A Comprehensive Analysis of the Rural Labor Force in East-central South Dakota

William John Folkerts

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A COMPREHENSIVE ANALYSIS OF THE RURAL LABOR FORCE
IN EAST-CENTRAL SOUTH DAKOTA

BY
WILLIAM JOHN FOLKERTS

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Economics, South Dakota
State University

1971
A COMPREHENSIVE ANALYSIS OF THE RURAL LABOR FORCE
IN EAST-CENTRAL SOUTH DAKOTA

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser  Date

Head, Economics Department  Date
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CHAPTER I

INTRODUCTION AND OBJECTIVES OF THE STUDY

INTRODUCTION

The factors of production—land, labor, and capital—have been the topic of much discussion and study. These factors have been studied both independently and in their relationship to one another. Much of the economic literature is concerned with land, labor and capital as inputs. The studies and discussions have focused on better understanding so that better economic utilization of these scarce resources can be accomplished.

One of the first studies of labor was conducted in 1377 by Ibn Khaldun. In his famous work The Muqaddimah he discussed the ways sedentary man made a living.¹ He discussed the various skills possessed by man at that time and the attributes of men possessing those skills. He also suggested the type of men best suited for each skill so that labor resources could be used to the best advantage.

Approximately 400 years later Adam Smith in The Wealth of Nations discussed division of labor using the example of pin-making.² Smith showed how additional productivity and better utilization of


labor was possible when individuals were responsible for a certain phase of production instead of performing the whole operation.

Since Adam Smith, a great deal of literature has been produced discussing the economic utilization of labor. Much of this literature has centered on the best ways of utilizing labor to gain maximum productivity. Working conditions, pay incentives and worker's personal job satisfaction are a few of the topics discussed. Also recent research is concerned with providing information about low income persons. However, very little information has been provided through research that gives a precise definition of the characteristics of a rural labor force.

NEED FOR THE STUDY

The available literature does not provide sufficient information on the rural labor force. While the rural labor force is a small part of the total United States labor force, it may have unique characteristics that distinguish it from the total labor force. In order to describe the total labor force the unique characteristics of its parts must be recognized. There is a need to learn more about the rural labor force so knowledge of it and the total United States labor force is enhanced.

Three groups—policy-makers, industrial decision-makers, and researchers—need this additional information. Industrial decision-makers may know the physical quantity of labor that is underemployed or unemployed but information about quality is also needed
to make decisions about plant locations. Labor is not a necessary and sufficient reason for locating a plant in a given area. Nevertheless, labor is a necessary condition for plant operation. That labor must possess certain quality attributes to insure its usefulness. Presently, little is known of the quality factors possessed by the rural labor force.

Policy-makers charged with the responsibility of providing social and economic opportunities for the population, need information about the present attributes of the population. Only when this information is available will policy-makers be able to design and implement programs that improve on the present situation. More information is needed for the decision-making process so better programs for the present and future population can be implemented.

Policy-makers in South Dakota and other rural states that face under-employment and unemployment problems, have in recent years directed efforts to encourage industry to locate in their respective states. The basic premise was that the states, and rural areas in particular, had an untapped labor pool. This labor was thought to be of the quality and quantity required for industrial use. Use of this labor by industry may benefit the community and its people. Bringing in new industry to utilize the available labor was often argued to be the catalyst needed to stimulate economic growth.

However, before new industry can be located in an area the employer must know if a sufficient quantity of males and females are willing to work. Once the quantity is established he must then know
if the persons willing to work have the abilities and desires necessary to carry on production. If the skills are not available training may be considered but again, the attitudes of the persons willing to work must be known. Persons unwilling to train and lacking the skills needed for a new plant will be of little value to the employer despite the fact that persons indicated a desire to work.

Persons encouraging industry to locate in an area will find their efforts more fruitful if they have both labor force quantity and quality information. Quantity information does not necessarily indicate that the elements of a labor force needed to staff a new plant are available. When the desires and characteristics of the available labor force are known, the potential employer can ascertain if an area can provide the type of labor needed for his operation. In a rural area the seasonality of farm work limits the amount of time certain persons can devote to other activities. Also, attitudes of the rural population may affect their desire for work. Their attitude may also affect their desire to commute, to retrain, and to move.

When community leaders are encouraging industry to locate in their area, the labor force information must be detailed enough to show the labor force members that want work and those that have the ability to work. This information must pertain to the individuals who are available for work and with those who are able to do the work. Among those individuals that want additional work there may be persons too old or too young and there may be those that lack the education needed to perform certain industrial operations. Once standards such
as age and education are established the quantity of individuals that meet these standards can be determined. The standards are quality parameters that can be set at different levels depending on the nature of the work to be performed. Setting standards and determining the quality and quantity of individuals that meet these standards has the effect of refining the labor force to include only those that want to work and have the ability to work.

If the labor resources are of a low quality the local and state policy-makers need information to design meaningful programs so that the rural labor resource can be used in a productive manner. The information could indicate the type of training that would be needed and the available outlets that would utilize the present rural labor.

The researchers need additional information about the rural labor force to advance knowledge. As a segment of the labor force is explored another frontier is opened. When several segments have been explored, sufficient data become available so predictions can be made about the rural labor force. The more information available relative to the rural labor force the better the researcher is able to predict and to explain economic phenomena. Furthermore, the additional information will supplement the labor statistics used by researchers, policy-makers, and industrial decision-makers.

Three methods have been used to determine labor force quantity and quality. The first method of determining the quantity of available labor for new industry has been the use of coupon surveys. Newspapers print a coupon asking those that want work to complete and to return
the coupon to a central office. Coupons may also be mailed to local residents for completion and return. The coupons ask for the name, age, number in the family that want to work, and job preference. This inexpensive method allows community leaders to estimate the quantity of labor force that desire employment. The limitation of this method is that only quantity is determined while very little information is provided about the quality of those that desire work.

A second method of determining labor force quantity has been to compare the amount of labor available in a given area with the amount of labor needed. When the available labor exceeds the labor needed the residue was considered underemployed. Two studies, one using income figures and the other labor supply, have shown that available labor has exceeded labor needs. A study conducted by the United States Department of Agriculture's Economic Research Service in 1969 used 1960 Census data to show that a quantity of South Dakota labor was not fully employed. The authors' approach was to compare the reported Census county median income with an imputed county median income. The imputed county median income reflected the age-color mix, education, and labor force participation of the population in each county. This imputed county median income indicated the expected income when labor resources were fully utilized. When the imputed county median income exceeded the Census county income underemployment

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was evident. In South Dakota underemployment was evident for males in all counties and for females in all except Shannon county. The proportion of the underemployed varied from 2.5 to 61.8 percent.

Another study conducted by Donald J. Biggar examined farm labor in the 17 Southeastern South Dakota counties. Biggar's study compared the total labor available on the farms to the labor needed to carry on the functions of the farm operations. When the available farm labor was greater than that needed for the farm operation, labor was considered to be available for off farm jobs. The evidence showed that between 4,300 and 7,100 individuals were possibly available for work off the farm. Since the total farm population for the area was estimated at 142,800, the available labor force of 4,300 to 7,100 individuals represented three to five percent of the total farm population of the area. As with the previous method only the quantity of labor available is known. The two studies do not provide the quality information needed to define a rural labor force.

The third method of obtaining labor force information provides both quantity and quality parameters. The foregoing studies have provided only quantity information. The four studies following give additional information such that some degree of rural labor force quality can be determined.

Three studies conducted by the United States Department of Agriculture's Economic Research Service attempted to provide labor

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quality insight for industry and policy-makers. These studies were conducted independently in the Mississippi Delta, the Ozarks, and the Southeastern Central Plains regions of the United States. The data provided information pertaining to family size, education of household head, family income, multiple employment of household head, unemployment rates, willingness of individuals to accept job training and willingness of family to move to take a better paying job. The data collected pertained to only economically deprived families and was further limited because the regions studied differ socially and economically from the North Central states. Another limitation of the three studies is that insufficient information was provided about the housewife and other household members. To gain a complete picture of the rural labor force's quality and quantity, all household members must be considered.

Another study conducted in 1967 by W. H. Bergman at the University of South Dakota used a sampling technique to collect data on the labor characteristics in South Dakota. The survey was directed primarily to household heads but did ask all household members their willingness to work if new jobs were available, their occupations, the length of employment and the amount of time they were presently working. A total of 1,962 questionnaires were mailed to households


in the State and 25.4 percent were returned and useable. Bergman reported 75 percent of the respondents were married and 70 percent had graduated from high school. The occupations most frequently listed by all household members were in the professional, technical and kindred class, followed by craftsmen and foremen. Approximately 13 percent of the household heads would commute ten miles or more, 40 percent were willing to increase skills by attending vocational or technical school at a reasonable cost to themselves. When asked if household heads were willing to increase skills by attending class under the Manpower Training and Development Act at no cost, 47 percent said "yes". As in the previous studies, Bergman did not question all household members. Furthermore, his study considered all South Dakota residents and did not isolate the rural labor force, so the quantity and quality information needed to describe the rural labor force was lacking.

One way or another the information available in the literature does not address itself to the quality aspects of the rural population. For the rural labor force, unanswered questions are: Will individuals learn new skills? What distances are individuals willing to commute? What skills do individuals possess? How much education do individuals possess? Are individuals satisfied with present job? If not, are they willing to help themselves? Do individuals desire work? If yes, do individuals want full-time or part-time work and do they have a seasonal preference? In addition to these questions, age is an important quality consideration generally included in the other studies. Answers to the
foregoing questions will provide insight about the quantity of the rural labor force available for employment and about the establishment of quality parameters needed to identify the rural labor force.

OBJECTIVES OF THE STUDY

This study will address itself to the general objective of defining in economic terms the rural labor force in a particular area of South Dakota. Two specific objectives are:

1. To identify and analyze the quantity and quality characteristics of a rural labor force.

2. To measure the rural labor force against quantity and quality characteristics so that the potential as well as the currently available labor is identified.

