

AN OCCUPATIONAL SURVEY
OF LINCOLN, KANSAS

by

AUGUST MICHAEL BOHM

B. A., University of New York, 1949

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE

1959

KANSAS STATE UNIVERSITY LIBRARIES

LD
2668
R4
1959
B677

TABLE OF CONTENTS

C.2
Docu-
ments

INTRODUCTION	1
Scope and Method of Survey	3
Objectives of Survey	4
Description of the Community	4
OCCUPATIONAL STRUCTURE OF LINCOLN	7
Number of Firms Contacted	7
Number of Occupations and Workers, Male and Female ..	8
Age of Lincoln Workers	8
Sex Distribution of Lincoln Workers	10
Number of Full-Time, Part-Time and Seasonal Workers.	10
Number of Workers Hired in the Past Twelve Months ..	11
Opportunities for Employment	12
Number of Workers from the Local Schools	13
Opinions Concerning New Businesses in Lincoln	13
EMPLOYMENT SURVEY INFORMATION BY OCCUPATIONAL GROUPS	14
Classification of Workers by Occupational Groups ...	14
Explanation of the Occupational Groups	15
Distribution of Workers in Lincoln, Kansas, and the United States.....	25
OPINIONS OF EMPLOYERS CONCERNING SCHOOL CURRICULUM	27
Worker Personality Traits	27
School Area Emphasis	29
High School Job Training Program	31
High School Job Placement Program	32
SUMMARY AND CONCLUSIONS	33

TABLE OF CONTENTS

ACKNOWLEDGMENTS	35
BIBLIOGRAPHY	36
APPENDIX	38

INTRODUCTION

An occupational survey is one means by which information may be obtained for use in educational and community planning. It is a means whereby communities may study their problems and needs to insure desirable future developments.

A community occupational survey is designed to obtain local occupational information. The use made of this information in guidance and education is similar to the use made of other types of occupational information. Its principal use lies in its availability to those desiring information. It can be used in counseling interviews and with groups of students. It can be presented on the bulletin boards, in school papers, in classrooms or in local town newspapers.¹

By means of a community occupational survey youth can learn about their community and understand the functions of various businesses, industries and service functions. Youth can learn how local people earn a living while observing the American economic system function with the opportunities and benefits this system has to offer each citizen. It focuses the attention of youth on the variety and number of jobs available in the community. An idea of the personal qualities needed on the job is also gained. Seeing opportunities in their own back yard students are motivated in "carving out

¹ Max F. Beer and Edward C. Roeber, Occupational Information, p.275.

their future in their own home town."¹

This occupational survey report of Lincoln, Kansas, was conducted during the months of March, April and May of 1959. It presents a general overview of the occupational structure of the community, detailed facts and figures on the nature and distribution of the labor force by occupational groups, and by sex and age. Presented also were opinions of employers concerning school offerings, the training of youth, and personality traits sought in employees.

The information obtained in this survey should be helpful to the Lincoln City Schools in the guidance and training of youth for employment in the businesses and industries of the community and elsewhere. Even though the findings of this survey may not directly influence youth in the Lincoln schools, it is hoped that indirectly, at least, it may impress them with the importance incumbent upon choosing their future occupations wisely. It should also be helpful to employers, the Chamber of Commerce, and to other interested persons in the area.

This community occupational survey was selected by the writer as his master's problem in education. It is hoped that the findings will be used by the administration and staff of the Lincoln City Schools to meet more adequately the needs of the students and the community.

¹ William A. Quinn and Robert H. Plummer, "Local Community Economics for All," The Vocational Quarterly, Summer 1956, 137-140.

Scope and Method of Survey

Included in this survey were all employed persons of Lincoln except domestic workers in private homes. It included business, industrial, professional, agricultural, town, county, state, and federal workers who were employed within the town. One industry, Quartzsite Stone Co., adjacent to the town itself was included in the survey.

This community occupational survey was undertaken as a personal project by the writer. It was carried out and completed, however, with the cooperation of many. The Lincoln Chamber of Commerce provided a list of all known local businesses. The Lincoln County Farm Agent provided important county statistics. The County Clerk provided vital statistics, and the editor of the local newspaper provided front page space concerning the nature and purpose of this survey.

Factual information was obtained by a combination of an occupational survey form and personal interview. Each business manager, owner or employer was personally contacted and the purpose of the survey was explained. The survey form was explained and left with the employer to fill out at his convenience within a week. Further information and assistance in filling out the forms when necessary were provided at the end of a week's time. Only one businessman refused to give the requested information because he didn't go along with this idea of a survey. More than one follow-up visit was necessary to obtain the information sought in several instances.

Objectives of Survey

The objectives for the Lincoln occupational survey were as follows:

1. To provide occupational information for use in guidance of the youth of Lincoln.
2. To provide information which might assist Lincoln High School in viewing and adjusting its curriculum to the vocational needs of the students and the community.
3. To make available occupational information to be used in industrial and community planning.
4. To discover what employment opportunities existed for youth in the community.

Description of the Community

Lincoln, county seat of Lincoln County, is located at the intersection of Kansas Highways No. 18 and No. 14 just north of the Saline River. It is 10 miles north and 30 miles west of Salina. The Santa Fe and Union Pacific railroads and various trucking lines serve the transportation needs of the community.

Lincoln has several features that make it a pleasant place in which to live. Those features pertaining to beauty and recreation are a new municipal swimming pool adjacent to a shady park, a well kept golf course, a new road side park, a theater, and a baseball park. A carefully planned and

supervised baseball program for the youth of Lincoln is sponsored by local businessmen.

A small airport just out of town is an addition to Lincoln's transportation system and affords recreation for some.

A modern county hospital, several resident doctors, and two dentists help serve the health needs of Lincoln's people.

The religious needs of Lincoln residents are cared for by five churches, both Catholic and Protestant. On Wednesday evenings all activities in Lincoln are curtailed as much as possible to allow the people to participate in church activities.

A variety of retail businesses are engaged in providing and distributing goods to consumers in the area. Various firms supply needed services such as electrical, plumbing and construction needs.

