PARENTS' ASPIRATIONS FOR THEIR CHILDREN'S EDUCATION

AND VOCATIONS AS MEASURED BY A

SAMPLE OF VIRGINIA FAMILIES

by

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Thesis submitted to the Graduate Faculty of the

Virginia Polytechnic Institute

in candidacy for the degree of

MASTER OF SCIENCE

in

Child Development and Family Life

DEPARTMENT OF HOME ECONOMICS

June, 1960

Blacksburg, Virginia
ERRATUM

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ACKNOWLEDGEMENTS

The author wishes to express her gratitude to Dr. Laura Jane Harper for her guidance, encouragement and assistance throughout the study; to Dr. D. L. Kinneer, Dr. T. J. Horne, and Dr. W. E. Skelton for their suggestions and criticisms; to Dr. H. N. Young, Director of the Virginia Agricultural Experiment Station for financial assistance in conducting the study; to the administrators, personnel and pupils of the schools and the parents of the children studied for their cooperation; and to other staff members of the Department of Home Economics, Virginia Polytechnic Institute for their assistance.

She especially wishes to express appreciation to her husband and children for their patience and understanding throughout this study.

For the assistance of all persons who helped to make this investigation possible, the writer offers her deepest thanks.
CHAPTER I

INTRODUCTION

The vocational and educational plans of rural teenagers are of real concern to the teenagers and their parents. As mechanized farming increases, the number of youths who will find employment on the farms will decrease. In the United States for the 1950-1960 decade the farm male replacement ratio has been predicted to be 168 (1). This means that, with no migration, for every 100 men in the male population who die or reach retirement age, 168 young men living on farms will reach working age. In Virginia the replacement ratio, as predicted for the 1950-1960 decade, is higher than that of the United States as a whole, as 188 young men will reach working age for every 100 who die or reach retirement age (1). Of the eight counties of Virginia included in this study—Floyd, Montgomery, Wythe, Scott, Bland, Lee, Rockingham, and Giles the lowest replacement ratio, 144, is in Floyd County and the highest replacement ratio, 179, is in Giles and Wythe Counties (1). This means that possibly not more than 50 to 60 per cent of the young men reaching maturity between 1950 and 1960 will find employment on the farm. With guidance they may become interested in farm allied occupations.

The vocational and educational plans for the young women living in rural areas are equally important, as vocational success for themselves, and in part for their husbands, is dependent on their educational plans and guidance.
Review of Literature

The literature reviewed here reports findings of research done on the occupational and educational opportunities of rural youth of the Nation. Very few research findings on this subject were available. This may indicate need for further research as our farms are becoming more efficient and fewer, and better trained farm boys will be needed. The remainder will need to find employment elsewhere. What are the opportunities for these young people? What opportunities do they wish? What are some farm related occupations?

Factors influencing vocational and educational goals: A young person may be influenced by various factors in his choice of life work. Family background may exert the first and greatest influence. The occupation of the father, the mother who works outside the home, the attitudes of the parents toward education, and the education of the parents seem to affect the choices of the young people.

In a Georgia study (2) 413 eighth and twelfth grade boys stated their occupational, educational, and migration choices. These boys were found to be choosing more urbanlike occupations than those of their parents. The expectations were of higher rank when there was a difference between expectations and choices which suggested the attempt of parents to guide the youth into higher-rank occupations. The making of a vocational choice by these boys had been influenced most by the parents (2).
In a study made in the State of Washington, Straus (3) reported that farmers' sons who chose to farm came from high income, owner-operator families. These families could help the son get started in farming by giving financial support and assistance in managerial skills. He also reported that boys whose mothers worked for wages outside the home did not tend to choose farming as an occupation (3).

Children of parents who are fairly high on the educational and vocational scale usually attend college. Parents of those who plan to farm tend to have lower levels of educational and occupational aspiration for their sons than do the parents of those who do not plan to farm (4). Some evidence suggests that the mothers' education may be more important than that of the father in influencing the child to go to college (5). Moser (6) found that students of parents who had the highest percentage of college attendance chose vocations which require a college education for successful performance rather than those which require specialized training such as mechanical, clerical and musical vocations.

Berdie (5) found that:

A child coming from a home with many books was more likely to plan to attend college than a child with similar abilities coming from a home with similar resources, but having fewer books. A family subscribing to many magazines was more likely to have a child planning to attend college than an otherwise similar family subscribing to few or no magazines. Parents active in community organizations, particularly those related to schools, such as parent teacher associations, were more likely to have children planning to attend college than otherwise similar parents who did not participate in such community activities (5).
A study of high school senior boys indicated that though mental ability and fathers' occupations were both significantly related to vocational plans, the fathers' occupation has the greatest relationship. The occupations these boys planned to follow were not on a higher prestige level than fathers' occupations (7).

Scharzweller (8) found that fathers' occupational status is associated with the young peoples' attitudes toward hard work. The higher the status of the family, the less the youth tend to value hard work. Youths from families of lower status tend to value hard work more because this means of gaining success is more available to them (8).

Other factors that may influence occupational and educational opportunities of youth are sex, socio-economic levels, intelligence, geographic location and guidance other than parental.

In January, 1950, questionnaires were given to the high school seniors of Minnesota to find what they planned for the following year. Although the difference was small, more farm girls planned to attend college than did farm boys. The most frequent plans for farm boys was planning to work for parents (5).

Martinson (9) found that farm girls who migrated to urban communities were more aggressive socially than those who did not migrate. A clerical interest was exhibited by the farm girls who did not migrate and they satisfied this interest by becoming secretaries, etcetera, in the trade centers within their communities. The boys who remained in the community tended to remain on the farm and those who left tended to continue their
education beyond high school. The migration of boys seemed to result from academic achievement in high school and from interests that were urban-oriented (9).

The high occupational aspirations of girls may be due to the social stigma of manual occupations for women and to the numerous white-collar jobs for women which require low level of training and education (10).

Harry (11) found significant relationship between socio-economic status and school achievement. Children from the lower socio-economic levels tend to discontinue their education at an early age. The children from lower socio-economic levels are much less apt to attend college. The selection of high school curriculum is influenced to some extent by social class. Children of the lower socio-economic levels tend to participate little in extra-curricular activities (11).

The farm-reared people in the nonfarm population usually are employed in low-status positions as to income, education and occupation (12). This implies that the farm-reared youth have entered the nonfarm situation poorly equipped as to education.

Low levels of aspiration of the community environment and immediate class may result in the rural youth's lack of effort toward gaining education or skills. His lower goals as well as difficulty in gaining training limit his choice of occupation. The smaller the community where the youth lives in his teens the more likely the youth is to have low levels of aspiration (13).
Many studies indicate correlation between intelligence and rural-urban migration.

In 1938 data were secured from 5,464 farm, rural high school students who were attending school between 1920 and 1930. The evidence secured indicated that if scholastic achievement is a measure of the competence of the individual, the cities are gaining from the migration from the rural areas (14).

Haller (15) found that farm boys who plan to farm have lower intelligence test scores than those who plan to go to college. However, the plans to farm for the most intelligent farm boys seem to have an adverse influence upon plans to go to college. When these plans to farm are not carried out and these boys have to turn to other occupations it may explain in part the low levels of urban occupational achievements of farm reared persons (15).

Records of 5011 persons who were high school seniors in 116 Missouri communities during the years 1939-1940 furnished data for a study by Pihlblad and Gregory (16). Their findings provide support for other investigations that rural youth who migrate toward urban areas tend to be more intelligent and have more aptitude for school.

Berdie (5) found that scholarly achievement and intelligence are closely correlated with college attendance.

Haller (14) found no difference in measured intelligence between those who did and those who did not plan to farm in the study which he made on 109 17-year-old farm boys in 1957. This study was made in one of the richest agricultural areas in Michigan which is also located near
the industrial area of Detroit and Toledo. There are also excellent opportunities for higher education in this area. The opportunities in this area were unusually good for both farm and nonfarm work (4).

Straus (3) also found no significant difference in intelligence between those who did and those who did not plan to farm.

Communities in which educational facilities are limited will tend to lose their more intelligent youths to communities with better educational facilities (16). If a college is located near a rural high school graduate's home he is more likely to attend college (5).

Lipset (13) suggests that with poor elementary and high schools in the rural community and no colleges near by, the rural youth is not aware of some occupational opportunities for which he might prepare himself.

Haller and Sewell (17) in a study of high school seniors in Wisconsin, found that residence of high school girls was not related to their educational and vocational aspirations. Residence was not related to occupational aspiration of boys but was related to the educational plans which seems to indicate that the farm boys did not realize the importance of education in an occupation (17).

Little evidence was found that indicates much occupational counseling by anyone other than the parents. Some youths had direct contact with persons who were working in occupations they later chose or who told them of these occupations. Some individuals had unique experiences which influenced their occupational choices. The guidance other than parental which had been conducted seemed only to confirm choices already made (2).
The factors which are most influential in youths' vocational choices are indicated in a Missouri study as the parent, a friend, a professional acquaintance and a relative other than a parent, and in that order (18).

The review of literature reveals need for more study. So few studies have been made that there can be no valid conclusions drawn as to what the educational and occupational opportunities really are or even what factors influence educational and occupational choices. The first step, in gaining background for the guidance of rural youth in their choices for their futures, would be a study to determine what factors are of greatest influence in this area.

Tests Administered:

Cornell Scale of Level of Living, Shorter Form (19): The Cornell Scale of Level of Living measures the material style of life rather than socio-economic status. Socio-economic status is a concept of the position of a person or family in society with respect to prestige, power, life chances, style of life and current standards. The cultural and material are two aspects of style-of-life. The Cornell Scale measures the material style but the relationship between socio-economic status and material style of life is strong enough to justify its use as an indicator of status (19).

The Cornell Scale has been used successfully for a sample of rural farmers, rural non-farmers, and villagers (19).
An original battery of forty-four items were used for the development of the Cornell Scale of Level of Living. Thirteen items which correlated most highly with the material criterion of occupational status were selected to form the Cornell Scale of Level of Living. The shorter form of the Cornell Scale includes nine of these thirteen items. Advantages of the shorter form are reductions in the training of interviewers, time, and need for entry into the home. There are limitations because the reliability and validity of the short form may be affected by the instability of any one item since the contribution of the short form is proportionately higher than in a long form. Also, the power of the short form to discriminate between the extremes of the range of level of living is less than that of the long form.

Kuder Preference Record (20): The Kuder Preference Record, Vocational Form C helps the individual investigate occupations most likely to suit him (20). Preference in ten broad areas, 0-outdoors, 1-mechanical, 2-computational, 3-scientific, 4-persuasive, 5-artistic, 6-literary, 7-musical, 8-social service, and 9-clerical are measured by this schedule. The verification, or "V scale", is also included in this record not as a measure of vocational preferences but as a validity measure.

When an individual's preference for certain types of activities is revealed, he can investigate occupations which involve these activities. The Kuder Preference Record, Vocational Form C can be used to verify a person's choice of occupation or to point out occupations for further study. For the young person it may serve as a check on the choice of career before preparation for the vocation is far advanced (20).
The Kuder Preference Record, Vocational Form C is self-administering. Complete directions are given with the record booklet. These directions are read by the people taking the test and they then mark their choices for the various activities. Thirty to forty minutes is usually required for the adult to complete the test while high school students may take some additional time. It is often desirable that someone who is familiar with the test watch the subjects for the first few minutes to see that the marking of the answers is done correctly and to make sure that the individual is marking one first and one last choice in each group of three activities. A list of words and phrases is given on the back of the first page in the test booklet for use if some persons find some of the words and phrases difficult to understand (20).

The answer pad of the Kuder Preference Record, Form C contains the directions for scoring. After scoring the answers, the profile can be constructed by following the directions given on the profile sheet. The scores are copied from the answer pad to the profile sheet and then the verification score is inspected. If it is not within the range of 38-44, inclusive, there is reason to doubt the validity of the subject's answers. Possible reasons for scores outside the range of 38-44 are (20):

1. The subject may have marked too many answers.

   A score of 45 or more may indicate this as 44 in the highest possible score.
2. In the "doubtful range" is a score of 33 to 37 on the Verification (V) scale. If only one first and one last choice is indicated for each item, questions may be asked of the subject to determine whether he has reading comprehension difficulty, has understood the directions, has answered carelessly or insincerely or has preferences so atypical that he does not prefer the activities ordinarily chosen by the majority of people.

If a fourth possibility seems indicated, the scores on the scales may be allowed to stand.

A score of 32 or less on the verification (V) scale either indicates a number of omissions or some reason for doubting the validity of the answers given by the subject. If no reading comprehension difficulty is revealed, it is desirable for the subject to fill out the record again (20).

The interpretation of the scores is helpful in drawing a person's attention to occupations to which he should give careful consideration.

The profile which was constructed from the individual's scores on the Kuder Preference Record, Vocational is inspected to see which scores are above the 75th percentile. Table 1 of the Examiner's Manual, Kuder Preference Record, Vocational Form C lists the suggested occupations for those persons with high scores on any of the nine scales. If an individual has a high score on one scale only, the suggested occupations will be found by consulting the appropriate scale of this table.
If there are two high scores the numbers of the two high scales are combined, putting the smaller number first. This profile index is also found in Table 1 of the Examiner's Manual, which gives the list of occupations for consideration. Also to be investigated is the list suggested for each scale separately (20).

