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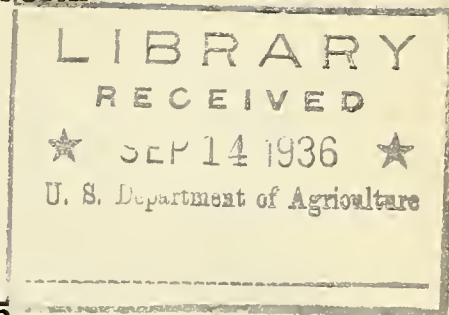
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UNITED STATES DEPARTMENT OF AGRICULTURE

Bureau of Agricultural Economics



Agricultural Economics Bibliography No. 65

(Supplements No. 17)

FARM YOUTH IN THE UNITED STATES

A Selected List of References to Literature
Issued Since October 1926

Compiled by
Esther M. Colvin
Under the Direction of Mary G. Lacy, Librarian
Bureau of Agricultural Economics

Washington, D. C.
June 1936

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

RESEARCH REPORT
NO. 100

BY
J. H. GOLDSTEIN

CHICAGO, ILLINOIS
1950

100

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FOREWORD

This bibliography is designed to supplement and bring to date the material contained in Agricultural Economics Bibliography No. 17, Farm Youth; A Selected List of References to Literature Issued Since January, 1920.

While the first bibliography dealt with the rural youth of the United States in general, this supplementary list is, for the most part, limited to the out-of-school group of farm youth, ranging in age from 16 to 29 years. There is, of necessity, however, some overlapping of age groups and also some inclusion of the more general material.

The bibliography includes, in its general section, references to the interests, activities and problems of this group of young people - their educational needs, the opportunities or lack of opportunities for obtaining the jobs they want, their attitudes toward their problems and the steps they themselves are taking to try to remedy the situation, as well as the attempts being made by organizations to meet their needs.

A section of the bibliography is devoted to the activities of organizations of these young men and women - their work through membership in collegiate clubs, in Senior 4-H Clubs, in the Future Farmers of America, and other organizations. References to the work of the Extension Service of the U. S. Department of Agriculture, and of other agencies of the Government may be found here.

Other sections deal with the way in which libraries and churches are meeting the problems of this group; recreational opportunities; relief statistics; and the possibilities of a rural youth movement in this country.

A section is devoted to vocational guidance and one to vocational agriculture and home economics, which includes part-time classes under the Smith-Hughes and Smith-Lever acts, special agricultural schools and short courses offered in established colleges and universities.

References to material dealing with the more formal education of rural youth have been omitted here as it was felt that this subject has been covered by other agencies. References to material relating to Junior 4-H Club work, to techniques of recreation and to child labor have been omitted.

References to unpublished material have not been included with the exception of theses which show from their titles that they deal with the subject. These theses are not available except in the libraries of the institutions at which they were presented.

A list of agencies, governmental and other, which deal wholly or in part with this group of young people has been included. A detailed author and subject index is appended.

It is recognized that there may be other material which should have been included in this bibliography. It will be appreciated if such material is called to our attention.

Mrs. Margaret K. Rocheleau, a temporary employee of the library, assisted in locating references and in other details of the preparation of the bibliography.

The assistance of Mr. Eugene Merritt of the Extension Service of the U. S. Department of Agriculture in outlining the scope of the bibliography is gratefully acknowledged.

Mary G. Lacy, Librarian
Bureau of Agricultural Economics,
U. S. Department of Agriculture

June 1936.

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Indexes and Periodical Sets:

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- American country life association. Proceedings...9th, 1926 - 17th, 1934. New York, Published by the University of Chicago Press for the American Country Life Association. 281.2 N213
- American sociological society. Papers and proceedings. Chicago and New York. v. 21, 1926 - v. 29, 1935.
- Association of land-grant colleges and universities. Proceedings of ...annual convention...40th, 1926 - 48th, 1934. 4 As7
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- Rural America; issued by the American Country Life Association, Inc., New York. v. 4, 1926 - v. 14, no. 4, April 1936.
- Literature of rural life lists.
- Social Science Abstracts; issued in New York. F. Stuart Chapin, Editor-in-chief. v. 1, 1929 - v. 4, 1932.

Card catalogues of the following libraries:

U. S. Department of agriculture
U. S. Department of agriculture, Bureau of agricultural economics
U. S. Department of agriculture, Office of experiment stations.
U. S. Department of the interior, Office of education
U. S. Library of Congress
U. S. Works Progress Administration
National education association

Bibliographies:

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- Barnes, H. V. Farm youth. Selected list of references. 3pp., type-written. [Washington, D. C., U. S. Dept. of agriculture, Office of experiment stations, Library] November 1935. Bibl. File.
- Brown, Karl. A bibliography for future farmers of America. 17pp., mimeogr. Chicago, Amer. Libr. Assoc. 1930.
- Caliver, Ambrose. Bibliography on education of the negro; comprising publications from January 1928 to December 1930; compiled by Ambrose Caliver and others. U. S. Dept. Int., Off. Ed., Bulletin 1931, no. 17, 34pp. 1931.
- Carnegie endowment for international peace. The youth movement. Carnegie Endowment Internatl. Peace Library Reading List 19, rev., 8pp., mimeogr. 1934.
- National education association, Research division. Preliminary bibliography on youth. 26pp., mimeogr. Washington, D. C. May 1935. 241.3 N2132
- U. S. Department of the interior, Office of education. Bibliography of research studies in education. 1927-1928 - 1933-1934. U. S. Dept. Int., Off. Ed. Bull. 1929, no. 36; 1930, no. 23; 1931, no. 13; 1932, no. 16; 1933, no. 6; 1934, no. 7; 1935, no. 5. Washington, D. C. 1928-1935. 156.3 B87
- U. S. Department of the interior, Office of education. ...Summaries of studies in agricultural education. An annotated bibliography of 373 studies in agricultural education with a classified subject index and a general evaluation... U. S. Fed. Bd. Vocat. Ed. Vocat. Ed. Bull. 180, 196pp. 1935. (Agr. series, 47) 173 V85B
- U. S. Department of the interior, Office of education, Committee on youth problems. Youth; a contemporary bibliography with annotations. Elaine Exton, comp. U. S. Dept. Int., Off. Ed. Circ. 152, 16pp. 1935. Off. Ed. Library.
- Webb, Edith J. Boys' and girls' 4-H club work in the United States. A selected list of references. 217pp. [Washington, D. C.] U. S. Dept. Agr. Ext. Serv. Off. Coop. Ext. Work. 1932. 1.9 Ex892Bog
- Williams, Marguerita P. Youth movements here and abroad: A selected bibliography with a directory of leading American movements. Russell Sage Found. Library Bull. 135, 8pp. 1936. 241.3 R91Y

FARM YOUTH IN THE UNITED STATES

A Selected List of References to Literature
Issued Since October 1926

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Bureau of Agricultural Economics

GENERAL

1. American country life association, Student section. Youth and national planning for rural life; summary of discussion sessions, Seventeenth annual conference of the Student section, A.C.L.A., Washington, D. C., November 16-19, 1934. Rural Amer. 13(1): 10-12. January 1935. 281.28 C83
One of the questions discussed by the Student section was: "How can rural young people obtain a fuller appreciation of the significance of these factors?" meaning the important factors in a program of national planning for rural life.
The various phases of national planning were discussed with special reference to what rural life clubs can do to facilitate activities and stimulate interest among youth.
2. American country life association, Washington group. The status of farm youth. Prepared...for use at the ninth annual conference of the Association, November 10-14, 1926. 25pp., mimeogr. Washington, D. C., 1926. 281.2 Am34
"A summary of some of the most pertinent data available on the numerical, economic, health, vocational, intellectual; social, religious and moral aspects of farm youth of the ages 10-19 years...
"...Although most of these data have appeared elsewhere in printed or mimeographed form, some have been prepared especially, and all are brought together, primarily as a basis for discussion of 'farm youth problems.'"
3. Amidon, Beulah. Place for youth. Survey Graphic 24(12): 581-585, 638. December 1935. 280.8 C37
"To know what is happening to youth today, you need to go behind the statistics - the estimate of five million young Americans who are neither at work nor at school; the FERA report of 2,900,000 young persons between the ages of sixteen and twenty-five on relief in May...
"...A survey made by the Committee on Youth Problems [of the U. S. Office of Education, under a grant from the General Education Board showed that in many cities, towns and rural counties, community agencies have united in a local program to help tide youth

over the emergency. Many such efforts have been stimulated and strengthened by FERA 'emergency education' projects.

"The National Youth Administration, organized by executive order as a division of the WPA, is charged with responsibility for an expanded student aid program and for developing work projects which will give useful, non-competitive jobs to young people from families on relief and at the same time broaden the community service to all youth."

The NYA has submitted to the comptroller-general four nationwide projects, among which is a project for rural youth development; providing for the part-time employment of approximately 20,000 young people...in rural community activities.

"Expansion of rural community activities would be made possible through work by young persons as aides to teachers, county agents and nurses; and in helping organize and carry along clubs, study groups, recreational and rural library service for young people..."

"While the NYA begins its relief effort, another new agency, the Youth Commission of the American Council on Education, undertakes to make 'an extended inquiry into and formulate comprehensive plans for, the care and education of American youth.' With a generous grant from the council, it has laid out an eight-point program, which includes a comprehensive study of the youth problem in this country and of the agencies working on behalf of youth; a 'critical evaluation of the goals of our great educational system' and the formulation of 'desirable objectives for secondary education'; leisure-time programs; rural education studies; investigations into youth's vocational opportunities and needs."

4. Anderson, W. A., and Kerns, Willis. Interests, activities, and problems of rural young folk. II. Men 15 to 29 years of age. N. Y. Cornell Agr. Expt. Sta. Bull. 631, 43pp. Ithaca, 1935.

Part I, Interests, Activities, and Problems of Rural Young Folk. I. Women 15 to 29 Years of Age, by Mildred B. Thurow was issued as Cornell Experiment Station Bulletin 617.

"This bulletin is Part II of a general study of the 'interests, activities, and problems of rural young people from 15 to 29 years of age. It deals with 307 young men living in the open country and in villages of less than 2500 inhabitants, Genesee County, New York.' Of these, 197 resided on farms and 110 in villages. A total of 143 high-school boys and 164 boys not in school were included in this study. Most of the parents, both of farm and village boys, were farm-born.

"The interests of the young men were largely in two fields, social-recreational and economic-vocational. Of a list of 1278 different interests given by the 307 young men, 91 per cent were in these two fields. Aesthetic, educational, civic, and religious interests make up the other 9 per cent... Results indicate clearly that rural young men of this age group do have definite interests which they are desirous of satisfying, particularly in the economic-vocational and social-recreational fields. More than one-half of the young men said that they have no vocational plan for the next five-year period, and 48 per cent said they had chosen no life work.

Vocational guidance is a most important need for these young men... There was a desire for definite occupational activities, but plans of action were not definite, probably because of lack of guidance."

5. Anderson, W. A. Mobility of rural families. II. Changes in residence and in occupation of sons and daughters in rural families in Genesee County, New York. N. Y. Cornell Agr. Expt. Sta. Bull. 623, 37pp. Ithaca, 1935.

"This is Part II of a study of the mobility of rural families, Part I of which dealt with the changes in residence and occupation of the husbands and wives in these same families. Part I was published as Bulletin 607 of this Station."

"The purpose of this study was to discover the proportion of the sons and daughters in rural families who leave the parental home, when they leave, where they move to, what occupations they enter, what their educational preparation is for their career, and to point out the social significance of this mobility."

"The study includes 7381 living children who were members of 2539 open-country families in Genesee County, N. Y."

"...32 per cent, had permanently left the parental home to establish their own homes or live by themselves."

"Farming as an occupation employed 23 per cent of the sons living away from home, either as owner-operators or as tenants. An additional 7 per cent were farm laborers so that farming afforded an occupation for 30 per cent of the sons."

"Of the daughters, 23 per cent were wives of farmers and 1.3 per cent were housekeepers on farms. Farming as an occupation therefore, employs 24 per cent of the daughters away from home."

"If these percentages are applicable in other New York counties, it is a very important fact for the rural extension and educational program of the State. It was previously considered that agriculture in New York State could employ about one-half the children reared in farm families. These figures reduce this estimate to not more than 30 per cent. Approximately 70 per cent of them must find other forms of occupational activities unless rural life is organized more completely to care for them. In educational programs, as well as in community organization and planning, these facts must be considered."

6. Anderson, W. A. Rural youth, their activities, interests and problems. The married young men and women 15 to 29 years of age in Tompkins County, New York. A brief summary statement. 5pp., mimeogr. [Ithaca] Tompkins County Development Assoc. and Dept. Rural Social Organization, N. Y. State Col. Agr., Cornell Univ. [1935]

"Here, then, is a significant group of young married men and women in the rural areas, who are responsible, energetic, and ambitious. They are well-trained and increasing that training. They have unsatisfied desires [which] the organizations in existence in the county can help to satisfy, if these organizations will make definite efforts to that end. They can help these organizations also, for they are capable and appreciative. Uppermost in their problems seems to be means for the satisfaction of sociability desires

through group relationships. The major need, from a community standpoint, in integrating these young people into a satisfying social life so that they may be 'of the country' and not simply 'in the country,' is the development of local community cooperation. This can come only through a consciousness of common social interests and practical local organization to achieve them. The step that can be taken in the local communities is for existing organizations and agencies to develop local community councils to consider the whole range of needs of all the rural people."

7. Anderson, W. A. Rural youth; their activities, interests and problems. The single young men and women 15 to 29 years of age in Tompkins County, New York. A summary statement. 6pp., mimeogr. [Ithaca] Tompkins County Development Assoc. and Dept. Rural Social Organization, N. Y. State Col. Agr., Cornell Univ. [1936]

This study considers 758 single young men and women in Tompkins County. Their education, occupations, organizational activities, and their unsatisfied desires are listed.

8. Association of land-grant colleges and universities, Extension section, Rural youth committee. Suggestions from Committee...assembled in Washington on the 23d day of January, 1936. 3pp., mimeogr. [Washington, D. C.] U. S. Dept. Agr. Ext. Serv. 1936. O.E.S. Library

9. Baker, O. E. Farm youth, lacking city opportunities, face difficult adjustment. U. S. Dept. Agr. Yearbook 1934: 207-209. 1 Ag84Y

"Many people in a large group, peculiarly affected by the economic depression, have been overlooked, despite the fact that they deserve special consideration, for upon them the Nation must depend largely in the future for the maintenance of its strength. These people, almost forgotten because their need is less acute than is that of many urban unemployed, are the young people on the farms who would, under normal conditions, have found work in the cities."

