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FACTORS WHICH LED COLLEGE SENIORS TO CHOOSE COLLEGE TEACHING AS A CAREER.

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FACTORS AMONG COLLEGE SENIORS WHICH INFLUENCE THE CHOICE OF COLLEGE TEACHING AS A VOCATION WERE STUDIED. DATA WERE GATHERED FROM 94 GRADUATE STUDENTS WHO WERE AWARDED DANFORTH GRADUATE FELLOWSHIPS IN THEIR SENIOR YEARS. AN EXPLANATORY LETTER, A SIX-PAGE QUESTIONNAIRE, AND THE STRONG VOCATIONAL INTEREST BLANK WERE MAILED TO THE SUBJECTS. IT WAS FOUND THAT THE STUDENTS BEGAN TO THINK OF THEMSELVES AS COLLEGE TEACHERS RATHER EARLY, THAT EARLY TEACHING AND OTHER TEACHING-LIKE ACTIVITIES HAD HELPED THEIR DECISION TO BECOME TEACHERS, THAT POTENTIAL CONTRIBUTION TO SOCIETY WAS THE MAJOR MOTIVATING FORCE IN THEIR CHOICE OF THE TEACHING CAREER, THAT THE STUDENTS HAD A RATHER CLEAR IDEA ABOUT POTENTIAL SATISFACTIONS AND EXPECTATIONS, AND THAT THEY HOPED TO SPEND ABOUT HALF THEIR TIME AS NEW FACULTY MEMBERS IN TEACHING ACTIVITIES AND THE REST OF THE TIME WITH RESEARCH AND WRITING. (GD)

FINAL REPORT
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September 1966

U.S. DEPARTMENT OF
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Project No. 5-8238
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Joseph C. Bentley

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Introduction

Problem

Of the many problems currently facing higher education in the United States, perhaps the most pressing is the urgent need for well-qualified teachers. This report presents data from an exploratory study which was designed to investigate the background characteristics and the process of vocational choice among first year graduate students who have chosen college teaching as their future career.

In an era when the expanding enrollments in colleges and universities are overwhelming the teaching resources of most institutions, the significance of this study to education is clear. If we can learn more about the kinds of influences which contribute to the selection of college teaching as a vocation and if we know more about the kinds of students who select college teaching and why, then we are in a position to encourage qualified students to consider college teaching, and we are better equipped to identify potentially successful candidates for graduate study. At the same time, we will be learning more about the syndrome of reasons and influences leading to any particular vocational choice.

Related Research

The investigation of the selection of college teaching as part of a general process of vocational selection has been largely neglected. However, studies of related issues have been carried out at the University of Minnesota, under the general direction of Professor Ruth Eckert.

Eckert's work on college teaching has been widely published and has dealt with several aspects of the education scene. She has studied the faculties of Schools of Education (4), of Junior Colleges (2), of religious institutions (3), and has also investigated the careers of academic women (5). In a summary report published by the U.S. Office of Education entitled Job Motivations and Satisfactions of College Teachers (6), she and John Stecklein reported on their investigations of the factors which characterized faculty members of Minnesota colleges and universities and upon some of the variables which influenced their selection of college teaching as a career.

They reported that, for the most part, the parents of these college teachers were from lower socio-economic classes. In their sample, most of the teachers had not seriously considered college teaching as a career until late in their preparation, "typically not until well after college graduation" (p. 79). Nine per cent reported that they had considered college teaching before they entered college but only 2.6 per cent had definitely chosen college teaching at the time of college entrance. Thirty-eight per cent began to think seriously about it during their undergraduate years, but "only one faculty member in eight reported this (college teaching) as his actual career goal at the time he graduated from college."

Eckert and Stecklein found that personal factors, such as interest in subject matter, opportunities to work with college age students, attractive working conditions, were more important to these teachers than situational or external factors in influencing their choice of a vocation. However, the teachers studied had considerable experience, averaging, in four-year colleges, seven years at the same institution and ten years of teaching experience. It is reasonable to assume that this experience will have influenced the memory processes of these teachers while searching for the motivations for choosing college teaching as their career. Eckert and Stecklein reported, however, that the single most important factor which helped their sample move into college teaching was an unsolicited offer of a college teaching position.

In a study also closely related to the present one, Kinnane (10) investigated the attitudes toward college teaching of undergraduate students in the Northeastern part of the United States. She made no attempt to determine whether members of her sample had decided to pursue college teaching as a career. She asked her subjects to guess as to when the decision to be a college teacher was made by faculty members. Approximately 60 per cent felt that the decision was probably made during the last two years of college. When asked about personal preferences for careers, 25 per cent indicated definitely that they had excluded college teaching. Sixty-two per cent said that they had thought about it as a personal choice.

In a study related to the preceding one, Kinnane (9) asked a sample of 62 Woodrow Wilson Fellows a number of questions about their attitudes toward college teaching. In most instances, the responses were very similar to those given by the undergraduate students that she had surveyed. Seventy-seven per cent of the Wilson Fellows felt that most students make their decision to enter college teaching during the last two years of college. More than eighty per cent of the graduate students felt college faculty members had the greatest influence when the decision to enter college teaching is made.

Corcoran (1) studied the choice of college teaching among superior college students. Although her sample was small, her findings hinted at the possibility that motivations leading to the choice of college teaching have changed markedly during the past several decades. In contrast to the studies by Eckert and Gustad (7), Corcoran reported that none of the fathers of senior honor students who were planning to become college teachers held semi-skilled or unskilled occupations. In Eckert's study of Minnesota faculty forty-two per cent of the fathers of the subjects had been farmers, skilled or semi-skilled tradesmen or laborers, half again as high as the proportion reported by Gustad. Furthermore, Corcoran found that forty per cent of the fathers of students who were planning careers in college teaching held professional positions compared with only 13 per cent of the fathers of those students planning other types of careers. Perhaps these differences can be accounted for by regional differences or by specific discipline.

Hartung (8) in his study of factors involved in the teaching of biology in college reported that among his New England sample of M.D.'s ninety-seven per cent of the fathers of the teachers were from the professional and managerial classes. Stecklein and Eckert (6) suggest that different motivations may be operating today in the selection of college

teaching. Whereas twenty or thirty years ago social mobility was important, thus explaining the high percentage of sons of workers entering college teaching, the factors today may be quite different. This was one of the questions we hoped to investigate in our study.

The most recent study related to the present one is currently underway at Harvard under the direction of Talcott Parsons (11). Parsons and his staff, in a progress report, discussed data from 420 faculty members at eight institutions. In Parsons' sample, the occupations of the faculty members' fathers could be roughly divided into thirds: one third of the fathers were in entrepreneurial occupations; one-third in executive and professional fields; and the remainder were in semi-professional or labor occupations.

When asked the major influence upon their choice of an academic career, over one-third of the faculty members cited a professor, just under one-third mentioned some experience or event outside academia, and the rest mentioned the attraction of the academic environment or some teaching or research experience. Approximately one-half of the group said they had not made their decision to enter college teaching until after they had completed their undergraduate work.

Objectives

This project was designed to investigate factors among college seniors which have influenced their choice of college teaching as a vocation. Specific objectives of the study were:

a. Contribution to vocational choice theory: This study was designed to contribute to an increased understanding of factors influencing vocational choice in general, and college teaching specifically. We chose to use the theorectical framework of Super (15) which postulates the existence of several stages of development in the ongoing, orderly process of vocational selection. These stages are:

(1) Growth Stage: (ages birth - 14) Characterized by substages Fantasy (ages 4 - 10), Interest (11 - 12) and Capacity (13 - 14).
(2) Exploration Stage: (ages 15 - 24) This stage includes the substages of Tentative (15 - 17), Transition (18 - 21) and Trial (22 - 24).
(3) Establishment Stage: (ages 25 - 44) This stage consists of Trial (25 - 30) and Stabilization (31 - 44).
(4) Maintenance Stage (45 - 64).
(5) Decline Stage

As a contribution to vocational choice theory our objective in this study was to investigate the exploratory stage of development (15 - 24 years) of vocational choice among college students who have decided upon college teaching. The extent and nature of the vocational exploration was the focus.

Super (13) has listed a series of developmental tasks which characterize the exploration stage. These tasks are: (1) crystallizing a vocational preference; (2) specifying a vocational preference; and (3) implementing a vocational preference. We attempted to investigate the nature of the vocational exploration of future college teachers as it relates to the hypothesized developmental tasks of the exploratory stage. This phase of our study represented a test of Super's theory of exploratory vocational behavior. The importance of this investigation of vocational exploration is summarized by Super (14) as he observes that although vocational exploration was at the very heart of the concept of guidance when first developed, systematic research upon the question has been virtually non-existent. Specifically, such questions as those which follow were investigated:

(1) Both Eckert and Stecklein (6) and Gustad (7) point out that many of the college teachers they studied just "drifted" into college level work. What is the nature of this drift? Would it be present in our sample since our students are unlike those in both Eckert's and Gustad's groups in that the students in our sample have chosen teaching sometime before graduation from college.

(2) What is the nature of vocational exploration among future college teachers? Is this behavior intended and systematic or is it fortuitous and random? Is it recognized by the subject as exploration? Is it behavior modifying and relevant to the choice of a vocation? These and other questions were important.

(3) What aspects from the subjects' backgrounds seem to play an important role in the selection of college teaching? What are the occupational and educational characteristics of their parents, especially their fathers? What were their high school experiences?

b. Motivations of future college teachers: This second objective, to investigate the motivations of future college teachers, was prompted by suggestions for future research made by Eckert and Stecklein (1961, pp. 85-86). Specific questions investigated were:

(1) When was the decision for college teaching made?

(2) What were the reasons for choosing teaching in general? Why college teaching?

(3) Who has been most influential in this choice?

(4) What are the student's expectations of college teaching? What are his perceptions of his role as college teacher?

(5) What are the influences of teaching assistantships, scholarships, fellowships, academic honors, etc. in the undergraduate college upon the decision of college teaching?

c. What are the characteristics of future college teachers? This third objective was an attempt to describe as clearly as possible the future college teacher in our sample. Here we were concerned with current attitudes, value orientations, and vocational interests of potential college teachers during their first year in graduate school.