Quartzsite, famous for its manufacturing of cement blocks, large irrigation tubes, and road building materials, is the only manufacturing company in Lincoln. Two grain elevators do grind feed for local agricultural needs.

Lincoln boasts a splendid educational system. A modern, recently constructed grade school building cares for the kindergarten and grade school pupils through grade six. A well maintained high school building with a new annex for the music department and shop provides adequate quarters for well over two hundred junior high and high school pupils.

The population of Lincoln according to the records of the County Clerk for 1959 was 1,718. This represented about 29 percent of the population in Lincoln County.

The population of Lincoln County for 1958 was 5,972. It was interesting to note the population trend over the past 18 years. In 1940 the population was 8,303, and in 1951 the county population was 7,065. By 1958 this decreasing trend in population represented a loss of 2,331 people while the national population trend continued to rise.

Lincoln is a trading center for a farming community. According to statistics from the County Agricultural Agent there were 901 farms in Lincoln County in 1958. The trend in number of farms was also on the decline. In 1954 there were 1,165 farms while in 1930 there were 1,435.

There is a total of 454,640 acres in Lincoln County. In 1958 there were 243,411 acres (52 percent of the total acres) in cropland. There were 188,710 acres (40 percent of total acres) in grass. The remaining 8 percent of the land was in woodland, roads, towns and miscellaneous uses.

The crop history of the county leaned heavily toward wheat. In 1940 there were 156,000 acres seeded to wheat. In 1952 there were 168,000 acres in wheat, and in 1958 there were 115,000 acres seeded to wheat. The nine year average yield for wheat from 1950 to 1958 was 15.6 bushels per acre. The state average for nearly the same period of time was 15.7 bushels per acre. Other crops grown in Lincoln county were grain sorghum, sorghum silage, oats, and corn in that

order of importance.

Livestock trends for the county showed an increase of beef cattle over the past nine years, a decrease of milk cows, a slight decrease of swine, and a great increase of sheep.

The foregoing agricultural statistics were provided by the County Agent. In spite of the impressive array of agricultural products, however, Lincoln was conspicuous for its lack of agricultural processing plants. Except for a local frozen foods locker plant and a local dairy there were practically no other processing functions in the town. Nearly all products went out of Lincoln in their raw state.

OCCUPATIONAL STRUCTURE OF LINCOLN

Number of Firms Contacted

A list of 101 firms or businesses was provided by the Lincoln Chamber of Commerce. All these places except one were contacted. That one was overlooked. Necessary information was obtained from every place of business except two. One businessman refused giving information and the other one was always away on business when the writer called. In addition to the above mentioned businesses, state and county workers were contacted either personally or by heads of the state or county departments. A total of 113 contacts were made. Those who furnished information for the survey represented 98 percent of the total occupational force of Lincoln.

Number of Occupations and Workers, Male and Female

This survey revealed 151 different occupations among the 113 contacted firms or employers. Employed in these 151 different occupations was a total of 648 workers. Of the total number of workers 454 were male workers and 194 were female workers. Of the total Lincoln working force, therefore, 70 percent were men and 30 percent were women. The writer is not implying that housewives are not working people, however. They were just not included in the scope of this survey.

Age of Lincoln Workers

Over one-half (56.4 percent) of Lincoln's working population fell in the age group of 25-50 inclusive. This is shown in Table 1. It was interesting to note that

Table 1. Age distribution of Lincoln workers.

Age groups	Number of workers	Per cent of total
Under 25	137	21.2
25-50	366	56.4
Over 50	145	22.4
Total	648	100.0

there were not quite half as many workers under 25 as between 25 and 50. Furthermore, 26 (19.9 percent) of the workers under 25 were school age, part-time employees. Also, if one considers a worker to be 14 years and older,

a range of 11 years is obtained by the age group under 25. Similarly, many people retire at 65; therefore, a range of only 14 years is obtained by the workers in the age group over 50, whereas a range of 25 years is covered by the age group of 25-50. Figure 1. shows the distribution of Lincoln workers according to age groups spoken of above.

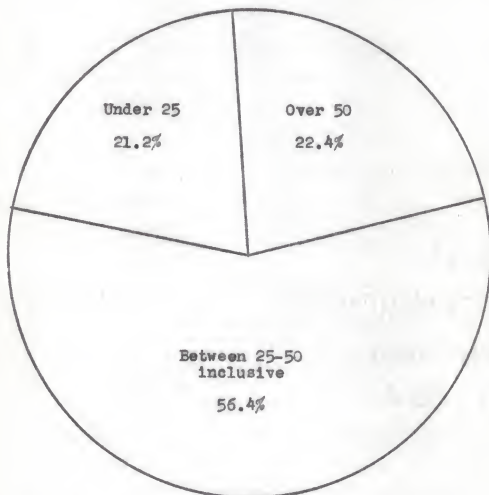


Figure 1. Age distribution of Lincoln workers.

Sex Distribution of Lincoln Workers

According to the 1950 United States Census 28 per cent of the nation's working force were women. As mentioned earlier women constituted 30 per cent of the Lincoln workers. It has been nine years since the last census report and according to James P. Mitchell the trend is toward more women workers and youngsters in the labor force.¹ It was interesting to note that even in a small community the per cent of women workers approximated the national average and conformed to the predicted trend.

Number of Full-Time, Part-Time and Seasonal Workers

To obtain a comprehensive view of a community's occupational structure it is necessary to know how many workers work full-time, part-time and seasonally. The survey revealed that 443 workers worked full time the year round. This number included teachers and others whose job called for nine, ten, or eleven month's work. A total of 71 workers worked full time seasonally. Those who worked regularly at a part-time job numbered 103, and those who worked part-time seasonally numbered 31. The following graph will show the relationship of the above-mentioned workers.

¹James P. Mitchell, "America's Labor Force: Prospects for the Future," Personnel and Guidance Journal, May, 1958, 36:603.