The rural-urban migration which averaged 600,000 a year between 1920 and 1930 and its decline after 1930 as work became scarce in the cities are discussed. The number of young people on the farms is increasing. The possibility of a million new farms by 1940 to take care of these young people is mentioned. However, the author sees three possibilities of avoiding this. These are "1. Employment in the cities may become available for the youth from the farms, with the return of prosperity... 2. Decentralization of industry may enable many young people to migrate from the farms to villages and small towns, instead of to the cities. It is even possible that farmers and their families, using modern looms and similar machinery, can produce at home some kinds of manufactured goods for the use of themselves and their neighbors instead of buying these goods at retail in the stores. But whether such decentralization of factories, accompanied, perhaps, by development of home industry, will take place rapidly enough to provide work for the accumulating surplus of young people on the farms is doubtful. 3. Nearly all the farm youth may become farmers, with the consequences previously noted, possibly of a type that will not contribute greatly to production for sale.

These young people have little information as to where it is best to locate, and if they had such information, many of them have so little money that they could not buy good farms, or even rent them, unless they are well known in the neighborhood..."

10. Baker, O. E. The outlook for rural youth. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 223, 36pp., mimeogr. September 1935. 1.9 Ex892 Esc

Supersedes Extension Service Circular 203.

This publication is in three parts. Parts I and II, which consider occupation and migration of the people, and the population prospect and some agricultural implications, were made before the State Leaders' Conference, National 4-H Club Camp, Washington, D. C., June 14 and 15, 1934. Part III, Changes in the Outlook during the Year 1934-35, is an address made before the State Leaders' Conference, National 4-H Club Camp, Washington, D. C., June 13, 1935. In it the writer discusses trends in occupation of the people, migration to the cities, the decentralization of industry, the commuter movement, and the population prospect, with particular relation to the outlook for rural youth - bringing the material in his earlier papers to date.

Illustrated with charts and maps.

"Nevertheless, the outlook for rural youth is bright with promise. It is not the promise of commercial success in the cities, not the possibility of becoming captains of industry, but the opportunity to inspire the hosts of young people with a new ideal and lead them toward a more substantial civilization. I would that the rural youth of today could see agriculture as the great preserver of culture, and the earth as the mother of mankind... If civilization is to survive, the young people must achieve a sense of the continuity of life... I would that the rural youth could see in front of them the opportunity to build not an urban but a new rural civilization - a civilization founded not on selfishness but on brotherly affection, in which the economic objective is to produce sufficient for everyone while conserving the natural resources, and in which the social objective is service rather than vanity."

11. Baker, O. E. Relation of population trends to commercial agriculture, especially to production of animal products. 14pp., mimeogr., charts. Washington, D. C., U. S. Dept. Agr., Bur. Agr. Econ. 1935. 1.9 Ec76Rel

Address, American Society of Animal Production, Chicago, Illinois, November 29, 1935.

"The economic argument is not, I believe, the final appeal to farmers, particularly to farm youth. As the population of the Nation, and doubtless the demand for food and fibers becomes stationary, and later declines, as now appears likely, the highly commercialized agriculture of the Corn Belt and Dairy Belt may experience some hard times. If during these times there is no other appeal to rural youth than that of a materialistic philosophy, the cities will continue to attract the best educated and most ambitious youth, as they have in the past, particularly from the poorer agricultural regions. Education in the rural regions would tend to be neglected, because of the migration of wealth and culture to the cities, and the persistent transfer of wealth to the cities might eventually lead to concentration of land ownership."

12. Baldwin, Alice M. The rural girl at college. 10pp., mimeogr. Richmond, Southern Woman's Ed. Alliance. [1933]

"Presented by Dean Baldwin...before the General Executive Board of the Southern Woman's Educational Alliance in annual session... New York City, on October 31, 1933."

The rural girl entering college may often encounter difficulties - social, academic and intellectual.

"Much could be done, I believe, by the schools in the rural communities to make the transition from home to college easier if these and other special difficulties were more fully realized. The technique in rural aid developed by the Southern Woman's Educational Alliance should be of special service. In certain ways the colleges also could be more helpful by simple and direct advice before arrival and by more immediate and sympathetic help in the early days. It's not an easy thing to do..."

"A recognized need carries with it a responsibility and an opportunity. How best to help these girls overcome their difficulties and develop fully their potential capacities is a problem worthy of the effort of the Alliance and every other interested group."

13. Barger, J. W. Rural community halls in Montana. Mont. Agr. Expt. Sta. Bull. 221, 52pp., illus. Bozeman, 1929.

This study was made in cooperation with the Division of Farm Population and Rural Life, Bureau of Agricultural Economics, U. S. Department of Agriculture.

"The facts given in this bulletin were obtained from studies carried on in the state during the years 1925-1928. The purpose was to secure and make available information as to the best methods of establishing and maintaining rural community halls under Montana conditions..."

"Dancing, at present, is the leading social and recreational pastime of the rural people, especially the young people, of Montana. The desire for a suitable place to dance, and, particularly, a place within the community, has been a leading factor in the erection of community halls. Parents deemed it more desirable for their children to dance in a hall in the local community than to go elsewhere for their recreation..."

"Twenty-three of the community halls studied are centers not only for the regular activities heretofore described in which young people may have a prominent part, but in addition there are conducted special activities for farm boys and girls. These activities most frequently center around the 4-H clubs, Boy Scouts, Campfire girls, and similar organizations."

14. Beers, H. W. The income, savings and work of boys and girls on farms in New York, 1930. N. Y. Cornell Agr. Expt. Sta. Bull. 560, 36pp. Ithaca, 1933.

This study was made in cooperation with the Bureau of Agricultural Economics. U. S. Department of Agriculture.

"This bulletin presents an analysis of the money received by farm boys and girls, their savings and property, and their work... The

present sample includes schedules from 69 farm boys and 543 farm girls living in 43 counties of New York.

"The children were between the ages of 10 and 20 years, inclusive, and were in school at the time of the survey. There were 4 per cent of the boys and 12 per cent of the girls reporting that they did not live at home during the school year. No boys working more than half of their time away from home were included. Of the 569 boys who reported the tenure of their fathers, 497 lived on owner-operated farms, while only 72 boys, or 12.6 per cent, were from tenant homes."

Occupations, amount of income and savings are discussed. The relationship between 4-H Club membership and amount of income is shown.

15. Beers, H. W. The money income of farm boys in a southern New York dairy region. N. Y. Cornell Agr. Expt. Sta. Bull. 512, 55pp. Ithaca, 1930.

Bibliography, p.55.

The following is taken from page 5:

"The purpose of this study is to record and analyze the money income of farm boys with regard to the possible effects of junior-extension work, economic status of farms, amounts of farm work done by boys, parental experience, and some items of family structure. Our present notions regarding these factors are based on common sense or experience. But a real knowledge of the farm boy must come from more exact data. This study proposes to advance such a knowledge by making contributions toward an understanding of the farm boy's money income...

"Money income of farm boys, as used in this study includes all cash received by boys, regardless of source, to be spent or saved by themselves. This does not include any money spent for boys, as distinguished from money spent by them.

"The data for the study were secured by personal interviews with members of 232 families in which there were 304 boys, aged 10 to 20 inclusive, at home on their fathers' farms. Boys working away from home, and boys living at home but working more than half time away from home are not included. There was no selecting of cases; all boys meeting these criteria were included."

205 boys of the group of 304 studied, were from the age group of 15 to 20 years.

"Money income, property, and savings are tangible indices of junior-extension results. In the area studied these factors were augmented without exception by 4-H work. A longer period of membership in 4-H Clubs made for greater incomes, more property, and more savings. It is apparent from this study that 4-H Club work was one of the most important, if not the most important factor, related to increase in size and to change in source of boy income as compared with the common practices of a generation ago."

16. Benson, O. H. "Country boys and girls speaking;" Emmet County, Iowa. Rural Scouting survey, Oct. 9, 1931. Pam. Coll.

"A survey was taken during the past year with a view to getting the point of view of 1500 Farm Boys and Girls to determine what their attitude was towards farming and rural home making as a life's work, and their reasons for or against. 1200 reports were returned. Of these, 683 were girls and 527 were boys...

"It is interesting to note that the majority of both boys and girls voted against farming. There were 682 against farm life and 548 in favor of it. A more detailed study of the report and the answers given by the rural youth should prove of interest to rural teachers, parents and leaders of rural youth. It is also interesting to know that most of the boys and girls who favored country life and gave reasons why they preferred it, were young people who had been given opportunity at home, at school and during their free leisure time to study and follow programs of adventure, education and recreational value. This training and the inspiration received thru Rural Scouting, 4-H Club work, Vocational Agriculture, Campfire and Girl Scout activities backed by the interest and leadership of adults, - These were in a large measure responsible for their favorable and constructive attitude...

"The above studies clearly indicate how important it is for parents, teachers and social leaders of young people to make every effort to give backing, leadership and cooperation in activities of farm children, not only in home and school relationships, but in making available to them the benefits of Rural Scouting, 4-H Club Work, Campfire and Girl Scout work, Vocational Agriculture, Home Economics and all other programs, designed for the reinforcement of country life and the proper training of youth in America's basic industry, - Agriculture."

17. Boynton, Agnes M. and Kirkpatrick, E. L. Educating young people for the rural community; an outline for study. 24pp., mimeogr. Madison, Amer. Country Life Assoc., Student Sect. 1936. 281.2 Am342E

Short bibliographies throughout the study.

"This outline is aimed particularly for use in group discussions... If carried out from the standpoint of the individual member, the plan is adaptable to state and national conferences as advantageously as to local group meetings. It is directed toward the National Conference of the Student Section, American Country Life Association, which will be held at Kalamazoo, Michigan, August 11-14, 1936.

"In view of the growing emphasis on a functioning education for young people, the rural community is regarded as the most satisfactory laboratory for formulating workable programs. The success of any plan for the improvement of country life rests upon the energy and forethought of the people who work and live in local groups. It is significant, therefore, that young people who plan to serve rural areas acquaint themselves as thoroughly as possible with the structure and the opportunities for leadership in the typical community. With this idea uppermost the following suggestions are presented as a study plan for members of clubs, classes, and conference groups."

18. Boynton, Agnes M., Deyoe, G. P., and Kirkpatrick, E. L. Rural life for Wisconsin young people. Wis. Agr. Col. Ext. Serv., Special Circ. June 1935, 8pp., mimeogr. Madison, 1935.

This report is a summary of the discussion findings of the third state Collegiate Country Life Conference held at the University of Wisconsin, May 11, 1935. The topic discussed was the kind of rural life young people want.

"Looking ahead, can youth agree on the type of work they want to pursue in the country? On the use they want to see made of spare time? On the kind of home they want to live in? On the quality of group life they want to share? On the variety of churches they desire? On the schools their children will need? On the transportation facilities they want? On the size of urban centers they prefer to patronize? These are essentials in an American standard of living. When youth, in cooperation with their elders, have outlined them clearly and asked for them collectively and emphatically, then will the country be more nearly an ideal place in which to live."

19. Boynton, Agnes M., and Kirkpatrick, E. L. What kind of rural life do young people want? A plan of study for the use of students. 14pp., mimeogr. Madison, Wis. Amer. Country Life Assoc. Student Sec. 1935. 281.2 Am342

"This circular is prepared and published by the Student Section, American Country Life Association, and the Department of Rural Sociology, University of Wisconsin, cooperating." It is presented as a study plan or syllabus to be used in preparation for the meeting of the Student Section of the American Country Life Association in Springfield, Ohio, in September 1935. It contains brief outlines as to: The situation respecting rural young people (ages 15-29); needs of rural young people; and philosophy of life for rural young people.

20. Brundage, A. J., and Wilson, M. C. Situations, problems, and interests of unmarried rural young people 16-25 years of age. Survey of five Connecticut townships, 1934. U. S. Dept. Agr. Ext. Serv. Div. Coop. Ext., Ext. Serv. Circ. 239, 47pp., mimeogr. April 1936. 1.9 Ex892Esc

"This study was undertaken for the purpose of obtaining information which might be helpful to the cooperative extension service in outlining an extension program to better meet the needs of unmarried rural young people 16-25 years of age. Connecticut extension workers in keeping with those of other States have for some time realized that, while boys' and girls' 4-H club work does include in its membership substantial numbers of boys and girls 16 years of age and older, the greater rank of the 4-H club membership is under 16 years of age. No large numbers of unmarried young people 16-25 years of age are included in the extension program for adults. How the extension service can better serve this neglected sector of the rural population is challenging the thinking of extension leaders everywhere."

Among the conclusions arrived at as the result of this study are that the picture of rural youth is far from drab, when the amount of money income and the extent of participation in social

activities are taken into account. There is a need for additional training for farming and life in the open country for the young men and for homemaking for the young women. Vocational guidance is also needed. An extension program "especially designed to meet the requirements of the older out-of-school group who have not as yet set up homes of their own might find a ready response among the young people included in this study."

21. Calkins, Clinch, ed. Youth never comes again. 71pp. New York, Committee on Unemployed Youth. 1933. L.C.
Rural activities in helping unemployed youth - particularly the older, out-of-school girl - are described. Activities of the 4-H clubs, the U. S. Children's Bureau and the Southern Woman's Educational Alliance are discussed.
22. Cammell, Dorothy B. Highlights on America's youth problem. Certain findings of Committee on Youth Problems during year of existence in the Office of Education as Reported by Dorothy B. Cammell. U. S. Dept. Int., Off. Ed. School Life 21(4): 74-75. December 1935. 156.3 Sch63
"Twenty-one million young people in the United States, from 16 to 24 years old, are wondering what the future holds for them...
"In a survey of rural youth made in Douglas County, Wis., the young people were asked: 'What are the principal present needs of young people in your community?' The answers were revealing. First, these young people wanted recreation and increased recreational facilities. Second, they wanted work with pay. Third, organizations for young people and group leadership. And fourth, more education both in school and out of school."
There is a discussion of what youth groups have done in various parts of the country.
23. Cammell, Dorothy B. Youth. What civic and service clubs can do to help. U. S. Dept. Int. Off Ed. Circ. 154, 29pp., mimeogr. 1936. Office Ed. Library
Prepared by the Committee on Youth Problems.
Gives brief descriptions of work that has been done for unemployed youth in various cities and in rural communities.
24. Chambers, M. M. National governmental agencies and the youth problem. School and Soc. 43(1097): 1-6. Jan. 4, 1936. L.C.
Agencies working in behalf of rural youth are described on pp.4-5. These include the Extension Division of the Department of Agriculture, and the Division of Vocational Education in the U. S. Office of Education.
25. Charles, F. E. Youth takes the wheel; the destiny of American agriculture rests upon the use to which today's rural young people put their in-between years. Successful Farming 33(5): 12-13, 49-51. May 1935. 6 Sul2
"Today belongs to youth. And if youth is smart, it may have tomorrow too!..."