If three or more high scores are found the scale numbers are combined into pairs with the smaller number in each pair placed first. Each profile index is then looked up as in the directions for the two high scores (20).

If no scores above the 75th percentile are recorded, scores above the 65th percentile should be considered. These scores have some significance but not as much as higher scores. The person may have no well-developed interests if all scores are near the medians. It is also possible that he has filled out the blank carelessly or without understanding. Even though cases are rare it is also possible that the preferences of a person are evenly balanced among all ten fields so that no one field stands out. Another possibility is that the occupational interests of a person fall in the areas of personal service or manual labor (20).

Low scores on the scales, particularly those below the 25th percentile, should be inspected, as occupations calling for high interests in such activities should not be considered. The low scores are a part of the total picture of the characteristics of a person. They indicate occupations which are not in line with a person's preferences. It is also important to check a person's interests in an
area to see if it is that of an active participant. If the interest is that of appreciation rather than participation the field should not be considered as a vocation (20).

The person's abilities and achievements should be considered. If his abilities are obviously inappropriate to some occupations, these occupations should not be considered.

Relative to validity and reliability, tables in the Examiner's Manual of the Kuder Preference Record, Vocational Form C summarize numerous cases from several sources such as scores collected by the author of the scale, scores sent to the author by test users and publications. In interpretation of these percentiles, a percentile of 65 is high at the one per cent level of confidence for a sample of 40 cases, and at the five per cent level of confidence for 20 cases when dealing with normally distributed populations. The author of the Kuder Preference Record reports a high degree of validity and reliability related to the correct use of this scale (20).

Hieronymus scale for measuring attitude toward education (11): The Hieronymus scale for measuring attitude toward education was developed for measuring the students' opinion of the value of an education rather than the attitude toward the educational practices of the school attended. In developing this scale, Hieronymus chose a large number of statements relating to the value of education. As related to the subject, approximately half of these statements were favorable and half were unfavorable. From 170 of these statements, 50 were selected for further consideration.
In addition, 25 multiple-choice questions were prepared. These questions attempted to investigate the value placed upon education by the student by learning his attitude toward situations in life (11).

Twenty-eight educators gave opinions as to the validity of each item. Forty statements and seventeen multiple-choice items remained after the opinions were evaluated. This tryout scale of 57 items was administered to 231 boys and 211 girls in the eighth, ninth and tenth grades of two large school systems in Iowa. The difference between the means of the high and low 27 per cent of the distribution was used as the index of discrimination. The indices which were obtained, as well as the validity judgments and variety of content, were used to select items for the final survey form. By testing the 442 eighth, ninth and tenth grade students in two schools only those items were retained in the final questionnaire where the reliability coefficient for the item was at least 0.90 between the subjects in the two schools tested. A total of 33 statements and 13 multiple-choice questions, for a total of 46 statements and questions, received a reliability coefficient of at least 0.90. This list comprises the Hieronymus test as now used (11).

**Purpose of This Study**

The objectives of this study were to discover the relation of the education, occupation and aspirations of the parents upon the selection of educational and vocational goals of rural youth in Virginia.

The aims of this study were to determine:

1. The sex, number of family members, number of children living with both parents, whether
parents are farm or nonfarm people, whether students are members of certain youth organizations, and socio-economic status of the families of ninth and tenth grade students in eleven randomly selected public schools in the Appalachian region of Virginia.

2. The extent the vocation of parents, farm or nonfarm, tends to influence the educational and vocational goals of youth.

3. The effect of location of home upon goals of the youth.

4. The association, if any, between participation in extra-curricular activities in high school and plans for the future.

5. The influence of socio-economic status of the family on educational and vocational plans of youth.

6. The similarities and differences in parental aspirations for boys and girls.

The study reported here is the first part of a larger investigation being conducted by the Home Economics Department of the Virginia Agricultural Experiment Station entitled "Educational and Vocational Goals of Rural Youth in Virginia". In cooperation with the Virginia Agricultural Experiment Station, several other southern states are conducting similar investigations concerning the educational and vocational goals of rural youth.
CHAPTER II

PROCEDURE

The purpose of this study was to investigate the relation of education, location of residence, and occupation of parents on the educational and vocational goals of rural youth, as well as the relationships of educational and vocational aspirations of the children and of the parents for the children.

The sample of families was chosen by criteria for selection of youths rather than the parents. As designed, the sample would include a total of 96 youths and both of their parents, to be selected for intensive study from a pretest given to all of the ninth and tenth grade boys and girls in 11 high schools in the Appalachian region of Virginia. These 11 schools were chosen at random from all of the 58 high schools in the Appalachian region which are not located within the corporate limits of cities with 50,000 or more population or their densely settled fringes, as defined by the 1950 census. A listing of all the schools eligible to be chosen is included in the appendix. For random choice, the schools were placed in alphabetical order, and each school was then numbered alphabetically. From these numbers, the schools were chosen by the use of random tables (21). The schools, in order of random choice, were the Floyd, Christiansburg, Rural Retreat, Allegany, Gate City, Ceres, Blacksburg, Pennington, Broadway, Turner Ashby, and Pembroke High Schools.
Since this experiment was designed for intensive study of as many as 14 ninth and tenth grade boys and girls, as well as their parents, from each of the schools chosen at random, and which subjects met certain prescribed qualifications, a short pretest was administered to all of the ninth and tenth grade students in the 11 random schools. The classifications, or factors, which were studied are:

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Membership, as referred to in this study, deals with membership in the Future Farmers of America, Future Homemakers of America, and the 4-H Club. A boy-member is defined as a member if he is and has been a member of the Future Farmers of America for one semester, or a 4-H Club member for one year. Likewise, a girl-member is defined as a member, if she is and has been a member of the Future Homemakers of America for one semester, or a 4-H Club member for one year.

A copy of the pretest is included in the appendix. This test included 20 questions covering items listed under major classifications of factors to be studied. Included in the schedule were the nine questions developed for the Cornell Scale of Level of Living, Shorter Form (19).
All the ninth and tenth grade subjects in the 11 schools chosen, making a total of 2088 respondents, answered the questionnaire. However, a few of the schedules were incomplete, and were therefore discarded. Schedules were also eliminated for children who were not living at home with both parents and for more than one child in a family with children in the ninth and tenth grades of the same schools.

Eliminating the incomplete questionnaires as well as the questionnaires for those children not living with both parents, 1709 schedules were available for choosing the children and their parents for more intensive study as reported in this investigation. These 1709 schedules represent all the ninth and tenth grade children from the 11 random schools who:

1. Answered all questions on the schedule.
2. Who live at home with both parents.
3. Are the first or only child in the family in the ninth or tenth grade.

As defined in this study, the first child in the family who has a brother or sister in the ninth or tenth grade, is the child whose name begins with the lowest letter of the alphabet.

To score level of living using the nine point Cornell Level of Living Scale, Short Form (19), those subjects reporting two or less items on the scale were placed in the "low" level of living group, with three through six items reported the subjects were placed in the "medium" level of living group, and those reporting seven or more items were placed in the "high" level of living group.
To study all of the factors set up for this investigation the pretest questionnaires for the ninth and tenth grade children were classified as follows:

**Classification Types**

**TYPE I; Girls - Members**

1. High Socio Economic Status - Farm - One or Two Child Family
2. High Socio Economic Status - Farm - Three or More Child Family
3. High Socio Economic Status - Non-Farm - One or Two Child Family
4. High Socio Economic Status - Non-Farm - Three or More Child Family
5. Middle Socio Economic Status - Farm - One or Two Child Family
6. Middle Socio Economic Status - Farm - Three or More Child Family
7. Middle Socio Economic Status - Non-Farm - One or Two Child Family
8. Middle Socio Economic Status - Non-Farm - Three or More Child Family
9. Low Socio Economic Status - Farm - One or Two Child Family
10. Low Socio Economic Status - Farm - Three or More Child Family
11. Low Socio Economic Status - Non-Farm - One or Two Child Family
12. Low Socio Economic Status - Non-Farm - Three or More Child Family

**TYPE II; Boys - Members**

1. High Socio Economic Status - Farm - One or Two Child Family
2. High Socio Economic Status - Farm - Three or More Child Family
3. High Socio Economic Status - Non-Farm - One or Two Child Family
4. High Socio Economic Status - Non-Farm - Three or More Child Family
5. Middle Socio Economic Status - Farm - One or Two Child Family
6. Middle Socio Economic Status - Farm - Three or More Child Family
7. Middle Socio Economic Status - Non-Farm - One or Two Child Family
8. Middle Socio Economic Status - Non-Farm - Three or More Child Family
9. Low Socio Economic Status - Farm - One or Two Child Family
10. Low Socio Economic Status - Farm - Three or More Child Family
11. Low Socio Economic Status - Non-Farm - One or Two Child Family
12. Low Socio Economic Status - Non-Farm - Three or More Child Family

**TYPE III; Girls - Non-members**

1. High Socio Economic Status - Farm - One or Two Child Family
2. High Socio Economic Status - Farm - Three or More Child Family
3. High Socio Economic Status - Non-Farm - One or Two Child Family
4. High Socio Economic Status - Non-Farm - Three or More Child Family
TYPE III; Girls - Non-members (Continued)

5. Middle Socio Economic Status - Farm - One or Two Child Family
6. Middle Socio Economic Status - Farm - Three or More Child Family
7. Middle Socio Economic Status - Non-Farm - One or Two Child Family
8. Middle Socio Economic Status - Non-Farm - Three or More Child Family
9. Low Socio Economic Status - Farm - One or Two Child Family
10. Low Socio Economic Status - Farm - Three or More Child Family
11. Low Socio Economic Status - Non-Farm - One or Two Child Family
12. Low Socio Economic Status - Non-Farm - Three or More Child Family

TYPE IV; Boys - Non-members

1. High Socio Economic Status - Farm - One or Two Child Family
2. High Socio Economic Status - Farm - Three or More Child Family
3. High Socio Economic Status - Non-Farm - One or Two Child Family
4. High Socio Economic Status - Non-Farm - Three or More Child Family
5. Middle Socio Economic Status - Farm - One or Two Child Family
6. Middle Socio Economic Status - Farm - Three or More Child Family
7. Middle Socio Economic Status - Non-Farm - One or Two Child Family
8. Middle Socio Economic Status - Non-Farm - Three or More Child Family
9. Low Socio Economic Status - Farm - One or Two Child Family
10. Low Socio Economic Status - Farm - Three or More Child Family
11. Low Socio Economic Status - Non-Farm - One or Two Child Family
12. Low Socio Economic Status - Non-Farm - Three or More Child Family

All the pretests were coded for each school and the author planned to choose as many as 14 subjects from each school for intensive study if they met the qualifications as set up under the 48 classification types. For each 14 subjects selected, one alternate subject was selected, in case information for one subject or his parents might prove incomplete.

Due to conditions beyond control of investigator, schedules used for intensive study have been completed for only 49 children and their parents instead of the 96 children, as planned. Results obtained from the remaining 47 subjects will be reported later.
The number of subjects reported and the schools from which they come are as follows:

<table>
<thead>
<tr>
<th>High School</th>
<th>Number Subjects and Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floyd</td>
<td>8</td>
</tr>
<tr>
<td>Christiansburg</td>
<td>12</td>
</tr>
<tr>
<td>Rural Retreat</td>
<td>12</td>
</tr>
<tr>
<td>Alleghany</td>
<td>2</td>
</tr>
<tr>
<td>Blacksburg</td>
<td>14</td>
</tr>
<tr>
<td>Broadway</td>
<td>1</td>
</tr>
</tbody>
</table>

**Tests Administered**

When all of the pretests for one school were assembled and scored the eligible children were chosen according to classification types. The school was then visited and all of the eligible students were given the following tests:

1. Kuder Preference Record, Vocational Form C
2. Hieronymus scale for measuring attitudes toward education
3. A questionnaire relating to vocational aspirations.

By personal appointment, modifications of the same questionnaire were administered individually to both parents of each student. The parents were asked to complete the questionnaires according to the way they hoped their ninth or tenth grade child would answer. In other words the parents answers were to express the ideas and aspirations they had for their children and not for themselves. In some instances one or both parents could not read and write, and when this was the case the interviewer read
the questions to the respondent and recorded his answer.

Copies of the mimeographed tests administered to both students and parents are included in the Appendix. The Kuder Preference Record is not included since this test is available in most schools and libraries. Directions for scoring are included for the Hieronymus scale for Measuring attitudes toward education and the Cornell Level of Living Scale, Short Form.

The results obtained from the administration of these tests have been tabulated and summarized. No statistical treatment has been given the data. Statistical analyses of the data will appear later.
CHAPTER III

DESCRIPTION OF THE SAMPLE

The Population

Since the population, as defined in this study, was to consist of all the ninth and tenth grade boys and girls living in rural areas of the Appalachian region of Virginia, as well as their parents, the sample schools were drawn by randomization. The exact procedure for drawing the portion of the sample used in this study has been described in Chapter II and was planned with assistance from the Department of Experimental Statistics, North Carolina State College, Raleigh, North Carolina.