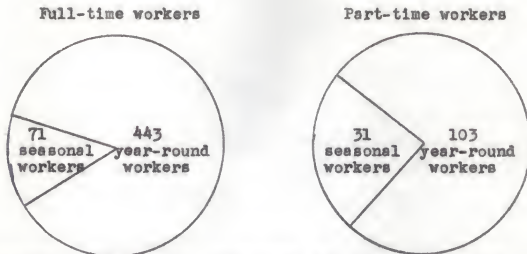


Figure 2. Full-time, part-time, and seasonal workers.

Number of Workers Hired in the Past Twelve Months

It was surprising to discover that 163 male workers and 115 female workers were hired in the past twelve months. Worker turnover represented a sizable portion of the total labor force in Lincoln. This turnover was 35.9 percent of the male workers and 59.2 percent of the female workers. No doubt some jobs were on a one year contract basis such as teaching; nevertheless, it appears safe to say that over one-third of the entire Lincoln labor force changed jobs over the past one year period. From another viewpoint one might say there were many job openings in Lincoln the previous year. Still another observation suggests that job satisfaction was far from being at its optimum level. Furthermore, the large labor turnover represented many hours of lost manpower and a loss of wages. It also represented many hours spent in training new workers. The following graph will illustrate the turnover distribution of Lincoln workers.

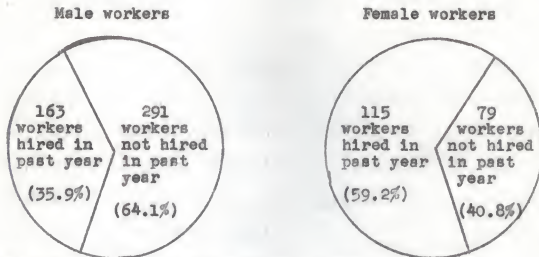


Figure 3. Turnover distribution of Lincoln workers.

Opportunities for Employment

In Lincoln there were 26 high school students working part-time during the school year. Many counselors think this type of work experience is quite valuable both at the exploratory and verification levels of occupational choice. In some cases it leads to permanent jobs in those or related fields; in other cases it is merely a means to obtain spending money. Its value as experience, however, is undeniable. The survey results indicated that 24 employers had work opportunities available. Some of these opportunities were part-time jobs; others were full-time. Many of the full-time jobs available such as salesmen, carpenters, and mechanics required special training. Other available jobs such as clerks, service station attendants and laborers required very little, if any, training. There were, therefore, job opportunities in Lincoln for those who had the ability and desired to work.

Number of Workers from the Local Schools

Of Lincoln's entire labor force of 648 workers, 345 (53.2%) attended Lincoln City Schools. This survey result should be of interest to the local tax payer who contributes a great deal toward the support of the local schools. This information is of value to the counselor because it reveals that more than one-half of Lincoln's working force is the partial or complete product of the Lincoln schools.

Opinions Concerning New Businesses in Lincoln

Many ideas were expressed by those contacted as to how Lincoln might stimulate more business, open the doors for more job opportunities and retain more of the young workers who go elsewhere for employment. Of the 113 persons contacted 59 indicated that Lincoln needed more businesses. Some type of industry was most frequently mentioned with fourteen persons giving it their number one choice. Processing agricultural products was the next opinion of importance in order of frequency mentioned. According to those who are conversant with this phase of industry it is this category in which Lincoln might most readily adapt itself toward profitable ventures. As mentioned before most of the agricultural products went out of the county in their raw state. If processed, those products would be worth twice what they bring now. In addition to this factor many new jobs would be created.

Other opinions as to businesses that would foster more work in Lincoln were a building and loan association, fertilizer plant, tourist center, clothing store, sporting goods store, landscape nursery, remodeling agency, dry goods store, wholesale house, collection agency, bakery, nursing home, construction agency, men's clothing store, drive-in-theater, and bowling alley. Some mentioned the need for more doctors, dentists, engineers, and mechanics. From the numerous responses to this question it appeared that the citizens of Lincoln were alert to the possibilities of progress and expansion. During the course of obtaining this survey information the writer discovered that a committee was working on the possibilities of attracting new industries to locate in the town. The writer was invited and attended one of these industrial committee meetings.

EMPLOYMENT SURVEY INFORMATION BY OCCUPATIONAL GROUPS

Classification of Workers by Occupational Groups

Coding of some type is necessary regarding occupational information because it facilitates grouping of data in some meaningful way. In this survey occupations were grouped according to the classification as listed in the Dictionary of Occupational Titles.¹ This system of classification of

¹U.S. Department of Labor, Bureau of Employment Security, Dictionary of Occupational Titles, Volume I, U.S. Government Printing Office, Washington D.C., 1949.

occupations is used by Lincoln High School in its occupational file; therefore, the survey results can be used readily in conjunction with available information. Furthermore, using this classification system makes it possible to compare local data with state and national data, because the latter is also based on the same system of classification and is found in the Seventeenth Census of United States, Characteristics of Population. Table 2 indicates the occupational groups, the number of Lincoln workers in each group, and the per cent of the total working force by occupational groups.

Table 2. Classification of workers by occupational groups

Occupational groups	Number employed	Per cent of total working force
Professional	81	12.5
Semi-professional	13	2.0
Managerial	90	14.0
Clerical & Sales	157	24.2
Service	79	12.2
Agriculture & kindred	14	2.1
Skilled	85	13.1
Semi-skilled	66	10.2
Unskilled	63	9.7
Total	648	100.0

Explanation of the Occupational Groups

Professional occupations are those which require a high degree of mental activity and which necessitate the exercise of judgment. These occupations are concerned with both the theoretical and practical applications to complex areas of human efforts and behavior. Extensive and comprehensive formal

education, or such experience as to take the place of formal study and provide necessary background, or the combination of formal study and experience is necessary for professional occupations. The D.O.T. code number for this group of occupations is the designation 0-00 through 0-30. Examples of occupations in this group are doctors, lawyers, teachers, engineers, chemists, county agents, soil conservationists, editors, ministers, etc.

Semi-professional occupations are those which require a significant degree of knowledge and training in some specialized field. A great deal of practical judgment based on experience is necessary for these occupations, but it is not necessary to the extent necessary in the professional group. Initiative and broad backgrounds necessary for solving new and complex problems are likewise not demanded to the extent called for by the professional group; however, as stated before these requirements must be significant. The code numbers 0-40 through 0-60 designate this group of occupations. Examples of occupations in this category are photographers, undertakers, laboratory technicians, surveyors, draftsmen, abstractors, etc.