"From New York to Oklahoma, from the Dakotas to Kentucky and beyond, the keenest youth have taken a firm hold on the steering wheel. They refuse to sit and do nothing.

"I don't forget the dark days; the jobs, farms, and fortunes that have been lost. Like European countries, we have had something of a revolution in our social structure, but the upheaval has been tempered with tolerance. Where Germany has its Brown Shirts, Russia its Reds, and Italy its Black Shirts, America has vocational agriculture, the Boy Scouts, 4-H clubs, and Campfire Girls...

"In the United States there are 13,500,000 rural youth in the age group 15 to 29. Seventy-five percent of them have had only an inadequate education. They are hungry for knowledge and social diversion. They want and need lessons on home beautification, conservation of natural resources, health and sanitation, home modernization, record keeping, and music appreciation...

"...Three large classes of rural young people are taking the lead in a crusade for better living: (1) Smith-Hughes students, (2) members of 4-H clubs, and (3) groups of young men and women, 18 to 30 years old, organized under various names, but whose final purpose is better rural life...

"Are you one of those young persons who think they have been denied an education? Forget it! We have much to learn about what constitutes education. This country is full of public libraries, bulging with books. If you are not close to one, you can have books sent to you. State schools will lend them. They also offer correspondence courses. You can acquire knowledge from libraries, museums, the radio, and the press. High school teachers, county agents, and others will help you read your way to knowledge. You can learn as Abraham Lincoln did...

"Iowa, five years ago, found that the age group - 18 to 25 - was being neglected. Educators set about correcting the situation. Their foresight has been justified, for today Iowa has young people's forums, drama clubs, part-time vocational agriculture classes, and senior 4-H clubs. Besides many community groups there are 50 organized on a county basis. There are about a hundred evening and part-time groups...

"Kansas has 1,431 girls in vocational homemaking day schools, 3,000 women in adult classes last fall, and 3,000 boys studying vocational agriculture. Upper-age clubs there are patterned somewhat after city service clubs. They use such names as Rural Service Club, Agricultural Legion, and Sons and Daughters of the Soil. There are about thirty of them."

There is also a discussion of what these young people are doing in other States.

26. Clements, D. M. The problem of out-of-school farm youth. Agr. Ed. [Des Moines,] 7(8): 125, 128. February 1935. 275.8 Ag8

"...These young men and women 18 to 25 years of age represent a group that can be numbered in the millions. There are about seven million of them on farms and about six million in rural villages. Of these there are about ten million out of school.

"...Until the intelligent leadership of this country makes an effort to find out from this group the things they need and want, and makes an honest effort to supply this need in an acceptable manner, very little progress will be made in our civilization.

"...There is no desire on their part to take much help from anyone when they reach their adolescent period. They are too proud to ask for help when they realize they need it, and they will not take help from those who can give it, except on their own terms.

"Still another situation exists with the young men and women of this particular group. They are restless. They know there is more in life than making money, but they know that they must make money to do what they want to do... They find no one will hire them, and the years go by and they cannot see any silver lining behind the cloud. It's a pretty dark picture to be passing through the minds of millions of our young men and women who a few years before felt that when they grew up they could and would conquer the world, and now being face to face with insurmountable barriers on all sides, and not knowing what to do. They are going to do something about it. Our job is to see they do the right thing."

27. Coffman, L. D. Youth and tomorrow's education. President Coffman's biennial message to the people of Minnesota. 76pp. Minneapolis, Univ. Minnesota. 1934.

While Dr. Coffman's paper is, as a whole, a realistic presentation of some of the problems which confront the University of Minnesota and other universities, he deals also with the problem of the unemployed youth of to-day, and the possibilities of a more competent system of education for them.

The section "Youth in the Local Community" includes a discussion of provisions for the return to high school of many of these young people.

In discussing the problem of community education, Dr. Coffman says:

"In the organization of projects both by and for unemployed rural youth, use should also be made of traveling libraries, of open forums, of lecture courses, of the radio, and of many other devices that naturally come to mind."

28. Community youth program. Rural Amer. 13(5): 10. May 1935. 281.28 C83

"Details of a proposed plan to aid at least 2,000,000 unemployed youth, the product of a year's work by the Committee on Youth Problems, have been made public by United States Commissioner of Education, John W. Studebaker...

"The plan calls for an adaptation of the present college student aid plan and the CCC Camp program for the purpose of assisting in their own communities the large number of unemployed youth unaided by other work relief projects...

"Describing how the plan would work in a community Commissioner Studebaker said: 'The typical American community would, through this proposed plan, aid that portion of its population among which unemployment is greatest - its young people 18 to 24. The heart of the community set-up would be a guidance and adjustment center.

Young people desiring to participate in a combination work, education, recreation program would come to this guidance center. Following consultation each youth who needed financial help would be assigned some work. He might be assigned as assistant to a public official, social worker, teacher or to any public or quasi-public work. He or she would be enrolled for such instruction as needed for personal advancement and improvement. He would be enrolled also in such recreation as seemed most advantageous and interesting to him. For each youth enrolled there would be in place of the deterioration of idleness due to unemployment a combination work-education-recreation program."

29. Davis, Maxine. The lost generation. A portrait of American youth today. 385pp. New York, The Macmillan Co. 1936. L.C.

Chapter I of Part IV, Service Stations, includes a section on rural youth, pp.257-259.

"This book is the portrayal of a condition which demands both an immediate remedy and a long-range program, for it deals with that most perishable of all commodities: youth.

"In the pages that follow I have endeavored to show the characteristics, the opportunities, the handicaps, the needs, and our chance to help the boys and girls in this country who face the most difficult situation which has ever confronted youth in the history of this nation. I make this statement without forgetting the courage and the hardships of our pioneer forefathers. For it is always easier to do, however arduous and even terrifying the action, than to sit and wait as the young men and women in the depression years have been obliged to mark time."

The book is based on observations made during a more than 10,000 mile journey, over the United States. It discusses the work done by the older departments of the Government and the growing interest in organization among the older sons and daughters of the land, fostered especially by the Department of Agriculture. The Rural Life Association of Kansas, which is composed of members from eighteen to twenty-eight years old, is described. The Future Farmers of America are also mentioned.

30. Education for the unemployed: State and federal program in Minnesota. Minn. Munic. 18: 548-549. November 1933. L.C.

As an example, the St. Louis County rural program is described. Within a ten mile radius of the Cook School there are 507 persons within the age limits of fifteen to twenty-four years.

"A survey of the interests of the younger group indicated a desire for work in cooking, sewing, arts and crafts, agriculture, history, athletics and other games, public speaking, dramatics and debating, citizenship problems, and musical organizations. On the basis of these expressed interests a program of activities along homemaking, recreation, dramatics, public speaking, and music has been authorized."

31. Galpin, C. J., Kolb, J. H., Sanderson, Dwight, and Taylor, Carl C. Rural sociological research in the United States. 114pp., mimeogr. Washington, D. C., Social Sci. Research Council. Advisory Com. Social and Econ. Research Agr. 1928. 281.2 Sol2A

"The following is a monograph on research in rural sociology. The text is based upon a 'Preliminary Report on Rural Sociological Research in the United States during the year July 1, 1926-June 30, 1927' - a report made by the same authors and circulated in mimeograph form among a limited number of research workers.

"A wide survey of the rural sociological research studies in progress during the year July 1, 1926-June 30, 1927 was made by the authors of this monograph. From the detailed story of each study, covering the essential facts of the research project, a digest was drawn off... This survey of going projects... includes eighty studies in 26 states and in Washington, D. C., distributed by institutions, as follows: Colleges of agriculture and state agricultural experiment stations, 24; non-agricultural colleges or universities, 6; U. S. Department of Agriculture, U. S. Bureau of the Census, U. S. Children's Bureau; institutes of research, 3; total number of agencies, 36.

"The purpose of this monograph is to bring together the best that is now being done in rural social research; to discuss the excellencies and defects; to look over the scope of the problems, the methodology employed, the administrative policies pursued; to suggest, in fact, a bare minimum of improvement in these respects. That much depends upon personnel and the training of the personnel of research is not forgotten."

The research studies include "Attitudes of rural youth towards farming," "Rural migration," "Relation of rural organization to youth," "Organizations affecting farm youth," "Rural organizations of farm youth," and "Movements of population to and from farms."

32. Graves, F. P. Educational needs of the youthful unemployed. School and Soc. 34: 827-828. Dec. 19, 1931. 275.8 Sch62

"Dr. Frank P. Graves, New York State Commissioner of Education, has issued the following statement to superintendents of schools:

"Despite the fact that the public schools of the state have today the largest enrollment in their history, there are many thousands of youths who are neither employed nor attending school. This is not as it should be. For the most part their efforts to secure work are certain to be fruitless and they are wasting time which might better be spent in preparing themselves for future social, civic and economic responsibilities... I am urging the local school authorities to do everything possible to secure the return to school of young people who have not attained their majority.

"Many of these youths will require special training... It may be necessary to organize special academic, commercial, industrial, homemaking or other classes.

"If our work in guidance and training has been well done, placement should be easy. The return of general prosperity will find our young people better equipped to take up their duties."

33. A great project in New York is the revolving scholarship fund aiding young folks to get an education. Natl. Grange Monthly 30(10): 8, October 1933. 6 N215

"One of the growing Grange projects in New York State is the Revolving Scholarship Fund, similar to the Educational Aid Fund in Massachusetts and other projects in a number of states differently named, but having an identical purpose - to help young people help themselves toward getting an education: By advancing them loans at low interest rates to tide over the necessities of their college course.

"Our fund has been built by the voluntary contributions made to it by the Granges in our state. We call them 'Investments in boys and girls.' Begun only in 1924, the fund had reached sufficient size to begin making loans in 1928, and since that time over \$42,000.00 has been loaned to Grange boys and girls.

"Only members of the Grange are entitled to borrow and the loan may be used for any education above high school grade.

"The loans made thus far have been used in 50 different schools, located in 13 different states, and 24 different courses of study are being pursued by the users."

34. Hamilton, C. H. Rural-urban migration in North Carolina, 1920-1930. N. C. Agr. Expt. Sta. Bull. 295, 85pp. Raleigh, 1934.

"This bulletin presents the results of a study of population movements to and from, but principally within the State of North Carolina for the decade from 1920 to 1930. The study is largely statistical in character and is based upon data collected by the Bureau of the Census of the United States Department of Commerce and the Bureau of Vital Statistics of the North Carolina Board of Health.

"There are two major divisions of this study. The first and perhaps more significant division of the study is the analysis of migration within the state by age, sex, color and residence groups...

"The second division of this study consists of an analysis of interstate migration from 1870 to 1930 and is based upon... birth data of the various Census reports...

"During the decade of 1920 to 1930, approximately a quarter million people shifted from the farms to the towns and cities of North Carolina...

"The majority of the net migration was found to be in the group who were from 10 to 20 years of age in 1920 and from 20 to 30 in 1930; which means that the migrants were from 15 to 25 years of age at the time of migration..."

35. Hoffer, C. R. Introduction to rural sociology. Rev. ed. 500pp. New York, Farrar & Rinehart, Inc. 1934. 281.2 H67 1934

Ch. VI, Rural Youth, discusses the numbers of rural farm and rural non-farm youth between the ages of 15 to 19 and 19 to 24, the responsibility of the community toward these young people, organizations interested in youth (the Agricultural Extension Service of the U. S. Department of Agriculture, the Future Farmers of America, the Southern Woman's Educational Alliance, Junior Achievement, and the Y.M.C.A.)

Some attention is paid to vocational selection which is one of the most perplexing problems facing rural youth and youth in its relation to education, religion, family life, etc., is included in the discussion.

36. Hypes, J. L., Rapport, V. A., and Kennedy, E. M. Connecticut rural youth and farming occupations. Conn. Agr. Expt. Sta. Bull. 182, 48pp. Storrs, 1932.

"The rural sons and daughters sixteen years of age and over, of both farmers and non-farmers, have been included in this study. This age was chosen because it is the minimum legal age at which any child in Connecticut, subject to compulsory school attendance, may be employed full time without a special permit during the hours when school is in session. Moreover it is seldom that children younger than sixteen are permanently away from home. Therefore the younger children have been left out of consideration in the present study..."

The findings and deductions which are given in the summary appear to show that "there is evidently a slackening of interest in farming as a vocation from generation to generation on the part of Connecticut rural youth. While 71 percent of the fathers interviewed are farming, only 31 percent of the sons sixteen years of age and older are farming, either as unpaid family labor, as hired labor, as tenants or owners..."

The relation between various factors and this small percentage is shown.

37. Institute of rural economics, Rutgers University, New Brunswick, N.J. Young people consider rural life. Inst. Rural Econ. Rutgers Univ. Viewpoints on Econ. and Social Issues. Lectures and discussions. 1935: 209-220.

"The afternoon session of the first meeting of the Institute for Young People, held on Tuesday, April 30, 1935, took the form of a panel discussion on rural life and farming in New Jersey.

"Approximately one hundred and ten young people from the rural counties of the State were in attendance. The boys and girls making up the membership were between the ages of eighteen and twenty-five. They were invited because they have shown outstanding leadership in rural affairs, agriculture, and home-making projects."

Questions and answers set forth some ideas resulting from the meeting.

38. Jardine, W. M. Farm youth's destiny rests in cooperation. Sound economic policies alone can make a satisfactory rural civilization, says Secretary. Purdue Agr. 21: 68. December 1926. 6 P97
Issued also in Rural Amer. 4(10): 6. December 1926 with title "The Special Needs of Farm Youth."