AREA STUDIED

The geographical basis for the study was the service area of the Sioux Valley Empire Electric Association, a Rural Electric Association cooperative. This cooperative serves all or part of five counties in East-Central South Dakota. Location of the study area is shown in Figure 1. Areas not served by SVEEA and excluded from this study were Lake Hendricks township in Brookings county, parts of Clarno and Orland townships in Lake county, parts of Dell Rapids, Serdup, Benton, Mapleton, Wayne, and Falls townships in Minnehaha county. All of Moody county and parts of three townships—Denver, Whitewood, and Spring Lake—in Kingsbury county were included in the study area.
Figure 1

Map of South Dakota Showing the Location of the Study Area
Three cities, not included in this study, are located in the study area. They are Sioux Falls, Brookings, and Madison and have 72,488, 13,717, and 6,315 residents, respectively.\textsuperscript{7} The counties of Minnehaha, Brookings, and Lake in which each city is located rank first, fifth, and fifteenth in terms of total county population in South Dakota, respectively.\textsuperscript{8} Two of the cities—Brookings and Madison—are considered complete shopping centers supplying the goods and services normally required by residents of the area. Sioux Falls is considered a primary wholesale-retail center and also has a concentration of medical services, radio, and television stations.\textsuperscript{9} The goods and services provided by Sioux Falls attracts residents from surrounding areas. This wide area of economic and social influence is facilitated by Interstate 29. The interstate, completed from Sioux Falls to Brookings, will eventually run the full length (north-south) of the study area.


\textsuperscript{8}Ibid.

CHAPTER II

PROCEDURE FOR THE STUDY

DEFINITIONS AND PROCEDURES

It is the purpose of this section to define the terms and others used in this study and to outline the procedure followed in this study. The first term used, rural population, was defined as all household members, regardless of age, living in the rural areas served by SVEEA. Rural areas refers to open countryside. Owners of permanent lake cottages, owners of summer homes, schools, business establishments, industrial and commercial establishments, and town, city, and suburban residents were excluded.

A subset of the rural population was the rural labor force. This group included those individuals 14 years of age and over. The age of 14 had been selected as the cut-off point because this was the age used by the United States Department of Commerce's Bureau of the Census.\textsuperscript{10} Individuals were asked if they were retired and if they indicated "yes" they were excluded. It was possible to have an individual 65 years of age and over indicate that he was not retired and be included. Generally, however, those over 65 years of age were retired and excluded.

A subset of the rural labor force was the potential-available labor force (PALF). To delineate the PALF, the rural labor was measured against the standards of age, education, and desire to work were considered. Each of these standards allows a more detailed refinement of the rural labor force.

Age was the first standard to be established. Federal laws require that a person seeking employment should not be discriminated against on the basis of age, thus all ages must be considered. When all ages are considered, however, there are some that can be selected to be more desirable than others. Students in high school are in classes most of the day and are not available for full-time work except during the summer months. For the PALF, all those under 19 years of age were excluded. Because individuals generally retire at the age of 65, this age was considered to be the cut-off age. To provide insight into the element of age, those individuals 19 to 64 years old were divided into three groups--19 to 23, 24 to 49, and 50 to 64 years of age. It was assumed the 19 to 23 year old group represents young persons possessing little experience and few skills. For the 24 to 49 year old group it was assumed that they possess more experience and have had an opportunity to learn skills. The latter group, 50 to 64 years, are older and may have established fixed work patterns. It was assumed if training or retraining is necessary these individuals may find it difficult.

Education, the second standard, was important for it indicates the ability to learn a skill and the ability to perform skills that are needed to participate in a labor force. Take the example of a new
plant locating in the area, what is the minimum educational level desired? The personnel manager of the new Minnesota Mining and Manufacturing plant locating in Brookings indicated 12 years of education was highly desirable.\textsuperscript{11} For this study the criterion was set at 12 years or more of education. Therefore, individuals with less than the desired education were excluded.

To complete the potential-available labor force, the desire to work was the last standard to be established. If jobs were created in the area not all labor force members would apply for work because of personal desires. Since personal desires would limit the quantity applying, the available labor force size was established by considering only individuals who indicated a desire to work either part or full-time in one or more seasons. Measuring the rural labor force against these standards of age, education, and desire to work, the result is the potential-available labor force (PALF). The individuals that did not meet these criteria were excluded from the analysis.

The procedure followed in this study was to first present information that described the rural population. Age and education were the prime considerations. The rural labor force was examined next. Questions were asked to determine what constitutes a rural labor force. The response to each question was treated individually. Finally, certain criteria—age, education, and desire to work—were set down for the potential-available labor force and then the resulting PALF was examined in light of the same questions asked the rural

\textsuperscript{11} Statement by John Muilenberg, personal interview, October 22, 1970.
labor force. Here again, each question was examined individually. Following this, conclusions were drawn and a summary presented.

DATA COLLECTION

The population sampled in this study included only those living on farms or in a rural area. Households in some towns, cities, and suburban areas received questionnaires, however these were excluded from this study. Excluded also were owners of permanent lake cottage homes, owners of summer homes, schools, industrial firms, and commercial enterprises. Furthermore, only families served by Sioux Valley Empire Electric Association (SVEEA) were included. A few rural households in the study area were served by another electrical distributor and not SVEEA.

To provide data for this study, a mail questionnaire was decided to be the best available means. The questionnaire developed, located in Appendix A, contains two parts—labor and housing. Other researchers wanted more information on housing, therefore it was decided to develop one questionnaire to serve two purposes. Cost and overlap were reduced. For purposes of this study only the labor part will be used.

The questions asked in the questionnaire were designed to provide insight into labor force quality and quantity. Each question was designed to provide an item of information. When all items are combined, they give a more complete picture and a more precise definition of the rural labor force. To determine if the questions asked were precise and clear, a pretest was conducted. The pretest revealed
some problems with the wording of some questions. After the necessary revisions were made 6,011 questionnaires were mailed to SVEEA households April 27-29, 1970. Accompanying each questionnaire was a letter signed by the President of the SVEEA's Board of Directors urging members to complete and to return the questionnaire (see Appendix B). In addition, press releases were sent to all news media in the area encouraging members to complete and to return the questionnaires (see Appendix C). SVEEA's monthly newsletter carried a story asking members to return completed questionnaires. As a result of this effort, a total of 3,545 questionnaires or 58.6 percent were returned. A total of 2,965 rural households, people with whom this study was concerned, returned the questionnaire.

Of the 2,965 questionnaires returned by rural households only eighty or approximately three percent were totally unuseable. The remaining questionnaires were used in part or whole. Those used in part represent questionnaires providing the least information to be judged useful. Age, education, and occupation were judged to be the least information allowable. Questions that had a low response will be pointed out in the text when they are discussed. In addition, the questionnaire contains several questions for which no data were presented. The study does not contain the data for these questions because only a small number of respondents answered the questions.

Another problem was encountered because of the nature of electronic data processing. The computer could not distinguish between zeros and blank or unanswered questions. The problem then was,
was it important to know whether the question was answered, because a zero was interpreted the same as a blank. An examination of the questionnaires revealed if a question was answered in the negative the questions following were often not answered. For example, if the respondent did not want work the questions following that related to training, commuting and travel were irrelevant to him and were not answered. During the editing process if inconsistencies were found an attempt was made to correct them when possible or the questionnaire was discarded. Because not all questions on all questionnaires were answered the totals in the tables vary.

A low response to some questions hindered drawing conclusions. However, when conclusions were based on a question with a small number answering this limitation was noted. Another limitation existed in that non-respondents were not sampled as personal interviews were limited to pretesting. Non-respondents were not sampled because of the high cost involved and because of the high percentage of questionnaires returned. Anyone that wishes to project from this sample to the whole population must use caution because non-respondents were not sampled.
The age data reported for 10,438 individuals in Table 1 suggests two conclusions. First, out-migration may be evident. During the period when the 14 to 18 year olds were born, a total of 91,375 births were recorded in South Dakota, and when the 19 to 23 year olds were born, a total of 86,380 births were recorded. The number of individuals in this study area total 1,408 for the 14 to 18 year olds and 490 for the 19 to 23 year olds. These totals represent one and one-half percent and six-tenths of one percent of the births recorded in their respective age groups. If it is assumed that all dependents were reported, the area had a constant proportion of the state's births and mortality was constant then the reduction in the size of the 19 to 23 year olds was probably due to out-migration.

The second conclusion is that a large percent of the population is elderly. The evidence indicated the population will become older and fewer. Twenty-eight percent of the population was 50 years old or over. Nine percent was 65 and over. In the population, 453 males and 490 females indicated that they were retired. These

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<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
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<tr>
<td>6-13</td>
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<td>14-18</td>
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<td>19-23</td>
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individuals represented ten percent of the population. The age of the population also affects the number of persons one to five years of age. As the number of women of childbearing age is reduced so is the number of children, assuming families are no larger. As the number of children decreases and if out-migration of the young occurs, the population decreases and the population becomes older. The effect on the labor force is a reduction in numbers. The long range effect is continued and progressively larger reductions in the size of the population and the labor force.

EDUCATIONAL LEVELS

Education is an important consideration in determining the quality of the labor force for it gives an indication of how the labor resource can or cannot be utilized. To provide educational data each respondent was asked two questions. The first question asked the highest year of education completed and the second question asked respondents to indicate if they had a high school diploma, college degree, certificate or license. The second question was an attempt to provide additional information about the educational level in the rural population. This is a refinement of the educational levels reported in the first question. For example, several females indicated they were registered nurses but indicated they had completed between eight and thirteen years of education.

