

**A STUDY OF THE EDUCATIONAL AND VOCATIONAL GOALS OF
TWO HUNDRED EIGHTY-FIVE RURAL YOUTH
IN VIRGINIA**

by

Virle Crow Payne

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CHAPTER I

INTRODUCTION

Two of the most important decisions of a lifetime are often made while a person is in high school. These are the choice of a vocation and an education for adequate preparation for that vocation.

In monetary terms David Beraff (1) commented, "Increasingly, the BA is seen as a B\$ - having a definite monetary or status value." Or to be more specific D. S. Bridgman (2) has given the differential in life income between high school and college graduates for 1949 as \$112,000 and in 1956 as \$154,000 and a prediction by Seymour Harris (3) for 1960 college graduates will possibly be \$200,000 to \$250,000 more during their lifetime compared to 1960 high school graduates and their anticipated income.

However, more important than the dollars and cents benefits of higher education, the less tangible assets are the primary purpose of a quality education. Paul Glick (4) after reviewing statements from a study concerning monetary value of education added

Moreover, it refers only to material gain, whereas the prospects of achieving more subtle satisfactions from mastering a higher education are more compelling to many people than the prospects of greater financial success (4).

Few would disagree concerning the importance of education or the importance of a young person making a vocational choice that is fitting and best for the particular individual. This was a concern of a

philosopher over twenty-three centuries ago. Plato wrote during the third century B.C.:

We are born not each perfectly alike to each, but differing in disposition, - one fitted for doing one thing, and another for another: does it not seem so to you? (5)

And in this century and from the Pursuit of Excellence Report framed by a group of distinguished Americans we read ". . . Our kind of society calls for the maximum of individual potentialities at all levels (6)." The question remains how to "stir up the gift that is within thee?" in order that all might reach their potential in choice of a vocation and education.

Those of us who are interested in young people and their future, as well as the future of our country and world, need to know more about the factors that influence the choices made by youth and the factors that affect the levels of aspirations that lead to these choices.

Purpose of This Study

This study is concerned with the educational and vocational goals of 285 rural youth in Virginia.

Specifically, this study was aimed to determine:

1. Similarities and differences in educational and vocational goals of rural youth and of their parents for them.

2. The relationships of the similarities and differences in these goals to such factors as:
 - a. Membership-non-membership in organizations like 4-H Club, Future Farmers of America and Future Homemakers of America
 - b. Place of Residence (farm-non-farm)
 - c. Socio-economic levels
 - d. Size of family
3. Relationship of degree of agreement of aspirations of the parents for the child and the level of aspiration of the child.

This present study is based upon an investigation conducted by the School of Home Economics and the Virginia Agricultural Experiment Station titled "Educational and Vocational Goals of Rural Youth in Virginia." Two previous studies have been reported, one by Farrier (7) and one by Sirur (8) using a part of the total sample used in this study. Similar investigations are being conducted in several other southern states and data from all of these will be compiled in a southern regional project in family life.

CHAPTER II

REVIEW OF LITERATURE

The importance of learning more about the factors which influence educational and vocational goals of youth today is shown by concern of many who are interested in youth and their plans for the future. Some of the studies in this field substantiate a statement made by Mrs. Joane C. Parker at the 1960 White House Conference on Children and Youth:

Recently there has been considerable research on school drop outs, factors in school success, and the failure of many academically talented students who go on to college. The findings of these studies make us freshly aware of a truth it is disastrous to disregard—that nothing is so important to the child's development as his home.

Parents, then, despite all the social changes in this country, continue to be the chief source of a child's personal goals, attitudes and values (9).

Other studies have emphasized the influence of school, teachers, friends, vocational guidance, as well as the home, family and parents. J. Kenneth Little (10) reports on a state-wide study done in Wisconsin in 1959. Information suggests that parents figure more strongly in the decisions of youth who continue schooling beyond high school than in the plans of those who do something else. Lines of evidence from this study indicate that the plans of college-going youth are strongly influenced by their parents when there is positive encouragement by the parents. Indifference or positive discouragement by parents was overcome or disregarded by very small numbers of the graduates.

In the state as a whole, 53 percent of the graduates whose parents wanted them to go to college were going to college. If the parents did not care, five percent were going. Teachers had considerably less influence upon plans of graduates than did parents, but more influence on the college-going group than the group of high school graduates who had other plans. This study (10) gave support to the old adage "Birds of a feather flock together." Of the college-going graduates, 75 percent reported friends were going, those getting jobs reported 71 percent of their friends were getting jobs, and those entering military service reported 59 percent of friends were also entering service.

Edwin F. Peters (11) studied a group of high school seniors attending the Vocational Guidance Conference at Williams Woods College, Fulton, Missouri in 1940. The four factors he found most influential in making vocational choices are grouped in the following order of influence - "the parent, a friend, a professional acquaintance and a relative other than parent (11)."

Wilbur E. Moser (12) conducted a study of 485 high school students in Pittsburg, California to determine the influence of specific cultural factors upon vocational preferences of these students. The conclusions drawn from these data seem to indicate that the cultural atmosphere of the home, the parental background, and hence parental example and training all play important parts in influencing young people in their vocational preferences.

A follow-up study of high school graduates reported by Ralph Bardie (13) in 1953 found factors other than financial resources related to college attendance. The primary sources were related to home and family background-occupation of father, attitudes of parents toward education, the education of the parents. A child coming from a home with many books was more likely to attend college than a child with similar abilities coming from a home with similar economic resources, but fewer books; likewise a child coming from a home with many magazines was more likely to attend college than a child from a home with fewer magazines. A large proportion of graduates not planning to attend college reported parents were indifferent to the idea. Cultural status was slightly but consistently more important than economic status.

Where one lives also affects the decision to attend college. About 50 percent from the metropolitan areas were planning to attend college, only 20 percent of those living on farms (13). In the metropolitan areas many more men than women planned to attend college, compared to the farm sections where more women than men planned to attend, though the difference was slight (13).

The nearness of home to college was found to be related to the probability a high school graduate would attend college (13).

Martha Pinney (14) after making a study of high school students in three different types of communities reports that home and school environment of the student were important influences in choice of vocation. She emphasized a need for vocational guidance, particularly in rural areas

where a high school students' contacts might have provided limited knowledge of vocational opportunities. Vocations are still inherited, but the percentage is decreasing rapidly with the increase in industrialization and knowledge of varied job opportunities.

Payne (15) found in a study of boys in Georgia that a vocational choice had been influenced most by their parents, second by contacts with everyday life in the neighborhood and community. The process of vocational choice-making had been predominantly informal and gradual. Socio-economic level is only slightly associated with occupational expectations, but these expectations were on a higher level than the father's occupation.

Results of a study done by James Austen (16) in Tucson, Arizona disagreed with some studies already mentioned here regarding the importance of the home in making a vocational choice. The most important factor in this study was the student's relying on self-analysis of their own beliefs and opinions. There was little change in choice from 1947 to 1950 (senior year) which indicates the 1947 choice was made after careful deliberation. Their vocational choices fitted in with their educational plans.

Uzall (17) reports on influences of occupational choice and found the following factors to be important: a student's knowledge of an occupational model, mass media, and persons in other occupations. In a small town visible models are very limited in the upper occupational level, therefore, a superior student may not know a model on the occupational level he is capable of achieving.

The results of a study by Porter (18) suggest that of the two variables, mental ability and father's occupation in relation to vocational plans, father's occupation shows a greater strength of relationship. Emotional adjustment was not found to be related to vocational plans. Porter found a high consistency between what senior boys prefer to do, what they plan to do, and what they actually are doing six months later. According to this study their planned occupations are not on a higher average prestige level than those of the fathers. This last statement disagrees with the results of Payne's (15) Georgia study which was that the vocational expectation of the boys was on a higher level than the vocation of the fathers.

Responses from an Indiana study by Coster (19) on attitudes of high school students toward school showed a significant variance with income level and items related to interpersonal relationships--social life, being liked by other pupils, opinion of other pupils, feelings of parental interest in school work and personal interest of teachers.

A second study by Coster (20) found that students planning to attend college were almost one-half from the high-income group, less than one-third from the middle and one-sixth from the low. Those planning to graduate from high school were 99 percent in high-income group, 96.4 percent in the middle, and 89 percent in the low-income group.

Findings from data collected in the Oakland Mobility Study (21) indicate that the larger a person's community of orientation (the community in which he spent his teens), the more likely he has been upward-mobile. Lower aspirational levels derived from immediate class

and community environments probably result in rural youth not trying to obtain the education or skills which would permit them to be upward-mobile. Thus, youths from rural backgrounds who come into the city are more likely to enter the labor market with greater handicaps than their big city cousins.

The hypothesis of Lipset (21) from the preceding paragraph was tested by a study in Florida (22). With the intelligence factor controlled, boys from urban communities were more likely to have higher occupational and educational aspirations than those from rural areas. For girls there was a significant difference in educational aspirations but not in occupational aspirations, as both groups aspired to white-collar occupations in uniformly high proportions. This was explained by the relatively great number of white-collar jobs for women which do not require a high level of education and training.

The findings of Haller and Sewell (23) partially support the Lipset hypothesis in explaining the relatively inferior urban occupations achieved by farm persons compared to urban. Among high school senior girls, neither educational nor occupational aspirations are significantly related to residence. The occupational aspiration of boys is not but the educational aspiration is associated with residential background, and is not explained by intelligence. This indicates that farm youth underestimates the importance of education in achieving desired occupations. Haller and Sewell summarized studies conducted in Germany, Sweden and California which agreed with the findings of their own research in that there is a low level of occupational achievement of farm-reared youth who have moved into urban society.

Haller (24) reports on another research study further testing the Lipset hypothesis and says

It (the Lipset hypothesis) is valid in that levels of occupational achievement are correlated with levels of educational and occupational aspiration. It is invalid in that farm-non-farm differences in levels of educational aspiration are not large enough to explain much of the variation in levels of occupational achievement and it is invalid in that farm plans are found to explain all the apparent relationship of farm residence to levels of occupational aspirations (24).

In another study Haller (25) found no difference in measured intelligence of those who plan to farm, and those who do not plan to farm. The parents of those who plan not to farm have higher levels of educational and vocational aspirations for their sons than do parents of those who plan to farm. Also, the boy who chooses not to farm tends to have higher levels of educational and occupational aspirations and to be more flexible regarding his occupational preference than does the boy who plans to farm.

A study was conducted in Wisconsin by Haller (26) using a random sample of one-sixth of all high school senior boys in the state. The data presented led to the conclusion that farm boys in the final year of high school who intend to farm, plan to attend college less frequently than do those who do not plan to farm. This blocking of college training by plans to farm that are not actually carried out, may offer a partial explanation for the low levels of urban occupational achievement of farm-reared persons.

Farrier (7) completed a study in 1959 based on a part of the total state sample used in this study. She found a larger percentage of girls than boys, youths from the "high" level of living status, youths who did not live on farms, and youths who were not members of youth organizations more often planned to attend college. Parents' goals for the youth were higher than the youths' goals for themselves.

