

PARENTS' ASPIRATIONS FOR THEIR CHILDRENS' EDUCATION
AND VOCATIONS AS MEASURED BY A
SAMPLE OF VIRGINIA FAMILIES

by

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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 youthstend 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 agressive 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).

Hieronymus (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 (4) 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 non-farm, 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 fringe, 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:

<u>Major Classification</u>	<u>Sub-Classification</u>
a. Membership	a. Member versus Non-member
b. Socioeconomic status	b. High versus Middle versus Low
c. Residence	c. Farm versus Non-farm
d. Family Size	d. One-Two Child Family versus Three or More Child Family
e. Sex	e. Boy versus Girl

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:

High School	Number Subjects and Parents
Floyd	8
Christiansburg	12
Rural Retreat	12
Alleghany	2
Blacksburg	14
Broadway	1

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

School	Pretests Administered		
	Used	Discarded	Total Given
1	108	21	129
2	193	38	231
3	118	30	148
4	72	13	85
5	293	76	369
6	15	2	17
7	254	50	304
8	119	37	156
9	252	55	307
10	203	36	239
11	82	21	103
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		Total	Boys		Total	All Students		
	Number Members	Number Non-Members		Number Members	Number Non-Members		Number Members	Number 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)

School	Girls		Boys		All Students				
	Number Members	Number Non-Members	Total	Number Members	Number Non-Members	Total			
10	34	74	108	33	62	95	67	136	203
11	4	46	50	12	20	32	16	66	82
Total	355	543	898	327	484	811	682	1027	1709
Percent	40	60		40	60		40	60	

TABLE 3

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

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

NUMBER OF CHILDREN IN FAMILIES OF
NINTH AND TENTH GRADE STUDENTS IN
ELEVEN PUBLIC SCHOOLS IN THE
APPALACHIAN REGION OF VIRGINIA

School	Girls		Boys		Total	
	1-2 Children	3 or more Children	1-2 Children	3 or more Children	1-2 Children	3 or more Children
1	16	43	15	34	31	77
2	42	57	34	60	76	117
3	11	46	13	48	24	94
4	10	22	10	30	20	52
5	56	92	58	87	114	179
6	1	6	1	7	2	13
7	45	93	37	79	82	172
8	20	47	16	36	36	83
9	35	97	40	79	76	176

TABLE 4 (Continued)

School	Girls		Boys		Total
	1-2 Children	3 or more Children	1-2 Children	3 or more Children	
10	33	75	27	68	143
11	4	46	12	20	66
Total	274	624	263	578	1172
Percent	30	70	32	68	31 69

TABLE 5

LEVEL OF LIVING AS MEASURED BY THE CORNELL
SCALE, SHORT FORM FOR FAMILIES OF
NINTH AND TENTH GRADE STUDENTS IN
ELEVEN PUBLIC SCHOOLS IN THE
APPALACHIAN REGION OF VIRGINIA

School	Girls		Boys		All Students	
	High	Medium	High	Medium	High	Medium
1	14	31	14	28	25	59
2	24	64	11	61	38	125
3	11	29	17	32	27	61
4	3	16	13	25	9	41
5	26	81	41	82	59	163
6	0	2	5	5	0	7
7	48	64	26	69	79	133
8	13	33	21	23	24	56
9	38	67	28	60	69	127

TABLE 5 (Continued)

School	Girls		Boys		All Students	
	High	Low	High	Low	High	Low
10	47	14	39	9	86	31
11	2	18	3	13	5	46
Total	226	208	195	168	421	376
Percent	25	23	24	21	25	22

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

Terminal Point	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
This year	0	0	1	4	1	2
Another year or two	0	0	0	0	0	0
Graduation from High School	16	67	12	48	28	57
Some College work, but no degree	0	0	1	4	1	2
Bachelor's Degree	8	33	9	36	17	35
Graduate Study after Bachelor's Degree	0	0	2	8	2	4
Total	24	100	25	100	49	100