"The problem of rural youth. 'This is a problem that will never be completely solved, for youth is always advancing and always offering new questions, but I am sure you will be able to reach some significant conclusions which will be of great assistance to all who are concerned with agriculture and rural life in the years immediately to come,' said Secretary Jardine

in his address November 10 to the Farm Youth Conference held in Washington by the American Country Life Association. He spoke around the main idea that the destiny of the boys and girls of the farms of America is bound up in the cooperative movement and can not be separated from it."

"The essential to a sound rural life is a body of youth adapted by ability and temperament to it and trained in its economic possibilities and in the opportunity which the development of these affords to aspiring young people. Agriculture offers larger opportunities for leadership than it has ever offered before. These opportunities are not vague or elusive. They are calls to action in behalf of the sound economic policies which alone will yield a permanently satisfactory country civilization."

39. Kansas rural life conference. Proceedings, 1st...held at Kansas State College, Manhattan, Kansas, March 29-31, 1935. 46pp., mimeogr. Manhattan. 1935. 281.29 K13

"The Collegiate 4-H Club of Kansas State College sponsored this conference for the purpose of bringing together young men and young women of the same ages as its own members, who are either attending some college or not attending college, for the purpose of considering some of the more important problems facing rural youth today. The theme 'Better Rural Living' was chosen as the central theme of the conference." It was hoped that as a result of this conference, those present might be brought together into a State organization which would confer annually. It was also hoped that similar county or community organizations might be organized.

Partial contents: Social adjustment, by E. L. Kirkpatrick; Opportunity in agriculture for farm youth, by Eugene Merritt; The part you play, by H. Umberger; and What Kansas rural youth can contribute to better rural living, by E. L. Kirkpatrick,

40. Kirkpatrick, E. L. Attitudes and problems of farm youth. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 46, 51pp., mimeogr. 1927. 1.9 Ex892Esc

"During the past few years the pronounced shift of farm population from country to city has raised the question of the appeal of farm life and farming to farm youth. Is the increasing drift of farm boys and girls to the city and to occupations other than farming due to a lack of appeal of farm life? How do farm youth feel toward farm life? Do they like or dislike their work and their immediate surroundings? To what extent does the presence or absence of social or recreational facilities in farming communities affect the satisfaction of farm youth for farm life? Do farm boys and girls prefer farming or do they prefer other occupations as a means of making their living and their contribution to the community and to the nation? What bearing do some of the situations in which farm boys and girls find themselves have upon their attitudes toward farming?

"Answers to the foregoing questions are extremely difficult because of a lack of definite information bearing on the problem. Perhaps some light can be gained through summary and analysis of data furnished by approximately 8,000 farm and village youth during

41. Kirkpatrick, E. L. Concerning farm youth. Rural Amer. 7(6): 5-6. June 1929. 281.28 C83

"Several years ago [1927] a number of cooperating agencies conducted a questionnaire study for the purpose of ascertaining something about the 'attitudes' or 'feelings' of farm boys and girls toward farm life. The study questioned farm youth of the ages 10 to 20 years about their prevailing likes or dislikes for their work and their immediate surroundings and about their preferences for farming or other occupations as means of making a living. Further, the study attempted to ascertain the extent to which the presence or absence of social and recreational facilities and activities influence the satisfaction of the typical farm boy or girl with farm life.

"Information was obtained by the questionnaire method from over 6000 farm boys and girls. Information obtained in the same manner from 1500 village boys and girls permitted of several interesting and worth-while comparisons.

"Among other things, the study showed that generally farm youth like the farm and village as places to live... The study also showed that farm boys were inclined toward farming and farm girls, as well as village girls, were inclined toward teaching as a means of making a living.

"After all, the choice of and preparation for an occupation as a means of making a living is pretty much a matter of chance. Choices made are often changed and plans developed are often remolded or discarded entirely... The preferences for specific occupations at the ages of 10 to 20 years are seldom realized."

42. Kirkpatrick, E. L., and Swoboda, Winifred. Discovering farm youth. Rural Amer. 12(1): 10-11. January 1934. 281.28 C83

A questionnaire on the needs of farm boys and girls 15-25 years of age was filled out by delegates at the fifteenth national conference of the Student Section of the American Country Life Association at Bethany College, October 14-16, 1932 and by members of collegiate rural life clubs. Information had been summarized from 200 of the responses. Needs of farm youth which they specified were mainly social and recreational in nature. Student club activities, reasons for going to college, and plans beyond college, are included.

43. Kirkpatrick, E. L. Forgotten farmers. Farm youth, out of school, ages 15-24 years. Rural Amer. 11(5): 3-5. May 1933. 281.28 C83

An address before the Michigan Rural Education Society, Kalamazoo.

This is a discussion of 72 replies to a questionnaire sent to Wisconsin county superintendents and county agents "for opinions on the needs of farm young people (15-24 years of age), for information needed to help formulate a program to serve this age, for a listing of groups made up from this age, and for a description of the activities of the most worthwhile group in each county."

"Of the seventy different 'needs for farm young people,' mentioned on the blanks which were returned, 36 were classed educational. For the superintendents these included books and

magazines, study opportunities, extension courses, vocational guidance, higher ideals and others implying emphasis on citizenship and the 'cultural' aspects of life. For the county agents, they included project study, senior 4-H Club work, night schools, and others with major emphasis on farm and household production techniques. Twenty-four of the needs were social and recreational in nature, including contests, athletics, and dramatics whereby youth might work and play together. Six were financial implying that 'the opportunity to earn money is greatly desired and needed.' Several were along the line of 'some interest' and 'sound parental understanding' to hold the youth on the farm."

44. Kirkpatrick, E. L., Tough, Rosalind, and Cowles, May L. How farm families meet the emergency. Wis. Agr. Expt. Sta. Research Bull. 126, 40pp. Madison, 1935.

A section devoted to supplementary income shows how some older farm children contribute to the family income.

Some of these children over fifteen years of age "work out," at logging camps, odd jobs, and transporting neighbor's children to school. With the exception of small amounts, the money they earn goes into the family purse.

45. Kirkpatrick, E. L., and Boynton, Agnes M. Interests and needs of rural youth in Wood County, Wisconsin. Wis. Agr. Col. Ext. Serv. Special Circ. January 1936, 12pp., mimeogr. Madison 1936. (Rural youth and rural life series)

This survey was conducted to help answer these questions:

"Just what is known about these young people? Where do they live, what are they doing and how much schooling have they had? What choices of occupations do they have and does farming appeal to them? How much spare time have they and to what extent are they using it wisely in leisure activities? To what degree do they sense needs in the home community and what opportunities do they see to improve local situations?"

The 15 to 29 year age limits were used by this survey. It was found that "nearly 3 in 5 of the young people are out of work, according to their own interpretation of 'employment', as meaning a 'job with pay', Three in five of those who reported unemployment are unable to find work, 1 in 3 is still in school, and 1 in 15 is needed at home. Less than 3% are physically unable to work..."

"'Something to do' seems to be the greatest need of rural young people, according to this survey - not only work opportunities with remuneration but also worthwhile leisure activities which include organizations, recreational programs, library and other facilities. 'Better farm prices would help to bring about better conditions in this and every community,' was an answer which kept recurring. The fundamental needs among rural youth in Wood County can be summed up to include an opportunity for a job, a better use of leisure, a modern education, participation in group activities and a more satisfactory standard of living.

"The results of this study indicate that approximately 35% of the young people 15 to 29 years of age in the county are unemployed, slightly over 21% are in school, and that the remainder are working in many different kinds of occupations.

For those who are employed at home, less than 6% receive wages and for the whole group the average earnings of the young men reporting was \$146, and of the young women, \$188. Only 15% of the young people are married.

"These conclusions are suggestive of the general situation respecting youth and are substantiated by studies in other localities..."

46. Kirkpatrick, E. L. The needs of farm youth. Natl. Country Life Conf. Proc. (1932) 15: 139-145. 1933. 281.2 N213

"...There are many indications that youth of this age period [15 to 25] do recognize definite problems peculiar to themselves and their groups. This has been indicated again and again by college students who have assembled under the direction of the American Country Life Association for conferences conducted by the discussion method during the past five years.

"Special study could not be conducted for the purpose of this paper. It was considered, however, and an initial step was taken to pave the way for further study as well as for the probable shaping of extension programs better to fit the local needs in Wisconsin. Appreciating that it would not in any way give youth a chance to speak the step was taken, nevertheless, with county agents and county school superintendents.

"A questionnaire calling for opinions on the needs of farm young people 15 to 25 years of age, for information needed to help in formulating a program for serving this group, for a listing of groups made up of this age, and for a description of the activities of the most worth-while group was sent out...

"Of the fifty-seven 'needs for farm young people' specified on the questionnaires returned, 30 were classed as educational in nature. For the county agents these included project study, senior 4-H work, night schools and others, with major emphasis on farm and household production techniques. For the superintendents, they included books and magazines, study opportunities, extension courses, vocational guidance, higher ideals and others, implying emphasis on citizenship and the 'cultural' aspects of life. Ten of the needs were classed as recreational, including social activities, contests, athletics, dramatics and dances..."

"This brief attempt to acquaint ourselves with farm youth 15 to 25 years of age in the state [Wisconsin] is challenging. There are 160,000 of these with less than a score of organized educational or vocational groups among them. There are approximately one half as many nonfarm rural youth of the same age. Our educational systems are serving a minority of them. Our agricultural extension service is reaching only a few of them. They represent a neglected human element in our educational and vocational programs and procedures."

47. Kirkpatrick, E. L. Rural student interests. Natl. Country Life Conf. Proc. (1929) 12: 53-55. 1930. 281.2 N213

"Sixty persons registered for the Student Section meetings of the twelfth annual conference of the American Country Life Association, at Iowa State College, October 17-19, 1929."

"Regular attendance and continued participation of the delegates in the discussion was indicative of a keen interest of college students in rural organizations. This applies to organizations furthering rural life interests on college campuses as well as to organizations in rural communities.

"The several discussions of the student group stressed the need for increased attention to the human aspects and the organization side of farm life of the typical college campus. It was the decision of the group that more than two in five colleges should have clubs that are endeavoring to further country life interests.

"Clubs of different kinds such as Collegiate Country Life, 4-H, and Student Grange, on college campuses afford one of the best means of preserving and creating an interest in country life, of giving objective to country life, of studying the essentials of good rural leadership and of developing higher standards of farm life according to the conclusions reached in the Student Section through serious and purposeful discussion. These conclusions appeared to be checked at many points by the presentations of adult speakers who contributed to the success of the entire conference."

48. Kirkpatrick, E. L., and Boynton, Agnes M. A satisfying life for rural young people. Summary of Discussion Sessions, National Conference of the Student Section, A. C. L. A. at Columbus, Ohio, September 19-22, 1935, 9pp., mimeogr. Madison, Wis. 1935. 281.2 Am342S

Summarizes the discussions on standards of living, vocations and employment, spare-time activities, informal or out-of-school education, community organizations and relations, and real values in country life.

"Some definite suggestions for meeting rural inadequacies effectively are embodied in the availability of conveniences and facilities, as well as the coordination of agencies and organizations. More extensive and selective use may be made of modern home improvements, telephone, radio, reading material, and means of transportation. Greater emphasis should be placed on education, both formal and informal. Closer attention should be given to the possible revamping of educational curricula to make them more adaptable to the needs of young people. The informal education program can be extended by use of lectures, demonstrations, discussion and extension courses. Youth can play a more prominent part in organizations including the church, community club or other local activity group. Young and old can give increased attention to recreation, entertainment, and sociability as a means of developing self-expression and personality..."

49. Kirkpatrick, E. L. What farm young people like and want. Wis., Agr. Col., Ext. Serv., Special Circ. March 1935, 6pp., mimeogr. Madison, 1935.

In a study of the preferences of 250 rural boys and girls, members of the families considered in How Farm Families Meet the Emergency (Wis. Agr. Expt. Sta. Research Bull. 126) it was found that "more than one half of both boys and girls expressed a preference to continue 'living on a farm and develop a home there!..."

"On the assumption that the canvass represents a typical cross section greater attention can well be directed toward the social and cultural as well as the vocational needs of all Wisconsin rural young people. Farmers of the future will be forced to take a keener interest in local, national, and international affairs. Thus they will need to make a wider use of economics, political science, and sociology. For their personal satisfactions they will turn to further developments in public speaking, drama, reading, and music, suited to rural neighborhood and community groups.

"Finally, since rural young people see possible satisfactions from farming and country living and since farmers must be better equipped for citizenship, may greater attention be directed to their vocational, educational, and recreational needs and desires..."

50. Kirkpatrick, E. L. What rural young people do and want to do. Wis., Agr. Col., Ext. Serv. Special Circ., April 1935, 7pp., mimeogr. Madison, 1935.

This is the preliminary report of a survey "planned as a follow up of the second State Collegiate Country Life Conference held at Madison, May 12, 1934, and at the request of the Agricultural Extension Service, as a means of obtaining useful information about rural young people in and out of school." Information is given for rural young people in Dodge, Douglas and Waushara counties, on education, occupation, leisure time activities, choice of occupations, and their suggestions for community betterment.

"'Something to do' is the greatest need of rural young people, as they see it themselves... Not only work opportunities but recreation, including recreational facilities, and organizations rank high among the needs which were enumerated by these young people. Entertainment such as movies, plays, socials and music was named by more than one in four. Education, including rural schools, enlarged curricula, evening classes and leadership training was referred to by one in six. Other suggestions were a gymnasium or a community hall, access to library facilities, and a feeling of sociability and cooperation, not only among young people themselves but between young and old as well..."

51. Kolb, J. H. Education and rural youth. Wis. Agr. Col. Ext. Serv. Special Circ. June 1934, 6pp., mimeogr. Madison, 1934.

Cover title: Rural Youth and Education.

Address delivered before the Second Collegiate Country Life Conference, University of Wisconsin, May 12, 1934.

This address considers the Future problem of education, Issues in rural life, and Challenge to college and youth.

"In agriculture and rural life cooperative effort is the key to future opportunity.

"The practical conclusion of the matter as it relates to rural youth and its college should be plain. The responsibility of college is to help open vistas. The responsibility of youth is to enter, push out traditional boundaries, and build its own life. College and youth together must ever be forming and reforming the social order, otherwise obsolescence will set in and crush the life of both. This has always been the challenge to education, but today it is more inviting and more compelling than for many a decade.