Method

To examine the factors which lead college seniors to choose college teaching as a career, it was decided to collect data from those students who were awarded Danforth Graduate Fellowships in the Spring of 1965. The Danforth Graduate Fellowships are awarded each year to approximately 100 senior students who have selected college teaching as a career and who are judged to be excellent potential teachers. The Fellowships are normally renewable for up to four years.

In February of 1966, an explanatory letter (Appendix A), a six page questionnaire (Appendix B), and the Strong Vocational Interest Blank (SVIB) were mailed to the 97 male Fellows in the 1965 class. A follow-up letter (Appendix C) was sent approximately two weeks later and finally telephone calls were made to 15 of the non-respondents. By May 1, completed questionnaires and SVIB's had been received from 94 of the 97 Fellows.

The questionnaire data were punched on data processing cards and analyzed at Macalester College and Clark University. The Strong Vocational Interest Blank data were processed at the Center for Interest Measurement Research and the Numerical Analysis Center of the University of Minnesota.

Analyses of the Data and Findings

The 1961 Eckert and Stecklein study (6) of the motivations and satisfactions of college teachers is a project with obvious relevance for the present study. Throughout this section, therefore, appropriate comparisons will be made between the two studies.

Since our study was designed as an exploratory, descriptive project the results have not been analyzed as tests of hypotheses. In most instances descriptive statistics have been used to serve as guides in understanding the findings. The results have been organized to correspond to the objectives stated earlier in this report.

Vocational Exploration of Future College Teachers

Super (15), (13), and (14) has placed at the center of his theory of vocational choice and development the concept of developmental stages through which individuals pass as they engage in the process of career choice. The stage of development which interested us in this study was the exploration stage.

This stage includes the years 15 - 24 and is made up of three substages (Super, (13): (1) crystallizing a vocational preference; (2) specifying a vocational preference; and (3) implementing a vocational preference.

First Perceptions of College Teaching as Possible Career. We were interested in exploring the point in time when the subjects first began to think of themselves as college teachers. We specified in our questionnaire that this need not be the same time that the subject arrived at a decision to become a college teacher. In fact, we thought that these would differ in that one would begin to consider oneself as a college teacher before a definite decision was made. This reasoning stems from Super's idea that crystallizing a decision occurs before the actual specifying of a vocational preference.

In Table 1 the results of our question: "When did you first come to think of yourself as a college teacher?" can be found.

Table 1

When Student First Came to Think of Himself As a College Teacher

	Number of students	Per cent of students	Cumulative per cent
1. Before high school	2	2.2	-
2. Early high school years	4	4.4	6.6
3. Late high school years	13	14.4	21.0
4. Freshman year in college	8	8.9	29.9
5. Sophomore year in college	16	17.7	47.6
6. Junior year in college	20	22.2	69.8
7. Senior year in college	18	20.0	89.8
8. After graduation from college	9	10.0	99.8
Total	90		

Almost half of our sample came to see themselves as college teachers by the sophomore year in college. Approximately one-fourth of the students said they first thought of themselves as teachers during their junior year and nearly one out of four (20.2 per cent) reported that they began to consider themselves as college teachers before entering college. In our sample, by the time the students had reached their senior year, over 85 per cent thought of themselves as college teachers.

It is well to recall at this point that our subjects were all winners of Fellowships which required a commitment to college teaching as a career. The applications for the Fellowship were submitted in the late Fall of the subject's senior year.

Definite Decision to Become a College Teacher. In order to investigate the difference between crystallizing and specifying a career choice, we studied the form that each student submitted to the Danforth Foundation as part of his application for a graduate fellowship. One of the questions asked was, "When did you decide to become a teacher?" It was assumed that "deciding to be a teacher" could be differentiated from "thinking of oneself as a teacher."

Table 2

Differences Between Perceiving Oneself As a College Teacher and Deciding to Become a College Teacher

	Perceiving %	Cumulative %	Deciding %	Cumulative %
1. Before high school	2.2	-	2.0	-
2. High school years	18.8	21.0	13.1	15.1
3. First 2 years in college	26.6	47.6	32.2	47.3
4. Last 2 years of college	42.2	89.8	34.2	81.5
5. After graduation from college	10.0	99.8	18.5	100.0

In Table 2, two sets of data are compared: "seeing oneself" as a college teacher and "deciding" to be a college teacher. No differences were found between perception of oneself as a college teacher and decision to become a college teacher. It is quite likely, however, that our questions were not phrased carefully enough to elicit any differences which may exist between crystallization and specification of a career choice such as college teaching.

In order to clarify the question of point in time when the subject could report a vocational decision, we decided to ask a somewhat different question: "What was your career goal at the beginning of each of your four years in undergraduate school?"

Table 3

Career Goal At the Beginning of Each Year In Undergraduate School

	Year 1		Year 2		Year 3		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
1. College Teaching	20	21.7	39	41.9	41	44.1	81	91.0	8	100.0
2. Non-college Teaching	10	10.9	8	8,6	8	8.6	1	1.1	0	0.0
3. Occupation Not Requiring Graduate Study	4	4.3	2	2.2	2	2.2	1	1.1	0	0.0
4. Graduate Study for Occupation Other Than College Teaching	31	33.7	31	33.3	29	31.2	5	5.6	0	0.0
5. Uncertain	27	29.3	13	14.0	13	14.0	1	1.1	0	0.0
Total Responding	92		93		93		89		8	

Table 3 shows that at the beginning of the first year in college, almost 22 per cent stated that college teaching was their career goal. This percentage rose rapidly until by the beginning of the senior year 91 per cent felt that college teaching was what they wanted to do. These data are very similar to the data reported in Tables 1 and 2.

At this point, we will introduce a problem which has bothered us throughout this study and one for which we have no easy solution. All of our subjects actually made two career decisions: one having to do with a particular subject matter -- chemistry, math, history, etc. -- and one relating to the use of that discipline, i.e., teaching. Our assumption has been that both are valid career decisions. However, we have no information concerning the relationship between these two factors. Is college teaching a career or does it have meaning only in relation to a discipline? For example, an electrical engineer may choose to be a college teacher but he clearly has other alternatives. Becoming a college teacher for him represents a significant career decision. On the other hand, a historian has fewer alternatives and, by deciding upon a career in history, he is, in most cases, also deciding upon college teaching. This problem needs careful study.

Previous Teaching Experience: As part of our interest in the process of vocational exploration we were interested in all activities related to college teaching that the subjects had been engaged in before making a career decision and which were in some way related to teaching. We asked our subjects if they had any teaching experience before entering graduate school. Slightly over half of these future teachers reported no teaching experience at all. Twelve per cent reported teaching in college as undergraduates while 6.7 per cent had taught in high school. Only two Fellows reported teaching experience in junior high, while the same number had experience in elementary schools.

Approximately twenty-five per cent of our sample reported some kind of teaching experience outside an academic setting such as church school teaching.

In summary, about half of our subjects had some sort of teaching experience before finishing college, but it was typically in some setting other than elementary schools, secondary schools or colleges.

Other Teaching-Like Activities. In order to clarify the kind of teaching-like experience that our subjects had experienced as part of a vocational exploration process, we asked the Fellows to indicate which activities they had participated in. Since we were examining a developmental model of vocational choice, we were also interested in the time of participation.

Table 4

Activities In Which Student Has Participated*

	Never		Before high school		Early high school		Late high school		Early college		Late college	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Discussion group leader	16	17.0	18	19.1	31	33.0	48	51.1	44	46.8	48	51.1
2. Camp counselor	64	68.1	4	4.3	12	12.8	13	13.8	10	10.6	10	10.6
3. Boy Scout Leader	54	57.4	26	27.7	14	14.9	9	9.6	0	0.0	1	1.1
4. Tutoring	22	23.4	1	1.1	12	12.8	30	31.9	39	41.5	47	50.0
5. Sunday school religious teaching	51	54.3	8	8.5	13	13.8	21	22.3	21	22.3	14	14.9
6. Project Headstart	93	98.9	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1
7. VISTA (domestic Peace Corps)	94	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8. Peace Corps	93	98.9	0	0.0	0	0.0	0	0.0	1	1.1	0	0.0
9. Other similar activities	59	62.8	0	0.0	0	0.0	9	9.6	17	18.1	25	26.6

*Percentages do not total 100 because of multiple responses

The two major activities related to teaching which may have had some influence in confirming a decision to become a teacher were acting as a discussion leader and tutoring. Eighty-three per cent reported leading discussion groups while seventy-seven per cent had tutored. As can be seen in Table 4, discussion groups occurred with great frequency in high school and college. Tutoring, however, seems to be largely an activity of the college years.

Half of the young men in our sample had participated as teachers in some type of religious instruction. It may be noted that this kind of teaching experience tapers off in the later years of college.

Some of the other similar activities engaged in by our subjects and seen by them as influencing their decision to be teachers were debating, dormitory counseling, civil rights activities and other kinds of volunteer work, student government, etc.

Impact of Activities upon Career Decision. In order to better understand the nature of vocational exploration, we asked our subjects the following questions: "Please describe briefly any impact which you feel the activities you checked (in the above-mentioned item) had upon you. (e.g., changes in interest or values, changes in vocational direction, better understanding of an occupation, etc.)"

We were well aware of the difficulty of getting at this kind of information. What we were asking was highly speculative and subjective. At the same time, the question was central to the concept of vocational exploration and choice. The reasoning was that because of the impact of the various activities engaged in, an individual would be more capable of deciding what vocation he wanted to follow.

We decided to make the question open-ended and use a content analysis. The analysis of the responses to this question yielded four general categories into which the responses were placed. These were:

(1) The activities showed the rewards and challenges of teaching; clarified for me my own interests and abilities in teaching.

Into this category were placed responses which: indicated increased self-confidence as a result of engaging in teaching activities; encouraged interest in working with young persons; clarified leadership abilities in groups; and clarified the challenges and difficulties in teaching.

Eighty per cent of the subjects responded with at least one of these items and 57 per cent of all the responses were placed in this category.

(2) The activities confirmed or influenced my values, life goals and desires for social service.