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

Terminal Point	Students From Farm Families		Students From Non-Farm Families	
	Number	Percent	Number	Percent
This year	1	5	0	0
Another year or two	0	0	0	0
Graduation from High School	13	65	15	52
Some College work, but no degree	0	0	1	3
Bachelor's Degree	5	25	12	42
Graduate Study after Bachelor's Degree	1	5	1	3
Total	20	100	29	100

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

Terminal Point	Students Participating in 4-H Club, FFA, or FHA		Students Not Participating in 4-H Club, FFA, or FHA	
	Number	Percent	Number	Percent
This year	0	0	1	4
Another year or two	0	0	0	0
Graduation from High School	19	73	10	44
Some College work, but no degree	0	0	1	4
Bachelor's Degree	7	27	10	44
Graduate Study after Bachelor's Degree	0	0	1	4
Total	26	100	23	100

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

Terminal Point	Level of Living					
	Low		Medium		High	
	Number Cases	Percent	Number Cases	Percent	Number Cases	Percent
This year	0	0	0	0	1	5
Another year or two	0	0	0	0	0	0
Graduation from High School	7	78	13	62	8	42
Some College work, but no degree	0	0	1	5	0	0
Bachelor's Degree	1	11	6	28	10	53
Graduate Study after Bachelor's Degree	1	11	1	5	0	0
Total	9	100	21	100	19	100

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

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

TABLE 11

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

Terminal Point	Boys		Girls		Total	
	Number Cases	Percent	Number Cases	Percent	Number Cases	Percent
This year	0	0	0	0	0	0
Another year or two	0	0	0	0	0	0
Graduation from High School	12	49	9	36	21	43
Some College work, but no degree	3	13	8	32	11	22
Bachelor's Degree	6	25	7	28	13	27
Graduate Study after Bachelor's Degree	3	13	1	4	4	8
Total	24	100	25	100	49	100

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

Subject	Girls			Boys			Total		
	No More	One Year	Two or More Years	No More	One Year	Two or More Years	No More	One Year	Two or More Years
Agriculture	25	0	0	13	0	11	38	0	11
Biology	18	6	1	14	10	0	32	16	1
Chemistry and Physics	12	8	5	9	11	4	21	19	9
Commercial Course	7	4	14	12	4	8	19	8	22
English	1	0	24	0	1	23	1	1	47
Foreign Language	14	7	4	17	5	2	31	12	6
Home Economics	11	8	6	22	1	1	33	9	7
Industrial Training	21	2	2	21	2	1	42	4	3
Mathematics	9	7	9	7	4	13	16	11	22
Social Science	3	2	20	3	5	16	6	7	36

TABLE 13

AREAS OF COLLEGE STUDY THAT NINTH AND
TENTH GRADE STUDENTS HOPE TO FOLLOW

Course of Study Anticipated	Boys	Girls	Total
Agriculture	2	0	2
Commerce	1	2	3
Dentistry	0	0	0
Education	0	2	2
Engineering	4	0	4
Fine Arts	1	1	2
Home Economics	0	1	1
Law	0	0	0
Liberal Arts	1	1	2
Nursing	0	4	4
Pharmacy	0	0	0
Physical and Biological Sciences	1	0	1
Pre-Medicine	0	0	0
Religion	0	1	1
Veterinary Medicine	0	0	0

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 54 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-NINE NINTH AND TENTH GRADE STUDENTS
 AS CALCULATED FROM RECORDS ADMINISTERED
 TO STUDENTS AND PARENTS

