

FACTORS INFLUENCING MIGRATION, OCCUPATIONAL
CHOICE, AND EDUCATIONAL ASPIRATIONS
OF RURAL YOUTH

By

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CHAPTER I

INTRODUCTION

Significance of the Problem

Our present society is a mass-industrial one characterized by one dominant way of life called "urbanized America." The status of American rural society has changed so drastically in the last fifty years that it is now hard to differentiate it from the urban society. Due to advances in technology and scientific research, the pace of life for the average American has increased tenfold over the last fifty years. In this situation that our society finds itself today the problems of human resources have become apparent on the local, state, and national levels. In order for future manpower plans and policies to be more efficient and accurate, there is a need for accurate knowledge of rural youth.

In our highly industrial society today, the ability to move from place of birth has increased. The increase in migration of young people from their birthplace has created problems in education, transportation, leadership in small communities, cities, politics, etc. This is particularly true of the rural youth of our nation who have left the country for the big city. In order to help solve some of these manpower problems there is a need for the development of a method that would predict the potential young migrator. Future manpower planners

will need to know who is more likely to migrate and why the person decides to migrate.

One reason for migration is the search for employment. In our highly automated society today, the decision of an occupation is the most difficult and most important decision made by young people. The factors that influence this decision have different degrees of effect for each individual. One factor that influences occupational choice is educational aspirations. A knowledge of the variables that influence both occupational choice and educational aspirations are vital for future manpower plans and decisions of this nation. Therefore, this study investigated the effect of several variables on migration from Logan County and the state of Oklahoma, educational aspirations of Logan County high school students, and the occupational choices made by these students in order to provide a foundation for a method that could predict potential migrators, the educational aspirations of students, and the occupational choice of young people.

Objectives of the Study

Sociological theory doesn't contain a method for predicting potential migrators, nor does it incorporate a valid theory which can predict the educational aspirations or occupational choice of young people. The purpose of this research was to examine factors that influenced potential migration, educational aspirations, and occupational choice of rural young people. Specifically, this study sought to answer three questions. First, what were the characteristics of potential migrators from Logan County and the state of Oklahoma? Second, what factors influenced the educational aspirations of rural

youth? Third, what factors affected the occupational choice of rural young adults?

To answer these questions, this study examined several factors for their effect on each dependent variable. Previous research has been concerned with most of the factors considered in this thesis. This research sought to provide in one package the variables that are important for migration plans, educational aspirations, and occupational choice of rural high school students. By investigating a large number of variables, this study provided a foundation for further research. Specifically, this study examined the influence of sixteen variables on potential migrators from Logan County and the state of Oklahoma. These variables were sex, race, place of residence, occupational aspirations, educational aspirations, academic performance, time lived in Logan County, family income, father's job, college preparation, occupational choice, work experience, parental aspirations, father's education, work attitudes, and confidence. Secondly, this thesis sought to determine the effect of twenty variables on educational aspirations of Logan County high school students. The factors investigated were sex, race, place of residence, occupational aspirations, academic performance, family income, father's job, college preparation, work experience, parental aspirations, course likes, course dislikes, work attitudes, father's education, mother's education, confidence, attitude toward father's job, attitude toward father's salary, father's attitude toward his job, and father's attitude toward his salary. Thirdly, this research was concerned with the effect of twenty variables on the occupational choice of Logan County high school students. The twenty variables scrutinized were sex, race, place of residence, occupational aspirations,

educational aspirations, academic performance, family income, father's job, college preparation, work experience, parental aspirations, course likes, course dislikes, work attitudes, father's education, confidence, attitude toward father's job, attitude toward father's salary, father's attitude toward his job, and father's attitude toward his salary.

CHAPTER II

LITERATURE REVIEW

Migration

Gist and Clark (1938), investigating intelligence as a selective factor in rural-urban migration, found a difference in the migratory tendencies of the two sexes. Of the 1,214 males, 446, or 36.74 per cent, moved to the city, while 518 of the 1,330 females, or 38.95 per cent, changed from rural to urban residence. Of the 2,544 students included in this study, 70.08 per cent or 1,783 had moved from the community where they had attended school. When comparing I.Q. scores, it was found that superior persons tended to migrate more frequently to the cities than those of the inferior or average classes. Comparing the mean I.Q.'s for Kansas residents (95.68) with out-of-state migrants (97.79) indicated a selective process in favor of out-of-state migrants. It was also noted that the majority of the out-of-state migrants had gone to an urban community.

Examining migration from three small towns in the southern part of the United States, Mauldin (1940) concluded one, that slightly more than one-half of all the subjects studied had migrated; two, that the largest proportion of migrants came from the superior group; and three, that girls were more migratory than boys except that superior boys were

more mobile than any other group. Looking at the results of each town, Mauldin (1940) found that in Martin, Tennessee, females were more migratory than males and among both sexes the superior group was the most mobile. In Liberty, South Carolina, males were more mobile than females, particularly those in the superior group. The males of McMinnville, Tennessee, were the most mobile.

The results of Sanford's (1940) study of migration in a rural Alabama community clearly indicated evidences of selective migration, as revealed by the comparison of emigrants and immigrants on the basis of education and occupation. The emigrants had an education mean of 12.13 years compared to 10.23 years for the immigrants. Based on a six-point occupational ranking scale with the lower numbers indicating a higher occupational rank, the emigrants ranked 2.79 while the immigrants ranked 2.91.

* Gist, et al. (1941) in their study concerning selective aspects of rural migration found that two-thirds of the individuals studied had moved since they had been in school. Comparing scholastic indices of persons residing in different resident zones, the data clearly revealed that better students moved in larger proportions than the poorer students. The results also showed no significant difference in the selective process for the sexes, that is, superior men migrated from rural communities in about the same proportions as superior women.

The findings of Pihlblad and Gregory (1954) indicated that approximately three-fifths of the graduating seniors in 1939 and 1940 had migrated from their home county in 1951 to 1952. Other conclusions from the study were: one, the proportion of migrants was approximately the same for both sexes (61 per cent for males and 63 per cent for

females); two, that there was a consistent tendency for mean test scores (Ohio Psychological Test) to increase with the size of community in which the subjects resided at the time of the study (1952); and three, that there was a significant tendency for mean test scores to increase with formal education as well as educability.

Scudder and Anderson (1954) made three conclusions in their study of migration and vertical occupational mobility in a Kentucky community. One, vocational status of sons was affected by general social status of parents as well as by their vocational rankings. Two, sons who migrated out of small or moderate-size communities were more likely to rise above their parents' occupational status than sons that didn't migrate. Three, the possibility of a son migrating was increased when the father's general social status was high.

Lipset (1955) found a significant relationship between community of orientation and the degree of upward mobility. The results indicated that the larger a person's community of orientation (community in which he spent his teens), the more likely he had been upward-mobile.

The investigation of Payne (1956) of 413 eighth and twelfth-grade boys in a Georgia county revealed that the decision to migrate was almost wholly dependent upon occupational choice and educational expectations. The data suggested that there was a progressing relationship between the three variables, that is, education expectations were formulated first, followed by occupational choice, and finally the decision to migrate was influenced by both preceding variables. It was interesting to note that boys were aware of the "prestige value" of occupations, that they consistently chose occupations above their parents, and the occupations they chose were more urbanlike than their parents'.

* Bowles (1957) found that females migrated from farms more than males and that nonwhite migration rates were higher than white migration rates. In general, rates for females were higher or the same as those for males up through the ages 15 to 19; for the ages 20 - 29, the rates for males were usually higher or the same as rates for females; and for persons over 35 the rates were higher for females than for males.

* The result of Tarver's (1961) study on predicting migration indicated that migration was not a corollary of a unitary element, but rather a composite of interrelated demographic, economic, and social factors. The analysis demonstrated that independently the three sets of variables explained 72 per cent of the variation in white net migration rates. Interdependently, the three sets of variables accounted for an additional 26 per cent of the variation. Therefore, independently and interdependently the three sets of variables accounted for 98 per cent of the variation in the 1940-50 white net migration rates.

Stub's (1962) study provided evidence to support Rose's hypothesis that higher status persons seeking the better jobs or opportunities must move a greater distance to find the jobs, on the average, than persons whose skills or aspirations direct them to look for less desirable opportunities. The data revealed that the largest proportion of migrants held professional (31 per cent) or managerial (17 per cent) jobs for a total of 48 per cent for both categories.

* Tarver (1963) examining interstate migration differentials found no significant difference in interstate migration rates of males and females. Males had slightly higher interstate migration rates than females, but females tended to move at younger ages and reach their peak movement at an earlier age than males. These results coincided with

those found by Bowles (1957).

The findings of Burchinal and Jacobson (1963) substantiated a relationship between their family migration types and educational levels of husbands and wives. The study also established a relationship between their family migration types and occupational achievement of husbands. Husbands and wives with farm backgrounds had the lowest levels of formal education, those who had always lived in Cedar Rapids had intermediate levels of education, and husbands and wives with urban backgrounds had the highest levels of formal education. Men with farm backgrounds had lower occupational achievement levels than any other group.

In a case study of three Eastern Kentucky neighborhoods over a 20-year period, Brown, et al. (1963) showed that one, extended family members in 1942 tended to migrate to the same places; two, taking a given town, almost all the migrants from these neighborhoods were related by kinship ties; and three, social class-orientation influenced migration destination. Based on this data, a conclusion was made that the consistency of the directional patterns of Eastern Kentucky's out and in-migration was influenced by kinship ties.

Schwarzweiler (1964) found no significant relationship between migrants and non-migrants when comparing them with respect to father's job, status of father's occupation, father and mothers' education, farm or nonfarm background, and completed level of schooling.

Crawford's (1964) investigation of 790 high school seniors revealed that 17 per cent had plans to migrate immediately after graduation, 25 per cent had plans for deferred migration, 11 per cent were not planning to migrate, 24 per cent were undecided, and 23 per cent could not be classified. Analyzing the data displayed the importance of family

systems performing certain functions on migration plans. When family members performed the social-psychological support, economic support and communication-outpost functions, youth planned to migrate significantly more than when family members did not perform these functions. It was also concluded that the immediate family was a barrier to migration plans, but family support could overcome that effect.

Studying the changing character of Negro migration, Taeuber and Taeuber (1965) demonstrated that migration data for 1955 to 1960 suggested that Negro immigrants to several large metropolitan areas to be of substantially higher socio-economic status than the resident Negro population. Furthermore, Negro in-migrants to Northern cities were equal to or slightly higher in educational attainment than the resident white population.

* The results of Tarver and Gurley's (1965) elaborate multiple covariant regression analysis showed per cent nonwhite and median family income to be two variables out of five which accounted for an appreciable amount of variation in the 1950-60 net migration rates of counties. Median years of school completed and per cent completing four or more years of high school were two variables that were not significant in explaining county net migration rates.

Bauder and Burchinal's (1965) research provided several results. One, occupational achievement of farm and rural migrants was lower than urban migrants' and natives', but when age, time in city, and education was controlled, the difference in occupational achievement of the groups was not significant. Two, farm migrant parents had lower aspirations for their children's education than other parents. Three, aspirations for children's occupations were uniformly high for

all parents.

Using the same data as in 1964 Crawford (1966) examined the influence of family attachment and support on migration plans of 790 high school seniors. The data substantiated his hypothesis that those who had high attachment to the family of orientation and received support to migrate from this family and those with low attachment to the family of orientation were more likely to plan to migrate than those who had high attachment, but received no support. This supported the conclusion Crawford made in 1964 that the immediate family was a barrier to migration plans, but family support could overcome that effect.

Developing a theory of farm-nonfarm migration within a costs-returns context, Diehl (1966) found farm income to be significantly and negatively related to migration from farm regions in the southeastern section of the United States. He also noted that the number of Negroes per 100 farm population was consistently and positively associated to migration from farm regions.

* Blevins (1969) examining net migration for 12 SMSA's for the period of 1950 to 1960 discovered no specific trend for any of the migration differentials (age, sex, race, and education). However, the data suggested that one, net migration by educational groups was selective at the extremes; two, migration was affected more by occupational variables than by median income, length of employment, or per cent unemployed; and three, female migration and nonwhite migration were more closely associated to the independent variables than their counterparts.

Educational Aspirations

The now famous study of Kahl (1953) on educational and occupational

aspirations of "common man" boys revealed that I.Q. and family status were useful predictors of educational and occupational ambitions of high school boys. Due to the large variation for highly intelligent boys of low middle class status, further examination of the data suggested that the variation was due to parents' aspirations for their son's future education. Boys who had been trained by their parents, especially the father, to value education, were more likely to have college plans than boys whose parents hadn't trained them in the value of education.

Sewell, et al. (1953) found seven variables to be significantly associated with attitude toward high school education. These variables were educational attainment, socio-economic status, ethnic background, sex, occupational status, size of farm, and age. Looking at each factor respectively, persons who had attended high school favored high school education more than persons who hadn't attended high school, the higher the socio-economic status the more favorable attitude toward high school education, Anglo-Americans favored high school education more than mixed ethnic groups or Continental Europeans, females were more favorable to high school education than males, respondents who lived on farms but worked full time in white or blue collar occupations and those who combined these occupations with farming favored high school education more than those who only farmed, persons living on large farms were more favorable to high school education than persons living on small farms, and respondents 40 and under favored high school education more than those over 40.

The investigation of Slocum (1956) provided several findings about educational plans of high school seniors. One, the percentages of boys

and girls planning to attend college immediately after high school were very similar (38 per cent male, 35 per cent female). Two, there was a positive relationship between father's educational level attained and plans for further education after high school. Three, respondents who had fairly definite plans to attend college immediately after high school tended to come from higher income families. Four, as father's occupational status increased, plans to attend college immediately after high school also increased. Five, there was a greater tendency for respondents from urban areas (41 per cent) to plan immediate college attendance after high school than respondents from rural areas (31 per cent). Six, persons who rated themselves as favorable students, based on grades, were more likely to have plans to attend college than those who rated themselves as unfavorable students. Seven, students who liked school were more likely to plan to attend college than those who disliked school.

Sewell's, et al. (1957) examination of the relationship between educational aspirations and parental occupational status when sex and intelligence were controlled indicated a significant positive association between the two variables. In separate analysis of males and females the relationship was substantiated.

No meaningful difference was found by Haller and Sewell (1957) in educational aspirations of farm and nonfarm senior girls. However, a substantial variation was revealed between farm and nonfarm senior boys in educational aspirations. This led the researchers to conclude that farm males underestimated the value of education in obtaining an occupation.

Testing Lipset's hypothesis that rural youth have lower educational

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Testing Lipset's hypothesis that rural youth have lower educational

aspirations than urban youth, Middleton and Grigg (1959) made several conclusions. One, for both white male and female seniors, rural youth tended to have lower educational aspirations than urban youth. Two, among Negro males and females no significant difference was revealed between educational aspirations and place of residence. This study supported the results of Haller and Sewell (1957) in regard to white male seniors, but disagreed in respect to white female seniors.

Bordua's (1960) study on educational aspirations and parental stress on college plans indicated that variables of sex, religious affiliation, and socio-economic status (father's occupation) were related to the presence or absence of college plans. Furthermore, it was noted that these relationships were mutually independent. He also suggested that parental stress was positively associated with college plans.

Examining the hypothesis that there are certain personal and social characteristics of rural youth which are related to educational achievement, Wilson and Buck (1960) provided these descriptions. One, high school sophomores more likely to attend college were males whose fathers were white collar workers. The family resided in town and the father was considered among the most successful. Two, persons most likely to attend vocational schools after high school were females whose fathers were white collar workers. The family lived in town and were rated fairly successful. Three, students terminating education after high school were more likely to be females whose fathers were blue collar workers. The family were nonfarm country residents who had a lower overall status rating in the community than the other two categories.

Burchinal (1961) concluded that tenth and twelfth grade urban boys had higher educational aspirations than small town or farm boys.

Planning to farm seemed to be a depressant on educational aspirations of farm boys. It was also noted that farm residents received less parental encouragement to continue with education after high school.

Morland (1961) provided evidence to support the generalization that lower class children have lower levels of educational aspirations than upper class children. Analyzing his data, Morland found that mill children (representing lower class) had significantly lower levels of educational aspirations than town children (representing upper class). His findings also revealed that mill children shared the American tradition of getting ahead by the fact that they had higher educational aspirations than their parents.

The findings of Ellis and Lane (1963) tended to contradict Kahl's thesis about parental influence on educational plans. The study indicated that it was the mother's reaction to the family's status in life which acted as the catalyst for mobility of the children rather than the father's influence.

Bell's (1963) investigation supported the relationship between parental motivation and aspiration levels of children. The children whose parents provided high motivation tended to have higher aspiration levels than children who received low motivation.

The work of Burchinal, et al. (1963) revealed several relationships. One, as family net worth decreased, plans to attend college also decreased. Two, boys who received low parental encouragement were less likely to have plans to attend college than boys who had high parental encouragement. Three, boys with higher grade point averages were more likely planning to attend college than boys who had lower grade point averages.

In his study of 10,321 Wisconsin high school seniors, Sewell (1964) scrutinized the relationship between community of residence and college plans. As the size of community increased, the percentage of students with college plans increased, ranging from 21.5 per cent for farms to 42.4 per cent for large cities. Sex, intelligence, and socio-economic status were also noted to be associated to college plans. For girls, the community of residence differences were generally eliminated or greatly reduced when intelligence and socio-economic status was partialled out. For boys, differences in community of residence remained and were generally large for higher intelligence categories and higher socio-economic status groups.

Krauss's (1964) inquiry into sources of educational aspirations among working class youth suggested that father's occupational status was associated with plans to attend college. Among working class youth, high occupational status was related to college aspirations of sons, and this relationship was the strongest when the father had completed high school. It was also noted that for middle class students, fathers' occupational status did not affect college aspirations.

McDill and Coleman (1965) in their study of family and peer influence on college plans of high school students concluded that at the end of the senior year, high school status contributed more to the variation in their stated college plans than did mothers' or fathers' education. Furthermore, the analysis showed that high school status, at the end of the senior year, had assumed an importance only slightly less than parental desires in the freshman year.

The results of Rehberg and Westly's (1967) research indicated that father's job, father's education, and parental encouragement were

positively related to educational expectations. From the inspection of the data, it was noted that the proportion of respondents expressing a college expectation varied positively with occupational level ranging from 20 per cent for unskilled workers' sons to 84 per cent for major executives' and professionals' sons (the degree of association was .50). There was a gamma of .43 for the association between educational expectations and father's education with the relationship ranging from 24 per cent expressing college expectations when father had less than seven years of education, to 79 per cent when father had a graduate education. The data ranged from 13 per cent expressing a college expectation for the lowest encouragement level to 64 per cent for the highest encouragement level with a gamma of .61 for the association between parental encouragement and educational expectations.

Sewell and Shah (1967) studied the effects of socio-economic status and intelligence on college plans, college attendance, and college graduation for both sexes of Wisconsin high school seniors over a seven-year period. All findings implied that both socio-economic status and intelligence were related to college plans, college attendance, and college graduation. When intelligence was controlled, socio-economic status was positively and significantly associated with college plans, college attendance, and college graduation for both sexes. Likewise, when socio-economic status was controlled, intelligence was affirmatively and substantially related to college plans, college attendance, and college graduation for both sexes. On the whole, socio-economic status had a greater effect on females than intelligence, while intelligence had a greater effect on males than socio-economic status.

Previous studies have found that farm boys have lower educational aspirations than nonfarm boys, but Slocum's (1967) results contradicted these findings. His data demonstrated that 80.2 per cent of the farm boys compared to 72.3 per cent of the rural nonfarm boys aspired to attend college. There was no real difference between farm (67.2 per cent) and nonfarm (66.7 per cent) girls toward college aspirations. It was also stated that the proportion of farm boys (75.3 per cent) who had college expectations tended to be higher than rural nonfarm (69.0 per cent) boys. This trend was also present between farm (62.8 per cent) and nonfarm (58.1 per cent) girls.

Using part of the same data as in 1967, Sewell and Shah (1968) investigated the relationships of socio-economic status, intelligence and parental encouragement to college plans. It was determined that socio-economic status, intelligence, and parental encouragement had significant independent associations to college plans of both males and females. After elaborate analysis, parental encouragement was definitely a powerful intervening variable between socio-economic status and intelligence of the child and his educational aspirations.

In a more recent study, Sewell and Shah (1968) examined the effects of parental education on children's educational aspirations and achievements. The analysis showed that father's education had a slightly greater consequence than mother's education on educational aspirations and achievements for males, but the influence of both parents' education was the same for females. Mother's education seemed to have an effect independent of father's education that was stronger for females than males.

Kandel and Lesser (1969) concluded that parental desires were more

important than peer influence on future educational plans of their children. The association between mothers' actual plans for their children and adolescents' educational aspirations was .504.

Occupational Choice

The decision of an occupation is one of the most important and difficult decisions made by American youth today, since the American society emphasizes the achieved status of the individual rather than the ascribed status. There are many theories of occupational choice. Ginzberg, et al. (1951) emphasized the developmental process in their theory of occupational choice:

This, then, is our general theory. First, occupational choice is a process which takes place over a minimum of six or seven years, and more typically, over ten years or more. Secondly, since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision-making is basically irreversible. Finally, since occupational choice involves the balancing of a series of subjective elements with the opportunities and limitations of reality, the crystallization of occupational choice inevitably has the quality of a compromise.¹

Super (1953) tried to correct some of Ginzberg's limitations and set forth his comprehensive theory in a series of ten propositions:

- (1) People differ in their abilities, interests and personalities.
- (2) People are qualified, by virtue of these characteristics, each for a number of occupations.
- (3) Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
- (4) Vocational preferences and competencies, the situations

in which people live and work, and hence their self concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

- (5) This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.
- (6) The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.
- (7) Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self concept.
- (8) The process of vocational development is essentially that of developing and implementing a self concept: It is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the intent to which the results of role playing meet with the approval of superiors and fellows.
- (9) The process and compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.
- (10) Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.²

Blau, et al. (1956) in their theory of occupational choice,

specifically allowed for the structure of the labor force. Blau's theory can be summarized in these statements.

- (1) The social structure affects occupational choice in two distinct respects: as the matrix of social experience which channels the personality development of potential workers, and as the conditions of occupational opportunity which limit the realization of their choices.
- (2) There are four characteristics of occupations that specifically determine occupational entry: formal opportunities (demands), functional requirements, nonfunctional requirements, and amount and types of rewards.
- (3) There are four characteristics of individuals that specifically determine occupational entry: occupational information, technical qualifications, social role characteristics, and reward value hierarchy.
- (4) Occupational choice is conceived as a process of compromise between preferences for and expectations of being able to get into various occupations. This compromise is continually modified, since the experiences of individuals in the course of searching for suitable careers affect their expectations and often also their preferences.
- (5) The process that occurs in occupational choice must be considered as a series of interrelated decisions rather than a single choice.³

Roe (1957) in her theory of vocational choice, considered experiences the child had in childhood and early adolescence as the major variable in occupational selection. According to her theory, there were three basic parental attitudes which the parents could have toward their children: emotional concentration on the child, avoidance of the child, and acceptance of the child. Within each category of parental attitudes, certain needs were fulfilled more than others. The child would develop certain attitudes depending on his experiences and the type of parental attitude expressed toward him. These attitudes could then be related to occupational choice, since each occupation required

certain types of attitudes. The child would select the occupation which accommodated the most of his attitudes.

The theory of occupational choice proposed by Keil, et al. (1966) was concerned with the influences that operate on youth at the point of movement from school to work. They suggested that the movement of entering into the world of work and adjusting to it was a process. That process can be described in the following way:

- (a) The socialization of the young person to the world of work, together with (b) Previous work experience, and (c) Wider social influences, lead on the one hand to (d) The formulation of a set of attitudes toward, and expectations about, work. (a), (b) and (c) together, and (d) provide the explanation for (e) The actual job entry, and from this, (f) Experiences as a worker lead to a situation of (g) Adjustment/nonadjustment for the young worker which can be expressed either by a measure of satisfaction, by a re-formulation of (d) above, by ritualized dissatisfaction, or by job change.⁴

The main thesis of Musgrave's (1967) theory of occupational choice was socialization. Socialization was seen strictly as learning to take roles. According to his theory, there were three types of socialization: primary, which referred to roles played in all settings; secondary, roles that were played in some settings; and tertiary, those roles played only in one setting. The concept of economic socialization was introduced as an example of secondary socialization to which occupational choice was mainly related. Economic socialization had four stages that individuals progressed through; these were: pre-work socialization, entry to the labor force, socialization into the labor force, and job changes. At each stage of economic socialization roles could be rehearsed in order to make the transition to the next stage more easily accomplished. The rehearsal of roles was called anticipatory socialization, which was considered very important. The individual,

by progressing through all the types of socialization eventually chose an occupation.

Although there are many disagreements about the factors that affect occupational choice, most theorists agree on these points (Horner, et al., 1967):

- (1) Occupational choice is not a sudden, once-in-a-lifetime phenomenon. Occupational choice is a gradual process that occupies most of the first half of one's life.
- (2) Occupational choice is difficult to separate from aspiration and attainment. Since aspiration is not always fulfilled, attainment must be regarded as a separate aspect.
- (3) Occupational choice is a portion of the basic life process of growing. Realistically looking at one's potentialities and accepting personal limitations, a student is able to develop a clearer recognizable image of himself--self-concept.

Considerable research has been focused on the factors that affect occupational choice. Only those factors considered in this thesis will be reviewed.

Kahl (1953) revealed the importance that parental aspirations play on determining the occupational aspirations of common man boys. It was also noted that I.Q. and family status influenced occupational aspirations of boys.

The study of Youmans (1954) indicated that fathers' occupation substantially influenced boys' occupational expectations. The analysis also showed that the more work experience boys had, the lower were their occupational expectations.

The investigation of Slocum (1956) provided several findings about occupational choice of high school seniors. One, more than half of all the respondents who had made an occupational choice felt the factor that

influenced them the most was personnel experience in the selected field. Two, 71 per cent of the students believed work to be a pleasant activity. Three, parental interest definitely affected occupational choice of the respondents.

Case (1956) also furnished many results concerning the occupational choice of boys. First, 62.9 per cent of the farm boys as compared to 46.8 per cent of the nonfarm boys believed they could be happy on a job not requiring a college education. Second, farm boys (28.3 per cent) rated their fathers' occupation as an ideal occupation more than nonfarm boys (10.4 per cent). Third, parental influence was designated as the most important factor connected with their occupation choice more by farm males (37.4 per cent) than nonfarm males (25.1 per cent). Fourth, more nonfarm boys (62.8 per cent) than farm boys (46.4 per cent) believed a college degree to be important for the work they planned to do.

Youmans (1956) concluded that social stratification (father's occupation), father's education, place of residence, and work experience significantly affected the occupational choice of twelfth grade Michigan boys. As fathers' occupational status increased, the occupational expectations of their sons also increased. Urban boys (43.7 per cent) expected to become white collar workers more than rural boys (36.1 per cent). The higher the formal educational level of the father, the higher the son's occupational expectations. It was also seen that the less work experience the boys had, the higher were their occupational expectations.