Twenty-two per cent of all Fellows responded in this way and they accounted for 15.8 per cent of all the responses. They included such responses as: activities which increased a desire to become a college teacher because then one could be involved in the solution of practical problems; activities which clarified the importance of a critical questioning attitude toward own beliefs; and activities which increased and confirmed a belief in the importance and value of competent, dedicated teachers.

(3) The activities resolved career conflict or confirmed career choice.

This category included such responses as activities which helped to select college teaching from other career alternatives and activities which confirmed college teaching as a preferred career choice. Sixteen per cent of all the subjects responded in this category and 11.4 per cent of all responses were placed here.

(4) The activities influenced a decision to enter college teaching little, slightly, or adversely.

In this category were placed responses which indicated that the activities had little to do with a decision toward college teaching, or in fact discouraged a decision toward teaching since frustration and discomfort were experienced. Twenty-two per cent of our subjects provided a response which was classified here and 15.8 per cent of all responses were so classified.

In summary, the teaching and teaching-like activities seemed to have had a significant impact upon the decision by our subjects to be a college teacher. The primary influence seemed to be an increasing of self-confidence in one's own abilities, a confirmation of an already-held interest, a resolution of career-choice conflicts, and a greater awareness of the rewards and challenges of teaching. It is significant that one of every four members of our group reported that at least one of the activities engaged in also had a negative impact upon the college-teaching decision.

Summer Activities of Future College Teachers. In order to examine more fully the possible exploratory activities of the subjects in our sample, we asked them to tell us what they had been doing during the past four summers and to list the part-time jobs they held during the high school years. With the investigation of the part-time jobs, we restricted ourselves to the high school years in order to focus upon the crystallization sub-stage of the exploratory phase of vocational development.

Table 5

Students' Major Activities During the Past Four Summers*

		1962		1963		1964		1965	
		N	%	N	%	N	%	N	%
1.	Studied full time	8	8.5	10	10.6	18	19.1	16	17.0
2.	Studied part time	10	10.6	16	17.0	20	21.3	22	23.4
3.	Employed full time	63	67.0	56	59.6	45	47.9	44	46.8
4.	Employed part time	11	11.7	5	5.3	7	7.4	15	16.0
5.	Traveled	11	11.7	19	20.2	12	12.8	14	14.9
6.	Relaxed	5	5.3	4	4.3	5	5.3	11	11.7
7.	Military service (more than two weeks)	1	1.1	1	1.1	2	2.1	0	0.0
8.	Other	3	3.2	7	7.4	9	9.6	10	10.6

* Percentages do not total 100 since subject could participate in more than one activity during a single summer

As can be seen from Table 5, the percentage of full and part-time summer study increased from 1962 to 1965 while the percentage of full-time employment decreased over the same period. An interesting sidelight is that about one in eight of the Fellows spent time traveling during the summers.

The subjects were asked to list the summer and part-time jobs held during their high school years. We were interested in the jobs held that would be in some way related to teaching.

Table 6

Summer and Part-time Jobs Held During the High School Years

Type of Job	Number of students holding job		Percentage of students (N=94)	
1. Labor, truck and factory work		Total 81		Total 86.2%
Outside work (yard work, farming, forestry)	31		33.0	
Factory work	13		13.8	
Janitor, maintenance	11		11.7	
Delivery work	10		10.6	
Painting, carpentry, bricklaying	9		9.6	
Common labor and construction	5		5.3	
Radio and TV repair	2		2.1	
2. Office work, administration		21		22.4
Administrative and clerical	11		11.7	
Stockboy	5		5.3	
Office boy and messenger	3		3.2	
Accounting	1		1.1	
Administrative training	1		1.1	
3. Seasonal jobs		19		20.2
Camp counselor, lifeguard, amusement park, golf course caddy, tourist guide				
4. Sales		13		13.8
Clothing, vegetables, Christmas cards, magazines, newspapers, Bibles, etc.				
5. Teaching activities		7		7.4
Tutoring and classroom teaching; teaching horseback riding, water skiing, music				
6. Library and research work		7		7.4
7. Communications		5		5.3
Newspaper reporter, radio announcer, actor				
8. No summer work or no answer		9		9.6

A wide variety of occupations were reported, but, only 14 of the jobs held by the Fellows (8.6 per cent) appeared to be related to their ultimate choice of college teaching. This is undoubtedly due to the kind of jobs available to high school students on a part-time basis and the desire of students to be content with the best-paying job.

It is an interesting comment upon the nature of our society, however, that there seem to be few opportunities for vocational exploration during the high school years. A reasonable assumption is that during a period of vocational crystallization, young people will seek out those work opportunities which would clarify their tentative choices. Since so few of our subjects actually engaged in work related to their eventual selection, it seems reasonable to assume that the opportunities for this kind of work were limited.

Summary. This section has dealt with the vocational exploration of future college teachers. Although it was not possible to investigate directly the concept of exploration sub-stages in vocational development as postulated by Super, it was nonetheless interesting to notice the wide variety of teaching-like behavior in which our subjects had engaged. Unfortunately, with our data we were not able to investigate the direct relationship between time of career choice and the nature and amount of vocational exploratory activity.

We did observe, however, that the teaching-like behavior reported by the students had a significant impact in clarifying or confirming a career choice for almost all the subjects. A great amount of exploratory activity was reported and it influenced the decision that was made. It was not possible to break the activities down into Super's categories of crystallizing, specifying or implementing, since one activity (such as tutoring) could conceivably function at all three levels.

It was unfortunate that we were not able to incorporate into this study a control group representing another career choice. As a result, we can make no statement as to whether this group engaged in a great deal of exploratory activity when compared to others. All we can say is that many activities were engaged in which were closely related to teaching and participation in these activities was important in the selection and confirmation of college teaching as a career choice.

Motivations of Future College Teachers

As we reported in the previous section on vocational exploration, by the sophomore year in college one out of every two men in our sample had decided that he wanted to be a college teacher. One out of five indicated that he had begun to consider himself a college teacher by the end of the high school years! Our results differ strikingly in this regard from those reported by Eckert and Stecklein (16) who reported that only 3 per cent of the faculty members in their sample had decided upon college teaching at the end of their high school years (compared to 20.2 per cent in our sample) while 15 per cent had selected college teaching upon graduation from college.

This is clear evidence that the career motivations of the students in our sample were very different from those teachers studied by Eckert and Stecklein (16) and Gustad (17). The young men in our sample have much clearer vocational aims. Of the 94 subjects in our sample, 82 (87.2 per cent) were very certain or fairly certain during their first year of graduate study that they wished to become college teachers. Only 3 per cent were quite uncertain.

Reasons for Selecting College Teaching. For a researcher in career choice, one of the most intriguing questions is "Why did X choose this job or profession over that one?" It is possible that there is no clear answer available to that question. It may be that the choice of a vocation is such a combination of unconscious, accidental and deliberate factors that no answer given by a respondent can be a complete one.

Nevertheless, we asked our subjects to tell us all of the factors which contributed to their interest in college teaching. We presented them with 16 possible factors and added an open-ended response blank for additional factors. We instructed the subjects to check as many factors as applied. We then asked them to go back and double-check the single factor which seemed to have the greatest influence on the choice.

Table 7

Factors Influencing Choice of College Teaching As a Career

		Students checked all important factors (N=94)		Factor with greatest influence double checked	
		N	%	N	%
1.	High school teacher or counselor suggested it	8	8.5	0	0.0
2.	College teacher recommended it	29	30.9	2	2.1
3.	College administrator or counselor encouraged me	17	18.1	0	0.0
4.	Parents encouraged me	21	22.3	1	1.1
5.	Opportunity for Danforth Fellowship	20	21.3	1	1.1
6.	Just "drifted" into my decision	18	19.1	2	2.1
7.	Became so interested in my subject I wanted to continue its study	60	63.8	13	13.8
8.	Desire to work with college-age students	72	76.6	5	5.3
9.	Wanted a job with security and prestige	15	16.0	0	0.0
10.	Felt I could contribute more to my field by teaching in college	43	45.7	3	3.2
11.	Wanted an opportunity to pursue research activities in my field	50	53.2	3	3.2
12.	Felt I could make the greatest contribution to society in this area	67	71.3	27	28.7
13.	Liked working conditions (flexible schedule, vacations, relative independence)	70	74.5	3	3.2
14.	Wanted to be a part of college academic and social life	64	68.1	5	5.3
15.	Desired to emulate a certain college professor	35	37.2	2	2.1
16.	Thought it would offer more intellectual challenge than other careers	72	76.6	16	17.0
17.	Other	19	20.2	6	6.4

Following the work of Eckert, we designated factors 1-6 as external factors, or influence by others, and factors 7-16 as internal factors. As Gustad (7) and Eckert and Stecklein (6) reported, intrinsic or personal-interest factors were clearly the most important factors which influenced the members of our sample toward college teaching. Seventy-seven per cent checked "Thought it would offer more intellectual challenge than other careers," and "Desire to work with college-age students." These two factors were followed closely by "Liked working conditions (flexible schedule, vacations, relative independence)" (74.5 per cent) and "Felt I could make the greatest contribution to society in this area" (71.3 per cent). The factor which ranked fifth was "Wanted to be a part of the college academic and social life." The five most important factors were all intrinsic and personal in nature. The factors which were ranked as least important were "High school teacher or counselor recommended it" (eight per cent), "Wanted a job with security and prestige" (16 per cent), "College administrator or counselor encouraged me" (18 per cent), and "Just drifted into my decision" (19 per cent). All of these factors except "Wanted a job with security and prestige" are extrinsic factors.

The desire to emulate a certain college teacher was selected as the most important influence involving others. It is interesting to note that this requires no conscious activity on the part of the college instructor. Thirty-seven per cent of our sample checked this item. Thirty-one per cent of the Fellows reported that the recommendation of a college teacher was important to them.

Parents were seen as next most important in influencing the students toward college teaching, followed by college administrators or counselors and finally by high school teachers or counselors.

In general, it seems apparent that others wielded little influence in the selection of college teaching by our sample.

By requesting our subjects to double-check the single factor which influenced them most, we hoped to clarify the process of influences upon career choice.