A comparison of age and education reveals that among the older age groups the older the person generally, the less education. Also, for those under 19 years of age the younger the person the less
education. Since most of these individuals under 19 years old are presently attending school they are excluded from the tables. Table 2 gives the highest year of education completed for males 19 years old and over. Among the 24 to 35 year old male group ten percent have one to eight years of education and 69 percent had completed between nine and twelve years of education. Eighteen percent of the 24 to 35 year old males had completed 13 to 16 years of education and three percent had 16 or more years of education. Among the males 65 years and over 82 percent had one to eight years of education and 16 percent had nine to twelve years while two percent had 13 to 16 years of education. A similar pattern was evident for females as shown in Table 3. However, the comparison of educational levels between male and female reveals females generally had more education than males.

The second question on education revealed 26 different types of degrees, diplomas, licenses, and certificates. In order to handle the data the 26 were grouped into five categories. Appendix D has a list of degrees, licenses, certificates and diplomas reported and their grouping. The groups used were less than high school diploma, high school diploma, less than two years beyond high school, two or three years beyond high school, and four or more years beyond high school. The data were reported such that an individual with a high school diploma, a B.S. degree and a Ph.D. indicated only the Ph.D., the highest degree earned. These are reported in Tables 4 and 5.

Table 4 shows 12 percent of the males, 19 to 23 years of age, did not have a high school diploma as compared to 94 percent of the males 65 years of age and over. Among those 65 and over one percent
## Table 2

**Highest Educational Level Attained by The Rural Male Population, by Age Groups**

<table>
<thead>
<tr>
<th>Educational Levels (Years)</th>
<th>19-23 Years</th>
<th>24-35 Years</th>
<th>36-49 Years</th>
<th>50-64 Years</th>
<th>65 Years and Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>1-8</td>
<td>11</td>
<td>46</td>
<td>270</td>
<td>597</td>
<td>406</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10</td>
<td>31</td>
<td>56</td>
<td>82</td>
</tr>
<tr>
<td>9-12</td>
<td>115</td>
<td>313</td>
<td>495</td>
<td>395</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td>69</td>
<td>57</td>
<td>37</td>
<td>16</td>
</tr>
<tr>
<td>13-16</td>
<td>140</td>
<td>80</td>
<td>84</td>
<td>59</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>53</td>
<td>18</td>
<td>10</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Over 16</td>
<td>2</td>
<td>14</td>
<td>14</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1-</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>268</td>
<td>453</td>
<td>863</td>
<td>1,065</td>
<td>495</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 3

Highest Educational Level Attained by The Rural Female Population, by Age Groups

<table>
<thead>
<tr>
<th>Educational Levels (Years)</th>
<th>19-23 Years</th>
<th>24-35 Years</th>
<th>36-49 Years</th>
<th>50-64 Years</th>
<th>65 Years and Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>1-8</td>
<td>7</td>
<td>3</td>
<td>18</td>
<td>3</td>
<td>124</td>
</tr>
<tr>
<td>9-12</td>
<td>97</td>
<td>44</td>
<td>337</td>
<td>65</td>
<td>541</td>
</tr>
<tr>
<td>13-16</td>
<td>115</td>
<td>52</td>
<td>150</td>
<td>30</td>
<td>224</td>
</tr>
<tr>
<td>Over 16</td>
<td>3</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

Total                      | 222         | 100         | 517         | 100         | 902               | 100     | 969               | 100     | 387               | 100     |


Table 4

Highest Degree of Education Earned by Rural Male Population, by Age Groups

<table>
<thead>
<tr>
<th>Educational Degrees</th>
<th>19-23 Years</th>
<th></th>
<th>24-35 Years</th>
<th></th>
<th>36-49 Years</th>
<th></th>
<th>50-64 Years</th>
<th></th>
<th>65 Years and Over</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Less than high school diploma</td>
<td>32</td>
<td>12</td>
<td>114</td>
<td>25</td>
<td>401</td>
<td>46</td>
<td>768</td>
<td>73</td>
<td>461</td>
<td>94</td>
</tr>
<tr>
<td>High school diploma</td>
<td>222</td>
<td>82</td>
<td>291</td>
<td>64</td>
<td>419</td>
<td>49</td>
<td>256</td>
<td>24</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>Less than two years beyond high school</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Two or three years beyond high school</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Four or more years beyond high school</td>
<td>5</td>
<td>2</td>
<td>38</td>
<td>9</td>
<td>33</td>
<td>4</td>
<td>24</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>269</td>
<td>100</td>
<td>453</td>
<td>100</td>
<td>863</td>
<td>100</td>
<td>1,065</td>
<td>100</td>
<td>495</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 5

Highest Degree of Education Earned by Rural Female Population, by Age Groups

<table>
<thead>
<tr>
<th>Educational Degrees</th>
<th>19-23 Years</th>
<th>24-35 Years</th>
<th>36-49 Years</th>
<th>50-64 Years</th>
<th>65 Years and Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Less than high school diploma</td>
<td>25</td>
<td>11</td>
<td>98</td>
<td>19</td>
<td>262</td>
</tr>
<tr>
<td>High school diploma</td>
<td>166</td>
<td>75</td>
<td>288</td>
<td>55</td>
<td>465</td>
</tr>
<tr>
<td>Less than two years beyond high school</td>
<td>20</td>
<td>9</td>
<td>52</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>Two or three years beyond high school</td>
<td>2</td>
<td>1</td>
<td>30</td>
<td>6</td>
<td>92</td>
</tr>
<tr>
<td>Four or more years beyond high school</td>
<td>9</td>
<td>4</td>
<td>49</td>
<td>10</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>100</td>
<td>517</td>
<td>100</td>
<td>902</td>
</tr>
</tbody>
</table>
have four or more years of education beyond high school. Among the females in Table 5, 11 percent of those 19 to 23 years of age did not possess a high school diploma as compared to 80 percent of those 65 years of age and over. A large proportion of females 26 years of age and over with two or more years of education were teachers. Individuals with two-year certificates were contracted as teachers for the many one-room schools that dotted South Dakota until recently. The women on nine-month contracts could and did supplement the family income and then were free during the busy summer months to work on the farm. In addition to the teachers, 41 registered nurses (RN) were reported, however, these RN's had completed less than 16 years of education. Others with certificates included drafters, printers and surveyors.
CHAPTER IV

CHARACTERISTICS AND DESIRES
OF THE RURAL LABOR FORCE

INTRODUCTION

Age and education are important considerations in defining any labor force. However, these two characteristics are the first steps to achieve the objective of defining a labor force. Other characteristics such as occupations and skills define what the labor force does and can do. Desires of the labor force such as willingness to learn a new skill, willingness to commute and willingness to move to take a better paying job define what the labor force will do as opposed to what it may be able to do. Together, the characteristics and desires provide quality parameters about the labor force. In addition, the quality parameters have influence on the quantity.

It is the purpose of this chapter to present data that will enhance the knowledge of the rural labor force's quality and quantity. Only the present rural labor force will be examined. This eliminates those under 14 years of age and those retired leaving only students and those working or seeking work. Justification for including all those 14 years old and over, including students, lies in their availability after school hours and in the summer. The quality and quantity parameters will be strengthened by examination of each characteristic and desire. Conclusions, where data permit and where applicable, will be drawn.
MAIN OCCUPATIONS OF RURAL LABOR FORCE

The occupations reported by the respondents were numerous and diverse. Because of the large number of different main occupations reported it was necessary that they be categorized into groups for data processing and analysis. Grouping was done on the basis of work similarity and the proficiency of skill required to perform the occupation. The 85 occupations reported by the respondents were grouped into 12 different categories including one for those individuals reporting no occupation. This latter category will be excluded from the data presented in this section. Unemployment was not indicated by the rural labor force. The occupational groupings are shown in Appendix E.

In the rural labor force, it would be expected that farmer and housewife would be the occupations reported by a large percentage of the individuals. Sixty-seven percent of the males and 70 percent of the females reported farmer and housewife as their main occupations, respectively (Table 6). A large percentage of the individuals were students and the remaining percentages were distributed among six categories. Those reporting occupations other than farmer, housewife or student likely earn their living working in a nearby town or city. Approximately seven percent of the males and twelve percent of the females held jobs commonly associated with work in towns or cities.

DOUBLE-JOB HOLDING OF RURAL LABOR FORCE

Among the rural labor force 14 percent of the males and nine percent of the females reported a second job. In terms of defining
Table 6

Occupations Reported Among Rural Labor Force, by Sex

<table>
<thead>
<tr>
<th>Occupation Groups</th>
<th>Male Number</th>
<th>Male Percent</th>
<th>Female Number</th>
<th>Female Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional or technical</td>
<td>57</td>
<td>2</td>
<td>163</td>
<td>7</td>
</tr>
<tr>
<td>Craftsman</td>
<td>145</td>
<td>5</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>Manager</td>
<td>60</td>
<td>2</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>Clerical</td>
<td>2</td>
<td>-</td>
<td>59</td>
<td>2</td>
</tr>
<tr>
<td>Saleswork</td>
<td>38</td>
<td>1</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Laborer</td>
<td>155</td>
<td>5</td>
<td>61</td>
<td>2</td>
</tr>
<tr>
<td>Farmer</td>
<td>2,101</td>
<td>67</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>Student</td>
<td>549</td>
<td>18</td>
<td>459</td>
<td>16</td>
</tr>
<tr>
<td>Housewife</td>
<td>1</td>
<td>-</td>
<td>1,984</td>
<td>70</td>
</tr>
<tr>
<td>Military service</td>
<td>5</td>
<td>-</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Handicapped</td>
<td>9</td>
<td>-</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,122</strong></td>
<td><strong>100</strong></td>
<td><strong>2,833</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
the rural labor force the double-job holding data would indicate some are fully employed only because they have two jobs. The respondents were not asked why they felt they needed to hold a second job. However, based on the comments on the questionnaires, the need for additional income was the apparent reason for holding two jobs.