In Table I is listed the total number of students for each school, to which the pretests were administered, the number of tests that were discarded, and the number of pretests from which the final sample was drawn. There was a total of 2088 ninth and tenth grade children in the 11 schools chosen for study, and from this number, 1709, or 82 per cent were eligible to be considered in drawing the final sample of 49 students and their parents.

Table 2 describes the number and percentages of students in the chosen schools who were affiliated with the 4-H Club, Future Farmers of America, or Future Homemakers of America in relation to those students who were not affiliated with these clubs. Forty per cent of both the girls and the boys were affiliated with at least one or two of these organizations.

The residence of the students and their families is shown in Table 3. Only 39 per cent of the boys and 32 per cent of the girls lived on farms.
### TABLE 1

**A SUMMARY OF THE NUMBER OF PRETESTS ADMINISTERED TO ALL THE NINTH AND TENTH GRADE STUDENTS ENROLLED IN ELEVEN PUBLIC SCHOOLS IN THE APPALACHIAN REGION OF VIRGINIA**

<table>
<thead>
<tr>
<th>School</th>
<th>Pretests Administered</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used</td>
<td>Discarded</td>
<td>Total Given</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>108</td>
<td>21</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>193</td>
<td>38</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>118</td>
<td>30</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>13</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>293</td>
<td>76</td>
<td>369</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>2</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>254</td>
<td>50</td>
<td>304</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>119</td>
<td>37</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>252</td>
<td>55</td>
<td>307</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>203</td>
<td>36</td>
<td>239</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>82</td>
<td>21</td>
<td>103</td>
<td></td>
</tr>
</tbody>
</table>

|          | Total |          |          |
|          | 1709  | 379      | 2088     |
| Percent  | 82    | 18       | 100      |
TABLE 2

MEMBERSHIP IN 4-H CLUB, FUTURE FARMERS OF AMERICA, OR FUTURE HOMEMAKERS OF AMERICA, FOR THE NINTH AND TENTH GRADE STUDENTS IN ELEVEN PUBLIC SCHOOLS IN THE APPALACHIAN REGION OF VIRGINIA

| School | Girls Number | | Girls Non-Members | | Total | | Boys Number | | Boys Non-Members | | Total | | All Students Number | | All Students Non-Members | | Total |
|--------|--------------|---|------------------|---|------|---|----------------|---|------------------|---|------|---|------------------|---|----------------|---|
| 1      | 41           | | 18               | | 59   | | 32             | | 17               | | 49   | | 73             | | 35             | | 108            |
| 2      | 58           | | 41               | | 99   | | 37             | | 57               | | 94   | | 95             | | 98             | | 193            |
| 3      | 22           | | 35               | | 57   | | 44             | | 17               | | 61   | | 66             | | 52             | | 118            |
| 4      | 19           | | 13               | | 32   | | 20             | | 20               | | 40   | | 39             | | 33             | | 72             |
| 5      | 45           | | 103              | | 148  | | 43             | | 102              | | 145  | | 88             | | 205            | | 293            |
| 6      | 6            | | 1                | | 7    | | 7              | | 1                | | 8    | | 13             | | 2              | | 15             |
| 7      | 76           | | 62               | | 138  | | 25             | | 91               | | 116  | | 101            | | 153            | | 254            |
| 8      | 25           | | 42               | | 67   | | 23             | | 29               | | 52   | | 48             | | 71             | | 119            |
| 9      | 25           | | 108              | | 133  | | 51             | | 68               | | 119  | | 76             | | 176            | | 252            |
TABLE 2 (Continued)

<table>
<thead>
<tr>
<th>School</th>
<th>Girls</th>
<th></th>
<th>Boys</th>
<th></th>
<th>All Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Non-Members</td>
<td>Total</td>
<td>Number</td>
<td>Non-Members</td>
<td>Total</td>
</tr>
<tr>
<td>10</td>
<td>34</td>
<td>74</td>
<td>108</td>
<td>33</td>
<td>62</td>
<td>95</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>46</td>
<td>50</td>
<td>12</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>355</td>
<td>543</td>
<td>898</td>
<td>327</td>
<td>484</td>
<td>811</td>
</tr>
<tr>
<td>Percent</td>
<td>40</td>
<td>60</td>
<td>40</td>
<td>60</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>
### TABLE 3

RESIDENCE OF NINTH AND TENTH GRADE STUDENTS IN ELEVEN PUBLIC SCHOOLS IN THE APPALACHIAN REGION OF VIRGINIA

<table>
<thead>
<tr>
<th>School</th>
<th>Girls Farm</th>
<th>Girls Non-Farm</th>
<th>Boys Farm</th>
<th>Boys Non-Farm</th>
<th>All Students Farm</th>
<th>All Students Non-Farm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>33</td>
<td>26</td>
<td>32</td>
<td>17</td>
<td>65</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>91</td>
<td>14</td>
<td>80</td>
<td>22</td>
<td>171</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
<td>31</td>
<td>39</td>
<td>22</td>
<td>65</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>27</td>
<td>20</td>
<td>20</td>
<td>25</td>
<td>47</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>88</td>
<td>56</td>
<td>89</td>
<td>116</td>
<td>177</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>116</td>
<td>25</td>
<td>91</td>
<td>45</td>
<td>207</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
<td>51</td>
<td>19</td>
<td>33</td>
<td>35</td>
<td>84</td>
</tr>
<tr>
<td>9</td>
<td>71</td>
<td>62</td>
<td>55</td>
<td>64</td>
<td>126</td>
<td>126</td>
</tr>
<tr>
<td>10</td>
<td>39</td>
<td>69</td>
<td>41</td>
<td>54</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>44</td>
<td>6</td>
<td>26</td>
<td>12</td>
<td>70</td>
</tr>
</tbody>
</table>

| Total  | 291        | 607            | 315       | 496           | 606               | 1103                  |
| Percent| 32         | 68             | 39        | 61            | 35                | 65                    |
This is evidence of the growing number of rural families who are no longer engaged in farming.

The size of the families is given in Table 4. Thirty-one per cent of the children came from families consisting of one or two children; 69 per cent came from larger families.

In Table 5 is shown the level of living as measured by the Cornell Scale, Short Form (19). Approximately 25 per cent scored "high", 53 per cent scored "medium", and 22 per cent scored "low" on this scale.

The Sample

In the eleven high schools in the Appalachian region of Virginia that were chosen at random from all the high schools in that region located in rural area or in towns of less than 50,000 population, there were 2088 ninth and tenth grade students. Each of the students was asked to complete a short questionnaire concerning place of residence; whether or not he lived at home with both parents; whether or not he was a member of the 4-H Club, Future Farmers of America, or Future Homemakers of America; number of family members; whether or not he had brothers or sisters in the ninth or tenth grade; and nine questions relative to level of living for the family. A copy of this schedule is included in the appendix.

Of the 2088 students, 1709 were eligible to be considered in drawing the final sample of 96 students and their parents for more intensive study. Of the 1709 eligible subjects, 52 per cent were girls, 40 per cent were members of the 4-H Club, Future Farmers of America, or
<table>
<thead>
<tr>
<th>School</th>
<th>Girls 1-2 Children</th>
<th>Girls 3 or more Children</th>
<th>Boys 1-2 Children</th>
<th>Boys 3 or more Children</th>
<th>Total 1-2 Children</th>
<th>Total 3 or more Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>43</td>
<td>15</td>
<td>34</td>
<td>31</td>
<td>77</td>
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<td>42</td>
<td>57</td>
<td>34</td>
<td>60</td>
<td>76</td>
<td>117</td>
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<td>3</td>
<td>11</td>
<td>46</td>
<td>13</td>
<td>48</td>
<td>24</td>
<td>94</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>22</td>
<td>10</td>
<td>30</td>
<td>20</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>56</td>
<td>92</td>
<td>58</td>
<td>87</td>
<td>114</td>
<td>179</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>45</td>
<td>93</td>
<td>37</td>
<td>79</td>
<td>82</td>
<td>172</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>47</td>
<td>16</td>
<td>36</td>
<td>36</td>
<td>83</td>
</tr>
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<td>9</td>
<td>36</td>
<td>97</td>
<td>40</td>
<td>79</td>
<td>76</td>
<td>176</td>
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</table>
### TABLE 4 (Continued)

<table>
<thead>
<tr>
<th>School</th>
<th>Girls</th>
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<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>1-2 Children</td>
<td>3 or more Children</td>
<td>1-2 Children</td>
</tr>
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<td>10</td>
<td>33</td>
<td>75</td>
<td>27</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
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<td>624</td>
<td>263</td>
</tr>
<tr>
<td>Percent</td>
<td>30</td>
<td>70</td>
<td>32</td>
</tr>
<tr>
<td>School</td>
<td>Girls High</td>
<td>Girls Medium</td>
<td>Girls Low</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
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<td>5</td>
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<td>7</td>
<td>48</td>
<td>64</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
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<td>38</td>
<td>67</td>
<td>28</td>
</tr>
<tr>
<td>School</td>
<td>Girls High</td>
<td>Girls Medium</td>
<td>Girls Low</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
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<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>226</td>
<td>464</td>
<td>208</td>
</tr>
<tr>
<td>Percent</td>
<td>25</td>
<td>52</td>
<td>23</td>
</tr>
</tbody>
</table>
Future Homemakers of America; 35 per cent lived on farms; 69 per cent were members of families in which there were at least two other children; and, as scored by the Cornell Level of Living Scale, Short Form (19), 25 per cent came from families with a "high" level of living, 53 per cent from families with a "medium" level of living, and 22 per cent from families with a "low" level of living.

Of the final sample of 96 students and their families to be studied for the Appalachian region of Virginia 49 are reported in this paper. According to classification types, 24 were boys, 25 were girls; 26 were members of the 4-H Club, Future Farmers of America, or Future Homemakers of America; 19 were classed in the high level of living group, 21 in the middle level of living group, and 9 in the low level of living group; and 20 were members of farm families, while 29 were members of non-farm families.
CHAPTER IV

RESULTS

Answers collected by administering tests relating to the educational and vocational goals and interests to 49 ninth and tenth grade students and their parents, all of whom live in the Appalachian region of Virginia, have been tabulated and summarized. From this summary, only certain items concerning educational and vocational goals are reported here.

Academic Aspirations of Students

Sex: Table 6 is a summary of the academic aspirations of the students by sex.

One of the girls stated that she planned to terminate her education this year, and gave as her reason for leaving school that she plans to be married. Of interest is the fact that when her parents answered the same question, they stated that they planned for their daughter to complete high school. Sixty-seven percent of the boys planned to terminate their education with high school education, whereas only 48 percent of the girls planned to leave school at high school graduation. One of the girls planned to take some college work but did not plan to graduate; 36 percent planned to complete the bachelor's degree in college, and 8 percent planned graduate work. Only 33 percent of the boys planned to go to college but all of these boys hoped to graduate. None of the boys were planning graduate work.
## TABLE 6

ACADEMIC ASPIRATIONS OF FORTY-NINE
NINTH AND TENTH GRADE STUDENTS IN
SIX SCHOOLS IN THE APPALACHIAN
REGION OF VIRGINIA

<table>
<thead>
<tr>
<th>Terminal Point</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>This year</td>
<td>0</td>
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<td>1</td>
</tr>
<tr>
<td>Another year or two</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduation from High School</td>
<td>16</td>
<td>67</td>
<td>12</td>
</tr>
<tr>
<td>Some College work, but no degree</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>8</td>
<td>33</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Study after Bachelor's Degree</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
<td>25</td>
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</tbody>
</table>
The fact that a larger percentage of the girls than boys planned to go on to college does not agree with the actual situation for most youths or for the United States as a whole (22). In the first two decades of the twentieth century, 50 percent more girls than boys graduated from high school. In 1949-1950, however, there were only 10 percent more girls graduating than boys. But the freshman classes in colleges each year include a much larger number of boys than girls. From 1954 to 1956 women students constituted only 34 percent of the total enrollment in higher education (22). However the total enrollment of women in college is rising (23). The fall of 1958 marked the second successive year in which total enrollment of women in college was rising more rapidly than enrollment of men. In 1958, women's enrollment rose 7.8 percent above the 1957 figure, while men's enrollment rose 5.3 percent above 1957. Notwithstanding this recent increase of college-bound women, the long-term increase from 1939 to 1958 has been relatively greater for men than for women: men's enrollment increased by 158.7 percent and women's enrollment by 109.2 percent. During the period 1954 to 1958 men's enrollment rose 34.0 percent as against 28.5 percent for women.