We found that the factor ranked fourth when the subjects checked <u>all</u> factors influencing their decision ("Felt I could make the greatest contribution to society in this area") moved to the first rank when subjects double-checked the single most important influence. An intellectual factor ("Thought it would offer more intellectual challenge than other careers") retained its high ranking with a second-place vote as the single most important factor. But the other factor that originally had been ranked first ("Desire to work with college-age students") dropped to fifth place when students selected their primary influences.

The factor, "Became so interested in my subject that I wanted to continue its study," moved from sixth place to third place when ranked for most important single factor.

What seemed to happen during the ranking of the most important single factor was an increased emphasis upon intellectual activity, subject matter and service, and a decreased emphasis upon working with students. This tendency, if shared by those currently teaching in colleges and universities, may help explain why, when plans and priorities are set up, students tend to feel a neglect for their interests.

Eckert and Stecklein's survey of Minnesota college faculty (6), also intensively investigated the choice of teaching as a career. In several areas, our study is a replication of that study with a quite different sample.

Keeping in mind that the samples are from very different populations, the responses of the two groups to almost identical influencing factor items were compared. (Table 8)

Table 8

Factors Influencing Choice of College Teaching As a Career

		Percentage of faculty in 4-year institution (Eckert and Stecklein) N=576		Percentage of Danforth Fellows (present study) N=94	
		%	Rank	%	Rank
	External Factors				
1.	High school teacher or counselor suggested it	3.5	6	8.5	6
2.	College teacher recommended it	27.1	1	30.9	1
3.	College administrator or counselor encouraged me	24.3	3	18.1	5
4.	Parents encouraged me	11.1	4	22.3	2
5.	Opportunity for Fellowship or Assistantship	25.0	2	21.3	3
6.	Just "drifted" into my decision	7.5	5	19.1	4
				*rho=.71	
				p < .06	
	Internal Factors				
1.	Became so interested in my subject I wanted to continue its study	42.5	3	63.8	6
2.	Desire to work with college-age students	45.7	1	76.6	1.5
3.	Wanted a job with security and prestige	14.1	9	16.0	10
4.	Felt I could contribute more to my field by teaching in college	32.8	6	45.7	8
5.	Wanted an opportunity to pursue research activities in my field	28.0	7	53.2	7
6.	Felt I could make the greatest contribution to society in this area	33.5	5	71.3	4
7.	Liked working conditions (flexible schedule, vacations, relative independence)	42.7	2	74.5	3
8.	Wanted to be a part of college academic and social life	24.0	8	68.1	5
9.	Desired to emulate a certain college professor	8.2	10	37.2	9
10.	Thought it would offer more intellectual challenge than other careers	41.3	4	76.6	1.5
				* rho=.80	
				p < .003	
	Other — External	15.6			
	Other — Internal	10.2			
		25.8		20.2	

* Rank order correlation coefficient

In several ways, the motivations of these two groups are quite different. For instance, many more of the future teachers responded to the factor dealing with making a contribution to society, a choice which may reflect the idealism of youth. Also, twice as many of the Danforth group indicated the importance of research opportunities. Twice as many future teachers indicated a desire to work with college-age students. About the same proportion in each sample responded to the prestige and security item and to the factor reflecting graduate fellowship opportunities.

In spite of the difference, the ranking of factors by the two groups is remarkably similar. A rank-order correlation between the two groups resulted in a coefficient of .71 ($p < .06$) for the external-factors section and a coefficient of .80 ($p < .003$) for the internal-factors section.

This may indicate a higher degree of similarity between these two groups than previously thought. The difference in percentages may be due to a greater tendency to respond on the part of the younger, more sophisticated (in test taking) subjects in the present sample.

Expected Satisfactions of Future College Teachers. We were very interested in the expectations that our subjects held for themselves as college teachers. We reasoned that expected satisfactions would be powerful influences in the selection of college teaching as a career. In addition, we wondered about the realism of the expectations held by our subjects. It should be remembered at this point that about 1 in 10 reported some teaching experience as undergraduates but exposure to teaching at this level is so unusual we felt that almost all of our subjects had no real experience in being a college teacher.

We asked our subjects: "What do you think are the two or three chief satisfactions that you will derive from college teaching?"

Table 9

Chief Satisfactions Expected from College Teaching

	Number of responses in this category	Approximate per cent of fellows responding in this category N=93	Responses in this category as a per cent of total responses N=250
A. The environment, personal associations, and concrete rewards of college teaching	Total 85	Total 92	Total 34.0
1. Work, association and friendship with college-age students	22	24	8.8
2. The academic community offers intellectual challenges and cultural enrichment	19	20	7.6
3. Work, association and friendship with adult colleagues having similar interests and/or studying in the same field	9	10	3.6
4. Academic freedom to express individual personality and opinions with little restrictive supervision	8	9	3.2
5. Association and friendship with adult faculty in all academic fields	8	9	3.2
6. Expects considerable freedom to arrange own work schedule, allowing leisure and other activities	6	7	2.4
7. Meeting outstanding people--intelligent, challenging	4	4	1.6
8. Believes the academic environment a stable setting in which to raise a family	2	2	0.8
9. Expects good salary	2	2	0.8
10. Desires to work in an environment free of materialistic competition for money and status	1	1	0.4
11. Enjoys competition within the academic community for recognition and status	1	1	0.4
12. Expects a position of status in society	1	1	0.4
13. Expects fulfillment of needs to "belong" to a supportive group	1	1	0.4
14. Opportunities for travel	1	1	0.4

Table 9
continued

Chief Satisfactions Expected from College Teaching

	Number of responses in this category	Approximate per cent of fellows responding in this category	Responses in this category as a per cent of total responses
	Total	Total	Total
B. Opportunities for service to students, others and to society	65	70	26.0
1. Serving the total development of students toward maturity: help and guide students' vocational goals, moral and religious principles, general life goals	21	23	8.4
2. Serving students intellectually: challenging, stimulating students through teaching to develop their intellectual and critical capacities	19	20	7.6
3. Serving outstanding students: helping, challenging and/or teaching bright, talented and/or idealistic students who are strongly motivated to study my subject field	9	10	3.6
4. Serving nation, world and/or mankind in a very generally defined way	8	9	3.2
5. Serving outside the classroom in specific ways: desire to create and develop specific programs to meet, solve important community, national, and/or world problems	4	4	1.6
6. Serving the moral and spiritual development of others	3	3	1.2
7. Encouraging students to pursue my field of study as a way of life	1	1	0.4

Table 9
continued

Chief Satisfactions Expected from College Teaching

	Number of responses in this category	Approximate per cent of fellows responding in this category	Responses in this category as a per cent of total responses
	Total	Total	Total
C. Opportunities for self-development and scholarly contribution	62	67	24.8
1. General development of my own varied intellectual interests and capabilities through study	24	26	9.6
2. Research and writing: written contributions to scholarship	21	23	8.4
3. Increasing my knowledge and clarifying problems in a subject field I respect and enjoy	14	15	5.6
4. Development of my whole self as a person--my life goals, philosophy, values	3	3	1.2
D. Challenges and satisfactions of the teaching process itself	38	41	15.2
1. Genuine love for subject matter with a joyful enthusiasm to communicate this excitement to others	13	14	5.2
2. Lecturing: emphasis on the one-way communication of knowledge from teacher to student	12	13	4.8
3. Discussion teaching: emphasis on two-way communication between students and teacher and/or among students	5	5	2.0
4. Improving teaching methods, finding the best ways to organize and present material	4	4	1.6
5. Observing the increased knowledge and critical capacities of students as a result of my teaching	4	4	1.6

The single most often mentioned source of satisfaction listed by our subjects was "General development of my own varied intellectual interests and capabilities through study." One of every four Fellows wrote an approximation of the quoted response. The satisfaction of intellectual development was closely followed by "Research and writing, written contributions to scholarship" (mentioned by 23 per cent) and "Serving the total development of students toward maturity" (also selected by about 23 per cent).

The greatest concentration of expected satisfactions had to do with the environment, rewards and personal associations that the Fellows expected from college teaching. The two most frequently mentioned expectations in this category were "Work, association, and friendship with college-age students" and "The academic community offers intellectual challenge and cultural enrichment." Approximately ninety-two per cent of all the subjects listed an expected satisfaction in this category and thirty-four per cent of all the responses fitted into this category.

The second highest grouping of responses had to do with opportunities for service to students and to society. The service motive appears in other research (Eckert and Stecklein (6)) not only as a chief satisfaction, but also as a prominent influence in the choice of college teaching as a career. It is interesting to note that in our study, a number of subjects broadened the concept of service to include vocational and ethical help as well as intellectual guidance.

Although our results are not directly comparable to those reported by Eckert and Stecklein (6), certain similarities exist. In their study the three most often mentioned sources of satisfaction were association with college-age students (mentioned by thirty per cent of the teachers), intellectually stimulating associations (28.8 per cent) and fine colleagues and administrators (twenty-five per cent).

The three most frequently appearing expectations in our study were "General development of my own varied intellectual interests," "Work, association and friendship with college-age students," and "Serving the total development of students toward maturity...." There seems to be an unusually high degree of realism expressed by these expectations from our future college teachers when compared to the group of teachers in the Eckert study.

Expected Dissatisfactions from College Teaching as a Career

Our subjects were also asked to list several dissatisfactions which they expected to experience in their chosen field.