SKILLS REPORTED BY RURAL LABOR FORCE

In an effort to ascertain the skills possessed and to determine if there existed "hidden skills", those possessed but unused and unknown to researchers or industry, the rural labor force was asked to list its skills. Individuals were asked to report skills that were learned in high school, college, vocational or technical school, military service, by apprenticeship or that were self-taught. As with occupations, the large number and the wide range of the skills reported had to be grouped into categories for data processing and meaningful analysis. The grouping was accomplished by considering the training needed to learn a skill. Similarity of skills was also considered. The 69 skills were categorized into nine groups and one for non-respondents. See Appendix D for the groups.

For rural labor force males, the skills most frequently reported as learned in high school were clerical and craftsmen. For females, clerical skills were reported the most frequently. Table 7 shows the skill area breakdown. A larger percentage of the males reported a self-taught skill than they did a skill learned in high school. In part, this was attributed to those that indicated farming as a self-taught skill. A very low percentage of the females reported
### Table 7

Job Skills Learned in High School, by Sex

<table>
<thead>
<tr>
<th>Skill Areas</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>No skills reported</td>
<td>2,333</td>
<td>67</td>
</tr>
<tr>
<td>Professional or technical</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Managers, officials</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Clerical</td>
<td>501</td>
<td>15</td>
</tr>
<tr>
<td>Sales</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Craftsman</td>
<td>440</td>
<td>13</td>
</tr>
<tr>
<td>Service (craftsman)</td>
<td>96</td>
<td>3</td>
</tr>
<tr>
<td>Service and miscellaneous</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Farming</td>
<td>81</td>
<td>2</td>
</tr>
<tr>
<td>Home economics</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>3,462</td>
<td>100</td>
</tr>
</tbody>
</table>
a self-taught skill. If homemaking had been included as a skill by all females, this would have increased the percentage with self-taught skills. The self-taught skill areas reported are included in Table 8.

The skills shown in Tables 7 and 8 were reported independently of each other. The individual who has learned a skill in high school and also has a self-taught skill may have reported the same skill in each table. Therefore, the data were reported so the number of individuals that possess one skill, either high school or self-taught, cannot be ascertained. During the process of editing the questionnaires it was observed that a large percentage of the respondents who reported a skill learned in high school also reported a self-taught skill. Another difficulty encountered was determining how well the individual can perform the reported skill. The male who is 45 years old and learned typing in high school may now have a questionable proficiency level. To address this problem the respondents were asked if they could perform the skill they listed. The intent was to gain insight into skill proficiency. However, almost every person listing a skill indicated they could perform it. Therefore, it appears that if an individual could not perform a skill he did not list it. The question on the ability to perform a skill had no meaning in defining this rural labor force and therefore was excluded. The meaning, however, is that data pertaining to skill proficiency probably cannot be obtained with a mail questionnaire.

The available data indicate that the skill level of the rural labor force is low. This conclusion is drawn based on the small
Table 8
Self-taught Skills Reported, by Sex

<table>
<thead>
<tr>
<th>Skill Areas</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>No skills reported</td>
<td>1,275</td>
<td>37</td>
</tr>
<tr>
<td>Professional or technical</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Managers, officials</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Clerical</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Sales</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Craftsman</td>
<td>454</td>
<td>13</td>
</tr>
<tr>
<td>Service</td>
<td>147</td>
<td>4</td>
</tr>
<tr>
<td>Service and miscellaneous</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Farming</td>
<td>1,489</td>
<td>43</td>
</tr>
<tr>
<td>Home economics</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>3,444</td>
<td>100</td>
</tr>
</tbody>
</table>
percentage that reported a skill. Only 16 percent of the males reported a skill learned in high school in the craftsman or service area. Females had only clerical and home economics high school skills to report. In the self-taught area 20 percent of the males reported skills that may be considered valuable to industry. Only five percent of the females reported self-taught skills and these were in the clerical, sales, and service areas.

ADDITIONAL WORK DESIRED BY RURAL LABOR FORCE

To determine if additional work was desired by members of the rural labor force respondents were first asked to consider their normal working conditions. Then they were asked to indicate the additional work desired by seasons. It is important to consider seasons because cropping patterns demand a greater amount of time be spent during certain seasons of the year than at other times. As a result, the farmer must spend long hours when the crops are planted, cultivated and harvested and usually shorter hours are required following harvest and before planting. This seasonality is reflected in Table 9. The large percentage of the males and females that wanted full or part-time work in the winter reflected the slack period for the rural area. The high percentage that desire full-time employment during the summer may be explained in part by the influx of students seeking summer employment.

Given the seasonal distributional pattern of work desired, industry attempting to secure a year round labor force may find a labor cooperative to their advantage. The cooperative could contract
Table 9

Additional Work Desired by Rural Labor Force, by Sex and Seasons

<table>
<thead>
<tr>
<th>Seasons</th>
<th>Additional hours of daily work desired</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Winter</td>
<td>0 hours</td>
<td>2,530</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>4 hours</td>
<td>465</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>8 hours</td>
<td>449</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>3,444</td>
<td>100</td>
</tr>
<tr>
<td>Spring</td>
<td>0 hours</td>
<td>2,969</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>4 hours</td>
<td>277</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8 hours</td>
<td>198</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>3,444</td>
<td>100</td>
</tr>
<tr>
<td>Summer</td>
<td>0 hours</td>
<td>2,880</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>4 hours</td>
<td>217</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>8 hours</td>
<td>347</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>3,444</td>
<td>100</td>
</tr>
<tr>
<td>Fall</td>
<td>0 hours</td>
<td>2,901</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>4 hours</td>
<td>322</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8 hours</td>
<td>221</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>3,444</td>
<td>100</td>
</tr>
</tbody>
</table>
to an industry a specified number of man hours of labor a month. It would be the responsibility of the cooperative to provide the labor from its patrons. Patrons would be allowed to work part or full-time depending on their farm demands. If an individual could work only one-half time then the cooperative would have to secure two individuals to fulfill the eight hour requirement. Other combinations may be useful such as early morning or late evening work. The work pattern desired may also benefit certain types of industry. For example, snowmobile manufacturers who often work in late fall and winter may be able to utilize those desiring winter work. For the summer, fruit and vegetable raising and processing plants could utilize the students and others desiring summer employment.

**DISTANCE FAMILIES WILLING TO MOVE TO TAKE A BETTER PAYING JOB**

Among the rural population, family ties are generally close. Often husband and wife are native to the area and friends and relatives are close. Families may not want to break these ties and move into an alien environment. This was evident when the rural families were asked to report the distance they would be willing to move to take a better paying job. The response reflects the desire to remain in the same location as only two percent would move one to fifty miles, one percent would move 101 to 300 miles and five percent would move 300 miles or more. A large proportion, 92 percent, would not move. The percentage that would move 300 or more miles shows that those willing to move at all would move great distances.
If new industry was encouraged to come to the rural area, the low skill level possessed by individuals may have to be upgraded through training. In response to the question, would individuals be receptive to learning a new skill if new jobs were available, 59 percent of the males and 57 percent of the females who responded, answered "yes". If programs were initiated to train or retrain those desiring work in new jobs, the evidence indicates attendance would be high. Since only 33 percent of the respondents answered this question, indications are other factors such as pay scale of new job, cost of training, length of training, type of skill and work available may be important to the respondents.

DISTANCE WOULD TRAVEL TO LEARN NEW SKILLS

If new industry comes into the area, individuals may have to attend training sessions. Does willingness to travel to learn a new skill pose limitations? Of the individuals responding 65 percent indicated that they would not travel (Table 10). This eliminates approximately 65 percent of the rural labor force if learning a new skill involved travel. As in the above question other factors should be noted. To assist the respondent, the type of skill, frequency of training sessions, distance and cost, if any, should be known before the individuals answering the question can make a decision.
Table 10

Distance Rural Labor Force Would Travel to Learn New Skill, by Sex

<table>
<thead>
<tr>
<th>Distance (Miles)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>0</td>
<td>2,240</td>
<td>65</td>
</tr>
<tr>
<td>1-10</td>
<td>221</td>
<td>6</td>
</tr>
<tr>
<td>11-20</td>
<td>426</td>
<td>13</td>
</tr>
<tr>
<td>21-30</td>
<td>256</td>
<td>7</td>
</tr>
<tr>
<td>31 and over</td>
<td>301</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>3,444</td>
<td>100</td>
</tr>
</tbody>
</table>
DISTANCE RURAL LABOR FORCE WILLING TO COMMUTE

As the labor force in this study consists of rural residents, commuting is a necessity for all except those that live close to the location of the jobs. The indicated pattern of commuting appears to reflect the distance from a city. Among the respondents, 69 and 67 percent of the males and females respectively would not commute. Compared with the proportion (26 percent of the males and 27 percent of the females) that want work in the winter the proportion that would commute was greater. The distance individuals were willing to commute is given in Table 11. Males tended to be willing to commute somewhat greater distances than females.