Areas of Interest	For Boys as Expressed by						For Girls as Expressed by					
	Boy		Father		Mother		Girl		Father		Mother	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
For Scores Falling Above the Seventy-Fifth Percentile												
Outdoor	5	21	3	13	3	13	8	32	15	60	7	28
Mechanical	5	21	4	17	4	17	7	28	13	52	7	28
Computa- tional	3	13	9	38	7	29	7	28	9	36	10	40
Scientific	6	25	4	17	3	13	6	24	10	40	3	12
Persuasive	3	13	4	17	0	0	4	16	4	16	1	4
Artistic	1	4	2	8	3	13	8	32	4	16	4	16
Literary	5	21	3	13	11	46	9	36	3	12	5	20
Musical	5	21	2	8	2	8	8	32	3	12	5	20
Social												
Service	5	21	12	50	15	62	8	32	4	16	5	20
Clerical	6	25	8	33	13	54	4	16	2	8	8	32
For Scores Falling Below the Twenty-Fifth Percentile												
Outdoor	3	13	3	13	12	50	4	16	3	12	4	16
Mechanical	5	21	4	17	13	54	2	8	4	16	8	32
Computa- tional	4	17	3	13	2	8	10	40	1	4	0	0
Scientific	3	13	4	17	6	25	7	28	3	12	2	8
Persuasive	5	21	3	13	11	46	14	56	5	20	11	41
Artistic	7	29	2	8	4	17	5	20	6	24	2	8
Literary	7	29	5	21	6	25	6	24	8	32	5	20
Musical	14	58	10	42	4	17	7	28	13	52	6	24
Social												
Service	2	8	0	0	3	13	7	28	5	20	1	4
Clerical	6	25	3	13	0	0	10	40	12	48	4	16

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 percentile 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

Parent	Complete Agreement		Partial Agreement		Complete Disagreement	
	Number Cases	Percent	Number Cases	Percent	Number Cases	Percent
Father	2	4	27	55	19	39
Mother	1	2	28	57	20	41

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 HIERONYMUS SCALE FOR MEASURING ATTITUDE
TOWARD EDUCATION TO FORTY-NINE NINTH AND TENTH GRADE
STUDENTS

Scale Score	Boys		Girls		Total	
	Number Cases	Percent	Number Cases	Percent	Number Cases	Percent
High (22-34)	1	4	3	12	4	8
Medium (12-21)	21	88	21	84	42	86
Low (0-11)	2	8	1	4	3	6
Total	24	100	25	100	49	100

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

Scale Score	Attitudes Expressed for Boys				Attitudes Expressed for Girls				Total			
	by Father's		by Mother's		by Father's		by Mother's		by Father's		by Mother's	
	Per- Number	cent	Per- Number	cent	Per- Number	cent	Per- Number	cent	Per- Number	cent	Per- Number	cent
High (22-24)	6	25	6	25	4	16	4	16	10	20	10	20
Medium (12-21)	17	71	18	75	17	68	21	84	34	70	39	80
Low (0-11)	1	4	0	0	4	16	0	0	5	10	0	0
Total	24	100	24	100	25	100	25	100	49	100	49	100

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

Between	Agreement Within 0-2 Points		Agreement Within 3-5 Points		Agreement Within 6-8 Points		Disagreement on 9 Points or more	
	Number Cases	Percent	Number Cases	Percent	Number Cases	Percent	Number Cases	Percent
Father and Child	25	51	10	20	8	16	6	12
Mother and Child	15	31	18	37	10	20	6	12
Both Parents	32	65	9	18	5	10	3	6

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 childrens' 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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APPENDIX

APPALACHIAN REGION

Rank No.	Name of School	Town	County	Original Chronological Number
1	Floyd	Floyd Box 127	Floyd	23
2	Christiansburg	Christiansburg #172	Montgomery	15
3	Rural Retreat	Rural Retreat	Wythe	48
4	Alleghany	Shawsville	Montgomery	1
5	Gate City	Gate City	Scott	24
6	Ceres	Ceres	Bland	8
7	Blacksburg	Blacksburg	Montgomery	3
8	Pennington	Pennington Gap #216	Lee	44
9	Broadway	Broadway Rt. 1	Rockingham	5
10	Turner Ashby	Dayton	Rockingham	54
11	Pembroke	Pembroke Box 519	Giles	43
12	Valley	Hot Spring	Bath	55
13	Strasburg	Strasburg	Shenandoah	50
14	Chilhowie	Chilhowie \$141	Smyth	10
15	Thomas Walker	Ewing	Lee	53
16	Marion	Marion	Smyth	35
17	Dungannon	Dungannon	Scott	18
18	Millboro	Millboro Box 155	Bath	37
19	Flatwood	Jonesville	Lee	22
20	Cleveland	Cleveland	Russel	13
21	Clintwood	Clintwood	Dickerson	14
22	Dryden	Dryden	Lee	16
23	James Wood	Winchester Rt. 4	Fredricks	32
24	New Castle	New Castle #171	Craig	40
25	Churchville	Churchville	Augusta	11
26	Montevideo	Penn Laird	Rockingham	38
27	Lebanon	Lebanon	Russel	34
28	Spottswood	Spottswood	Augusta	49
29	Sugar Grove	Sugar Grove	Smyth	51
30	Dublin	Dublin	Pulaski	17
31	Woodlawn	Woodlawn	Carroll	58
32	Pearisburg	Pearisburg	Giles	42
33	Jackson Memorial	Austinsville	Wythe	31
34	Glade Spring	Glade Spring Box 216	Warren	26
35	George Wythe	Wytheville	Wythe	25
36	Clarke County	Berryville Box 372	Clarke	12
37	Newport	Newport Box 61	Giles	41
38	Fairfield	Fairfield	Rockbridge	21
39	Jonesville	Jonesville Box 26	Lee	33
40	Middle River	Weyers Cave	Augusta	36