Managerial occupations are those which require responsible planning and organization coupled with coordinating and directing the work of others. These activities may pertain to divisions or departments of large firms or they may pertain to smaller, self-owned businesses. The code numbers 0-70 through 0-90 designate this group of occupations. Bank

presidents, store owners and managers, managers of wholesale or retail establishments, etc. are examples of this group of occupations.

Clerical and sales occupations are concerned with preparing, transcribing, transferring or preserving written communications and records in offices, shops or other places of work where such functions are necessary. Occupations which are concerned with the sale of commodities, investments, real estate, and those which are closely related to sales transactions are also included in this category. The code numbers 1-00 through 1-99 designate this occupational group. Bookkeepers, general office clerks, post office clerks, salesmen, sales clerks, etc. are examples of this category.

Service occupations are those which in some manner are concerned with performing services for others. This occupational group is divided into domestic service, personal service, protective service, and building service. Domestic service workers maintain households and perform the usual duties connected with this work. This group does not, however, include repairmen who are called into private homes to repair or service the house or appliances therein. Examples of this group are caretakers, cooks (institution), and maids. The personal service occupations are those requiring close association with individuals such as barbers, waitresses and practical nurses. Protective service workers are concerned with protecting or guarding the country, its political units, its buildings and property and the property of individuals.

Firemen, policemen, and members of the armed forces are examples of this group of workers. Building service workers are those who clean and maintain buildings and equipment, carry baggage and perform other related tasks. Examples of this occupational division are porters, janitors, etc. The code numbers 2-00 through 2-99 designate the service occupational group.

Agriculture and kindred occupations are those concerned with growing and harvesting fruits, grains, vegetables and other farm crops. Those who raise poultry, livestock and other animals and fowls for consumption, for their products, for their exhibition or for pets are also in this group. Those workers employed in manufacturing and processing farm products are likewise included. Farmers, farm mechanics, hatchery workers, gardeners, etc. are examples of this occupational group. The code numbers 3-00 through 3-99 designate this category.

Skilled occupations are those which require workers trained in special aspects of their work. Workers must use independent judgment and have a high degree of manual dexterity. They are also responsible for valuable equipment. The code numbers 4-00 through 5-99 designate this occupational group. Electricians, carpenters, tailors, butchers, etc. are examples of skilled occupations.

Semi-skilled workers operate machines which skilled workers have made. The semi-skilled workers also help the skilled in the production of such products. Truck drivers,

machine operators, assembly line workers, auto service attendants, electrician apprentices, etc. are examples of this occupational group. The code numbers 6-00 through 7-99 designate the semi-skilled workers.

Unskilled occupations are those which involve the performance of simple duties that may be learned easily and within a short time. Such occupations require little independent judgment; neither do they require previous experience. Duties in question are manual by nature. Examples of unskilled occupations are truck drivers' helpers, butchers' helpers, laborers who load and unload things, etc. The code numbers 8-00 through 9-99 designate the unskilled occupational group.

The following table contains all the workers of Lincoln arranged alphabetically. Each occupation is preceded by a code number which designates the occupational grouping used by the U.S. Employment Service found in the Dictionary of Occupational Titles, Volume I, Definitions of Titles put out by the U.S. Department of Labor, Bureau of Employment Security, United States Government Printing Office, Washington, D.C., 1949. These are the occupational groups that were briefly explained above.

Table 3. Alphabetical list of occupations in Lincoln.

D. O. T. code	Title of occupation	Number of workers
0-68.45	Abstractor	2
0-94.92	Assessor	1
1-51.10	Auctioneer	1
5-81.51	Auto Body Repairmen	2
5-81.01	Auto Mechanic	15
7-81.01	Auto Mechanic Helper	1
7-60.50	Auto Serv. Sta. Attendant	15
0-98.01	Bank Cashier	2
2-32.01	Barber	4
2-21.10	Bartender	3
2-32.15	Beauty Operator	8
4-86.01	Blacksmith	1
1-01.02	Bookkeeper	16
0-91.63	Buyer, Grain	3
5-25.110	Carpenter, (cons't.)	3
7-32.01	Carpenter, Helper, Maintenance	3
5-25.83	Carpenter, Maintenance	4
0-27.20	Case Worker	1
0-97.13	Chief Clerk	2
0-39.90	Chiropractor	2
0-08.10	Clergymen	5
1-49.98	Clerk, County Court	1
1-49.98	Clerk, Court	1
1-04.01	Clerk, General	7
1-05.01	Clerk, general office	12
1-37.34	Clerk-Typist	1
0-94.98	City-Manager	1
0-16.01	Civil Engineer	3
5-53.21	Combination Men (tel. & tel.)	1
2-05.01	Cook	3
2-26.31	Cook, Chief	3
2-29.01	Cook Helper	2
2-26.33	Cook (hotel & rest.)	5
0-12.20	County Agricultural Agent	3
0-13.10	Dentist	2
0-39.93	Dietitian	1
2-29.61	Dishwasher	5
0-48.00	Draftsman	1
5-57.11	Dry Cleaner	2
0-06.51	Editor, Newspaper	1
4-97.01	Electrician	1
7-95.300	Electrician Apprentice, powerhouse	3
0-65.10	Embalmer	2
3-17.60	Farm Hand, Animal	1
3-14.10	Farm Hand, Dairy	3
3-11.10	Farm Hand, Grain	3
3-35.10	Farm Hand, Vegetable	1

Table 3 (cont.).