JOB SATISFACTION AND WILLINGNESS TO LEARN A NEW SKILL ON THE JOB

The last area to explore is job satisfaction and willingness to learn a new skill on the job. This is related to the above questions since an individual who is dissatisfied may be willing to commute a greater distance, to move, or be more receptive to learning a skill. Also, if he is dissatisfied with his present job he may want additional work. The additional work may serve as a transition. By working off the farm for a period of time he adjusts to the new schedule. A new life pattern is established. Alternatively, he may find farming more satisfactory compared to other available jobs. Finally, the dissatisfaction may stem from a low income which could be supplemented from an additional job. Many comments on the questionnaires alluded to low income as the reason for dissatisfaction.
Table 11
Distance Rural Labor Force Willing to Commute (one way), by Sex

<table>
<thead>
<tr>
<th>Distance (Miles)</th>
<th>Male Number</th>
<th>Male Percent</th>
<th>Female Number</th>
<th>Female Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>2,385</td>
<td>69</td>
<td>2,147</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>71</td>
<td>2</td>
<td>89</td>
<td>3</td>
</tr>
<tr>
<td>6-15</td>
<td>451</td>
<td>13</td>
<td>503</td>
<td>16</td>
</tr>
<tr>
<td>16-25</td>
<td>402</td>
<td>12</td>
<td>363</td>
<td>11</td>
</tr>
<tr>
<td>26 and over</td>
<td>135</td>
<td>4</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3,444</td>
<td>100</td>
<td>3,199</td>
<td>100</td>
</tr>
</tbody>
</table>
If individuals are dissatisfied will they take steps to better themselves? Several means exist to better oneself, one way being to learn a new skill on the job. Among the respondents reporting, over three-fourths were satisfied with their present job. Very little difference was found between the sexes. Among the individuals that were satisfied, 58 percent of the males and the females indicated that they would learn a new skill on the job. However, among those dissatisfied with their present job 93 percent of the males and 90 percent of the females were willing to learn a new skill (Table 12).

The percentages reported as satisfied were similar to those that did not indicate a desire for additional work in the winter. For other seasons, while they were dissatisfied, field and farm demands may be such that they could not work elsewhere. The female population, because their work is less seasonal, may give a better basis for concluding those satisfied do not want additional work. Those dissatisfied may want work and the data indicate most were willing to learn a new skill on the job to secure employment—helping themselves if the opportunities were available.
Table 12
Job Satisfaction and Willingness to Learn a New Skill on the Job Among Rural Labor Force, by Sex

<table>
<thead>
<tr>
<th>Job satisfaction and willingness to learn new skill on the job</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Satisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will learn new skill</td>
<td>823</td>
<td>58</td>
</tr>
<tr>
<td>Not willing to learn new skill</td>
<td>606</td>
<td>42</td>
</tr>
<tr>
<td>Subtotal</td>
<td>1,429</td>
<td>100 (77)</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will learn new skill</td>
<td>374</td>
<td>93</td>
</tr>
<tr>
<td>Not willing to learn new skill</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>Subtotal</td>
<td>397</td>
<td>100 (23)</td>
</tr>
<tr>
<td>Total</td>
<td>1,826</td>
<td>- (100)</td>
</tr>
</tbody>
</table>
CHAPTER V

CHARACTERISTICS AND DESIRES OF POTENTIAL-AVAILABLE LABOR FORCE

INTRODUCTION

To this point all members of the rural labor force have been considered. Among this group are individuals too young for full-time work and individuals that do not want additional work. Others do not have sufficient education. The task then is to refine the rural labor force so a more precise definition of the potential-available labor force can be made. The PALF is a definition of the rural labor force in terms of the actual number that could be considered for employment by industry. The PALF group is "the meat" of the rural labor force. To define a labor force consisting of members of a desirable age with sufficient education and a desire for additional work, only individuals 19 to 64 years of age with 12 or more years of education and an expressed desire to work were considered. As each of these criteria was measured against the rural labor force the size decreased. To gain a perspective of the size of this potential-available labor force, the age standard eliminated 50 percent of the 5,347 rural males and 50 percent of the 5,091 rural females. Applying the education standard excluded another 1,896 individuals. When desire to work was introduced another 2,220 individuals were excluded. The resulting potential-available labor force contained 1,102 individuals. This group consisted of 479 males and 623 females. The PALF represents nine and twelve percent of the total rural population's males and females respectively.
ADDITIONAL WORK DESIRED BY POTENTIAL-AVAILABLE LABOR FORCE

All members of the PALF desire work in one or more seasons part or full-time, yet 49 percent of the males 19 to 23 years of age did not want work in the fall season. A higher proportion (65 percent) of the males, 24 to 49 years of age, did not want work in the summer. During the winter, however, only five percent of these males did not want work. Table 13 shows the desires of the remaining age groups.

The most variation in desire for seasonal employment was found among those 24 to 64 years of age. This group may comprise the more established farmers. The younger group members are probably less established. Their farming operation may be in an infant stage and may be less profitable. The head of a household with a young family may feel the need for more steady income throughout the year thus the desire for more permanent work. Further evidence of the influence of farming demands was revealed by the greater percentage of females that desire work in all age groups and seasons except winter. Farm work requires periods of intense attention and often timing determines whether a crop is a success or failure. Since the female's work is year round and always there, it can be attended to in the evening freeing her for outside work during the day.

The high percentage of the 19 to 23 year olds that desired work may explain in part the high out-migration noted. These individuals possess more education, are seeking employment and are apparently unable to find it. As a result they may move to areas where employment
<table>
<thead>
<tr>
<th>Seasons and Hours</th>
<th>19-23 Years</th>
<th>24-49 Years</th>
<th>50-64 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 hours</td>
<td>19</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>4 hours</td>
<td>36</td>
<td>35</td>
<td>141</td>
</tr>
<tr>
<td>8 hours</td>
<td>48</td>
<td>47</td>
<td>123</td>
</tr>
<tr>
<td>Subtotal</td>
<td>103</td>
<td>100</td>
<td>278</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 hours</td>
<td>45</td>
<td>44</td>
<td>174</td>
</tr>
<tr>
<td>4 hours</td>
<td>29</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>8 hours</td>
<td>29</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>Subtotal</td>
<td>103</td>
<td>100</td>
<td>278</td>
</tr>
<tr>
<td>Seasons and Hours</td>
<td>19-23 Years</td>
<td>24-47 Years</td>
<td>50-64 Years</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Male Number</td>
<td>Male Number</td>
<td>Male Number</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Female Number</td>
<td>Female Number</td>
<td>Female Number</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 hours</td>
<td>32</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>17</td>
<td>60</td>
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<tr>
<td></td>
<td>180</td>
<td>65</td>
<td>180</td>
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<td></td>
<td>43</td>
<td>13</td>
<td>37</td>
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<tr>
<td></td>
<td>20</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>8 hours</td>
<td>58</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>56</td>
<td>54</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
<td>29</td>
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<td>Subtotal</td>
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</tr>
<tr>
<td></td>
<td>80</td>
<td>100</td>
<td>123</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 hours</td>
<td>49</td>
<td>28</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>35</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>35</td>
<td>34</td>
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<td></td>
<td>146</td>
<td>53</td>
<td>24</td>
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<tr>
<td></td>
<td>100</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>46</td>
<td>45</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>29</td>
<td>36</td>
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<tr>
<td></td>
<td>186</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>134</td>
<td>32</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>25</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>103</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>100</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>278</td>
<td>100</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
is available. Furthermore, if single they are less attached, and because of their youth they may be more willing to explore new territory.

DOUBLE-JOB HOLDING OF POTENTIAL-AVAILABLE LABOR FORCE

In the PALF, double-job holding percentages were approximately equal among the three age groups. Furthermore Table 14 shows very little difference in the incidence of double-job holding among males and females. As the degree of double-job holding was high and all members of the group desired additional employment the question arises whether a third job was desired or whether a better second job was wanted. The conclusion reached was, due to physical limitations, those holding a second job desired better employment in their second or main job and not a third job. Therefore, if an industry wishes to hire a labor force, incentives may have to be provided to entice some of the workers away from their second job.

Another conclusion was that those with the necessary education and age criteria may not suffer as much underemployment as other members of the rural labor force. Since a greater number of those with 12 years or more of education hold a second job than the rest of the rural labor force, those without the necessary education and who are too young or too old, may be the ones that need employment opportunities the most.
Table 14

Job Frequency Among Potential-Available Labor Force, by Age Groups and Sex

<table>
<thead>
<tr>
<th>Job Frequency</th>
<th>19-23 Years</th>
<th></th>
<th>24-49 Years</th>
<th></th>
<th>50-64 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>One job</td>
<td>70</td>
<td>68</td>
<td>63</td>
<td>79</td>
<td>192</td>
</tr>
<tr>
<td>Two jobs</td>
<td>33</td>
<td>32</td>
<td>17</td>
<td>21</td>
<td>86</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100</td>
<td>80</td>
<td>100</td>
<td>278</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISTANCE FAMILIES WILLING TO MOVE TO TAKE
A BETTER PAYING JOB

If the family heads in the 19 to 23 year old group wanted additional work they did not indicate a desire to move to take a job. Only ten percent would have moved 301 miles or more. Since the 19 to 23 year olds in the area have not migrated as apparently many of their counterparts have, the low percentage willing to move is not surprising. The breakdown of those willing to move is given in Table 15. Those 24 to 49 years old would move the greatest distance and in the greatest number. Despite the fact that 20 percent of the families in the 24 to 49 year old age group would move 301 miles and more, the forces keeping them in the same location were apparently strong.

WILLINGNESS TO LEARN NEW SKILLS
IF NEW JOBS AVAILABLE

Since some individuals desire additional work and apparently they would not move, the alternative then is to seek jobs in the local economy. To secure jobs, generally a person has to possess a skill or be willing to learn a new skill. How receptive are PALF members to learning a new skill? This question was asked and the results are presented in Table 16. The evidence indicated a large percentage would learn a new skill if new jobs were available. Very little variation was found between the desires of the sexes. For industry locating in the area there should be little difficulty in finding persons from this group willing to learn a new skill.
Table 15
Distance Families of Potential-Available Labor
Force Willing to Move to Take a Better
Paying Job, by Age Groups

<table>
<thead>
<tr>
<th>Distance (Miles)</th>
<th>19-23 years Percent</th>
<th>24-49 years Percent</th>
<th>50-64 years Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>80</td>
<td>68</td>
<td>72</td>
</tr>
<tr>
<td>1-50</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>51-100</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>101-300</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>301 and over</td>
<td>10</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Response</td>
<td>19-23 Years</td>
<td>24-49 Years</td>
<td>50-64 Years</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Yes</td>
<td>81</td>
<td>68</td>
<td>241</td>
</tr>
<tr>
<td></td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>74</td>
<td>264</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
DISTANCE WILLING TO TRAVEL
TO LEARN A NEW SKILL

If individuals were to learn a new skill this would likely be accomplished in one of the towns or cities in the study area. Travel may be involved for those individuals that want to learn a new skill. Only 33 percent of the 19 to 23 year old males would not travel. Only 24 percent of the females 19 to 23 years old would not travel to learn a new skill. Table 17 gives the number and the percentage that are willing to travel.