Table 10

Chief Dissatisfactions Expected from College Teaching

	Number of responses in this category	Approximate per cent of fellows responding in this category N=93	Responses in this category as a per cent of total responses N=208
	Total	Total	Total
A. Dissatisfactions arising from the role expectations for a college teacher	70	75	33.7
1. Administrative work of various kinds may limit opportunities for teaching and other more important duties	17	18	8.2
2. Many demands on time from heavy teaching load, writing and other duties	11	12	5.3
3. Administrative paperwork: grading and routine reports	10	11	4.8
4. Administrative committee work	7	8	3.4
5. Attempts to influence teaching made by administrators, departmental policy, alumni or pressure groups	7	8	3.4
6. Limited direct personal contact with students because of large classes	6	7	2.9
7. Pressure to specialize	4	4	1.9
8. Routine teaching of beginning students in a superficial understanding of subject field	3	3	1.4
9. Boredom of teaching the same course many times	2	2	1.0
10. The need to give grades	2	2	1.0
11. Being required to teach courses outside my main area of interest	1	1	.5

Table 10
continued
Chief Dissatisfactions Expected from College Teaching

	Number of responses in this category	Approximate per cent of fellows responding in this category	Responses in this category as a per cent of total responses
	Total	Total	Total
B. Dissatisfactions arising from competition for status and recognition	64	69	30.8
1. Pressure to publish regularly by university authorities without due consideration either of the quality or signficance of one's investigations or of the other responsibilities of one's teaching position	25	27	12.0
2. Conflicts with other members of the university staff over status competition; academic politics	12	13	5.8
3. Conflicts with administrators	11	12	5.3
4. Conflicts with other members of the department over status competition; academic politics within the department	10	11	4.8
5. Concern about achieving security of position in the early years; establishing tenure	2	2	1.0
6. Intense, competive academic debate	2	2	1.0
7. Slow promotion	2	2	1.0
C. Dissatisfactions arising from unsatisfactory working conditions or environmental aspects.	32	34	15.4
1. Not enough opportunity for contact with people outside the limited university environment, in the larger community	12	13	5.8
2. Teachers' salaries are low relative to other professions requiring similar credentials and effort	10	11	4.8
3. Not enough opportunity to use abilities outside the university, to influence community or national affairs	6	7	2.9
4. Demands of work or lack of funds may curtail the activity or size of family	3	3	1.4
5. Inadequate facilities	1	1	.5

Table 10
continued
Chief Dissatisfactions Expected from College Teaching

	Number of responses in this category	Approximate per cent of fellows responding in this category	Responses in this category as a per cent of total responses
	Total	Total	Total
D. Dissatisfactions arising from unsatisfactory characteristics of associates	29	31	13.9
1. Teaching poorly motivated, poorly prepared or unpromising students	18	19	8.7
2. Working with colleagues who are shallow, disagreeable or unsatisfactory in some other way	3	3	1.4
3. Working with conservative colleagues, slow to respond to new ideas with change	3	3	1.4
4. Teaching students unwilling to question, challenge or change their own beliefs and actions	2	2	1.0
5. Working with colleagues who show little dedication or effort in their teaching and/or have egotistical or difficult personalities	2	2	1.0
6. The deemphasis of values in the present-day academic community	1	1	.5
E. Dissatisfactions arising from own abilities, personal characteristics or high standards or dissatisfactions caused by feelings of uncertainty concerning one's ability, motivation or moral courage in teaching	13	14	6.3
1. Possible difficulties in effectively communicating subject matter	4	4	1.9
2. Possible difficulties in motivating or "reaching" students	4	4	1.9
3. Possible difficulties in maintaining the courage of one's convictions in the face of pressure for conformity and/or intense debate	3	3	1.4
4. Concern that one's motivation to teach is really an attempt to escape from the rigors of full-time research	1	1	.5
5. Inability to fulfill all of one's many life goals	1	1	.5

Many of the same dissatisfactions appeared on our list as were gathered from the experienced professors in the study by Eckert and Stecklein (6): e.g. routine duties, administrative duties, poor students, etc.

Several important differences emerge, however. Forty-seven per cent of the teachers in Eckert's sample expressed concern about low salaries. In our study, only eleven per cent indicated that they expected to be dissatisfied by this. This may reflect an unrealistic attitude toward salaries or the rapidly increasing salaries of the academic man.

The most frequently mentioned dissatisfaction expected by our sample was listed by only one per cent of the Eckert and Stecklein study -- the pressure to publish. Twelve per cent of all expected dissatisfactions focused on this question, involving approximately one out of every four Fellows. And it must be remembered that these students are fellowship winners who undoubtedly will be among those who do publish and publish often. Yet they see this expectation as the one creating most dissatisfaction. Their expected dissatisfaction centered in many cases, not so much upon their reaction to research and publication as upon their uneasiness about being pressured to publish before they had something to say -- publication for its own sake.

The emphasis placed upon this issue may reflect the nature of our sample. The Danforth Foundation has stressed in its work the importance of good teaching as well as competent research. The fellowship application screening process may have operated to select a certain type of person or, since the Fellows had rather intensive contact with the Foundation before our data were gathered, it is possible that the philosophy of the Foundation was communicated rather effectively to these future teachers.

Whatever the reason, it remains that the single most serious dissatisfaction seen by these students is related to perceived pressures to publish in order to be advanced in their profession. This question needs clarification in further research.

In our study, serious dissatisfactions were expected by the subjects from contacts with administrators and, in some cases, with other staff members and from teaching poorly-motivated or poorly-prepared students (19 per cent of our sample marked this, compared with twelve per cent in Eckert and Stecklein's study).

One new source of dissatisfaction appeared in our study that has not been reported elsewhere: limitations of the University environment. Our group was more concerned about lack of opportunities for interaction outside the university environment than with low salaries.

In summary, our group of future college teachers expects to find dissatisfaction from pressures to publish, from administrative duties, from conflicts with administrators and other colleagues, from poorly-prepared and poorly-motivated students, from low salaries, from lack of influence upon a wider scene and from many demands upon limited time. In addition, several subjects mentioned dissatisfactions arising from their own lack of abilities or interest in the teaching process.

Choices in Utilizing Time

The Fellows were asked to divide up their time between several professional activities as they saw themselves both in their first position and after twenty years. The activities chosen were: teaching activities, counseling students, other service to student groups, research and scholarly writing, committee assignments and off-campus services, such as professional meetings, consulting and so forth.

Table 11

Percentage of Time Divided Between Various Professional Activities In First Position and After Twenty Years

	*0%	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
					Teaching activities						
***First position	**0	0	0	1.1	10.1	27.0	24.7	24.7	7.9	3.4	1.1
****In 20 years	0	0	2.5	8.6	39.5	21.0	17.3	7.4	1.2	2.5	0
					Counseling						
First position	10.1	31.5	50.6	6.7	0	0	1.1	0	0	0	0
In 20 years	4.9	29.6	48.1	17.3	0	0	0	0	0	0	0
					Other services to student groups						
First position	32.6	53.9	12.4	1.1	0	0	0	0	0	0	0
In 20 years	32.1	51.9	13.6	1.2	0	0	1.2	0	0	0	0
					Research and scholarly writing						
First position	1.1	6.7	19.1	31.5	20.2	14.6	5.6	1.1	0	0	0
In 20 years	1.2	2.5	19.8	22.2	37.0	9.9	6.2	1.2	0	0	0
					Committee Assignments						
First position	24.7	61.8	13.5	0	0	0	0	0	0	0	0
In 20 years	17.3	58.0	23.5	1.2	0	0	0	0	0	0	0
					Administrative duties						
First position	53.9	39.3	6.7	0	0	0	0	0	0	0	0
In 20 years	33.3	37.0	22.2	2.5	3.7	1.2	0	0	0	0	0
					Off-campus services						
First position	32.6	49.4	14.6	2.2	0	0	1.1	0	0	0	0
In 20 years	19.8	44.4	29.6	4.9	1.2	0	0	0	0	0	0

* Percentage of time
** Percentage of students
*** Total number responding = 89
**** Total number responding = 81

It is interesting to notice the range and mode of the various distributions. For example, in the first teaching position 27 per cent of these future teachers wish to spend between 40-49 per cent of their time in teaching activities. Yet one person wished to spend only 20-29 per cent while another was willing to devote 90-99 per cent of his time to the classroom. Twenty years later, these teachers wish to spend less time in the classroom. The mode is now in the interval 30-39 per cent.

An examination of the ideal distribution of time to be spent in other professional activities gives the following information: half of these subjects are willing to spend from 10-19 per cent of their time counseling with student but none wants to be involved more than 30 per cent of his time.

The amount of time that these college teachers of tomorrow want to spend in research is in inverse relationship to the time to be spent in teaching. In the first position, 32 per cent of the subjects want to be engaged in research for between 20-30 per cent of their time. Twenty years later, however, the expected time spent on research climbs just about the same proportion that expected time spent in teaching declines.