D. O. T. code	Title of occupation	Number of workers
3-38.10	Flower Raiser	5
5-99.030	Foremen (govt. serv.)	2
0-97.57	General Foremen	6
8-09.011	Grain-Elevator-Man	6
1-03.05	Grocery Checker	9
3-41.10	Hatchery Man, Poultry	1
2-84.10	Janitor	7
4-71.01	Jeweler	2
0-22.50	Judge	1
2-26.31	Kitchen Chef	2
9-54.10	Laborer (light, heat & power)	12
9-88.01	Laborer (loading & unloading)	36
9-88.40	Laborer, Stores (any ind.)	9
0-22.10	Lawyer	4
0-23.20	Librarian	1
4-75.01	Machinist	2
2-06.11	Maid, General	2
1-28.01	Mail Carrier (gov. ser.)	6
5-83.64	Maintenance Mechanic	27
5-58.100	Meat Cutter	4
0-97.45	Manager, Branch (any ind.)	5
0-71.21	Manager, Cafeteria or Lunchrm.	1
0-71.13	Manager, Hotel	1
0-97.41	Manager, Ind. Org.	1
0-71.13	Manager, Motel	1
0-97.64	Manager, Produce Co.	2
0-97.51	Manager, Production	1
0-97.12	Manager, Office	1
0-71.23	Manager, Restaurant	5
0-98.54	Manager, Recreation Estab.	3
0-72.01	Manager, Retail Apparel	2
0-72.12	Manager, Retail Auto Service	9
0-72.11	Manager, Retail Automotive	5
0-72.22	Manager, Retail Dairy Prod.	2
0-72.31	Manager, Retail Drugs-- 2, see Pharmacist	-
0-72.71	Manager, Retail Farm Imp.	3
0-72.41	Manager, Retail Floral	1
0-72.21	Manager, Retail Food	6
0-72.51	Manager, Retail Gen. Mdse.	2
0-72.71	Manager, Retail Hardware	2
0-72.71	Manager, Retail Hdw. & Farm Imp.	1
0-72.81	Manager, Retail House Furniture	1
0-72.82	Manager, Retail Household App.	3
0-72.61	Manager, Retail Liquor	3
0-72.72	Manager, Retail Lumber	2
0-72.52	Manager, Retail Variety (ret. tr.)	1
0-72.91	Manager, Retail Store	1

Table 3 (cont.).

D. O. T. code	Title of occupation	Number of workers
0-98.41	Manager, Service Estab. (any ind.)	8
0-33.18	Nurse, Administrative	1
2-42.20	Nurse, Aide	11
0-33.26	Nurse, Staff	10
0-39.92	Optometrist	1
5-27.01	Painter	2
0-25.10	Pharmacist	3
0-56.21	Photographer, Portrait	1
0-26.10	Physician	2
5-30.21	Plumber	2
7-32.812	Plumber, Helper	3
2-66.01	Police Officer	1
1-27.20	Post Office Clerk	4
5-51.01	Powerhouse Engineer	2
0-97.01	President, Bank	2
0-31.10	Principal (educ.)	2
4-44.010	Printer	2
7-98.010	Printer Apprentice	1
5-83.411	Radio Repairman	3
1-18.43	Receptionist	11
7-36.10	Routeman	5
1-70.10	Sales Clerk	23
1-80.01	Salesman, General	12
1-57.10	Salesmen, Insurance	3
1-63.10	Salesman, Real Estate	4
1-75.22	Salesperson, Auto Parts	4
1-75.44	Salesperson, Furniture	2
1-75.71	Salesperson, General	5
1-75.96	Salesperson, Men's-Boys' Wear	2
1-75.06	Salesperson, Women's Garments	5
1-33.01	Secretary	15
5-95.320	Service Foreman (light, heat, & power)	1
0-67.30	Sheriff	1
2-67.30	Sheriff, Deputy	1
4-60.10	Shoe Repairman	2
2-27.61	Soda Dispenser	5
0-35.03	Soil Conservationist (gov. serv.)	4
1-01.58	Station Agent II (r. r. train)	2
0-31.10	Superintendent, County	1
0-31.10	Superintendent, School	1
0-64.10	Surveyor, Land	5
0-31.11	Teacher, Grade	16
0-31.01	Teacher, High School	12
1-42.31	Telephone Operator, Chief	5
1-06.02	Teller (banking)	5
7-36.510	Tractor Operator	5
0-97.04	Treasurer, County	1

Table 3 (concl.).

D. O. T. code	Title of occupation	Number of workers
7-36.25	Truck Driver Heavy	21
7-36.26	Truck Driver, Light	11
5-81.03	Truck Mechanic	3
1-37.32	Typist	1
0-34.10	Veterinarian	1
0-97.02	Vice President (bank)	2
2-27.12	Waitress	16
2-61.03	Watchmen I	1
0-50.04	X-Ray Technician	1
5-91.501	Yard Foreman	1

The largest occupational group was clerical and sales with 157 workers representing 24.2 percent of the entire labor force. Next in number of workers was the managerial group with 90 members accounting for 14 percent of the entire workers. The reason for the agricultural workers being so few is due to the fact that this survey represented only the workers in the town of Lincoln. Most of the farm workers listed on this survey were those men hired by businessmen who owned and managed farms in addition to their town business or profession. As noted earlier, however, the number of farms and farmers in Lincoln County are declining which is characteristic of the national trend. This means that the farm boys moving off of the farm must go into some other type of work. If a farm boy moves to Lincoln he would have to change occupational groups entirely. Figure 3, which follows, graphically portrays the number of Lincoln workers engaged in the various occupational groups.