The research of Empey (1956) supported the hypothesis that upper and middle class males have higher occupational aspirations than lower class males.

The examination by Sewell, et al. (1957) of the relationship between occupational aspirations (which by their definition was really occupational choice) of seniors and parental occupational status when sex and intelligence was controlled identified a substantial positive association between the two variables. In separate analysis of males and females, the relationship was maintained.

Haller and Sewell (1957) found no meaningful difference between farm and nonfarm senior girls in occupational choice. They also noted that the variation in occupational choice of farm and nonfarm senior males was not important.

In his study of 1,000 ninth graders, Stephenson (1957) denoted that lower classes had lower occupational expectations than upper classes. Whites tended to have higher occupational expectations than Negroes.

Haller (1958) tested the hypothesis that occupational achievement was related to educational and occupational aspirations. His analysis specified that occupational achievement was significantly correlated to educational and occupational aspirations, $r = +.17$ and $+.46$, respectively.

The work of Middleton and Grigg (1959) suggested that the occupational choice of Negro males and females was not affected by place of residence. However, white urban males had higher occupational choices than white rural males, but among white females no relationship was disclosed.

The findings of Haller (1960) revealed several conclusions. First, farm boys' parents had lower occupational aspirations for their sons than nonfarm boys' parents. Second, family income did not influence occupational choice of farm or nonfarm males. Third, father's

occupation was also not an important factor in determining the occupational choice of farm and nonfarm boys. Fourth, nonfarm respondents tended to be higher in educational aspirations than farm respondents.

Grigg and Middleton's (1960) inquiry into the occupational expectations of 26,313 white ninth grade students substantiated the hypothesis of a positive relationship between size of community of orientation and occupational expectations. The association was present for males, but not for females.

Burchinal (1961) concluded that tenth and twelfth grade urban boys had higher occupational expectations than small town or farm boys. It was reported that farm parents were less involved in their sons' occupational plans than nonfarm parents.

Data from Cowhig's (1962) investigation compared occupational status of farm and nonfarm respondents when age, sex, color, and educational attainment were controlled. Occupational status of white males who failed to complete high school was compared with respondents who had graduated from high school, but had no college education. Among both urban and rural-nonfarm residents, but not rural-farm residents, high school graduation was significantly related to employment in higher-status occupations.

Simpson's (1962) inquest sustained the supposition that parental influence was a factor in the upward mobility of working class boys. Among boys aspiring to high occupations, the percentage whose parents had advised them to enter professions was much higher than the percentage for low-aspirers.

The results of Straus (1964) furnished several deductions. Boys choosing to farm came from families with greater financial resources.

Boys who planned to farm had parents who placed heavy emphasis on socialization into work roles which correspondingly allowed differences in the work role identification of the two groups of boys. Comparing occupational choice with high school grades revealed that those who chose blue collar occupations had the lowest grades, followed by farm boys with white collar occupations having the highest grades. Of the nonfarm group, 22 per cent perceived their parents as wanting them to attend college as compared to 2 per cent for the farm boys. Finally, parents of boys who chose white collar occupations (42 per cent) wanted their sons to attend college more than parents of boys who chose blue collar occupations (3 per cent).

Sewell and Orenstein (1965) resolved from their study of 9,946 Wisconsin high school seniors that the proportion of respondents choosing high status occupations increased as the size of community of residence increased. In their analysis, they controlled for sex, intelligence, and socio-economic status, since each is associated with both occupational choice and place of residence. The deviation in occupational choice by residence was eliminated for girls but maintained for boys. The incongruences were greatest for boys of low intelligence and for boys from high-status families. The largest diversity was for boys of low intelligence from high-status families.

The study of Brunkan (1965) found no significant correlation between perceived parental attitudes and vocational choice of 289 male college students.

Several conclusions were made by Haller and Sewell (1967) from their survey of 932 high school seniors. First, planning to farm tended to depress levels of concern with the educational means for higher

occupational achievement, but planning not to farm inclined to raise them. Second, boys whose parents encouraged college attendance were more prone to choose a high-status occupation than boys whose parents didn't provide that encouragement. Third, there was no great effect due to father's education on occupational choice of the respondents. Fourth, family income was also found not to substantially influence occupational choice of the sample.

Elder's (1967) research indicated that drive for achievement was more predictive of occupational than of educational status for men of working-class origins, while the reverse pattern held for men of middle-class backgrounds.

The work of Sewell, et al. (1969) led to the formulation of a path model for occupational and educational attainment which emphasized social psychological as well as social structural antecedents. The causal sequence proposed began with parents' stratified position and the individuals' mental ability. Then it moved to performance in school, from there to influence of significant others, then to levels of educational and occupational aspirations, and finally, to educational and occupational attainment. The model seemed to be quite proficient in explaining educational and occupational attainments of farm boys.

FOOTNOTES

¹Eli Ginzberg, Sol W. Ginzburg, Sidney Axelrod, and John L. Herma, Occupational Choice: An Approach to a General Theory (New York, 1951), p. 186.

²Donald E. Super, "The Theory of Vocational Development," American Psychologist, 8 (1953), pp. 189-190.

³Peter M. Blau, John W. Gustard, Richard Jessor, Herbert Parnes, and Richard Wilcock, "Occupational Choice: A Conceptual Framework," Industrial and Labor Relations Review, 9 (July, 1956), pp. 542-543.

⁴Teresa E. Keil, D. S. Riddell, and B. S. R. Green, "Youth and Work: Problems and Perspectives," Sociological Review, 14 (July, 1966), p. 121.

CHAPTER III

DATA AND METHODOLOGY

Introduction

The data used in this thesis came from the Logan County Youth Study project which had as its main objective to gather data which could lead to an improved understanding of the interplay of specific social, economic, cultural, and institutional factors in the evolving educational experience of high school students.

The population of this study consisted of all sophomore, junior, and senior students enrolled in the six public high schools in Logan County during the 1967-68 academic year. Logan County was selected for the study because it represented various social and demographic characteristics that were of interest to the research team. The county was primarily a rural area with a below-average income level population. Since 1910, a steady out-migration had been in process with no changes seen in the future. According to the 1960 census report, the population of Logan County was 18,662, with 9,502 of that population residing in Guthrie, and the remaining 9,160 classified as rural in which 5,800 persons lived in towns with less than 2,500 people and 3,360 lived on farms (Reed, 1968). The six high schools of the county were small enough to allow this survey to be conducted. The tenth, eleventh, and twelfth

grade students were selected because it was felt that since they were near high school graduation they would represent different stages of post-high school planning. Also, by studying the three grade levels, it would be possible to analyze the maturation effect over a three-year period on the variables investigated. Younger students weren't included because the study was interested in aspirations, not imaginations.

The data was collected by a research instrument consisting of three questionnaires: one for each student, the father and the mother (see Appendices E, F, and G). The combined three questionnaires comprised a total of three hundred fifty-four items. There was a total of three hundred twenty-two complete sets, i.e., student, mother, and father questionnaires which this thesis used. Also, questionnaires from Negro families where the father was alive and lived with the family but didn't return the questionnaire were used.

Pilot Test

The research instrument was pilot tested at Cushing High School in Cushing, Oklahoma. Cushing High School was selected for the pretesting because of its closeness to Logan County in location as well as cultural, social, and economic factors. The pretest population consisted of thirty-six senior students from two English classes and their parents. On January 16, 1968, the student questionnaires were administered and the parents' questionnaires were mailed to them with the request to return the completed questionnaires within one week (Reed, 1968).

To increase return rate of parental questionnaires, the research project paid fifty cents per parental set of questionnaires returned to the school within one week. This money went to the student. This

Procedure helped to obtain a fifty-two per cent return for the parents' questionnaires. The pilot test questionnaires were scrutinized for needed changes, after which questionnaires were reproduced for administering to the population of Logan County (Reed, 1968).

Procedure of Administering the Instrument

The student questionnaire was administered by the students' regular classroom teacher in each school according to a predetermined time schedule. At a prior meeting with the teachers, members of the research team established a standard written procedure for the presenting of the instrument. The questionnaire was given to all tenth, eleventh, and twelfth grade students present in the school and in class on the day the questionnaire was administered (Reed, 1968).

The names and addresses of the parents were acquired from the students' questionnaires. The parental questionnaires were mailed to the parents of the student on the same day the student completed his questionnaire. Accompanying the parents' questionnaire was a letter which attempted to procure their cooperation in completing and returning the questionnaires. Each student was paid fifty cents for returning his parents' completed questionnaires back to the school within one week (Reed, 1968).

Description of the Variables

This thesis was concerned with four dependent variables: migration plans from Logan County, migration plans from the state of Oklahoma, educational aspirations, and occupational choice. In this thesis, occupational choice was considered an independent variable when

compared to both migration variables. Also, educational aspirations were regarded as an independent variable when associated with the migration variables and occupational choice. Sixteen variables were examined as to their influence on migration from Logan County and the state of Oklahoma (see Appendix A). For educational aspirations, twenty independent factors were investigated by this study (see Appendix B). Twenty variables were also considered for their effect on occupational choice (see Appendix C). A total of twenty-five variables were used in this study, four being dependent, and twenty-one independent (see Appendix D).

Data for the dependent variables, migration from Logan County and the state of Oklahoma, was taken from questions which asked the respondent to state his future plans after finishing high school. The student had three answers to choose from: stay permanently, stay a few years only, and leave immediately. Since the questions asked for future plans, all students planning to migrate were considered potential migrators because plans and actions are two different concepts. Educational aspirations were taken from a question which asked how much education the respondent thought he would need to obtain the kind of work he would like to do ten years from the time of the study if he had the ability, education, and money to acquire that job. The student had five choices: high school, business school, vocational school, college, and professional school. Data for occupational choice was secured from an open-ended question which asked the respondent to list the occupation he expected to be doing in the next ten years, considering his ability, grades, finances, and chances for education. The responses to this question were assigned actual occupational prestige values from a

modified North-Hatt Occupational Prestige Scale (Appendix H). These values were used when occupational choice was the dependent variable. When occupational choice was utilized as an independent variable on the two migration dependent variables, the modified North-Hatt values were separated into five categories: very high (89-100), high (78-88), medium (76-77), low (55-64), and very low (1-54).

Independent variables of sex and race are obvious. In this study, place of residence was divided into farm, country but not farm, and town even though the questionnaire made a distinction between sizes of towns. Data for occupational aspirations were acquired from an open-ended question that requested the student to list the occupation he would like to be doing in ten years from the time of the study if he had the ability, education, and money. The answers were assigned actual values from the modified North-Hatt Occupational Prestige Scale (Appendix H) and separated into the same five categories as occupational choice. Academic performance was the student's actual grade point average for the last two semesters which was taken from school records. Time lived in Logan County was taken from a statement which allowed the student to mark his age when he moved to Logan County. The number of years lived in Logan County was divided into four categories: 0-5, 6-10, 11-15, and 16-20 years.

Data for family income came from two questions, one from mother's and the other from father's questionnaire. If the two responses were not the same, then an average was calculated between the two. Father's job was acquired from two questions, one on father's and the other on mother's questionnaire. If the answers differed, then father's reply was used. Responses for father's and mother's education was obtained

from one question on the student's questionnaire and one from the corresponding parent's questionnaire. When the replies varied, then the parental acknowledgement was taken. For parental aspirations, both parents were asked what they would most like their child to do as a life work. Here again each reply was given a modified North-Hatt value and placed in one of the categories previously mentioned.

For the independent variable college preparation, measurement was determined from a series of questions which sought to quantify the student's knowledge and awareness of the processes necessary for college admission. An aggregate scale from all of the responses was used. The total possible value was 47. The scale was divided into three categories: low (0-16), medium (17-32), and high (33-47). Data for course likes and dislikes was attained from a question that asked how many courses did the respondent like or dislike. There was a choice of eight different replies. Measurement for work experience was taken from a list of jobs which the student had done for pay. The answers were placed into four groups: unskilled, manual, semi-skilled, and skilled. These groups were very arbitrary. If more than one job was recorded, then the highest skilled level job was utilized. For work attitudes a question was asked as to how the person felt about the work he had to do when he was working. There were six alternatives ranging from won't work to happy to work. Confidence was determined by an inquiry as to how sure the student was in succeeding in his post-high school plans.

Data for the independent variables of attitude toward father's job and salary came from replies as to how the person felt about his father's job and salary. For father's attitude toward his job and

salary, the question "How do you believe your father feels about his job and salary?" was employed. For each of these last four independent variables the student had five responses to choose from, these being: completely dissatisfied, somewhat dissatisfied, accept it, fairly satisfied, and fully satisfied.

Hypotheses of the Study

The null hypothesis for each variable was tested. A total of 72 hypotheses were examined. The hypotheses were placed into four groups of hypotheses, one for each dependent variable.

Group One

Hypotheses: Sex, race, place of residence, occupational aspirations, educational aspirations, academic performance, time lived in Logan County, family income, father's job, college preparation, occupational choice, work experience, parental aspirations, father's education, work attitudes, and confidence have no significant effect on potential migrators from Logan County.

Group Two

Hypotheses: Sex, race, place of residence, occupational aspirations, educational aspirations, academic performance, time lived in Logan County, family income, father's job, college preparation, occupational choice, work experience, parental aspirations, father's education, work attitudes, and confidence have no significant effect on potential migrators from the state of Oklahoma.

Group Three

Hypotheses: Sex, race, place of residence, occupational aspirations, academic performance, family income, father's job, college preparation, work experience, parental aspirations, course likes, course dislikes, work attitudes, father's education, mother's education, confidence, attitude toward father's job, attitude toward father's salary, father's attitude toward his job, and father's attitude toward his salary have no significant effect on the educational aspirations of young people living in a rural county.

Group Four

Hypotheses:

Sex, race, place of residence, occupational aspirations, educational aspirations, academic performance, family income, father's job, college preparation, work experience, parental aspirations, course likes, course dislikes, work attitudes, father's education, confidence, attitude toward father's job, attitude toward father's salary, father's attitude toward his job, and father's attitude toward his salary have no significant effect on the occupational choice of young people living in a rural county.

Data Analysis and Statistical Treatment

The data from the Logan County Youth Study had been coded into three hundred fifty-four items and keypunched on IBM cards. In order to acquire a feeling for the data, since the writer was not an initial member of the research team, the researcher went back to the original questionnaires to extract the information he desired.

The statistical treatment of the data was classified as nonparametric. The Chi Square was used for the statistical analysis of the sixteen variables considered for both dependent migration variables and the 20 factors examined for educational aspirations. The degree of association for all significant Chi Squares was determined by a Contingency Coefficient C. The Mann-Whitney U test and the Kruskal-Wallis one-way analysis of variance ranks test was utilized for the statistical inquiry of the 20 variables speculated to affect occupational choice. For testing the significance of the hypothesis by the Chi Square, the Mann-Whitney U test, and the Kruskal-Wallis ranks test, the value of the test required to reject the null hypothesis was assigned the .05 level.

CHAPTER IV

Migration

Logan County

Group One
Hypotheses: Sex, race, place of residence, occupational aspirations, educational aspirations, academic performance, time lived in Logan County, family income, father's job, college preparation, occupational choice, work experience, parental aspirations, father's education, work attitudes, and confidence have no significant effect on potential migrators from Logan County.

In this thesis, sixteen variables were examined for their influence on migration from Logan County (Appendix A). Out of the sixteen variables, only four (race, occupational aspirations, father's job, and confidence) indicated significant evidence to reject the null hypothesis (Table I). Several other variables revealed trends that were not substantiated at the criterion level of confidence.

Some very interesting observations were demonstrated when each variable was scrutinized by itself. Even though sex was not a significant factor on migration from Logan County ($\chi^2 = 5.64$, $p < .10$), it can be seen, by combining the totals for replies of "staying awhile" and "leaving immediately," that 82.9 per cent of the respondents had plans to eventually leave Logan County (Table II). Close to one-third (31.5%) of the students anticipated moving from Logan County immediately upon finishing high school. There was no great variation between males

(16.0%) and females (18.0%) expecting to stay in Oklahoma.

TABLE I
FACTORS RELATING TO STUDENTS' MIGRATION
PLANS FROM LOGAN COUNTY

Variable Name	χ^2 Value	df	p	C	N
Sex	5.64	2	p<.10	.136	298
Race	10.54	2	p<.01*	.184	299
Place of Residence	2.97	4	p<.70	---	293
Occupational Aspirations	13.05	6	p<.05*	.209	285
Educational Aspirations	15.33	8	p<.10	.223	292
Academic Performance	5.78	6	p<.50	.130	296
Time Lived in Logan County	5.28	6	p<.70	---	285
Family Income	7.95	14	p<.90	---	274
Father's Job	12.91	6	p<.05*	.208	283
College Preparation	8.22	4	p<.10	.129	298
Occupational Choice	13.71	8	p<.10	.216	278
Work Experience	6.59	4	p<.20	---	277
Parental Aspirations	5.45	4	p<.30	---	201
Father's Education	2.40	6	p<.90	---	298
Work Attitudes	5.39	6	p<.50	---	293
Confidence	14.09	4	p<.01*	.212	295

*Significant to reject null hypothesis.

TABLE II
SEX AND MIGRATION PLANS FROM LOGAN COUNTY*

Migration	Male	%	Female	%	Total	%
Stay Permanently	21	16.0	30	18.0	51	17.1
Stay Awhile	77	58.8	76	45.5	153	51.4
Leave Immediately	33	25.2	61	36.5	94	31.5
Total	131	100.0	167	100.0	298	100.0

$$* \chi^2 = 5.64, df = 2, p < .10, C = .136$$

Race was found to significantly affect migration from Logan County ($\chi^2 = 10.54, p < .01$). The strength of the association as determined by a Contingency Coefficient ($C = .184$) was very weak. Negroes (98.1%) were more inclined to have plans for leaving Logan County than Whites (79.7%). Even among the "leave immediately" group, Negroes (35.8%) expected to migrate more than Whites (30.5%). Again 82.9 per cent of the students contemplated moving from Logan County (Table III).

No substantial influence was revealed for place of residence on migration from Logan County ($\chi^2 = 2.97, p < .70$). Town students (85.7%) were more prone to have plans to leave Logan County than farm (80.6%) or country (76.9%) students (Table IV). Here again, 83.3 per cent of the respondents indicated moving from Logan County.

Table V disclosed the significant relationship between occupational aspirations and migration from Logan County ($\chi^2 = 13.05, p < .05$). The

TABLE III
RACE AND MIGRATION PLANS FROM LOGAN COUNTY*

Migration	Negroes	%	Whites	%	Total	%
Stay Permanently	1	1.9	50	20.3	51	17.1
Stay Awhile	33	62.3	121	49.2	154	51.5
Leave Immediately	19	35.8	75	30.5	94	31.4
Total	53	100.0	246	100.0	299	100.0

* $\chi^2 = 10.54$, $df = 2$, $p < .01$, $C = .184$

TABLE IV
PLACE OF RESIDENCE AND MIGRATION
PLANS FROM LOGAN COUNTY*

Migration	Farm	%	Country	%	Town	%	Total	%
Stay Permanently	14	19.4	9	23.1	26	14.3	49	16.7
Stay Awhile	38	52.8	17	43.6	95	52.2	150	51.2
Leave Immediately	20	27.8	13	33.3	61	33.5	94	32.1
Total	72	100.0	39	100.0	182	100.0	293	100.0

* $\chi^2 = 2.97$, $df = 4$, $p < .70$

strength of the association was weak ($C = .209$). Persons with high (13.6%) or medium (13.5%) occupational aspirations were less likely to stay in Logan County than respondents with very high (21.4%) or low and

TABLE V
OCCUPATIONAL ASPIRATIONS AND MIGRATION PLANS
FROM LOGAN COUNTY*

Migration	Very High	%	High	%	Medium	%	Low and Very Low	%	Total	%
Stay Permanently	6	21.4	17	13.6	13	13.5	11	30.6	47	16.5
Stay Awhile	10	35.7	75	60.0	50	52.1	13	36.1	148	51.9
Leave Immediately	12	42.9	33	26.4	33	34.4	12	33.3	90	31.6
Total	28	100.0	125	100.0	96	100.0	36	100.0	285	100.0

* $\chi^2 = 13.05$, $df = 6$, $p < .05$, $C = .209$

very low (30.6%) occupational aspirations. Students with very high occupational aspirations (42.9%) were migrating immediately from Logan County more than any other group. As previously, there was a high proportion (83.5%) of the respondents who hoped to leave Logan County some time in the future.

The effect of educational aspirations on migration from Logan County was not substantial $\chi^2 = 15.33$, $p < .10$. A Contingency Coefficient ($C = .223$) implied a weak correlation between educational aspirations and migration from Logan County. Respondents who aspired to professional training (92.9%) manifested a higher percentage of migration plans than any other category (college 83.9%, vocational 71.4%, business 76.7%, and high school 62.5%). High school aspirers (37.5%) were more apt to be leaving Logan County immediately after high school

than business (23.3%), vocational (33.3%), college (31.0%), or professional (32.9%) aspirers (Table VI). The total percentage of students who planned to eventually leave Logan County was again very high (83.2%).

Academic performance had no meaningful mutuality with migration from Logan County ($x^2 = 5.78$, $p < .50$). However, the data suggested a trend. As grades decreased, the percentage for each grade planning to stay permanently increased (A - 10.0%, B - 14.6%, C - 21.9%, and D and F - 25.0%). It can be stated that these results implied that persons making higher grades anticipated leaving Logan County more than those making low grades (Table VII). A majority (82.8%) of the students expected to migrate from Logan County in the future.

The influence of time lived in Logan County on migration from Logan County was not important ($x^2 = 5.28$, $p < .70$). People who had lived in Logan County ten years (92.0%) had a greater likelihood of migrating than the others (5 years - 88.6%, 15 years - 78.7%, and 20 years - 80.3%). Again a high magnitude of the students (82.1%) intended leaving Logan County some day (Table VIII).

Migration from Logan County was not essentially connected to family income ($x^2 = 7.95$, $p < .90$). Children whose parents made 7000 dollars (90.3%) had a greater tendency to have migration plans than any other level of income. A total of 81.7 per cent of the young people predicted moving from Logan County (Table IX).

Father's job significantly affected migration from Logan County ($x^2 = 12.91$, $p < .05$). The relationship between the two variables was a weak one ($C = .208$). Students whose fathers' job was unskilled, machine operator, or skilled (86.8%) were the most prone to have

TABLE VI

EDUCATIONAL ASPIRATIONS AND MIGRATION PLANS FROM LOGAN COUNTY*

Migration	High School	%	Business School	%	Vocational School	%	College	%	Professional	%	Total	%
Stay Permanently	6	37.5	7	23.3	6	28.6	25	16.1	5	7.1	49	16.8
Stay Awhile	4	25.0	16	53.4	8	38.1	82	52.9	42	60.0	152	52.1
Leave Immediately	6	37.5	7	23.3	7	33.3	48	31.0	23	32.9	91	31.1
Total	16	100.0	30	100.0	21	100.0	155	100.0	70	100.0	292	100.0

* $\chi^2 = 15.33$, $df = 8$, $p < .10$, $C = .223$

TABLE VII
ACADEMIC PERFORMANCE AND MIGRATION PLANS
FROM LOGAN COUNTY*

Migration	A	%	B	%	C	%	D and F	%	Total	%
Stay Permanently	4	10.0	19	14.6	25	21.9	3	25.0	51	17.2
Stay Awhile	24	60.0	70	53.9	53	46.5	7	58.3	154	52.0
Leave Immediately	12	30.0	41	31.5	36	31.6	2	16.7	91	30.8
Total	40	100.0	130	100.0	114	100.0	12	100.0	296	100.0

* $\chi^2 = 5.78$, $df = 6$, $p < .50$, $C = .130$

TABLE VIII
TIME LIVED IN LOGAN COUNTY AND MIGRATION
PLANS FROM LOGAN COUNTY*

Migration	5 Years	%	10 Years	%	15 Years	%	20 Years	%	Total	%
Stay Permanently	5	11.4	2	8.0	19	21.3	25	19.7	51	17.9
Stay Awhile	21	47.7	14	56.0	45	50.6	64	50.4	144	50.5
Leave Immediately	18	40.9	9	36.0	25	28.1	38	29.9	90	31.6
Total	44	100.0	25	100.0	89	100.0	127	100.0	285	100.0

* $\chi^2 = 5.28$, $df = 6$, $p < .70$

TABLE IX
FAMILY INCOME AND MIGRATION PLANS FROM LOGAN COUNTY*

Migra- tion	0 to 3000	%	4000	%	5000	%	6000	%	7000	%	8000	%	9000	%	10,000	%	Total	%
Stay Per- manently	8	22.2	5	23.8	7	19.0	7	20.6	3	9.7	5	15.6	4	16.0	11	19.0	50	18.3
Stay Awhile	18	50.0	9	42.9	15	40.5	17	50.0	20	64.5	13	40.6	13	52.0	31	53.4	136	49.6
Leave Immediately	10	27.8	7	33.3	15	40.5	10	29.4	8	25.8	14	43.8	8	32.0	16	27.6	88	32.1
Total	36	100.0	21	100.0	37	100.0	34	100.0	31	100.0	32	100.0	25	100.0	58	100.0	274	100.0

* $\chi^2 = 7.95$, $df = 14$, $p < .90$

migration plans, followed by technical and professionals' children (85.1%), farm and business managers' children (81.0%) and office workers' and salesmen's children (71.4%) last. The distribution of respondents who contemplated leaving Logan County in the future was 83.7 per cent (Table X).

TABLE X
FATHER'S JOB AND MIGRATION PLANS
FROM LOGAN COUNTY*

Migra- tion	Unskilled, Machine Operator, and Skilled	%	Office and Sales- man	%	Farm and Busi- ness Mgr.	%	Tech- nical and Profes- sional	%	Total	%
Stay Permanently	18	13.2	6	28.6	15	19.0	7	14.9	46	16.3
Stay Awhile	66	48.5	9	42.8	50	63.3	23	48.9	148	52.3
Leave Immediately	52	38.3	6	28.6	14	17.7	17	36.2	89	31.4
Total	136	100.0	21	100.0	79	100.0	47	100.0	283	100.0

* $\chi^2 = 12.91$, $df = 6$, $p < .05$, $C = .208$

College preparation and migration from Logan County were not substantially related ($\chi^2 = 8.22$, $p < .10$). A Contingency Coefficient exposed a very weak association ($C = .129$) between the variables (Table XI). However, the analysis of the data identified that as college preparation increased, the proportion of students staying permanently decreased

(low - 25.6%, medium - 13.7%, and high - 13.3%). Looking at each level of college preparation for the migration category of "staying awhile," the same results were observed (low - 48.8%, medium - 51.3%, and high - 66.7%). When each level of college preparation was compared with its immediate plans, another picture was denoted. Here, students with medium college preparations (35.0%) had the highest percentage of plans to migrate from Logan County with low preparations (25.6%) next, and high preparations (20.0%) last. As before, a high ratio of the young people expected to leave Logan County (82.9%).