DISTANCE WILLING TO COMMUTE

Travel may be involved with learning a new skill to take a better job. Travel would also be involved for most individuals if jobs were created in an area. The jobs available would in most cases be in towns and cities. All PALF members were asked the distance they were willing to commute (one way) to work. In Table 18 only a small percentage in the 24 to 49 and 50 to 64 years old group would not commute. A somewhat larger percent in the 19 to 23 year old group would not commute. The modern transportation available and the realization that jobs often exist only in cities may account for the distances that individuals are willing to commute. If jobs were available commuting would not appear to be a limitation on seeking jobs.

JOB SATISFACTION AND WILLINGNESS TO LEARN
A NEW SKILL ON THE JOB

The final questions asked the PALF members revealed a large percentage dissatisfied with their present main job and that a high
Table 17
Distance Potential—Available Labor Force Members Willing to Travel to Learn a New Skill, by Age Groups and Sex

<table>
<thead>
<tr>
<th>Distance (Miles)</th>
<th>19-23 Years</th>
<th>24-49 Years</th>
<th>50-64 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Percent</td>
<td>Female Percent</td>
<td>Male Percent</td>
</tr>
<tr>
<td>0</td>
<td>33</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>1-10</td>
<td>15</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>11-20</td>
<td>17</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>21-30</td>
<td>18</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>31 and over</td>
<td>17</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>


| Distance (Miles) | 19-23 Years | | | 24-49 Years | | | 50-64 Years | |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                 | Male        | Female      | Male        | Female      | Male        | Female      | Male        | Female      |
| ---             | Number      | Percent     | Number      | Percent     | Number      | Percent     | Number      | Percent     |
| 0-4             | 16          | 15          | 11          | 14          | 14          | 5           | 36          | 9           |
| 5               | 3           | 3           | 9           | 11          | 19          | 7           | 22          | 5           |
| 6-15            | 32          | 31          | 33          | 41          | 114         | 41          | 189         | 45          |
| 16-25           | 41          | 40          | 23          | 29          | 89          | 32          | 130         | 31          |
| 26 and over     | 11          | 11          | 4           | 5           | 42          | 15          | 43          | 10          |
| Total           | 103         | 100         | 80          | 100         | 278         | 100         | 420         | 100         |

Table 18
Distance Potential-Available Labor Force Members Willing to Commute (one way), by Age Groups and Sex
percentage of these individuals were willing to learn a new skill. No questions were asked to obtain the reason respondents were dissatisfied but comments and income data indicated that low monetary returns was one of the reasons. Among those dissatisfied over 90 percent would learn a new skill. Neither sex nor age appeared to be a factor (Table 19) in job satisfaction and willingness to learn a new skill.
### Table 19

**Job Satisfaction and Willingness to Learn New Skill**

*on the Job Among Potential-Available Labor Force Members, by Age Groups and Sex*

<table>
<thead>
<tr>
<th>Job Satisfaction and Willingness to Learn New Skill</th>
<th>19-23 Years</th>
<th>Age Groups 24-49 Years</th>
<th>Age Groups 50-64 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will learn new skill</td>
<td>29</td>
<td>81</td>
<td>27</td>
</tr>
<tr>
<td>Not willing to learn new skill</td>
<td>7</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Subtotal</td>
<td>36</td>
<td>100 (56)</td>
<td>30</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will learn new skill</td>
<td>28</td>
<td>100</td>
<td>19</td>
</tr>
<tr>
<td>Not willing to learn new skill</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Subtotal</td>
<td>28</td>
<td>100 (44)</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>(100)</td>
<td>50</td>
</tr>
</tbody>
</table>
CHAPTER VI

SUMMARY AND CONCLUSIONS

This study has concerned itself with providing information to identify and to characterize a rural labor force. The identification has focused on two areas. One area was the rural labor force in the aggregate and the other area was the rural labor force in terms of what was the potential and available labor force. Both areas assist in providing a more clear definition of the rural labor force.

The rural population in the Sioux Valley Empire Electric Association area located in part or all of five counties in East-Central South Dakota contained a high percentage of older people. This was in part due to the small percentage (four) of the individuals in the 19 to 24 year old group. The small number of 19 to 24 year olds was probably due to out-migration. The ten percent that indicated they were retired also reflected the age of the population. Evidence indicated that the number of women of childbearing age was decreasing because of age and out-migration. The ramifications are that the population will progressively decrease in size unless one or more of the trends are reversed.

The educational level of the older population was low. The older members attended school when education was relatively expensive and not deemed as important as today. Generally, persons over 23 years of age possessed less education. This tendency was evident for both males and females. However, the females in the population tended to possess more education than their male counterparts.
Occupations reported among the rural labor force followed the expected pattern. Most males indicated farmer and most females indicated housewife as their occupation. Because the labor force included those 14 years old and over students were included and this occupation was reported by a segment of the labor force. A small number of males and females reported an occupation that could be used in off-farm work. Among the rural labor force a small percentage listed a second occupation. Fourteen percent of the males and nine percent of the females held a second job.

The skill level in the rural labor force was low. Only a few respondents reported skills learned in high school. The self-taught skills learned were few when farming was excluded. Skills learned in college, trade school or the military service were not sufficient in number to warrant reporting. Indications are that sufficient data on skills and skill proficiency cannot be obtained with a mail questionnaire.

The additional work desired by individual rural labor force members showed seasonal patterns. The patterns reflect the labor that was required to carry on farm functions. The pattern was somewhat offset because of the addition of students to the available summer labor force. Because of the seasonality of work desired, special arrangements may have to be implemented to fully utilize the available labor.

To better define the rural labor force a series of questions was asked relating to the willingness of individuals to move, the
willingness to learn a new skill and the willingness to commute. The response to these questions indicated approximately 92 percent would not move to take a better job, approximately 68 percent of the rural labor force would not commute to work, 65 percent would not travel to learn a new skill and 42 percent would not learn a new skill if new jobs were available. Approximately 78 percent of the rural labor force members were satisfied with their present jobs. Among those dissatisfied, over 90 percent would learn a new skill on the job.

The next task of this study was to refine the rural labor force using constraints of age, education, and the desire for additional work. This quantity of labor possessed the quality characteristics deemed necessary to insure their participation in the labor force as a productive resource. Only those individuals 19 to 64 years old with 12 years or more of education and a willingness to work in one or more seasons part or full-time were considered. The resulting potential-available labor force (PALF) represented nine to twelve percent of the rural population's males and females respectively. These individuals were considered to be the rural labor force members ready, willing, and able to work.

The characteristics of the PALF indicated a highly seasonal desire to work, a high incidence of double-job holding, a large percentage willing to learn a new skill, to commute, and to travel to learn a new skill. Also, a large percentage of the PALF was dissatisfied with their present job. Nevertheless, among those dissatisfied over 95 percent were willing to learn a new skill on the job.
Often the rural labor force is thought to be underemployed. While this may be true, what is the quantity of those that were underemployed and more important what is their quality? The mere quantity of individuals underemployed does not constitute a labor force that can be utilized as a productive resource. Quality effectively limits the quantity of individuals available for work. The available data indicated a sizeable portion of the labor force may be underemployed. However, this underemployment was highly seasonal and therefore, special considerations must be noted before utilization is feasible. The seasonality limited the quantity of labor available since jobs may not have been available when the labor was available. Labor force size was further limited by the high percentage of individuals over 50 years old. Despite the Federal laws prohibiting discrimination on the basis of age, certain ages are more desirable for labor force participation than others. Education was another factor that limited labor force participation.

If maximum utilization of the labor resource is a goal of the society one of the problems is how to utilize those in rural areas that want work but will not move. Two alternatives are available to encourage utilization of all labor resources. One, policy-makers can develop programs to encourage movement of labor by providing incentives such as relocation allowances along with better pay, and two, move the jobs to the rural area. Moving jobs to the people may be accomplished in much the same manner as moving people to the jobs. Offering industry relocation allowances or more favorable tax rates are two incentives that may encourage industry to locate in the rural area.
Within the rural population the high percentage of older individuals and the low educational level among those over 23 years of age had the effect of reducing the quantity of labor available. The unwillingness to commute, to learn a new skill and to travel to train for a new skill further reduces the amount of labor available for additional employment. Considering only age, education and desire to work, the potential-available labor force represents approximately ten percent of the rural population. The additional factor, unwillingness to commute, reduces the PALF by ten percent. If willingness to learn a new skill is considered, approximately 25 percent of the PALF indicated they were unwilling to learn a new skill. Consideration of this factor further reduces the PALF by one-fourth.

The conclusion reached was that a sizeable labor force existed in the rural area but probably less than ten percent of the rural population could be considered for off-farm employment given the criteria set down. This ten percent is based on age, education, and the desire to work. This conclusion does not negate the need for employment opportunities so that the human resource--labor--can be utilized in a productive manner.
BIBLIOGRAPHY
BIBLIOGRAPHY


Sioux Valley Empire Electric Association

Labor and Housing Survey

INSTRUCTIONS

1. If you have not already done so, please read the accompanying letter before you begin answering the questions.

2. In some questions, you may designate your answer merely by placing an X in the space (X). In a few cases, we ask that you circle your answer. In other cases, you are asked to write your answer in the space provided.

3. If you do not have the exact answer to a question, please give your best estimate for the answer.

4. Please feel free to make any comments you wish concerning the questionnaire or your answers. Space for comments is provided on the last page.