Rank No.	Name of School	Town	County	Original Chronological Number
41	Warren	Front Royal	Warren	56
42	Bland	Bland	Bland	4
43	Castlewood	Castlewood	Russel	7
44	Rocky Gap	Rocky Gap	Bland	47
45	Haysi	Haysi Box 175	Dickenson	27
46	Richland	Richland #461	Tazewell	45
47	Check	Check	Floyd	9
48	Brownsburg	Brownsburg	Rockbridge	6
49	Ervinton	Nora	Dickenson	20
50	Tazewell	Tazewell Box 469	Tazewell	52
51	Honaker	Honaker	Russel	29
52	Richvalley	Chatham Hill	Smyth	46
53	Wilson Memorial	Fishersville	Augusta	57
54	Hillsville	Hillsville Box 125	Carroll	28
55	Elkton	Elkton	Rockingham	19
56	Independence	Independence Box 48	Grayson	30
57	Auburn	Riner Box 367	Montgomery	2
58	Narrows	Narrows Box 564	Giles	39

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 a member	How long a member	
Future Farmers of America	_____	_____	Semesters.
Future Home Makers of America	_____	_____	Semesters.
4-H Club	_____	_____	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	Yes	No
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)

Name: _____
 (Last) (First) (Middle)

Check One: ___Boy ___Girl

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.

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. Be sure to answer every item.

Here is an example to show you how to circle.

"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.

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.

Strongly Agree Agree Undecided Disagree Strongly Disagree

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.

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.

Strongly Agree Agree Undecided Disagree Strongly Disagree

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

Strongly Agree Agree Undecided Disagree Strongly Disagree

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

Strongly Agree Agree Undecided Disagree Strongly Disagree

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

Strongly Agree Agree Undecided Disagree Strongly Disagree

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

Strongly Agree Agree Undecided Disagree Strongly Disagree

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

Strongly Agree Agree Undecided Disagree Strongly Disagree

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

Strongly Agree Agree Undecided Disagree Strongly Disagree

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

Strongly Agree Agree Undecided Disagree Strongly Disagree

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.

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 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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"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.

(5)	(4)	(3)	(2)	(1)
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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

(5)	(4)	(3)	(2)	(1)
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.

(1)	(2)	(3)	(4)	(5)
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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

(5)	(4)	(3)	(2)	(1)
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.

(1)	(2)	(3)	(4)	(5)
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.

(5)	(4)	(3)	(2)	(1)
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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

(1)	(2)	(3)	(4)	(5)
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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

(5)	(4)	(3)	(2)	(1)
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.

(1)	(2)	(3)	(4)	(5)
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.

(5)	(4)	(3)	(2)	(1)
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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

(1)	(2)	(3)	(4)	(5)
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.