TABLE XI
COLLEGE PREPARATION AND MIGRATION
PLANS FROM LOGAN COUNTY*

Migration	Low	%	Medium	%	High	%	Total	%
Stay Permanently	22	25.6	27	13.7	2	13.3	51	17.1
Stay Awhile	42	48.8	101	51.3	10	66.7	153	51.3
Leave Immediately	22	25.6	69	35.0	3	20.0	94	31.6
Total	86	100.0	197	100.0	15	100.0	298	100.0

* $\chi^2 = 8.22$, $df = 4$, $p < .10$, $C = .129$

The consequence of students' occupational choice was not important on migration from Logan County ($\chi^2 = 13.71$, $p < .10$), although a weak mutuality was determined between the variables ($C = .216$). Except for

those that had very high occupational choices, as the status of the occupational choice increased, plans to leave Logan County increased (very high - 69.2%, high - 90.6%, medium - 83.5%, low - 75.0%, and very low - 69.2%). There was no definite picture which held when each occupational choice was compared with migration plans of "staying awhile" and "leaving immediately." It should be noted, however, that those with very low occupational choices (34.6%) were the highest with immediate plans for migration from Logan County after high school (Table XII). There was a great preponderance of people planning to ultimately move from Logan County (83.1%).

The data on work experience divulged no meaningful association between it and migration from Logan County ($x^2 = 6.59$, $p < .20$). Young people that had manual work experience (20.2%) were more inclined to stay permanently in Logan County than students with unskilled (15.5%) or semiskilled and skilled (11.8%) work experience (Table XIII). The group with the largest proportion of plans to immediately migrate from Logan County was the unskilled work experience set (38.1%). A majority of the students anticipated leaving Logan County some time in the future (83.0%).

The analysis of the influence of parental aspirations on migration from Logan County found no essential linkage ($x^2 = 5.45$, $p < .30$) interspersing the two factors. Students who had parents with very high and high aspirations (86.1%) were the greatest potential migrators (medium - 77.0%, low and very low - 76.9%). The same observation was found when each level of parental aspirations was examined for the migration category of "staying awhile." However, when each level of parental aspirations was investigated for immediate migration, the data showed

TABLE XII

OCCUPATIONAL CHOICE AND MIGRATION PLANS FROM LOGAN COUNTY*

Migration	Very High	%	High	%	Medium	%	Low	%	Very Low	%	Total	%
Stay Permanently	4	30.8	10	9.4	16	16.5	9	25.0	8	30.8	47	16.9
Stay Awhile	5	38.4	64	60.4	48	49.5	18	50.0	9	34.6	144	51.8
Leave Immediately	4	30.8	32	30.2	33	34.0	9	25.0	9	34.6	87	31.3
Total	13	100.0	106	100.0	97	100.0	36	100.0	26	100.0	278	100.0

* $\chi^2 = 13.71$, $df = 8$, $p < .10$, $C = .216$

TABLE XIII
 WORK EXPERIENCE AND MIGRATION PLANS
 FROM LOGAN COUNTY*

Migration	Un- skilled	%	Manual	%	Semiskilled and Skilled	%	Total	%
Stay Permanently	15	15.5	26	20.2	6	11.8	47	17.0
Stay Awhile	45	46.4	72	55.8	27	52.9	144	52.0
Leave Immediately	37	38.1	31	24.0	18	35.3	86	31.0
Total	97	100.0	129	100.0	51	100.0	277	100.0

* $\chi^2 = 6.59$, $df = 4$, $p < .20$

that the low and very low parental aspirations group had the highest migration proportion (42.3%) followed by medium (31.1%) with very high and high (29.7%) parental aspirations last (Table XIV). A large percentage (81.6%) of the respondents had determined to leave Logan County in the future.

No substantial mutuality was established between father's education and migration from Logan County ($\chi^2 = 2.40$, $p < .90$). The group less likely to stay in Logan County was children of college educated fathers (14.3%) with the grade school (17.3%) group next followed by the high school (17.5%) and post-graduate (19.1%) groups. Respondents of grade school educated fathers (37.0%) were the most prone to be immediately moving from Logan County (Table XV). A high percentage of the students (82.9%) were planning to eventually migrate from Logan County.

TABLE XIV
PARENTAL ASPIRATIONS AND MIGRATION
PLANS FROM LOGAN COUNTY*

Migration	Very High and High	%	Medium	%	Low and Very Low	%	Total	%
Stay Permanently	14	13.9	17	23.0	6	23.1	37	18.4
Stay Awhile	57	56.4	34	45.9	9	34.6	100	49.8
Leave Immediately	30	29.7	23	31.1	11	42.3	64	31.8
Total	101	100.0	74	100.0	26	100.0	201	100.0

* $\chi^2 = 5.45$, $df = 4$, $p < .30$

TABLE XV
FATHER'S EDUCATION AND MIGRATION
PLANS FROM LOGAN COUNTY*

Migration	Grade School	%	High School	%	College	%	Post-Grad.	%	Total	%
Stay Permanently	14	17.3	27	17.5	6	14.3	4	19.1	51	17.1
Stay Awhile	37	45.7	84	54.6	23	54.8	10	47.6	154	51.7
Leave Immediately	30	37.0	43	27.9	13	30.9	7	33.3	93	31.2
Total	81	100.0	154	100.0	42	100.0	21	100.0	298	100.0

* $\chi^2 = 2.40$, $df = 6$, $p < .90$

Work attitudes were not essentially correlated to migration from Logan County ($x^2 = 5.39, p < .50$). Students with the work attitudes of won't, hate to, and prefer not to work (35.7%) had the greatest plans for staying in Logan County permanently. No other clear pattern was observed between the two variables (Table XVI). Again, there was a high ratio (82.6%) of the young people who were certainly planning to leave Logan County some day.

TABLE XVI
WORK ATTITUDES AND MIGRATION
PLANS FROM LOGAN COUNTY*

Migration	Won't, Hate to, Prefer not to Work	%	Don't Mind to Work	%	Prefer to Work	%	Happy to Work	%	Total	%
Stay Permanently	5	35.7	20	17.1	9	15.0	17	16.7	51	17.4
Stay Awhile	6	42.9	55	47.0	35	58.3	57	55.9	153	52.2
Leave Immediately	3	21.4	42	35.9	16	26.7	28	27.4	89	30.4
Total	14	100.0	117	100.0	60	100.0	102	100.0	293	100.0

* $x^2 = 5.39, df = 6, p < .50$

Confidence significantly affected students' plans for migration from Logan County ($x^2 = 14.09, p < .01$). Although the association interweaving the two variables was a weak one ($C = .212$), a definite trend

was indicated. As the degree of confidence increased, the ratio of students planning to migrate from Logan County also increased (very and somewhat doubtful - 57.9%, fairly sure - 80.5%, and very sure - 88.6%). However, the highest group with immediate plans to move from Logan County was the students who were fairly sure about succeeding in their post-high school plans (34.0%). A majority (82.7%) of the respondents had decided to leave Logan County some time (Table XVII).

TABLE XVII
CONFIDENCE AND MIGRATION PLANS FROM LOGAN COUNTY*

Migration	Very Sure	%	Fairly Sure	%	Some- what and Very Doubtful	%	Total	%
Stay Permanently	15	11.4	28	19.5	8	42.1	51	17.3
Stay Awhile	78	59.1	67	46.5	6	31.6	151	51.2
Leave Immediately	39	29.5	49	34.0	5	26.3	93	31.5
Total	132	100.0	144	100.0	19	100.0	295	100.0

* $\chi^2 = 14.09$, $df = 4$, $p < .01$, $C = .212$

State of Oklahoma

Group Two
Hypotheses: Sex, race, place of residence, occupational aspirations, educational aspirations, academic performance, time lived in Logan County, family

income, father's job, college preparation, occupational choice, work experience, parental aspirations, father's education, work attitudes, and confidence have no significant effect on potential migrators from the state of Oklahoma.

In this study, sixteen variables were examined for their influence on migration from the state of Oklahoma (Appendix A). Out of the sixteen variables only four (race, place of residence, father's job, and father's education) indicated significant evidence to reject the null hypothesis (Table XVIII). Several other variables revealed patterns that were not substantiated at the criterion level of confidence.

Some very interesting observations were exposed when each variable was inspected by itself. Sex was not a substantial factor on migration from Oklahoma ($x^2 = 1.24$, $p < .70$). Males (60.7%) had a greater tendency to plan for migration from Oklahoma than females (57.9%). Males (13.3%) were also more apt to be planning to immediately leave Oklahoma than females (9.4%). Over half (59.1%) of all the respondents revealed plans to eventually move from Oklahoma (Table XIX).

Race significantly affected plans for potential migration from the state of Oklahoma ($x^2 = 33.86$, $p < .001$). The strength of the relationship was fairly strong ($C = .315$). Negroes (96.0%) were certainly planning to migrate from Oklahoma more than Whites (52.0%). Sixteen per cent of the Negroes had plans for immediate migration from Oklahoma after high school as compared to 10.2 per cent for Whites (Table XX). Only 40.9 per cent of the students implied that they would stay in Oklahoma permanently.

The relationship between place of residence and potential migration from Oklahoma was substantiated ($x^2 = 13.30$, $p < .01$) even though

TABLE XVIII

FACTORS RELATING TO STUDENTS' MIGRATION PLANS
FROM THE STATE OF OKLAHOMA

Variable Name	χ^2 Value	df	p	C	N
Sex	1.24	2	p<.70	---	306
Race	33.86	2	p<.001*	.315	306
Place of Residence	13.30	4	p<.01*	.205	304
Occupational Aspirations	8.52	6	p<.30	---	293
Educational Aspirations	10.57	8	p<.30	---	294
Academic Performance	7.30	6	p<.30	---	303
Time Lived in Logan County	3.70	6	p<.80	---	292
Family Income	12.86	8	p<.20	.213	282
Father's Job	18.30	8	p<.02*	.241	293
College Preparation	8.70	4	p<.10	.166	306
Occupational Choice	10.62	6	p<.20	.188	287
Work Experience	6.09	4	p<.20	---	285
Parental Aspirations	8.85	4	p<.10	.203	205
Father's Education	17.24	6	p<.01*	.232	306
Work Attitudes	6.06	6	p<.50	---	303
Confidence	5.15	4	p<.30	---	313

*Significant to reject null hypothesis

TABLE XIX
SEX AND MIGRATION PLANS FROM OKLAHOMA*

Migration	Male	%	Female	%	Total	%
Stay Permanently	53	39.3	72	42.1	125	40.9
Stay Awhile	64	47.4	83	48.5	147	48.0
Leave Immediately	18	13.3	16	9.4	34	11.1
Total	135	100.0	171	100.0	306	100.0

* $\chi^2 = 1.24$, $df = 2$, $p < .70$

TABLE XX
RACE AND MIGRATION PLANS FROM OKLAHOMA*

Migration	Negroes	%	Whites	%	Total	%
Stay Permanently	2	4.0	123	48.0	125	40.9
Stay Awhile	40	80.0	107	41.8	147	48.0
Leave Immediately	8	16.0	26	10.2	34	11.1
Total	50	100.0	256	100.0	306	100.0

* $\chi^2 = 33.86$, $df = 2$, $p < .001$, $C = .315$

the strength of the association was weak ($C = .205$). The same pattern held for each migration category. As place of residence increased from farm to town, the proportion of potential migrators from Oklahoma

increased (farm - 43.6%, country, not farm - 51.3%, and town - 66.7%). Over half of the farm students (56.4%) planned to stay in Oklahoma permanently as compared to 48.7 per cent for students living in the country, but not on farms and only 33.3 per cent for town children (Table XXI). More than half of the young people (58.9%) ultimately planned to move from Oklahoma; of that 58.9 per cent, 10.5 per cent planned to migrate immediately after they finished high school.

TABLE XXI
PLACE OF RESIDENCE AND MIGRATION
PLANS FROM OKLAHOMA*

Migration	Farm	%	Country	%	Town	%	Total	%
Stay Permanently	44	56.4	18	48.7	63	33.3	125	41.1
Stay Awhile	28	35.9	15	40.5	104	55.0	147	48.4
Leave Immediately	6	7.7	4	10.8	22	11.7	32	10.5
Total	78	100.0	37	100.0	189	100.0	304	100.0

* $\chi^2 = 13.30$, $df = 4$, $p < .01$, $C = .205$

There was no meaningful correlation intervening occupational aspirations and potential migration from Oklahoma ($\chi^2 = 8.52$, $p < .30$). Students with low and very low occupational aspirations (52.5%) were more likely to stay in Oklahoma permanently than any other student (medium - 39.4%, high - 38.3%, and very high - 38.5%). Very

high occupational aspirations (23.0%) increased plans for potential immediate migration from Oklahoma after high school (high - 8.3%, medium - 12.7%, and low and very low - 7.5%). Over half (59.4%) of all the students had decided to move from Oklahoma some day (Table XXII).

TABLE XXII
OCCUPATIONAL ASPIRATIONS AND MIGRATION
PLANS FROM OKLAHOMA*

Migration	Very High	%	High	%	Medium	%	Low and Very Low	%	Total	%
Stay Permanently	10	38.5	51	38.3	37	39.4	21	52.5	119	40.6
Stay Awhile	10	38.5	71	53.4	45	47.9	16	40.0	142	48.5
Leave Immediately	6	23.0	11	8.3	12	12.7	3	7.5	32	10.9
Total	26	100.0	133	100.0	94	100.0	40	100.0	293	100.0

* $\chi^2 = 8.52$, $df = 6$, $p < .30$

The influence of educational aspirations on migration from Oklahoma was not essential ($\chi^2 = 10.57$, $p < .30$). However, low educational aspirations increased the probability of respondents remaining in Oklahoma (high school - 53.0%, business - 51.9%, vocational - 50.0%, college - 38.6%, and professional - 38.2%). It should also be noted that

students with high school aspirations (23.5%) were the most inclined to have immediate migration plans from Oklahoma after high school (Table XXIII). Only 41.5 per cent of the young people implied that they would stay in Oklahoma permanently.

Academic performance had no significant mutuality with migration from Oklahoma ($x^2 = 7.30, p < .30$). No definite trends were established, but several interesting results were observed. Individuals making A's (46.2%) were more prone to stay in Oklahoma than any other group (B - 39.3%, C - 43.0%, and D and F - 26.7%). The D and F group (73.3%) had the highest tendency to plan migration from Oklahoma of all groups (A - 53.8%, B - 60.7%, and C - 57.0%). Less than one half of the people (40.9%) anticipated staying in Oklahoma forever (Table XXIV).

The effect of time lived in Logan County was not correlated with potential migration from the state of Oklahoma ($x^2 = 3.70, p < .80$). Those who had lived in Oklahoma longest (45.3%) considered staying in Oklahoma more than the other people (5 years - 34.1%, 10 years - 39.3%, and 15 years - 39.1%). The category with the greatest immediate plans for migration from Oklahoma was students who had lived in Logan County for 15 years (13.1%). Over half of the students (58.9%) were eventually leaving Oklahoma, with 9.9 per cent of those moving immediately upon finishing high school (Table XXV).

Migration from the state of Oklahoma was not essentially connected to family income ($x^2 = 12.86, p < .20$) even though a weak association was denoted ($C = .213$). There was absolutely no clear picture identified (Table XXVI). Children of parents from the highest income bracket (51.6%) planned to stay in Oklahoma more than any of the other children. The students most apt to migrate from Oklahoma were from the 8000 and

TABLE XXIII

EDUCATIONAL ASPIRATIONS AND MIGRATION PLANS FROM OKLAHOMA*

Migration	High School	%	Business School	%	Vocational School	%	College	%	Professional	%	Total	%
Stay Permanently	9	53.0	14	51.9	12	50.0	61	38.6	26	38.2	122	41.5
Stay Awhile	4	23.5	11	40.7	8	33.3	83	52.5	34	50.0	140	47.6
Leave Immediately	4	23.5	2	7.4	4	16.7	14	8.9	8	11.8	32	10.9
Total	17	100.0	27	100.0	24	100.0	158	100.0	68	100.0	294	100.0

* $\chi^2 = 10.57$, $df = 8$, $p < .30$

TABLE XXIV
ACADEMIC PERFORMANCE AND MIGRATION
PLANS FROM OKLAHOMA*

Migration	A	%	B	%	C	%	D and F	%	Total	%
Stay Permanently	18	46.2	53	39.3	49	43.0	4	26.7	124	40.9
Stay Awhile	19	48.7	70	51.8	47	41.2	9	60.0	145	47.9
Leave Immediately	2	5.1	12	8.9	18	15.8	2	13.3	34	11.2
Total	39	100.0	135	100.0	114	100.0	15	100.0	303	100.0

* $\chi^2 = 7.30$, $df = 6$, $p < .30$

TABLE XXV
TIME LIVED IN LOGAN COUNTY AND MIGRATION
PLANS FROM OKLAHOMA*

Migration	5 Years	%	10 Years	%	15 Years	%	20 Years	%	Total	%
Stay Permanently	15	34.1	11	39.3	36	39.1	58	45.3	120	41.1
Stay Awhile	26	59.1	15	53.6	44	47.8	58	45.3	143	49.0
Leave Immediately	3	6.8	2	7.1	12	13.1	12	9.4	29	9.9
Total	44	100.0	28	100.0	92	100.0	128	100.0	292	100.0

* $\chi^2 = 3.70$, $df = 6$, $p < .80$

TABLE XXVI
FAMILY INCOME AND MIGRATION PLANS FROM OKLAHOMA*

Migration	0 to 3000	%	4000 and 5000	%	6000 and 7000	%	8000 and 9000	%	10,000	%	Total	%
Stay Permanently	14	40.0	26	44.1	26	38.3	16	27.6	32	51.6	114	40.4
Stay Awhile	16	45.7	23	39.0	36	52.9	37	63.8	24	38.7	136	48.2
Leave Immediately	5	14.3	10	16.9	6	8.8	5	8.6	6	9.7	32	11.4
Total	35	100.0	59	100.0	68	100.0	58	100.0	62	100.0	282	100.0

* $\chi^2 = 12.86$, $df = 8$, $p < .20$, $C = .213$

9000 dollar family income category (72.4%). The 4000 and 5000 dollar family income level (16.9%) was the largest group of students with immediate plans to migrate after high school. A large number of the respondents expected to move from Oklahoma in the future (59.6%).

Father's job significantly affected potential plans for migration from Oklahoma ($x^2 = 18.03$, $p < .02$). The relationship between the two variables was weak ($C = .241$). Except for the technical and professional category, as the status of father's job increased plans to stay in Oklahoma increased (unskilled and machine operator - 31.0%, skilled - 34.6%, office and salesman - 38.1%, farm and business manager - 58.3%, and technical and professional - 30.8%). The opposite ends of the status scale were the most inclined to migrate from Oklahoma (unskilled and machine operator - 69.0% and technical and professional - 69.2%). Students of fathers in the lower status jobs were more prepared to leave Oklahoma immediately after high school than students of fathers in the higher status jobs (unskilled and machine operator - 13.8%, skilled - 12.8%, office and salesman - 14.3%, farm and business managers - 7.1%, and technical and professional - 7.7%). Only 40.3 per cent of the young people planned on living in Oklahoma permanently (Table XXVII).

College preparation and migration from Oklahoma were not substantially related ($x^2 = 8.70$, $p < .10$). A Contingency Coefficient exposed a very weak association ($C = .166$) between the variables (Table XXVIII). Low college preparation (49.5%) apparently increased the possibility of staying in Oklahoma permanently, while medium (36.5%) and high (37.5%) college preparation increased plans for migration. Low college preparation (15.0%) also seemed to influence the immediate

TABLE XXVII

FATHER'S JOB AND MIGRATION PLANS FROM OKLAHOMA*

Migration	Un- skilled and Machine Operator	%	Skilled	%	Office and Salesman	%	Farm and Business Manager	%	Technical and Profes- sional	%	Total	%
Stay Permanently	18	31.0	27	34.6	8	38.1	49	58.3	16	30.8	118	40.3
Stay Awhile	32	55.2	41	52.6	10	47.6	29	34.6	32	61.5	144	49.1
Leave Immediately	8	13.8	10	12.8	3	14.3	6	7.1	4	7.7	31	10.6
Total	58	100.0	78	100.0	21	100.0	84	100.0	52	100.0	293	100.0

* $\chi^2 = 18.30$, $df = 8$, $p < .02$, $C = .241$

migration plans of students (medium - 9.7%, and high - 12.5%). Less than half (40.5%) of the respondents were not planning to leave Oklahoma some day.

TABLE XXVIII
COLLEGE PREPARATION AND MIGRATION
PLANS FROM OKLAHOMA*

Migration	Low	%	Medium	%	High	%	Total	%
Stay Permanently	46	49.5	72	36.5	6	37.5	124	40.5
Stay Awhile	33	35.5	106	53.8	8	50.0	147	48.1
Leave Immediately	14	15.0	19	9.7	2	12.5	35	11.4
Total	93	100.0	197	100.0	16	100.0	306	100.0

* $\chi^2 = 8.70$, $df = 4$, $p < .10$, $C = .166$

The consequence of students' occupational choice was not important on potential migration from Oklahoma ($\chi^2 = 10.62$, $p < .20$), although a very weak linkage was determined between the variables ($C = .188$). The opposite ends of the occupational choice scale were more likely to stay permanently in Oklahoma (very high - 54.5%, low and very low - 52.1%), with the categories in between contemplating more on migration from Oklahoma (high - 36.0%, and medium - 38.3%). Students with very high occupational choices (18.2%) were more prone to be leaving Oklahoma immediately after high school than any other group (high - 7.2%, medium

- 14.9%, and low and very low - 11.3%). A majority (58.5%) of the students foresaw plans for moving from Oklahoma some time (Table XXIX).

TABLE XXIX
OCCUPATIONAL CHOICE AND MIGRATION
PLANS FROM OKLAHOMA*

Migration	Very High	%	High	%	Medium	%	Low and Very Low	%	Total	%
Stay Permanently	6	54.5	40	36.0	36	38.3	37	52.1	119	41.5
Stay Awhile	3	27.3	63	56.8	44	46.8	26	36.6	136	47.4
Leave Immediately	2	18.2	8	7.2	14	14.9	8	11.3	32	11.1
Total	11	100.0	111	100.0	94	100.0	71	100.0	287	100.0

* $\chi^2 = 10.62$, $df = 6$, $p < .20$, $C = .188$

The analysis of work experience divulged no meaningful linkage between it and migration from Oklahoma ($\chi^2 = 6.09$, $p < .20$). Respondents with manual work experience (52.6%) were less inclined to migrate from Oklahoma than other respondents (unskilled - 61.5%, and semiskilled and skilled - 67.9%). Individuals with unskilled work experience (12.5%) had the highest plans for immediate migration from Oklahoma (Table XXX). Over half (58.6%) of the students were ultimately moving from Oklahoma.

No substantial mutuality was indicated between parental aspirations and potential migration from Oklahoma ($\chi^2 = 8.85$, $p < .10$), although a weak correlation ($C = .203$) was manifested. Low parental aspirations

TABLE XXX
 WORK EXPERIENCE AND MIGRATION
 PLANS FROM OKLAHOMA*

Migration	Un- skilled	%	Manual	%	Semi- skilled and Skilled	%	Total	%
Stay Permanently	37	38.5	63	47.4	18	32.1	118	41.4
Stay Awhile	47	49.0	57	42.9	34	60.7	138	48.4
Leave Immediately	12	12.5	13	9.7	4	7.2	29	10.2
Total	96	100.0	133	100.0	56	100.0	285	100.0

* $\chi^2 = 6.09$, $df = 4$, $p < .20$

(50.0%) influenced students to stay in Oklahoma permanently more than other levels of parental aspirations (very high and high - 40.2%, and medium - 39.7%). Young people whose parents had medium aspirations for their children tended to have the greatest plans for immediate migration from Oklahoma (20.6%). Only 41.5 per cent of the respondents were going to stay in Oklahoma to live (Table XXXI).

Father's education significantly affected plans for potential migration from the state of Oklahoma ($\chi^2 = 17.24$, $p < .01$). However, the strength of the relationship was weak ($C = .232$). Students whose fathers had a post-graduate education (80.0%) were planning to move from Oklahoma more than any of the other students (grade school - 70.0%, high school - 50.9%, and college - 62.2%). Respondents whose fathers had a grade school education (18.7%) were expecting to immediately

TABLE XXXI
 PARENTAL ASPIRATIONS AND MIGRATION
 PLANS FROM OKLAHOMA*

Migration	Very High and High	%	Medium	%	Low and Very Low	%	Total	%
Stay Permanently	41	40.2	29	39.7	15	50.0	85	41.5
Stay Awhile	52	51.0	29	39.7	14	46.7	95	46.3
Leave Immediately	9	8.8	15	20.6	1	3.3	25	12.2
Total	102	100.0	73	100.0	30	100.0	205	100.0

* $\chi^2 = 8.85$, $df = 4$, $p < .10$, $C = .203$

migrate from Oklahoma, after high school, more than any other persons (high school - 8.7%, college - 11.1%, and post-graduate - 5.0%). Less than half (40.5%) of the sample had decided to stay in Oklahoma permanently (Table XXXII).

Work attitudes were not essentially correlated to potential migration from Oklahoma ($\chi^2 = 6.06$, $p < .50$). No clear pattern was disclosed from the data in Table XXXIII. Students with won't work, hate to work, and prefer not to work attitudes (60.0%) had the highest ratio of plans to remain in Oklahoma permanently. Respondents with happy to work attitudes (13.1%) were the most likely to immediately migrate from Oklahoma after high school. A majority (59.1%) of the students revealed intentions of leaving Oklahoma in the future.

