	10	9.59	10	0	10
other H. S. teacher	7.64	10	8.22	10	0	10
scholarship	10.19	10	9.59	10	18.18	10
H. S. career day	4.46	10	4.11	10	9.09	10
visit to college	11.46	8	10.95	8	18.18	10
university publications	10.19	10	10.27	10	9.09	10

Table 22 - Influences upon decisions of College of Agriculture non transfer students interviewed classified according to whether they did or did not plan to continue in school the next semester following that in which they were interviewed.

influences	total		planned to stay		did not plan to stay	
	percent of influences rated	median of the rating	percent of influences rated	median of the ratings	percent of influences rated	median of the ratings
parents	37.83	2	38.28	2	26.92	3
vo ag teacher	20.37	7	20.57	7	15.38	8
county extension agent	4.59	10	4.63	10	3.85	10
relative not parent	9.19	7	8.93	7	15.38	8
guidance counselor	4.50	10	3.83	10	23.08	7
other H. S. teacher	5.82	10	5.58	9	11.54	8
scholarship	7.35	10	7.50	10	3.85	10
H. S. career day	3.06	10	3.03	10	3.85	10
visit to college	11.49	6	11.80	5	3.85	6
university publications	5.97	8	5.90	8	7.69	7

Table 22a - Influences upon decisions of College of Agriculture transfer students interviewed classified according to whether they did or did not plan to continue in school the next semester following that in which they were interviewed.

influences	total		planned to stay		did not plan to stay	
	percent of influences rated	median of the rating	percent of influences rated	median of the rating	percent of influences rated	median of the rating
parents	24.26	5	24.69	5	14.29	3
vo ag teacher	9.47	10	9.26	10	14.29	10
county extension agent	7.69	10	7.41	10	14.29	10
relative not parent	11.24	10	11.11	10	14.29	10
guidance counselor	8.28	10	8.02	10	14.29	10
other H. S. teacher	7.10	10	6.79	10	14.29	5
scholarship	9.47	10	9.26	10	14.29	10
H. S. career day	4.14	10	3.70	10	14.29	10
visit to college	10.65	8	10.49	8	14.29	10
university publications	10.06	10	9.88	10	14.29	10

A P P E N D I X

INTRODUCTION TO AGRICULTURE - SURVEY

Please indicate which of the following factors influenced you to attend the University of Missouri College of Agriculture. Indicate rank in 1, 2, 3, etc. order to those which had the greatest influence on your decision. You may give several factors equal rank.

Person, Factor or Guidance Aid	Rank Importance by Encircling Number
Parents	1 2 3 4 5 6 7 8 9 10
Vocational Agriculture Teacher	1 2 3 4 5 6 7 8 9 10
County Extension Agent	1 2 3 4 5 6 7 8 9 10
Relative other than parent	1 2 3 4 5 6 7 8 9 10
High School Guidance Counselor	1 2 3 4 5 6 7 8 9 10
High School Teacher other than guidance counselor or vocational agriculture inst.	1 2 3 4 5 6 7 8 9 10
Scholarship Assistance was Available	1 2 3 4 5 6 7 8 9 10
Career Day in High School	1 2 3 4 5 6 7 8 9 10
One or more visits to the College of Agriculture	
(Please also indicate here the specific one that was most effective:	
University Day____, FFA State Contest____, 4-H Week ____ , Other University Visit____)	
University Publication	1 2 3 4 5 6 7 8 9 10
(Please also indicate here the specific one that was most effective:	
Career Leaflet____, Announcement____, Other Publication____.)	

Age____ Class; Freshman Sophomore Junior Senior (Circle one)

My father's occupation _____

I have lived on a farm Yes No (Circle one)

If answer above is "yes", approximately how long and when _____

Also, if answer above is "yes", give approximate size of farm _____
acres

I have had ___ years experience in 4-H

I have had ___ years vocational agriculture in high school.

There were approximately _____ in my graduating class.