(5)	(4)	(3)	(2)	(1)
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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

(5)	(4)	(3)	(2)	(1)
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.
 (5) (4) (3) (2) (1)
 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.
 (1) (2) (3) (4) (5)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
16. Solution of the world's problems will come through education.
 (5) (4) (3) (2) (1)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
17. School training is of little help in meeting the problems of real life.
 (1) (2) (3) (4) (5)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
18. The school system is even more important than our natural resources in making our country great.
 (5) (4) (3) (2) (1)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
19. Except for vocational training, a high school education is of little value to students who plan to take laboring jobs in factories.
 (1) (2) (3) (4) (5)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
20. I would rather work than go to school, even if I didn't need the money.
 (1) (2) (3) (4) (5)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
21. The things I learn in school are a lot of junk and will not help me when I get out.
 (1) (2) (3) (4) (5)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
22. Going to high school helps a person learn how to choose wisely the things that he buys.
 (5) (4) (3) (2) (1)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
23. A high school education helps a person realize the value of good music and literature.
 (5) (4) (3) (2) (1)
 Strongly Agree Agree Undecided Disagree Strongly Disagree

24. Employers pay too much attention to the amount of education a person has.
 (1) (2) (3) (4) (5)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
25. A young person can learn more working on a job than in high school.
 (1) (2) (3) (4) (5)
 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.
 (5) (4) (3) (2) (1)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
27. If one's parents need him at home he shouldn't go to high school.
 (1) (2) (3) (4) (5)
 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.
 (1) (2) (3) (4) (5)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
29. High schools are a waste of the taxpayer's money.
 (1) (2) (3) (4) (5)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
30. The high school teaches mostly old, useless information.
 (1) (2) (3) (4) (5)
 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.
 (5) (4) (3) (2) (1)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
32. The most promising means of attaining fame and fortune is through education.
 (5) (4) (3) (2) (1)
 Strongly Agree Agree Undecided Disagree Strongly Disagree
33. Without a good education it is practically impossible to lead a happy well-balanced life.
 (5) (4) (3) (2) (1)
 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 mark every item.

34. Which of the following best states what you think about the value of a high school education?
- (5) a) Going to high school is almost a necessity if a person is going to be able to solve his everyday problems well.
 - (4) b) Going to high school is a big advantage but it is not necessary for being a success.
 - (3) c) Going to high school is all right for some people but it would be a waste of time for many.
 - (2) d) Only those people who make the very best grades in the elementary school should go to high school.
 - (1) 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.)
- (5) a) Schools should have at least twice as much money as they now have.
 - (4) b) School taxes should be increased somewhat but only to hire better teachers.
 - (3) c) Schools have about the right amount of money now.
 - (2) 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.
 - (1) 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:
- (1) a) I'm not old enough to quit.
 - (2) b) My parents want me to finish high school.
 - (3) c) Most of my friends are in school.
 - (4) d) A high school education will help me get a better job.
 - (5) 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?
- (1) a) The less the better.
 - (2) b) I wouldn't care one way or another.
 - (3) c) About the same amount I expect to have.
 - (4) d) At least a high school education.
 - (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) \$1000,000

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.

Name _____
 (Last) (First) (Middle)

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?

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)	_____	_____

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)

- | | |
|---|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Liberal Arts (social science, language, etc.) |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Dentistry | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Education | <input type="checkbox"/> Physical or Biological Science |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Pre-Medicine |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> Law | |

- 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 lists, indicate your three choices as preferred occupations and your familiarity with each of the nine occupations.

OTHER AREAS

Check the three you most prefer

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

	A lot	Something	Little
<input type="checkbox"/> College professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Research worker (chemist, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> High school teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Weekly newspaper editor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Buyer for department of a larger store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Real estate or insurance saleswoman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Owner, manager apartments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Office manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Factory worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OCCUPATIONS IN HOME ECONOMICS

Check the three you most prefer

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

	A lot	Something	Little
<input type="checkbox"/> College professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Research scientist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> County home demonstration agent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> High school teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Dietitian in hospital, or home ec. advertising or designer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> clothing factory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A lot	Something	Little
_____ Manager large hotel, nursery, restaurant, clothing store	_____	_____	_____
_____ Owner, operator restaurant, nursery school, clothing store	_____	_____	_____
_____ Manager and worker small clothing, furnishings store, restaurant, nursery school or dressmaker	_____	_____	_____
_____ Worker in clothing, foods, furniture factory or a cook or waitress	_____	_____	_____

PARENT INFORMATION SHEET

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 not 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

Mother

___ Yes ___ No

___ Yes ___ No

If so what?