"Rural youth in college and out have an identification with rural life. Therefore, its responsibility is to keep alive those issues vital to its future, and to see to it that its college is constantly awake to those issues. What finer way is there to do this than to have such collegiate country life groups as you represent in each of our colleges and training schools? It is your opportunity to focus attention on the future of rural life and it is the responsibility of college and school to grapple vigorously with those problems which you bring to it."

52. Lively, C. E., and Miller, L. J. Rural young people, 16 to 24 years of age. A survey of the status and activities of 300 unmarried individuals in nine Ohio townships. Ohio State Univ. and Ohio Agr. Expt. Sta. Mimeograph Bull. No. 73, 26pp. Columbus, July 1934. 281.9 Oh32

In six parts as follows: Introduction; Characteristics of the areas studied; General background of the persons interviewed; Leisure-time activities and interests; Activity wishes; Brief case studies.

53. Lively, C. E. The status of rural youth, 16-24 years old, in selected rural areas of Ohio. Preliminary research bulletin. 5pp., mimeogr. [Columbus] Ohio State Univ. and Ohio Agr. Expt. Sta., Dept. Rural Econ. 1935.

"The data presented in this bulletin are drawn from data collected by personal visitation of 2554 rural households, 2698 families, located in 9 Ohio counties...All data were taken as of January 1, 1935.

"The data presented show that the number of youth, aged 15-24, increased nearly 12 per cent between 1930 and 1935 in the townships surveyed and about 18 per cent in open country households between 1928 and 1935... More than one-fifth was attending school, and 62 per cent was not gainfully employed January 1, 1935."

54. Magill, E. C. Progress in experimentation on out-of-school youth in Virginia. Agr. Ed. [Des Moines] 8(2): 26-27, 29. August 1935. 275.8 Ag8

"During the past few years there has been a large increase in the number of out-of-school youth for whom in rural areas

nothing has been done. In urban areas something is being done. This increase has been due to a disappearance of occupational outlets and the return of many young people to farm areas as a result of unemployment.

"Many conferences and educational meetings featured out-of-school youth during 1934...

"In Virginia we selected six rural counties for experimentation, all with some small towns and in a few cases some industrialized communities. The young people regardless of sex, employment, marital status, interest in farming, place of residence, or occupation of parent were all to be included in a county-wide survey... From 300 to over 1000 were found in these counties from 16 to 24 years of age who were out of school. The facts were much the same as those found by J. A. Starrak of Iowa except that as a rule young people in Virginia had dropped out of school at the seventh grade, had received no vocational training, practically belonged to no organizations and owned nothing."

The practice followed in initiating the experimental project is described. The objectives of the project were: "1. To determine if the school system could develop some form of education for young people out of school which would meet their individual needs and interests. 2. To determine the content and methods necessary to utilizing the natural inclinations of young people in order to promote guidance, especially vocationally; to furnish them something worth while to challenge their attention; to promote group activities; and to promote better citizenship..."

"The opportunity, rather than the success of the experimental project in the out-of-school youth work, has resulted in plans of extending it to at least fifteen counties..."

55. Manny, T. B. Characteristics and needs of rural youth in the 16-24 year age group. Agr. Ed. [Des Moines] 7(8): 121-124. February 1935. 275.8 Ag8

"An address delivered before a joint session of the Part-time Section and the Agricultural Section of the American Vocational Association at Pittsburgh, December 7."

The needs of rural youth, as listed by Dr. Manny, are: 1. Occupational guidance; 2. Finding a place to work; 3. Personality development; 4. Preparation for marriage and the establishment of a home; 5. Participation in civic affairs.

"Rural young folks, probably more numerous now than at any previous time in our history, are facing a new set of problems big enough to challenge all the red blood and enthusiasm they possess. Thousands of them would have migrated to the cities and found urban employment had pre-depression trends continued. Other thousands have come out from the cities in a search for subsistence that could be found in the cities only by recourse to the bread lines or relief rolls. Now the country-side is teeming with young folks. Apparently they will remain at least for several years to come. Organized into local groups for a wide variety of activities, they can do a great deal to make life more worth while not only for themselves but for everyone in

their communities. Little or no cash expenditures are needed for many of these activities. The young folk are asking for help and guidance from institutions, professional people, leading farmers, and successful home-makers in getting organized and in planning and carrying out activities programs. They don't want bosses; they want counsellors. They don't want to be led; they want to lead. They don't want hand-outs; they want opportunities. They don't want theories and promises; they want facts and realities."

56. Manny, T. B., and Nason, W. C. Rural factory industries. U. S. Dept. Agr. Circ. 312, 35pp. 1934. 1 Ag84C

"...The question of the effect of factory employment of farm residents upon the retention of young people on farms was asked chiefly of the younger employees who were interviewed, 71 persons giving definite replies. Thirty-six of these, (mostly young men) stated that unless they personally were able to secure such near-at-hand nonfarm employment they would have to leave the farms on which they were living and go to the cities in search of work. Eighteen persons (chiefly young women) said that such factory employment had no effect upon keeping young folks on the farm, while 17 said that it was of some positive influence in slowing up the cityward migration, but they did not seem so sure of their ground as did the others who answered. Several of the affirmative group added that only this off-the-farm employment made it possible for their folks to continue farming..."

57. Marland, E. W. Address of Governor E. W. Marland, Farmers' Week, Oklahoma. A. and M. College, July 25, 1935. 10pp., mimeogr. [Okla. Agr. and Mech. Col. Ext. Serv.?] July 25, 1935.

Governor Marland gives a brief outline of the work of the Oklahoma Youth Service. The State has half a million young people between the ages of 15 and 25 who are looking around for jobs at which they can gain a livelihood. Many of these young people are farm young people.

58. Marsh, C. S. A Commission plan for youth. Natl. Ed. Assoc. Proc. (1935) 73: 454-455. . 275.9 N21

"The American Council on Education, Washington, D. C., is setting up a Commission to study comprehensively all the problems in the care and education of American youth. To make this study possible the General Education Board has granted to the Council a sum of \$100,000 a year for five years, with an additional sum of \$300,000 for special projects which the Commission may develop during 1935-36.

"...There is far more that is good than bad in the provision which America now makes for its youth. However, social and economic changes have made necessary an immediate adjustment of our schools to a new situation..."

"Recognizing the situation, therefore, the Commission will undertake: 1. To collect and coordinate important available data bearing on the protection, guidance, and education of American youth. 2. To promote needed investigations in important fields thus far unexplored, or explored only partially. 3. To develop

- and, as conditions might require, progressively to revise - basic plans for the education and protection of American youth, in agreement with the goals which seem best to fit American ideals, conditions, and institutions; 4. To cooperate with all agencies and instrumentalities dealing with the youth problem, in order that a united front may be presented in attacking the common problems; 5. To encourage the translation of these plans into definite action."

59. Maryland. University, College of agriculture. Situations, problems, and interests of unmarried rural young people, 16-25 years of age. 4pp. Md. Univ. [Agr., Ext. Serv. 1936. O. E. S. Library. In cooperation with U. S. Dept. of Agriculture.

This is a form to be filled out in obtaining information relating to these young people.

60. May, M. A. Education for the unemployed. Yale Rev. (n.s.) 23: 553-567. 1934. L.C.

In discussing the Civilian Conservation Corps camps, the author says:

"Here is an experiment that suggests great possibilities for development and expansion in connection with our whole system of public education. It has been proposed that camp schools should be set up which would approach in general nature the Civilian Conservation Corps camps and yet be different in two or three important respects. In the first place, their primary aim would be education in the broad sense and not a limited provision for employment. Second, they would be established on farms with adjoining forests. Third, their work would be varied, including many different activities in which rural people normally engage, such as forestry, dairying, painting, plumbing, masonry, carpentry, not to mention the fine and practical arts.

"The educational objective of such camp schools would be to develop resourcefulness, skill, and satisfaction in wide ranges of activities which are not only essential for success in rural life but are also valuable assets for life in cities..."

61. Men of tomorrow. Rural New Yorker 87: 998. July 21, 1928. 6 R88

"It now seems that very few farm boys want to farm. I know of only one boy in this community who is making a real farmer. If they really wanted to do something else worth while, it would not be so sad. Talk to them and you find they have no end in view. Just drifting. Flotsam on the sea of life. And it is not just in rural communities that we find this condition. The percentage of high school and college graduates who have 'blind alley' jobs is appalling.

"The youth of today expects as a matter of course, luxuries and privileges that father and mother have only just acquired.

"All of the boys referred to in this article lack the one great factor that makes character, singleness of purpose, a goal to strive for, a definite aim in life. And these boys are the men of tomorrow."

Written by a "Farm Woman."

62. Merritt, Eugene. Economic problems of the farm boy and girl. 9pp., mimeogr. Washington, D. C., U. S. Dept. Agr., Ext. Serv., 1930, O.E.S. Library.

"A paper delivered before the Fourth National Farm Boys' and Girls' 4-H Club Camp, Washington, D. C., June 21, 1930."

It is the problems of the older group of farm boys and girls which are discussed here.

Dr. Merritt says:

"The economic problems of the older boy and girl from the Extension Leaders point of view means the working out a life plan for the future farmers and homemakers of America. This idea presents the biggest challenge confronting any group of educators in the world."

63. Merritt, Eugene. The farm youth and their economic environment. U. S. Dept. Agr. Ext. Serv. Div. Coop. Ext., Ext. Serv. Circ. 108, 15pp., mimeogr. 1929. 1.9 Ex892Esc

Address presented at the Third National Boys' and Girls' 4-H Club Camp, Washington, D. C., June 19 to 25.

"I wish to establish three points in your minds, (a) in the future 35 to 50% of the boys and girls raised on our farms must seek occupations elsewhere, (b) the greatest majority of the future farm families must pass through the tenant stage in their farming career, (c) as our farms are at present constituted, two-thirds of them do not have a large enough size of business to support a farm family as it should be supported..."

Dr. Merritt discusses the effect of these things upon the farm families' career and upon the extension program.

64. Merritt, Eugene. Group discussion and the problems of farm young people. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 212, 15pp., mimeogr. 1935. 1.9 Ex892Esc
References, pp.13-15.

"Group discussion is an extension technic which is being used widely with groups of farm young people. This circular attempts to bring together some of the better discussion procedures used by cooperative extension workers. At a later date it is hoped to issue detailed discussion outlines..."

Topics include: When to use the discussion method; discussion method illustrated; farm young people's problems; discussion topics for farm young people; the discussion leader's preparation; selection of the group; the group's preparation; guiding group discussion; etc.

"Young people who are out of school and at home on farms and who have not married or started farming on their own account, are faced with more long-time problems requiring judgment or the making of decisions than is any other group of farm people. The growth of unemployment in nonagricultural occupations has caused a marked increase in the numbers of such young people. This increase has been estimated as at least two million individuals more in 1935 than at the time of the last census... Because of this surplus of young people and the present agricultural adjustment program, larger numbers than ever before are

faced with the alternative of deciding whether to seek employment in nonagricultural occupations or in agriculture. The unemployment situation makes this task more difficult. If this type of problem is to be met successfully clear concepts are needed of the kind of living various nonagricultural occupations are likely to provide as well as the type of living that may be obtained from various systems of farming...

"If we are going to help young people to improve their thinking ability we shall have to use an extension technic peculiarly adapted to their teaching problem. The use of the discussion method is advantageous only under certain circumstances. Superiority is not in this method itself but in its proper use."

65. Merritt, Eugene. What is the opportunity in agriculture for the farm boy? U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 214, 12pp., 1935. 1.9 Ex892Esc

"That there are an unusual number of young people on farms is attracting the attention of extension workers everywhere. In this circular an attempt is made to measure the magnitude of this number, point out some of the causes, and raise the question of its significance in an extension program for these young people."

This material indicates that if young people now on the land are to raise the standard of living above that of their parents 3 out of 4 ultimately will have to develop some skill in non-agricultural occupations. Therefore they are interested in the outlook for the different nonagricultural occupations as well as in what training and experience are necessary to succeed in these occupations.

"Under normal farming conditions 40 percent of the boys 15 to 19 years of age are in school and the greater proportion of the remainder are working at home. Of those between 20 and 24 the larger proportion are laborers working for a wage, but over one-fourth of the number have become farm operators, mostly tenants. The majority of those between 25 and 29 are farm operators.

"The number of farmers who in 1929 reported employment during the year at jobs not connected with the farm was 1,900,000, or over 30 percent of the total number of farm operators. The average was 100 days. How much this opportunity to supplement farm income has changed is not known, but reports indicate that in many instances such opportunity to supplement income is lost."

66. Michigan Youth, v. 1, nos. 1-3, August 1933-April 1934. Mineogr. East Lansing, 1933-1934. 281.9 M582

This is a mimeographed publication dealing with problems relating to youth. v. 1, no. 3 is devoted to rural youth.

Under the auspices of the Michigan Country Life Association a conference to consider problems of youth particularly in rural communities was held at Michigan State College, January 31, 1934. The conference was a part of Farmers' Week program. Discussions of the conference are given in this bulletin.

The State Grange includes problems of youth in its program.

67. Miller, Nora. The girl in the rural family. 108pp. Chapel Hill, Univ. North Carolina Press. 1935. 324 M61

Following the introduction a short chapter is devoted to a description of the family and community life of people in typical rural occupations in the South. Chapter headings include: The Dependent Family, The Mountain Farm Family, The Soft Coal Mine Family, The Cotton Farm Family, The Tobacco Farm Family, The Fishing Community Family, The Potato Farm Family, The Superior Rural Family - These furnish a background for understanding the elements which affect a girl's private life and the problems which confront her. Emphasis is placed on the out-of-school girl and her need for a well-planned, semi-formal program of education to guide her from the time she leaves school until she is established in a home of her own.

The implication throughout is that the home has been restored to its former important place as the center of woman's interest because of the economic conditions of the past few years. Many rural girls have had to return to their homes and many others have never had the opportunity to leave. For a few years both groups of out-of-school girls usually face a life characterized by idleness, indirection and purposelessness. The more training the girl has the more she feels her disappointment in not having a chance to use it to earn an income and the more disgusted she will be with an idle life.

The last chapter gives sketches of the work of three clubs developed under the sponsorship of the United States Department of Agriculture Home Economics Extension Service, illustrating some approaches to the problem of these rural girls. Suggestions for other projects and programs are also made.

68. Miller, Nora. Out-of-school girls in a rural county. Jour. Home Econ. 25: 463-467. 1933. 321.8 J82

Shows the results of a study made in Pender County, North Carolina.