The major conclusion of Sirur (8) in another study of a partial sample of the total on which this study is based was that the higher the level of living, the higher are the educational aspirations of both students and parents. One exception was that mothers in the "middle" level of living bracket were highly ambitious for their children to complete a college education.

The different studies reported here show lack of agreement on the most important influences on youths in the choice of a vocation and the level of education desired. The results summarized here point to a need for further study in order to find out more about the background influences in the lives of rural youth that determine their vocational and educational goals.

Standardized Tests Used in This Study

Cornell Scale of Level of Living (27): The Cornell Scale, as described by the authors, measures the material style of life rather than socio-economic status. Socio-economic status is a concept of the position of a family or an individual in regard to style of life, prestige,

power, life chances and current standards. Of the two aspects of style of life, cultural and material, the Cornell Scale measures the material. However, the relationship between material style of life and socio-economic status is strong enough in American culture to justify the use of the Cornell Scale as an indicator of status.

The Cornell Scale was standardized on a rural population, including both farmers and non-farmers residing in the open country. It has been successfully used for a sample of rural farmers, rural non-farmers, and villagers (27).

The short-form of the nine items used for this study were selected from the thirteen on the original form. The thirteen were chosen from an original battery of forty-four as the thirteen items correlating most highly with the internal criterion of occupational status (28). The thirteen and nine item scale when compared showed no significant differences. A short-form scale can be advantageous in studies where time and schedule space are important considerations. The short-form is found to produce a reasonably valid and reliable measurement of socio-economic status, though compared to a larger scale, it may be less dependable, since the brevity of the short-form scale is likely to reduce the reliability (28).

Hieronimus Scale for Measuring Attitudes (29): Student opinion as to the value of an education rather than student opinion of educational practices of a school was emphasized in developing the Hieronimus Scale. From an original collection of 170 statements on the value of education, approximately half were favorable and half unfavorable, fifty were selected for further refinement. Twenty-five multiple choice questions were

prepared, aiming to investigate the relation between the value placed on education by the student and the student's situation in life.

Validity of each item was then secured by getting the opinions of 28 educators, representing a variety of experiences and interests. A try-out scale was formed of 40 statements and 17 multiple choice items and administered to 231 boys and 211 girls in eighth, ninth, and tenth grades of two large schools in Iowa. From this try-out survey only the items which had the reliability co-efficient of 0.90 or above were retained. A final scale of 46 statements and questions with a minimum reliability co-efficient of 0.90 has been used for this study (29).

CHAPTER III

PROCEDURE

The purpose of this study was to determine some of the similarities and differences in the educational and vocational goals of rural youth in Virginia as compared to the goals of their parents for them; also to study relationships of the similarities and differences in these goals to such factors as place of residence, socio-economic levels, size of family and membership or non-membership in organizations like 4-H Club, Future Farmers of America and Future Homemakers of America. Further, this study aims to determine the relationship of degree of agreement of aspirations of parents for the child and the level of aspiration of the child.

The sample of families used in this study was chosen by criteria for the selection of youth rather than of parents or of families. The 285 youth were selected from the population characterized by the following criteria:

1. Rural residence.
2. Enrolled in ninth and tenth grades of county system schools that:
 - a. Have chapters of Future Farmers of America and/or Future Homemakers of America, and 4-H Clubs.
 - b. Are not located within the corporate limits of cities with 50,000 or more population or their densely settled urban fringe, as defined by the 1950 census.

3. At present live in the same dwelling as both parents (step-parents included).

The sample of youth was selected by the procedures that follow:

1. The state of Virginia was divided into three regions by arbitrary criteria concerned with general cultural and geographical characteristics. The three regions are referred to by name or by number - Tidewater 1, Piedmont 2, and Appalachian 3.
2. Ten or more schools were selected at random (30) from all eligible schools in each of the three areas (see lists in Appendix).
3. The youth who met population requirements and attended these schools were eligible for one of the 48 sub-groups of the sample set-up for statistical analysis.
4. A pretest called the Student Information Sheet (see Appendix) was given to all the ninth and tenth grade students in the randomly chosen schools.
5. After checking the 20 questions on the Student Information Sheet and scoring the nine items included in the Cornell Scale of Level of Living (27) ineligible students were discarded and all eligible students were classified into their proper place

in the 48 sub-group classifications. These 48 classification types are defined in detail and included in this thesis.

In addition to being in the ninth or tenth grade of an eligible school, in order to be eligible a student must:

- a. have answered all questions on the Student Information Sheet.
 - b. live at home with both parents.
 - c. be the first or only child in the family in the ninth or tenth grade. (The first child was the one whose name began with the lowest letter of the alphabet.)
6. No more than one youth per school, nor more than six in the state, were placed in any of the 48 sub-groups.
7. An arbitrary limit of 12 youth was the maximum number of youth selected from any school according to the original design. However, two alternates were chosen in two additional sub-groups which could be used for replacement if subsequent information or non-cooperation of parents meant one of the first 12 could not be used. In order to fill classification types for this study, it was necessary to use the original twelve plus one alternate from five of the schools.

8. The specific 14 or fewer sub-groups for a school were selected by random number of sub-groups that could be filled by children in that school.
9. When more than one youth was eligible for one of the 14 or fewer sub-groups, selection of one to fill the sub-group was chosen at random.
10. When at least 10 schools in one of the three areas had been tested, and if no more than three sub-groups remained to be filled, alternates selected earlier were used to fill the sub-group for that area.
11. Ninety-six youth, or two for each sub-group (see statistical design group classifications listed below) were selected for the sample from each of the three areas.

(In the Tidewater area, students were not available to fill three of the sub-groups in the statistical design.)

The classifications studied are:

Major Classification

- a. Membership
- b. Socio-economic Status
- c. Residence
- d. Family Size
- e. Sex

Sub-Classification

- a. Member versus Non-member
- b. High versus Middle versus Low
- c. Farm versus Non-farm
- d. One-Two Child Family versus three or more child Family
- e. Boy versus Girl

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

Socio-economic status, as used in this study, was defined according to the nine point Cornell Scale of Level of Living (27). Students were scored from questions answered on the Student Information Sheet and classified in the "high" level of living with seven or more points, "middle" level of living with three to six points and "low" level of living with two points or less.

A farm was defined as at least 10 acres of land farmed and \$250 worth of produce sold.

To study all of the factors set up for this investigation the students in each area were classified according to the following 48 classification types:

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
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

Tests Administered

The Student Information Sheet was completed by all eligible students in each school. After assembling and scoring these sheets, a choice to fit the classification design was made according to procedure previously described. Then, through visits to the school by trained personnel, participating students were given the following test:

1. Hieronymus scale for measuring attitudes toward education.
2. A questionnaire relating to vocational aspirations.

These same questionnaires with slight modifications were administered to both the parents, individually. The parents were asked to answer the questionnaire as they hoped their child would answer. Following this procedure, their answers would indicate the ideas and aspirations they had for their children and not for themselves. Whenever parents were unable to read or write, the questions were read to them, and their answers were recorded by the interviewer.

The Hieronymus Attitude Scale and the questionnaire relating to vocational aspirations, both in student and parent form, are in the Appendix. The scoring keys for the Cornell Scale of Level of Living and for the Hieronymus Attitude Scale are also in the Appendix.

The pretests of the students in this study were administered during spring, winter and fall of 1960. The testing of the 285 students and parents was begun during the spring of 1960 and completed during the spring of 1961.

The author of this report personally conducted the pretests in three of the schools used in the study and conducted tests with both parents and students in two of the school systems.

CHAPTER IV

DESCRIPTION OF THE SAMPLE

The Population

As defined in this study, the population included all the ninth and tenth grade boys and girls and their parents living in rural areas of the state of Virginia at the time the study was made. The sample schools in each of the three regions were drawn by randomization. The detailed procedure for drawing the sample used has been described in Chapter II. The sampling procedure was designed with assistance from the Department of Experimental Statistics, North Carolina State College, Raleigh, North Carolina.

In Tables 1A, 1B and 1C are listed the total number of students for each school in the Tidewater, Piedmont and Appalachian regions of Virginia, to whom the pretests were administered, the number of tests that were discarded, and the number of eligible tests from which the final sample was drawn. In the Tidewater Region, there was a total of 1288 ninth and tenth grade students in the 12 schools chosen for study, and from this number 1083, or 84 percent were eligible for drawing the final sample of 93 students and their parents. The design called for 96 students but the population of this region did not include three of the classification types.

Similarly, the Piedmont Region had a total of 1243 ninth and tenth grade students in the 11 schools chosen for study, and of this number 1012, or 81 percent were eligible for drawing the final sample

TABLE 1A

**A SUMMARY OF THE NUMBER OF PRETESTS ADMINISTERED
AND SUBJECTS USED OF ALL THE NINTH AND
TENTH GRADE STUDENTS ENROLLED
IN TWELVE PUBLIC SCHOOLS
IN THE TIDEWATER REGION
OF VIRGINIA**

School	Subjects Used	Total Eligible	Discarded	Total Given
1 Whaleyville	13	68	12	80
2 Marriot	11	29	8	37
3 Windsor	12	80	14	94
4 Poquoson	8	109	13	122
5 Northumberland	13	115	24	139
6 Franklin	7	111	22	133
7 Warsaw	2	52	16	78
8 Atlantic	11	67	6	73
9 Matthews	8	124	21	145
10 Greenville County	1	128	25	153
11 Southampton	4	112	29	161
12 Tappahanneck	3	68	12	80
Total	93	1083	205	1288
Percent		84	16	100

TABLE 1B

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

School	Subjects Used	Total Eligible	Discarded	Total Given
1 Gretna	13	85	14	99
2 Buckingham	12	126	31	157
3 Woolwine	12	46	11	57
4 Orange	12	163	50	213
5 Louisa	13	130	39	169
6 Hardin-Reynolds	8	54	10	64
7 Montvale	3	67	15	82
8 Cedar Lee	10	78	21	99
9 Warrenton	5	109	17	126
10 Appomattox	7	140	20	160
11 Climax	1	14	3	17
Total	96	1012	231	1243
Percent		81	19	100

TABLE 1C

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

School	Subjects Used	Total Eligible	Discarded	Total Given
1 Floyd	11	108	21	129
2 Christiansburg	12	193	38	231
3 Rural Retreat	12	118	30	148
4 Shawsville	11	72	13	85
5 Gate City	4	293	76	369
6 Ceres	8	15	2	17
7 Blacksburg	13	254	50	304
8 Pennington Gap	8	119	37	156
9 Broadway	6	252	55	307
10 Turner Ashby	8	203	36	239
11 Pembroke	2	82	21	103
12 Auburn	1	3	0	3
Total	96	1712	379	2091
Percent		82	18	100

of 96 students and their parents. This population is identical to that used in a study by Sirur (8), but this sample is 96 in contrast to the 48 samples used by Sirur.

Likewise, in the Appalachian Region there was a total of 2091 ninth and tenth grade students in the 12 schools chosen for study, and of this number 1712, or 82 percent were eligible for drawing the final sample of 96 students and their parents. This population is identical to that reported by Farrier (7) and by Sirur (8), but the sample is larger.