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

Father

Mother

___ Yes ___ No

___ Yes ___ No

Name _____
 (Last) (First) (Middle)

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 his- tory, 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)

- | | |
|---|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Liberal Arts (social science, language, etc.) |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Dentistry | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Education | <input type="checkbox"/> Physical or Biological Science |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Pre-Medicine |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> Law | |

c. 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

	I know a lot about it	I know some- thing about it	I know very little about it
<input type="checkbox"/> Research worker or chemist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Foreman, construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Construction worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> High school teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Weekly newspaper editor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> College professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Real estate salesman or insurance salesman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Construction contractor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Manager of a factory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OCCUPATIONS IN AGRICULTURE

Check the three you most prefer

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

	A lot	Something	Little
<input type="checkbox"/> County extension agent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Manager of a large (dairy plant, feed mill, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Farm renter and operator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> College professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Farm owner and operator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> High school teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Manager of farm implement store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Farm laborer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Research scientist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.
- 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.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
18. The school system is even more important than our natural resources in making our country great.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
19. Except for vocational training, a high school education is of little value to students who plan to take laboring jobs in factories.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
20. I would rather work than go to school, even if I didn't need the money.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
21. The things I learn in school are a lot of junk and will not help me when I get out.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
22. Going to high school helps a person learn how to choose wisely the things that he buys.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
23. A high school education helps a person realize the value of good music and literature.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
24. Employers pay too much attention to the amount of education a person has.
- Strongly Agree Agree Undecided Disagree Strongly Disagree
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.

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.

- 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.

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?

	How many more years will she take	Check the ones you consider to be important for her future
Agriculture	_____	_____
Biology	_____	_____
Chemistry and physics	_____	_____
Commerical courses (such as typing and bookkeeping)	_____	_____
English	_____	_____
Foreign language	_____	_____
Home economics	_____	_____
Industrial training	_____	_____
Mathematics	_____	_____
Social Science (such as history, government, economics)	_____	_____

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?

- | | |
|---|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Liberal Arts (social science, language, etc.) |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Dentistry | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Education | <input type="checkbox"/> Physical or Biological Science |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Pre-Medicine |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> 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 other 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 thing about it 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

1	High school teacher	_____	_____	_____
2	Dietitian in hospital or restaurant, write advertising or design clothing for factory	_____	_____	_____
3	Manager and work in small store for clothing or furnishings, or restaurant, or nursery school, or be a dressmaker or milliner	_____	_____	_____
4	College professor	_____	_____	_____
5	Owner and operator of rest- aurant or nursery school or clothing store	_____	_____	_____
6	County home demonstration agent	_____	_____	_____
7	Manager of large hotel, nursery restaurant or clothing store	_____	_____	_____
8	Worker in a clothing, food or furniture factory or be a cook or waitress in a restaurant	_____	_____	_____
9	Research scientist	_____	_____	_____

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 will he take	Check the ones you consider to be important for his future
Agriculture	_____	_____
Biology	_____	_____
Chemistry and physics	_____	_____
Commerical 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)

- | | |
|---|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Liberal Arts (social science,
language, etc.) |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Dentistry | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Education | <input type="checkbox"/> Physical or Biological Science |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Pre-medicine |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> Law | |

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
- Financially able to help him a great deal
- Financially able to give him some help
- 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 some-thing 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	_____	_____	_____

AGRICULTURAL OCCUPATIONS

1-----	County extension agent	_____	_____	_____
2-----	Manager of large dairy plant, feed mill, etc.	_____	_____	_____
3-----	Farm renter and operator	_____	_____	_____
4-----	College professor	_____	_____	_____
5-----	Farm owner and operator	_____	_____	_____
6-----	High school teacher	_____	_____	_____
7-----	Manager of arm implement store	_____	_____	_____
8-----	Farm laborer	_____	_____	_____
9-----	Research scientist	_____	_____	_____

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 childrens' 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.