"If these findings show anything, it is that the organization and direction of educational activities for out-of-school girls in rural regions offer an opportunity for a valuable piece of social work. The girls want something they do not have and are willing to try something different; they want a social outlet and welcome an adult to give them advice; the family religion often does not satisfy them and they need help in formulating a religious philosophy of their own; they have vocational ambitions which need direction; and they realize that the home is inefficient in meeting their own and the family's needs. If a girl is to establish a home on a higher level than the one she is leaving, she must be given a vision of a better family pattern and must receive some social guidance while she is looking for the life partner to share that home."

69. Nason, W. C. Rural buildings for business and social uses. U. S. Dept. Agr. Farmers' Bull. 1622, 38pp. 1930. 1 Ag84F

In Hillsdale County, Mich., the boys and girls engaged in club work in the county felt the need of a building which could be used for their meetings and also for a community building. They tore down and rebuilt an old building, raising money to furnish the additional amount needed.

70. National country life conference. Farm youth. Proceedings of the ninth National Country Life Conference, Washington, D. C., 1926. 153pp. New York, Pub. by the University of Chicago press for the American Country Life Assoc. [1927] 281.2 N213

Part II, "The Discussion of the conference", consists of the following topics: "What is the situation faced by farm youth? What are the special problems? What should be done?"

"There is a question we have been trying to study for some time, as to the influence of the type of education on the attitudes of the boys and girls toward their occupation. There has been agricultural and home economics education given in the schools and through the 4-H Clubs. In some preliminary surveys that have been made, we find that a large proportion of the vocational boys, those taking agricultural education in public schools under college grade, are going to the farm and are going to agricultural college. Particularly significant is this fact. We frequently hear the statement (and I don't want to quote hear-say evidence) that the high school is educating away from the farm. We find that the graduates of the schools in which there are vocational departments or agricultural departments have over twice as many boys who are going back on the farm than are the schools where the agricultural department is not included...

"In order to learn the attitude toward the farm of the next older group than those reached by the first questionnaire, answers to six questions were secured from one hundred and forty-five men and women brought up on the farm and now working in the cities." Some of the reasons for leaving the farm were "to finish my education," "wanted a city life," and to earn a living.

"To the question 'Are you glad you left the farm?' eighty per cent of the men replying said they were glad, and twenty per cent that they were sorry. To the question, 'If you had the choice to make again, knowing what you do now, would you live on a farm or in the city?' Seventy per cent of the men voted for the city as against thirty per cent for the country.

"Of the women, eighty-three per cent were glad they left the farm and seventeen per cent were sorry. On making the choice again, forty per cent only would live in the city and sixty per cent would stay on the farm." -(pp.76-78)

71. National country life conference. A national policy for rural education. Findings of the Round Table of the Sixteenth American Country Life Conference, August 1-4, 1933. Rural Amer. 11(9): 5. November 1933. 281.28 C83

"A state program of continuing education, vocational, civic and cultural, that will adequately meet the needs brought on by the rapidly changing world and that will enrich and ennoble rural life is much needed at this time. Such a program should train and utilize leaders, both professional and volunteer, and individuals without limitation as to age or other qualification. It should utilize various agencies, such as leadership institutes and schools, the radio, and the library. It should provide for correlation and cooperation of all agencies concerned. Among these agencies are: (a) The agricultural extension service, which provides professional leadership in informal educational services

for rural adults and boys and girls, based upon self-recognized and self-selected needs. Such agricultural extension is designed to promote improved farming, homemaking and community life, and the development of capable individual judgment and effective rural leadership. (b) Vocational education, the large purpose of which is to prepare youth and adults for the specific vocations of farming, homemaking and trade and industry to the end that individual and group 'ways of living' in both rural and urban communities may be definitely improved. Systematic instruction should be provided for the following groups: (1) Classes for students regularly enrolled in the high school. (2) Part-time classes for young men and women above high school age but who are not yet established permanently in a definite vocation. (3) Evening classes for adults who are already established in their chosen vocation... (c) The rural public library... (d) University extension... (e) Religious organizations... (f) Voluntary organizations... The forces responsible for 'Continuing' education realize the special opportunity and responsibility for developing a program adapted to the desires and needs of the young men and women 16 to 25 years of age, particularly those who are not yet established in their definite vocations."

72. Nixon, Margaret. Young farmers have opportunity. Hoosier Farmer 21(1): 11, 24. January 1936. 280.82 H76

"Today with modern and improved means of communication farm folk are enjoying a social life that may be compared to that of any neighboring city as to value, companionship or pleasure. (Also, there has always been a strong feeling of equality on the farm, all are neighbors and fellow-workers). These qualities farm people are gradually infusing into permanent organizations such as 4-H clubs, Future Farmers of America, Farm Bureau and the National Grange. All of which will mean a farm future full of greater social advantages, better understanding and more cooperation.

"Many young people have formerly disregarded farming as a life's occupation because the idea has prevailed that 'any fool can farm'... This however can not be truthfully stated today with the many modern conveniences that are now being installed upon the farm... The modern farmer must be an entomologist, a botanist, veterinarian, weather prophet, economist and a sociologist. To the youth of America the farmer's life offers a thrilling intellectual challenge!"

73. North Carolina. National youth administration of North Carolina. Youth [monthly] v. 1, no. 1, November 1935-date. Raleigh. Mimeographed. W.P.A. Library

Material relating to rural youth is contained in these issues.

74. Nunn, Alexander. The new day for farm youth. Foretells a new era in agriculture. Prog. Farmer (Ky.-Tenn. ed) 51(2): 26, 54. February 1936. 6 P945K

Traces the development of organized programs and activities for rural young people during the last half-century, until the present day.

"Quoting F. W. Lathrop of the U. S. Office of Education: -
'Vocational agriculture serves three groups of persons: students (14 years or over) in high schools preparing for farming; young men who have left school and are on farms; and adults who are operating farms. In the school year 1934-35, 194,879 students in high school were enrolled in vocational agriculture; 23,932 young men out of school and on farms were enrolled in part time classes and 111,172 farmers were enrolled in evening classes.'"

75. Pearson, J. H. Conference on out-of-school farm youth. Agr. Ed. [Des Moines], 7(5): 67. November 1934. 275.8 Ag8

"A conference on out-of-school farm youth, called by the Assistant Commissioner of education, Miss Bess Goodykoontz, was held at the U. S. Office of Education, September 19-21. The conference, which was attended by representative directors, supervisors, and teacher trainers for vocational agricultural education, was for the purpose of formulating a program to meet the specific needs of the out-of-school farm youth...

"The report is limited to those out-of-school farm youth between the ages of 16 and 25 who are planning or will have careers in agriculture or closely related occupations."

Digests of committee reports are presented. They include "An analysis of the needs of farm youth," "General objectives," and "Placement."

76. The rural girl as a wage earner. Ways of being self supporting. Rural New Yorker 86: 901-902. 1927. 6 R88

This article, written by a farm girl from Idaho, discusses ways of being self supporting while living on the farm. These include teaching, working as hired help, practical nursing, working in a canning factory, sewing, telephone operator, and fruit packing.

"We hear a good deal now about the rural decline, perhaps not on the quality of agriculture, but the quantity, and much is said and written about so many leaving the farm. I wonder if all the farm young folks were given a chance to earn a living and yet stay on the farm a part of the time at least whether conditions would change much?... Young people want life, movement, they want to try their hands in shifting conditions. They want to test and prove their intelligence and ability to cope with the world as it whirls about... Many of these young people intimate a wholesome love of the outdoors and a great fondness for farm life and its duties."

77. Rural youth. New Repub. 49: 57-58. Dec. 8, 1926. L.C.

"There is, first of all, no rural youth movement, and consequently no instrument or method for revealing what modern life has done or is doing to the young people of the farm exists. Like their city cousins they want something that either is not there or is out of their reach but they are not quite sure what it is nor how much they want it. They seem healthier than urban youths - probably because they have not yet learned how to affect boredom - but they also seem less vital, less interesting. In one respect at least they are agreed with urban youth: whatever it is

that troubles them and whatever it is they are after in life, they no longer expect to find their way by listening to their elders. In fact, so certain are they that they live in another world, they do not intend even to reveal themselves to the older generations. Science, for example, entered the experience of adult farmers of our time in the form of a tool, a more efficient way of getting things done; its deeper implications were lost in the external processes of use. The youth of our time, on the other hand, are beginning to think and live scientifically; they do not stop with the applications of genetic principles to the breeding of crops and live-stock. They are beginning to sense in a vague way that science implies new values and meanings for life. This frightens their elders who thought they were living in a scientific age because they used gasoline engines and allowed their sons to attend agricultural colleges.

"If youth is expected to give direction to the future of country life, an awakening of adults will need to come first of all. If the adult community cannot learn how to participate in youth's experimentalism, it must learn how to step gracefully aside. The alternative is rigid insistence upon conformity which widens the gap between youth and adulthood and in the end produces a mediocre, habit-ridden civilization. And the fact which needs most of all to be realized is that experimentation will proceed in the sphere of values...

"Rural civilization in the United States has degenerated into dependency; it is now auxiliary to urban life. Nowhere - not even in the predominantly agricultural areas of the southern states - is a decently affirmative psychic or cultural cohesion to be found, no *idée force* or fructifying ideal which inspires. Nothing short of a class-conscious movement of revolt reaching down into the habit structure of farm life with sufficient thrust to turn up new values will be adequate to the call for rural restoration. In such a movement rural youth might lose some of its timidity and find courage to lead."

78. Shinn, E. H. Trained rural youth, the hope of the present and future. 2pp., mimeogr. [Washington, D. C., U. S. Dept. Agr., Ext. Serv.] 1936. 1.9 Ex892Raa

A radio talk, delivered in the National 4-H club program of the National Farm and Home Hour, April 4, 1936.

Besides advocating a more adequate system of formal education for rural youth, Mr. Shinn discusses the work that is being done by agencies which are supplementing the rural school program. These are the 4-H club work of the U. S. Department of Agriculture, Extension Service, which during the past year enrolled some 950,000 rural boys and girls from 10 to 21 years (one third of them range from 15 to 21 years); the system of vocational education in agriculture which is supervised by the Office of Education of the U. S. Department of the Interior; and work of other agencies such as the junior division of the National Grange, the Farm Bureau, and the Rural Scouts.

79. Smith, C. B. Education in country life. Natl. Country Life Conf. Proc. (1929) 12: 154-158. 1930. 281.2 N213
- "It is a wise boy or girl today who fits himself or herself for the big changes that are rapidly coming into rural life.
- "This is a good time for the farm young men and women to finish high school and go on to college.
- "We know, of course, that not all farm boys and girls are so situated that they can go to college and take a full four years' course. Many may not be able to go through high school, but they need not wholly despair. The agricultural colleges are offering short courses of two weeks', three months', six months' duration, and opening the doors to these courses wide enough so that every farm boy and farm girl or man or woman who so desires may enter. These short courses have dealt directly with problems of the farm and the farm home, and they have been planned especially to meet the needs and capacities of persons already engaged in farming. Through these agencies and other means, the rural population has been kept in touch with the latest developments and the best practices in the improvement of agriculture and farm life.
- "There are also new agencies coming into rural life in recent years, proving a powerful help and stimulus in rural education. These are the Smith-Hughes vocational schools and the coöperative Agricultural Extension Service.
- "...The total number of all-day, evening, part-time and day unit agricultural schools in 1928 was 5,754, and the number of agricultural pupils enrolled in these schools was nearly a million. This work is proving a powerful leaven in the upbuilding and promotion of rural life. With these schools in any rural community, no farmer or farm boy need go hungry for further education."
80. Sorokin, P. A., Zimmermann, C. C., and Galpin, C. J. A systematic source book in rural sociology. v. 3, 752pp. Minneapolis, Univ. Minnesota Press. 1932. 281.2 So6S v.3
- "Additional bibliography", pp.534-537.
- Chapter XXII discusses "Rural-urban migrations." The leading reasons for the migration of young people 14 to 30 years of age were economic reasons, schooling, and parents moved. Those three items, together with marriage and special circumstances, constitute the leading reasons for migration as given by the migrants.
81. Southern woman's educational alliance. Growing in the emergency; an informal magazine in the interest of unemployed rural young people - and of employed ones too. Issued irregularly. Richmond. mimeographed.
- This magazine is issued only occasionally. It is designed to list services and opportunities for rural young people.
82. Southern woman's educational alliance. Mobilizing unemployed rural young people for growth through constructive programs of study and activity. Suggested to interested rural communities and counties, and to interested groups, agencies, institutions and individuals. 18pp., mimeogr. Richmond. [n.d.] (Growing in the Emergency. A bulletin series in the interests of unemployed rural young people no. 1)

"Much consultation has shown agreement, that, vast as the problem is numerically and in social significance, the unemployed, rural, young person has somehow been almost ignored in the relief programs, governmental and otherwise, which have multiplied as the depression has advanced, although an encouraging proportion of national service agencies or clubs, and several federal departments have angles of interest on rural young people, an almost infinitesimal proportion of such agencies and groups have made beginnings of constructive study, if not of positive action in relation to this emergency situation. Here and there too, some rural agency or some academic centre operating to some extent in an adjoining rural area, is trying out a constructive idea. But, in the larger sense, the situation is almost untouched, and, meanwhile, the proportions of these unemployed rural young people mount higher and higher, regardless of the waste and dangers inherent in such a situation."

The Southern Woman's Educational Alliance has spent almost a year in a study of this problem. It is felt that this organization can make its best contribution in this emergency situation "by gathering and distributing practical information - making known useful programs already under way, passing on suggestions as to procedures found useful, providing explanations of available resources for developing such programs..."

83. Southern woman's educational alliance. What's ahead for rural young people? 9pp., mimeogr. Richmond. [1933] (Growing in the emergency; a bulletin series in the interest of unemployed rural young people. no. iv)

"Broadcast over N.B.C. by the president of the Alliance, July 20, 1933, from A Century of Progress grounds..."

A discussion of what is ahead both for city minded rural young people and for rural minded rural young people.

84. Southern woman's educational alliance. Where do I fit in? 6pp., mimeogr. [Richmond, n.d.]

This is a form for community program use, designed to obtain information as to the education, training, work and play experiences, interests, assets, etc., in order to determine how the individual may best fit into a constructive program of study and of activity.