In Table 1D, the summary for the state of Virginia shows a total of 4622 pretests administered to ninth and tenth grade students in the 35 schools chosen for study, and from this number 3807, or 82 percent were eligible for drawing the final sample of 285 students and their parents.

Description of the residence of the students and their parents is given in detail in Table 2. Of the total eligible sample of 3807 in the state, 34 percent lived on farms and 66 percent in rural areas, but not on farms. By region, 27 percent living on farms in the Tidewater region, 40 percent in the Piedmont region, and 36 percent in the Appalachian region.

The level of living of the families of eligible students is shown in detail in Table 3. For the state, the data in the summary shows 28 percent of the families in "high" level of living, 53 percent in "medium" level of living and 19 percent in "low" level of living. In the Tidewater region 34 percent of the families classified in "high" level

TABLE 1D

A SUMMARY OF THE NUMBER OF PRETESTS ADMINISTERED AND SUBJECTS USED
OF ALL THE FIFTH AND TENTH GRADE STUDENTS ENROLLED IN
THREE REGIONS OF THE STATE OF VIRGINIA

Region	Number Schools	Subjects Used	Subjects Eligible	Per- cent	Discarded	Per- cent	Total Given
1 Tidewater	12	93	1083		205		1288
2 Piedmont	11	96	1012	81	231	19	1243
3 Appalachian	12	96	1712	82	379	18	2091
Total	35	285	3807		815		4622
Percent				82		18	100

TABLE 2

**RESIDENCE OF NINTH AND TENTH GRADE STUDENTS
IN THIRTY-FIVE PUBLIC SCHOOLS IN THE
THREE REGIONS OF VIRGINIA**

School	Tidewater		Piedmont		Appalachian	
	Farm	Non-Farm	Farm	Non-Farm	Farm	Non-Farm
1	28	40	36	49	65	43
2	17	12	64	62	22	171
3	31	49	21	25	65	53
4	2	107	50	113	25	47
5	36	79	48	82	116	177
6	14	97	29	25	13	2
7	24	28	31	36	47	207
8	15	52	36	42	35	84
9	9	115	28	81	126	126
10	25	103	51	89	80	123
11	57	75	12	2	12	70
12	30	38			2	1
Total	288	795	406	606	608	1104
Percent	27	73	40	60	36	64

SUMMARY

Region	Farm	Percent	Non-Farm	Percent
1 Tidewater	288	27	795	63
2 Piedmont	406	40	606	60
3 Appalachian	608	36	1104	64
Total	1302	34	2505	66

TABLE 3

**LEVEL OF LIVING AS MEASURED BY THE CORNELL SCALE,
SHORT FORM, FOR FAMILIES OF NINTH AND TENTH
GRADE STUDENTS IN THIRTY-FIVE PUBLIC SCHOOLS
IN THE THREE REGIONS OF VIRGINIA**

School	Tidewater			Piedmont			Appalachian		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
1	20	43	5	24	44	17	25	59	24
2	7	12	10	35	59	32	38	125	30
3	25	45	10	8	19	19	27	61	30
4	32	63	14	48	86	29	9	41	22
5	37	65	13	44	57	29	59	163	71
6	43	65	3	7	31	16	0	7	8
7	17	28	7	9	42	16	79	133	42
8	22	42	3	29	30	19	24	56	39
9	35	79	10	39	60	10	69	127	56
10	35	74	19	44	63	33	96	94	23
11	67	56	9	0	2	12	5	46	31
12	27	32	9				1	1	1
Total	367	604	112	287	493	232	422	913	377
Percent	34	55	11	28	49	23	25	53	22

SUMMARY

Region	High	Percent	Medium	Percent	Low	Percent
1 Tidewater	367	34	604	55	112	11
2 Piedmont	287	28	493	49	232	23
3 Appalachian	422	25	913	53	377	22
Total	1076	28	2010	53	721	19

of living, 55 percent in "medium" level of living and 11 percent in "low" level of living. Similarly, in the Piedmont region 28 percent classified in "high" level of living, 49 percent in "medium" level of living, and 23 percent in "low" level of living. And, in the Appalachian region 28 percent of the families were in "high" level of living, 53 percent in "medium" level of living and 22 percent in "low" level of living.

The data of Table 4 show the number and percentage of eligible boys and girls who were members of the 4-H Club, Future Farmers of America, or Future Homemakers of America in contrast to those who were not members of any of these youth organizations. Of the state total of 3807 eligible students, 1598 or 42 percent were members. The Piedmont region had a larger percentage of members; 49 percent, than either the Tidewater region with 38 percent or the Appalachian region with 40 percent of the boys or girls affiliated with at least one of these youth organizations.

The Sample

The final sample chosen for this study included 285 students and their families, 93 in the Tidewater region, 96 in the Piedmont region and 96 in the Appalachian region. Three samples were not available in the population of the Tidewater region. A study by Farrier (7) reported on 30 of the students and their families from the Appalachian region which are also a part of the total sample used in this study. Ninety-six students and their families, 48 in the Appalachian region and 48 in the Tidewater region used in this study were reported in a study by Sirur (8). Although populations are the same in two of the

TABLE 4

**MEMBERSHIP IN 4-H CLUB, FUTURE FARMERS OF AMERICA, OR FUTURE
HOMEMAKERS OF AMERICA, FOR THE NINTH AND TENTH
GRADE STUDENTS IN THIRTY-FIVE PUBLIC SCHOOLS
IN THE THREE REGIONS OF VIRGINIA**

School	Tidewater		Piedmont		Appalachian	
	Members	Non-Members	Members	Non-Members	Members	Non-Members
1	26	42	36	49	73	35
2	13	16	92	34	95	98
3	51	29	40	6	66	52
4	7	102	36	127	39	33
5	52	63	83	47	88	205
6	30	81	50	4	13	2
7	42	10	43	24	101	153
8	41	26	39	39	48	71
9	35	89	24	85	76	176
10	29	99	56	84	67	136
11	56	76	0	14	16	66
12	32	36	0	0	3	0
Total	414	669	499	513	685	1027
Percent	38	62	49	51	40	60

SUMMARY

Region	Member	Percent	Non-member	Percent
1 Tidewater	414	38	669	62
2 Piedmont	499	49	513	51
3 Appalachian	685	40	1027	60
Total	1598	42	2209	58

three regions this study is reporting on a complete state sample of 285 students and their families, 93 in the Tidewater region, 96 in the Piedmont region and 96 in the Appalachian region. Also, the data used and the treatment of the data are different.

An outline of the 48 classification types in the statistical design is in Chapter III. In each region the design called for two samples of each classification type. Detailed procedure for selecting the sample is in Chapter III. Tables 1A, 1B and 1C lists schools chosen in each region and number of subjects chosen for study in each school. The summary, Table 1D, shows 93 subjects used in 12 schools in the Tidewater region, 96 subjects in 11 schools in the Piedmont region, and 96 subjects in 12 schools in the Appalachian region.

The residence of the total sample is shown by regions and totals in Table 5. In the Tidewater region 45 were members of non-farm families. In the Piedmont and Appalachian regions the sample was identical, 48 from farm families and 48 from non-farm families.

The description of the level of living of the 285 subjects is given in Table 6. In the Tidewater region the sample includes 32 in "high" level of living, 32 in "medium" level of living and 29 in "low" level of living. The Piedmont region has exactly one-third in each level of living, 32 in "high", 32 in "medium" and 32 in "low" level of living. Appalachian region is identical with 32 in "high", 32 in "medium" and 32 in "low" level of living. The summary in Table 6 shows the totals in the state as 96 in the "high" level of living, 96 in the "medium" level of living and 93 in the "low" level of living group.

TABLE 5

**RESIDENCE OF THE TWO HUNDRED EIGHTY-FIVE
SUBJECTS SELECTED FOR THIS STUDY**

Region	Farm	Non-farm	Total Sample
1 Tidewater	45	48	93
2 Piedmont	48	48	96
3 Appalachian	48	48	96
Totals	141	144	285

TABLE 6

**LEVEL OF LIVING OF THE TWO HUNDRED EIGHTY-FIVE
SUBJECTS SELECTED FOR THIS STUDY**

Region	High	Medium	Low	Total
1 Tidewater	32	32	29	93
2 Piedmont	32	32	32	96
3 Appalachian	32	32	32	96
Totals	96	96	93	285

TABLE 7

**MEMBERSHIP IN 4-H CLUB, FUTURE FARMERS OF AMERICA, OR FUTURE
HOUSEMAKERS OF AMERICA FOR THE TWO HUNDRED EIGHTY-FIVE
SUBJECTS SELECTED FOR THIS STUDY**

Region	Member	Non-Member	Total
1 Tidewater	47	46	93
2 Piedmont	48	48	96
3 Appalachian	48	48	96
Totals	143	142	285

From the figures listed in Table 5 and Table 6, it is evident the three unavailable classification types were from farm families in the "low" level of living group in the Tidewater region. It is interesting to note from Table 2 the farm population in this region was lower than in the other two regions, only 27 percent as compared to 40 percent farm families in the Piedmont region and 36 percent farm families in the Appalachian region.

The differences in population available for level of living is even more striking. In the Tidewater region in the summary in Table 3, 11 percent of the population was in the "low" group compared to 55 percent in "medium" or 34 percent in "high" level of living in the same region. Or compared to the other two regions in the same "low" level of living, there are 23 percent in the Piedmont population and 22 percent in the Appalachian population.

CHAPTER V

RESULTS

This chapter consists of the tabulation, and the statistical treatment, and interpretation of the data. Data were used from tests relating to vocational and educational goals which were administered to 285 ninth and tenth grade students and their parents, all of whom were living in the state of Virginia during 1960 and 1961.

Academic AspirationsComparison of Boys and Girls and Parents with Academic Aspirations:

Table 8 shows a comparison regarding the academic aspirations of boys and girls with those of their fathers and mothers for them. As measured by the Chi Square Test for sums of relative differences, there were no statistically significant differences due to sex of the students. There are some interesting observations, however.

The aspirations of the girls were somewhat higher than the boys in continuing education beyond high school. Twenty-nine percent of the boys expected to graduate from college, compared to 37 percent of the girls. Seven percent of the boys and 11 percent of the girls expected to go to graduate school as well.

One of the differences between boys and girls and the parents of each, concerned professional work beyond college. Ten boys and nine fathers and mothers expected study beyond the college degree for their sons.

TABLE 8

**COMPARISON OF BOYS AND GIRLS AND THE ACADEMIC ASPIRATIONS OF TWO HUNDRED
EIGHTY-FIVE NINTH AND TENTH GRADE STUDENTS AND THEIR
PARENTS' ASPIRATIONS FOR THEM**

Question: "How far do you expect to go in school?"	Boy		Girl		Father		Mother		Student	Father	Mother
This will probably be my last year	1	0	0	2	2	2	3	3	3	2	3
Another year or two	4	2	0	4	2	2	1	8	8	4	1
Intend to finish high school only	94	80	79	78	71	68	68	172	151	147	
Expect to start college but probably won't finish	3	21	28	5	31	39	39	8	52	67	
Expect to graduate from four year college	32	32	28	36	32	27	27	68	64	55	
Professional study after college	10	9	9	16	2	3	3	26	11	12	
No response	0	0	0	0	1	0	0	0	1	0	
Totals	144	144	144	141	141	141	141	285	285	285	285

χ^2 Analysis regarding students

d.f. = 5

$\chi^2 = 8.95$

$P = > .10$

However, 16 girls and only two of their fathers and three of their mothers expected graduate study for the girls.