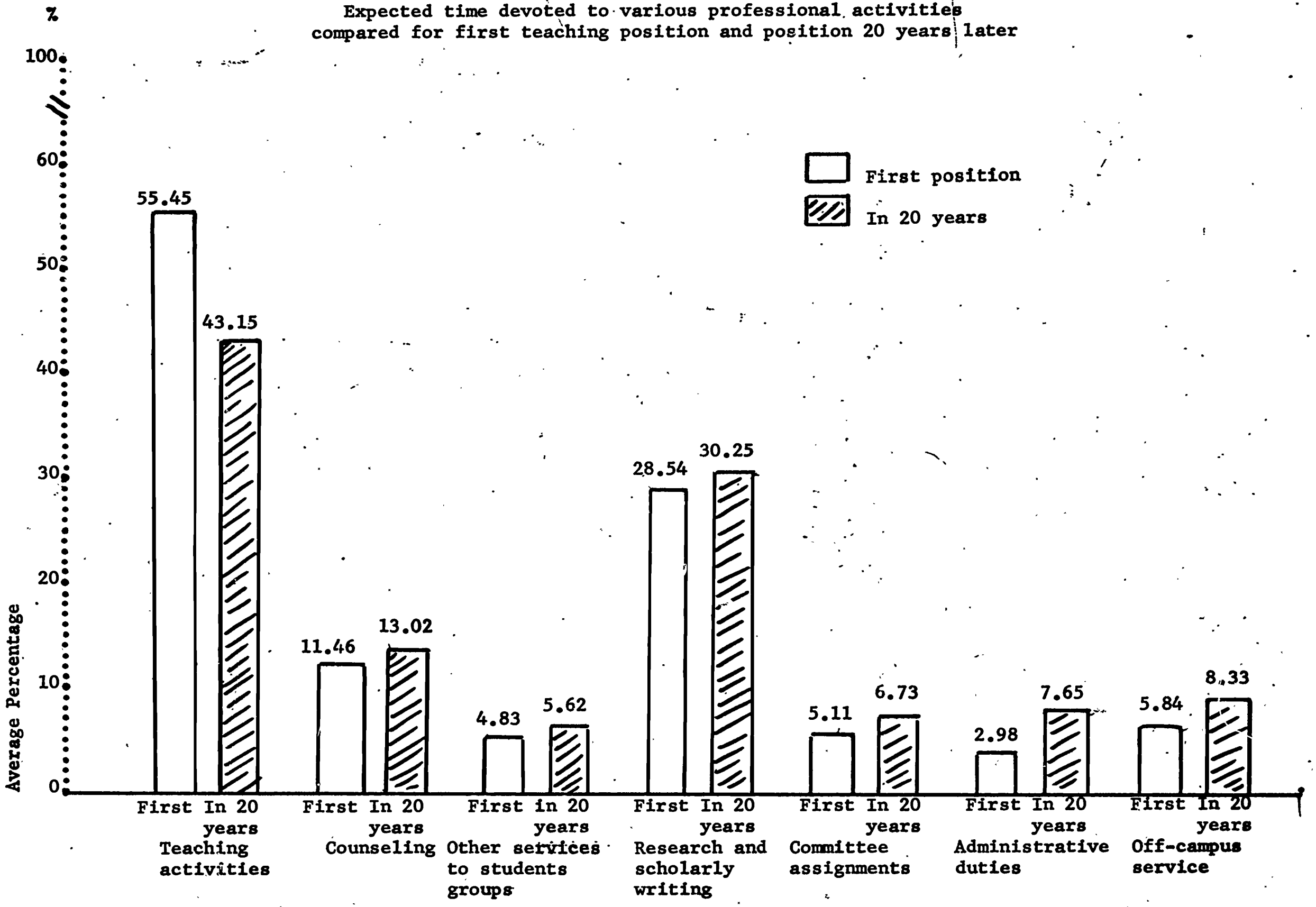
These students definitely do not want to be administrators! Over half of these students wish to spend no time in administration during their first year; 40 per cent relax a little and will admit between 1-9 per cent of administrative duties to their programs. No one wants to spend more than 20 per cent.

The picture changes only slightly 20 years later. More are willing to spend slightly more time but the maximum anyone is willing to spend is between 40-49 per cent. Yet it is a safe bet that a good proportion will be full-time administrators 20 years later. It would be interesting to speculate what it is that would change their minds.

In Figure I, these same data have been summarized. A mean estimated per cent of time devoted to each activity was calculated for both the first position and the hypothetical position 20 years later. This figure shows more clearly the anticipated changes.

Figure I

Expected time devoted to various professional activities compared for first teaching position and position 20 years later



The perceptions of these students are fairly realistic when compared to the findings reported by Eckert and Stecklein (6). Their sample wished more time for research and writing, and for teaching, which were the two most often selected activities from our group, and less time for committee and administrative work. This last finding again corresponds to the expressed preference of our sample.

Choice of Type of Institution

Of 86 subjects who responded to our question of type of undergraduate college attended, 39 came from a private university. Thirty-two graduated from private colleges while 15 came from public institutions.

When we asked the Fellows to tell us the type of institution in which they wished to teach, we found a very strong relationship between that answer and college of origin (x^2 = 36.770, d.f. = 4, p 0.001)

Table 12

Type of Institution At Which Student Would Prefer To Teach Compared With His Undergraduate Training

		Want to teach at			
		Private College	Public university	Private university	Totals
Undergraduate training at	Private college	17	5	10	32
	Public university	0	11	4	15
	Private university	9	4	26	39
	Totals	26	20	40	86

X^2 = 36.77
d.f. = 4
p .001

This confirms the finding of Eckert and Stecklein (6) and others that college teachers tend to return to institutions of the same general type they attended as undergraduates. As might be expected, not a single teacher in our sample wished to teach in a junior college or a public undergraduate college, such as a state college.

Personal Information

In some ways, our sample consisted of a very homogeneous group. We had controlled for sex and included only males in the sample and we selected Fellows graduating from college the same year and thereby controlled for age. The range was 21 (15 per cent) to 27 (1 per cent) with 62 per cent who were 22 years of age.

Marital Status. Because of their age, the great majority of the students in our sample were single (67 per cent). None was widowed, separated or divorced.

Place of Birth. Seven of the group were born outside the United States -- 2 in Europe, 1 in Asia, 1 in Africa and 3 in Latin America. A high proportion (33 per cent) were born in the Midwest, while only 5 claimed the Rocky Mountain area as place of birth. The second highest producing region was the East, with 29 per cent. Sixty-two per cent of these future college teachers were born in the Midwest or the Eastern part of the United States. Seven per cent claimed the Far West and 10 per cent came from the South. Slightly over 7 per cent answered the question: "State or country of birth?" by saying only United States.

Family Background. Since other investigations into vocational preference have reported an unusually large proportion of first-born or only children entering the profession, we investigated this factor in our sample. Exactly 50 per cent of the group were first-born children while an additional 13.8 per cent were only children; thus, almost two-thirds of our group were first-born or only children. In contrast, we found only 20 Fellows or 21.3 per cent of the sample who were the youngest in their family. Our study, therefore, finds a very large proportion of first-born children among the Danforth Fellows and indirectly confirms the entry of a large number of first-born students into the college teaching profession.

Father's Occupation. A high percentage of the fathers of the subjects in our sample worked at skilled trades (22 per cent). This differs somewhat from the 32 per cent reported by Eckert and Stecklein (.6). Also, only 3 per cent of the fathers in our group reported unskilled or semi-skilled occupations compared to the 10 per cent reported in the Eckert study. Nine per cent of the fathers were in sales jobs. Ten per cent of the students came from homes where the fathers were teachers (2 per cent in elementary and high school, and 8 per cent in college).

Table 13

Father's Current or Usual Occupation

		Number of students N	Per cent of students %
1.	Skilled trade	19	21.6
2.	Business or industry, management level	17	19.3
3.	Professions (excluding teaching, ministry)	15	17.0
4.	Sales	9	10.2
5.	College teaching	8	9.1
6.	Managerial (own business)	5	5.7
7.	Ministry	4	4.5
8.	Unskilled and semi-skilled labor	3	3.4
9.	Teaching (elementary and high school)	2	2.3
10.	Deceased or retired	6	6.8
	Total Responding	88	

The second highest occupational group consisted of fathers at the managerial level in business and industry (19 per cent).

Professions (exclusive of teaching and ministry) were named by 15 per cent, corresponding quite closely to the findings of Eckert and Stecklein (6) and somewhat lower than the figures reported by Gustad (7) and others.

Mother's Occupation. Half of the mothers of students in the sample were working. Seventeen per cent of the total group, by far the highest single percentage, were working in clerical or sales jobs while nine per cent were in the professions (excluding teaching or ministry) and eleven per cent were teaching (nine per cent elementary or secondary, and two per cent college).

Education of Parents. As might be expected from young people who place value upon teaching as a career and upon education in general, our subjects came from homes where parents are well educated. Sixty-two per cent of the fathers had taken at least some college work. Seventeen per cent were college graduates and twenty-seven per cent had obtained an advanced degree. This finding differs sharply from the figure reported by Eckert and Stecklein where only 27 per cent of the fathers had taken some college work. This difference undoubtedly reflects the rapid increase in educational level over the past several decades. Only three per cent of the fathers reported less than an eighth grade education.

The mothers were also characterized by high levels of educational attainment, though not as high as the fathers. Thirty-five per cent of the mothers had graduated from college or gone on for advanced work. Almost eight per cent reported advanced degrees. Forty-eight per cent had attended college for some time. As was the case with the fathers, only three per cent reported less than eighth grade education. The educational levels reached by the mothers in the sample were considerably higher in our study than was reported in the Eckert study, again undoubtedly reflecting the changing status of education in our country.

Parents' Vocational Goal for Son. When we asked if the subject felt that his parents had a definite vocational goal in mind for him when he entered college, more than two out of 3 responded no. Of the 18 who indicated yes, four stated that their parents wanted them to be college teachers. Only one of the parents of the four subjects was a college teacher himself. Five wanted their sons to be lawyers, two wanted them to follow medicine, and two mentioned engineering. Other parents had mentioned clergy, business or simply a profession. It is clear, however, that whatever the parental influence felt by our subjects to select college teaching, it was indirect. In fact, one could say that among this group the parents seemed to avoid direct intervention in the choice of a career.

Parental Attitude Toward Education. Although we have little evidence that the parents of the young men in this study actively encouraged them to select college teaching as a career, our students did report that their parents were strongly supportive of their decision to enter graduate school. Only two reported some opposition while 89 received active support.

Financing of Undergraduate Education.

As can be seen from Table 14, our subjects utilized many sources in financing their education.

It is interesting to note, though, the extent to which the great proportion of students was helped by parents and by scholarships. Only a very small group relied upon borrowed funds and then these were only used to finance a small part of the education. A significant amount was earned by students themselves in both campus and off-campus jobs.

Table 14

Reported Ways In Which Undergraduate Study Was Supported

	*0%	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
***1. Parent's financial assistance	12.9**	6.5	7.5	9.7	10.8	10.8	12.9	3.2	6.5	5.4	14.0
2. Scholarship	15.1	10.8	8.6	12.9	7.5	10.8	12.9	6.5	7.5	1.1	6.5
3. Personal saving	59.1	19.4	9.7	5.4	0	4.3	2.2	0	0	0	0
4. Borrowed funds	77.4	10.8	7.5	1.1	0	2.2	1.1	0	0	0	0
5. Campus jobs	62.4	14.0	14.0	8.6	0	0	1.1	0	0	0	0
6. Off-campus jobs	62.4	9.7	11.8	11.8	0	1.1	0	1.1	1.1	0	1.1
7. Wife's earnings	96.8	1.1	1.1	1.1	0	0	0	0	0	0	0
8. Other	89.2	2.2	4.3	1.1	2.2	0	1.1	0	0	0	0

* Percentage of financial support
** Percentage of students
*** Total number responding = 93

The Vocational Interests of Danforth Fellows

The Strong Vocational Interest Blank is a widely used measure of vocational interests which was developed by E.K. Strong, Jr. approximately 40 years ago (Strong, 1927). The instrument has undergone a number of revisions since that time, but its basic format remains the same. In it, the respondent is asked to react in a like-indifferent-dislike manner to a variety of occupations, school subjects, hobbies, etc. His interests are then compared with those of men in approximately 50 occupations.