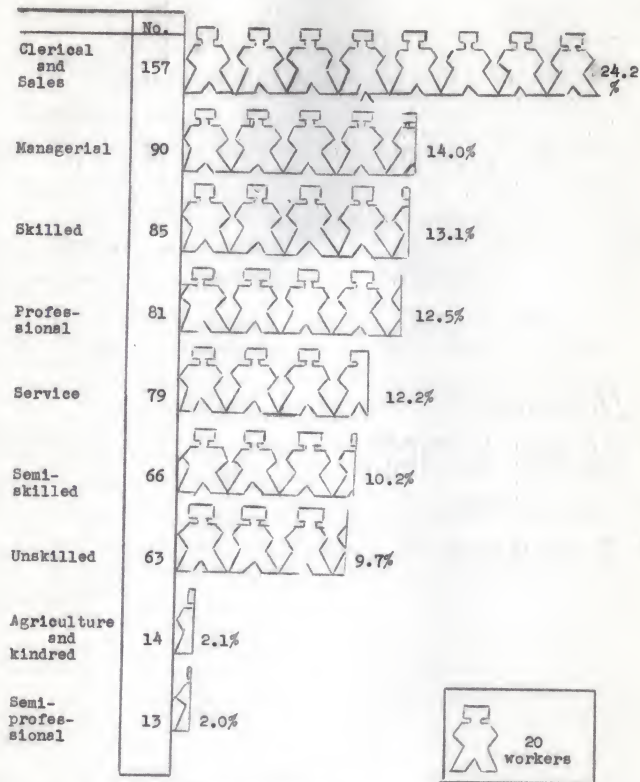


Figure 3. Distribution of Lincoln workers according to occupational groups

Distribution of Workers in Lincoln,
Kansas, and the United States

To obtain a comparison of the number of workers in Lincoln with the number of workers in Kansas and in the United States according to occupational groups, information from the Seventeenth Census of the United States was used. Table 4 shows the distribution of workers according to occupational groups by percent, and the following table, Table 5, shows the numerical distribution of workers.

Table 4. Distribution of workers in Lincoln, Kansas,
and United States by percent.

Occupational group	Percent of total working force in each occupational group		
	Lincoln ¹	Kansas ²	United States ³
Professional	12.5	7.7	7.5
Semi-professional	2.0	.7	1.0
Managerial	14.0	9.3	8.6
Clerical & Sales	24.2	17.6	18.8
Service	12.2	6.9	7.6
Agriculture & kindred	2.1	23.0	11.6
Skilled	13.1	13.3	13.8
Semi-skilled	10.2	12.4	19.7
Unskilled	9.7	6.0	6.5
Occupations not reported	---	3.1	4.9

¹ Lincoln Occupational Survey, 1959.

² Seventeenth Census of United States, Characteristics of Population, Vol. II, Part 16, Table 29, p.46.

³ Ibid. Vol. II, Part I, Tables 51 & 124, pp.100, 261 & 266.

Table 5. Distribution of workers in Lincoln,
Kansas, and the United States.

Occupational group	Number of workers		
	Lincoln ¹	Kansas ²	United States ³
Professional	81	54,762	4,357,064
Semi-pro- fessional	13	5,029	631,948
Managerial	90	66,055	5,076,435
Clerical and Sales	157	125,011	11,114,166
Service	79	49,063	4,511,996
Agriculture & kindred	14	138,945	6,835,356
Skilled	85	93,935	8,152,743
Semi-skilled	66	87,951	11,715,606
Unskilled	63	42,377	3,750,990
Occupations not reported	--	44,520	2,852,638
Total	648	707,621	58,998,943

¹ Lincoln Occupational Survey

² Seventeenth Census of United States, op.cit., Vol.II, Part 16, p.46.

³ Seventeenth Census of United States, op.cit., Vol.II, Part I, pp. 100, 261, & 266.

OPINIONS OF EMPLOYERS CONCERNING SCHOOL CURRICULUM

Worker Personality Traits

Eight personality traits were listed on the survey form and the employers were asked to indicate the three traits they thought most important for succeeding in the type of work required of their employees. Many indicated that all eight traits were inter-related and indispensable, yet they selected the three they thought most appropriate for their type of work. It was observed that the type of work performed determined the choice of traits in many instances. Retail grocery managers checked courtesy and cheerfulness frequently. For sales workers, neatness and courtesy were checked. For mechanics accuracy rated high.

The total responses, however, revealed that employers selected honesty as the most important trait. It was mentioned 78 times. Dependability was selected as the next most important trait with 62 responses favoring it. The eight personality traits selected in their order of importance were as follows: honesty, dependability, courtesy, accuracy, neatness, cooperativeness, initiative, and cheerfulness. The writer observed in his readings that dependability and honesty were rated as the most important traits required by employers of their workers on a nation wide basis. Lincoln employers are in agreement on this issue. Figure 4 depicts the employer responses to personality traits desired.

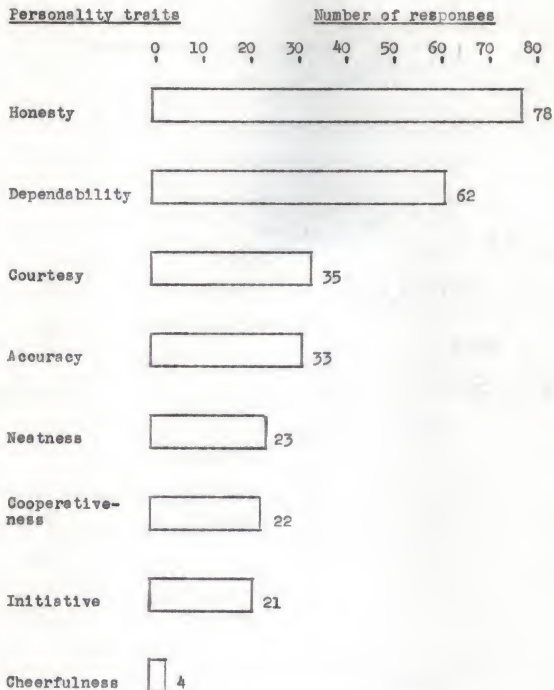


Figure 4. Personality traits desired by employers.

School Area Emphasis

A list of six school areas was presented on the information form and employers were asked their opinions as to which they considered needed more emphasis in the school program. They were asked to list the three areas they considered most important. Of the 339 possible responses 273 were obtained. In some cases, therefore, employers chose to indicate less than three areas needing more emphasis. This might have been due to the employers' satisfaction with the school program, or it might have been due to their unfamiliarity with the school program.

The six school areas listed on the information form were as follows: oral expression, work habits and attitudes, grammar, spelling, written expression, and reading. It was quite interesting to observe that work habits and attitudes led the field as the most important school area needing more emphasis. This area was checked 76 times, nearly twice the number of times the next school area was checked. Employers' second choice was grammar. It was checked 43 times.