The greatest difference between students and parents concerned expectations to start college but not finish. Three percent of the students expected to start college but not finish, compared to 19 percent of their fathers and 24 percent of their mothers who expected their child to start but not finish college. Could this mean fathers and mothers underestimate their children, or are they more realistic?

When figures are compared for students' expectations and parents' expectations for the students continuing education beyond high school, it appears that parents are more ambitious for their children's continuing education than the students are for themselves, and mothers a little more ambitious than fathers.

Membership in Rural Youth Organizations Compared with Academic Aspirations:

Although there was no statistically significant difference between student members and non-members, some interesting observations can be made. Tables 9 and 10 show comparisons of aspirations of boys and girls, members and non-members of rural youth organizations, and their parents' aspirations for them in continuing education beyond high school. Boy non-members were slightly higher than boy members planning to graduate from college; there were no boy members planning to do graduate work, compared to 10 boy non-members planning to study beyond college. Though girl non-members were slightly higher than girl members there was not too much difference.

TABLE 9

COMPARISON OF BOYS AND GIRLS AND MEMBERSHIP VERSUS NON-MEMBERSHIP IN THE 4-H CLUB,
 FUTURE FARMERS OR FUTURE HOMEOWNERS OF AMERICA AND THE ACADEMIC ASPIRATIONS OF
 TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH GRADE STUDENTS AND THEIR PARENTS'
 ASPIRATIONS FOR THEM

Question: "How far do you expect to go in school?"	Member		Non-member		Member		Non-member					
	Boy	Father	Mother	Boy	Father	Mother	Girl	Father	Mother			
This will probably be my last year	0	0	0	1	0	0	1	1	1	1		
Another year or two	2	2	0	2	0	0	2	1	0	2	1	1
Intend to finish high school only	54	43	41	40	37	38	40	38	35	38	33	33
Expect to start college but probably won't finish	1	10	20	2	11	8	3	14	18	2	17	21
Expect to graduate from four year college	15	14	10	17	18	18	17	16	14	19	16	13
Professional study after college	0	3	1	10	6	8	8	0	2	8	2	1
No response	0	0	0	0	0	0	0	1	0	0	0	0
Totals	72	72	72	72	72	72	71	71	71	70	70	70

TABLE 10

COMPARISON OF MEMBERSHIP VERSUS NON-MEMBERSHIP IN THE 4-H CLUB, FUTURE FARMERS OR FUTURE HOMEOWNERS OF AMERICA AND THE ACADEMIC ASPIRATIONS OF TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH GRADE STUDENTS AND THEIR PARENTS' ASPIRATIONS FOR THEM

Question: "How far do you expect to go in school?"	Member		Non-member	
	Student	Father Mother	Student	Father Mother
This will probably be <u>by</u> <u>my</u> <u>last</u> <u>year</u>	1	1 2	2	1 1
Another year or <u>two</u>	4	3 0	4	1 1
Intend to finish <u>high school only</u>	94	81 76	78	70 71
Expect to start college but probably won't finish	4	24 38	4	28 29
Expect to graduate from <u>four year college</u>	32	30 24	36	34 31
Professional study <u>after college</u>	8	3 3	18	8 9
<u>No response</u>	0	1 0	0	0 0
Totals	143	143 143	142	142 142

χ^2 Analysis regarding students

d.f. = 5

$\chi^2 = 5.90$

P = < .10

By comparing figures in Table 9 and 10 it is evident there was a slight difference between parents, though the aspirations of the parents of non-members were higher than the aspirations of the parents of members.

Rural Residence, Farm and Non-farm Compared with Academic Aspirations:

The comparison of rural residence and academic aspirations is shown in Tables 11 and 12. As measured by the Chi Square Test for sums of relative difference, the analysis of the data presented in Table 12 shows there was a highly statistically significant relationship between residence, farm or non-farm, and aspirations of the students to complete higher education. The higher aspirations were represented in the non-farm students. The non-farm parents were only slightly higher in their aspirations for their child than the farm parents.

Level of Living Compared with Academic Aspirations: A summary of the comparison of level of living and academic aspirations as given in Tables 13, 14 and 15. Boys and their parents are compared in Table 13 and there was a fairly consistent drop from "high" to "middle" to "low" level of living for boys and for their parents. However, there were three boys in the "high" level of living who did not expect to finish high school, none in the "middle" and only two in the "low" level of living. In Table 14, girls and parents and level of living are compared and shows the same consistent drop from the "high" level of living to "middle" and "low" level of living.

As measured by the Chi Square Test for sums of relative difference, analysis of the data presented in Table 15 shows there was a highly

TABLE 11

COMPARISON OF RURAL RESIDENCE, FARM AND NON-FARM, AND THE ACADEMIC ASPIRATIONS OF TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH GRADE BOYS AND GIRLS AND THEIR PARENTS' ASPIRATIONS FOR THEM

Question: "How far do you expect to go in school?"	Farm		Non-farm		Farm		Non-farm				
	Boy	Father	Boy	Father	Girl	Mother	Girl	Mother			
This will probably be my last year	1	0	0	0	0	2	1	2	0	1	1
Another year or two	2	1	0	2	1	0	2	2	1	2	0
Intend to finish high school only	48	44	42	46	36	37	38	35	33	40	36
Expect to start college but probably won't finish	2	8	13	18	13	15	3	14	19	2	17
Expect to graduate from four year college	14	16	14	18	16	14	15	17	13	21	15
Professional study after college	5	3	3	5	6	6	9	0	1	7	2
No response	0	0	0	0	0	0	0	0	0	0	1
Totals	72	72	72	72	72	72	69	69	69	69	69

TABLE 12

COMPARISON OF RURAL RESIDENCE, FARM AND NON-FARM, AND THE ACADEMIC ASPIRATIONS OF TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH GRADE STUDENTS AND THEIR PARENTS' ASPIRATIONS FOR THEM

Question: "How far do you expect to go in school?"	Farm Residence		Non-farm Residence	
	Student	Father	Student	Father
This will probably be my last year	3	1	0	1
Another year or two	4	3	4	0
Intend to finish high school only	86	79	86	72
Expect to start college but probably won't finish	5	22	3	35
Expect to graduate from four year college	29	33	39	28
Professional study after college	14	3	12	8
No response	0	0	0	0
Totals	141	141	144	144

χ^2 Analysis regarding students

d.f. = 5

$\chi^2 = 16.51$

$P = > .005$

TABLE 15

**COMPARISON OF LEVEL OF LIVING AND THE ACADEMIC ASPIRATIONS OF TWO HUNDRED
EIGHTY-FIVE NINTH AND TENTH GRADE STUDENTS AND THEIR
PARENTS' ASPIRATIONS FOR THEM**

Question: "How far do you expect to go in school?"	High Level of Living		Middle Level of Living		Low Level of Living	
	Student	Father	Student	Father	Student	Father
This will probably be my last year	1	0	0	0	1	2
Another year or two	3	0	0	1	0	3
Intend to finish high school only	33	26	28	64	48	74
Expect to start college but probably won't finish	3	19	28	4	23	12
Expect to graduate from four year college	43	43	34	17	19	8
Professional study after college	13	8	6	10	5	3
No response	0	0	0	0	0	0
Totals	96	96	96	96	96	93

χ^2 Analysis regarding students

d.f. = 10

$\chi^2 = 56.5$

$P = > .005$

statistically significant relationship between family level of living and aspirations of the students to complete higher education. The higher the level of living, the higher were the educational aspirations of the students. Likewise, as level of living decreased, educational aspirations of the students also decreased. The aspirations were directly proportional to the family level of living.

Family Size Compared with Academic Aspirations: In Tables 16 and 17 data are tabulated to show comparisons between boys and girls and their parents in the small family (one or two children) and the large family (three or more children). The figures show very slight differences. The most significant difference was in graduate work for girls, where 12 girls from a small family compared to only four from a large family expected to do graduate study. A study of the statistical treatment of Table 17 shows that no statistical difference regarding educational aspirations due to family size was found.

Amount of Encouragement Received from
Parents in Continuing education Beyond High School

Comparison of Boys and Girls, Fathers and Mothers, Amount of Encouragement Received to Continue School, and Amount of Encouragement Given: The data in Table 18 in the student column refers to the amount of encouragement the student felt from designated parent and the amount the designated parent thought they had given. From Table 18 it is evident more parents urged strongly toward continuing education beyond high school than students thought they had been urged. Of the students 35 percent felt urged by

TABLE 16

**COMPARISON OF FAMILY SIZE AND THE ACADEMIC ASPIRATIONS OF ONE HUNDRED FORTY-FOUR BOYS
AND ONE HUNDRED FORTY-ONE GIRLS IN THE NINTH AND TENTH GRADES AND THEIR
PARENTS' ACADEMIC ASPIRATIONS FOR THEM**

Question: "How far do you expect to go in school?"	Small Family		Large Family		Small Family		Large Family		
	Boy Father	Mother	Boy Father	Mother	Girl Father	Mother	Girl Father	Mother	
This will probably be my last year	0	0	1	0	1	1	2	1	1
Another year or two	2	1	1	2	0	1	0	3	1
Intend to finish high school only	48	40	40	46	40	39	37	33	41
Expect to start college but probably won't finish	1	8	13	2	10	18	1	15	22
Expect to graduate from four year college	16	19	13	16	17	11	17	16	13
Professional study after college	5	4	5	5	5	4	12	2	1
No response	0	0	0	0	0	0	0	1	0
Totals	72	72	72	72	72	72	69	69	72

TABLE 17

COMPARISON OF FAMILY SIZE AND THE ACADEMIC ASPIRATIONS OF TWO HUNDRED EIGHTY-FIVE STUDENTS IN THE NINTH AND TENTH GRADES AND THEIR PARENTS' ACADEMIC ASPIRATIONS FOR THEM

Question: "How far do you expect to go in school?"	Small Family			Large Family		
	Student	Father	Mother	Student	Father	Mother
This will probably be my last year	1	1	2	2	1	1
Another year or two	3	2	1	5	1	1
Intend to finish high school only	85	73	71	87	78	76
Expect to start college but probably won't finish	2	23	35	6	26	35
Expect to graduate from four year college	33	25	26	35	33	25
Professional study after college	17	6	6	9	5	6
No response	0	1	0	0	0	0
Totals	141	141	141	144	144	144

χ^2 Analysis regarding students

d.f. = 5

$\chi^2 = 5.56$

$P = > 0.50$

TABLE 18

COMPARISON OF AMOUNT OF ENCOURAGEMENT RECEIVED FROM PARENTS IN CONTINUING EDUCATION
BEYOND HIGH SCHOOL BY TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH GRADE
STUDENTS AND THE AMOUNT OF ENCOURAGEMENT THEIR
PARENTS' THOUGHT THEY HAD GIVEN

Encouragement in continuing education beyond high school	Boys	Father	Boys	Mother	Girls	Father	Girls	Mother	Student	Father	Student	Mother
Strongly urged	47	62	67	73	52	63	69	74	99	125	136	147
Some encouragement	45	44	38	38	42	38	47	30	87	82	85	68
Never said much about it	40	22	29	15	33	22	14	15	73	44	43	30
Better to work after high school gradu- ation	9	9	8	8	13	9	10	12	22	18	18	20
Better to quit school now and work	0	0	0	0	0	0	0	1	0	0	0	1
No response	3	7	2	10	1	9	1	9	4	15	3	19
Totals	144	144	144	144	141	141	141	141	285	285	285	285

father compared to 44 percent of the fathers who thought they had urged strongly; 48 percent of the students felt urged by mothers compared to 52 percent of the mothers who had urged strongly. This shows a difference of nine percent between student and father, only four percent between student and mother. There is a difference of 13 percent between students who felt father urged strongly (35 percent) and students who felt mother urged strongly (48 percent). The figures indicate more mothers (52 percent) thought they urged strongly than fathers (44 percent) who thought they had urged strongly.