Farm versus Non-Farm: A comparison of the academic aspirations of the forty-nine ninth and tenth grade students is given in Table 7. Only 30 percent of the farm children planned to attend college; 25 percent planned to terminate their education with a bachelor's degree, and one of the farm children was planning graduate work. In contrast to this, 48 percent of the children from non-farm families planned to go to college. One of
TABLE 7

A COMPARISON OF THE ACADEMIC ASPIRATIONS
OF FORTY-NINE NINTH AND TENTH GRADE
STUDENTS IN SIX SCHOOLS IN THE
APPALACHIAN REGION OF VIRGINIA
FROM FARM AND NON-FARM FAMILIES

<table>
<thead>
<tr>
<th>Terminal Point</th>
<th>Students From Farm Families</th>
<th>Students From Non-Farm Families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
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<td>5</td>
</tr>
<tr>
<td>Another year or two</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduation from High School</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Some College work, but no degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Study after Bachelor's Degree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 8

THE RELATIONSHIP OF MEMBERSHIP VERSUS NON-MEMBERSHIP IN THE 4-H CLUB, FUTURE FARMERS OF AMERICA OR FUTURE HOMEMAKERS OF AMERICA ON THE ACADEMIC ASPIRATIONS OF FORTY-NINE NINTH AND TENTH GRADE STUDENTS IN SIX SCHOOLS IN THE APPALACHIAN REGION OF VIRGINIA

<table>
<thead>
<tr>
<th>Terminal Point</th>
<th>Students Participating in 4-H Club, FFA, or FHA</th>
<th>Students Not Participating in 4-H Club, FFA, or FHA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>This year</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Another year or two</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduation from High School</td>
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<td>73</td>
</tr>
<tr>
<td>Some College work, but no degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Graduate Study after Bachelor's Degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>
these no-farm children planned to go to college for only a year or two, 12 planned to complete their education at the bachelor's level and one planned graduate work. These findings agree with Berdie, Haller and Sewell (5,17) who reported that farm reared youth do not value an education as highly as non-farm youth and that a smaller percentage of farm children go to college.

Membership: The relationship of membership versus non-membership in the 4-H Club, Future Farmers of America or Future Homemakers of America is summarized in Table 8. Seventy-three percent of the student members planned to terminate their education at graduation from high school; 52 percent of the non-members planned to go to college.

The statistical design for this study, which will include 288 students and their parents, has been set up to eliminate all other elements of influence when studying one particular factor. Possibly such factors as farm residence or level of economic status may be contributing to the low percentage of students in these rural youth groups who are planning to go to college.

Each of these organizations has tremendous potential to encourage higher educational goals and interests. If these rural youth organizations have not included worthwhile vocational and educational guidance programs in their plan of work, they should give serious consideration to emphasis in these areas. With the growing awareness that our nation and society seriously needs the full potential of the brain power available in all youth, the leaders of youth organizations need to study ways to
TABLE 9
THE RELATIONSHIP OF LEVEL OF LIVING TO
THE ACADEMIC ASPIRATIONS OF FORTY-NINE NINTH AND TENTH GRADE STUDENTS
IN SIX SCHOOLS IN THE APPALACHIAN
REGION OF VIRGINIA

<table>
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<th>Terminal Point</th>
<th>Low</th>
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<th>High</th>
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<tr>
<td></td>
<td>Cases</td>
<td>Percent</td>
<td>Cases</td>
<td>Percent</td>
<td>Cases</td>
<td>Percent</td>
</tr>
<tr>
<td>This year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Another year or two</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduation from High School</td>
<td>7</td>
<td>78</td>
<td>13</td>
<td>62</td>
<td>8</td>
<td>42</td>
</tr>
<tr>
<td>Some College work, but no degree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>1</td>
<td>11</td>
<td>6</td>
<td>28</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>Graduate Study after Bachelor's Degree</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>21</td>
<td>100</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>
better develop the mental resources in the country's youth.

Level of Living: Based on the Cornell Scale of Level of Living, Short Form (19), nine of the students fell in the "low" level of living group, 21 in the "medium" group and 19 in the "high" group. Seventy-eight percent of the students in the "low" level of living group, 62 percent of the "medium" group and 42 percent of the "high" group planned to terminate their education upon graduation from college. A higher percentage of students from the "high" group planned to graduate from college than did children from the "medium" and "low" level of living groups. These findings agree with other workers (11-13) who have studied these same factors, and who have reported that with increase in level of living there is also an increase in educational aspirations.

Academic Aspirations of Parents for their Children

Just as Tables 6 through 9 summarize the academic aspirations of the ninth and tenth grade students and certain factors relating to these aspirations, in Tables 10 and 11 the academic aspirations of the parents for their children are given. In Table 10 is shown the aspirations of the fathers, and Table 11 gives the aspirations of the mothers. Only 33 percent of the boys stated that they planned to go to college. Forty-nine percent of the fathers stated they hoped their sons would go to college: 8 percent for a year or two, 33 percent to receive a bachelor's degree, and 8 percent hoped their boys would take graduate study.

Fifty-one percent of the mothers hoped their sons would attend college. Of these mothers, 13 percent planned for a year or two of college
### TABLE 10

**ACADEMIC ASPIRATIONS OF FORTY-NINE FATHERS FOR THEIR CHILDREN WHO ARE STUDENTS IN THE NINTH AND TENTH GRADE**

<table>
<thead>
<tr>
<th>Terminal Point</th>
<th>Boys</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Cases</td>
<td>Percent</td>
<td>Number Cases</td>
<td>Percent</td>
<td>Number Cases</td>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This year</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another year or two</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation from High School</td>
<td>11</td>
<td>47</td>
<td>12</td>
<td>48</td>
<td>23</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some College work, but no degree</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>28</td>
<td>9</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>8</td>
<td>33</td>
<td>5</td>
<td>20</td>
<td>13</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Study after Bachelor's Degree</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>6</td>
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<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
<td>25</td>
<td>100</td>
<td>49</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
TABLE 11

ACADEMIC ASPIRATIONS OF FORTY-NINE MOTHERS FOR THEIR CHILDREN WHO ARE STUDENTS IN THE NINTH AND TENTH GRADE

<table>
<thead>
<tr>
<th>Terminal Point</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Cases</td>
<td>Percent</td>
<td>Number Cases</td>
</tr>
<tr>
<td>This year</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Another year or two</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduation from High School</td>
<td>12</td>
<td>49</td>
<td>9</td>
</tr>
<tr>
<td>Some College work, but no degree</td>
<td>3</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>6</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Study after Bachelor's Degree</td>
<td>3</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
<td>25</td>
</tr>
</tbody>
</table>
attendance for their sons, 25 percent planned for the son's completion of the bachelor's degree and 13 percent hoped that their sons would study at the graduate level.

Forty-eight percent of the girls planned to go to college. Fifty-two percent of the fathers stated that they hoped their daughters would go to college: 28 percent hoped their daughters would do some college work; 20 percent planned completion of bachelor's degree and 4 percent planned graduate work for their children.

Sixty-four percent of the mothers desired college education for their daughters: 32 percent for some college work; 28 percent for completion of bachelor's degree, and 4 percent for graduate study.

As can be seen from a study of Tables 6, 10 and 11, mothers' academic aspirations for their daughters were considerably higher than for their sons, whereas the fathers' academic aspirations were approximately the same for both sons and daughters. In other words, the fathers felt it important for their sons and daughters to have approximately equal amounts of education, while 64 percent of the mothers planned for their daughters to go to college, and only 51 percent of the mothers planned for their sons to go to college.

Berdie (5) reported that the mother's attitude toward education may be more important than the father's in influencing the child's educational and vocational goals. If this is the case, then for this study more girls than boys are being encouraged to seek a college education. The attitude, as expressed by the fathers seems to be a more wholesome and normal attitude toward education, however,
Years Students Expect to Study

Certain High School Subjects

Table 12 is a summary of the number of years students expect to study certain subjects in high school. A study of this table reveals that the high school courses which the students tend to take for the longest period of time (2 or more years) are commercial courses, English, mathematics, and social science. Most students expect to take biology, chemistry or physics for one more year. The subjects which they plan to spend the least amount of study on in high school are agriculture, foreign language, home economics and industrial training.

Areas of College Study Anticipated

More boys stated that they planned to study engineering than any other curriculum. Nursing was the most popular curriculum for girls. If the sample reported here is valid the interest in engineering and nursing is excellent since there are personnel shortages in both of these professions. No interest was shown in studying dentistry, medicine, veterinary medicine, pharmacy and law. A large majority of students planning to go to college were undecided as to the curriculum they would like to study. Guidance programs need to be begun early and guidance forums need to be set up for the parents as well as students since successful education requires a long time.

Preference or Interest Areas

The Kuder Preference Record, Vocational Form C (20) was administered to the 49 children. In addition, the parents were requested to complete
### TABLE 12

NUMBER OF YEARS FORTY-NINE NINTH AND TENTH GRADE STUDENTS EXPECT TO STUDY CERTAIN SUBJECT IN HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Girls</th>
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<th>Boys</th>
<th></th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>No</td>
<td>One Year</td>
<td>More</td>
<td>No</td>
<td>One</td>
<td>More Year</td>
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<td>0</td>
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<td>14</td>
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<td>Chemistry and Physics</td>
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<td>8</td>
<td>5</td>
<td>9</td>
<td>11</td>
<td>4</td>
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<td>4</td>
<td>17</td>
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<td>8</td>
<td>6</td>
<td>22</td>
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<td>33</td>
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<td>2</td>
<td>21</td>
<td>2</td>
<td>1</td>
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<td>7</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>13</td>
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<td>20</td>
<td>3</td>
<td>5</td>
<td>16</td>
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<td>Girls</td>
<td>Total</td>
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<td></td>
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</tr>
</tbody>
</table>
the Preference Record as they would like for their child to answer. The results of these records have been plotted on the Kuder Interest Profile. According to the author (20) any score above the seventy-five percentile is indicative of interest in that activity area. Any score below the twenty-five percentile indicates a dislike for activities of that type. Some subjects showed no interest above the seventy-fifty percentile and others showed little or no interests below the twenty-fifth percentile. However, many subjects manifested high interest in more than one area and low interest in more than one area. The data obtained from the administration of the Kuder Preference Records to parents and children are summarized in Table 14. Although the interests expressed by the parents for their children did not completely agree with the interests as expressed by the children there was greater agreement between parents in their wishes for their children than there was between parents and child.

The areas in which boys expressed the greatest interest were scientific and clerical. Fifty percent of the fathers expressed as their greatest interest for their sons the area of social service and 38 percent chose the computational area. Sixty-two percent of the mothers revealed for their sons the greatest interest in the social service area and 34 percent expressed preference for the clerical area.

Greatest interest was expressed in the literary area by 36 percent of the girls with area of outdoor, artistic, musical and social service having interest expressed by 32 percent each. Fathers for their daughters were most interested in outdoor activities and, as next choice, the mechanical area. Forty percent of the mothers selected computational as
## TABLE 14

Kuder Vocational Interest Profiles for Forty-Ninth Ninth and Tenth Grade Students as Calculated from Records Administered To Students and Parents

<table>
<thead>
<tr>
<th>Areas of Interest</th>
<th>For Boys as Expressed by</th>
<th>For Girls as Expressed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boy Father Mother</td>
<td>Girl Father Mother</td>
</tr>
<tr>
<td></td>
<td>No. Per- Cases cent</td>
<td>No. Per- Cases cent</td>
</tr>
<tr>
<td></td>
<td>Cases cent</td>
<td>Cases cent</td>
</tr>
<tr>
<td>Outdoor</td>
<td>5 21 3 13 3 13 8 32 15 60 7 28</td>
<td>5 21 3 13 3 13 8 32 15 60 7 28</td>
</tr>
<tr>
<td>Mechanical</td>
<td>5 21 4 17 4 17 7 28 13 52 7 28</td>
<td>5 21 4 17 4 17 7 28 13 52 7 28</td>
</tr>
<tr>
<td>Computational</td>
<td>3 13 9 38 7 29 7 28 9 36 10 40</td>
<td>5 21 3 13 11 46 9 36 3 12 5 20</td>
</tr>
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<td>Scientific</td>
<td>6 25 4 17 3 13 6 24 10 40 3 12</td>
<td>7 30 2 8 13 46 9 36 3 12 5 20</td>
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<td>3 10 2 8 13 46 9 36 3 12 5 20</td>
</tr>
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<td>Artistic</td>
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<td>1 2 0 0 3 13 8 32 4 16 4 16</td>
</tr>
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<td>Literary</td>
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<td>5 21 3 13 11 46 9 36 3 12 5 20</td>
</tr>
<tr>
<td>Musical</td>
<td>5 21 2 8 2 8 8 32 3 12 5 20</td>
<td>6 25 8 33 13 54 4 16 2 8 5 20</td>
</tr>
<tr>
<td>Social Service</td>
<td>5 21 12 50 15 62 8 32 4 16 5 20</td>
<td>6 25 8 33 13 54 4 16 2 8 5 20</td>
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<tr>
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<td>6 25 8 33 13 54 4 16 2 8 5 20</td>
<td>6 25 8 33 13 54 4 16 2 8 5 20</td>
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For Scores Falling Above the Seventy-Fifth Percentile

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<thead>
<tr>
<th>Areas of Interest</th>
<th>For Boys as Expressed by</th>
<th>For Girls as Expressed by</th>
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<tr>
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<td>Boy Father Mother</td>
<td>Girl Father Mother</td>
</tr>
<tr>
<td></td>
<td>No. Per- Cases cent</td>
<td>No. Per- Cases cent</td>
</tr>
<tr>
<td></td>
<td>Cases cent</td>
<td>Cases cent</td>
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<td>3 13 3 13 12 50 4 16 3 12 4 16</td>
<td>6 25 8 33 13 54 4 16 2 8 5 20</td>
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<td>5 21 4 17 13 54 2 8 4 16 8 32</td>
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<td>7 30 2 8 13 46 9 36 3 12 5 20</td>
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<td>7 30 2 8 13 46 9 36 3 12 5 20</td>
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<td>7 30 2 8 13 46 9 36 3 12 5 20</td>
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<tr>
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<td>2 8 0 0 3 13 7 28 5 20 1 4</td>
<td>2 8 0 0 3 13 7 28 5 20 1 4</td>
</tr>
<tr>
<td>Clerical</td>
<td>6 25 3 13 0 0 10 40 12 48 4 16</td>
<td>6 25 3 13 0 0 10 40 12 48 4 16</td>
</tr>
</tbody>
</table>
the activity which they hoped most interested their daughters and indicated
the clerical area as the next choice.