85. Stacy, W. H. Being social inventors - a challenge to country youth. Iowa Agr. Col., Ext. Serv., CD-74, 6pp., mimeogr. Ames. 1933. O.E.S. Library

A challenge to rural youth to "use their ingenuity in finding out new ways by which individuals and groups can function together." To show that there is a new youth consciousness in rural life various programs and activities in rural recreation, "charm schools," Junior Farmer Forums, part-time vocational classes, discussion groups, etc., are briefly described. Practical types of emphasis which may be promoted by all youth groups may include sociability and acquaintanceship, contact with current affairs, specific attention to the beautiful in music, literature, painting, etc., a "vitalized program of leadership training and character

improvement, contributing to the development of philosophies of life," and "ways and means of dealing with vocational problems involved in earning a living."

86. Stacy, W. H. Farm youth today. Bur. Farmer (Iowa Farm Bur. Messenger) 8(3): 12, 13. November 1932. 280.82 B39

"In America, so far, two types of interest, or rather the needs of two sections of our population have largely determined the pattern and the activities of community organizations and institutions...

"These are, first, the group of boys and girls who are still in the stage of receiving formal training.

"The community has taken some responsibility for the activities of the pupils in the schools. It has helped to provide for the interests of the adults. As soon as the boys and girls have finished school they are expected to fit in more or less with adult programs or they are dropped off from the precipice of the school program and left to find their own social affairs and educational interests.

"Those who would ordinarily go to college or enter activities away from home find the doors closed. As a result they are taking one of two paths. They are either becoming disgruntled, cynical, radical and destructive, or they are using their energies and their splendid high school and junior activity training to develop wholesome home talent programs and equip themselves for greater responsibilities in the fight for a better agriculture and rural life.

"The great question is: 'Can communities make sure that the opportunity and leadership are provided to help them to choose the second course?'"

Essentials for such a program are discussed.

87. Starling, H. W., and Yoder, F. R. Local rural leaders in Washington. Wash. Agr. Expt. Sta. Bull. 257, 35pp. Pullman, 1931.

This study was made in cooperation with the Division of Farm Management and Agricultural Economics and the Division of Farm Population and Rural Life, Bureau of Agricultural Economics, U. S. Department of Agriculture.

"A sample of 250 local rural leaders, of whom 181 were men and 69 were women, was studied.

"It is the purpose of this study to set forth and analyze some of the factors that contribute to the making of rural leaders. The angles from which the problem was approached are: (1) participation of leaders in community organization activities; (2) training and experience of leaders; (3) attitudes and traits of leaders." The study was made in eight counties of Washington.

Table 9 shows that 4.4 per cent of the leaders of both sexes were between the ages of 20 and 24. 2.8 per cent of the leaders of both sexes were between the ages of 25 and 29.

Table 16 shows "Community Activities Participated in by Rural Leaders between the Ages of 14 to 20, that Helped Train Them for Leadership." "22.8 per cent of the leaders did not participate in the community activities between the ages of 14 and 20.

"The two major types of activities in which rural leaders are engaged are the social and the economic; the political, educational and religious activities hold minor places. These activities are an indication of the interests of rural people.

"The rural leaders received an average of two and a half years of high school training... Activities during adolescence which were considered by rural leaders as influential in leadership training were: speaking, parliamentary practice, debating, dramatics, and athletics in school; speaking, parliamentary practice, preparing papers, and debating in the literary society; and speaking, parliamentary practice, and committee work in the community club."

88. Starrak, J. A. Our forgotten rural youth. Midland Schools 49(9): 292-293, 308. May 1935. Office Ed. Library.

"...In this paper I wish to call attention to our 'Forgotten Youth' - to that great army of underprivileged boys and girls in the rural sections of Iowa who are of school age but are not attending any educational institution..."

Conclusions show that there exists a "real, vital and urgent problem with respect to the education of this large body of out-of-school youth of school age..."; that "the ideal of educational opportunity...is being quite grossly violated as far as many of these out-of-school youth are concerned"; that great differences exist between communities in the extent to which the local schools are meeting the needs of their young people; that each community must be considered as an individual problem; that children reared on farms seem to be educationally handicapped thereby; that the amount of education received by farm youth is in inverse proportion to the distance from their homes to the high school; that many rural areas in the State are being served only by an inadequate one-room school; that a new curriculum is needed; that vocational training should have a position of major importance in any program attempted; that the culture and leisure time interests of these out-of-school youth would seem to be very narrow; and that anything approaching an adequate program for the education of these out-of-school youth would seem to wait upon some far-reaching changes in the current organization of the financial support and administration of Iowa's school system.

89. Starrak, J. A. A survey of out-of-school rural youth in Iowa. 18pp., mimeogr. [Des Moines] Iowa State Planning Bd., Com. on Ed., 1935. 280.7 I095

Abstract in Agr. Ed. [Des Moines] 7: 170-171, 173. May 1935.

From the last national census we learn "that there are living on the farms of Iowa approximately 75,000 boys from 14 to 21 years of age; that 35,000 of them are attending school or college; and that 40,000 are not receiving systematic instruction in any educational institution. We learn also that much the same conditions exist in the case of the girls of these same ages who live on farms, although a larger percentage of girls than boys are attending school..."

In this study information was secured concerning the educational status of these young people, their economic, vocational and social status; why they are not in school; their needs and desires for additional education; their vocational interests and ambitions; their leisure time and social interests and activities; institutions and facilities available to these young people in their home communities, and the extent to which these facilities are meeting their educational, social and vocational needs. This information has been tabulated in 36 tables included in the survey.

The survey was conducted by field workers who located and interviewed personally each boy and girl, 15 to 25, who was not attending school. In the thirteen communities surveyed, located in different parts of the state, 1598 rural youth, 15 to 25 years of age, not attending any educational institution, were found. This averages about one to each square mile of farm area covered and 122 for each community. Seventy-four per cent of those surveyed are 21 years old or less while 26% are over 21.

"There exists beyond doubt a real, vital and urgent problem with respect to the education of this large body of out-of-school youth of school age. The large numbers of these youth, their relative youthfulness, their serious lack of vocational and cultural education, their existing inadequate economic and employment status, and many other pertinent conditions all serve to emphasize the great and pressing need which exists for a constructive program...

"For the greater number of these out-of-school youth a return to the current curriculum of the school would be worse than useless. A new curriculum, a new technique of instruction, a new and different type of organization and a new or at least a reoriented teaching staff are all required, if much of permanent value is to be achieved with these young people."

90. Stewart, R. M. Redirecting the training program for rural youth. Natl. Ed. Assoc. Proc. (1935) 73: 415-416. 275.9 N21

"As I analyze the situation confronting us today, I am certain that redirection must take place with reference to many of the aspects of the problems of educating rural youth. Three fundamental aspects which I desire to stress more particularly, and within which significant subordinate problems array themselves are:

"A new determination of the types of services that rural youth need and must have for the transition that affects their future relationships to life in the country and in their migrations to the city; 2. The new emphasis upon selection of types of individuals who will render the teaching services in new types of schools; 3. The more adequate preparation of teachers for the tasks involved."

"To develop further the above phases, one must analyze the needs in terms of the youth's opportunities to go ahead."

91. Stimson, C. R. For a better rural youth. Cornell Countryman 32: 79. May 1935. 6 C81

"In last December's issue, the article, 'Rural Youth Speaks' told you about some of the problems of our country youth, and in the next issue, 'The Sociologist Responds' outlined some of the plans which should be carried out to meet the

needs of rural youth. On April 26 and 27, 1935, the rural youth and the sociologist met on common ground at Cornell University for the first New York State Rural Youth Conference." Gives a summary of this conference.

92. Stimson, C. R. Rural youth speaks. Cornell Countryman 32: 32. December 1934. 6 C81

Discussion in Cornell Countryman 32: 44. January 1935.

93. Studebaker, J. W. Government's interest in youth. U. S. Dept. Int. Off. Ed. School Life 20(8): 177-178. April 1935. 156.3 Sch63

A radio address over Station WJSV, Feb. 20, 1935, in which the United States Commissioner of Education described America's youth problem and what the proposed Division of Youth Service in the U. S. Office of Education is intended to do in helping solve the problem. "It is intended to conduct studies which will yield a clear and comprehensive picture of the situation which youth confronts... The second purpose... is to work with the many States and communities throughout the country in devising a constructive, broad program adequate to meet the situation revealed." Some of the broad outlines of this program are given by Dr. Studebaker.

94. Taylor, C. C. and Frame, N. T., eds. Urban-rural relations. 246pp. Chicago, Ill., Kiwanis Internatl. [1928] 281.2 T21U

"This compilation of excerpts on Urban-Rural Relations is put together with two purposes in view - one as a popular handbook for Kiwanis clubs and the other as a pre-convention document for the eleventh annual conference of the American Country Life Association whose 1928 program is on this topic..."

Contains chapters on Recreation, and Youth in Town and Country.

95. Thurow, Mildred B. Interests, activities, and problems of rural young folk. I. Women 15 to 29 years of age. N. Y. Cornell Agr. Expt. Sta. Bull. 617, 57pp. Ithaca, 1934.

Pt. II, Men 15 to 29 years of age, by W. A. Anderson and Willis Kerns was issued as Cornell Agricultural Experiment Station Bulletin 631.

"The data for this study were gathered by personal interviews with 300 rural girls between the ages of 15-29 years, living in Genesee County, New York. The purpose of the study was to present a picture of the interests, activities, and problems of these rural girls, to discover what factors, if any, were associated with particular interests, activities and problems, and, on the basis of the facts revealed by the study, to make tentative suggestions for program building which would more nearly meet the needs of these young women."

"The survey has indicated that these girls are, on the whole, leading normally well-adjusted but busy lives. They are participating in household activities and enjoying such participation. Their leisure time is occupied predominantly with music and reading. They are participating in religious activities. They have at least one 'date' a week and appear to be quite happy.

The majority have but few conflicts with their parents. They are apparently relatively well satisfied with their homes, although many listed changes they should like to make in their homes, especially household conveniences. They are somewhat restless and many are looking toward some other community as a place for future residence. Many feel that their communities do not offer sufficient social and recreational life. The activities which are not sponsored by the church and school are very likely to be disapproved of by the adults, and those sponsored by the church and school are very likely to be dominated by the adults. The girls want something of which the adults will approve and with which they will not interfere.

"What can be done to meet the needs of these girls?" These needs are listed as a vocational guidance need, an unmistakable need in their social and recreational life, etc. Only through community organization and wise leadership and guidance can these needs be met.

96. Timmons, B. F. Facing the social problems of young people above 4-H club age. Jour. Home Econ. 27(8): 520-521. October 1935. 321.8 J82

97. Ulm, A. H. The march of youth into farming. New Outlook 162(5): 53-54. November 1933.

An article regarding the problem of surplus young men and women of the farm population. The maturing group now "that is the one 12 to 25 years old - will be 'excessive' in some 2,500,000 extent; and much the greater part of that excess is on farms, and the present prospect is that most of the persons who are of that excess will stay on the farms."

According to the writer "any program of farm relief, or long-time national policy as to agriculture, which does not take account of maturing youth on farms, is likely to run into unexpected difficulties."

98. U. S. Congress. Senate, Committee on education and labor. American youth act. Hearings...74th Cong., 2d sess. on S.3658. A bill to provide vocational training and employment for youth between the ages of 16 and 25; to provide for full educational opportunities for high-school, college, and postgraduate students; and for other purposes. March 19, 20, and 21, 1936. 279pp. Washington, U. S. Govt. Print. Off. 1936. 275 Un32A

Statements of representatives of many organizations having to do with youth are included. Among the organizations represented are: The Southern Tenant Farmers' Union, the American Youth Congress, and the National Youth Administration.

The American Youth Commission of the American Council on Education includes in its statement a section on rural youth. It says that despite the work of the Extension Division of the U. S. Department of Agriculture, the Future Farmers of America, and the Division of Vocational Education in the U. S. Office of Education, "there is at present no rural youth organization capable of holding the interest of young people from 16 to 25."

99. U. S. Department of agriculture, Agricultural adjustment administration. Opportunities ahead for rural youth. 8pp. [Washington, D. C.] 1935. (G-46) 1.4 Ad4Ge

Suggested references, p.8.

"Much depends upon the decisions that the American people will make during the next quarter century. These decisions will be made largely by those who are the youth of today. About half of these young people are in rural areas.

"The elastic mind of youth can appreciate the necessity for a balanced agriculture and can share in the rewards of this accomplishment."

The publication is divided into sections I. Why choose farming as a life work? II. The farm crisis of 1932. III. A fair deal for farmers. IV. The farmer's choice for continued adjustment. V. Long-time planning opens way for rural youth.

100. U. S. Department of agriculture, Extension service. Farm young people's discussion topic no. 1-2. mimeographed. [Washington, D. C., 1935-] 1.9 Ex892Fy

Contents. - no. 1. Opportunity for farm youth in agriculture and other occupations. [1935], - no. 2. Some things to be considered in deciding whether to farm or not. [1935]. -

This material "has been prepared to aid groups of 4-H Club members and other farm young people discuss some of their more important problems."

A brief bibliography is included in each discussion topic.

101. U. S. Department of agriculture, Extension service. Stated problems of South Carolina young people. September 2 to 6 conference, 1935. 5pp., mimeogr. [Washington, D. C.] 1935. O. E. S. Library

"During a State extension conference for young men and women at Camp Long, Aiken, S. C., opportunity was given for stating problems which were recognized by the group of individuals between 16 and 25 years of age.

"Fifty young people were present. Nineteen handed in papers. They were asked to arrange questions under the three headings: Personal, Family, and Community. The problems written have been arranged here accordingly. Related questions are grouped together under each of these headings."

102. U. S. Department of agriculture, Extension service. Youth in a Missouri county plan their own program of self-improvement studies. U. S. Dept. Agr., Ext. Serv., Ext. Serv. Rev. 6(8): 104. August 1935. 1 Ex892Ex

"Farm young people in Jackson County, Mo., have developed a program of self-improvement studies - including drama, recreational activities, and discussions of current topics - designed to fit their particular needs and interests. During the winter of 1934, 43 young people from 18 to 24 years of age participated in 4 all-day monthly meetings...

"These farm young people, both former 4-H club members and non-club members, participated in studies of the drama, debates, discussions of land use and land planning, recreational activities, and made an analysis of their own personal characteristics. As a

direct result of this program three home-talent plays have been presented in the community, and a weekly dramatic skit is being presented by members of the organization over the radio station KMBC in Kansas City."