Girls felt more strongly urged by both father and mother than boys, and the data in Table 18 show more fathers and mothers thought they urged girls more than boys. The biggest disagreement is between boys (33 percent) and fathers (62 percent) and the closest agreement is between girls (49 percent) and mothers (52 percent).

Are mothers really more ambitious for their children or just feel they have to push them more? Do children at this age often listen to parents "with one ear only" and fail to evaluate advice from parents? Evidently fathers thought they had "urged strongly" when sons had accepted this as "some encouragement." Does this mean communications are poorest between fathers and sons, real disagreement, lack of understanding, or possibly lack of time together? Could the better communications between girls and mothers mean they have more time together to talk through concerns?

The figures given on "better to quit" show much more agreement

between parents and students than on the question of strongly urged. A total of 18 fathers and 20 mothers answered it would be better for their child to quit school, only one mother checked "better to quit school and work."

Membership in Rural Youth Organizations Compared with Amount of Encouragement Received from Parents in Continuing Education beyond

High School: A comparison of members and non-members in rural youth organizations and the amount of encouragement to continue education beyond high school received from parents is given in Table 19. More urging was felt by non-members from both parents; from fathers, 40 percent non-members and 29 percent members, and from mother, 52 percent non-members and 43 percent members felt strongly urged to continue education beyond high school. There were nine percent of the non-members compared to six percent of the members who said father thought they should quit school. Eight percent of the non-members and six percent of the members felt mother would recommend quitting high school.

Rural Residence, Farm and Non-farm Compared with Amount of Encouragement

Received from Parents to Continue School: A slightly larger percentage of non-farm students (36 percent) felt urged by father compared to farm students (29 percent). However, the difference in students and mothers urging was in the opposite direction - 50 percent of farm students felt urging from mother compared to 45 percent of the non-farm. This shows more disagreement between farm parents; 32 percent from farm father, 50 percent from farm mother compared to 36 percent non-farm father, 45 percent non-farm mother. Could this mean the farm mother is more

TABLE 19

COMPARISON OF MEMBERSHIP VERSUS NON-MEMBERSHIP IN THE 4-H CLUB, FUTURE FARMERS OF AMERICA,
OR FUTURE HOMEMAKERS OF AMERICA AND THE AMOUNT OF ENCOURAGEMENT RECEIVED
FROM PARENTS IN CONTINUING EDUCATION BEYOND HIGH SCHOOL OF
TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH GRADE STUDENTS

Encouragement in continuing education beyond high school	Encouragement from Father		Encouragement from Mother	
	Members	Non-members	Members	Non-members
Strongly urged	42	57	62	74
Some encouragement	48	39	48	37
Never said much about it	41	32	23	20
Better to work after high school graduation	9	13	8	10
Better to quit school now and work	0	0	0	0
No response	3	1	2	1
Totals	143	142	143	142

TABLE 20

COMPARISON OF RURAL RESIDENCE, FARM AND NON-FARM, AND THE AMOUNT OF ENCOURAGEMENT RECEIVED FROM PARENTS IN CONTINUING EDUCATION BEYOND HIGH SCHOOL BY TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH GRADE STUDENTS

Encouragement in continuing education beyond high school	Encouragement from Father		Encouragement from Mother	
	Farm	Non-farm	Farm	Non-farm
Strongly urged	46	53	71	65
Some encouragement	46	41	41	44
Never said much about it	39	34	21	22
Better to work after high school graduation	8	14	7	11
Better to quit school now and work	0	0	0	0
No response	2	2	1	2
Totals	141	144	141	144

ambitious for her child, or possibly less satisfied with her own role in life? Could this indicate less ambition of the farm father for his child or better satisfied with his role in life?

Comparison of Level of Living and the Amount of Encouragement Received

from Parents in Continuing Education Beyond High School: In Table 21,

a summary is given of level of living and amount of encouragement received.

A relationship shows here with a consistent drop in urging felt from 53 percent students in "high" level of living, 30 percent students in "middle" and 20 percent students in "low" level of living. A similar relationship is shown but each level is higher for mothers urging- 63 percent students in "high" level of living, 44 percent in "middle" and 35 percent in "low" level of living. Is level of living set by aspirations or do aspirations set level of living?

Conversely, the number of students who stated father thought it would be better for them to quit school was one in "high" level of living, seven in "middle" and 14 in "low" level of living and concerning mothers opinion to quit school was one in "high", six in "middle" and 11 in "low" level of living. The relationship of these data on amount of encouragement supports the data on the relationship of level of living and plans to continue education beyond high school.

Family Size in Comparison with Amount of Encouragement Received From

Parents in Continuing Education Beyond High School: Encouragement

received from a parent was highest from mother of student in the small

TABLE 21

COMPARISON OF LEVEL OF LIVING AND THE AMOUNT OF ENCOURAGEMENT RECEIVED FROM
 PARENTS IN CONTINUING EDUCATION BEYOND HIGH SCHOOL OF
 TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH
 GRADE STUDENTS

Encouragement in continuing education beyond high school	Encouragement from Father			Encouragement from Mother		
	High	Middle	Low	High	Middle	Low
Strongly urged	51	29	19	61	42	33
Some encouragement	26	30	31	22	32	31
Never said much about it	18	29	26	12	16	15
Better to work after high school graduation	1	7	14	1	6	11
Better to quit school now and work	0	0	0	0	0	0
No response	0	1	3	0	0	3
Totals	96	96	93	96	96	93

TABLE 22

COMPARISON OF FAMILY SIZE AND THE AMOUNT OF ENCOURAGEMENT RECEIVED FROM PARENTS IN CONTINUING EDUCATION BEYOND HIGH SCHOOL OF TWO HUNDRED EIGHTY-FIVE NINTH AND TENTH GRADE STUDENTS

Encouragement in continuing education beyond high school	Encouragement from Father		Encouragement from Mother	
	Small Family	Large Family	Small Family	Large Family
Strongly urged	61	38	75	61
Some encouragement	37	50	42	43
Never said much about it	32	41	15	28
Better to work after high school graduation	10	12	8	10
Better to quit school now and work	0	0	0	0
No response	1	3	1	2
Totals	141	144	141	144

family (53 percent) and lowest from father of student in the large family (27 percent). A comparison of encouragement from fathers shows 43 percent of students in small family and 27 percent of students in large family felt strongly urged. A comparison of urging from mothers shows 53 percent of students in the small family and 43 percent in the large family felt strongly urged. This shows a difference of 16 percent between fathers, only 10 percent between mothers. Could this mean parents in a large family are not as ambitious, or have so much to do they talk less with their children?

Areas of College Study Anticipated by Students
and by Their Parents for Them

Boys and Girls and Parents Compared to Area of College Study Anticipated:

It is evident from Table 23 that agriculture (29 percent) and engineering (29 percent) were the two most popular areas of college study chosen by boys and physical or biological sciences (15 percent) as third most popular choice among the 55 boys who were planning to attend college. Agriculture and engineering were also first choices for fathers and mothers, with percentages varying slightly. Additional choices of fathers for sons were physical or biological sciences (nine percent) and veterinary medicine (eight percent). Additional choices of mothers for their sons were education (10 percent), religion (seven percent) and veterinary medicine (seven percent). Eighty fathers and 84 mothers had answered this question compared to only 55 of the boys. There were more parents hoping their sons would go to college than there were sons who actually planned to go.

TABLE 23

**COMPARISON OF BOYS AND GIRLS AND THE AREAS OF COLLEGE STUDY
ANTICIPATED AND THE AREAS OF STUDY THEIR
PARENTS ANTICIPATED FOR THEM**

Question: "What course of study do you plan to follow in college?"	Percentages					
	Boy	Father	Mother	Girl	Father	Mother
Agriculture	29	25	30	0	0	0
Commerce	4	6	4	21	9	13
Dentistry	0	0	1	0	0	0
Education	5	6	10	11	15	14
Engineering	29	29	29	3	1	1
Fine Arts	0	0	1	13	5	8
Home Economics	0	0	0	11	20	23
Law	2	5	0	0	0	0
Liberal Arts	5	3	4	13	9	15
Nursing	0	0	0	16	22	20
Pharmacy	2	1	2	0	1	0
Physical or Biological Sciences	15	9	5	5	1	4
Pre-medicine	4	6	1	5	1	0
Religion	4	3	7	2	16	5
Veterinary Medicine	2	8	7	0	0	0

Commerce was the most popular choice made by 21 percent of the girls; second was nursing chosen by 16 percent of the girls. Thirteen percent chose fine arts and liberal arts, and 11 percent chose education and home economics. The father's choice for his daughter shows 22 percent preferred nursing, 20 percent preferred home economics as a college major, 16 percent religion, and 15 percent education followed by nine percent preferring commerce which was the largest first choice of the daughters. The largest percentage of mothers (23 percent) chose home economics, 20 percent chose nursing, 14 percent chose education, and 13 percent chose commerce as a college major for their daughter. Totals show 62 girls answered the question, 87 fathers and 79 mothers answered. The percentages used are based on these totals.

Membership in Rural Youth Organizations Compared to Areas of College

Study Anticipated: According to the data given in Table 24, agriculture was the most popular area of college study for members of rural youth organizations. Engineering was next in order of popularity, followed by three with equal numbers choosing home economics, fine arts and nursing. For non-members the most popular was engineering, followed by commerce, physical and biological sciences, agriculture and liberal arts.