Useable Strong Vocational Interest Blanks were obtained from 91 Danforth Fellows. Two types of analyses were performed. First, the average profile for the entire group was calculated. (Figure 2)

This group of future college teachers has interests similar to those of physicians, psychiatrists, psychologists and biologists; individuals in artistic and cultural occupations; and those in the verbal-linguistic areas.

Upon examining the responses of the group to some of the specific items on the Strong, it can be seen that the Fellows are reasonably unanimous in their liking of artistic, literary, and teaching occupations and amusements. Their dislike of most business world activities, particulary anything associated with selling, is just as intense. For example, over eighty per cent of the Fellows said they would like to be an author of a novel, a poet and a teacher of either adults or children, while more than eighty per cent said they would dislike being an auto salesman, a bank teller, or a real estate salesman.

The second analysis was an attempt to determine if the interests of first-year graduate students headed toward careers in college teaching (i.e., Danforth Fellows) could be differentiated from Strong's "Men-in-General" group. The 1965 revision of the "Men-in-General" reference group was used in the analysis. The percentage of Danforth Fellows responding

FIGURE 2

NCS PROFILE FOR STRONG VOCATIONAL INTEREST BLANK — FOR MEN

	OCCUPATION	STD. SCORE	C	C+	B−	B	B+	A
I	OPTOMETRIST		0 10 20		30		40	50 60
	PHYSICAL THERAPIST							
	DENTIST							
	OSTEOPATH							
	VETERINARIAN							
	PHYSICIAN							
	PSYCHIATRIST		10 20		30		40	50 60
	PSYCHOLOGIST							
	BIOLOGIST							
II	ARCHITECT							
	MATHEMETICIAN							
	PHYSICIST							
	CHEMIST		10 20		30		40	50 60
	ENGINEER							
III	PRODUCTION MANAGER							
	ARMY OFFICER							
	AIRPLANE PILOT							
IV	CARPENTER							
	FOREST SERVICE MAN		10 20		30		40	50 60
	FARMER							
	INDUS. ARTS TEACHER							
	MATH-SCIENCE TEACHER							
	PRINTER							
	POLICEMAN							
V	YMCA PHYS. DIRECTOR		10 20		30		40	50 60
	PERSONNEL DIRECTOR							
	PUBLIC ADMINISTRATOR							
	REHABILITATION COUNS.							
	YMCA SECRETARY							
	SOCIAL WORKER							
	SOC. SCIENCE TEACHER		10 20		30		40	50 60
	SCH. SUPERINTENDENT							
	MINISTER							
VI	LIBRARIAN							
	ARTIST							
	ART TEACHER							
	MUSICIAN PERFORMER		10 20		30		40	50 60
	MUSIC TEACHER							
VII	C.P.A. OWNER							
VIII	SENIOR C.P.A.							
	ACCOUNTANT							
	OFFICE WORKER							
	CREDIT MANAGER		10 20		30		40	50 60
	CHAMBER OF COMMERCE EXECUTIVE							
	BUS. EDUC. TEACHER							
	PURCHASING AGENT							
	BANKER							
	PHARMACIST							
	MORTICIAN		10 20		30		40	50 60
IX	SALES MANAGER							
	REAL ESTATE SALESMAN							
	LIFE INS. SALESMAN							
X	ADVERTISING MAN							
	LAWYER							
	AUTHOR-JOURNALIST		10 20		30		40	50 60
XI	PRES.-MFG. CONCERN							
	SPECIALIZATION LEVEL		20 30 40		50		60	70 80
	[illegible]IONAL LEVEL							
	[illegible]NITY [illegible]TY		F					M

SVIB SCORED BY NATIONAL COMPUTER SYSTEMS, INC., 1015 SO. 6TH ST., MINNEAPOLIS, MINN.

like, indifferent, or dislike to the SVIB items was compared with the "Men-in-General" responses on the same items. The responses were compared on 287 of the 399 items. The other 112 items were excluded from the analysis because they were undergoing revision at the time the data were collected.

Recent research has indicated that valid and reliable occupational scales can be developed with approximately 50-70 items that are differentiated at the twenty per cent level or better. The Danforth Fellow "Men-in-General" comparisons yielded 130 items that differed at the twenty per cent level. It appears, therefore, that this group of potential college teachers differs markedly from "Men-in-General" as defined by the SVIB and that a college teacher scale might be a useful addition to the scales on the Strong. Additional research along these lines is anticipated.

Changes in Major During Undergraduate Years

One final analysis was carried out with our data. We were interested in changes in majors during the undergraduate years; in the extent of change; in the direction of change; and in the nature of the change, i.e., within or across the boundaries of discipline areas. We will also be interested in following up those who changed their majors during undergraduate study to see if this has any measurable effect during the teaching years.

We asked our subjects to list their anticipated or actual undergraduate college major at the beginning of each of the college years.

One of the most interesting and important trends was the stability of some areas of study when contrasted with others. For example, of 13 majors in English at the beginning of the freshman year, eight kept their major all four years. This can be contrasted to mathematics where of 12 in the beginning, only three remained after four years. Physics is a similar case. Of 11 majors, only three endured to the end.

The physical sciences suffer the most drastic attrition: 34 students in our sample of 94 began their college careers in the physical sciences. Four years later less than one-third of the 34 remained.

The social sciences seem to have the greatest holding power: of 19 first-year majors, 11 are left in the senior year. The humanities show up quite well also: their loss is from 25 to 15. On a lesser scale, the biological sciences keep two of their original three.

It is interesting to notice the changes reported by the twelve Fellows who were unsure of their major at the beginning of their first year. In the first place, only 12 of the 94 Fellows report having been undecided as to their major during their freshman year. This would seem to be a considerably smaller amount of indecision than is true of a typical freshman class.

Secondly, by the beginning of the junior year, all 12 had chosen a major, undoubtedly in response to institutional requirements, But their first choice is quite tentative. After the second-year choice they continue to change -- three even up to their senior year. Only four of the 12 made a choice and stayed with it. Seven made a change after the initial selection and one Fellow made three choices.

Most of the undecided group seemed to move toward the social sciences and the Humanities. One selected pre-med, then biology, while another went to physics then to history. Philosophy and history seem to attract a large proportion of those who began their career in a ndecided state.

It is difficult if not impossible to make accurate inferences regarding reasons why there is so much attrition from the physical sciences. One could speculate that since 1957, as more and re emphasis has been placed upon the importance of physics, chemistry, mathematics and engineering, some seniors in high school are led unwisely to choose science careers. When they actually experience the specialized study of science, they may realize that it is not appropriate to their interests and abilities.

Of the eight Fellows who changed out of physics, only one moved into a related area, that of mathematics. Three selected English, three philosophy, and one political science. One of the English majors moved to philosophy and finally psychology.

The process of change is similar in mathematics. Of the nine who left during their undergraduate years, four chose history (but one later changed to English), one selected political science (and then changed to physics a year later), one chose chemistry, two selected physics and one ended up in philosophy.

Much more research is needed into the dynamics of this kind of change. It is not possible to generalize from these findings to college students in general since our subjects represent an atypical college population.

Summary and Implications

In an attempt to understand more fully the factors which motivate college seniors to seek careers in college teaching and to gain additional information about the exploratory stage of Super's vocational choice theory, a questionnaire and the Strong Vocational Interest Blank were mailed (in February of 1966) to the 97 men who were awarded Danforth Graduate Fellowships the preceding fall. They had applied for the Fellowships and, in effect, decided to head toward careers in college teaching in the fall of their senior year in college. Completed questionnaires and SVIB's were obtained from 94 of the 97 Fellows.

The major findings were as follows:

1. Students in the sample began to think of themselves as college teachers rather early in their educational years. Twenty per cent thought of themselves as college teachers by the end of their high school years. The biggest percentage increase in considering college teaching as a career occurred during the junior year in college. By the end of their senior year, nine of ten Fellows were thinking of college teaching as a career. Definite decisions to become college teachers were closely related to "thinking of oneself as a college teacher." Forty-four per cent had definitely decided to become college teachers by the beginning of their junior year. This jumped to 91 per cent by the beginning of the senior year.

2. The students in our sample were asked to check teaching-like activities in which they had participated during their college years and then to describe what impact, if any, they felt these activities had had upon their decision to become college teachers. The major influences seemed to be an increase in self-confidence; confirmation of an already held interest; resolution of career-choice conflicts; and a greater awareness of the rewards and challenges of teaching.

3. Our sample of future college teachers was motivated to select college teaching for reasons of intellectual challenge, desires to work with college-age students, pleasant atmosphere in which to work, and aspirations to make a contribution to society. When asked to select a single reason for their choice of college teaching, the most frequently selected response was "Felt I could make the greatest contribution to society in this area."

4. The students in our sample had rather clear ideas about satisfactions they expected in their careers. By far the most important satisfaction had to do with the collegiate environment, personal associations and the concrete rewards of college teaching. Nine of ten Fellows listed such an expected satisfaction. Other satisfactions included opportunities for service to others, opportunities for self development as scholars and teachers, and challenges and satisfactions from the teaching process itself.

5. Primary dissatisfaction expected in later years as teachers were concentrated in several areas, the most important of which dealt with role expectations. Our future teachers expected to be dissatisfied most with pressures to publish. Secondly, they were very dubious about administrative duties and relationships with administrators. They were concerned with expected competition for status and recognition, as well as with possible frustrations caused by poor students and incompetent colleagues. They expressed some dissatisfaction with the expected work conditions and reflected some anxiety regarding their own abilities.

6. Our students wanted to spend an average of approximately 55 per cent of their time as new faculty members in teaching activities. Twenty years later they want to reduce this to 43 per cent, on the average. The amount of time they would like to devote to research and writing increases in approximately the same proportion that teaching time decreases. The future teachers we studied wanted no part of administrative duties. About three per cent of their time spent in administration during the first year would be ideal. This jumps to only eight per cent in the ideal position after twenty years.