I enrolled in the College of Agriculture direct from high school Yes No
(Circle one)

I enrolled here as a transfer from another college Yes No (Circle one)

If answer to above question is "yes", please give name of college on next line. (List other college here even if it was at the University of Missouri)

I plan to farm after I graduate Yes No (Circle one)

I am a student in the University of Missouri College of Agriculture because

I plan to continue as a student next semester Yes No (Circle one)

If answer to above is "no", please explain why _____

Are you enjoying attending the University of Missouri Yes No (Circle one)

Explain why _____

No signature requested

OCCUPATIONAL ANALYSIS

UNIVERSITY OF MISSOURI COLLEGE OF AGRICULTURE

August 1958

Total Graduates 1873 to August 1958- - - - - 7132
 Women Graduates - 957
 Men Graduates - - 6175

Lost Graduates - - - - - 484
 Women Graduates - 118
 Men Graduates - - 366

Deceased Graduates - - - - - 426
 Women Graduates - 32
 Men Graduates - - 394

Number Reporting Their Occupation - - - - - 4383

Colleges of Agriculture and Experiment Stations - - 37
 Agricultural Extension Service - - - - - 17
 University or College, not agricultural - - - - - 14
 U. S. Department of Agriculture - - - - - 121
 Government, non agricultural - - - - - 107
 *Agricultural Corporation or Company - - - - - 374

Total Administrators 670

TEACHING - Agriculture

College or University - - - - - 163
 High School Vocational Agriculture - - - - - 257

- Non Agriculture

College or University - - - - - 30
 High School Home Economics - - - - - 15
 High School Other - - - - - 36
- Other 66

Total Teaching 567

*Also included under Agricultural Business

AGRICULTURAL EXTENSION

County Agent or Advisor - - - - -	206
Home Agent - - - - -	21
Subject Matter Specialist - - - - -	55
Other - - - - -	4

Total Extension Service 286

RESEARCH - Agricultural

U. S. Department of Agriculture - - - - -	80
State Experiment Stations - - - - -	63
Commercial - - - - -	32

- Non Agricultural 18

Total Research 193

AGRICULTURAL BUSINESS

Administrative

*Agricultural Corporation or Company - - - - - 374

Total Administrative 374

Sales

Feed - - - - -	25
Fertilizer - - - - -	16
Farm Supplies - - - - -	21
Meat Packing and Processing - - - - -	6
Insurance - - - - -	4
Farm Machinery and Equipment - - - - -	5
Marketing - - - - -	10
Other - - - - -	<u>24</u>

Total Sales 111

Other Than Sales or Administrative

Feed - - - - -	9
Fertilizer - - - - -	2
Farm Supplies - - - - -	8
Meat Packing and Processing - - - - -	29
Real Estate - - - - -	1
Insurance - - - - -	3
Farm Machinery and Equipment - - - - -	4

Farm Management - - - - -	34
Agricultural Journalism - - - - -	24
Marketing - - - - -	15
Landscaping or Nursery - - - - -	11
Other - - - - -	<u>56</u>

Total Other Than Sales or Administrative 196

Total Agricultural Business 681

NON AGRICULTURAL BUSINESS

Attorney - - - - -	6
Housewife or Homemaker - - - - -	375
Dietitian - - - - -	44
Retail Business - - - - -	84
Minister - - - - -	14
Armed Services - - - - -	200
Public Relations Work - - - - -	18
Medicine & Health - - - - -	31
Sales - - - - -	142
Student - - - - -	104
Banking - - - - -	43
Insurance - - - - -	99
Engineer - - - - -	37
Journalist - - - - -	23
Industrial Home Economist - - - - -	3
Retired - - - - -	138
Other Non Agricultural - - - - -	<u>231</u>

Total Non Agricultural Business 1592

FARMING

Full Time (Only Occupation Listed) - - - - -	479
Part Time (Listed With Another Occupation) - - - - -	<u>133</u>

Total Farming 612

DOCTORS OF VETERINARY MEDICINE 156

Total Veterinary Medicine 156

(TOTAL NUMBER REPORTING - 4383)

1962 EMPLOYMENT AND STARTING SALARY SURVEY REPORT

	Farm & Farm Mgt.	Bus. & Industry	Military	(officer)	(enlisted)	Teaching, Ext., State, or Fed. Emp.	Grad. or Prof. Sch.	Total
Number	10	20	26	15	11	15	9	80
Percentage	12.5	25	32.5	18.6	13.7	18.7	11.3	100
Av. Starting Salary	\$5,800	\$6,358		\$5,522	\$954	\$4,920	N/A-	

Over-all Average Starting Salary Excluding Enlisted Military, Graduate and Professional Students = \$5,650
(Including Enlisted = \$4,711)

FOR COMPARISON PURPOSES THE 1961 SURVEY IS PROVIDED

	Farm & Farm Management	Bus. & Industry	Military	Teaching, Graduate or Professional Schools	Total
Number	17	38	31	16	102
Percentage	16.7	37.2	30.4	15.7	100
Average Starting Salary	\$9,479	\$5,246	\$3,413	\$4,285	

Over-all Average Starting Salary Including Military, Graduate and Professional Students = \$5,282