Comparison of Rural Residence and Areas of College Study Anticipated:

According to the description given in Table 25, more than twice as many farm youth chose agriculture as any other area of college study. Liberal arts and engineering were chosen by equal numbers and commerce

TABLE 24

**COMPARISON OF MEMBERSHIP VERSUS NON-MEMBERSHIP IN THE 4-H CLUB,
FUTURE FARMERS OF AMERICA, OR FUTURE HOMEMAKERS OF AMERICA
AND THE AREAS OF COLLEGE STUDY TWO HUNDRED
EIGHTY-FIVE NINTH AND TENTH GRADE
STUDENTS ANTICIPATED**

Question: "What course of study do you plan to follow in college?"	Member	Non-member
Agriculture	8	8
Commerce	6	9
Dentistry	0	0
Education	3	7
Engineering	7	11
Fine Arts	5	3
Home Economics	5	2
Law	0	1
Liberal Arts	3	8
Nursing	5	5
Pharmacy	0	1
Physical or Biological Sciences	2	9
Pre-medicine	2	3
Religion	2	1
Veterinary Medicine	1	0
Total Planning to Attend College	49	68
Do Not Plan to Attend College	94	74

TABLE 25

**COMPARISON OF RURAL RESIDENCE, FARM AND NON-FARM, AND
THE AREAS OF COLLEGE STUDY TWO HUNDRED
EIGHTY-FIVE NINTH AND TENTH GRADE
STUDENTS ANTICIPATED**

Question: "What course of study do you plan to follow in college?"	Residence	
	Farm	Non-Farm
Agriculture	13	3
Commerce	5	10
Dentistry	0	0
Education	5	5
Engineering	6	12
Fine Arts	4	4
Home Economics	3	4
Law	1	0
Liberal Arts	6	5
Nursing	5	5
Pharmacy	1	0
Physical or Biological Sciences	5	6
Pre-medicine	2	3
Religion	2	1
Veterinary Medicine	1	0
Total Planning to Attend College	59	58
Do Not Plan to Attend College	82	86

education, nursing and physical and biological sciences were next and chosen by equal number. For non-farm youth engineering was the most popular choice, then commerce and physical or biological sciences.

Level of Living Compared to Area of College Study Anticipated: In Table 26 is given the comparison of levels of living and area of college study anticipated by students. Engineering was most popular in the "high" level of living group of students, followed by agriculture, liberal arts and fine arts. In the "middle" level of living more students chose commerce than any other, followed by engineering and nursing. In the "low" level of living equal numbers chose agriculture, commerce and home economics.

Family Size Compared to Area of College Study Anticipated: From Table 27 it is evident that more students from the small family had chosen engineering, followed by commerce, agriculture and engineering. More in the large family had chosen agriculture, then commerce, engineering, nursing and the physical or biological sciences.

Preferred Areas of Interest in Agriculture: Below is a list of areas of agriculture and choices of 39 boys. The percent figure shows relative importance of each. Forestry leads the list in number of preferences with equal numbers shared by agricultural education, agricultural engineering, and general agriculture:

	<u>Number</u>	<u>Percent</u>
Agricultural Education	6	15
Agricultural Economics	0	0

TABLE 26

**COMPARISON OF LEVEL OF LIVING AND THE AREAS OF COLLEGE
STUDY TWO HUNDRED EIGHTY-FIVE NINTH AND
TENTH GRADE STUDENTS ANTICIPATED**

Question: "What course of study do you plan to follow in college?"	Level of Living		
	High	Middle	Low
Agriculture	9	4	3
Commerce	5	7	3
Dentistry	0	0	0
Education	5	3	2
Engineering	10	6	2
Fine Arts	7	1	0
Home Economics	1	3	3
Law	1	0	0
Liberal Arts	8	3	0
Nursing	4	5	1
Pharmacy	0	1	0
Physical or Biological Sciences	6	3	2
Pre-medicine	4	1	0
Religion	3	0	0
Veterinary Medicine	0	1	0
Total Planning to Attend College	63	38	16
Do Not Plan to Attend College	33	58	77

TABLE 27

**COMPARISON OF SIZE OF FAMILY, SMALL AND LARGE, AND
AREAS OF COLLEGE STUDY TWO HUNDRED EIGHTY-FIVE
NINTH AND TENTH GRADE STUDENTS
ANTICIPATED**

Question: "What course of study do you plan to follow in college?"	Family Size	
	Small	Large
Agriculture	6	10
Commerce	8	7
Dentistry	0	0
Education	6	4
Engineering	11	7
Fine Arts	4	4
Home Economics	3	4
Law	0	1
Liberal Arts	6	5
Nursing	3	7
Pharmacy	0	1
Physical or Biological Sciences	4	7
Pre-medicine	4	1
Religion	1	2
Veterinary Medicine	1	0
Total Planning to Attend College	57	60
Do Not Plan to Attend College	84	84

	<u>Number</u>	<u>Percent</u>
Agricultural Engineering	6	15
Agronomy	2	5
Animal Poultry	3	8
Dairy Processing	5	13
Food Technology	0	0
General Agriculture	6	15
Horticulture	0	0
Entomology	0	0
Plant Pathology	0	0
Landscape Architecture	2	5
Rural Sociology	0	0
Forestry	7	18
Veterinary Medicine	2	5

Preferred Areas of Interest in Home Economics: Preferred areas of interest in home economics were checked by 38 girls. The list below shows general home economics as the most popular, followed by home management, interior design, and clothing and textiles:

	<u>Number</u>	<u>Percent</u>
Child Development	5	13
Clothing and Textiles	6	16
General Home Economics	9	24
Home Economics Education	2	5
Foods and Nutrition	3	8
Interior Design	6	16
Home Management	7	18

Non-College Plans

Comparison of Boys and Girls and Non-College Plans: Table 28, dealing with plans of students not attending college, shows almost three times as many girls as boys were planning to take training before work. About one-third of boys and girls were undecided about what they would do after graduation from high school. Approximately one-fourth of the boys planned to go into military training immediately after graduation from high school.

Comparison of Membership and Non-College Plans: More members, 35, than non-members, 24, planned to take training before work after high school. Slightly more members, 14, than non-members, 12, planned military duty.

Comparison of Residence and Non-College Plans: More non-farm, 35, than farm 24, students planned to take training before working. A few more farm, 15, than non-farm, 11, planned military training after graduating from high school.

Comparison of Level of Living and Non-College Plans: The level of living data in Table 28 show a consistent rise in number of undecided, from 10 in "high" level of living to 22 in "middle" level of living and 33 in "low" level of living. There is a slight but consistent drop in numbers planning training before work, 22 in "high" level of living, 19 in "middle" level of living, and 18 in "low" level of living. On job training was planned by one in the "high" level of living, five in the "middle" level of living, and seven in the "low" level of living.

TABLE 28

COMPARISON OF BOYS AND GIRLS, MEMBERSHIP, RESIDENCE, FAMILY SIZE AND LEVEL OF LIVING AND NON-COLLEGE PLANS OF ONE HUNDRED NINETY-FOUR FIFTH AND TENTH GRADE STUDENTS

Non-College Plans	Students		Membership		Residence		Family Size		Level of Living		
	Boys	Girls	Member	Non-member	Farm	Non-farm	Small	Large	High	Middle	Low
Training before work	16	43	35	24	24	35	34	25	22	19	18
On job training	8	5	6	7	8	5	8	5	1	5	7
Work	6	12	10	8	8	10	7	11	2	6	10
Help father	9	4	9	4	7	6	6	7	5	6	2
Military	26	0	14	12	15	11	14	12	5	11	10
Undecided	32	33	31	34	34	31	25	40	10	22	33
Total	97	97	105	89	96	98	94	100	40	58	70

Comparison of Family Size and Non-College Plans: The columns on family size in Table 28 compare the small (one or two child family) and the large (three or more child family) family. Many more from the small family, 34, indicated they would take training before work compared to 25 from the large family. A much larger number of those undecided came from large families, 40, compared to 25 undecided from small families.

Attitude Toward Education

Statistical Treatment: As explained earlier, the statistical design for this study when the experiment was planned was that of the Chi Square Test for relative differences and the analysis of variance as determined from a factorial pattern. The attitude toward education of the students and the parents as measured by the scores obtained from administration of the Hieronymus Scale for measuring attitudes toward education were treated as a factorial design consisting of five independent variables and the first, second, third and fourth order interactions of these variables. The variables studied were sex, membership versus non-membership, level of living of the family, place of residence (farm or non-farm), and size of family.

In this study the author has treated only one-third of the data concerning attitude toward education. This consists of the test scores from the Tidewater region, or the results from 48 boys and 45 girls and their parents. Statistical treatment of data from the Piedmont and Appalachian regions has not been completed.

Analysis of Student Scores: The only independent variable found to be statistically significant as relates to attitude toward education of students was that of membership versus non-membership. The Hieronymus test scores were significantly higher for the non-members than the members. The average test score on this test for the non-members was 180.0; for members the average score was 173.7.

Likewise, only one second order interaction, sex and family size, was significant at the five percent level. Girls from small families scored highest with an average score of 182.6, and boys from the small families scored lowest. The average score for boys from small families was 171.9.

When three variables were considered together for interaction, the interrelationship of members versus non-members, sex, and family size was significant; and sex, level of living, and family size interactions were highly significant (at the one percent level). Non-member girls from the small families scored 185.9 on an average; and member boys also from small families scored lowest; 162.2. The highly significant interaction of sex, level of living and family size revealed that girls from the "middle" level of living group and small families scored higher, 189.9, while boys from the same level of living group and same family size group scored lowest, 165.8.

When sex, level of living, place of residence, and family size were considered together a significant relationship was found also. The highest average scores were obtained by farm girls from small families of the "middle" level of living group. This average score was 191.5.

TABLE 29

**STATISTICAL ANALYSIS OF STUDENT SCORES ON THE
HIERONYMUS EDUCATIONAL QUESTIONNAIRE**

Source ¹	df	SS	MS	F
A	1	1290.66	1290.66	5.76 *
B	1	433.50	433.50	1.93
C	2	618.39	309.20	1.38
D	1	9.00	6.00	--
E	1	1.50	1.50	--
AxB	1	66.67	66.67	--
AxC	2	1275.90	637.95	2.84
AxD	1	416.67	416.67	1.86
AxE	1	739.50	739.50	3.54
BxC	2	64.56	32.28	--
BxD	1	42.66	42.66	--
BxE	1	988.16	988.16	4.41 *
CxD	2	14.32	7.16	--
CxE	2	237.56	118.78	--
DxE	1	1.50	1.50	--
AxBxC	2	440.15	220.08	--
AxBxD	1	580.17	580.17	2.59
AxBxE	1	1600.67	1600.67	7.14 *
AxCxD	2	51.64	25.82	--
AxCxE	2	260.07	130.34	--
AxDxE	1	37.50	37.50	--
BxCxD	2	394.15	197.08	--

* Significant

¹
A-Membership
B-Sex of Student
C-Socio-economic Level
D-Residence
E-Size of Family

TABLE 29 (Continued)

Source	df	SS	MS	F
BxCxE	2	2647.91	1323.96	5.90 **
BxDxE	1	600.01	600.01	2.68
CxDxE	2	639.06	319.53	1.42
AxBxCxD	2	950.39	475.20	2.12
AxBxCxE	2	735.63	367.82	1.64
AxBxDxE	1	.16	.16	--
AxCxDxE	2	1035.06	517.53	2.31
BxCxDxE	2	2113.55	1056.78	4.71 *
AxBxCxDxE	1	957.66	957.66	4.27 *
Error	46	10,316.00	224.26	
Total	92	29,611.33		

* Significant

** Highly significant

The lowest scores were obtained by farm boys of small families in the 'middle' level of living group. The average scores of these classifications were identical: 157.3.