Confidence and migration from the state of Oklahoma were not

TABLE XXXII
FATHER'S EDUCATION AND MIGRATION
PLANS FROM OKLAHOMA*

Migration	Grade School	%	High School	%	College	%	Post- Grad- uate	%	Total	%
Stay Permanently	24	30.0	79	49.1	17	37.8	4	20.0	124	40.5
Stay Awhile	41	51.3	68	42.2	23	51.1	15	75.0	147	48.0
Leave Immediately	15	18.7	14	8.7	5	11.1	1	5.0	35	11.5
Total	80	100.0	161	100.0	45	100.0	20	100.0	306	100.0

* $\chi^2 = 17.24$, $df = 6$, $p < .01$, $C = .232$

TABLE XXXIII
WORK ATTITUDES AND MIGRATION
PLANS FROM OKLAHOMA*

Migration	Won't, Hate to, Prefer not to Work	%	Don't Mind to Work	%	Prefer to Work	%	Happy to Work	%	Total	%
Stay Permanently	9	60.0	45	36.9	27	45.8	43	40.2	124	40.9
Stay Awhile	5	33.3	62	50.8	29	49.2	50	46.7	146	48.2
Leave Immediately	1	6.7	15	12.3	3	5.0	14	13.1	33	10.9
Total	15	100.0	122	100.0	59	100.0	107	100.0	303	100.0

* $\chi^2 = 6.06$, $df = 6$, $p < .50$

substantially associated ($\chi^2 = 5.15, p < .30$). However, as the degree of confidence increased, the percentage of students remaining in Oklahoma permanently decreased (somewhat and very doubtful - 56.0%, fairly sure - 44.4%, and very sure - 37.8%). The less confident individuals were planning to migrate immediately from Oklahoma more than the more confident individuals (somewhat and very doubtful - 16.0%, fairly sure - 9.8%, and very sure - 11.1%). Only 42.5 per cent of the students were planning to stay in Oklahoma to live (Table XXXIV).

TABLE XXXIV
CONFIDENCE AND MIGRATION PLANS FROM OKLAHOMA*

Migration	Very Sure	%	Fairly Sure	%	Somewhat and Very Doubtful	%	Total	%
Stay Permanently	51	37.8	68	44.4	14	56.0	133	42.5
Stay Awhile	69	51.1	70	45.8	7	28.0	146	46.6
Leave Immediately	15	11.1	15	9.8	4	16.0	34	10.9
Total	135	100.0	153	100.0	25	100.0	313	100.0

* $\chi^2 = 5.15, df = 4, p < .30$

SUMMARY

Logan County

In this thesis, sixteen variables were examined for their effect on migration from Logan County (Appendix A). Out of the sixteen variables, only four provided significant evidence to reject the null hypothesis, these being: race ($x^2 = 10.54$, $p < .01$), occupational aspirations ($x^2 = 13.05$, $p < .05$), father's job ($x^2 = 12.91$, $p < .05$), and confidence ($x^2 = 14.09$, $p < .01$). Looking at each significant variable separately, several conclusions can be made. First, Negroes (98.1%) were more likely to migrate from Logan County than Whites (79.7%). Second, students with high (13.6%) and medium (13.5%) occupational aspirations were less inclined to stay in Logan County than students with very high (21.4%) or low and very low (30.6%) occupational aspirations. Third, 42.9 per cent of the students with very high occupational aspirations planned to move from Logan County immediately after high school. Fourth, children whose fathers' job was technical and professional (85.1%) or unskilled, machine operator, and skilled (86.8%) were more prone to leave Logan County than the other students. Fifth, as the degree of confidence increased, the proportion of students planning to migrate from Logan County also increased (very and somewhat doubtful - 57.9%, fairly sure - 80.5%, and very sure - 88.6%). Taking an average for all sixteen variables, it was determined that 17.2 per cent of the students planned to stay permanently in Logan County with 51.4 per cent planning to stay awhile, and 31.4 per cent planning to leave Logan County immediately after high school. Combining the last two categories to obtain the total potential migration

from Logan County for this particular group of students, the proportion of 82.8 per cent was calculated. This implied that Logan County would continue to have a high migration rate in the future.

State of Oklahoma

This study investigated the influence of sixteen variables on potential migration from the state of Oklahoma (see Appendix A). Out of the sixteen variables, only four indicated significant evidence to reject the null hypothesis, these being: race ($x^2 = 33.85$, $p < .001$), place of residence ($x^2 = 13.30$, $p < .01$), father's job ($x^2 = 18.30$, $p < .02$), and father's education ($x^2 = 17.24$, $p < .01$). Looking at each significant variable separately, several conclusions can be made. First, Negroes (96.0%) were definitely planning to migrate from Oklahoma more than Whites (52.0%). Second, as place of residence increased from farm to town, the percentage of potential migrators from Oklahoma increased (farm - 43.6%, country, but not farm - 51.3%, and town - 66.7%). Third, except for the technical and professional category, as the status of father's job increased, plans to stay in Oklahoma increased (unskilled and machine operator - 31.0%, skilled - 34.6%, office and salesman - 38.1%, farm and business manager - 58.3%, and technical and professional - 30.8%). Fourth, students whose fathers had a post-graduate education (80.0%) were planning to move from Oklahoma more than any of the other students (grade school - 70.0%, high school - 50.9%, and college - 62.2%). Again, taking an average for all sixteen variables, it was calculated that 41.0 per cent of the respondents planned to stay in Oklahoma permanently with 48.0 per cent planning to stay awhile, and 11.0 per cent planning to migrate from Oklahoma

immediately after finishing high school. The total potential migration from Oklahoma for this study was 59 per cent. This suggested that Oklahoma may be losing a large proportion of its young people.

CHAPTER V

EDUCATIONAL ASPIRATIONS

Group Three Hypotheses:

Sex, race, place of residence, occupational aspirations, academic performance, family income, father's job, college preparation, work experience, parental aspirations, course likes, course dislikes, work attitudes, father's education, mother's education, confidence, attitude toward father's job, attitude toward father's salary, father's attitude toward his job, and father's attitude toward his salary have no significant effect on the educational aspirations of young people living in a rural county.

This study was concerned with the effect of twenty variables on the educational aspirations of young people living in a rural county (see Appendix B). Out of the twenty variables, seven (occupational aspirations, academic performance, college preparation, parental aspirations, course likes, mother's education, and confidence) provided significant evidence to reject the null hypothesis (see Table XXXV). Several other factors revealed patterns that were not substantiated at the criterion level of confidence.

Several interesting observations were identified when each variable was surveyed by itself. Sex was not meaningfully related to educational aspirations of rural youth ($\chi^2 = 6.82, p < .20$). A very weak association was implied ($C = .142$). No particular trend was disclosed. A majority (75.6%) of the students had college and professional aspirations with

TABLE XXXV
FACTORS RELATING TO STUDENTS' EDUCATIONAL
ASPIRATIONS

Variable Name	χ^2 Value	df	p	C	N
Sex	6.82	4	p<.20	.142	331
Race	7.66	4	p<.20	.151	328
Place of Residence	8.73	4	p<.10	.162	322
Occupational Aspirations	95.61	8	p<.001*	.482	316
Academic Performance	34.03	8	p<.001*	.308	325
Family Income	13.65	9	p<.20	.208	305
Father's Job	3.50	9	p<.95	---	309
College Preparation	36.81	4	p<.001*	.318	327
Work Experience	5.70	8	p<.70	---	303
Parental Aspirations	42.12	6	p<.001*	.401	221
Course Likes	32.71	12	p<.01*	.303	323
Course Dislikes	15.86	9	p<.10	.233	276
Work Attitudes	5.79	8	p<.70	---	327
Father's Education	12.59	8	p<.20	.188	327
Mother's Education	13.22	6	p<.05*	.198	325
Confidence	18.94	8	p<.02*	.236	321
Attitude Toward Father's Job	5.16	12	p<.98	---	308
Attitude Toward Father's Salary	8.65	9	p<.50	---	307
Father's Attitude Toward His Job	5.27	12	p<.95	---	309
Father's Attitude Toward His Salary	8.81	9	p<.50	---	310

*Significant to reject null hypothesis

51.7 per cent being college aspirations. It was interesting to note that females (24.3%) had slightly higher aspirations at the professional level than males (23.3%). Females (13.0%) favored business school more than males (5.5%), while males (10.3%) favored vocational schools more than females (8.1%). A total of 94.3 per cent of the students had educational aspirations beyond high school (Table XXXVI). However, 76.7 per cent of the males aspired to college or higher aspirations as compared to 74.6 per cent of the females.

TABLE XXXVI
SEX AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Male	%	Female	%	Total	%
High School	11	7.5	8	4.3	19	5.7
Business School	8	5.5	24	13.0	32	9.7
Vocational School	15	10.3	15	8.1	30	9.0
College	78	53.4	93	50.3	171	51.7
Professional	34	23.3	45	24.3	79	23.9
Total	146	100.0	185	100.0	331	100.0

* $\chi^2 = 6.82$, $df = 4$, $p < .20$, $C = .142$

The influence of race on educational aspirations of rural youth was not significant ($\chi^2 = 7.66$, $p < .20$). The Contingency Coefficient specified a very weak connection ($C = .151$). Negroes (65.6%) placed a

higher emphasis on college aspirations than Whites (49.2%). Combining the college and professional educational aspirations categories for each race, Negroes were prone to have higher educational aspirations (Negroes - 87.5%, and Whites - 73.8%). An excess (94.2%) of the respondents had educational aspirations above high school diploma with the heaviest concentration on college (52.4%). Nearly a quarter (24.1%) of the students aspired to a professional education (Table XXXVII).

TABLE XXXVII
RACE AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Negroes	%	Whites	%	Total	%
High School	2	3.1	17	6.5	19	5.8
Business School	2	3.1	30	11.4	32	9.8
Vocational School	4	6.3	22	8.3	26	7.9
College	42	65.6	130	49.2	172	52.4
Professional	14	21.9	65	24.6	79	24.1
Total	64	100.0	264	100.0	328	100.0

* $\chi^2 = 7.66$, $df = 4$, $p < .20$, $C = .151$

Place of residence and educational aspirations of rural youth were not essentially correlated ($\chi^2 = 8.73$, $p < .10$). There was a very weak linkage denoted ($C = .162$). Farm and country students (54.0%) had higher college aspirations than town students (51.5%), while town

respondents (25.8%) had a larger percentage of professional aspirations than farm and country respondents (21.8%). Town children (3.0%) were less likely to stop with high school educational aspirations than farm and country children (9.7%), and 94.4 per cent of all the students had educational aspirations exceeding high school with the greatest emphasis placed on college (52.5%). See Table XXXVIII.

TABLE XXXVIII

PLACE OF RESIDENCE AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Farm and Country	%	Town	%	Total	%
High School	12	9.7	6	3.0	18	5.6
Business School	8	6.4	23	11.6	31	9.6
Vocational School	10	8.1	16	8.1	26	8.1
College	67	54.0	102	51.5	169	52.5
Professional	27	21.8	51	25.8	78	24.2
Total	124	100.0	198	100.0	322	100.0

* $\chi^2 = 8.73$, $df = 4$, $p < .10$, $C = .162$

Occupational aspirations significantly affected educational aspirations of rural youth ($\chi^2 = 95.61$, $p < .001$). The intensity of the relationship between the variables was strong ($C = .482$). High occupational aspirations were associated with high educational aspirations (Table XXXIX). Students with very high and high occupational

aspirations (64.3%) accentuated college educational aspirations (medium - 40.2%, and low and very low - 34.1%). Combining the college and professional educational aspirations groups, it was found that those with very high and high occupational aspirations (97.0%) had the highest ratio of these two levels of educational aspirations (medium - 53.3%, and low and very low - 58.5%). It was interesting to note that 24.4 per cent of the students with low and very low occupational aspirations had professional educational aspirations. Over half (52.2%) of the youth stressed college aspirations with 94.6 per cent expressing educational aspirations surpassing a high school education.

TABLE XXXIX

OCCUPATIONAL ASPIRATIONS AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Very High and High	%	Medium	%	Low and Very Low	%	Total	%
High School	3	1.8	9	8.4	5	12.2	17	5.4
Business School	0	0.0	28	26.2	3	7.3	31	9.8
Vocational School	2	1.2	13	12.1	9	22.0	24	7.6
College	108	64.3	43	40.2	14	34.1	165	52.2
Professional	55	32.7	14	13.1	10	24.4	79	25.0
Total	168	100.0	107	100.0	41	100.0	316	100.0

* $\chi^2 = 95.61$, $df = 8$, $p < .001$, $C = .482$

Table XXXX discloses the substantiated influence of academic performance on educational aspirations of rural young people ($x^2 = 34.03$, $p < .001$). A fairly strong positive relationship was indicated ($C = .308$). As academic performance increased, educational aspirations increased (Table XXXX). Those who made A's had higher college (59.0%) and professional (35.8%) aspirations than students who made B's (college - 56.1%, professional - 30.2%) or C's, D's, and F's (college - 46.9%, professional - 15.0%). Individuals with C's, D's, and F's placed more emphasis on business (15.6%) and vocational schools (11.6%) than students making higher grades. A large ratio (76.3%) of the respondents had college and professional educational aspirations with 94.2 per cent of the students having educational aspirations above high school.

TABLE XXXX

ACADEMIC PERFORMANCE AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	A	%	B	%	C, D, and F	%	Total	%
High School	0	0.0	3	2.2	16	10.9	19	5.8
Business School	1	2.6	9	6.5	23	15.6	33	10.2
Vocational School	1	2.6	7	5.0	17	11.6	25	7.7
College	23	59.0	78	56.1	69	46.9	170	52.3
Professional	14	35.8	42	30.2	22	15.0	78	24.0
Total	39	100.0	139	100.0	147	100.0	325	100.0

* $x^2 = 34.03$, $df = 8$, $p < .001$, $C = .308$

The analysis of family income divulged no essential mutuality between it and educational aspirations of rural youth ($\chi^2 = 13.65$, $p < .20$). The Contingency Coefficient calculated identified a weak correlation ($C = .208$). Students from families with a 6000 and 7000 dollar income (29.8%) accentuated business and vocational aspirations more than other individuals (0-3000 - 17.1%, 4000 and 5000 - 13.6%, and 8000-10,000 - 13.7%). Respondents with family incomes of 0 - 3000 dollars (63.4%) had higher college aspirations than other students (4000 and 5000 - 57.6%, 6000 and 7000 - 40.5%, and 8000-10,000 - 55.7%). The group that was more apt to have professional aspirations was students from families with an income of 8000-10,000 dollars (25.8%). A large proportion (94.1%) of the individuals aspired to educational aspirations beyond high school with 53.4 per cent of the students emphasizing college aspirations (Table XXXXI).

TABLE XXXXI

FAMILY INCOME AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	0 to 3000		4000 and 5000		6000 and 7000		8000 to 10,000		Total	
		%		%		%		%		%
High School	2	4.9	4	6.1	6	8.1	6	4.8	18	5.9
Business School and Vocational School	7	17.1	9	13.6	22	29.8	17	13.7	55	18.0
College	26	63.4	38	57.6	30	40.5	69	55.7	163	53.4
Professional	6	14.6	15	22.7	16	21.6	32	25.8	69	22.7
Total	41	100.0	66	100.0	74	100.0	124	100.0	305	100.0

* $\chi^2 = 13.65$, $df = 9$, $p < .20$, $C = .208$

No significant connection was established between father's job and educational aspirations of rural youth ($\chi^2 = 3.50$, $p < .95$). Students whose fathers' occupation was an office worker or salesman (27.3%) had the highest business and vocational aspirations (Table XXXXII). Technical and professionals' children (28.0%) were inclined to have professional educational aspirations more than the other children. No clear pattern was observed, but 77.4 per cent of the young people had college and professional educational aspirations with 94.2 per cent wanting educational training after high school.

TABLE XXXXII
FATHER'S JOB AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Unskilled, Machine Operator, and Skilled		Office and Salesman		Farm and Bus. Mgr.		Technical and Professional		Total	
		%		%		%		%		%
High School	9	6.0	1	4.5	5	5.8	3	6.0	18	5.8
Business School and Vocational School	28	18.5	6	27.3	12	14.0	6	12.0	52	16.8
College	81	53.6	10	45.5	46	53.5	27	54.0	164	53.1
Professional	33	21.9	5	22.7	23	26.7	14	28.0	75	24.3
Total	151	100.0	22	100.0	86	100.0	50	100.0	309	100.0

* $\chi^2 = 3.50$, $df = 9$, $p < .95$

College preparation significantly influenced educational aspirations of rural young people ($\chi^2 = 36.81, p < .001$). The association relating the variables was fairly strong ($C = .318$). As college preparation increased, educational aspirations increased (Table XXXXIII). Students with low college preparation favored high school (10.6%), business (19.2%), and vocational (14.4%) educational aspirations while students with higher college preparation stressed college (58.3%) and professional (27.8%) aspirations. A majority (76.4%) of the respondents aspired to college and professional educational aspirations with 52.6 per cent hoping for a college education. A large percentage (94.2%) of all the youth expressed wishes for educational aspirations exceeding high school training.

TABLE XXXXIII
COLLEGE PREPARATION AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Low		Medium and High		Total	
		%		%		%
High School	11	10.6	8	3.6	19	5.8
Business School	20	19.2	12	5.4	32	9.8
Vocational School	15	14.4	11	4.9	26	8.0
College	42	40.4	130	58.3	172	52.6
Professional	16	15.4	62	27.8	78	23.8
Total	104	100.0	223	100.0	327	100.0

* $\chi^2 = 36.81, df = 4, p < .001, C = .318$

The analysis revealed no meaningful linkage between work experience and educational aspirations of rural adolescents ($x^2 = 5.70, p < .70$). No clear trend was manifested by the data (Table XXXIV), but several interesting results were observed. Young people with unskilled work experience (11.8%) had the highest business school aspirations while students with semiskilled and skilled work experience expressed the greatest vocational educational aspirations (8.8%). It was also noted that adolescents with unskilled work experience (25.5%) and those with semiskilled and skilled work experience (26.3%) exhibited the greatest desire for professional educational aspirations. Most (94.4%) of the students demonstrated educational aspirations surpassing a high school diploma.

TABLE XXXIV
WORK EXPERIENCE AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Un-skilled	%	Manual	%	Semi-skilled and Skilled	%	Total	%
High School	4	3.9	12	8.3	1	1.8	17	5.6
Business School	12	11.8	12	8.3	5	8.8	29	9.6
Vocational School	6	5.9	12	8.3	5	8.8	23	7.6
College	54	52.9	79	54.9	31	54.3	164	54.1
Professional	26	25.5	29	20.2	15	26.3	70	23.1
Total	102	100.0	144	100.0	57	100.0	303	100.0

* $x^2 = 5.70, df = 8, p < .70$

Parental aspirations substantially affected educational aspirations of rural youth ($\chi^2 = 42.12, p < .001$). A strong positive relationship was suggested between the two variables ($C = .401$). As parental aspirations increased, educational aspirations of rural students increased (Table XXXV). A preponderance (90.8%) of the students whose parents stated very high and high educational aspirations for their children had college and professional aspirations as compared to 66.2 per cent for medium and 56.2 per cent for low and very low parental aspirations. Students with low and very low parental aspirations (25.0%) manifested the highest desire to terminate their formal education after high school. Respondents with very high and high parental aspirations (32.1%) had the largest percentage of professional educational aspirations. A majority (94.1%) of the young people designated educational aspirations above a high school education.

Table XXXVI depicted the significant influence of the number of courses liked on educational aspirations of rural young adults ($\chi^2 = 32.71, p < .01$). The strength of the association interspersing the variables was fairly strong ($C = .303$). Combining the college and professional educational aspirations levels, it was found that as the number of courses liked increased from 0 to 7, the percentage of the students desiring college and professional aspirations increased (0 - 3 courses - 69.7%, 4 courses - 71.7%, 5 courses - 82.2%, and 6 to 7 courses - 92.4%). Students liking 6 and 7 courses had the highest proportion of professional aspirations (43.4%). Students liking 5 courses (61.6%) emphasized college aspirations as compared to 53.6 per cent for 0 - 3 courses liked, 44.7 per cent for 4 courses liked, and 49.0 per cent for 6 and 7 courses liked. Over half of the respondents (52.3%)

specified college educational aspirations. A large percentage (94.1%) of the adolescents wanted more education after high school.

TABLE XXXXV
PARENTAL ASPIRATIONS AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Very High and High	%	Medium	%	Low and Very Low	%	Total	%
High School	2	1.8	3	3.8	8	25.0	13	5.9
Business School and Vocational School	8	7.4	24	30.0	6	18.8	38	17.2
College	64	58.7	40	50.0	14	43.7	118	53.4
Professional	35	32.1	13	16.2	4	12.5	52	23.5
Total	109	100.0	80	100.0	32	100.0	221	100.0

* $\chi^2 = 42.12$, $df = 6$, $p < .001$, $C = .401$

The consequence of courses disliked on educational aspirations of rural young people was not significant ($\chi^2 = 15.86$, $p < .10$). However, a weak correlation was implied between the variables ($C = .233$). Absolutely no patterns were exposed by the data (Table XXXXVII). Students disliking no courses (40.0%) had the highest professional aspirations of all of the young people. Twelve per cent of the respondents disliking 3 to 7 courses expressed no desire for further education after high school. The total distribution for each level of educational

TABLE XXXXVI
COURSE LIKES AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	0-3		4		5		6&7		Total	
	Courses	%	Courses	%	Courses	%	Courses	%		%
High School	13	11.6	2	2.4	3	4.1	1	1.9	19	5.9
Business School	10	8.9	14	16.5	6	8.2	1	1.9	31	9.6
Vocational School	11	9.8	8	9.4	4	5.5	2	3.8	25	7.7
College	60	53.6	38	44.7	45	61.6	26	49.0	169	52.3
Professional	18	16.1	23	27.0	15	20.6	23	43.4	79	24.5
Total	112	100.0	85	100.0	73	100.0	53	100.0	323	100.0

* $\chi^2 = 32.71$, $df = 12$, $p < .01$, $C = .303$

TABLE XXXXVII
COURSE DISLIKES AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	0		1		2		3-7		Total	
	Course	%	Courses	%	Courses	%	Courses	%		%
High School	2	4.4	6	5.9	4	5.0	6	12.0	18	6.5
Business School and Vocational School	8	17.8	12	11.9	17	21.3	11	22.0	48	17.4
College	17	37.8	59	58.4	44	55.0	25	50.0	145	52.5
Professional	18	40.0	24	23.8	15	18.7	8	16.0	65	23.6
Total	45	100.0	101	100.0	80	100.0	50	100.0	276	100.0

* $\chi^2 = 15.86$, $df = 9$, $p < .10$, $C = .233$

aspirations was 6.5 per cent for high school, 17.4 per cent for business and vocational schools, 52.5 per cent for college, and 23.6 per cent for professional.

Work attitudes and educational aspirations of rural youth were not essentially related ($x^2 = 5.79$, $p < .70$). Combining college and professional categories of educational aspirations, the data in Table XXXXVIII showed that educational aspirations decreased as work attitudes became more positive (won't work, hate to work, and prefer not to work - 79.2%, prefer to work - 72.6%, and happy to work - 71.1%). Students who won't work, hate to work and prefer not to work (53.5%) had the highest college aspirations of all the students. A large ratio (94.2%) of the individuals desired educational aspirations beyond high school with 50.8 per cent wanting a college education.

TABLE XXXXVIII
WORK ATTITUDES AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Won't, Hate to, Prefer not to and Don't Mind Work		Prefer to Work		Happy to Work		Total	
		%		%		%		%
High School	7	5.0	3	4.1	9	7.9	19	5.8
Business School	11	7.9	6	8.2	13	11.4	30	9.2
Vocational School	11	7.9	11	15.1	11	9.6	33	10.1
College	75	53.5	38	52.1	53	46.5	166	50.8
Professional	36	25.7	15	20.5	28	24.6	79	24.1
Total	140	100.0	73	100.0	114	100.0	327	100.0

* $x^2 = 5.79$, $df = 8$, $p < .70$

There was no meaningful mutuality between father's education and educational aspirations of rural adolescents ($\chi^2 = 12.59, p < .20$). A very weak linkage was calculated for the variables ($C = .188$). As father's education increased, the educational aspirations of the students also increased (Table XXXIX). By looking at each level of father's education for college aspirations this pattern was denoted (grade school - 46.8%, high school - 54.4%, and college and post-graduate - 54.7%). The results also occurred for each level of father's education where professional aspirations were considered (grade school - 21.3%, high school - 23.1%, and college and post-graduate - 32.8%). A high proportion of the respondents expressed college and professional aspirations (76.8%).

Mother's education substantially affected educational aspirations of rural young adults ($\chi^2 = 13.22, p < .05$). The Contingency Coefficient ($C = .198$) disclosed a very weak relationship. Table L revealed that when mother's education increased, the educational aspirations of rural students increased. Students with college and post-graduate educated mothers were more likely to express college (65.2%) and professional (25.7%) educational aspirations than the other students (high school: 49.8% college, 25.1% professional and grade school: 40.0% college, 22.5% professional). Individuals whose mothers had a high school education (27.5%) had the highest percentage of business and vocational aspirations (high school - 18.7% and college and professional - 7.6%). The majority (94.1%) of the adolescents wanted educational training after high school.

Confidence significantly influenced educational aspirations of rural young people ($\chi^2 = 18.94, p < .02$). The strength of the association

TABLE XXXIX
FATHER'S EDUCATION AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Grade School	%	High School	%	College and Post-Graduate	%	Total	%
High School	10	10.6	8	4.7	1	1.6	19	5.8
Business School	12	12.8	15	8.9	5	7.8	32	9.8
Vocational School	8	8.5	15	8.9	2	3.1	25	7.6
College	44	46.8	92	54.4	35	54.7	171	52.3
Professional	20	21.3	39	23.1	21	32.8	80	24.5
Total	94	100.0	169	100.0	64	100.0	327	100.0

* $\chi^2 = 12.59$, $df = 8$, $p < .20$, $C = .188$

TABLE L
MOTHER'S EDUCATION AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Grade School	%	High School	%	College and Post-Graduate	%	Total	%
High School	4	10.0	14	6.4	1	1.5	19	5.9
Business School and Vocational School	11	27.5	41	18.7	5	7.6	57	17.5
College	16	40.0	109	49.8	43	65.2	168	51.7
Professional	9	22.5	55	25.1	17	25.7	81	24.9
Total	40	100.0	219	100.0	66	100.0	325	100.0

* $\chi^2 = 13.22$, $df = 6$, $p < .05$, $C = .198$

between the variables was weak ($C = .236$). As individuals became more confident of accomplishing their post-high school plans, their educational aspirations tended to increase (Table LI). Students who were very sure (53.1%) and fairly sure (53.5%) of obtaining their post-high school plans accentuated college aspirations more than the somewhat doubtful and very doubtful group (26.1%). The pattern was also true when each confidence level was examined for professional aspirations (very sure - 26.6%, fairly sure - 23.9%, and somewhat and very doubtful - 17.4%). The somewhat doubtful and very doubtful students had the largest percentage of business (26.1%) and vocational (21.7%) educational aspirations. Over half (51.4%) of the young people aspired to a college education.

The data on attitude toward father's job signified no important connection between it and educational aspirations of rural youth ($\chi^2 = 5.16$, $p < .98$). Students who were dissatisfied with their fathers' job emphasized business (15.4%) and vocational (11.5%) educational aspirations more than the other students (Table LII). No big difference was found for each attitude toward father's job when college aspirations were investigated (dissatisfied - 53.9%, accept it - 53.2%, fairly satisfied - 50.5%, and fully satisfied - 51.9%). Except for the dissatisfied group, no great variation was observed for each attitude toward father's job when professional aspirations were scrutinized (dissatisfied - 15.4%, accept it - 25.3%, fairly satisfied - 27.2%, and fully satisfied - 26.0%). A quarter (25.3%) of the students stated their educational aspirations to be professional training.