THANK YOU VERY MUCH FOR YOUR COOPERATION

PLEASE RETURN THIS WITH YOUR MAY 10 BILL

SECTION A  Description of Household

In the following questions we are concerned with only family members living at home. If you have more than five children living at home, please use space provided in question No. 22.

1. Please state age and sex of each member of household (all those living at home).

   Husband: _____ years

   Wife: _____ years

   Age                      Sex
   1st child      _____ M ( )    F ( )
   2nd child      _____ M ( )    F ( )
   3rd child      _____ M ( )    F ( )
   4th child      _____ M ( )    F ( )
   5th child      _____ M ( )    F ( )

   How many dependent children do you have including any away at college, etc. ________
2. Circle highest year of education completed.

Husband:  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

Wife:  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

1st child at home:  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+
2nd child at home:  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+
3rd child at home:  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+
4th child at home:  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+
5th child at home:  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

3. List high school diploma, college degrees and majors, certificates or license and area of study for each earned.

Husband: ___________________________ 1st child at home: ___________________________

_______________________________ 2nd child at home: ___________________________

_______________________________ 3rd child at home: ___________________________

_______________________________ 4th child at home: ___________________________

_______________________________ 5th child at home: ___________________________

SECTION B Description of Current Employment

For the remaining questions be sure to give information about all children 14 years of age and over living at home. (If more than 3 children 14 years old or over are living at home, please use space in question No. 22)

4. How many years has either of the individuals worked at main occupation?

Husband: _____ years Retired? yes ( ) no ( ) 1st child at home: _____ years

Wife: _____ years Retired? yes ( ) no ( ) 2nd child at home: _____ years

3rd child at home: _____ years

5. List the main occupation of each household member (Give name of job—not where they work)

Husband: ___________________________ 1st child: ___________________________

2nd child: ___________________________

Wife: ___________________________ 3rd child: ___________________________

6. Indicate how many hours per week each household member works at main occupation?

Husband: _____ hours 1st child: _____ hours

2nd child: _____ hours

Wife: _____ hours 3rd child: _____ hours
(21-22) 7. List other occupations, if any, each held during 1969.

Husband: ____________________________ 1st child: ____________________________
                      ____________________________ 2nd child: ____________________________
Wife: ____________________________ 3rd child: ____________________________

(25-26) 8. Name the months worked at other occupations (do not include main occupation)

Husband: ____________________________ 1st child: ____________________________
                      ____________________________ 2nd child: ____________________________
Wife: ____________________________ 3rd child: ____________________________

(29-30) 9. How many hours per week did each work on jobs other than main job?

Husband: ____________________________ 1st child: ____________________________
                      ____________________________ 2nd child: ____________________________
Wife: ____________________________ 3rd child: ____________________________

(33-35) 10. What per cent of each person's 1969 income came from each job (if no income indicate by 0).

Husband:                      1st child:     Main job ____ %
                      2nd job ____ %
                      3rd job ____ %
                      100 %

Wife:                      2nd child:     Main job ____ %
                      2nd job ____ %
                      3rd job ____ %
                      100 %

                      3rd child:     Main job ____ %
                      2nd job ____ %
                      3rd job ____ %
                      100 %
11. What percent of the total family income in 1969 came from each family member?

Husband: ____ %

Wife: ____ %

1st child: ____ %

2nd child: ____ %

3rd child: ____ %

100 %

12. Indicate adjusted gross family income reported for 1969 federal income tax.

Less than $2,000  ($)

$2,000 - $3,000  ($)

$3,000 - $6,000  ($)

$6,000 - $8,000  ($)

$8,000 - $10,000  ($)

$10,000 and over  ($)

13. What percent of the 1969 total family income comes from:

Farm: ____ %

Nonfarm: ____ %

100 %

SECTION C Desired Employment

In the above sections we have asked about your present employment. Now, we would like to have information about your availability for future employment. (Be sure to include all children 14 years old and over living at home.)

We realize your main occupation may require full time work only at certain seasons of the year. In the following question we want to know how many hours of work each individual would be willing to work in the various seasons. This is in addition to any other employment.

14. Under normal seasonal working conditions, how many hours per day would each person be willing to work in addition to present jobs. (Indicate for each season by circling number of hours)

<table>
<thead>
<tr>
<th>Season</th>
<th>Husband</th>
<th>1st child</th>
<th>2nd child</th>
<th>3rd child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter (Dec., Jan., Feb.)</td>
<td>0 hrs. 4 hrs. 8 hrs.</td>
<td>0 hrs. 4 hrs. 8 hrs.</td>
<td>0 hrs. 4 hrs. 8 hrs.</td>
<td>0 hrs. 4 hrs. 8 hrs.</td>
</tr>
</tbody>
</table>
Spring (Mar., Apr., May)

Husband: 0 hrs. 4 hrs. 8 hrs.

Wife: 0 hrs. 4 hrs. 8 hrs.

1st child: 0 hrs. 4 hrs. 8 hrs.

2nd child: 0 hrs. 4 hrs. 8 hrs.

3rd child: 0 hrs. 4 hrs. 8 hrs.

Summer (June, July, Aug.)

Husband: 0 hrs. 4 hrs. 8 hrs.

Wife: 0 hrs. 4 hrs. 8 hrs.

1st child: 0 hrs. 4 hrs. 8 hrs.

2nd child: 0 hrs. 4 hrs. 8 hrs.

3rd child: 0 hrs. 4 hrs. 8 hrs.

Fall (Sept., Oct., Nov.)

Husband: 0 hrs. 4 hrs. 8 hrs.

Wife: 0 hrs. 4 hrs. 8 hrs.

1st child: 0 hrs. 4 hrs. 8 hrs.

2nd child: 0 hrs. 4 hrs. 8 hrs.

3rd child: 0 hrs. 4 hrs. 8 hrs.

15. Assuming satisfactory wages, indicate how many miles each would be willing to commute daily (one way) for employment in an additional job.

Husband: ___ miles

1st child: ___ miles

Wife: ___ miles

2nd child: ___ miles

3rd child: ___ miles

16. How far would the family be willing to move to take a better full-time job?

___ miles

SECTION D Job Skills

In this section we want to know what skills you have learned. Include skills that you use today as well as skills learned but do not use.

17. In this section, please write in skills learned such as typing, welding, auto mechanic, plumber, accounting and so forth.

(46-49)

a) Skills learned in high school:

Can you perform this skill?

<table>
<thead>
<tr>
<th>Husband:</th>
<th>Yes ( ) No ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wife:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>1st child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>2nd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>3rd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
</tbody>
</table>
(52-55) b) **Skills learned in vocational training or business school:**

<table>
<thead>
<tr>
<th></th>
<th>Can you perform this skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Husband:</strong></td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td><strong>Wife:</strong></td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>1st child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>2nd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>3rd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
</tbody>
</table>

(56-57)

(58-61) c) **Skills learned in Armed Forces:**

<table>
<thead>
<tr>
<th></th>
<th>Can you perform this skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Husband:</strong></td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td><strong>Wife:</strong></td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>1st child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>2nd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>3rd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
</tbody>
</table>

(62-63)

(64-67) d) **Skills learned in college:**

<table>
<thead>
<tr>
<th></th>
<th>Can you perform this skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Husband:</strong></td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td><strong>Wife:</strong></td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>1st child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>2nd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>3rd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
</tbody>
</table>

(68-69)

(70-73) e) **List other skills learned by other ways such as apprenticeships or self-taught:**

<table>
<thead>
<tr>
<th></th>
<th>Can you perform this skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Husband:</strong></td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td><strong>Wife:</strong></td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>1st child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>2nd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>3rd child:</td>
<td>Yes ( ) No ( )</td>
</tr>
</tbody>
</table>
18. Would these persons be willing to learn a new skill if new jobs were available?
   Husband: Yes ( ) No ( )
   1st child: Yes ( ) No ( )
   2nd child: Yes ( ) No ( )
   Wife: Yes ( ) No ( )
   2nd child: Yes ( ) No ( )
   3rd child: Yes ( ) No ( )

19. Indicate how many miles each individual would be willing to travel to train for a new skill.
   Husband: ______ miles
   1st child: ______ miles
   2nd child: ______ miles
   Wife: ______ miles
   3rd child: ______ miles

20. Indicate if willing to learn new skill on the job.
   Husband: Yes ( ) No ( )
   1st child: Yes ( ) No ( )
   2nd child: Yes ( ) No ( )
   Wife: Yes ( ) No ( )
   3rd child: Yes ( ) No ( )

21. Are the household members satisfied with their present main job?
   Husband: Yes ( ) No ( )
   1st child: Yes ( ) No ( )
   2nd child: Yes ( ) No ( )
   Wife: Yes ( ) No ( )
   3rd child: Yes ( ) No ( )

22. COMMENTS: If others in household not covered by questionnaire, please give some information about these here

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

SECTION E  Housing

1. Do you own or rent?
   Own home in town _____
   Rent home in town _____
   Own farm and live on farm _____
   Rent farm and live on farm _____
   List other ________________________________
2. Number of rooms in your house:
   - living room ___
   - bedrooms ___
   - dining room ___
   - bathrooms ___
   - kitchen ___ others ___ (list)

3. How long have you lived in present house? _____ years

4. Give approximate date present house was built. 19 ___

5. Is the quality or amount of your water supply satisfactory?
   - Yes ( ) No ( )

6. If a rural community water system were organized in your area, would you be interested in more information about being supplied by such a system?
   - Yes ( ) No ( )

7. Do you own an empty house than is suited for occupancy?
   - Yes ( ) No ( )

8. What is the location of house? farm ( ) town ( )

9. Describe extent of repair needed before occupancy:
   - Extensive ( )
   - Some ( )
   - Very little or none ( )

10. Are you satisfied with your present housing conditions?
    - Yes ( ) No ( )

11. If not, how would you prefer to improve the situation?
    - Remodeling present house ( )
    - Building a new house ( )
    - Purchasing new modern mobile home ( )
    - Renting an apartment ( )

COMMENTS:
APPENDIX B

LETTER ACCOMPANYING QUESTIONNAIRE
IMPORTANT: Please read this letter before answering the questionnaire!