The boys exhibited the lowest level of interest in the area of musical
activity. The fathers also showed little interest for their sons in this
area. Mothers revealed little interest for their sons in the mechanical
area of activity.

Little interest in the persuasive area of activity was shown by the
girls on the Kuder Preference Record. The fathers expressed little
interest for their daughters in the musical and clerical areas. Mothers
were in agreement with their daughters in their selection of the persuasive
area as that in which they were least interested for their children.

In summary, two facts seem evident from the study of this table.
Fathers and mothers manifested a high degree of preference for their sons
to show interest in the social service area. This area, however, was not
given first preference by the boys. In contrast, fathers, mothers, and
daughters showed little preference for the persuasive interest area.
As interpreted by the Kuder Preference Record, the vocations most suitable
to the persuasive interest area are related to salesmanship.

The author of this paper questions whether fathers and mothers can
separate their own interests from the interests desired for their children.

Table 15 summarizes the relative agreement of parents and children in
areas of vocational interest for the children as measured by the Kuder
Interest Profile. For those scores falling above the seventy-fifth per-
centile only 4 percent of the fathers were in complete agreement with
their children. Fifty-five percent were in partial agreement and 39 percent
TABLE 15

RELATIVE AGREEMENT OF PARENTS AND CHILDREN IN AREAS OF VOCATIONAL INTEREST FOR THE CHILDREN AS MEASURED BY THE KUDER INTEREST PROFILE FOR SCORES ABOVE THE SEVENTY-FIFTH PERCENTILE

<table>
<thead>
<tr>
<th>Parent</th>
<th>Complete Agreement Number</th>
<th>Complete Agreement Percent</th>
<th>Partial Agreement Number</th>
<th>Partial Agreement Percent</th>
<th>Complete Disagreement Number</th>
<th>Complete Disagreement Percent</th>
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<td>2</td>
<td>4</td>
<td>27</td>
<td>55</td>
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<td>39</td>
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<td>Mother</td>
<td>1</td>
<td>2</td>
<td>28</td>
<td>57</td>
<td>20</td>
<td>41</td>
</tr>
</tbody>
</table>
were in complete disagreement.

An even lower percent of the mothers, 2 percent, were in complete agreement with their children. Fifty-seven percent of the mothers were in partial agreement with the children while 41 percent were in complete disagreement.

This seems to give additional support to the belief that there is need for guidance programs for children and parents. The large percentage of parents who are in complete disagreement with their children in the vocational interests they hope their children desire could possibly indicate sources of friction and disappointment.

**Attitudes Toward Education**

The Hieronymus scale for measuring attitudes towards education was given to the 49 children in this study. Likewise, the parents were requested to complete the schedule in the way they would like for their child to complete it.

Table 16 is a summary of the results obtained from the students. A slightly higher percentage of girls than boys received a high score on this test; in like manner a slightly higher percentage of boys than girls had a low score.

In Table 17 is given the attitudes toward education expressed by the parents for their children. The mothers' answers to the attitudes test scored slightly higher for both sons and daughters than did the fathers' answers. There seemed to be little or no difference between boys and girls in the attitudes expressed by their parents.
TABLE 16

A SUMMARY OF RESULTS OBTAINED FROM ADMINISTRATION OF THE HIERONIMUS SCALE FOR MEASURING ATTITUDE TOWARD EDUCATION TO FORTY-NINE NINTH AND TENTH GRADE STUDENTS

<table>
<thead>
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<td>Number Cases</td>
<td>Percent</td>
<td>Number Cases</td>
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<tr>
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<td>3</td>
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<tr>
<td>Medium (12-21)</td>
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<td>88</td>
<td>21</td>
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<tr>
<td>Low (0-11)</td>
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<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
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TABLE 17

A SUMMARY OF RESULTS OBTAINED FROM ADMINISTRATION OF THE HIERONYMUS SCALE FOR MEASURING ATTITUDES TOWARD EDUCATION FOR THEIR CHILDREN TO THE PARENTS OF FORTY-NINE NINTH AND TENTH GRADE STUDENTS

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<td></td>
<td>Per-</td>
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<td>Per-</td>
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<td>Per-</td>
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</tr>
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<td></td>
<td>Number</td>
<td>cent</td>
<td>Number</td>
<td>cent</td>
<td>Number</td>
<td>cent</td>
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<tr>
<td>High (22-24)</td>
<td>6</td>
<td>25</td>
<td>6</td>
<td>25</td>
<td>4</td>
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<td>10</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td></td>
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<tr>
<td>Medium (12-21)</td>
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<td>71</td>
<td>13</td>
<td>75</td>
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<tr>
<td>Low (0-11)</td>
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<td>0</td>
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<td>49</td>
<td>100</td>
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In Table 18 is shown the degree of agreement of parents and children as well as relative agreement between parents on attitudes towards education. A study of this table indicates that there was twice as much disagreement between parent and child as between parents for the child. Likewise, fathers tended to agree with their child in attitudes more often than mothers did. The mothers' attitudes towards education ranked higher than the fathers; the fathers higher than the children. The results of these tests bear out other findings in this study that show areas of conflict in the educational and vocational goals of parents and children.
TABLE 18

RELATIVE AGREEMENT OF A GROUP OF PARENTS AND THEIR NINTH AND TENTH GRADE CHILDREN IN ATTITUDES TOWARD EDUCATION AS MEASURED BY THE HIERONYMUS EDUCATIONAL ATTITUDES SCALE

<table>
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<tr>
<th>Between</th>
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<th>Agreement Within 3-5 Points</th>
<th>Agreement Within 6-8 Points</th>
<th>Disagreement on 9 Points or more</th>
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<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Father and Child</td>
<td>25</td>
<td>51</td>
<td>10</td>
<td>20</td>
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<tr>
<td>Mother and Child</td>
<td>15</td>
<td>31</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>Both Parents</td>
<td>32</td>
<td>65</td>
<td>9</td>
<td>18</td>
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</table>
CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary
The purpose of this investigation was to study the educational and vocational goals of a selected sample of rural youth in Virginia, the relationship of parents’ goals and aspirations for their children concerning vocation and education to the children's goals for themselves, and certain factors which might affect these goals such as sex, whether parents were farm or non-farm people, membership by students in certain youth organizations and level of living of the family. A selected sample of 49 boys and girls in the ninth and tenth grades and their parents from the Appalachian region of Virginia were chosen. The sample of families were chosen by criteria for selection of youths rather than their parents. A pretest was given to 2088 ninth and tenth grade boys and girls and from the results of this test the sample was selected.

The 49 students chosen for the study completed the Kuder Preference Record, Vocational Form C; Heironymus scale for measuring attitudes toward education; and a questionnaire relating to vocational aspirations. Modifications of the same questionnaire were administered individually to both parents of each student. The parents were asked to complete the questionnaires according to the way they hoped their ninth or tenth grade child would answer.

The results obtained from the administration of the tests, after being tabulated and summarized showed:
1. According to classification types, 24 of the students were boys, 25 were girls; 26 were members of the 4-H Club, Future Farmers of America, or Future Homemakers of America; 19 were classed in the high level of living group, 21 in the middle level of living group, and 9 in the low level of living group; and 20 were members of farm families, while 29 were members of non-farm families.

2. Only 33 percent of the boys planned to go to college; 48 percent of the girls planned to go to college.

3. Thirty-three percent of the boys planned to study for a college degree while 48 percent of the girls were planning a college education.

4. Seventy-three percent of the students who were members of the 4-H Club, Future Farmers of America, or Future Homemakers of America did not plan to go to college; only 48 percent of the students who did not participate in these youth organizations did not plan to go to college.

5. Plans for a college education increased with increase in level of living, as measured by the Cornell Scale of Level of Living.

6. Parents had higher academic aspirations for their children than the children did for themselves; mothers had considerably higher aspirations for daughters than for sons; fathers' aspirations were similar for sons and daughters as to related to years of schooling.
7. Students planned to study English, mathematics, social sciences, and commercial courses for a longer period of time than any other high school subjects. The subjects they planned to study for the least length of time in high school were foreign language, industrial training, agriculture and home economics.

8. Most students were undecided as to what they would study in college. More boys, however, said they planned to major in engineering than in any other curriculum. Girls gave preference to the study of nursing.

9. As measured by the Kuder Preference Record, the areas of activity in which the boys expressed the greatest interest were the scientific and clerical areas. The fathers' expressed preference areas for their sons were social service and computational; the mothers', social service and clerical. The highest interest area for girls was the literary area. Fathers expressed highest interest for their daughters in outdoor activities; mothers chose computational. There was considerable conflict in the interest areas expressed by the parents when compared to the preferences for the children.

10. When attitudes toward education were measured by the Hieronymus scale, the attitudes of the girls scored slightly higher than the attitudes of the boys; parents' attitudes were higher than the attitudes of the children and the mothers' attitudes were higher than the fathers. The scores on these tests showed some conflict between the parents and the children.
Conclusions

No definite conclusions should be drawn from the small sample of students and parents used in this investigation. When the larger study, of which this investigation is a part, is completed the sample will include approximately six times as many subjects and statistical analyses of the data will then be practical.

However, if the sample of students and parents used for this study, are representative of the Virginia rural population approximately one third of the boys and one half of the girls in the ninth and tenth grade boys plan to go to college, home economics or agriculture are not popular subjects at the high school or college levels; and the vocational and educational goals of the parents for their children are higher than those of the children.

Recommendations

The following recommendations are made:

1. The total larger study being conducted on this subject when complete should be analyzed statistically for results.

2. Public schools and communities should develop sound guidance programs so that parents and children can plan their educational goals while the children are still young.

3. Communities should also give serious consideration to more adequate parent education programs. As evidenced in this study there was considerable conflict between goals of the children and of parents for the children.
4. The students and parents surveyed in this study were not aware of the professional opportunities available on professions related to home economics and agriculture. Emphasis should be given to education of the public concerning these opportunities.


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<td>Rockbridge</td>
<td>6</td>
</tr>
<tr>
<td>49</td>
<td>Ervinton</td>
<td>Nora</td>
<td>Dickenson</td>
<td>20</td>
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<tr>
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<td>Tazewell</td>
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<tr>
<td>51</td>
<td>Honaker</td>
<td>Honaker</td>
<td>Russel</td>
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<td>52</td>
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<td>Chatham Hill</td>
<td>Smyth</td>
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<td>53</td>
<td>Wilson Memorial</td>
<td>Fishersville</td>
<td>Augusta</td>
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<td>Carroll</td>
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<td>Grayson</td>
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<td>57</td>
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<td>Riner Box 367</td>
<td>Montgomery</td>
<td>2</td>
</tr>
<tr>
<td>58</td>
<td>Narrows</td>
<td>Narrows Box 564</td>
<td>Giles</td>
<td>39</td>
</tr>
</tbody>
</table>
STUDENT INFORMATION SHEET

This is not a test. No grades will be given. For many of the questions there is no right or wrong answer. An answer is right if it is true to you.

Read each item carefully, and answer each question. It is important.

1. Your name ______________________ ______________________ ______________________ (Last) (First) (Middle)

2. Your address ______________________ ______________________ ______________________ (Street or Route #) (Town) (City) (County)

3. Your present age in years ______________________

4. Date of birth ______________________ ______________________ (Month) (Day) (Year)

5. Are you a boy ______________________ Are you a girl ______________________

6. Grade in school — Ninth ______________________ Tenth ______________________

7. Name of school ______________________

8. To which of the following organizations do you belong:

   Check if now How long a
   a member member

   Future Farmers of America
   Future Home Makers of America
   4-H Club
   ______________________ ______________________ Semesters.
   ______________________ ______________________ Semesters.
   ______________________ ______________________ Years.