Observations concerning this question could lead to several considerations. Employers aren't too particular as to subject matter mastery. With this they were relatively satisfied. What workers know is not as important as how they go about using what they do know. Social relations, a by-product of formal education, looms forth as the important factor.

The question arises as to whether our present educational system has its sights on the desired objectives and if it has, how effectively and realistically are such objectives being carried out? The response to this question by employers certainly indicated that in addition to subject matter the classroom teacher should place more emphasis on work habits and attitudes.

The following graph illustrates the number of responses obtained concerning school area emphasis. Unintentionally the writer did not include mathematics in this list. This oversight was observed after the survey was well under way. No doubt mathematics would have received a large number of responses. Four employers added it to the list even though there was no space provided for it.

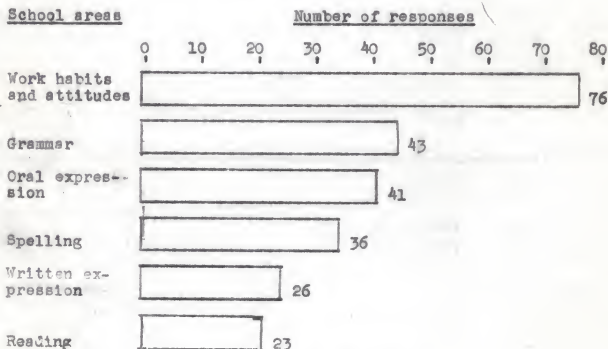


Figure 5. School area emphasis.

High School Job Training Program

Employers were asked the question: "Do you think the Lincoln City Schools should give any job training which they are not now giving?" Of the 113 employers contacted 30 indicated "Yes" and 13 indicated "No." The remaining 70 did not respond to this question. The large number not responding might have been due to their satisfaction with the school curriculum in this regard or it might have been due to lack of information as to what the school was offering. Whatever the reason 62 per cent of those asked chose not to give an opinion.

Those responding affirmatively to the above question indicated a varied assortment of training programs which they thought would be beneficial. Seven employers thought Lincoln High School should put in vocational agriculture again since our school district takes in over one-half of the high school students in the county. Even though the farm population is decreasing those in favor of vocational agriculture reasoned that provision should be made for the training of those who desired to remain on the farm, because farming is still the major industry in the county. Four employers indicated they would like to see more emphasis on and a better job done in accomplishing proficiency in the basic course of studies now offered in the school. Three employers thought a course in salesmanship should be included in the curriculum.

Other courses mentioned by employers were as follows: commercial course, business course, office practice, language program, general course, trade course and counseling program. Lincoln High School already provides business and commercial courses and office practice. One foreign language course is also provided and next year a counseling program will be provided on a rather limited basis. The writer is not certain what was meant by the general course and trade course mentioned above. The other employers responding affirmatively concerning job training courses in high school did not specify any particular course of study.

High School Job Placement Program

The question was asked employers whether they would favor an organized high school placement program. To this question 44 responded, "Yes." Those responding, "No," were 9 in number. Of the 113 contacted 60 offered no opinion on this question. Sentiments expressed by those not favoring a placement program were, "What good would it do? There aren't any job opportunities for high school graduates anyway." We noted earlier that there were some job openings for high school graduates; however, a job placement program would include high school part-time workers enabling them to obtain valuable job experience. It appears that there are a sufficient number interested in such a program to attempt setting it up; however from the high school administration stand-point

such a move would not be feasible because of a limited budget for personnel.

SUMMARY AND CONCLUSIONS

The occupational survey of Lincoln, Kansas, conducted in 1959 revealed that Lincoln was primarily a trading center for a farming community. Very few of the farmers' agricultural products, however, were processed. Nearly all products went out of the community in their raw state. Businessmen expressed a desire to attract more industries into Lincoln, and efforts were being made to do so. Processing plants for agricultural products appeared to be a logical industrial endeavor.

Lincoln's labor force consisted of 648 workers. Of this number 454 (70 percent) were male and 194 (30 percent) were female workers. According to the Dictionary of Occupational Titles there were 151 different occupations represented by those workers. Over one-half (56.4 percent) of Lincoln's workers were in the age group of 25-50. Of the remaining workers 145 (22.4 percent) were over 50 while 137 (21.2 percent) were under 25. Worker turnover in the past year consisted of 35.9 percent of the male workers and 59.2 percent of the female workers. Of Lincoln's entire labor force 345 (53.2 percent) attended local schools. The greatest number of Lincoln workers was in the clerical and sales occupational group. Nation-wide 18.8 percent of all workers fell in this group. In Lincoln 24.2 percent were so represented.

Many part-time jobs existed for high school students; however, few full time jobs were available for high school graduates without further training. Employers selected honesty, dependability, and courtesy as the three most important personality qualifications for worker success. They also signified that more emphasis should be placed on work habits and attitudes. Next to work habits and attitudes grammar and oral expression were chosen as those school areas needing more emphasis.

Vocational agriculture was mentioned most frequently by businessmen as to the vocational training program they thought was needed in high school. They also showed interest in an organized guidance and job placement program.

ACKNOWLEDGMENTS

The writer earnestly desires to acknowledge with gratitude the valuable assistance rendered him by his major instructor, H. Leigh Baker, Professor of Education, Department of Education, Kansas State University of Agriculture and Applied Sciences, without whose interest and helpful guidance this master's report could not have come into being.

The writer wishes, also, to thank the Lincoln County Agricultural Agent, Hal Dean Eyerlay, for his splendid cooperation in obtaining important statistics.

Included in his acknowledgments, the writer affectionately extends his appreciation to his wife, Candace, not only for her clerical assistance, encouragement and inspiration, but also for her success in holding our young captivating daughters, Rhondalyn and Kyle, evasively captivated during his long hours of research, study and compilation.