Attitude toward father's salary and educational aspirations of rural high school students were not essentially correlated ($\chi^2 = 8.65$,

TABLE LI
CONFIDENCE AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Very Sure	%	Fairly Sure	%	Somewhat and Very Doubtful	%	Total	%
High School	6	4.2	11	7.1	2	8.7	19	5.9
Business School	15	10.5	11	7.1	6	26.1	32	10.0
Vocational School	8	5.6	13	8.4	5	21.7	26	8.1
College	76	53.1	83	53.5	6	26.1	165	51.4
Professional	38	26.6	37	23.9	4	17.4	79	24.6
Total	143	100.0	155	100.0	23	100.0	321	100.0

* $\chi^2 = 18.94$, $df = 8$, $p < .02$, $C = .236$

TABLE LII
ATTITUDE TOWARD FATHER'S JOB AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Completely and Somewhat Dissatisfied	%	Accept It	%	Fairly Satisfied	%	Fully Satisfied	%	Total	%
High School	1	3.8	2	2.5	7	7.1	5	4.8	15	4.9
Business School	4	15.4	10	12.7	9	9.1	7	6.7	30	9.7
Vocational School	3	11.5	5	6.3	6	6.1	11	10.6	25	8.1
College	14	53.9	42	53.2	50	50.5	54	51.9	160	52.0
Professional	4	15.4	20	25.3	27	27.2	27	26.0	78	25.3
Total	26	100.0	79	100.0	99	100.0	104	100.0	308	100.0

* $\chi^2 = 5.16$, $df = 12$, $p < .98$

$p < .50$). Respondents that were fairly satisfied (21.0%) and fully satisfied (20.0%) stressed business and vocational aspirations more than the accept it (14.3%) and the dissatisfied (12.0%) groups (Table LIII). The dissatisfied (62.0%) and accept it (58.4%) sets were more prone to have college aspirations than fairly (46.0%) and fully (46.2%) satisfied individuals. There was no big deviation exhibited for each attitude toward father's salary when professional aspirations were examined, except for the accept it group (dissatisfied - 26.0%, accept it - 19.5%, fairly satisfied - 27.0%, and fully satisfied - 27.5%).

TABLE LIII

ATTITUDE TOWARD FATHER'S SALARY AND
EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Completely and Somewhat Dissatisfied	%	Accept It	%	Fairly Satisfied	%	Fully Satisfied	%	Total	%
High School	0	0.0	6	7.8	6	6.0	5	6.3	17	5.5
Business School and Vocational School	6	12.0	11	14.3	21	21.0	16	20.0	54	17.6
College	31	62.0	45	58.4	46	46.0	37	46.2	159	51.8
Professional	13	26.0	15	19.5	27	27.0	22	27.5	77	25.1
Total	50	100.0	77	100.0	100	100.0	80	100.0	307	100.0

* $\chi^2 = 8.65$, $df = 9$, $p < .50$

The effect of father's attitude toward his job was not important

for educational aspirations of rural respondents ($\chi^2 = 5.27, p < .95$). Students that stated their fathers were dissatisfied with their jobs (60.9%) had the highest ratio of college aspirations (Table LIV). It was also depicted that respondents whose fathers were fully satisfied with their jobs (11.1%) favored vocational aspirations more than other students. Over half (52.4%) of the young people aspired for college educational aspirations.

TABLE LIV

FATHER'S ATTITUDE TOWARD HIS JOB AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Completely and Somewhat Dissatisfied	%	Accept It	%	Fairly Satisfied	%	Fully Satisfied	%	Total	%
High School	1	4.3	2	3.0	9	7.5	4	4.0	16	5.2
Business School	2	8.7	8	11.9	11	9.2	8	8.1	29	9.4
Vocational School	1	4.3	4	6.0	8	6.7	11	11.1	24	7.8
College	14	60.9	34	50.7	63	52.5	51	51.5	162	52.4
Professional	5	21.8	19	28.4	29	24.1	25	25.3	78	25.2
Total	23	100.0	67	100.0	120	100.0	99	100.0	309	100.0

* $\chi^2 = 5.27, df = 12, p < .95$

There was no meaningful mutuality interweaving father's attitude toward his salary and educational aspirations of rural youth ($\chi^2 = 8.81, p < .50$). Students with fathers that were dissatisfied with their salaries (60.8%) desired a college education more than the other

individuals (Table LV). Another interesting result was that students with fathers who were fairly satisfied with their salaries had the largest percentage of business and vocational aspirations (23.3 %). A majority (94.5%) of the individuals demonstrated wishes to obtain education beyond high school.

TABLE LV
FATHER'S ATTITUDE TOWARD HIS SALARY
AND EDUCATIONAL ASPIRATIONS*

Educational Aspirations	Completely and Somewhat Dissatisfied	%	Accept It	%	Fairly Satisfied	%	Fully Satisfied	%	Total	%
High School	1	2.0	6	8.0	8	6.0	2	3.9	17	5.5
Business School and Vocational School	6	11.8	8	10.7	31	23.3	10	19.6	55	17.7
College	31	60.8	42	56.0	62	46.6	25	49.0	160	51.6
Professional	13	25.4	19	25.3	32	24.1	14	27.5	78	25.2
Total	51	100.0	75	100.0	133	100.0	51	100.0	310	100.0

* $\chi^2 = 8.81$, $df = 9$, $p < .50$

SUMMARY

In this study, twenty variables were scrutinized for their effect on educational aspirations of rural high school students (Appendix B). Seven out of the twenty variables provided significant evidence to reject the null hypothesis of no difference. Those variables were:

occupational aspirations ($x^2 = 95.61$, $p < .001$), academic performance ($x^2 = 34.03$, $p < .001$), college preparation ($x^2 = 36.81$, $p < .001$), parental aspirations ($x^2 = 42.12$, $p < .001$), course likes ($x^2 = 32.71$, $p < .01$), mother's education ($x^2 = 13.22$, $p < .05$), and confidence ($x^2 = 18.94$, $p < .02$). Taking each significant variable by itself, several conclusions may be stated. One, high occupational aspirations were associated with high educational aspirations. Two, students who made A's had higher college (59.0%) and professional (35.8%) educational aspirations than students who made B's (college - 56.1%, professional - 30.2%), or C's, D's, and F's (college - 46.9%, professional - 15.0%). Three, high college preparation was associated with college (58.3%) and professional (27.8%) educational aspirations, while low college preparation wasn't (college - 40.4%, professional - 15.4%). Four, 90.8 per cent of the students whose parents stated very high and high educational aspirations for their children had college and professional educational aspirations as compared to 66.2 per cent for medium and 56.2 per cent for low and very low parental aspirations. Five, combining the college and professional educational aspirations levels, it was found that as the number of courses liked increased from 0 to 7, the percentage of the students desiring college and professional aspirations increased (0 - 3 courses - 69.7%, 4 courses - 71.7%, 5 courses - 82.2%, and 6 to 7 courses - 92.4%). Six, individuals with college or post-graduate educated mothers were more likely to express college (65.2%) and professional (25.7%) educational aspirations than the other students (high school educated mothers: 49.8% college, 25.1% professional and grade school educated mothers: 40.0% college, 22.5% professional). Seven, as students became more confident of accomplishing their post-high school plans, their

educational aspirations tended to increase. Taking the average for all twenty variables, the total percentage for each level of educational aspirations was: high school (5.7%), business school (9.6%), vocational school (8.1%), college (52.3%), and professional (24.3%). These results implied that over three-fourths (76.6%) of these rural youth aspired to education at the college and professional levels.

CHAPTER VI

OCCUPATIONAL CHOICE

Group Four Sex, race, place of residence, occupational aspirations, educational aspirations, academic performance, family income, father's job, college preparation, work experience, parental aspirations, course likes, course dislikes, work attitudes, father's education, confidence, attitude toward father's job, attitude toward father's salary, father's attitude toward his job, and father's attitude toward his salary have no significant effect on the occupational choice of young people living in a rural county.

This study examined twenty variables for their effect on occupational choice of young people living in a rural county (Appendix C). Out of the twenty variables, twelve were found to provide significant evidence to reject the null hypothesis of no difference. These variables were: sex, place of residence, occupational aspirations, educational aspirations, academic performance, college preparation, work experience, parental aspirations, course likes, course dislikes, father's education, and confidence. (See Table LVI and Table LVII).

In order to discuss the results of the Mann-Whitney and Kruskal-Wallis Rank Tests, the responses for occupational choice were placed into five categories based on the modified North-Hatt Prestige Scale (Appendix H). These categories were used before when occupational choice was considered as an independent variable. The categories were

very high (89 - 100), high (78 - 88), medium (65 - 77), low (55 - 64), and very low (1 - 54). Since the two statistical tests compared the exact scores of the respondents and not these categories, the percentages may not seem to coincide with the results of the statistical tests. The percentages are used only to provide some description of the statistical results.

TABLE LVI
FACTORS RELATING TO STUDENTS' OCCUPATIONAL CHOICE I*

Variable Name	z	p	N	df
Sex	4.88	.0000068**	308	1
Race	.388	.6966	308	1

*Mann-Whitney test

**Significant to reject null hypothesis

Taking each variable separately, many results were observed, Sex significantly affected the occupational choice of Logan County high school students ($z = 4.88$, $p = .0000068$). Males preferred high (47.8%) and very high (7.5%) occupations more than females (high - 33.3%, very high - 1.7%). Only 43.8 per cent of the respondents chose high and very high occupations (Table LVIII).

The influence of race on occupational choice of rural youth was not essential ($z = .388$, $p = .6966$). Negroes were inclined to choose low (16.7%) and high (48.2%) occupations while Whites selected very

TABLE LVII
FACTORS RELATING TO STUDENTS' OCCUPATIONAL CHOICE II*

Variable Name	H	p	N	df
Place of Residence	10.715	p<.01**	306	2
Occupational Aspirations	107.440	p<.001**	303	3
Educational Aspirations	49.765	p<.001**	304	4
Academic Performance	31.813	p<.001**	306	3
Family Income	9.208	p<.30	285	7
Father's Job	4.778	p<.70	294	7
College Preparation	31.356	p<.001**	308	2
Work Experience	7.943	p<.02**	288	2
Parental Aspirations	74.404	p<.001**	206	3
Course Likes	20.453	p<.01**	305	5
Course Dislikes	16.811	p<.01**	259	4
Work Attitudes	1.894	p<.70	303	3
Father's Education	9.116	p<.05**	308	3
Confidence	16.543	p<.001**	303	2
Attitude Toward Father's Job	5.472	p<.30	295	4
Attitude Toward Father's Salary	3.467	p<.50	294	4
Father's Attitude Toward His Job	2.064	p<.70	295	3
Father's Attitude Toward His Salary	4.301	p<.50	296	4

* Kruskal-Wallis Ranks Test
** Significant to reject null hypothesis

low (11.0%), medium (33.9%), and very high (4.3%) occupations (Table LIX).

TABLE LVIII
SEX AND OCCUPATIONAL CHOICE*

Occupational Choice	Male	%	Female	%	Total	%
Very Low	7	5.2	24	13.8	31	10.1
Low	22	16.4	20	11.5	42	13.6
Medium	31	23.1	69	39.7	100	32.5
High	64	47.8	58	33.3	122	39.6
Very High	10	7.5	3	1.7	13	4.2
Total	134	100.0	174	100.0	308	100.0

*z = 4.88, df = 1, p = .0000068

TABLE LIX
RACE AND OCCUPATIONAL CHOICE*

Occupational Choice	Negroes	%	Whites	%	Total	%
Very Low	3	5.5	28	11.0	31	10.1
Low	9	16.7	33	13.0	42	13.6
Medium	14	25.9	86	33.9	100	32.5
High	26	48.2	96	37.8	122	39.6
Very High	2	3.7	11	4.3	13	4.2
Total	54	100.0	254	100.0	308	100.0

*z = .388, df = 1, p = .6966

Place of residence and occupational choice of rural young adults were substantially related ($H = 10.715, p < .01$). Farm students (5.1%) had the greatest desire for very high occupations (country - 2.8%, town - 3.7%). Town children (43.4%) were more prone to elect high occupations than farm (38.0%) or country (25.0%) students. The data indicated that country respondents fancied very low (33.3%) and low (16.7%) occupations, while farm respondents liked medium (36.7%) occupations and high (38.0%) occupations (Table LX).

TABLE LX
PLACE OF RESIDENCE AND OCCUPATIONAL CHOICE*

Occupational Choice	Farm	%	Country	%	Town	%	Total	%
Very Low	8	10.1	12	33.3	11	5.8	31	10.1
Low	8	10.1	6	16.7	28	14.7	42	13.7
Medium	29	36.7	8	22.2	62	32.4	99	32.4
High	30	38.0	9	25.0	83	43.4	122	39.9
Very High	4	5.1	1	2.8	7	3.7	12	3.9
Total	79	100.0	36	100.0	191	100.0	306	100.0

* $H = 10.715, df = 2, p < .01$

A significant association was determined between occupational aspirations and occupational choice of Logan County students ($H = 107.440, p < .001$). The trend was very clear; as occupational

aspirations increased occupational choice of individuals increased in prestige (Table LXI). Individuals with very high (42.9%) occupational aspirations chose very high occupations. Students with high (73.5%) occupational aspirations picked high occupations. Those with medium aspirations (73.5%) selected medium occupations. The pattern was consistent for each level of occupational aspirations.

TABLE LXI
OCCUPATIONAL ASPIRATIONS AND OCCUPATIONAL CHOICE*

Occupational Choice	Very High	%	High	%	Medium	%	Low and Very Low	%	Total	%
Very Low	1	3.5	8	5.9	12	11.7	9	24.3	30	9.9
Low	3	10.7	8	5.9	4	4.0	26	70.3	41	13.5
Medium	4	14.3	19	14.0	75	73.5	0	0.0	98	32.4
High	8	28.6	100	73.5	11	10.8	2	5.4	121	39.9
Very High	12	42.9	1	.7	0	0.0	0	0.0	13	4.3
Total	28	100.0	136	100.0	102	100.0	37	100.0	303	100.0

* $H = 107.440, df = 3, p < .001$

The effect of educational aspirations on occupational choice was substantial ($H = 49.765, p < .001$). Professional (9.2%) educational aspirations were associated with very high occupations. Students with college aspirations (52.8%) were inclined to choose a high prestige occupation. Individuals with vocational (43.5%) and business (70.4%)

educational aspirations fancied medium occupations. Respondents who anticipated no further education after high school (47.0%) tended to prefer very low occupations (Table LXII).

An essential correlation between academic performance and occupational choice was revealed ($H = 31.813, p < .001$). As grades increased from F to A, the percentage for the higher occupations also increased. A-students chose very high (10.0%) and high (65.0%) occupations more than the other students. Individuals making B's preferred high (45.3%) and medium (30.7%) occupations, while C-students elected medium (40.0%) occupations. Respondents making D's and F's exhibited a desire for low (44.5%) and very low (33.3%) occupations (Table LXIII).

No meaningful relationship was implied between family income and occupational choice of Logan County students ($H = 9.208, p < .30$). The data in Table LXIV depicted no clear patterns. The total percentage for each level of occupational choice was: very low (9.8%), low (13.7%), medium (31.9%), high (40.0%), and very high (4.6%).

The influence of father's job on occupational choice of rural young adults was not significant ($H = 4.778, p < .70$). No trend was manifested by the data in Table LXV. It was interesting to note that respondents whose fathers had unskilled (10.0%) or machine operator (10.0%) occupations had the highest proportion of very high occupations. Less than half (45.3%) of the students selected high and very high occupations.

College preparation significantly affected occupational choice of rural students ($H = 31.356, p < .001$). The percentage of students selecting higher occupations increased as college preparation increased from low to high (Table LXVI). Students with high college preparation (6.2%)

TABLE LXII
 EDUCATIONAL ASPIRATIONS AND OCCUPATIONAL CHOICE*

Occupational Choice	High School	%	Business School	%	Vocational School	%	College	%	Professional	%	Total	%
Very Low	8	47.0	4	14.8	2	8.7	14	8.7	3	3.9	31	10.2
Low	2	11.8	3	11.1	9	39.1	16	9.9	11	14.5	41	13.5
Medium	6	35.3	19	70.4	10	43.5	40	24.8	23	30.3	98	32.2
High	1	5.9	1	3.7	2	8.7	85	52.8	32	42.1	121	39.8
Very High	0	0.0	0	0.0	0	0.0	6	3.8	7	9.2	13	4.3
Total	17	100.0	27	100.0	23	100.0	161	100.0	76	100.0	304	100.0

* $H = 49.765$, $df = 4$, $p < .001$

TABLE LXIII
ACADEMIC PERFORMANCE AND OCCUPATIONAL CHOICE*

Occupational Choice	A	%	B	%	C	%	D and F	%	Total	%
Very Low	2	5.0	11	8.0	15	12.5	3	33.3	31	10.1
Low	1	2.5	17	12.4	20	16.7	4	44.5	42	13.7
Medium	7	17.5	42	30.7	48	40.0	2	22.2	99	32.4
High	26	65.0	62	45.3	33	27.5	0	0.0	121	39.5
Very High	4	10.0	5	3.6	4	3.3	0	0.0	13	4.3
Total	40	100.0	137	100.0	120	100.0	9	100.0	306	100.0

* $H = 31.813$, $df = 3$, $p < .001$

TABLE LXIV
FAMILY INCOME AND OCCUPATIONAL CHOICE*

Occupational Choice	0 to 3000	%	4000	%	5000	%	6000	%	7000	%	8000	%	9000	%	10,000	%	Total	%
Very Low	4	10.5	3	16.7	6	15.0	5	13.9	0	0.0	5	15.2	2	7.7	3	4.8	28	9.8
Low	5	13.2	3	16.7	4	10.0	4	11.1	5	16.1	4	12.1	4	15.4	10	15.9	39	13.7
Medium	16	42.1	9	50.0	11	27.5	12	33.3	9	29.0	8	24.2	6	23.1	20	31.7	91	31.9
High	12	31.6	2	11.1	16	40.0	15	41.7	15	48.4	14	42.4	14	53.8	26	41.3	114	40.0
Very High	1	2.6	1	5.5	3	7.5	0	0.0	2	6.5	2	6.1	0	0.0	4	6.3	13	4.6
Total	38	100.0	18	100.0	40	100.0	36	100.0	31	100.0	33	100.0	26	100.0	63	100.0	285	100.0

* H = 9.208, df = 7, p < .30

TABLE LXV

FATHER'S JOB AND OCCUPATIONAL CHOICE*

Occupational Choice	Un-skilled	Machine % Operator	% Skilled	Office % and Salesman	Farm % Manager	Business % Manager	Technical %	Professional %	Total %									
Very Low	1	3.3	6	20.0	9	10.8	2	10.0	5	8.9	3	10.7	0	0.0	1	3.0	27	9.1
Low	5	16.7	4	13.3	11	13.3	4	20.0	6	10.7	3	10.7	3	18.8	5	15.2	41	13.9
Medium	6	20.0	7	23.4	31	37.4	6	30.0	21	37.5	10	35.7	5	31.2	8	24.2	94	31.7
High	15	50.0	10	33.3	29	34.9	8	40.0	23	41.1	11	39.3	8	50.0	17	51.5	121	40.9
Very High	3	10.0	3	10.0	3	3.6	0	0.0	1	1.8	1	3.6	0	0.0	2	6.1	13	4.4
Total	30	100.0	30	100.0	83	100.0	20	100.0	56	100.0	28	100.0	16	100.0	33	100.0	296	100.0

*H = 4.778, df = 7, p < .70

TABLE LXVI
COLLEGE PREPARATION AND OCCUPATIONAL CHOICE*

Occupational Choice	Low	%	Medium	%	High	%	Total	%
Very Low	15	16.1	16	8.0	0	0.0	31	10.1
Low	22	23.7	18	9.1	2	12.5	42	13.6
Medium	37	39.8	58	29.2	5	31.3	100	32.5
High	17	18.3	97	48.7	8	50.0	122	39.6
Very High	2	2.1	10	5.0	1	6.2	13	4.2
Total	93	100.0	199	100.0	16	100.0	308	100.0

* $H = 31.356$, $df = 2$, $p < .001$

chose very high occupations more than the other respondents (low - 2.1%, medium - 5.0%). Low-prepared college individuals preferred very low (16.1%), low (23.7%), and medium (39.8%) occupations, while medium-prepared students selected medium (29.2%) and high (48.7%) occupations.

An essential effect of work experience on occupational choice of rural youth was identified ($H = 7.943$, $p < .02$). Individuals with manual work experience expressed the largest desire for high (45.3%) and very high (5.8%) occupations. Semiskilled and skilled work experience was associated with high (38.2%) and medium (38.2%) occupations. Students who had unskilled work experience tended to pick low (14.6%) and very low (11.4%) occupations more than other respondents. Only 44.1 per cent of the students stated they had decided on a high or very high occupation for their life's work (Table LXVII).

TABLE LXVII
WORK EXPERIENCE AND OCCUPATIONAL CHOICE*

Occupational Choice	Un- skilled	%	Manual	%	Semiskilled and Skilled	%	Total	%
Very Low	11	11.4	11	8.0	5	9.1	27	9.4
Low	14	14.6	19	13.9	7	12.7	40	13.9
Medium	36	37.5	37	27.0	21	38.2	94	32.6
High	33	34.4	62	45.3	21	38.2	116	40.3
Very High	2	2.1	8	5.8	1	1.8	11	3.8
Total	96	100.0	137	100.0	55	100.0	288	100.0

* $H = 7.943$, $df = 2$, $p < .02$

Parental aspirations substantially influenced occupational choice of Logan County students ($H = 74.404$, $p < .001$). Generally, as the degree of parental aspirations increased, the proportion of higher occupations selected increased (Table LXVIII). Low and very low parental aspirations were related to very low (25.0%), low (40.6%), and medium (31.3%) occupations, while medium parental aspirations (64.3%) were associated with medium occupations. Students with high parental aspirations (72.3%) were more apt to fancy high occupations than any other individual. The results for respondents with very high parental aspirations were very interesting. Even though they had the highest selection of very high occupations (14.3%), 35.7 per cent of them preferred low occupations with 21.4 per cent choosing medium and 28.6 per cent picking high occupations.

TABLE LXVIII
PARENTAL ASPIRATIONS AND OCCUPATIONAL CHOICE*

Occupational Choice	Very High	%	High	%	Medium	%	Low and Very Low	%	Total	%
Very Low	0	0.0	2	2.2	7	10.0	8	25.0	17	8.3
Low	5	35.7	4	4.4	6	8.6	13	40.6	28	13.6
Medium	3	21.4	15	16.7	45	64.3	10	31.3	73	35.4
High	4	28.6	65	72.3	12	17.1	1	3.1	82	39.8
Very High	2	14.3	4	4.4	0	0.0	0	0.0	6	2.9
Total	14	100.0	90	100.0	70	100.0	32	100.0	206	100.0

*H = 74.404, df = 3, $p < .001$

The number of courses liked and occupational choice of rural students were meaningfully correlated ($H = 20.453$, $p < .01$). The higher the number of courses liked, the greater the tendency to choose a higher status occupation. The pattern which resulted can be seen in Table LXIX. Nearly half (43.9%) of the students elected a high or very high occupation.

The relationship between the number of courses disliked and occupational choice was significant ($H = 16.811$, $p < .01$). Generally, as the number of courses disliked increased, the percentage of the students selecting higher status occupations decreased. The biggest exception to this general pattern was the fact that 50.0 per cent of the students who disliked 4, 5, 6, or 7 courses chose a higher prestige occupation. Approximately half (40.6%) of the respondents picked high and very high occupations (Table LXX).

TABLE LXIX
COURSE LIKES AND OCCUPATIONAL CHOICE*

Occupational Choice	0-2 Courses	%	3 Courses	%	4 Courses	%	5 Courses	%	6 Courses	%	7 Courses	%	Total	%
Very Low	5	20.8	13	16.1	6	7.5	6	8.2	1	2.6	0	0.0	31	10.2
Low	3	12.5	18	22.2	11	13.8	8	11.0	2	5.3	0	0.0	42	13.8
Medium	7	29.2	24	29.6	31	38.7	21	28.8	12	31.6	3	33.3	98	32.1
High	9	37.5	25	30.9	29	36.2	33	45.2	19	50.0	6	66.7	121	39.6
Very High	0	0.0	1	1.2	3	3.8	5	6.8	4	10.5	0	0.0	13	4.3
Total	24	100.0	81	100.0	80	100.0	73	100.0	38	100.0	9	100.0	305	100.0

* $H = 20.453$, $df = 5$, $p < .01$

TABLE LXX
COURSE DISLIKES AND OCCUPATIONAL CHOICE*

Occupational Choice	0 Courses	%	1 Course	%	2 Courses	%	3 Courses	%	4-7 Courses	%	Total	%
Very Low	3	6.4	8	8.7	9	11.3	8	26.7	1	10.0	29	11.1
Low	2	4.3	12	13.0	15	18.7	6	20.0	2	20.0	37	14.3
Medium	19	40.4	27	29.3	30	37.5	10	33.3	2	20.0	88	34.0
High	18	38.3	42	45.7	24	30.0	6	20.0	5	50.0	95	36.7
Very High	5	10.6	3	3.3	2	2.5	0	0.0	0	0.0	10	3.9
Total	47	100.0	92	100.0	80	100.0	30	100.0	10	100.0	259	100.0

* $H = 16.811$, $df = 4$, $p < .01$

No important association was disclosed between work attitudes and occupational choice of rural youth ($H = 1.894$, $p < .70$). The data in Table LXXI displayed no general pattern of influence. It was interesting to observe that 56.2 per cent of the students who wouldn't work, hated to work, or preferred not to work had chosen a high occupation. For each degree of work attitudes the highest occupational category preferred was the high status occupations (won't work, hate to work, and prefer not to work - 56.2%; don't mind to work - 41.8%; prefer to work - 39.3%; and happy to work - 35.8%).

TABLE LXXI
WORK ATTITUDES AND OCCUPATIONAL CHOICE*

Occupational Choice	Won't, Hate to, Prefer not to Work	%	Don't Mind to Work	%	Prefer to Work	%	Happy to Work	%	Total	%
Very Low	0	0.0	12	9.8	8	14.3	10	9.2	30	9.9
Low	2	12.5	16	13.1	5	8.9	19	17.4	42	13.9
Medium	5	31.3	38	31.2	18	32.1	36	33.0	97	32.0
High	9	56.2	51	41.8	22	39.3	39	35.8	121	39.9
Very High	0	0.0	5	4.1	3	5.4	5	4.6	13	4.3
Total	16	100.0	122	100.0	56	100.0	109	100.0	303	100.0

* $H = 1.894$, $df = 3$, $p < .70$

Father's education significantly affected occupational choice of Logan County students ($H = 9.116, p < .05$). Children of higher educated fathers tended to choose higher status occupations more than other students (Table LXXII). Students with post-graduate educated fathers were prone to select high (57.1%) and very high (4.8%) occupations, while children of college educated fathers fancied medium (26.8%) and high (51.2%) occupations. High school educated fathers' children had the highest selection of very high status occupations (5.6%). Respondents of high school and grade school educated fathers were inclined to spread their choice of occupation out among all the types of jobs.