As would be expected when all variables were considered together a significant interaction was found. Non-member girls from non-farm and small families of the 'middle' level of living group scored highest, 205.0; as compared to the lowest average score of 137.5 for farm boys from small families of the 'middle' level of living group and who were also members of the Future Homemakers of America or 4-H Club. As can be seen from a study of these data, although sex was not statistically significant as an independent variable, when interaction were considered the aspirations of the girls were generally higher than for the boys.

Analysis of Parents' Scores: One independent variable, that of level of living of the family, was found to be highly significant as it related to the attitude toward education of the parents. Attitude toward education was highest for the parents in the 'middle' level of living group, 186.7, and lowest for parents in the "low" level of living group, 178.8.

Where two variables were considered together, the following were statistically significant: membership versus non-membership and level of living; level of living and family size; and farm versus non-farm residence and sex of the parent. The parents from the 'middle' level of living group whose children were non-members scored significantly higher on the Hieronymus test than did parents of non-members from the "low" level of living group: 190.0, as contrasted to 176.9. Likewise,

TABLE 30

**STATISTICAL ANALYSIS ON PARENT SCORES ON THE
HIERONYMUS EDUCATIONAL QUESTIONNAIRE**

Source ¹	df	SS	MS	F
A	1	165.02	165.02	1.46
B	1	77.52	77.52	--
C	2	2108.47	1054.24	9.31 **
D	1	234.09	234.09	2.07
E	1	325.52	325.52	2.88
F	1	275.52	275.52	2.43
AxB	1	52.09	52.09	--
AxC	2	910.76	455.38	4.02 *
AxD	1	180.19	180.19	1.59
AxE	1	243.00	243.00	2.15
AxF	1	96.34	96.34	--
BxC	2	409.51	204.76	1.81
BxD	1	130.02	130.02	1.15
BxE	1	252.09	252.09	2.23
BxF	1	4.09	4.09	--
CxD	2	560.95	280.48	2.48
CxE	2	737.89	368.95	3.26 *
CxF	2	9.08	4.54	--
DxE	1	143.52	143.52	1.27
DxF	1	567.19	567.19	5.01 *

* Significant

** Highly Significant

- ¹
- A-Membership
 - B-Sex of Student
 - C-Socio-economic Level
 - D-Residence
 - E-Size of Family
 - F-Sex of Parent

TABLE 30 (Continued)

Source	df	SS	MS	F
ExF	1	60.75	60.75	--
AxBxC	2	476.64	238.32	2.11
AxBxD	1	234.09	234.09	2.07
AxBxE	1	20.02	20.02	--
AxBxF	1	157.69	157.69	1.39
AxCxD	2	212.29	106.15	--
AxCxE	2	146.35	73.18	--
AxCxF	2	76.07	38.04	--
AxDxE	1	.01	.01	--
AxDxF	1	48.01	48.01	--
AxExF	1	22.69	22.69	--
BxCxD	2	447.20	223.60	1.98
BxCxE	2	535.39	267.70	2.36
BxCxF	2	108.57	54.29	--
BxDxE	1	280.34	280.34	2.48
BxDxF	1	33.34	33.34	--
BxExF	1	22.69	22.69	--
CxDxE	2	543.33	271.67	2.40
CxDxF	2	17.10	8.55	--
CxExF	2	84.66	42.33	--
DxExF	1	1.34	1.34	--
AxBxCxD	2	1558.95	779.48	6.89 **
AxBxCxE	2	149.51	74.76	--
AxBxCxF	2	138.41	69.21	--
AxBxDxE	1	136.68	136.68	1.21
AxBxDxF	1	136.68	136.68	1.21
AxBxExF	1	21.34	21.34	--
AxCxDxE	2	327.40	163.70	1.45

** Highly Significant

TABLE 30 (Continued)

Source	df	SS	MS	F
AxCxDxF	2	10.22	5.11	--
AxCxExF	2	90.66	45.33	--
AxDxExF	1	285.18	285.18	2.52
BxCxDxE	2	1530.45	765.23	6.67 **
BxCxDxF	2	111.64	55.82	--
BxCxExF	2	92.29	46.15	--
BxDxExF	1	1.02	1.02	--
CxDxExF	2	157.64	78.82	--
AxBxCxDxE	2	1163.29	581.65	5.14 **
AxBxCxDxF	2	10.35	5.18	--
AxBxCxExF	2	53.95	26.98	--
AxCxDxExF	2	35.85	17.93	--
AxBxDxExF	1	56.34	56.34	--
BxCxDxExF	1	107.39	107.39	--
AxBxCxDxExF	1	149.51	149.51	1.32
Error	92	10,415.00	113.21	
Total	185	27,751.00		

** Highly Significant

parents in the "middle" level of living group with one or two children scored higher than parents in the "low" level of living group with one or two children. The average score of the former group was 190.1; for the latter group it was 177.5. Place of residence was important also. Farm mothers scored highest on this test: 185.1; while farm fathers scored lowest: 179.1.

The two significant interactions where four variables were considered were (1) sex of student, membership versus non-membership, level of living, and place of residence and (2) sex of student, level of living, place of residence, and family size. Farm parents in the "high" level of living group whose daughters were members scored highest: 188.8; whereas farm parents in the "low" level of living group whose daughters were also members scored lowest. Likewise, farm parents of the "middle" level of living group whose daughters were of one or two children in the family scored higher: 196.8, as against those of the "low" level of living group: 157.0.

The interaction of sex of student, membership versus non-membership, level of living, place of residence, and family size was highly significant. In this case farm parents of boys who were non-members, "middle" level of living, and small families scored 203.5, while farm parents of girl members, "low" level of living, and small size families scored 157.0.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine some of the similarities and differences in the educational and vocational goals of 285 rural youth in Virginia as compared to the goals of their parents for them. The factors considered for this study were sex, residence of farm or non-farm, level of living of the family, membership and non-membership in certain rural youth organizations, and family size. A sample of 285 youths were chosen in ninth and tenth grades in rural Virginia. Ninety-three were chosen from the Tidewater region, 96 in the Piedmont region and 96 in the Appalachian region.

The sample was chosen after obtaining results of pre-tests given to 4,622 ninth and tenth grade students enrolled in public schools in the three regions of Virginia in towns with populations of less than 50,000 people. The samples were chosen by criteria for selection of youth rather than their parents.

According to classification types there were 144 boys, 141 girls. Of the total 285 students, 143 were members of rural youth organizations, and 142 were non-members. Divided according to residence, 141 were from farm families, 144 were from non-farm families. As classified according to the Cornell Scale of Level of Living, 96 were in the "high" level of living group, 96 in the "middle" level of living group and 93 in the "low" level of living group. Students from small families of one or two children

numbered 141, and 144 students were from large families consisting of three or more children.

The 285 students chosen for this study completed a questionnaire concerning vocational aspirations and the Hieronymus Scale of measuring attitudes toward education. Similar questionnaires were administered individually to the parents of the selected youth, who were requested to answer the questionnaires as they hoped their child would answer them.

The results were tabulated, summarized, and statistical treatment administered. The results are summarized as follows:

1. Twenty-nine percent of the boys and 37 percent of the girls expected to graduate from college. Seven percent of the boys and 11 percent of the girls expected to continue graduate study.
2. Three percent of the students expected to start college but not finish, compared to 19 percent of their fathers and 24 percent of their mothers, who expected their child to start but not complete four years of college.
3. Student non-members were higher in their educational aspirations than members, though there was no statistically significant difference. Twenty-five percent of the non-members compared to 22 percent of the members were planning to graduate from college. Twelve percent of the non-members were planning graduate work compared to only five percent of the members.

4. A highly significant statistical relationship was found between residence and expectation to go to college. The aspirations of the non-farm youths were higher than those of the farm youths. The non-farm parents were slightly higher in their expectations than the farm parents.
5. A highly significant statistical relationship was found between family level of living and aspirations of the students to complete higher education. The higher the level of living, the higher were the educational aspirations of the students. Also, the aspirations of the parents were directly proportional to the family level of living.
6. Family size had less effect on educational aspirations than any of the other variables studied. The statistical treatment showed no significant differences due to family size.
7. Forty-eight percent of the students felt strongly urged by mothers, only 35 percent felt strongly urged by fathers to continue education. More girls felt strongly urged by both parents than boys.
More parents urged strongly toward continuing education beyond high school than students thought they had been urged.
8. More non-members than members of rural youth organizations felt strongly urged by parents to continue education.

9. More non-farm students (36 percent) felt urged by father than farm students (29 percent). However, more farm students (50 percent) felt strongly urged by mother than non-farm students (45 percent).
10. The amount of encouragement received by students is directly proportional to level of living, the higher the level of living, the higher the number of students who felt strongly urged by parents to continue education beyond high school.
11. More encouragement to continue education was felt by students from small families than from large families, but more urging felt from mother than father in each group. There was more of a difference between amount of urging felt from father and mother in the large family.
12. Agriculture and engineering were the two most popular areas of college study chosen by boys. These two were also most popular choice of parents for their sons.
13. Commerce was the most popular area of college study for girls, followed by nursing. Liberal arts and fine arts were chosen by equal numbers; next in order, home economics and education were preferred by an equal number of girls. The most popular choice of fathers for daughters was nursing, next was home economics and third choice was religion. Mothers first preference for daughter was home economics, followed by nursing and education.

14. Agriculture was the most popular choice of college study for members of rural youths organizations, followed by engineering. Home economics, fine arts and nursing were next and equally popular.
15. Non-members most popular choice of college study was engineering, then commerce and physical or biological sciences were equally popular. Agriculture and liberal arts were chosen by equal numbers.
16. More than twice as many farm youth chose agriculture as any other area of college study. Engineering was chosen most often by non-farm youth. There were three students from farm families and four from non-farm families who chose home economics.
17. Engineering was the most popular choice of students in the "high" level of living followed closely by agriculture, then liberal arts. Commerce was the top choice of students in the "middle" level of living, followed closely by engineering and nursing. Home economics was chosen by one student in the "high" level of living, three in the "middle" and three in the "low" level of living.
18. When family size was a factor, the largest number of students from the small family chose engineering for college study, and agriculture was first choice of those from the large family.