9. Where do you live now?

   On a farm (farm is defined as at least 10 acres of land farmed and $250 worth of produce sold).
   ______________________

   In the open country but not on a farm.
   ______________________

   Town or City?
   ______________________ ______________________

   What town? What city?
   ______________________ ______________________
10. How large is your family?
   How many older brothers _______ How many younger brothers _______
   How many older sisters _______ How many younger sisters _______

11. Do you have any brothers or sisters in the ninth or tenth grades?
   Yes _______ No _______
   If yes, list their names ____________________________
                                 ____________________________

12. Does your mother live with you at home? Yes _______ No _______
    Stepmother _______

13. Does your father live with you at home? Yes _______ No _______
    Stepfather _______

14. Do any of your grandparents live with you at home?
    Yes _______ No _______ Who ____________________________

15. Do you have water piped into your house? No _____ Yes _______
    Hot _____ Only Cold _____

16. Do you have an indoor bathroom? No _____ Yes _______
    Tub _____ Shower ______

17. Do you have a power washing machine? No _____ Yes _______
    Automatic, semi-automatic, or combination of washer-and dryer? ______

18. Do you have
   a. deep freeze unit, separate from refrigerator? _______ _______
   b. pressure cooker? _______ _______
   c. electric vacuum cleaner? _______ _______
   d. piano? _______ _______
   e. telephone? _______ _______
   f. concrete basement floor? _______ _______
   g. radio? _______ _______
   h. television? _______ _______
   i. electric clock? _______ _______
19. What year is your car(s) - other than truck(s)? Number of cars?
   First car ____; Second car ____; Third car ____; Fourth ____

20. How many different magazines do you get regularly?
   None __________________________
   One __________________________
   Two __________________________
   Three _________________________
   Four or more ___________________
SCORING KEY FOR CORNELL SCALE
FOR LEVEL OF LIVING

1. Do you have water piped into your house?  
   (1 point if hot, running water)

2. Do you have an indoor bathroom?  
   (1 point if indoor bathroom with tub or shower)

3. Do you have a power washing machine?  
   (1 point if automatic or semi-automatic or  
    combination of washer and dryer)

4. Do you have
   a. deep freeze unit, separate from refrigerator?  
   b. pressure cooler?  
   c. electric vacuum cleaner?  
   d. piano?  
   (1 point each for any of these items)

5. What year is your car(s) - other than truck(s)? Number of cars?  
   First car____; Second____; Third____; Fourth____  
   (1 point for one car, less than two years old)

6. How many different magazines do you get regularly?  
   (1 point, if four or more)
INSTRUCTIONS: Below are some statements of opinion about our educational system. You will agree with some of them and disagree with some of them. You are asked to CIRCLE the phrase which best expresses your feeling about the statement. If in doubt, circle the phrase which seems most nearly to express your present feeling.

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"The best things in life are free."

Strongly Agree Agree Undecided Disagree Strongly Disagree

If you circle in the wrong place, erase the circle as completely as possible then circle (in dotted line) in the correct place.

Strongly disagree

1. The law should be changed so that boys and girls would have to stay in school until they completed high school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. The farther a person goes in school the better able he is to enjoy life.

Strongly Agree Agree Undecided Disagree Strongly Disagree

3. A student who intends to be a farmer should not be required to take courses in English and social studies.

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8. The school helps a person learn how to use his spare time to best advantage.

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10. In getting ahead in most jobs a man with a high school education has a big advantage over one who does not have one.

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11. The things that are taught in school are completely out-of-date.

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12. The great advances made by science in America are due largely to the great public education system we have.

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13. The things a person learns in school are of great value in helping him keep in good health.

<table>
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14. A high school education is of great value to a person in helping him decide for whom to vote in local, state, and national elections.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

15. Students who plan to go to work in factories should be allowed to quit school as soon as they are able to find the kind of work they want.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

16. Solution of the world's problems will come through education.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

17. School training is of little help in meeting the problems of real life.

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18. The school system is even more important than our natural resources in making our country great.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

   Except for vocational training, a high school education is of little value to students who plan to take laboring jobs in factories.

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19. I would rather work than go to school, even if I didn't need the money.

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20. The things I learn in school are a lot of junk and will not help me when I get out.

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21. Going to high school helps a person learn how to choose wisely the things that he buys.

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22. A high school education helps a person realize the value of good music and literature.

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23. Employers pay too much attention to the amount of education a person has.

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25. A young person can learn more working on a job than in high school.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

26. In general, I like to associate with people who have a high school education better than with those who do not have one.

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27. If one's parents need him at home he shouldn't go to high school.

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   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

30. The high school teaches mostly old, useless information.

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32. The most promising means of attaining fame and fortune is through education.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

33. Without a good education it is practically impossible to lead a happy, well-balanced life.

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Below are some questions about different things and some answers which have been given by other students. For each question, check ( ) the answer with which you most closely agree. As before, it is your opinion that is asked for. Be sure to mark every item.
34. Which of the following best states what you think about the value of a high school education?

a) Going to high school is almost a necessity if a person is going to be able to solve his everyday problems well.
b) Going to high school is a big advantage but it is not necessary for being a success.
c) Going to high school is all right for some people but it would be a waste of time for many.
d) Only those people who make the very best grades in the elementary school should go to high school.
e) Going to high school is a waste of time for most people.

35. Which of the following do you think is the best statement about the amount of money that should be raised by taxes to pay for the expenses of running high schools? (Remember that you will be a taxpayer in a few years yourself.)

a) Schools should have at least twice as much money as they now have.
b) School taxes should be increased somewhat but only to hire better teachers.
c) Schools have about the right amount of money now.
d) Schools cost the taxpayer too much as it is--they should get along on less money by being careful how the money is spent.
e) Much of the money that goes to the school is pure waste; school expenses should be cut almost in half.

36. The main reason I am going to high school is:

a) I'm not old enough to quit.
b) My parents want me to finish high school.
c) Most of my friends are in school.
d) A high school education will help me get a better job.
e) A high school education is necessary for getting more out of life.

37. When you marry, how much education would you like for your wife or husband to have?

a) The less the better.
b) I wouldn't care one way or another.
c) About the same amount I expect to have.
d) At least a high school education.
e) At least a college education.
38. Do you feel that going to high school will help me to earn a living?
   a) No help.
   b) Little help.
   c) A fair amount of help.
   d) Considerable help.
   e) Great help.

39. Are you interested in the things you do at school?
   a) I think school is very interesting.
   b) I think school is fairly interesting.
   c) I think school is not very interesting.
   d) I think school is pretty boring and monotonous.
   e) I think school is very boring and monotonous.

40. How much of the time do you enjoy being in school?
   a) All of the time.
   b) Most of the time.
   c) Fairly often.
   d) Hardly ever.
   e) Never.

41. If you had a lifetime income of all the money you could ever possibly need, which of the following would you choose to do?
   a) Stop school right away and have a good time.
   b) Hire a private teacher who would teach only what I wanted to know.
   c) Go to school until graduation from high school.
   d) Go to school until graduation from college.
   e) Continue my education after college by attending the great universities of the world.

42. What is the least amount of money it would take to get you to leave school permanently?
   a) None—I would leave now if I had the chance.
   b) $100
   c) $1000
   d) $10,000
   e) $1,000,000

43. How do you think your opinion of school compares with others' of your age?
   a) I like school much better than most of the students.
   b) I like school somewhat better than most of the other students.
c) I like school about as well as most of the other students.
d) I dislike school more than most students do.
e) Very few of the other students dislike school as much as I.

44. Do you think an education helps a person get more enjoyment out of life?
   a) The more education a person has the less satisfied he is with life.
   b) Poorly educated people enjoy life just as much as well-educated people.
   c) The amount of education has little or no effect on enjoyment of life.
   d) Well-educated people seem to get more enjoyment out of life than do poorly-educated people.
   e) The more education a person has, the better able he is to enjoy life.

45. Which of the following statements do you most agree with?
   a) Most high school students would be better off if they quit school and went to work.
   b) About half the high school students would be better off if they quit school and went to work.
   c) Quite a few high school students would be better off at work.
   d) Very few high school students would be better off at work.
   e) Except for extreme cases, all students should be required to finish high school.

46. How well do you like school?
   a) I like it very much.
   b) I like it fairly well.
   c) I don't care much for school one way or the other.
   d) I don't like school very much.
   e) I don't like school at all.
### KEY FOR HIERONYMUS EDUCATIONAL ATTITUDES SCALE

### STUDENT EDUCATION QUESTIONNAIRE

**INSTRUCTIONS:** Below are some statements of opinion about our educational system. You will agree with some of them and disagree with some of them. You are asked to CIRCLE the phrase which best expresses your feeling about the statement. If in doubt, circle the phrase which seems most nearly to express your present feeling.

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(5) e) At least a college education.
38. Do you feel that going to high school will help me to earn a living?

(1) a) No help.
(2) b) Little help.
(3) c) A fair amount of help.
(4) d) Considerable help.
(5) e) Great help.

39. Are you interested in the things you do at school?

(5) a) I think school is very interesting.
(4) b) I think school is fairly interesting.
(3) c) I think school is not very interesting.
(2) d) I think school is pretty boring and monotonous.
(1) e) I think school is very boring and monotonous.

40. How much of the time do you enjoy being in school?

(5) a) All of the time.
(4) b) Most of the time.
(3) c) Fairly often.
(2) d) Hardly ever.
(1) e) Never.

41. If you had a lifetime income of all the money you could ever possibly need, which of the following would you choose to do?

(1) a) Stop school right away and have a good time.
(2) b) Hire a private teacher who would teach only what I wanted to know.
(3) c) Go to school until graduation from high school.
(4) d) Go to school until graduation from college.
(5) e) Continue my education after college by attending the great universities of the world.

42. What is the least amount of money it would take to get you to leave school permanently?

(1) a) None—I would leave now if I had the chance.
(2) b) $100
(3) c) $1000
(4) d) $10,000
(5) e) $1,000,000

43. How do you think your opinion of school compares with others' of your age?

(5) a) I like school much better than most of the students.
(4) b) I like school somewhat better than most of the other students.
(3) c) I like school about as well as most of the other students.
(2) d) I dislike school more than most students do.
(1) e) Very few of the other students dislike school as much as I.

44. Do you think an education helps a person get more enjoyment out of life.

(1) a) The more education a person has the less satisfied he is with life.
(2) b) Poorly educated people enjoy life just as much as well-educated people.
(3) c) The amount of education has little or no effect on enjoyment of life.
(4) d) Well-educated people seem to get more enjoyment out of life than do poorly-educated people.
(5) e) The more education a person has, the better able he is to enjoy life.

45. Which of the following statements do you most agree with?

(1) a) Most high school students would be better off if they quit school and went to work.
(2) b) About half the high school students would be better off if they quit school and went to work.
(3) c) Quite a few high school students would be better off at work.
(4) d) Very few high school students would be better off at work.
(5) e) Except for extreme cases, all students should be required to finish high school.

46. How well do you like school?

(5) a) I like it very much.
(4) b) I like it fairly well.
(3) c) I don't care much for school one way or the other.
(2) d) I don't like school very much.
(1) e) I don't like school at all.
STUDENT VOCATIONAL QUESTIONNAIRE FOR GIRLS

INSTRUCTIONS: Read each question carefully. Then answer it according to the instructions given with the question itself.

1. How far do you expect to go in school? (Check one)
   - This will probably be my last year.
   - Another year or two.
   - I intend to finish high school.
   - I expect to start to college but probably won't finish.
   - I expect to graduate from a four year college.
   - I expect to continue professional study after college graduation.

2. How many more years do you expect to take courses in these subjects in high school?

<table>
<thead>
<tr>
<th>Subject</th>
<th>How many more years will you take?</th>
<th>Check the ones you consider to be important for your future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry and physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial course (such as typing or bookkeeping)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social science (such as history government, economics)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name (Last) (First) (Middle)
PLANS BEYOND HIGH SCHOOL

3. If you are not planning to attend college, what are your plans? Check the statement below that best fits your plans.

___ Take training courses before working (such as beauty school, business college, practical nursing school, evening vocational classes at high school, correspondence courses)
___ Take apprentice or on the job training, such as for nursing aide, receptionist, etc.
___ Go to work immediately without further job training.
___ Marriage as soon as I leave school.
___ Help my family at home.
___ Undecided.

4. If you are planning to attend college, answer these questions:

a. What college will you attend? __________________________ (name of college)

b. What course of study do you plan to follow in college? (check one)

___ Agriculture
___ Commerce
___ Dentistry
___ Education
___ Engineering
___ Fine Arts
___ Home Economics
___ Law
___ Liberal Arts (social science, language, etc.)
___ Nursing
___ Pharmacy
___ Physical or Biological Science
___ Pre-Medicine
___ Religion
___ Veterinary Medicine

c. If you plan to enroll in Home Economics, which area interests you most? (check one)

___ Child development and family relations
___ Clothing and textiles
___ General home economics
___ Home economics education
___ Foods and nutrition
___ Interior decoration and design
___ Home management and housing

5. As to continuing my education beyond high school, my father:

___ has strongly urged me to continue
___ has given me some encouragement to continue
___ has never said much about it
___ feels that I would be better off going to work after high school
___ feels I should quit high school and go to work
6. As to continuing my education beyond high school, my mother:

- has strongly urged me to continue
- has given me some encouragement to continue
- has never said much about it
- feels that I would do better off going to work after high school
- feels that I should quit school and go to work

7. As to any further help from my folks in getting a start or in continuing schooling after high school, my parents would be:

- willing to pay my way completely
- financially able to help me a great deal
- financially able to give me some help
- financially able to give me no help
- would need financial support from me if I went to college

8. The occupations I would most like are:

1. ______________________ 2. ______________________
3. ______________________ 4. ______________________

9. What do you actually expect you will be doing as a lifetime kind of work? (Be specific as to what occupation you actually plan to follow.)