TABLE LXXII

FATHER'S EDUCATION AND OCCUPATIONAL CHOICE*

Occupational Choice	Grade School	%	High School	%	College	%	Post-Graduate	%	Total	%
Very Low	12	14.3	17	10.5	2	5.0	0	0.0	31	10.1
Low	14	16.7	19	11.7	6	14.6	3	14.3	42	13.6
Medium	31	36.9	53	32.7	11	26.8	5	23.8	100	32.5
High	25	29.8	64	39.5	21	51.2	12	57.1	122	39.6
Very High	2	2.3	9	5.6	1	2.4	1	4.8	13	4.2
Total	84	100.0	162	100.0	41	100.0	21	100.0	308	100.0

* $H = 9.116, df = 3, p < .05$

The degree of confidence which the respondent expressed in obtaining his post-high school plans substantially influenced the individual's occupational choice ($H = 16.543, p < .001$). Students who were very and somewhat doubtful of achieving their post-high school plans (4.8%) had the highest preference for very high occupations (Table LXXIII). Very confident individuals preferred high (48.9%) and medium (30.2%) occupations while fairly confident individuals were spread out in high (36.4%), medium (30.7%), low (16.1%), and very low (12.6%) occupations. The somewhat and very doubtful students mainly selected medium (61.9%) occupations and emphasized to a lesser degree low (19.0%) occupations.

TABLE LXXIII
CONFIDENCE AND OCCUPATIONAL CHOICE*

Occupational Choice	Very Sure	%	Fairly Sure	%	Somewhat and Very Doubtful	%	Total	%
Very Low	9	6.5	18	12.6	2	9.5	29	9.6
Low	14	10.1	23	16.1	4	19.0	41	13.5
Medium	42	30.2	44	30.7	13	61.9	99	32.7
High	68	48.9	52	36.4	1	4.8	121	39.9
Very High	6	4.3	6	4.2	1	4.8	13	4.3
Total	139	100.0	143	100.0	21	100.0	303	100.0

* $H = 16.543, df = 2, p < .001$

The relationship between student's attitude toward his father's job and occupational choice was not significant ($H = 5.472, p < .30$). The data in Table LXXIV denoted no clear pattern. Respondents who were completely dissatisfied with their fathers' job (9.0%) had the highest selection for very high occupations (somewhat dissatisfied - 7.1%, accept it - 1.4%, fairly satisfied - 5.2%, and fully satisfied - 5.0%). There was no great variation in the results. Only 44.4 per cent of the respondents chose high and very high occupations.

The data on student's attitude toward his father's salary signified no important connection between it and occupational choice ($H = 3.467, p < .50$). Again, students who were completely dissatisfied with their fathers' salary (10.0%) had the greatest percentage for very high occupations (Table LXXV). The somewhat dissatisfied students preferred high (57.2%) and medium (25.0%) occupations while the accept it, fairly, and fully satisfied groups were spread out over all of the occupations. It was also interesting to note that 20.0 per cent of the completely dissatisfied individuals chose very low occupations.

The effect of father's attitude toward his job was not significant for occupational choice of rural youth ($H = 2.064, p < .70$). Table LXXVI identified no clear pattern of the results. Individuals who stated their fathers accepted their jobs were the most inclined to select a very high occupation (6.2%). No great deviation was revealed for each level of father's attitude toward his job when comparison was made for each category of occupations.

There was no meaningful relation between father's attitude toward his salary and occupational choice of Logan County students ($H = 4.301, p < .50$). Students of fathers who were completely dissatisfied with their

TABLE LXXIV

ATTITUDE TOWARD FATHER'S JOB AND OCCUPATIONAL CHOICE*

Occupational Choice	Completely Dis-satisfied	%	Somewhat Dis-satisfied	%	Accept It	%	Fairly Satisfied	%	Fully Satisfied	%	Total	%
Very Low	2	18.2	1	7.1	10	13.7	6	6.3	9	8.9	28	9.5
Low	3	27.3	2	14.3	10	13.7	9	9.4	16	15.8	40	13.6
Medium	3	27.3	7	50.0	24	32.9	34	35.4	28	27.7	96	32.5
High	2	18.2	3	21.5	28	38.3	42	43.7	43	42.6	118	40.0
Very High	1	9.0	1	7.1	1	1.4	5	5.2	5	5.0	13	4.4
Total	11	100.0	14	100.0	73	100.0	96	100.0	101	100.0	295	100.0

* $H = 5.472$, $df = 4$, $p < .30$

TABLE LXXV

ATTITUDE TOWARD FATHER'S SALARY AND OCCUPATIONAL CHOICE*

Occupational Choice	Completely Dis-satisfied	%	Somewhat Dis-satisfied	%	Accept It	%	Fairly Satisfied	%	Fully Satisfied	%	Total	%
Very Low	4	20.0	2	7.1	5	6.8	6	6.5	10	12.5	27	9.2
Low	3	15.0	3	10.7	10	13.7	12	12.9	13	16.3	41	13.9
Medium	5	25.0	7	25.0	26	35.6	32	34.4	25	31.2	95	32.3
High	6	30.0	16	57.2	31	42.5	37	39.7	28	35.0	118	40.1
Very High	2	10.0	0	0.0	1	1.4	6	6.5	4	5.0	13	4.5
Total	20	100.0	28	100.0	73	100.0	93	100.0	80	100.0	294	100.0

* $H = 3.467$, $df = 4$, $p < .50$

TABLE LXXVI

FATHER'S ATTITUDE TOWARD HIS JOB
AND OCCUPATIONAL CHOICE*

Occupational Choice	Completely and Somewhat Dissatisfied	%	Accept It	%	Fairly Satisfied	%	Fully Satisfied	%	Total	%
Very Low	2	9.5	6	9.2	13	11.5	7	7.3	28	9.5
Low	4	19.0	11	16.9	11	9.7	14	14.6	40	13.6
Medium	9	42.9	21	32.3	35	31.0	31	32.3	96	32.5
High	5	23.8	23	35.4	50	44.3	40	41.6	118	40.0
Very High	1	4.8	4	6.2	4	3.5	4	4.2	13	4.4
Total	21	100.0	65	100.0	113	100.0	96	100.0	295	100.0

* $H = 2.064$, $df = 3$, $p < .70$

salaries were more apt to choose a very high (8.3%) or a very low (25.0%) status occupation than the other respondents. There was no great diversity demonstrated by the data in Table LXXVII. No clear pattern was disclosed by the results.

SUMMARY

This thesis was concerned with the effect of twenty variables on occupational choice of rural high school students (Appendix C). Out of the twenty variables, twelve indicated significant evidence to reject the null hypothesis of no difference. Those variables were: sex ($z = 4.88$, $p = .0000068$), place of residence ($H = 10.715$, $p < .01$), occupational aspirations ($H = 107.440$, $p < .001$), educational aspirations

TABLE LXXVII

FATHER'S ATTITUDE TOWARD HIS SALARY AND OCCUPATIONAL CHOICE*

Occupational Choice	Completely Dis-satisfied	%	Somewhat Dis-satisfied	%	Accept It	%	Fairly Satisfied	%	Fully Satisfied	%	Total	%
Very Low	3	25.0	2	5.3	4	5.9	12	9.5	6	11.5	27	9.1
Low	1	8.3	8	21.0	7	10.3	15	11.9	10	19.2	41	13.9
Medium	4	33.4	12	31.6	23	33.8	41	32.5	17	32.7	97	32.7
High	3	25.0	15	39.5	33	48.5	50	39.7	17	32.7	118	39.9
Very High	1	8.3	1	2.6	1	1.5	8	6.4	2	3.9	13	4.4
Total	12	100.0	38	100.0	68	100.0	126	100.0	52	100.0	296	100.0

* $H = 4.301$, $df = 4$, $p < .50$

($H = 49.765$, $p < .001$), academic performance ($H = 31.813$, $p < .001$), college preparation ($H = 31.356$, $p < .001$), work experience ($H = 7.943$, $p < .02$), parental aspirations ($H = 74.404$, $p < .001$), course likes ($H = 20.453$, $p < .01$), course dislikes ($H = 16.811$, $p < .01$), father's education ($H = 9.116$, $p < .05$), and confidence ($H = 16.543$, $p < .001$). Looking at each significant variable separately, several conclusions were made. One, males preferred high and very high occupations while females were more inclined to choose medium and high occupations. Two, farm and town respondents were not greatly different in their choice of occupations, but they both were more prone to select a higher status occupation than country students. Three, high occupational aspirations were associated with choosing a high status occupation. Four, professional educational aspirations were related to choosing very high prestige occupations. Five, as grades increased from F to A, the percentage for the higher occupations also increased. Six, the percentage of students selecting higher occupations increased as college preparation increased from low to high. Seven, students with manual work experience were more inclined to select high and very high occupations than the other respondents. Eight, generally, as the degree of parental aspirations increased, the proportion of higher occupations chosen increased. Nine, the larger the number of courses liked, the greater the tendency for students to pick a higher status occupation. Ten, generally, as the number of courses disliked increased, the percentage of the individuals selecting higher prestige occupations decreased. Eleven, children of higher educated fathers tended to choose higher status occupations more than other students. Twelve, the higher the degree of confidence in achieving post-high school plans, the more likely the student preferred a higher status occupation.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Purpose of Study

Sociological theory doesn't contain a method for predicting potential migrators, nor does it incorporate a valid theory which can predict the educational aspirations or occupational choice of young people. The purpose of this research was to examine factors that influence potential migration, educational aspirations, and occupational choice of rural young adults. Specifically, this study sought to answer three questions. First, what are the characteristics of potential migrators from Logan County and the state of Oklahoma? Second, what factors influence the educational aspirations of rural youth? Third, what factors affect the occupational choice of rural high school students?

Methods and Procedures

The data used in this study came from a larger project, The Logan County Youth Study, conducted by Langston University in cooperation with Oklahoma State University. The Logan County Youth Study was a three-year project funded by the United States Department of Agriculture.

The population of this study consisted of all sophomore, junior, and senior students enrolled in the six public high schools in Logan

County during the 1967-68 academic year. Logan County was selected because it was primarily a rural county with a below-average income level population and a steady stream of out-migration since 1910. Also, the six high schools were small enough to allow this survey to be conducted. The tenth, eleventh, and twelfth grade students were selected because it was felt that since they were near high school graduation they would represent different stages of post-high school planning. Also, by studying the three grade levels, it would be possible to analyze the maturation process over a three-year period on the variables investigated.

The data was collected by a research instrument consisting of three questionnaires: One for each student, the father, and the mother. The combined three questionnaires comprised a total of three hundred fifty-four items. There was a total of three hundred twenty-two complete sets, i.e., student, mother, and father questionnaires which this thesis used. Also, questionnaires from Negro families where the father was alive and lived with the family but didn't return the questionnaire were used.

The student questionnaire was administered by the students' regular classroom teacher in each school according to a predetermined time schedule to all tenth, eleventh, and twelfth grade students attending school on the day the questionnaire was administered. The students were asked to bring the completed parental questionnaires back to school within one week. Each student was paid fifty cents for returning his parents' completed questionnaires.

The dependent variables in this thesis were migration from Logan County and the state of Oklahoma, educational aspirations, and

occupational choice. A total of twenty-five variables were used in this study, four being dependent and twenty-one independent.

The data from the Logan County Youth Study was on IBM cards and tapes. In order to acquire a feeling for the data, since the writer was not an initial member of the research team, the researcher went back to the original questionnaires to extract the information he desired. The statistical treatment of the data was classified as non-parametric. The Chi Square was used for the statistical analysis of the sixteen variables considered for both dependent migration variables and the twenty factors examined for educational aspirations. The degree of association for all significant Chi Squares was determined by a Contingency Coefficient C. The Mann-Whitney U test and the Kruskal-Wallis one-way analysis of variance ranks test was utilized for the statistical inquiry of the twenty variables speculated to affect occupational choice. For testing the significance of the hypothesis by the Chi Square, the Mann-Whitney U test, and the Kruskal-Wallis rank test, the value of the test required to reject the null hypothesis was assigned the .05 level.

SUMMARY OF RESULTS AND DISCUSSION

Migration

Logan County

Sixteen variables were investigated for their influence on migration from Logan County. Out of the sixteen variables, only four (race, occupational aspirations, father's job, and confidence) significantly

influenced migration from Logan County. The results of this study indicated one, that Negroes were more likely to migrate from Logan County than Whites; two, students with high and medium occupational aspirations were less inclined to stay in Logan County than students with very high or low and very low occupational aspirations; three, 42.9 per cent of the students with very high occupational aspirations planned to move from Logan County immediately after high school; four, children whose fathers' job was technical and professional or unskilled, machine operator, and skilled, were more prone to leave Logan County than the other students; and five, as the degree of confidence increased, the proportion of students planning to migrate from Logan County also increased. In other words, this research indicated that the potential migrators from Logan County would more likely be Negroes; students with high and medium occupational aspirations; students whose fathers' job was technical or professional and unskilled, machine operator, or skilled; and students with a high degree of confidence that they would succeed in their post-high school plans.

Taking an average for all sixteen variables, it was determined that 17.2 per cent of the respondents planned to stay permanently in Logan County with another 51.4 per cent planning to stay awhile and 31.4 per cent planning to leave Logan County immediately after high school. Combining the last two categories to obtain the total potential migration from Logan County, it was found that 82.8 per cent of the students planned on eventually leaving Logan County. This implied that Logan County would lose the majority of its young people and that its out-migration rate would continue to be high.

State of Oklahoma

This study examined the effect of sixteen variables on potential migration from the state of Oklahoma. Only four out of the sixteen variables substantially influenced migration from Oklahoma (race, place of residence, father's job, and father's education). The results of this thesis indicated that one, Negroes were definitely planning to migrate from Oklahoma more than Whites; two, as place of residence increased from farm to town, the percentage of potential migrators from Oklahoma increased; three, except for the technical and professional category, as the status of father's job increased, plans to stay in Oklahoma increased; four, students whose fathers had a post-graduate education were planning to move from Oklahoma more than any of the other students. In other words, this research indicated that the potential migrators from Oklahoma would more likely be Negroes, students who lived in towns, students whose fathers' job was technical or professional, and respondents of post-graduate educated fathers.

Taking an average for all sixteen variables, it was calculated that 41.0 per cent of the young people planned to stay in Oklahoma permanently with 48.0 per cent planning to stay awhile and 11.0 per cent planning to migrate from Oklahoma immediately upon finishing high school. The total potential migration from Oklahoma for this study was 59 per cent. It must be remembered that this data represented only students who lived in Logan County, and may not be representative of the whole state, but it suggested that Oklahoma may be losing over half of its rural young adults.

When examining the four variables that significantly affected migration from Logan County and the state of Oklahoma it was revealed

that race and father's job influenced both dependent variables. Negroes were not only going to leave Logan County, but they were also planning to migrate from Oklahoma more than Whites. Respondents whose fathers' job was technical or professional were more prone to be migrating from both Logan County and the state of Oklahoma than any other individuals. In other words, the potential migrators from both Logan County and Oklahoma would be Negroes and students of technical and professional fathers.

Educational Aspirations

Twenty variables were scrutinized for their influence on educational aspirations of rural young people. Seven of the twenty factors were found to significantly affect educational aspirations of rural high school students. These factors were occupational aspirations, academic performance, college preparation, parental aspirations, course likes, mother's education, and confidence. This study indicated that one, high occupational aspirations were associated with high educational aspirations; two, students who made A's had higher college and professional educational aspirations than students who made lower grades; three, high college preparation was associated with college and professional educational aspirations while low college preparation was not; four, high parental aspirations were related to college and professional educational aspirations; five, as the number of courses liked increased from 0 to 7 courses, the percentage of the students desiring college and professional educational aspirations increased; six, individuals with college or post-graduate educated mothers were more likely to express college and professional educational aspirations than the other

students; and seven, as students became more confident of accomplishing their post-high school plans their educational aspirations tended to increase.

Taking the average for all twenty variables, the total percentage for each level of educational aspirations was: high school - 5.7 per cent, business school - 9.6 per cent, vocational school - 8.1 per cent, college - 52.3 per cent, and professional - 24.3 per cent. The results indicated that these rural students had been sufficiently socialized to the white middle class attitudes toward higher education, by the fact that 76.6 per cent of the individuals desired a college or professional education. Although this study was concerned with the students' educational aspirations, not the students' expectations, it was very interesting to note that while there are manpower needs for technical and vocational trained individuals, over three-fourths of these rural youth wanted college and professional education. It may be stated that this data suggested that our priorities on education should be reconsidered on the basis of societal needs rather than whimsical, prestigious values.

The results found in this study were not always in agreement with previous research. One reason for this was the fact that this study was concerned with the students' educational aspirations which was defined as the education required for the occupation that the student wished he could be doing in the next ten years if he had the ability, money, and education. This was completely different from expectations, which was what the student expected to be doing when he considered his ability, money, and education he could obtain. Previous research has used expectations and called them aspirations, but they are two completely different concepts.

Occupational Choice

This study inquired into the effect of twenty variables on occupational choice of rural high school students. Twelve of the twenty variables substantially influenced the occupational choice of Logan County students. These factors were sex, place of residence, occupational aspirations, educational aspirations, academic performance, college preparation, work experience, parental aspirations, course likes, course dislikes, father's education, and confidence. Several conclusions were made by this research. One, males preferred high and very high occupations while females were more inclined to choose medium and high occupations. Two, farm and town respondents were not greatly different in their choice of occupations, but they both were more prone to select a higher status occupation than country students. Three, high occupational aspirations were associated with choosing a high prestige occupation. Four, professional educational aspirations were related to selecting very high status occupations. Five, as academic grades increased from F to A, the percentage aspiring for the higher occupations also increased. Six, the percentage of students selecting higher occupations increased as college preparation increased from low to high. Seven, students with manual work experience were more inclined to select high and very high occupations than the other respondents. Eight, generally, as the degree of parental aspirations increased, the proportion of higher occupations chosen increased. Nine, the larger the number of courses liked, the greater the tendency for students to pick a higher status occupation. Ten, generally, as the number of courses disliked increased, the percentage of the individuals selecting higher prestige occupations decreased. Eleven, children of higher

educated fathers tended to choose higher status occupations more than other students. Twelve, the higher the degree of confidence in achieving post-high school plans, the more likely the student preferred a high prestige occupation.

The findings in this study have provided a foundation for further research on the three areas of migration, educational aspirations and occupational choice of rural youth. Further research needs to be conducted on the interrelations between these variables and the effects of these interrelationships. These findings may be considered applicable to a larger population whose characteristics are similar to those of Logan County, Oklahoma.

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APPENDIX A
MIGRATION FROM LOGAN COUNTY AND OKLAHOMA

Variable Name

1. Sex
2. Race
3. Place of Residence
4. Occupational Aspirations
5. Educational Aspirations
6. Academic Performance
7. Time Lived in Logan County
8. Family Income
9. Father's Job
10. College Preparation
11. Occupational Choice
12. Work Experience
13. Parental Aspirations
14. Father's Education
15. Work Attitudes
16. Confidence

APPENDIX B
EDUCATIONAL ASPIRATIONS

Variable Name

1. Sex
2. Race
3. Place of Residence
4. Occupational Aspirations
5. Academic Performance
6. Family Income
7. Father's Job
8. College Preparation
9. Work Experience
10. Parental Aspirations
11. Course Likes
12. Course Dislikes
13. Work Attitudes
14. Father's Education
15. Mother's Education
16. Confidence
17. Attitude Toward Father's Job
18. Attitude Toward Father's Salary
19. Father's Attitude Toward His Job
20. Father's Attitude Toward His Salary

APPENDIX C
OCCUPATIONAL CHOICE

Variable Name

1. Sex
2. Race
3. Place of Residence
4. Occupational Aspirations
5. Educational Aspirations
6. Academic Performance
7. Family Income
8. Father's Job
9. College Preparation
10. Work Experience
11. Parental Aspirations
12. Course Likes
13. Course Dislikes
14. Work Attitudes
15. Father's Education
16. Confidence
17. Attitude Toward Father's Job
18. Attitude Toward Father's Salary
19. Father's Attitude Toward His Job
20. Father's Attitude Toward His Salary

APPENDIX D
INDEX OF VARIABLES

Variable Name	Questionnaire	Page	Item
Migration Logan County	Student	6	64
Migration Oklahoma	Student	6	65
Occupational Choice	Student	5	38-39
Educational Aspirations	Student	5	37
Sex	Student	1	6
Race	Student	1	9
Place of Residence	Student	1	10
Occupational Aspirations	Student	5	35-36
Academic Performance	Student	1	11-12
Time Lived in Logan County	Student	6	67-68
Family Income	Father	4	57-58
	Mother	4	57-58
Father's Job	Father	4	53-54
	Mother	3	53-54
College Preparation	Student	2	44-50
Work Experience	Student	6	57
Parental Aspirations	Father	2	33-34
	Mother	2	33-34
Course Likes	Student	1	20
Course Dislikes	Student	1	21
Work Attitudes	Student	6	59

Variable Name	Questionnaire	Page	Item
Father's Education	Student	7	70-71
	Father	3	51-52
Mother's Education	Student	7	68-69
	Mother	3	51-52
Confidence	Student	2	43
Attitude Toward Father's Job	Student	6	51
Attitude Toward Father's Salary	Student	6	52
Father's Attitude Toward His Job	Student	6	49
Father's Attitude Toward His Salary	Student	6	50

APPENDIX E

CAREER PLANS OF HIGH SCHOOL YOUTH

LOGAN COUNTY YOUTH STUDY

1969

CAREER PLANS OF HIGH SCHOOL YOUTH

CDI
1-4
5

As a high school student you have been concerned about preparing for your career and your future. Your family is also interested in what you will do. The following questions seek to determine what you consider important in making plans for what you will do when you leave high school. This information will be used by a research group from Langston and Oklahoma State Universities to better assist educators and high school students in fulfilling their career plans.

Please answer each question as accurately and as promptly as possible. The information that you give will be used exclusively for research purposes and will not be connected with your name.

Thank you for your assistance in this research.

Logan County Youth Study

NAME (Print) _____
First Last

STREET ADDRESS OR ROUTE _____

City _____ State _____ Zip Code _____

MOTHER OR STEPMOTHER (Print) _____

FATHER OR STEPFATHER (Print) _____

HIGH SCHOOL _____ JUNIOR HIGH _____

6 SEX .1 Male _____ .2 Female _____

7 GRADE .1 10th _____ .2 11th _____ .3 12th _____

8 AGE LAST BIRTHDAY .1 15 _____ .2 16 _____ .3 17 _____ .4 18 _____ .5 over 18 _____

9 WHICH DESCRIBES YOU? .1 Indian _____ .2 Oriental _____ .3 Negro _____ .4 White _____

10 WHERE DO YOU LIVE? .1 On Farm _____ .2 Country, but not Farm _____
.3 Town under 1000 _____ .4 Town of 1000-2500 _____ .5 Town over 2500 _____

11-12 MARK X ON THE GRADE NEAREST YOUR AVERAGE FOR THE LAST TWO SEMESTERS:
.1 A .2 A- .3 B+ .4 B .5 B- .6 C+ .7 C .8 C- .9 D .10 F

13-15 IN WHAT SUBJECTS DO YOU GET THE BEST GRADES? .1 _____
.2 _____ .3 _____ .4 _____

16-18 IN WHAT SUBJECTS DO YOU GET YOUR POOREST GRADES? .1 _____
.2 _____ .3 _____ .4 _____

19 HOW MANY COURSES ARE YOU NOW TAKING? .1 _____ .2 _____ .3 _____ .4 _____ .5 _____ .6 _____ .7 _____

HOW MANY OF THESE COURSES DO YOU LIKE AND DISLIKE?
20 .1 Like 0 1 2 3 4 5 6 7
21 .2 Dislike 0 1 2 3 4 5 6 7

CD1 IN GENERAL, HOW WOULD YOU RATE YOURSELF AS A STUDENT IN THE FOLLOWING AREAS?

	POOR (1)	FAIR (2)	AVERAGE (3)	GOOD (4)	EXCELLENT (5)
22 .1 Reading-----	_____	_____	_____	_____	_____
23 .2 Writing-----	_____	_____	_____	_____	_____
24 .3 Public Speaking-----	_____	_____	_____	_____	_____
25 .4 Use of Library-----	_____	_____	_____	_____	_____
26 .5 Preparation of Assignments-----	_____	_____	_____	_____	_____
27 .6 Taking Essay Tests-----	_____	_____	_____	_____	_____
28 .7 Taking Multiple Choice Tests-----	_____	_____	_____	_____	_____
29 .8 Extra Curricular Activities-----	_____	_____	_____	_____	_____
30 .9 Attendance-----	_____	_____	_____	_____	_____
31 .10 Athletics-----	_____	_____	_____	_____	_____

32-34 CONSIDERING YOUR REAL ABILITIES AS A STUDENT, WHICH OF THE FOLLOWING BEST DESCRIBES THE HIGHEST TRAINING LEVEL (1) YOU ARE CAPABLE OF ATTAINING, (2) YOU PLAN TO ATTAIN, AND (3) YOU WOULD LIKE TO ATTAIN?

	CAPABLE OF ATTAINING	PLAN TO ATTAIN	WOULD LIKE TO ATTAIN
PH.D. or Profession	1_____	1_____	1_____
Engineering Degree	2_____	2_____	2_____
Teaching Certificate	3_____	3_____	3_____
College Degree	4_____	4_____	4_____
Vocational School Certificate	5_____	5_____	5_____
Business School	6_____	6_____	6_____
Graduate from High School	7_____	7_____	7_____
Get a Job	8_____	8_____	8_____
Work on Farm	9_____	9_____	9_____

35-36 PLEASE MARK ALL SOURCES OF INFORMATION YOU HAVE USED IN MAKING YOUR PLANS FOR THE FUTURE.

- | | |
|-----------------------|------------------------------|
| .1 Mother _____ | .7 Friends _____ |
| .2 Father _____ | .8 Books _____ |
| .3 Teachers _____ | .9 Magazines _____ |
| .4 Counselor _____ | .10 Television _____ |
| .5 Minister _____ | .11 Movies _____ |
| .6 Other Adults _____ | .12 Travel or
Tours _____ |

37-42 WHICH HELPFUL SOURCES OF INFORMATION HAVE BEEN MOST HELPFUL TO YOU?