Dear Sioux Valley Member:

This is one of the most important surveys ever conducted by Sioux Valley Electric. We most sincerely wish that you will take a few minutes to fill it out completely and return it with your May 10 electric bill.

We are conducting this survey in cooperation with South Dakota State University. The specific information you give will be confidential and not identified. Only the total summary of all the results will be used—no individual information will be disclosed. The replies will all be tabulated together and processed through a computer.

We will very much appreciate your cooperation in answering this questionnaire. The information from the returns of this survey will be very helpful to your cooperative in assisting efforts to expand and create more job opportunities in the area. It will also help determine housing conditions and housing needs in the area—an important factor in the future development of this area.

If you are satisfactorily employed and are satisfied with your housing, we still need your reply. Regardless of your situation, please fill out the questionnaire.

This can be one of the most significant and worthwhile activities ever conducted by the cooperative. It can mean a great deal to the future of our communities and to each of us individually in terms of economic and social benefits.

When answering the questions, consider only members of your household living at home. If you have relatives or a hired man or more than 3 children (14 years old or over) living at your home, please give us some information about them in question 22. In questions 4 to 21, we are interested only in children living at home who are 14 years of age or over. If your children are under 14 years of age or have 'left home, ignore the child part of these questions.

Please remember to return your completed questionnaire with your May 10 electric bill. Thank you very much for your cooperation!

Roy M. Johnson, President
Board of Directors

DEDICATED TO A BETTER LIFE FOR RURAL PEOPLE
APPENDIX C

LETTER SENT TO NEWS MEDIA
AND PRESS RELEASE
April 24, 1970

TO: Area News Media

FROM: Ray Kuhl, Public Relations Director

Please excuse the impersonal greeting but we feel that it is urgent that we expedite this message to you. We need your cooperation on a community development project which we have initiated in cooperation with South Dakota State University.

We are very much concerned about the future of the communities throughout this area and have a definite interest in assisting community development efforts wherever and whenever possible. We feel there is a real need to know more about our labor force in rural areas -- the extent of what we might call "underemployment," the skills possessed by the people of the area and their availability for part-time or full-time employment.

Therefore, in cooperation with the University, we have prepared a comprehensive survey questionnaire which is being mailed next week to all of our farm, rural residential, town residential and suburban consumers. The total mailing will include about 6,600 families who are members of the Sioux Valley Electric.

We need a large percentage of returns of this questionnaire to make the survey meaningful and successful. This can be the most important survey project we have ever conducted if we receive a good response. The information, from the returns will be tabulated and summarized and made available to the various organizations interested in economic development of the area. We believe that this information can be vital in assisting community development efforts. If we can inform prospective industries and businesses of the available skilled labor force in the area, we think this will be an important and helpful factor in creating more job opportunities in the area.

We are requesting your help in publicizing the survey, by making announcements and reminding people to fill out and return the questionnaire. Your cooperation will be a big factor in achieving maximum response. We will be deeply grateful for your support of this project and, as soon as we have a summary of the results, we will provide you with a copy.

Enclosed is a copy of the questionnaire and a news release. If you wish more information, please call me collect at Colman 534-3535. Thank you very much.
COLMAN--A comprehensive labor and housing survey of 6,600 member-consumers of Sioux Valley Empire Electric Association is under-way in Minnehaha, Lake, Moody, Brookings and part of Kingsbury counties.

A questionnaire is being mailed this week to all farm, rural residential, town residential and suburban members of the cooperative. They are asked to fill out and return the questionnaire with their monthly electric bill payment due May 10-15.

Town residents include the towns of Hartford, Humboldt, Lyons, Corson, Colton, Chester, Sinai and part of Brandon served by Sioux Valley.

"This is probably the most important survey project ever conducted by Sioux Valley Electric for its members and their communities," says SVEEA President Roy M. Johnson, Wentworth. "The information about the labor force in the area can be extremely helpful in assisting efforts to create new and additional job opportunities in the area."

"We are vitally concerned about the future of the communities in our service area," says Johnson, "and we believe that the survey results can significantly aid economic and social development of the area. Very little information is now available on the extent of 'underemployment' among rural families. This survey will also reveal the job skills possessed by people of the area and their interest in additional employment or job training."
'To be really meaningful, we need maximum response to the survey. We urge every member who receives the questionnaire to fill it out and return it with the May 10 electric bill. The information from every member is needed.'

Johnson emphasizes that specific individual information will be confidential and not identified. The replies will all be tabulated together and processed through a computer. Only the total summary of all the results will be disclosed.

The survey is being conducted in cooperation with South Dakota State University economics department. The summary of the survey results will be made available to organizations interested in community and area development.

The survey also aims to help determine the housing conditions and housing needs of rural people in the area. Recent national statistics show that more than half of the nation's substandard housing is in rural areas.
APPENDIX D

GROUPING OF EDUCATIONAL DEGREES, LICENSES AND CERTIFICATES
### APPENDIX D

**Grouping of Educational Degrees, Licenses and Certificates**

<table>
<thead>
<tr>
<th>EDUCATION LESS THAN HIGH SCHOOL</th>
<th></th>
<th>FOUR OR MORE YEARS BEYOND HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH SCHOOL DIPLOMA</td>
<td></td>
<td>B.S. or B.A. Degree</td>
</tr>
<tr>
<td>High School Diploma</td>
<td></td>
<td>M.S., M.A., or M.B.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>J.D. or L.L.D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.D., O.D., or D.V.M.</td>
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<tr>
<td></td>
<td></td>
<td>Ph.D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>LESS THAN TWO YEARS BEYOND HIGH SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business School Certificate</td>
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</tr>
<tr>
<td>Costmetology License</td>
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<td></td>
</tr>
<tr>
<td>Dental Assistant Certificate</td>
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<tr>
<td>Vocational School Certificate</td>
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</tr>
<tr>
<td>Barber or Hairstyling Certificate</td>
<td></td>
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<tr>
<td>X-ray Technician</td>
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<tr>
<td>Lab Technician</td>
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</tr>
<tr>
<td>Banker Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN with varying degree of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(winter course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO OR THREE YEARS BEYOND HIGH SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior College</td>
<td></td>
<td></td>
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<tr>
<td>Secretarial Certificate</td>
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<tr>
<td>Teaching Certificate</td>
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<tr>
<td>Agricultural Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td></td>
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<tr>
<td>Industrial Arts</td>
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<tr>
<td>Printing</td>
<td></td>
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<tr>
<td>Surveying</td>
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</tbody>
</table>
APPENDIX E

OCCUPATIONAL GROUPING
APPENDIX E

Occupational Grouping

NO OCCUPATION

PROFESSIONAL OR TECHNICAL

Accountant
Doctor
Engineer
Journalist
Lawyer
Minister
Teacher
Nurse
Ecologist
Veterinarian
Dentist
Pharmacist
Social worker
Librarian
Administrator
Radio announcer
Radio operator
Teacher aide
Computer programmer

CRAFTSMEN, FOREMEN

Body repairman
Carpenter
Caterpillar operator
Draftsman
Electrician
Plumber
Printer
Sheet metal worker
Welder
Repairman (refrigeration)
Pilot
Mechanic
Bookbinder
Machinist
Painter
Locomotive engineer

Plasterer
Fireman
Cabinet maker
Foreman
Baker
Radio technician or repair
Jet mechanic
Telephone operator
Ceramist
Barber
Meat cutter
Beautician
Cosmotologist
Hospital lab technician
Dental assistant
Photographer
Highway worker (state)
Lineman
Cook

MANAGER

Businessman
Government administrator
Park commissioner
Mail carrier
Law enforcement

CLERICAL

Bank teller
Secretary

SALESWORK

Concession worker
Salesman or saleslady
Bartender
Auctioneer
LABORERS

Babysitting
Construction worker
Garage and machine shop partsman
Janitor
Service station attendant
Truck driver
Miller
Laborer
Waitress
Manufacturing laborer
Household worker
Farm labor

FARMERS

Farmer
Specialist farming
Order buyer (feeder pig dealer)

STUDENT

HOUSEWIFE

MILITARY SERVICE

HANDICAPPED
APPENDIX F

SKILL GROUPING
APPENDIX F

Skill Grouping

PROFESSIONAL OR TECHNICAL

Accounting
Coaching
Dean of Arts and Sciences
Job Corps
Resident counselor
Teaching
Librarian
Journalism
Social work
Theology
Researcher
Lab tech researcher
Mathematics
Veterinary
Pharmacy
Artificial inseminator
Horticulture
Refrigeration engineer
Engineering
Airline work (aviator, pilot)
Music
Computer programmer

MANAGERS, OFFICIALS

Administration
Military police

CLERICAL

Bookkeeping
Clerk (supply, postal)
Purser
Secretarial work
Bank teller

SALES

Salesman
Saleslady
Bartender
Auctioneer

CRAFTSMEN
(BUILDING AND CONSTRUCTION)

Carpentry
Drafting
Electrician
Plumbing
Plastering
Painting
Construction
Truck driving
Crane operator
Welding
Heavy operator

SERVICE (CRAFTSMEN)

Beautician
Auto mechanic
Diesel mechanic
Mechanic
Barbering
Gunsmith
Photographer
Taxidermy
Ceramicist
Printing
Telegraph
Switchboard operator
Nursing (aide)
Cosmetology
Repair work
Body repairman

SERVICE AND MISCELLANEOUS

Fishing
Lathe work
Meat cutting
Milling machine
Bookbinding
Machinist
Radio operator
FARMING

Farming
Speciality farming

HOME ECONOMICS

Home economics