________________________________________________________________________________________

10. What do your parents think of your present occupational plans? (check one)

- Think I am shooting too high
- Think it's a good occupation and I have a chance of making it
- Think I should be trying for something different
- They say it's entirely up to me to get what I want
- I have never discussed it with them

11. My father's opinion is that:

- girls should expect to marry rather than prepare for a career
- a girl needs little preparation for an occupation because she will work, at most, only a few years before marrying
- a girl today should be prepared for both a career and marriage
- marriage and homemaking are not a full time occupation for women except when the children are small
- a girl needs preparation for a career, but not for marriage
12. My mother’s opinion is that:

___ girls should expect to marry rather than prepare for a career
___ a girl needs little preparation for an occupation because
   she will work, at most, only a few years before marrying
___ a girl today should be prepared for both a career and
   marriage
___ marriage and homemaking are not a full time occupation for
   women except when the children are small
___ a girl needs preparation for a career, but not for marriage

13. Two lists of occupations follow. One lists occupations in home economics and one lists occupations in other areas. For each list, indicate your three choices as preferred occupations and your familiarity with each of the nine occupations.

**OTHER AREAS**

<table>
<thead>
<tr>
<th>Check the three you most prefer</th>
<th>Check how much you know about the work involved in this occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A lot</td>
</tr>
<tr>
<td>College professor</td>
<td></td>
</tr>
<tr>
<td>Research worker (chemist, etc.)</td>
<td></td>
</tr>
<tr>
<td>High school teacher</td>
<td></td>
</tr>
<tr>
<td>Weekly newspaper editor</td>
<td></td>
</tr>
<tr>
<td>Buyer for department of a larger store</td>
<td></td>
</tr>
<tr>
<td>Real estate or insurance saleswoman</td>
<td></td>
</tr>
<tr>
<td>Owner, manager apartments</td>
<td></td>
</tr>
<tr>
<td>Office manager</td>
<td></td>
</tr>
<tr>
<td>Factory worker</td>
<td></td>
</tr>
</tbody>
</table>

**OCCUPATIONS IN HOME ECONOMICS**

<table>
<thead>
<tr>
<th>Check the three you most prefer</th>
<th>Check how much you know about the work involved in this occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A lot</td>
</tr>
<tr>
<td>College professor</td>
<td></td>
</tr>
<tr>
<td>Research scientist</td>
<td></td>
</tr>
<tr>
<td>County home demonstration agent</td>
<td></td>
</tr>
<tr>
<td>High school teacher</td>
<td></td>
</tr>
<tr>
<td>Dietitian in hospital, or home ec. advertising or designer clothing factory</td>
<td></td>
</tr>
<tr>
<td>Role Description</td>
<td>A lot</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Manager of a large hotel, nursery, restaurant, clothing store</td>
<td></td>
</tr>
<tr>
<td>Owner, operator of restaurant, nursery school, clothing store</td>
<td></td>
</tr>
<tr>
<td>Manager and worker of small clothing, furnishings store, restaurant, nursery school or dressmaker</td>
<td></td>
</tr>
<tr>
<td>Worker in clothing, foods, furniture factory or a cook or waitress</td>
<td></td>
</tr>
</tbody>
</table>
1. Does your son or daughter now live with you and your husband (wife)?
   ___ Yes    ___ No

2. What was your age on your last birthday?    ____ Father    ____ Mother

3. What is last grade you completed?    ____ Father    ____ Mother

4. (Omit questions on education that do no apply). Did parents take any of these courses in High School?

   Father  Mother
   Agriculture______________
   Biology________________
   Chemistry and Physics  ____________
   Commercial course (such as typing or bookkeeping) __________
   English_________________
   Foreign language________
   Home Economics__________
   Industrial training______
   Mathematics______________
   Social science (such as history, government, economics) ____________

5. What course of study did you follow in college? ____Father ____Mother

6. Have you had any special training other than in grade, high school, or college in this list?

   Father  Mother
   Trade school______________
   Business college_________
   On the job training_______
   Evening vocational_______
   Classes at high school____
   Correspondence school___
   Military service_________
   Other__________________

7. What do you consider your principal occupation?    ____ Father    ____ Mother
8. Are you engaged in any other occupations at the present time?

Father

___ Yes  ___ No

Mother

___ Yes  ___ No

If so what?

9. Are there other occupations in which you have had considerable experience?

Father

___ Yes  ___ No

Mother

___ Yes  ___ No
STUDENT VOCATIONAL QUESTIONNAIRE FOR BOYS

INSTRUCTIONS: Read each question carefully. Then answer it according to the instructions given with the question itself.

1. How far do you expect to go in school? (check one)

   ___ This will probably be my last year
   ___ Another year or two
   ___ I intend to finish high school
   ___ I expect to start to college but probably won't finish
   ___ I expect to graduate from a four year college
   ___ I expect to continue professional study after college graduation

2. How many years do you expect to take courses in these subjects in high school?

   How many more years will you take?   Check the ones you consider to be important for your future

   Agriculture
   Biology
   Chemistry and physics
   Commercial course (such as typing or bookkeeping)
   English
   Foreign language
   Home economics
   Industrial training
   Mathematics
   Social Science (such as history, government, economics)
3. If you are not planning to attend college, what are your plans? Check the statement below that best fits your plans.

___ Take training courses before working (such as, trades schools, business college, evening vocational classes at high school, correspondence courses.)
___ Take apprentice or on the job training for skilled labor work
___ Go to work immediately, without further job training
___ Help my father in his occupation, farm or business
___ Get the military service requirement out of the way before further planning
___ Undecided

4. If you are planning to attend college, answer these questions:

a. What college will you attend? __________ (name of college)

b. What courses of study do you plan to follow in college? (check one)

___ Agriculture___ Liberal Arts (social science, language, etc.)
___ Commerce___ Nursing
___ Dentistry___ Pharmacy
___ Education___ Physical or Biological Science
___ Engineering___ Pre-Medicine
___ Fine Arts___ Religion
___ Home Economics___ Veterinary Medicine
___ Law

4. If you plan to enroll in agriculture, which area interests you most?

___ Agriculture Education
___ Agricultural Economics
___ Agricultural Engineering
___ Agronomy
___ Animal and Poultry Science
___ Dairy Processing
___ Food Technology
___ General Agriculture
___ Horticulture
___ Entomology and Plant Pathology
___ Landscape Architecture
___ Rural Sociology
___ Forestry
___ Veterinary Medicine
5. As to continuing my education beyond high school, my father:

- has strongly urged me to continue
- has given me some encouragement to continue
- has never said much about it
- feels that I would be better off going to work after high school
- feels that I should quit high school and go to work

6. As to continuing my education beyond high school, my mother:

- has strongly urged me to continue
- has given me some encouragement to continue
- has never said much about it
- feels that I would be better off going to work after high school
- feels that I should quit high school and go to work

7. As to any further help from my folks in getting a start or in continuing schooling after high school, my parents would be:

- willing to pay my way completely
- financially able to help me a great deal
- financially able to give me some help
- financially able to give me no help
- would need financial support from me if I went to college

8. The occupations I would most like are:

1. ____________________ 2. ____________________
3. ____________________ 4. ____________________

9. What do you actually expect you will be doing as a lifetime kind of work? (Be specific as to what occupation you actually plan to follow.)

________________________________________________________________________

10. What do your parents think of your present occupational plans? (check one)

- Think I am shooting too high
- Think it's a good occupation and I have a chance of making it
- Think I should be trying for something different
- They say it's entirely up to me to get what I want
- I have never discussed it with them
11. In getting a start in the occupation I have chosen, my parents:

- [ ] will give me all the financial help I need
- [ ] will give me most of the financial help I need
- [ ] will give me some of the financial help I need
- [ ] will give me very little financial help
- [ ] will give me no financial help at all

12. Two lists of occupations follow. One lists occupations in agriculture and one lists occupations in other areas. For each list, indicate your three choices as preferred occupations and your familiarity with each of the nine occupations.

### OTHER AREAS

Check the three occupations you most prefer

Check how familiar you are with the work involved in this occupation

<table>
<thead>
<tr>
<th></th>
<th>I know a lot about it</th>
<th>I know something about it</th>
<th>I know very little about it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research worker or chemist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreman, construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction worker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly newspaper editor</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>College professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real estate salesman or insurance salesman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction contractor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager of a factory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OCCUPATIONS IN AGRICULTURE

Check the three you most prefer

Check how much you know about the work involved in this occupation

<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Something</th>
<th>Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>County extension agent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager of a large (dairy plant, feed mill, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm owner and operator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm person and operator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager of farm implement store</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm laborer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research scientist</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
PARENT QUESTIONNAIRE ON STUDENT'S EDUCATION

This questionnaire was answered by your son (or daughter) at school as a part of our research program concerning teenagers in our state. We would also like for you, the parent, to answer the questions. However, we would like for you to answer the questions in a very special way. Instead of answering the questions according to the way you feel about them yourself; we want you to answer each question according to the way you hope your teenager answered them at school. Now before you begin, here are the instructions your son or daughter had when he or she answered them at school.

INSTRUCTIONS TO YOUR SON OR DAUGHTER: Below are some statements of opinion about our educational system. You will agree with some of them, and disagree with some of them. You are asked to circle the phrase which best expresses your feeling about the statement. If in doubt, circle the phrase which seems most nearly to express your present feeling. Do not spend much time on any item.

Remember your answers cannot be wrong since there is no right or wrong answer. You are asked merely to give your honest opinion. So be sure to answer every item.

To make sure that you understand what to do, after you read each statement say to yourself, "I hope that he (or she) circled this answer" and then circle the one you hope your child marked.

Here is an example to show you how to circle.

"The best things in life are free"

Strongly Agree Agree Undecided Disagree Strongly Disagree

1. The law should be changed so that boys and girls would have to stay in school until they completed high school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. The farther a person goes in school the better able he is to enjoy life.

Strongly Agree Agree Undecided Disagree Strongly Disagree

3. A student who intends to be a farmer should not be required to take courses in English and social studies.

Strongly Agree Agree Undecided Disagree Strongly Disagree
4. The most common way in which poor people raise their standard of living is through education.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

5. The length of the school day should be cut down to allow more time for out-of-school work and recreation.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

6. Two additional years of school should be added on to the high school to provide more training for anyone who wants it.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

7. Parents should not make their children finish high school.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

8. The school helps a person learn how to use his spare time to best advantage.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

9. Parents should be allowed to keep their children out of school to work as often as they want to.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

10. In getting ahead in most jobs a man with a high school education has a big advantage over one who does not have one.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

11. The things that are taught in school are completely out-of-date.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

12. The great advances made by science in America are due largely to the great public education system we have.

13. The things a person learns in school are of great value in helping him keep in good health.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

14. A high school education is of great value to a person in helping him decide for whom to vote in local, state, and national elections.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
15. Students who plan to go to work in factories should be allowed to quit school as soon as they are able to find the kind of work they want.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

16. Solution of the world's problems will come through education.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

17. School training is of little help in meeting the problems of real life.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

18. The school system is even more important than our natural resources in making our country great.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

19. Except for vocational training, a high school education is of little value to students who plan to take laboring jobs in factories.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

20. I would rather work than go to school, even if I didn't need the money.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

21. The things I learn in school are a lot of junk and will not help me when I get out.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

22. Going to high school helps a person learn how to choose wisely the things that he buys.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

23. A high school education helps a person realize the value of good music and literature.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

24. Employers pay too much attention to the amount of education a person has.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

25. A young person can learn more working on a job than in high school.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
26. In general, I like to associate with people who have a high school education better than with those who do not have one.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

27. If one's parents need him at home he shouldn't go to high school.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

28. Since quite a few of our great men have had no high school education, it has little effect on future success.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

29. High schools are a waste of the taxpayer's money.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

30. The high school teaches mostly old, useless information.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

31. Additional taxes should be collected to pay the expenses of a college education for anyone who wants to go and has proven to be a capable student.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

32. The most promising means of attaining fame and fortune is through education.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

33. Without a good education it is practically impossible to lead a happy, well-balanced life.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

Below are some questions about different things and some answers which have been given by other students. For each question, check ( ) the answer with which you most closely agree. As before, it is your opinion that is asked for. Be sure to make every item.

34. Which of the following best states what you think about the value of a high school education?

   a) Going to high school is almost a necessity if a person is going to be able to solve his everyday problems well.
   b) Going to high school is a big advantage but it is not necessary for being a success.
   c) Going to high school is all right for some people but it would be a waste of time for many.
Only those people who make the very best grades in the elementary school should go to high school.

Going to high school is a waste of time for most people.

35. Which of the following do you think is the best statement about the amount of money that should be raised by taxes to pay for the expenses of running high schools? (Remember that you will be a taxpayer in a few years yourself.)

a) Schools should have at least twice as much money as they now have.
b) School taxes should be increased somewhat but only to hire better teachers.
c) Schools have about the right amount of money now.
d) Schools cost the taxpayer too much as it is—they should get along on less money by being careful how the money is spent.
e) Much of the money that goes to the school is pure waste: school expenses should be cut almost in half.