- .1 _____ .2 _____ .3 _____ .4 _____ .5 _____

43 HOW SURE ARE YOU ABOUT SUCCEEDING IN YOUR POST HIGH SCHOOL PLANS?

- | | | | |
|-----------|-------------|-------------------|---------------|
| Very Sure | Fairly Sure | Somewhat Doubtful | Very Doubtful |
| .1 _____ | .2 _____ | .3 _____ | .4 _____ |

HOW MANY TIMES HAVE YOU BEEN ON A SCHOOL CAMPUS? (MARK X THROUGH ANSWER)

- 44 .1 College 0 1 2 3 4 5 6 7 8 9 10 or more
- 45 .2 Vocational School 0 1 2 3 4 5 6 7 8 9 10 or more

46 HOW MANY COLLEGE AND VOCATIONAL SCHOOL COURSE CATALOGUES HAVE YOU EXAMINED IN YOUR HIGH SCHOOL LIBRARY?

- .1 1 2 3 4 5 6 7 8 9 10 or more
- .2 None Available in Library _____
- .3 Never Heard of a School Course Catalogue _____

CD1 HOW MANY DEGREE GRANTING VOCATIONAL SCHOOLS AND COLLEGES DO YOU THINK THERE ARE IN OKLAHOMA WHICH YOU COULD ATTEND?

47	.1 Universities	0	2	5	10	15	20	50
48	.2 Junior Colleges	0	2	5	10	15	20	50
49	.3 Vocational Schools	0	2	5	10	15	20	50

50 INDICATE THE STEPS REQUIRED TO GET ADMITTED TO A DEGREE GRANTING VOCATIONAL SCHOOL, COLLEGE, OR UNIVERSITY.

Apply by Mail	Apply in Person	Send School Records	Pass Entrance Examinations	Pay Fees	Be Graduate Of High School
.1_____	.2_____	.3_____	.4_____	.5_____	.6_____

51-60 LIST THE FAMILY MEMBERS WITH WHOM YOU LIVE.

.1 Mother _____	.6 Stepfather _____
.2 Father _____	.7 Grandmother _____
.3 Sister(s) _____	.8 Grandfather _____
.4 Brother(s) _____	.9 Other Female Relative _____
.5 Stepmother _____	.10 Other Male Relative _____

THE WORDS MOTHER AND FATHER IN QUESTIONS 27 - 49 REFER TO STEP-PARENT OR GUARDIAN IF APPROPRIATE.

61-64 PLEASE INDICATE THOSE ACTIVITIES IN THE FOLLOWING LIST WHICH YOU DO WITH YOUR MOTHER AND/OR YOUR FATHER.

	MOTHER	FATHER
Eat Meals at Home	.1_____	.2_____
Have Confidential Talks	.3_____	.4_____
Play Games	.5_____	.6_____
Social Events	.7_____	.8_____
Go to Movies	.9_____	.10_____
Church Activities	.11_____	.12_____
Watch Television	.13_____	.14_____
Do Housework	.15_____	.16_____
Do Yardwork	.17_____	.18_____
Do Chores	.19_____	.20_____
Help Parents in Occupation	.21_____	.22_____

IN THE FOLLOWING KINDS OF PROBLEMS, HOW MUCH HELP DO YOU GET FROM YOUR PARENTS?

	(1) None	(2) A Little	(3) Average Amount	(4) Considerable Amount	(5) A Great Deal
65 .1 Mother	_____	_____	_____	_____	_____
66 .2 Father	_____	_____	_____	_____	_____
HELP WITH MONEY PROBLEMS?					
67 .1 Mother	_____	_____	_____	_____	_____
68 .2 Father	_____	_____	_____	_____	_____
HELP WITH PERSONAL PROBLEMS?					
69 .1 Mother	_____	_____	_____	_____	_____
70 .2 Father	_____	_____	_____	_____	_____
HELP WITH SCHOOL PROBLEMS?					
71 .1 Mother	_____	_____	_____	_____	_____
72 .2 Father	_____	_____	_____	_____	_____
HELP IN MAKING DECISIONS?					
73 .1 Mother	_____	_____	_____	_____	_____
74 .2 Father	_____	_____	_____	_____	_____
HELP WHEN YOU ARE IN TROUBLE?					

		None	A Little	Considerable	A Great	
CD1	HELPFUL ADVICE?			Amount	Deal	
CD2		(1)	(2)	(3)	(4)	
75	.1 Mother	_____	_____	_____	_____	
6	.2 Father	_____	_____	_____	_____	
WHICH OF THE FOLLOWING BEST DESCRIBES YOUR LOVE FOR YOUR PARENTS?						
		Weak	Not Very Strong	Strong	Very Strong	Unlimited
		(1)	(2)	(3)	(4)	(5)
7	.1 Mother	_____	_____	_____	_____	_____
8	.2 Father	_____	_____	_____	_____	_____
HOW MUCH LOVE DO YOU THINK YOUR PARENTS HAVE FOR YOU?						
9	.1 Mother	_____	_____	_____	_____	_____
10	.2 Father	_____	_____	_____	_____	_____
		Poor	Below Average	Average	Good	Excellent
	HOW DO YOU RATE YOUR PARENTS?	(1)	(2)	(3)	(4)	(5)
11	.1 Mother	_____	_____	_____	_____	_____
12	.2 Father	_____	_____	_____	_____	_____
HOW WOULD YOUR MOTHER RATE:						
13	.1 Herself as a mother	_____	_____	_____	_____	_____
14	.2 You as a child	_____	_____	_____	_____	_____
HOW WOULD YOUR FATHER RATE:						
15	.1 Himself as a father	_____	_____	_____	_____	_____
16	.2 You as a child	_____	_____	_____	_____	_____
HOW WOULD YOU RATE YOURSELF:						
17	.1 As a child to your mother	_____	_____	_____	_____	_____
18	.2 As a child to your father	_____	_____	_____	_____	_____
HOW OFTEN ARE YOUR PARENTS IN A GOOD MOOD?						
		Never	Rarely	Half & Half	Usually	Always
		(1)	(2)	(3)	(4)	(5)
19	.1 Mother	_____	_____	_____	_____	_____
20	.2 Father	_____	_____	_____	_____	_____
AT HOME HOW OFTEN ARE YOU IN A GOOD MOOD TOWARD YOUR PARENTS?						
21	.1 Towards Mother	_____	_____	_____	_____	_____
22	.2 Towards Father	_____	_____	_____	_____	_____
IF YOU DO SOMETHING YOUR PARENT CONSIDERS WRONG, HOW DOES HE REACT?						
		No	Mildly	Moderately	Strongly	Very
		Reaction	(2)	(3)	(4)	Strongly
		(1)	(2)	(3)	(4)	(5)
23	.1 Mother	_____	_____	_____	_____	_____
24	.2 Father	_____	_____	_____	_____	_____
IF YOU DO SOMETHING SERIOUSLY WRONG, HOW DOES YOUR PARENT PUNISH YOU?						
		Do	Sulk	Scold	Restrict	Reduce
		Nothing	(2)	(3)	(4)	Allowance
		(1)	(2)	(3)	(4)	(5)
						Slap or
						Hit
						(6)
25	.1 Mother	_____	_____	_____	_____	_____
26	.2 Father	_____	_____	_____	_____	_____

CD2 WHEN YOU DO SOMETHING VERY WELL, HOW DOES YOUR PARENT REACT?
 Critical Indifferent Pleased Complimentary Enthusiastic
 (1) (2) (3) (4) (5)
 27 .1 Mother _____
 28 .2 Father _____

IF YOU DO SOMETHING VERY WELL, HOW DOES YOUR PARENT REWARD YOU?
 No Grant Gift or Caress
 Reward Compliment Praise Privileges Money or Pat
 (1) (2) (3) (4) (5) (6)
 29 .1 Mother _____
 30 .2 Father _____

31 HOW OFTEN DO YOU BEHAVE AS YOUR PARENTS THINK YOU SHOULD?
 Never Rarely Sometimes Mostly Always
 (1) (2) (3) (4) (5)

 HOW OFTEN DO YOUR PARENTS BEHAVE AS THEY SHOULD? Mother
 32 _____
 33 Father _____
 34 HOW OFTEN DO YOUR PARENTS AGREE ON FAMILY PROBLEMS?

35-36 IF YOU HAD THE ABILITY, EDUCATION AND MONEY, WHAT KIND OF WORK WOULD YOU REALLY LIKE TO BE DOING TEN YEARS FROM NOW?

 SPECIFIC NAME OR TITLE OF JOB I WOULD REALLY LIKE TO HAVE

37 HOW MUCH EDUCATION DO YOU THINK YOU WOULD NEED FOR THIS?
 .1 High .2 Business .3 Vocational .4 College .5 Professional
 School School School School School

38-39 NOW CONSIDERING YOUR ACTUAL ABILITIES, GRADES, FINANCES, AND CHANCES FOR EDUCATION, WHAT KIND OF WORK DO YOU ACTUALLY EXPECT TO BE DOING TEN YEARS FROM NOW? -- VERY SPECIFIC - NAME THE JOB.

 SPECIFIC NAME OR TITLE OF JOB I REALLY EXPECT TO HAVE

40 HOW MUCH EDUCATION DO YOU THINK YOU WILL NEED FOR THIS?
 .1 High .2 Business .3 Vocational .4 College .5 Professional
 School School School School School

41-42 AT WHAT AGE DID YOU DECIDE ON THE JOB YOU EXPECT TO HAVE?
 12 or Less 13 14 15 16 17 18 19

43-44 AT WHAT AGE DO YOU EXPECT TO MARRY? (MARK X THROUGH YOUR ANSWER)
 16 or 17 18 19 20 21 22 23 24 25 26 27 Never

45 HOW MUCH EDUCATION DO YOU THINK THE PERSON YOU MARRY SHOULD HAVE?
 .1 High .2 Business .3 Vocational .4 College .5 Professional
 School School School School School

CD2		Completely Dissatisfied	Somewhat Dissatisfied	Accept It	Fairly Satisfied	Fully Satisfied
		(1)	(2)	(3)	(4)	(5)
46	HOW DO YOU FEEL ABOUT YOUR CHOICE OF OCCUPATION?	_____	_____	_____	_____	_____
	HOW DO YOUR PARENTS FEEL ABOUT YOUR CHOICE OF OCCUPATION?					
47	.1 Mother	_____	_____	_____	_____	_____
48	.2 Father	_____	_____	_____	_____	_____
	HOW DOES YOUR FATHER FEEL ABOUT HIS WORK AND SALARY?					
49	.1 Work	_____	_____	_____	_____	_____
50	.2 Salary	_____	_____	_____	_____	_____
	HOW DO YOU FEEL ABOUT YOUR FATHER'S WORK AND SALARY?					
51	.1 Work	_____	_____	_____	_____	_____
52	.2 Salary	_____	_____	_____	_____	_____
	HOW DOES YOUR MOTHER FEEL ABOUT FATHER'S WORK AND SALARY?					
53	.1 Work	_____	_____	_____	_____	_____
54	.2 Salary	_____	_____	_____	_____	_____
	IF MOTHER WORKS, HOW DOES SHE FEEL ABOUT HER WORK AND SALARY?					
55	.1 Work	_____	_____	_____	_____	_____
56	.2 Salary	_____	_____	_____	_____	_____
57	LIST THE TYPES OF WORK YOU HAVE DONE FOR PAY. .1 _____					
	.2 _____ .3 _____ .4 Never worked for pay _____					
58	LIST THE TYPES OF WORK FOR WHICH YOU HAVE SOME TRAINING. .1 _____					
	.2 _____ .3 _____ .4 _____					
59	WHEN YOU WORK HOW DO YOU FEEL ABOUT THE WORK YOU HAVE TO DO?					
	.1 Won't Work .2 Hate to Work .3 Prefer not to Work .4 Don't mind Work .5 Prefer to Work .6 Happy to Work	_____	_____	_____	_____	_____
60	HOW GOOD A WORKER ARE YOU?					
	.1 Poor _____ .2 Below Average _____ .3 Average _____ .4 Good _____ .5 Excellent _____					
61-63	WHAT DO YOU USUALLY DO WITH YOUR SPARE TIME? .1 _____					
	.2 _____ .3 _____					
	MY PLANS AFTER LEAVING HIGH SCHOOL: .1 Stay Permanently .2 Stay a Few Years Only .3 Leave Immediately					
64	.1 Staying in Logan County	_____	_____	_____	_____	_____
65	.2 Staying in Oklahoma	_____	_____	_____	_____	_____
66-67	HOW OLD WERE YOU WHEN YOUR FAMILY CAME TO LOGAN COUNTY?					
	Was Born Here 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19					

CD2 WHAT WAS THE HIGHEST YEAR OF SCHOOLING COMPLETED BY YOUR FATHER AND MOTHER?
(MARK AN X THROUGH YOUR ANSWER)

			High School												College			Post-Graduate			
58-69	.1 Mother	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
70-71	.2 Father	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

HOW MUCH MONEY DO YOU EXPECT YOU WOULD ACTUALLY BE ABLE TO EARN PER WEEK UNDER THE FOLLOWING CONDITIONS?

		(1)	(2)	(3)	(4)	(5)
		\$50	\$75	\$100	\$125	\$150
72	.1 Took permanent job before finishing high school	_____	_____	_____	_____	_____
73	.2 Took permanent job after finishing high school	_____	_____	_____	_____	_____
74	.3 Completed Vocational School	_____	_____	_____	_____	_____
75	.4 Completed college	_____	_____	_____	_____	_____

CD3

6 PLEASE INDICATE THE ABILITY OF YOUR FAMILY TO HELP YOU ATTEND COLLEGE OR VOCATIONAL SCHOOL: .1 Unable to help _____ .2 Small Amount of Help _____ .3 Could give considerable help _____ .4 Could give whatever help is needed _____

7 IN ORDER TO ATTEND COLLEGE OR VOCATIONAL SCHOOL, IF NECESSARY, I WOULD BE WILLING TO WORK: .1 Part Time _____ .2 Half Time _____ .3 During Summer Vacation Only _____ .4 At No Time _____

8 HOW MUCH MONEY DO YOU THINK A STUDENT CAN EARN PER WEEK WHILE WORKING PART TIME ON THE SCHOOL CAMPUS IF HE TAKES A FULL COURSE LOAD?
\$10 _____ \$20 _____ \$30 _____ \$40 _____ Over \$40 _____

9 HOW MUCH MONEY DO YOU THINK A STUDENT CAN EARN PER WEEK WITH A PART-TIME JOB AT HOME OR PLACES OTHER THAN THE SCHOOL CAMPUS?
.1 \$10-15 _____ .2 \$15-20 _____ .3 \$20-30 _____ .4 \$30-40 _____ .5 More than \$40 _____

10 DO YOU THINK A STUDENT COULD BORROW MONEY IN ORDER TO GO TO COLLEGE?
.1 Yes _____ .2 No _____

11 IF YOU COULD BORROW MONEY FOR A COLLEGE OR VOCATIONAL SCHOOL EDUCATION HOW WOULD YOU FEEL ABOUT BORROWING THE MONEY? .1 I would not borrow _____ .2 Somewhat reluctant _____ .3 I would borrow the amount needed _____

12 WHICH MEALS DID YOU EAT YESTERDAY?
.1 Breakfast _____ .2 Lunch _____ .3 Dinner _____ .4 Snacks _____

13 WHEN DID YOU EAT SNACKS YESTERDAY?
.1 Morning _____ .2 Afternoon _____ .3 Evening _____ .5 None _____

MARK AN X TO SHOW WHETHER YOU LIKE OR DISLIKE THE FOLLOWING KINDS OF FOOD, AND ANOTHER X IF YOU ATE THAT FOOD FOR BREAKFAST TODAY, OR FOR LUNCH, DINNER, OR SNACKS YESTERDAY. IF YOU HAD ANY FOOD NOT LISTED WRITE IT IN THE BLANK AT THE END OF THE PROPER SECTION.

	BEVERAGES	Like	Dislike	Breakfast	Lunch	Dinner	Snacks
				Today	Yesterday	Yesterday	Yesterday
14	Cocoa	_____	_____	_____	_____	_____	_____
15	Coffee	_____	_____	_____	_____	_____	_____
16	Fruit Juice	_____	_____	_____	_____	_____	_____
17	Soft Drinks	_____	_____	_____	_____	_____	_____
18	Tea	_____	_____	_____	_____	_____	_____
19	Tomato Juice	_____	_____	_____	_____	_____	_____
20	Milk	_____	_____	_____	_____	_____	_____
21	_____	_____	_____	_____	_____	_____	_____

CD3		Like	Dislike	Breakfast Today	Lunch Yesterday	Dinner Yesterday	Snacks Yesterday	
	CEREAL PRODUCTS							
22	Bread, Wheat	_____	_____	_____	_____	_____	_____	
23	Bread, White	_____	_____	_____	_____	_____	_____	
24	Biscuits, Rolls	_____	_____	_____	_____	_____	_____	
25	Cooked Cereal	_____	_____	_____	_____	_____	_____	
26	Cornbread	_____	_____	_____	_____	_____	_____	
27	Crackers, Chips, etc.	_____	_____	_____	_____	_____	_____	
28	Dry Cereal	_____	_____	_____	_____	_____	_____	
29	Macaroni, Spaghetti	_____	_____	_____	_____	_____	_____	
30	Pancakes	_____	_____	_____	_____	_____	_____	
31	Rice	_____	_____	_____	_____	_____	_____	
32	_____	_____	_____	_____	_____	_____	_____	
	DAIRY, MISCELLANEOUS FOODS							
33	Butter	_____	_____	_____	_____	_____	_____	
34	Cheese	_____	_____	_____	_____	_____	_____	
35	Cottage Cheese	_____	_____	_____	_____	_____	_____	
36	Cream	_____	_____	_____	_____	_____	_____	
37	Margarine	_____	_____	_____	_____	_____	_____	
38	Peanut Butter	_____	_____	_____	_____	_____	_____	
39	_____	_____	_____	_____	_____	_____	_____	
	FRUITS							
40	Apples	_____	_____	_____	_____	_____	_____	
41	Bananas	_____	_____	_____	_____	_____	_____	
42	Grapefruit	_____	_____	_____	_____	_____	_____	
43	Nuts	_____	_____	_____	_____	_____	_____	
44	Oranges	_____	_____	_____	_____	_____	_____	
45	Peaches	_____	_____	_____	_____	_____	_____	
46	Pears	_____	_____	_____	_____	_____	_____	
47	Pineapple	_____	_____	_____	_____	_____	_____	
48	_____	_____	_____	_____	_____	_____	_____	
	MEATS							
49	Beef	_____	_____	_____	_____	_____	_____	
50	Bacon	_____	_____	_____	_____	_____	_____	
51	Chicken	_____	_____	_____	_____	_____	_____	
52	Eggs	_____	_____	_____	_____	_____	_____	
53	Fish	_____	_____	_____	_____	_____	_____	
54	Ground Beef	_____	_____	_____	_____	_____	_____	
55	Ham	_____	_____	_____	_____	_____	_____	
56	Lamb	_____	_____	_____	_____	_____	_____	
57	Lunchmeat	_____	_____	_____	_____	_____	_____	
58	Liver	_____	_____	_____	_____	_____	_____	
59	Pork	_____	_____	_____	_____	_____	_____	
60	Sausage	_____	_____	_____	_____	_____	_____	
61	Veal	_____	_____	_____	_____	_____	_____	
62	Wieners	_____	_____	_____	_____	_____	_____	
63	_____	_____	_____	_____	_____	_____	_____	
	SWEETS							
64	Candy	_____	_____	_____	_____	_____	_____	
65	Cake	_____	_____	_____	_____	_____	_____	
66	Cookies	_____	_____	_____	_____	_____	_____	
67	Donuts, Rolls	_____	_____	_____	_____	_____	_____	
68	Ice Cream	_____	_____	_____	_____	_____	_____	

CD3

	Like	Dislike	Breakfast Today	Lunch Yesterday	Dinner Yesterday	Snacks Yesterday
69 Jelly and Jam	_____	_____	_____	_____	_____	_____
70 Pie	_____	_____	_____	_____	_____	_____
71 Pudding	_____	_____	_____	_____	_____	_____
72 Syrup	_____	_____	_____	_____	_____	_____
73 _____	_____	_____	_____	_____	_____	_____

VEGETABLES

CD4

74 Beans	_____	_____	_____	_____	_____	_____
75 Broccoli	_____	_____	_____	_____	_____	_____
6 Brussell Sprouts	_____	_____	_____	_____	_____	_____
7 Cabbage	_____	_____	_____	_____	_____	_____
8 Carrots	_____	_____	_____	_____	_____	_____
9 Celery	_____	_____	_____	_____	_____	_____
10 Corn, Hominy	_____	_____	_____	_____	_____	_____
11 Green Beans	_____	_____	_____	_____	_____	_____
12 Kraut	_____	_____	_____	_____	_____	_____
13 Onions	_____	_____	_____	_____	_____	_____
14 Peas	_____	_____	_____	_____	_____	_____
15 Potatoes	_____	_____	_____	_____	_____	_____
16 Spinach	_____	_____	_____	_____	_____	_____
17 Squash	_____	_____	_____	_____	_____	_____
18 Potatoes, Sweet	_____	_____	_____	_____	_____	_____
19 Tomatoes	_____	_____	_____	_____	_____	_____
20 _____	_____	_____	_____	_____	_____	_____

21 INDICATE SCHOOL CLASSES WHERE YOU HAVE LEARNED ABOUT NUTRITION:

- | | | | |
|--------------------|-------|-----------------------|-------|
| .1 Biology | _____ | .5 Physiology | _____ |
| .2 General Science | _____ | .6 Physical Education | _____ |
| .3 Home Economics | _____ | .7 Other | _____ |
| .4 Hygiene | _____ | .8 None | _____ |

22 HAVE YOU LEARNED ABOUT NUTRITION IN ANY OF THE FOLLOWING CLUBS?

- | | |
|--------------------|-------|
| .1 4-H | _____ |
| .2 FHA or FPA | _____ |
| .3 Boy Scouts | _____ |
| .4 Girl Scouts | _____ |
| .5 Other (Specify) | _____ |

PLEASE RATE YOUR HEALTH ON THE FOLLOWING FACTORS:

- | | | | |
|--------------------|-------------------------|-------------------------------|---------------------------|
| 23 HEIGHT | .1 Tall _____ | .2 Average _____ | .3 Short _____ |
| 24 WEIGHT | .1 Overweight _____ | .2 About right _____ | .3 Short _____ |
| 25 EYES | .1 Always Clear _____ | .2 Sometimes Irritated _____ | .3 Often Irritated _____ |
| 26 SKIN | .1 Always Clear _____ | .2 Sometimes broken out _____ | .3 Often broken out _____ |
| 27 APPETITE | .1 Poor _____ | .2 Fair _____ | .3 Good _____ |
| 28 HAIR | .1 Shiny _____ | .2 Average _____ | .3 Dull _____ |
| 29 OUTLOOK ON LIFE | .1 Always unhappy _____ | .2 Mostly unhappy _____ | .3 Half and Half _____ |
| | .4 Mostly happy _____ | .5 Always happy _____ | |

- CD4 30 WOULD YOUR HEALTH BE BETTER IF YOUR FAMILY HAD MORE MONEY TO SPEND ON FOOD?
 .1 Yes _____ .2 No _____
- 31 WHO DOES MOST OF THE COOKING? _____
- PLEASE RATE YOUR FAMILY ON THE FOLLOWING FACTORS:
- 32 HOW MANY MEALS DID THE ENTIRE FAMILY EAT TOGETHER YESTERDAY?
 .0 _____ .1 _____ .2 _____ .3 _____
- 33 WHICH MEALS DOES THE ENTIRE FAMILY USUALLY EAT TOGETHER?
 .1 Breakfast _____ .2 Lunch _____ .3 Dinner _____
- 34 HOW DO YOU RATE THE COOKING AT HOME?
 .1 Poor _____ .2 Fair _____ .3 Good _____ .4 Excellent _____
- 35 HOW ATTRACTIVE WAS THE EVENING MEAL LAST NIGHT?
 .1 Not very attractive _____ .2 Fairly attractive _____ .3 Very attractive _____
- 36 HOW MUCH DO YOU ENJOY MEALS AT HOME?
 .1 Not very much _____ .2 Average _____ .3 Very much _____
- 37 WHAT IS THE FAMILY MOOD DURING MEALS?
 .1 Always strained _____ .2 Mostly strained _____ .3 Half and Half _____
 .4 Mostly cheerful _____ .5 Always cheerful _____

APPENDIX F
FATHER'S QUESTIONNAIRE

CD5

CAREER PLANS OF HIGH SCHOOL YOUTH

1-4 FATHER'S QUESTIONNAIRE (Please fill this out alone)

5

6-7 INDICATE THOSE ACTIVITIES WHICH YOU DO WITH YOUR CHILD:

- | | | | |
|---|-------|-------------------------|-------|
| .1 Eat meals at home | _____ | .7 Watch Television | _____ |
| .2 Confidential talks | _____ | .8 Do housework | _____ |
| .3 Play Games | _____ | .9 Do yardwork | _____ |
| .4 Social Events | _____ | .10 Do chores | _____ |
| .5 Go to Movies | _____ | .11 Child helps parents | _____ |
| .6 Church attendance or
other Activities | _____ | in parent's occupation | _____ |

HOW MUCH HELP DO YOU GIVE YOUR CHILD WITH THE FOLLOWING KINDS OF PROBLEMS:

	None (1)	Little (2)	Average Amount (3)	Considerable Amount (4)	A Great Deal (5)
8 WITH MONEY PROBLEMS	_____	_____	_____	_____	_____
9 WITH PERSONAL PROBLEMS	_____	_____	_____	_____	_____
10 WITH SCHOOL PROBLEMS	_____	_____	_____	_____	_____
11 IN MAKING DECISIONS	_____	_____	_____	_____	_____
12 WHEN IN TROUBLE	_____	_____	_____	_____	_____
13 HELPFUL ADVICE	_____	_____	_____	_____	_____
14 CHOICE OF CAREER	_____	_____	_____	_____	_____

WHICH ONE OF THE FOLLOWING
BEST DESCRIBES:

	Weak (1)	Not Very Strong (2)	Strong (3)	Very Strong (4)	Unlimited (5)
15 YOUR LOVE FOR YOUR CHILD	_____	_____	_____	_____	_____
16 THE LOVE YOUR CHILD HAS FOR YOU	_____	_____	_____	_____	_____

	Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)
17 IN GENERAL, HOW DO YOU RATE YOUR CHILD?	_____	_____	_____	_____	_____
18 HOW DO YOU RATE YOURSELF AS A FATHER TO YOUR CHILD?	_____	_____	_____	_____	_____
19 HOW WOULD YOUR CHILD RATE YOU AS A FATHER?	_____	_____	_____	_____	_____
20 RATE YOUR CHILD'S BEHAVIOR TOWARD YOU AS A FATHER?	_____	_____	_____	_____	_____
21 RATE YOUR CHILD'S SENSE OF RESPONSIBILITY?	_____	_____	_____	_____	_____