7. As measured by the Strong Vocational Interest Blank, the interests of the Fellows most closely resemble those of physicians, psychiatrists, psychologists, and biologists; librarians and musicians; and lawyers and writers.

8. When the Danforth Fellows begin their teaching careers, they hope, in general, to return to the type of institution at which they did their undergraduate work.

The study was designed primarily as an exploratory study and suffers from the weakness of lacking a non-teaching control group with which the exploratory vocational choice activities could be compared. Subsequent research in this area should attempt to collect data from such a control group as well as from other groups of graduate students oriented toward college teaching.

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Appendix A

Explanatory Letter

February 9, 1966

We have received a grant from the United States Office of Education to examine factors involved in the decision to become a college teacher. Since you are considering college teaching as a career, we are seeking your help in this project along with the other members of the 1965 class of Danforth Fellows. It will require approximately one hour of your time.

We know that you are extremely busy, but we hope you understand the potential importance of your cooperation. As you are well aware, there is an acute need for well-qualified college teachers, and yet little is known about the characteristics and motivations of top-flight individuals entering this field. This study should contribute significant information to aid in recruiting and holding such persons in academic positions.

Enclosed you will find:

1) A questionnaire which explores some factors which may have influenced your decision to become a college teacher.

2) The Strong Vocational Interest Blank (SVIB) a widely used and highly respected interest inventory. Developed about 35 years ago by E. K. Strong, Jr. at Stanford University, the SVIB provides indices of the similarity between an individual's interests and those of people successfully employed in a variety of occupations.

Please complete the questionnaire and SVIB and return them to us by February 19 in the stamped, self-addressed envelope. Your profile results on the SVIB and a summary of the entire study will be sent to you as soon as the data are tabulated.

Many thanks for your help.

Sincerely yours,

Jack E. Rossmann, Ph.D.
Coordinator of Educational Research
Assistant Professor of Psychology
Macalester College

Joseph C. Bentley, Ph.D.
Assistant Professor of Educational Psychology
Clark University

Appendix B

Questionnaire

*COLLEGE TEACHING QUESTIONNAIRE

Name _____

I. Career Choice

A. How did you become interested in college teaching? Please check all the factors in the list below that influenced your choice of career.

(22) 1. ___ high school teacher or counselor suggested it
(23) 2. ___ college teacher recommended it
(24) 3. ___ college administrator or counselor encouraged me
(25) 4. ___ parents encouraged me
(26) 5. ___ opportunity for Danforth Fellowship
(27) 6. ___ just "drifted" into my decision
(28) 7. ___ became so interested in subject I wanted to continue its study
(29) 8. ___ desire to work with college-age students
(30) 9. ___ wanted a job with security and prestige
(31) 10. ___ felt I could contribute more to my field by teaching in college
(32) 11. ___ wanted an opportunity to pursue research activities in my field
(33) 12. ___ felt I could make the greatest contribution to society in this area
(34) 13. ___ liked working conditions (flexible schedule, vacations, relative independence)
(35) 14. ___ wanted to be a part of the college academic and social life
(36) 15. ___ desired to emulate a certain college professor
(37) 16. ___ thought it would offer more intellectual challenge than other careers
(38) 17. ___ other (please specify)_____

(39-40) Please go back and double-check the <u>one</u> factor among those listed above which you feel had the <u>greatest influence</u> on your choice.

B. What was your anticipated or actual undergraduate college major at the beginning of your:

(41-42) first year_____?

(43-44) second year_____?

(45-46) third year_____?

(47-48) fourth year_____?

(49-50) fifth year_____?
(If appropriate)

(51)

* Your responses will be treated confidentially and will be seen only by Dr. Rossmann and Dr. Bentley.

C. What was your career goal at the beginning of each of your four years in undergraduate school? (If possible, please be specific, e.g. teaching high school biology, lawyer, physician, research chemist).

(52-53) first year_____. If none or uncertain so state.

(54-55) second year_____.

(56-57) third year_____.

(58-59) fourth year_____.

(60-61) fifth year_____.
(If appropriate)

(62)

D. Did you feel your parents had a definite vocational goal for you when you entered college?

(63) ___ 1. Yes. Please specify_____.
2. No
3. Don't recall

E. In general, what have been your parents' attitudes toward your decision to enter graduate school?

(64) ___ 1. Strongly supportive
2. Mildly supportive
3. Indifferent
4. Mildly opposed
5. Strongly opposed

F. How did you feel about college as an undergraduate?

(65) ___ 1. Liked it very much
2. Liked it most of the time
3. Accepted it as necessary
4. Was often unhappy with it
5. Disliked it and was glad to finish

(66)

G. What is your major in graduate school?_____.

II. Career Expectations

A. How certain are you of your decision to become a college teacher?

(3) ___ 1. Very certain
2. Fairly certain
3. Somewhat uncertain
4. Quite uncertain

B. At which of the following types of institutions would you prefer to teach? (Select one)

(4) ___ 1. Junior college
2. Private undergraduate college
3. Public undergraduate college
4. Public university
5. Private university
6. Other_____

C. What percentage of your total professional activities do you expect to devote to each of the following tasks: 1) in your first faculty position; and 2) in the position you hope to hold twenty years from now?

First Position	In Twenty Years	
(5) _____%	(12) _____%	Teaching activities (including preparations, thesis advising, grading, etc.)
(6) _____%	(13) _____%	Counseling (personal and academic)
(7) _____%	(14) _____%	Other services to student groups
(8) _____%	(15) _____%	Research and scholarly writing
(9) _____%	(16) _____%	Committee assignments
(10) _____%	(17) _____%	Administrative duties
(11) _____%	(18) _____%	Off-campus services (Professional meetings, community talks, consultant services, etc.)

D. What do you think are the two or three chief satisfactions that you will derive from college teaching?

(19-20) 1._____

(21-22) 2._____

(23-24) 3._____

E. What do you think may be your main dissatisfactions with college teaching as a career?

(25-26) 1._____

(27-28) 2._____

(29-30) 3._____

III. Career Exploration

A. When did you first come to <u>think of yourself</u> as a college teacher? (This need not be the same as the point at which you decided to become a college teacher.)

(31) ___ 1. Before high school
2. Early high school years
3. Late high school years
4. Freshman year in college
5. Sophomore year in college
6. Junior year in college
7. Senior year in college
8. After graduation from college

B. If you had teaching experience prior to entering graduate school, please check the setting in which you taught.

(32-33)__ 1. No teaching experience
2. Nursery School
3. Elementary School
4. Junior High School
5. Senior High School
6. College
7. Other_____
(Please specify)

C. Please check any of the following activities in which you have participated:

		Never	Before High School	Early High School	Late High School	Early College	Late College
(34)	1. Discussion group leader	___	___	___	___	___	___
(35)	2. Camp counselor	___	___	___	___	___	___
(36)	3. Boy Scout Leader	___	___	___	___	___	___
(37)	4. Tutoring	___	___	___	___	___	___
(38)	5. Sunday School or Religious teaching	___	___	___	___	___	___
(39)	6. Project Headstart	___	___	___	___	___	___
(40)	7. VISTA (Domestic Peace Corps)	___	___	___	___	___	___
(41)	8. Peace Corps	___	___	___	___	___	___
(42)	9. Other similar activities (Please describe)	___	___	___	___	___	___

_____

D. Please describe briefly any impact which you feel the activities you checked in the preceding item had upon you. (e.g. changes in interest or values, change in vocational direction, better understanding of an occupation, etc.)

(43-44) _____

_____

_____

E. Please check your major activities during the past four summers.

	1965 (45)	1964 (46)	1963 (47)	1962 (48)
1. Studied full-time	___	___	___	___
2. Studied part-time	___	___	___	___
3. Employed full-time _____ Describe job	___	___	___	___
_____				
4. Employed part-time _____ Describe job	___	___	___	___
_____				
5. Traveled	___	___	___	___
6. Relaxed	___	___	___	___
7. Military service (more than two weeks)	___	___	___	___
8. Other _____ (Please Describe)	___	___	___	___

F. Please list below the summer and part-time jobs that you have held during the high school years.

(49) 1. _____

(50) 2. _____

(51) 3. _____

(52) 4. _____

(53) 5. _____

IV. Personal Information

(1-2)

(3) A. Age_____

B. Marital Status

(4) _____
1. Single
2. Married, no children
3. Married, with children
4. Widowed
5. Separated
6. Divorced

(5) C. State or country of birth_____

(6) D. Number of older brothers_____
Number of younger brothers_____
Number of older sisters_____
Number of younger sisters_____

(10) E. Father's current or usual occupation_____
(Please use specific job title)

(11) F. Mother's occupation if she is currently employed outside of the home:

_____

G. Parents' education-check appropriate level for each parent

		Mother (12)	Father (13)
Less than eighth grade	1.	_____	_____
Eighth grade	2.	_____	_____
Some high school	3.	_____	_____
High school graduate	4.	_____	_____
Technical, business, etc.	5.	_____	_____
Some college	6.	_____	_____
College graduate	7.	_____	_____
Some graduate and professional work	8.	_____	_____
Received advanced degree_____ Specific	9.	_____	_____

H. How was your undergraduate study supported? Please indicate approximate percentages.

(14) _____% parents' financial assistance
(15) _____% personal savings
(16) _____% borrowed funds
(17) _____% wife's earnings
(18) _____% scholarship
(19) _____% campus job
(20) _____% off-campus jobs
(21) _____% other_____
100%

Appendix C

Follow-up Letter

February 24, 1966

Dear

The initial response to our request for information from the 1965 Danforth Fellows has been excellent. Over two-thirds of the Fellows have already returned the completed questionnaire and Interest Blank.

In order that we might have a completely accurate picture, however, it is extremely important that we get replies from everyone.

Since we have not received information from you as yet, we hope you will return the questionnaire and Strong Vocational Interest Blank as soon as possible. If you have misplaced them, please let us know and we'll send new blanks to you.

Thanks for your help.

Cordially,

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