36. The main reason I am going to high school is:

a) I'm not old enough to quit.
b) My parents want me to finish high school.
c) Most of my friends are in school.
d) A high school education will help me get a better job.
e) A high school education is necessary for getting more out of life.

37. When you marry, how much education would you like for your wife or husband to have?

a) The less the better.
b) I wouldn't care one way or another.
c) About the same amount I expect to have.
d) At least a high school education.
e) At least a college education.

38. Do you feel that going to high school will help me to earn a living?

a) No help.
b) Little help.
c) A fair amount of help.
d) Considerable help.
e) Great help.
39. Are you interested in the things you do at school?
   a) I think school is very interesting.
   b) I think school is fairly interesting.
   c) I think school is not very interesting.
   d) I think school is pretty boring and monotonous.
   e) I think school is very boring and monotonous.

40. How much of the time do you enjoy being in school?
   a) All of the time.
   b) Most of the time.
   c) Fairly often.
   d) Hardly ever.
   e) Never.

41. If you had a lifetime income of all the money you could ever possibly need, which of the following would you choose to do?
   a) Stop school right away and have a good time.
   b) Hire a private teacher who would teach only what I wanted to know.
   c) Go to school until graduation from high school.
   d) Go to school until graduation from college.
   e) Continue my education after college by attending the great universities of the world.

42. What is the least amount of money it would take to get you to leave school permanently?
   a) None—I would leave now if I had the chance.
   b) $100
   c) $1000
   d) $10,000
   e) $1,000,000

43. How do you think your opinion of school compares with others' of your age?
   a) I like school much better than most of the students.
   b) I like school somewhat better than most of the other students.
   c) I like school about as well as most of the other students.
   d) I dislike school more than most students do.
   e) Very few of the other students dislike school as much as I.
44. Do you think an education helps a person get more enjoyment out of life?

a) The more education a person has the less satisfied he is with life.
b) Poorly educated people enjoy life just as much as well-educated people.
c) The amount of education has little or no effect on enjoyment of life.
d) Well-educated people seem to get more enjoyment out of life than do poorly-educated people.
e) The more education a person has, the better able he is to enjoy life.

45. Which of the following statements do you most agree with?

a) Most high school students would be better off if they quit school and went to work?
b) About half the high school students would be better off if they quit school and went to work.
c) Quite a few high school students would be better off at work.
d) Very few high school students would be better off at work.
e) Except for extreme cases, all students should be required to finish high school.

46. How well do you like school?

a) I like it very much.
b) I like it fairly well.
c) I don't care much for school one way or the other.
d) I don't like school very much.
e) I don't like school at all.
PARENT QUESTIONNAIRE ON VOCATIONAL PLANS FOR DAUGHTER

INSTRUCTIONS: Below are several questions concerning vocational plans for your daughter. Read each question carefully, and then answer it in the way specified. Be sure to answer every question; do not leave any question unanswered.

1. How far do you expect your daughter to go in school? (Check one)
   - This will probably be her last year
   - Another year or two
   - I expect her to finish high school
   - I expect her to get some college work
   - I expect her to graduate from a four year college
   - I expect her to continue professional study after college graduation

2. How many years do you expect your daughter will take these subjects in high school?

<table>
<thead>
<tr>
<th>Subject</th>
<th>How many more years will she take</th>
<th>Check the ones you consider to be important for her future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
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<tr>
<td>Biology</td>
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<tr>
<td>Chemistry and physics</td>
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<tr>
<td>Commercial courses (such as typing and bookkeeping)</td>
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<tr>
<td>English</td>
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<tr>
<td>Foreign language</td>
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<tr>
<td>Home economics</td>
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<tr>
<td>Industrial training</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
<td></td>
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</tr>
<tr>
<td>Social Science (such as history, government, economics)</td>
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</tr>
</tbody>
</table>

3. If you do not expect your daughter to attend college, what are your plans for her? Check the statement below that best fits your plans.
   - Take training courses before working (such as beauty school, business college, practical nursing school, evening vocational class at high school, correspondence courses)
   - Take apprentice or on the job training, such as nursing aide, receptionist, etc.
   - Go to work immediately without further job training
   - Marriage as soon as she leaves school
   - Help us at home
   - Undecided
4. If you plan for your daughter to attend college, answer these questions.

a. What college will she attend? _____________________________
   (name of college)

b. What course of study do you hope your daughter will follow in college?

   Agriculture  Liberal Arts (social science, language, etc.)
   Commerce    Nursing
   Dentistry    Pharmacy
   Education    Physical or Biological Science
   Engineering Pre-Medicine
   Fine Arts    Religion
   Home Economics Veterinary Medicine
   Law

c. If your daughter enrolls in home economics, which area do you hope is of most interest to her? (Check one)

   Child development and family relations
   General home economics
   Clothing and textiles
   Home economics education
   Foods and nutrition
   Interior decoration and design
   Home management and housing

5. In regard to my daughter continuing education beyond high school,

   I have strongly urged her to continue
   I have given her some encouragement to continue
   I have never said much about it
   I feel she would be better off going to work after high school
   I feel she should quit high school and go to work

6. In regard to financial help from us in continuing schooling after high school, we would be:

   Financially able to pay her way completely
   Financially able to help her a great deal
   Financially able to give her some help
   Financially able to give her no help
   In such condition that some of her earnings will be needed
   by the family
7. The occupations I would like my daughter to consider are:
1. ____________________________ 2. ____________________________
3. ____________________________ 4. ____________________________

8. What do you actually expect your daughter will be doing as a lifetime kind of work? (Be specific as to the occupation.)

9. In regard to this expected lifetime work for my daughter: (Check one)
   ___ I think she's shooting too high
   ___ I think it's a good occupation and she has a chance of making it
   ___ I think she should be trying for something different
   ___ I think it's entirely up to her to get what she wants
   ___ I have never discussed it with her

10. I think that (Check one):
    ___ Girls should expect to marry rather than prepare for a career
    ___ A girl needs little preparation for an occupation because she will work, at most, only a few years before marrying
    ___ A girl should be prepared today for both a career and marriage
    ___ Marriage and homemaking are not a full time occupation for a woman except when the children are small
    ___ A girl needs to prepare for a career rather than marriage

11. In each list of occupations below, you are asked to check the three occupations you hope your daughter will prefer, and how much you think she knows about each of the nine occupations.

   Check the three occupations you hope she prefers
   Check how familiar she is with the work involved in this occupation
   She knows a lot about it
   She knows some
   She knows very little about it

   GENERAL OCCUPATIONS

   1.- Research scientist
   2.- Office manager
   3.- Factory worker
   4.- High school teacher
   5.- Weekly newspaper editor
   6.- College professor
   7.- Real estate or insurance saleswoman
   8.- Owner, manager apartments
   9.- Buyer for department of a large store
HOME ECONOMICS OCCUPATIONS

<table>
<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>High school teacher</td>
</tr>
<tr>
<td>2</td>
<td>Dietitian in hospital or restaurant, write advertising or design clothing for factory</td>
</tr>
<tr>
<td>3</td>
<td>Manager and work in small store for clothing or furnishings, or restaurant, or nursery school, or be a dressmaker or milliner</td>
</tr>
<tr>
<td>4</td>
<td>College professor</td>
</tr>
<tr>
<td>5</td>
<td>Owner and operator of restaurant or nursery school or clothing store</td>
</tr>
<tr>
<td>6</td>
<td>County home demonstration agent</td>
</tr>
<tr>
<td>7</td>
<td>Manager of large hotel, nursery restaurant or clothing store</td>
</tr>
<tr>
<td>8</td>
<td>Worker in a clothing, food or furniture factory or be a cook or waitress in a restaurant</td>
</tr>
<tr>
<td>9</td>
<td>Research scientist</td>
</tr>
</tbody>
</table>
PARENT QUESTIONNAIRE ON VOCATIONAL PLANS FOR SON

INSTRUCTIONS: Below are several questions concerning vocational plans for your son. Read each question carefully, and then answer it in the way specified. Be sure to answer every question; do not leave any question unanswered.

1. How far do you expect your son to go in school? (check one)
   - [ ] This will probably be his last year
   - [ ] Another year or two
   - [ ] I expect him to finish high school
   - [ ] I expect him to get some college work.
   - [ ] I expect him to graduate from a four year college
   - [ ] I expect him to continue professional study after college graduation

2. How many more years do you expect your son will take these subjects in high school?

   | How many more years | Check the ones |
   | will he take         | you consider to |
   |                     | be important for |
   |                     | his future       |
   - Agriculture
   - Biology
   - Chemistry and physics
   - Commercial courses (such as typing or bookkeeping)
   - English
   - Foreign language
   - Home economics
   - Industrial training
   - Mathematics
   - Social science (such as history, government, economics)

3. If you do not expect your son to attend college, what are your plans for him? Check the statement below that best fits your plans.

   - [ ] Take training courses before working (such as, trades school, business college, evening vocational classes at high school, correspondence courses
   - [ ] Take apprentice or on the job training for skilled labor work
   - [ ] Go to work immediately, without further job training
   - [ ] Help his father in his occupation, farm or business
   - [ ] Get the military service requirement out of the way before further planning
   - [ ] Undecided
4. If you plan for your son to attend college, answer these questions.

a. What college will he attend? ____________________________ (Name of college)

b. What course of study do you hope your son will follow in college? (Check one)

   - Agriculture
   - Commerce
   - Dentistry
   - Education
   - Engineering
   - Fine Arts
   - Home Economics
   - Law
   - Liberal Arts (social science, language, etc.)
   - Nursing
   - Pharmacy
   - Physical or Biological Science
   - Pre-medicine
   - Religion
   - Veterinary Medicine

c. If your son enrolls in agriculture, which area do you hope is of most interest to him? (Check one)

   - Agriculture education
   - Agricultural economics
   - Agricultural engineering
   - Agronomy
   - Animal and Poultry Science
   - Dairy Processing
   - Entomology and plant pathology
   - Food technology
   - General agriculture
   - Forestry
   - Horticulture
   - Landscape architecture
   - Rural sociology
   - Veterinary Medicine

5. In regard to my son continuing education beyond high school:

   - I have strongly urged him to continue
   - I have given him some encouragement to continue
   - I have never said much about it
   - I feel he would be better off going to work after high school
   - I feel he should quit high school and go to work

6. In regard to financial help from us in continuing schooling after high school, we would be:

   - Financially able to pay his way completely
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   - Financially able to give him no help
   - In such condition that some of his earnings will be needed by the family
7. The occupations I would like my son to consider are:

1. ____________________ 2. ____________________
3. ____________________ 4. ____________________

8. What do you actually expect your son will be doing as a lifetime kind of work? (Be specific as the occupation.)

9. In regard to this expected lifetime work for my son: (Check one)

I think he's shooting too high
I think it's a good occupation and he has a chance of making it
I think he should be trying for something different
I think it's entirely up to him to get what he wants
I have never discussed it with him

10. In getting a start in the occupation he has chosen: (Check one)

We will give him all the financial help he needs
We will give him most of the financial help he needs
We will give him some of the financial help he needs
We will give him very little financial help
We will give him no financial help at all

11. In each list of occupations below, you are asked to check the three occupations you hope your son will prefer and how much you think he knows about each of the nine occupations.

GENERAL OCCUPATIONS

Check the three occupations you hope he prefers

Check how familiar he is with the work involved in this occupation.

He knows a lot about it  He knows something about it  He knows very little about it

1. Research scientist
2. Foreman, construction
3. Construction worker
4. High school teacher
5. Weekly newspaper editor
6. College professor
7. Real estate or insurance salesman
8. Construction contractor
9. Manager in a factory
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<tbody>
<tr>
<td>1</td>
<td>County extension agent</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Manager of large dairy plant, feed mill, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Farm renter and operator</td>
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<tr>
<td>4</td>
<td>College professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Farm owner and operator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>High school teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Manager of farm implement store</td>
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<tr>
<td>8</td>
<td>Farm laborer</td>
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<tr>
<td>9</td>
<td>Research scientist</td>
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ABSTRACT

This investigation is a study of educational and vocational goals of a selected sample of rural youth; relationship of the parents' goals for their children to the children's goals; and a study of the relationships of sex, farm residence, membership in certain youth organizations, and level of living to these goals.

Subjects were 49 ninth and tenth grade boys and girls and their parents, living in the Appalachian region of Virginia. The sample of families were chosen by criteria for selection of youths rather than parents. According to student classification types 24 were boys, 25 were girls; 26 were members of the 4-H Club, Future Farmers or Future Homemakers of America; 19 were classes in the high, 21 in the middle, and 9 in the low level of living groups; and 20 lived on farms.

Schedules relating to vocational and educational goals were administered to the students and their parents. Parents were asked to complete the questionnaire as they hoped their ninth or tenth grade child would answer.

Results of the data collected revealed that plans for a college education were higher for girls, for non-farm, non-membership, and higher level of living youths. Most students had not decided what to study in college; and home economics and agriculture ranked low in popularity for high school and college. Educational and vocational goals of the youths were lower than their parents' goals for them, and there was often conflict between goals of parents and children.