19. Preferred areas of interest in agriculture were general agriculture, agricultural engineering and agricultural education.
20. Preferred areas of interest in home economics were general home economics, home management, clothing and textiles, and interior design.
21. When asked about non-college plans, approximately one-third of the students answered "undecided." In level of living the number of undecided students was directly proportional to level of living, 10 in "high", 22 in "middle" and 33 in "low." There were 40 undecided from large families compared to only 25 from small families.
22. Statistical analysis of test scores of the Hieronymus Scale for measuring attitudes toward education of 93 students in the Tidewater region of Virginia showed the following to be statistically significant:

High average

Non-member, 180.0
 Girls from small families, 182.6
 Non-member girls, small families, 185.9
 Girls, "middle" level of living, small families, 189.9
 Non-member girls, non-farm, small families and "middle" level of living, 205.0

Low average

Member, 173.7
 Boys from small families, 171.9
 Member boys, small families, 162.2
 Boys, "middle" level of living, small family, 165.8
 Member boys, farm, small families and "middle" level of living, 137.5

23. Similarly, analysis of parents' test scores on the Hieronymus Scale for measuring attitudes toward education showed the following to be statistically significant:

High average

"Middle" level of living, 186.7
 Non-member, "middle" level of living, 190.0
 "Middle" level of living, small family, 190.1
 Farm Mother, 185.1
 Farm, "high" level of living, girl member, 188.8
 Member girl, "middle" level of living, small family, 196.8
 Farm boy, non-member, "middle" level of living, small family, 203.5

Low average

"Low" level of living, 178.8
 Non-member, "low" level of living, 176.9
 "Low" level of living, small family, 177.5
 Farm Father, 179.1
 Farm, "Low" level of living, girl member, 168.5
 Member girl, "low" level of living, small family, 157.0
 Farm girl, member, "low" level of living, small family, 157.0

Conclusions

From this study of a sample of 285 rural youth in Virginia and their parents in relation to membership, sex of student, level of living and size of family, the following conclusions are drawn:

1. The non-farm student had higher educational aspirations than the student from the farm home.
2. The student non-member was higher than the student member in educational aspirations.
3. The higher the level of living the higher are the educational aspirations of students.
4. Parents in the "middle" level of living placed the highest value on the importance of education.
5. Parents in the "low" level of living placed the lowest value on the importance of education.

Recommendations

The following recommendations are made:

1. Only 36 percent of the students studied (102 of a total of 285) expected to continue education beyond high school. If these data are representative of Virginia's youth there is real cause for concern of parents, educators, guidance counsellors and responsible citizens for the 64 percent who did not expect to continue education beyond high school. Appropriate vocational training beyond high school should be provided for this group.
2. This study was based on rural youth only; an urban sample would complete data for the entire state.
3. Youth organizations such as 4-H Club, Future Farmers of America, and Future Homemakers of America should consider additional ways to increase the interest of rural youth in higher education.
4. The review of literature supports the results of this study concerning the importance of the influence of parents as related to the height of the aspiration of their children. This should influence leaders in parent education groups to consider ways of guiding parents in becoming more aware of their influence concerning the educational aspirations of their children.

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APPENDIX

TIDEWATER

Rank No.	Name of School	Town	County	Original Chronological Number
1	Whaleyville	Whaleyville	Nansmond	22
2	Marriett	St Stephens Church	King and Queen	10
3	Windsor	Windsor	Isle of Wight	23
4	Chuckatuck	Chuckatuck	Nansmond	2
5	Northumberland	Heathsville	Northumberland	13
6	Franklin	Franklin	Southampton	4
7	Stony Creek	Stony Creek	Sussen	18
8	Atlantic	Oak Hall	Accomac	1
9	Mathews	Mathews	Mathews	11
10	Greensville County	Emporia	Greensville	6
11	Poquoson	Poquoson Box 2177	York	14
12	Farnham	Farnham	Richmond	3
13	Washington Lee	Montross	Westmoreland	21
14	Warsaw	Warsaw	Richmond	20
15	Southampton County	Courtland	Southampton	17
16	Middlesex	Saluela	Middlesex	12
17	Gloucester	Gloucester	Gloucester	5
18	Tappahannock	Tappahannock	Essex	19
19	Smithfield	Smithfield	Isle of Wight	16
20	Holland	Holland	Nansmond	7
21	King George	King George	King George	8
22	Prince George	Prince George	Prince George	15
23	Lancaster County	Kilmarnock	Lancaster	9

PIEDMONT

Rank No.	Name of School	Town	County	Original Chronological Number
1	Gretna	Gretna	Pittsylvania	22
2	Buckingham Central	Buckingham	Buckingham	10
3	Woolwine	Woolwine	Patrick	47
4	Orange County	Orange	Orange	33
5	Louisa	Mineral	Louisa	27
6	Hardin Reynolds	Critz	Patrick	23
7	Amelia	Amelia	Amelia	2
8	Cedar Lee	Bealeton	Fauquier	13
9	Warrenton	Warrenton	Fauquier	44
10	Appomattox	Appomattox	Appomattox	4
11	Dan River	Ring Gold	Pittsylvania	18
12	Montvale	Montvale	Bedford	32
13	Albemarle	Charlottesville	Albemarle	1
14	Huddleston	Huddleston	Bedford	24
15	Loudoun	Leesburg	Loudoun	26
16	Calland	Calland	Pittsylvania	11
17	Blue Ridge	Ararat	Patrick	6
18	Whitmell	Dry Fork	Pittsylvania	45
19	Spotsylvania	Spotsylvania	Spotsylvania	40
20	Madison	Madison	Madison	28
21	Stuart	Stuart	Patrick	41
22	Kenbridge	Kenbridge Box 586	Lunenburg	25
23	Climax	Chatham, Rt. 2	Pittsylvania	14
24	Randolph Henry	Charlotte C.H.	Charlotte	37
25	Amherst	Amherst	Amherst	3
26	Victoria	Victoria	Lunenburg	43
27	Osborn	Manassas	Prince William	34
28	Goochland	Goochland	Goochland	21
29	Rappahannock	Washington	Rappahannock	38
30	Renan	Gretna, Rt. 1	Pittsylvania	39
31	Fluvana	Carysbrook	Fluvana	20
32	Marshall	Marshall	Fauquier	30
33	Moneta	Moneta	Bedford	31
34	Cumberland	Cumberland	Cumberland	17
35	Caroline	Bowling Green	Caroline	12
36	Blackstone	Blackstone	Nottoway	5
37	Meadows of Dan	Meadows of Dan	Patrick	29
38	Dreway Mason	Ridgeway	Henry	19
39	Culpeper	Culpeper	Culpeper	16
40	Bluestone	Skipwith	Mecklenburg	7
41	Powhatan	Powhatan	Powhatan	36
42	C. T. Smith	Lady Smith	Caroline	15

Rank No.	Name of School	Town	County	Original Chronological Number
43	Brentsville	Nokesville	Prince William	8
44	Sunnyside McKenny	McKenney	Dinwiddie	42
45	Parkview	South Hill	Mecklenburg	35
46	William Campbell	Naruna	Campbell	46
47	Browville	Danville, Rt. 1	Pittsylvania	9

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	Wayers 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 Bx 48	Grayson	30
57	Auburn	Riner Box 367	Montgomery	2
58	Narrows	Narrows Box 564	Giles	39

10. How large is your family?

How many older brothers _____ How many younger brothers _____

How many elder 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 cooker?
 - 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)

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) \$1,000
 - 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 want to work.
- b) About half the high school students would be better off if they quit school and want 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 NIKERONYMUS 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.

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.

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.

(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)
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- (2) d) I don't like school very much.
- (1) e) I don't like school at all.

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 list, 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

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 schools, 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.) |
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| <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 occupation 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

_____ Research worker or chemist	_____	_____	_____
_____ Foreman, construction	_____	_____	_____
_____ Construction worker	_____	_____	_____
_____ High school teacher	_____	_____	_____
_____ Weekly newspaper editor	_____	_____	_____
_____ College Professor	_____	_____	_____
_____ Real estate salesman or insurance salesman	_____	_____	_____
_____ Construction contractor	_____	_____	_____
_____ Construction contractor	_____	_____	_____
_____ Manager of a factory	_____	_____	_____

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

_____ County extension agent	_____	_____	_____
_____ Manager of a large (dairy plant, feed mill, etc.)	_____	_____	_____
_____ Farm renter and operator	_____	_____	_____
_____ College professor	_____	_____	_____
_____ Farm owner and operator	_____	_____	_____
_____ High school teacher	_____	_____	_____
_____ Manager of farm implement store	_____	_____	_____
_____ Farm laborer	_____	_____	_____
_____ Research scientist	_____	_____	_____

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 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 teachers mostly teach 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 a check for every item.

34. which of the following best states what you think about the value of a high school education?
- Going to high school is almost a necessity if a person is going to be able to solve his everyday problems well.
 - Going to high school is a big advantage but is not necessary for being a success.
 - Going to high school is all right for some people but it would be a waste of time for many.
 - Only those people who make the very best grades in the elementary school should go to high school.
 - Going to high school is a waste of time for most people.
35. Which of the following do you think is the best statement about the amount of money that should be raised by taxes to pay for the expenses of running high schools? (Remember that you will be a taxpayer in a few years yourself.)
- Schools should have at least twice as much money as they now have.
 - School taxes should be increased somewhat but only to hire better teachers.
 - Schools have about the right amount of money now.
 - Schools cost the taxpayer too much as it is--they should get along on less money by being careful how the money is spent.
 - 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:
- I'm not old enough to quit.
 - My parents want me to finish high school.
 - Most of my friends are in school.
 - A high school education will help me get a better job.
 - 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?
- The less the better.
 - I wouldn't care one way or another.
 - About the same amount I expect to have.
 - At least a high school education.
 - 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) \$1,000
 - 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 students.
 - c) I like school about as well as most of the 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	_____	_____
Commercial 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 of her earnings will be needed by the family

7. The occupations I would like my daughter to consider are:

- 1. _____ 2. _____
- 3. _____ 4. _____

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

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

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

10. I think that: (Check one)

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

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

Check the three occupations you hope she prefers

Check how familiar she is with the work involved in this occupation

She knows a lot about it	She knows some-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	_____	_____
Commercial courses (such as typing or bookkeeping)	_____	_____
English	_____	_____
Foreign language	_____	_____
Home economics	_____	_____
Industrial Training	_____	_____
Mathematics	_____	_____
Social Studies (such as history, government, economics)	_____	_____

3. If you do not expect your son to attend college, what are you 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 sons 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 and the goals of their parents for them. Factors considered were sex, residence (farm or non-farm), level of living, size of family, and membership in certain rural youth organizations.

The sample consisted of 285 ninth and tenth grade rural Virginia students and their parents. The sample was chosen by criteria for selection of youths rather than parents. There were 144 boys and 141 girls; 141 students from farm families, 144 from non-farm; 96 students from "high" level of living, 96 from "middle", 93 from "low" level of living; 143 students were members of rural youth organizations, 142 were non-members; 141 students were from small families, 144 from large families.

Questionnaires relating to educational and vocational goals were administered to the students and their parents. Parents were requested to answer as they hoped their child would answer.

The data revealed a statistically significant relationship between place of residence and educational aspirations: non-farm youth had higher aspirations than farm youth. A direct relationship existed between level of living and educational aspirations: the higher the level of living, the higher the aspirations. Students who were not members of the Future Farmers of America, Future Homemakers of America, or the 4-H Club placed a higher value on education than did students who were members of these organizations. Parents from the "middle" level of living group placed the highest value on education; parents from the "low" level of living group placed the least value on the importance of education.