- CD5
- | | Never
(1) | Rarely
(2) | Half &
Half
(3) | Usually
(4) | Always
(5) |
|---|--------------|---------------|-----------------------|----------------|---------------|
| 22 HOW OFTEN IS YOUR CHILD IN A GOOD MOOD? | ___ | ___ | ___ | ___ | ___ |
| 23 HOW OFTEN ARE YOU IN A GOOD MOOD TOWARD YOUR CHILD? | ___ | ___ | ___ | ___ | ___ |
| 24 HOW OFTEN DOES YOUR CHILD BEHAVE AS YOU THINK HE SHOULD? | ___ | ___ | ___ | ___ | ___ |
| 25 HOW OFTEN DO YOU BEHAVE AS YOUR CHILD THINKS YOU SHOULD? | ___ | ___ | ___ | ___ | ___ |
-
- | | No
Reaction
(1) | Mildly
(2) | Moderately
(3) | Strongly
(4) | Very
Strongly
(5) |
|---|-----------------------|---------------|-------------------|-----------------|-------------------------|
| 26 WHEN YOUR CHILD DOES WRONG, HOW DO YOU REACT? | ___ | ___ | ___ | ___ | ___ |
| 27 IF YOUR CHILD DOES SOMETHING SERIOUSLY WRONG, WHAT DO YOU DO?
Do Show Restrict Reduce Slap or
.1 Nothing__ .2 Hurt__ .3 Counsel__ .4 Scold__ .5 Privileges__ .6 Allowance__ .7 Hit__ | | | | | |
| 28 WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REACT?
.1 Critical__ .2 Indifferent__ .3 Pleased__ .4 Complimentary__ .5 Enthusiastically__ | | | | | |
| 29 WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REWARD HIM?
.1 Do Nothing__ .2 Compliment__ .3 Praise__ .4 Increase Privileges__ .5 Gift or Money__ .6 Caress or Pat__ | | | | | |
| 30 HOW DO YOU AND YOUR SPOUSE WORK TOGETHER ON FAMILY PROBLEMS?
.1 Always Disagree__ .2 Usually Disagree__ .3 Half and Half__ .4 Usually Agree__ .5 Always Agree__ | | | | | |
- 31-32 AT WHAT AGE DO YOU EXPECT YOUR CHILD TO MARRY? (MARK X THROUGH ANSWER)
16 or less 17 18 19 20 21 22 23 24 25 26 27 and Above Never
- 33-34 WHAT WOULD YOU MOST LIKE YOUR CHILD TO DO AS A LIFE WORK? _____
-
- 35 HOW MUCH EDUCATION DO YOU THINK YOUR CHILD WILL NEED FOR THIS JOB?
High School .1__ Business School .2__ Vocational School .3__ College .4__
Professional School .5__
- 36 HOW MUCH EDUCATION DO YOU FEEL THE PERSON YOUR CHILD MARRIES SHOULD HAVE?
High School .1__ Business School .2__ Vocational School .3__ College .4__
Professional School .5__

CD5		Completely Dissatisfied (1)	Somewhat Dissatisfied (2)	Accept It (3)	Fairly Satisfied (4)	Fully Satisfied (5)														
	HOW DO YOU FEEL ABOUT YOUR WORK AND SALARY?																			
37	.1 Work	___	___	___	___	___														
38	.2 Salary	___	___	___	___	___														
	HOW DOES YOUR WIFE FEEL ABOUT YOUR WORK AND SALARY?																			
39	.1 Work	___	___	___	___	___														
40	.2 Salary	___	___	___	___	___														
41	HOW DO YOU FEEL ABOUT YOUR CHILD'S CHOICE OF FUTURE OCCUPATION?																			
		Poor (1)	Below Average (2)	Average (3)	Good (4)	Excellent (5)														
42	HOW GOOD A WORKER IS YOUR CHILD?	___	___	___	___	___														
43	HOW WOULD YOU RATE YOUR CHILD AS A STUDENT?	___	___	___	___	___														
44	HOW SURE ARE YOU THAT YOUR CHILD WILL SUCCEED IN HIS PLANS AFTER HIGH SCHOOL? .1 No Confidence___ .2 Very Doubtful___ .3 Somewhat Doubtful___ .4 Fairly Sure___ .5 Absolutely Sure___																			
45-46	WHAT DO YOU THINK YOUR CHILD WILL BE DOING THE FIRST YEAR AFTER GRADUATION FROM HIGH SCHOOL?																			
	.1 Unskilled Labor	___	.7 Semi-Professional	___																
	.2 Semi-Skilled Labor	___	.8 Professional	___																
	or Farm Worker	___	.9 Business School	___																
	.3 Skilled worker or foreman	___	.10 Vocational School	___																
	.4 Clerical or Sales	___	.11 Junior College	___																
	.5 Small business owner	___	.12 College	___																
	.6 Farm owner or operator	___																		
	AFTER YOUR CHILD LEAVES SCHOOL WHAT ARE YOUR PLANS FOR STAYING:																			
		Leave Immediately	Leave if the Opportunity Arises	Stay a Few More Years	Stay Permanently															
47	IN LOGAN COUNTY	.1___	.2___	.3___	.4___															
48	IN OKLAHOMA	.1___	.2___	.3___	.4___															
49-50	IN WHAT YEAR DID YOU COME TO LOGAN COUNTY? _____ I was born here _____																			
51-52	WHAT WAS THE HIGHEST YEAR OF SCHOOLING COMPLETED BY YOU?																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

CDS

- 53-54 PLEASE INDICATE THE OCCUPATION OF THE HEAD OF YOUR HOUSEHOLD:
- .1 Unskilled (odd jobs, common labor) _____
 - .2 Machine or vehicle operator _____
 - .3 Skilled worker (carpenter, etc.) _____
 - .4 Office Worker _____
 - .5 Salesman _____
 - .6 Farm Manager _____
 - .7 Business Manager _____
 - .8 Technician (laboratory ass't, draftsman, etc.) _____
 - .9 Professional (doctor, lawyer, teacher) _____
 - .10 Other Specify _____

- 55 PLEASE INDICATE THE MAIN SOURCE OF INCOME FOR YOUR FAMILY:
- .1 Welfare (AFDC, Disability, Old Age) _____
 - .2 Pension _____
 - .3 Salary or Wages _____
 - .4 Farm Crops _____
 - .5 Farm Livestock _____
 - .6 Fees and Commission _____
 - .7 Business Profits _____

- 56 PLEASE INDICATE YOUR CONDITION OF EMPLOYMENT FOR 1967:
- .1 Was not seeking employment _____
 - .2 Unemployed _____
 - .3 Employed irregularly _____
 - .4 Employed about 6 months _____
 - .5 Employed about 9 months _____
 - .6 Full-time employment _____

- 57-58 PLEASE INDICATE YOUR TOTAL FAMILY INCOME EITHER BY YEAR (COLUMN 1) OR BY MONTH (COLUMN 2) OR BY WEEK (COLUMN 3):

By Year		By Month	By Week
Less than \$1000 _____		Less than \$ 80 _____	Less than \$ 20 _____
About 1000 _____		About 80 _____	About 20 _____
2000 _____		170 _____	40 _____
3000 _____		250 _____	60 _____
4000 _____		330 _____	80 _____
5000 _____		420 _____	100 _____
6000 _____		500 _____	115 _____
7000 _____		580 _____	130 _____
8000 _____		670 _____	150 _____
9000 _____		750 _____	170 _____
10000 _____		830 _____	190 _____

- 59 PLEASE INDICATE HOW YOU FEEL ABOUT YOUR FAMILY INCOME:
- .1 Not nearly enough _____
 - .2 Just enough to get along _____
 - .3 Sufficient _____
 - .4 Ample, allows savings _____

- 60 IF PART OF THE FAMILY'S INCOME IS DERIVED FROM A FARM, INDICATE WHICH OF THE FOLLOWING APPLIES: FAMILY HEAD: .1 Owns, operates farm _____ .2 Is farm tenant _____ .3 Works on farm for wages _____

- 61 PLEASE INDICATE THE ABILITY OF THE FAMILY TO HELP THE SON OR DAUGHTER ATTEND VOCATIONAL SCHOOL OR COLLEGE AFTER FINISHING HIGH SCHOOL:
- .1 Unable to help _____
 - .2 Give small amount of help _____
 - .3 Give considerable help _____
 - .4 Give whatever help needed _____

THANK YOU AGAIN FOR YOUR ASSISTANCE IN THIS RESEARCH.

YOUR INITIALS: _____

APPENDIX G
MOTHER'S QUESTIONNAIRE

CD6

CAREER PLANS OF HIGH SCHOOL YOUTH

1-4 MOTHER'S QUESTIONNAIRE (Please fill this out alone.)

5

6-7 INDICATE THOSE ACTIVITIES WHICH YOU DO WITH YOUR CHILD:

- | | | | |
|---|-------|-------------------------|-------|
| .1 Eat meals at home | _____ | .7 Watch television | _____ |
| .2 Confidential talks | _____ | .8 Do housework | _____ |
| .3 Play games | _____ | .9 Do yardwork | _____ |
| .4 Social events | _____ | .10 Do chores | _____ |
| .5 Go to movies | _____ | .11 Child helps parents | _____ |
| .6 Church attendance or
other activities | _____ | in parent's occupation | _____ |

HOW MUCH HELP DO YOU GIVE YOUR CHILD WITH THE FOLLOWING KINDS OF PROBLEMS:

	None	Little	Average Amount	Considerable Amount	A Great Deal
	(1)	(2)	(3)	(4)	(5)
8 WITH MONEY PROBELMS	_____	_____	_____	_____	_____
9 WITH PERSONAL PROBLEMS	_____	_____	_____	_____	_____
10 WITH SCHOOL PROBLEMS	_____	_____	_____	_____	_____
11 IN MAKING DECISIONS	_____	_____	_____	_____	_____
12 WHEN IN TROUBLE	_____	_____	_____	_____	_____
13 HELPFUL ADVICE	_____	_____	_____	_____	_____
14 CHOICE OF CAREER	_____	_____	_____	_____	_____

WHICH ONE OF THE FOLLOWING
BEST DESCRIBES:

	Weak	Not Very Strong	Strong	Very Strong	Unlimited
	(1)	(2)	(3)	(4)	(5)
15 YOUR LOVE FOR YOUR CHILD	_____	_____	_____	_____	_____
16 THE LOVE YOUR CHILD HAS FOR YOU	_____	_____	_____	_____	_____

	Poor	Below Average	Average	Good	Excellent
	(1)	(2)	(3)	(4)	(5)
17 IN GENERAL, HOW DO YOU RATE YOUR CHILD?	_____	_____	_____	_____	_____
18 HOW DO YOU RATE YOURSELF AS A MOTHER TO YOUR CHILD?	_____	_____	_____	_____	_____
19 HOW WOULD YOUR CHILD RATE YOU AS A MOTHER?	_____	_____	_____	_____	_____
20 RATE YOUR CHILD'S BEHAVIOR TOWARD YOU AS A MOTHER?	_____	_____	_____	_____	_____
21 RATE YOUR CHILD'S SENSE OF RESPONSIBILITY?	_____	_____	_____	_____	_____

CD6	Never	Rarely	Half & Half	Usually	Always
	(1)	(2)	(3)	(4)	(5)
22	HOW OFTEN IS YOUR CHILD IN A GOOD MOOD?				
	_____	_____	_____	_____	_____
23	HOW OFTEN ARE YOU IN A GOOD MOOD TOWARD YOUR CHILD?				
	_____	_____	_____	_____	_____
24	HOW OFTEN DOES YOUR CHILD BEHAVE AS YOU THINK HE SHOULD?				
	_____	_____	_____	_____	_____
25	HOW OFTEN DO YOU BEHAVE AS YOUR CHILD THINKS YOU SHOULD?				
	_____	_____	_____	_____	_____
	No Reaction	Mildly	Moderately	Strongly	Very Strongly
	(1)	(2)	(3)	(4)	(5)
26	WHEN YOUR CHILD DOES WRONG, HOW DO YOU REACT?				
	_____	_____	_____	_____	_____
27	IF YOUR CHILD DOES SOMETHING SERIOUSLY WRONG, WHAT DO YOU DO?				
	Do	Show	Restrict	Reduce	Slap or
	.1 Nothing	.2 Hurt	.3 Counsel	.4 Scold	.5 Privileges
	.6 Allowance	.7 Hit			
28	WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REACT?				
	.1 Critical	.2 Indifferent	.3 Pleased	.4 Complimentary	.5 Enthusiastically
29	WHEN YOUR CHILD DOES SOMETHING VERY WELL, HOW DO YOU REWARD HIM?				
	.1 Do Nothing	.2 Compliment	.3 Praise	.4 Increase Privileges	.5 Gift or Money
	.6 Caress or Pat				
30	HOW DO YOU AND YOUR SPOUSE WORK TOGETHER ON FAMILY PROBLEMS?				
	.1 Always Disagree	.2 Usually Disagree	.3 Half and Half	.4 Usually Agree	.5 Always Agree
31-32	AT WHAT AGE DO YOU EXPECT YOUR CHILD TO MARRY? (MARK X THROUGH ANSWER)				
	16 or less	17	18	19	20
		21	22	23	24
			25	26	27 and Above
					Never
33-34	WHAT WOULD YOU MOST LIKE YOUR CHILD TO DO AS A LIFE WORK? _____				
<hr/>					
35	HOW MUCH EDUCATION DO YOU THINK YOUR CHILD WILL NEED FOR THIS JOB?				
	High School	.1 Business School	.2 Vocational School	.3 College	.4 Professional School
		.5			
36	HOW MUCH EDUCATION DO YOU FEEL THE PERSON YOUR CHILD MARRIES SHOULD HAVE?				
	High School	.1 Business School	.2 Vocational School	.3 College	.4 Professional School
		.5			
	Completely	Somewhat	Accept	Fairly	Fully
	Dissatisfied	Dissatisfied	It	Satisfied	Satisfied
	(1)	(2)	(3)	(4)	(5)
	IF YOU WORK, HOW DO YOU FEEL ABOUT YOUR WORK AND SALARY?				
37	.1 Work _____				
38	.2 Salary _____				
	HOW DOES YOUR HUSBAND FEEL ABOUT YOUR WORK AND SALARY?				
39	.1 Work _____				
40	.2 Salary _____				

CD6

41 HOW DO YOU FEEL ABOUT YOUR CHILD'S CHOICE OF FUTURE OCCUPATION?
 Completely Dissatisfied (1) Somewhat Dissatisfied (2) Accept It (3) Fairly Satisfied (4) Fully Satisfied (5)

Below Average (2) Average (3) Good (4) Excellent (5)
 Poor (1)

42 HOW GOOD A WORKER IS YOUR CHILD? _____

43 HOW WOULD YOU RATE YOUR CHILD AS A STUDENT? _____

44 HOW SURE ARE YOU THAT YOUR CHILD WILL SUCCEED IN HIS PLANS AFTER HIGH SCHOOL?
 .1 No Confidence _____ .2 Very Doubtful _____ .3 Somewhat Doubtful _____ .4 Fairly Sure _____
 .5 Absolutely Sure _____

45-46 WHAT DO YOU THINK YOUR CHILD WILL BE DOING THE FIRST YEAR AFTER GRADUATION FROM HIGH SCHOOL?

- .1 Unskilled Labor _____
- .2 Semi-Skilled Labor or Farm Worker _____
- .3 Skilled worker or foreman _____
- .4 Clerical or Sales _____
- .5 Small business owner _____
- .6 Farm owner or operator _____
- .7 Semi-Professional _____
- .8 Professional _____
- .9 Business School _____
- .10 Vocational School _____
- .11 Junior College _____
- .12 College _____

AFTER YOUR CHILD LEAVES SCHOOL WHAT ARE YOUR PLANS FOR STAYING:

47 IN LOGAN COUNTY Leave Immediately .1 _____ Leave if the Opportunity Arises .2 _____ Stay a Few More Years .3 _____ Stay Permanently .4 _____

48 IN OKLAHOMA .1 _____ .2 _____ .3 _____ .4 _____

49-50 IN WHAT YEAR DID YOU COME TO LOGAN COUNTY? _____
 I was born here _____

51-52 WHAT WAS THE HIGHEST YEAR OF SCHOOLING COMPLETED BY YOU?
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

53-54 PLEASE INDICATE THE OCCUPATION OF THE HEAD OF YOUR HOUSEHOLD:

- .1 Unskilled (odd jobs, common labor) _____
- .2 Machine or vehicle operator _____
- .3 Skilled worker (carpenter, etc.) _____
- .4 Office Worker _____
- .5 Salesman _____
- .6 Farm Manager _____
- .7 Business Manager _____
- .8 Technician (laboratory ass't, draftsman, etc.) _____
- .9 Professional (doctor, lawyer, teacher) _____
- .10 Other Specify _____
- .11 Housewife _____

55 PLEASE INDICATE THE MAIN SOURCE OF INCOME FOR YOUR FAMILY:

- .1 Welfare (AFDC, Disability, Old Age) _____
- .2 Pension _____
- .3 Salary or Wages _____
- .4 Farm Crops _____
- .5 Farm Livestock _____
- .6 Fees and Commission _____
- .7 Business Profits _____

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- .1 Was not seeking employment _____
- .2 Unemployed _____
- .3 Employed irregularly _____
- .4 Employed about 6 months _____
- .5 Employed about 9 months _____
- .6 Full-time employment _____

CD6

57-58 PLEASE INDICATE YOUR TOTAL FAMILY INCOME EITHER BY YEAR (COLUMN 1) OR BY MONTH (COLUMN 2) OR BY WEEK (COLUMN 3):

By Year		By Month		By Week	
Under \$1000	\$6000	Under \$ 80	\$500	Under \$ 20	\$115
About 1000	7000	About 80	580	About 20	130
2000	8000	170	670	40	150
3000	9000	250	750	60	170
4000	10000	330	830	80	190
5000		420		100	

59 PLEASE INDICATE HOW YOU FEEL ABOUT YOUR FAMILY INCOME:

- .1 Not nearly enough ___ .2 Just enough to get along ___ .3 Sufficient ___
 .4 Ample, allows savings ___

60 IF PART OF THE FAMILY'S INCOME IS DERIVED FROM A FARM, INDICATE WHICH OF THE FOLLOWING APPLIES: FAMILY HEAD: .1 Owns, operates farm ___ .2 Is farm tenant ___ .3 Works on farm for wages ___

61 PLEASE INDICATE THE ABILITY OF THE FAMILY TO HELP THE SON OR DAUGHTER ATTEND VOCATIONAL SCHOOL OR COLLEGE AFTER FINISHING HIGH SCHOOL:

- .1 Unable to help ___ .2 Give small amount of help ___ .3 Give considerable help ___
 .4 Give whatever help needed ___

62 INDICATE THE FOODS LISTED BELOW THAT ARE PRODUCED AT HOME FOR FAMILY CONSUMPTION:

- .1 Vegetables ___ .4 Eggs ___
 .2 Milk ___ .5 Fruit ___
 .3 Meat ___ .6 None ___

63 WHAT MEALS DID YOUR CHILD EAT AT HOME YESTERDAY?

- .1 Breakfast ___ .2 Lunch ___ .3 Dinner ___ .4 Snacks ___

64 HOW WOULD YOU RATE YOUR CHILD'S APPETITE?

- .1 Poor ___ .2 Fair ___ .3 Good ___ .4 Excellent ___

HAVE YOU EVER BEEN A MEMBER OF:

- 65 .1 An adult homemaking class .1 No ___ .2 Yes ___
 66 .2 Farm women's club .1 No ___ .2 Yes ___

HAVE ANY OF THE FOLLOWING EVER OCCURED:

- 67 HAVE YOU VISITED THE OFFICE OF LOGAN COUNTY HOME ECONOMIST? .1 No ___ .2 Yes ___
 68 HAS SHE EVER VISITED YOUR HOME? .1 No ___ .2 Yes ___
 69 HAVE YOU EVER VISITED THE OFFICE OF LOGAN COUNTY AGRICULTURAL EXTENSION AGENT? .1 No ___ .2 Yes ___
 70 HAS THE AGRICULTURAL EXTENSION AGENT EVER VISITED YOUR HOME? .1 No ___ .2 Yes ___
 71 HAVE YOU EVER ATTENDED A FOOD DEMONSTRATION BY THE GAS OR ELECTRIC COMPANY? .1 No ___ .2 Yes ___
 72 HAVE YOU EVER ATTENDED A FOOD DEMONSTRATION GIVEN BY THE LOGAN COUNTY HOME ECONOMIST? .1 No ___ .2 Yes ___

THANK YOU AGAIN FOR YOUR ASSISTANCE IN THIS RESEARCH.

YOUR INITIALS: _____

APPENDIX H
 MODIFIED OCCUPATIONAL RATINGS¹

<u>Occupation</u>	<u>Score</u>
President of U. S.	96
U. S. Supreme Court Justice	96
Physician	93
State Governor	93
Veterinarian	93
Cabinet Member in the Federal Government	92
Diplomat in the U. S. Foreign Service	92
Mayor of a Large City	90
Astronaut	89
College Professor	89
Scientist	89
Something in Science	89
United States Representative in Congress	89
Banker	88
Government Scientist	88
Admiral	87
County Judge	87
Head of a Department in a State Government	87

¹Original scale by Paul K. Hatt and C. C. North in Delbert C. Miller, Handbook of Research Design and Social Measurements. New York: David McKay Co., Inc., 1964, pp. 108-110.

<u>Occupation</u>	<u>Score</u>
Minister	87
Architect	86
Chemist	86
Dentist	86
Lawyer	86
Member of the Board of Directors of a Large Corporation	86
Nuclear Physicist	86
Priest	86
Psychologist	85
Civil Engineer	84
Electrical Engineer	84
Engineer	84
Air Force Pilot	83
Airline Pilot	83
Artist	83
Artist Who Paints Pictures That are Exhibited in Galleries	83
Professional Baseball Player	83
Anthropologist	82
Owner of Factory That Employs About 100 People	82
Sociologist	82
Accountant for a Large Business	81
Biologist	81
Geologist	81
Musician in a Symphony Orchestra	81
Professional Business	81
Talented Pianist	81

<u>Occupation</u>	<u>Score</u>
Army Officer	80
Captain in the Regular Army	80
Coast Guard	80
Dramatics	80
Fashion Designer	80
Building Contractor	79
Counselor in Large School	79
Dancing Teacher	79
Economist	79
Forest Ranger	79
Public Relations	79
Home Economist	79
Physical Therapist	79
Jet Engineer	79
Job Analyst	79
Pharmacist	79
Registered Nurse	79
Agronomist	78
Commercial Art	78
Choral Director	78
Professional Worker	78
Public School Teacher	78
Teacher	78
Teacher and Counselor	78
Vocational Teacher	78
County Agricultural Agent	77

<u>Occupation</u>	<u>Score</u>
Railroad Engineer	77
Farm Owner and Operator	76
Official of an International Labor Union	75
Radio Announcer	75
Newspaper Columnist	74
Owner-operator of a Printing Shop	74
Computer Programmer	73
Drafting	73
Electronics	73
Electrician	73
Federal Government Agriculturist	73
Lab Technician	73
Librarian	73
Peace Corps	73
Technician	73
Skilled Craftsman	73
Undertaker	72
Mortician	72
Reporter on a Daily Newspaper	71
Buyer	69
General Business	69
Government Job	69
Interior Decorator	69
Manager of a Small Store in a City	69
Owner of a Machine Shop	69
Owner of a Small Business	69

<u>Occupation</u>	<u>Score</u>
Auctioneer	68
Bookkeeper	68
Dairy Farm	68
Farming	68
Key Punch Operator	68
Language Interpreter	68
Insurance Agent	68
Office Job	68
Merchandise and Secretary	68
Tenant Farmer--One Who Owns Livestock and Machinery and Manages the Farm	68
Traveling Salesman for a Wholesale Concern	68
Secretary	68
Typist	68
Playground Director	67
Policeman	67
Railroad Conductor	67
Mail Carrier	66
Carpenter	65
Painter	65
Aircraft Mechanic	63
Automobile Repairman	63
Auto Parts	63
Diesel Engineer	63
Diesel Mechanic	63
Plumber	63
Car Mechanic	62

<u>Occupation</u>	<u>Score</u>
Garage Mechanic	62
Local Official of a Labor Union	62
Mechanical Work	62
Owner-operator of a Lunch Stand	62
Skilled Laborer	62
Army Skilled Man	60
Assembly Line	60
Corporal in the Regular Army	60
Factory Worker	60
Machine Operator in a Factory	60
Welder	60
Airline Stewardess	59
Barber	59
Beautician	59
Hair Dresser	59
Model	59
Practical Nurse	59
Work in Hospital	59
Clerk in a Store	58
Seamstress	58
Streetcar Motorman	58
Fisherman Who Owns His Own Boat	58
Culinary Arts	54
Milk Routeman	54
Race Car Driver	54
Restaurant Cook	54

<u>Occupation</u>	<u>Score</u>
Truck Driver	54
Hunting Guide	53
Lumberjack	53
Filling Station Attendant	52
Singer in a Night Club	52
Singer and Comedian	52
Singer	52
Tinker Field Worker	51
Construction	51
Babysitting	50
Ditch Digger	50
Farmhand	50
Oil Field	50
Coal Miner	49
Taxi Driver	49
Railroad Section Hand	48
Restaurant Waiter	48
Dock Worker	47
Night Watchman	47
Clothes Presser in a Laundry	46
Soda Fountain Clerk	45
Bartender	44
Janitor	44
Sharecropper--One Who Owns no Livestock or Equipment and Does Not Manage Farm	40
Garbage Collector	35
Street Sweeper	34

<u>Occupation</u>	<u>Score</u>
Shoe Shiner	33
Housewife	01

VITA

2

John Robert Bourdette

Candidate for the Degree of

Master of Science

Thesis: FACTORS INFLUENCING MIGRATION, OCCUPATIONAL CHOICE, AND
EDUCATIONAL ASPIRATIONS OF RURAL YOUTH

Major Field: Sociology

Biographical:

Personal Data: Born in Guthrie, Oklahoma, June 2, 1945, the son
of Mr. and Mrs. Loyal Bourdette.

Education: Graduated from Abilene High School, Abilene, Texas,
in May, 1963; received the Bachelor of Science degree in
Animal Science from Oklahoma State University in 1968;
completed requirements for the Master of Science degree in
May, 1970.

Professional Experience: Laboratory Technician, Nutrition Labor-
atory, Oklahoma State University, February, 1965 - August,
1968; Manpower fellow, Oklahoma State University, September,
1968 - May, 1970.

Professional Organizations: American Sociological Association,
The Rural Sociological Society, Midwest Sociological Society,
Southwestern Social Science Association, The Southern Socio-
logical Society, and Southwestern Sociological Association.