BIBLIOGRAPHY

- Anderson, S. A. "Community Occupational Surveys: An Evaluation." Occupations, December 1949, 28:174-176.
- Baer, Max F., and Edward C. Roeber. Occupational Information. Chicago: Science Research Associates, 1958.
- Bray, Douglas W. "Vocational Guidance in National Manpower Policy." The Personnel and Guidance Journal, December 1955, 34:194-199.
- Clark, Florence E. "Occupational Information in the Small Community." Occupations, December 1937, 16:245-251.
- Dictionary of Occupational Titles, 2nd edition. United States Department of Labor. Washington: Government Printing Office, 1949.
- Holland, John L. "A Theory of Vocational Choice." Journal of Counseling Psychology, Spring 1959, 6(1):35-40.
- Leis, W. W. "Passadena's Occupational Survey Features Segments and Cycles." The Vocational Guidance Quarterly, Spring 1956, 4(3):110-112.
- Medvin, Norman. "New Techniques for Community Occupational Surveys." Occupations, May 1948, 26:532-536.
- Mitchell, James P. "America's Labor Force: Prospects for the Future." The Personnel and Guidance Journal, May 1958, 36:603-609.
- Occupational Outlook Handbook. United States Department of Labor. Bureau of Labor Statistics. Washington: Government Printing Office, 1956.
- Occupational Survey. Marshall, Missouri; n.p., 1954.
- Quinn, William A. and Robert H. Plummer. "Local Community Economics for All." The Vocational Guidance Quarterly, Summer 1956, 4(3):137-140.
- Roe, Anne. The Psychology of Occupations. New York: John Wiley and Sons, 1956.
- Russell, Herbert. "New Insights on the Role of Occupational Information in Counseling." Journal of Counseling Psychology, Summer 1954, 1(2):84-88.

Smith, John Allen. "Developing Local Occupational Information."
The Vocational Guidance Quarterly, Winter 1953, 59-61.

Zapoleon, Marguerite W. Steps in a Community Occupational
Survey. Excerpt from Misc. 2914. U.S. Office of Ed-
ucation. Washington: Government Printing Office.

APPENDIX

OCCUPATIONAL SURVEY FORM

Name of Business or Occupation: _____

Date _____ Type of Service _____

Address _____ Telephone No. _____

Total number of workers: Male _____ Female _____

Regular Full Time _____

Seasonal Full Time _____

Regular Part Time _____

Seasonal Part Time _____

Number of Employees Hired in Past Twelve Months: Males _____
Females _____Number Employed in Age Groups of: Under 25 _____
25-50 _____
Over 50 _____

Number of Employees Who Received Schooling in Local Schools _____

OCCUPATIONAL GROUPS EMPLOYED: NO. JOB TITLE

Professional.....	_____	_____
Semi-professional.....	_____	_____
Managerial.....	_____	_____
Clerical & Sales.....	_____	_____
Service.....	_____	_____
Agriculture.....	_____	_____
Skilled.....	_____	_____
Semi-skilled.....	_____	_____
Unskilled.....	_____	_____

TOTAL _____

Rate the three traits you think are most important in your employees by placing 1, 2, or 3 in the blanks preceding the three traits - in that order of importance.

_____ Honesty, _____ Neatness, _____ Courtesy, _____ Dependability,

_____ Accuracy, _____ Cooperativeness, _____ Initiative,

_____ Cheerfulness

OCCUPATIONAL SURVEY FORM

What would you like given more emphasis in the school's program? Rate the three school areas you think need more emphasis by placing 1, 2, or 3 in the blanks preceding the three areas.

- _____ Oral expression
 _____ Work habits and attitudes
 _____ Grammar
 _____ Spelling
 _____ Written expression
 _____ Reading

Do you think the Lincoln City Schools should give any job training that they are not now giving? _____ Yes _____ No
 _____ No opinion

Explanation _____

Would you favor an organized high school job placement program if such a program could assist in finding better qualified workers? _____ Yes, _____ No, _____ No opinion

Explanation _____

What new occupations or businesses could our community support?
 Explanation _____

Are there opportunities for employment in your business at the present time? _____ Yes, _____ No,

Explanation _____

Notes:

AN OCCUPATIONAL SURVEY
OF LINCOLN, KANSAS

by

AUGUST MICHAEL BOHM

B. A., University of New York, 1949

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE

1959

The purpose of making the Lincoln occupational survey was (1) to provide occupational information for use in guidance of the youth of Lincoln, (2) to provide information which might assist Lincoln High School in viewing and adjusting its curriculum to the vocational needs of the students and the community, (3) to make available occupational information to be used in industrial and community planning, and (4) to discover what employment opportunities existed for youth in the community.

Information for this survey was obtained by a combination of an occupational survey form and personal interview. Each business manager, owner or employer in Lincoln, Kansas, was personally contacted and the purpose of the survey was explained. The survey form was explained and left with the employer to fill out at his convenience within a week. Further information and assistance in filling out the information form when necessary were provided at the end of a week's time. More than one follow-up visit was made to obtain the information when necessary.

Lincoln's labor force consisted of 648 workers. Of this number 454 (70%) were male and 194 (30%) were female workers. According to the Dictionary of Occupational Titles there were 151 different occupations. Over one-half (56.4%) of the workers were in the age group of 25-50, 145 (22.4%) were over 50, and 137 (21.2%) were under 25. Worker turnover in the past year consisted of 35.9 percent of the male workers and

59.2 percent of the female workers. Of Lincoln's entire labor force 345 (53.2%) attended local schools. Of all workers the greatest number was found in the clerical and sales occupational group. In Lincoln 24.2 percent were in this group; nation-wide 18.8 percent were in clerical and sales work. Many part-time jobs existed for high school students; however, few full time jobs were available for high school graduates without further training.

The survey revealed that Lincoln was primarily a trading center for a farming community. Nearly all of the farmers' agricultural products, however, went out of the community in their raw state. Efforts by businessmen were being made to attract more industries to locate in Lincoln. Processing plants for agricultural products appeared to be the logical industrial endeavor.

It was thought by several that vocational agriculture should be included in the school program. Businessmen also showed interest in an organized guidance and job placement program.

Employers selected honesty, dependability, and courtesy in that order as the three most important personality qualifications for worker success. Concerning school areas needing more emphasis employers selected work habits and attitudes, grammar, and oral expression in that order of importance. Dramatically, nearly 75 percent of those contacted chose work habits and attitudes as needing the most emphasis.