103. U. S. Department of the interior, Office of education. Out-of-school farm youth. U. S. Dept. Int., Off. Ed. School Life 20(5): 103. January 1935. 156.3 Sch63

"More than 2,500,000 farm youth, 16 to 24 years of age, were unemployed or inadequately employed, according to the census of 1930. Only a small proportion of these youth were being reached by existing educational agencies. Those included within the out-of-school rural-youth group are young adults, not older children. They are reached more effectively through informal educational activities, T. B. Manny, agricultural economist, United States Department of Agriculture, believes. Informal discussion groups, and various collective activities have a greater appeal for these young adults than classroom discussion."

104. U. S. Department of the interior, Office of education, Committee on youth problems. Youth. How communities can help. U. S. Dept. Int. Off. Ed. Bull. 1936, no. 18-1, 77pp.

"What happens to young people who leave school but cannot find jobs is a matter of national concern. During recent years the number of such youths has greatly increased. Nor can it be expected that this problem will disappear with the return of so-called 'normal times.'"

This bulletin is the first of a series of seven which are designed to assist communities and youth agencies, with the aid of youths themselves, to develop the best possible programs. Bulletins to follow will be on the following subjects: Leisure for living, Education for those out of school, Vocational guidance for those out of school, Employment opportunities, Health protection, Surveys.

Developments in various rural communities are described - the Stonewall Craft Shops developed by a group of older 4-H Club boys of Weston, W. Va., the Breathitt County, Ky., guidance program; the plan for youth in rural Connecticut, etc.

105. U. S. Department of the interior, Office of education. Vocational education. Report of conference on out-of-school farm youth. U. S. Dept. Int., Off. Ed., Vocat. Ed., Misc. 1590, 12pp., mimeogr. Washington, D. C. 1934. 173 V85Mi

"The primary purpose of the conference was to formulate an educational program to meet the specific needs of the out-of-school farm youth. No attempt was made to work out the program in every detail, but rather to indicate some of the objectives which should control it and to suggest sufficient details to guide States in making an effective program. While a current program must embody certain emergency features, there must be a permanent program with a long-time point of view that will develop from year to year. The formulation of a program, moreover, is only the first step. There must be continued planning to make it effective in reaching large numbers of the youth to be served."

The objectives of this suggested program are stated as follows:

"I. To develop the ability on the part of farm youth desiring to farm to establish himself in farming on a satisfactory basis; II. To develop the ability on the part of farm youth desiring to follow an occupation related to farming, to establish himself in such an occupation; III. To develop in farm youth a desirable attitude toward and appreciation of farming as a mode of living; IV. To develop the ability on the part of farm youth to participate in the institutions and activities which are necessary to the maintenance and development of desirable rural communities; V. To develop on the part of farm youth the understanding necessary in making adaptations to changing social and economic conditions."

106. Virginia rural church conference board. Forward steps for rural churches. The Virginia rural church conference board and the Virginia polytechnic institute, cooperating. Va. Polytechnic Inst. Bull. v. 24, no. 8, 60pp. Blacksburg, 1931. 281.2 V812

This bulletin offers information concerning the activities and objectives of the Virginia Rural Church Conference Board.

"...The problems of rural life are daily growing more complex; therefore, a higher level of intelligence and training is demanded on the part of country people if they are to cope successfully with the problems with which they will be confronted. Yet less than one in ten of the rural boys and girls from 14 to 18 years of age is receiving systematic school instruction in agriculture or home economics, and equally as small a percentage are getting the benefit of membership in the 4-H clubs. An even smaller number are getting systematic instruction in the social and economic problems of country life..."

107. Warren, Gertrude L. Programs for farm youth based on social and economic conditions. Jour. Home Econ. 24(7): 605-607. July 1932. 321.8 J82

"Such a brief discussion as this can give only glimpses of the basis on which to build an adequate program for farm youth... Even this, however, makes it evident that every leader in planning or revising a program for farm youth must take into consideration all available economic and social facts that concern farm youth. It shows the importance of developing adequate, well-trained leadership; of developing a philosophy of rural life that, in turn, will equip farm youth to make intelligent decisions; of developing a skilled technic in reaching young people; of recognizing the factors that make for successful cooperation in group enterprises and of providing for training along these lines; of training farm youth to participate in a more satisfying and constructive way in family life; of capitalizing the genuine life experiences of farm youth and the unrivaled materials which these afford for helping farm girls and boys to develop along their best lines and at their optimum rate. It also brings out the importance of scrutinizing the many activities found in present programs and making whatever readjustments may be needed to maintain and stimulate the interests of farm youth for the development of a successful, full, and enriched life."

108. Warren, Gertrude L. The social and economic problems of the farm girl. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 159, 33pp., mimeogr. 1931.

Presented at the Eastern States Regional Extension Conference, New Brunswick, N. J., February 24, 1931.

The author considers "the farm girl of to-day in relation to the great youth movement that has made itself felt in all the leading nations of the world; second, the farm girl in relation to her parents, adult leaders, and others of the adult world with whom she comes in contact; and third, the farm girl in relation to her part in the open country, if she remains there, and, if not, in relation to the part she may later take in city affairs."

109. Wheeler, J. T. Methods in farmer-training, through participation and placement. 364pp. Atlanta, Ga., T. E. Smith Co. 1926.
275.1 W56

Selected bibliography, professional books and bulletins, pp. [312]-316. Selected sources of technical literature, pp. [317]-325.

Part-time classes are discussed on p.30.

"Whenever studies have been made it is discovered that there are more boys of high school age out of school in our farming districts than are in schools of any kind or grade. If we add to this group, those young men between the ages of 19 and 24, who are found in every rural community, the number as compared with high school attendance is much augmented, and in most instances several times as great.

"If we stop to consider the facts in the case, it is apparent that the farmers of the immediate future will come from this group of young men. They are in every community; some are farming on their own account, some are working on the home farm, some are working as farm laborers, some are dividing their time between city and farm employment. These young men have found little in the school to interest or hold them. In fact the school has ignored them and their needs. They are not college bound, nor are they headed into the trades, only as necessity pushes them in that direction. Without doubt this vast army of potential farmers, as a group, should have greater attention in our farmer-training programs through the school. The special agricultural school as well as the local high school should aid in solving this training problem.

"These young men are by nature adapted to rural conditions and surroundings, else they would not be there in so great numbers. The processes of natural selection have left them on the farm. To be sure they vary greatly in every factor that complicates the problem of their education, but many of them have the capacity and physical ability and manipulative skill to become excellent farmers. They also have the desire for bettering their chances for success on the farm. It is the problem of the schools with the aid of vocational education in agriculture to meet the needs of this group. Rural communities would be enriched immediately both economically and socially by enriching the lives of these young men whom the schools thus far have failed to serve."

110. Wileden, A. F. "Neglected" youth - what about them? Rural Amer. 12(5): 10-11. May 1934. 281.28 C83

A study of a so-called "neglected group" of farm and village boys and girls about 15 to 30 years of age. It includes: Who comprises this neglected group? Are they so entirely neglected? How should we approach this problem? "...There seem to be about four major problems facing this age group: (1) vocational choice together with occupational adjustment and planning, (2) family anticipation including home planning and mate selection, (3) personality development and opportunity for self-expression, and (4) adaptation to the life of the community and the state."

In addition to the "adult" agricultural extension program, "several other agencies are also in the field. Four-H club work, the junior agricultural extension system, is one of these which is reaching a great many of this age group. However, 4-H club work is making its great contribution (and it really is a great contribution) to the younger group. They are apparently having difficulty in developing an appealing program for youth much beyond the sixteenth year, except in the rôle of "leader;" and if they reach the older group, then they lose the younger group. Also, it seems they are more effective in reaching the school group than the non-school group. The Boy and Girl Scouts seem to encounter similar difficulties in the villages. The upper limit for membership in none of these three types of organizations is beyond 21 years of age."

111. Wileden, A. F. What Douglas County young people want and what they are doing about it. Wis. Agr. Col., Ext. Serv. Special Circ. December 1935, 12pp., mimeogr. Madison. 1935. (Rural youth and rural life series)

"There is much concern today about what youth without jobs, without money, with few responsibilities, and with only limited experience are going to do in the midst of the present situation. It is recognized by Sec. Henry A. Wallace that 'Impatient youth, misguided, has furnished the spearhead for many of the strong arm movements in Europe.' What will American youth do under the influence of a similar emotional urge? Will they too become ambitious to the point of indiscretion, or will they be courageous to the point of helping to work out their own destiny?"

"Rural youth in Douglas County are helping to answer these questions. This study of themselves, which they have conducted very largely by themselves, clearly indicates three things: first, young people are looking to the future. They are mindful of the past and of the situation in which they find themselves, but their major concern is about their future. Second, they would like all the assistance they can get from their elders, but they are not going to be permanently satisfied to be idle and to wait for their elders to do things for them. They propose doing some things for themselves. Third, rural young people still believe in the ways of a democracy. What they want is a chance to work in and share in a democratic system of government.

"The purpose of the Douglas County Youth Survey was to find out who these young people were, what they were doing, and what they would like to do. Furthermore, it was to try to find out

what rural young people between the ages of 15 and 28 years think about present conditions and the situation in which they find themselves. This was the first county-wide youth survey undertaken in Wisconsin and was the first in which the young people themselves took an active part. The study was made largely by the young people themselves.

"In addition to outlining the findings of the survey, this report describes some of the things that have been undertaken to meet the needs revealed by this survey in the short period since it was completed."

112. Wileden, A. F. What kind of rural life have young people reason to expect in the United States? 8pp., mimeogr. [Washington, D. C., U. S. Dept. Agr. Ext. Serv., Div. Coop. Ext., 1935] O.E.S. Library

"A paper delivered before the State Leaders' Conference, Ninth National 4-H Club Camp, Washington, D. C., June 13, 1935."

Under the heading: What Young People Want, the author lists a job, a personally satisfying home and community life, a chance to get a good education, their share of responsibility in the affairs of community, of state, and of nation, and a home and family of their own. Each of these 'wants' and the opportunities for obtaining them are discussed in detail.

113. Williams, A. W. Rural youth and the NYA. Southern Planter 96th year (11): 6. November 1935. 6 So89

An editorial on p. 14 on the same subject.

"...According to the best estimate available there were more than 1,100,000 young people from rural areas on relief in May, 1935. Through its college student aid and rural rehabilitation program the Federal government has been able to give assistance to several hundred thousand of this number. That leaves about one million rural young people, who, we know, are in desperate need of assistance. There are, of course, many others who should be aided. For there are many young people not on relief who are neither working nor attending school. The NYA's energies are, however, being focused primarily on the young people from relief families..."

"In so far as possible the NYA is going to help these young people find jobs; but only jobs that are rightfully theirs. There will be no attempt to give jobs to young people at the expense of older people. In cases where it is not possible to find jobs for rural youth - and, of course, with the economic situation as it is there will not be many aided in this way - then the NYA has a second plan to offer. It is going to provide opportunities for young people through work projects... Rural youth development projects will provide approximately 20,000 rural young people with services similar to those provided by some 55,000 urban young people under community development and recreational leadership projects..."

"The NYA's educational program as such gives certain young people an opportunity to earn their way through school and college..."

114. Williams, B. O. The farm youth of South Carolina. Charlottesville, Va. Univ. of Va. 1929.

Thesis (M.A.) University of Virginia.

Not seen. Probably available for consultation in the library of the institution at which it was presented.

115. Youth problems discussed at third Wisconsin rural leaders conference.

Leaders and farm youth make future plans. Wis. Agr. 62(18):

8, 12. Aug. 31, 1935. 6 W751

"Discovering the major aspects of the rural youth problem and discussing ways and means of meeting them occupied the minds of representatives of our rural organizations during a three day camp conference held August 14 to 16 at Willerup Park on Lake Ripley near Cambridge. Planned and conducted by members of the Department of Rural Sociology at the College of Agriculture, representatives of the Parent-Teachers' Associations, The Grange, Farm Bureau, Independent Local Organizations, Farmers' Union, young peoples clubs and individuals interested in the problems of young people met in groups and general sessions to discuss and plan. Twenty-two counties were represented at the conference..."

ACTIVITIES OF ORGANIZATIONS

General

116. Alexander, W. A. The young farmers' club. Agr. Ed. [Des Moines] 8(8): 121-125. February 1936. 275.8 Ag8

"Eight years ago a group of boys not long out of high school met with the vocational agriculture teacher to organize a club which was to be the nucleus for short course work. They tolerated the short course as a prerequisite for the hour of basket ball which followed the meetings. Today the club, which they named The Bowling Green [Ohio] Young Farmers' Club, is a substantial organization of young farmers who are not only avid students of agricultural affairs but are distinctly civic minded. Their interest in basket ball remains but is of secondary importance and the recreation hour is sometimes forgotten when the discussion is of especial interest..."

The work of the Club is described. There is also a discussion of the benefits derived from membership in the club.

117. Barger, J. W. The rural community club in Montana. Mont. Agr. Expt. Sta. Bull. 224, 52pp., illus. Bozeman, 1930.

This study was made in cooperation with The Division of Farm Population and Rural Life, Bureau of Agricultural Economics, U. S. Department of Agriculture, for the purpose of bringing to light facts that will contribute to the proper expression or direction of interest in local community organizations. The study includes the organization and activities, a survey of typical rural community clubs, and county federations of community clubs. "Young people's activities.--An increasing number of community clubs direct special activities for young people; in fact, the

greatest single type of contribution which is made by many of the clubs is that of providing for the educational, recreational, and other interests of farm boys and girls.

"In some instances this work is carried out in the regular meetings of the club. It has been found very desirable to stress and make interesting the social side of programs so that the young people will not care to seek recreation outside the community. It is also the practice to have the young people take leading parts in the literary phases of the programs by giving readings or songs, and taking parts in plays, minstrels, and debates. At such special occasions as picnics, baseball games and other athletic sports are especially provided for the young people. Some clubs make it a point to sponsor the independent work of some young people's organizations: Boy Scout troops, Campfire girl troops, and 4-H clubs of various sorts for boys and girls have been established and are now supported by community clubs. Frequently some financial assistance must be provided. More often adult leadership and interest and encouragement from older people is the prime need for making young people's affairs successful. Reports of some community organizations on work of this sort are given here."

118. Bliss, R. K. Older youth run their own show. Play active part in community life. U. S. Dept. Agr. Ext. Serv. Ext. Serv. Rev. 6(6): 69, 70. June 1935. 1 Ex892Ex

A description of the young farmers' clubs in Iowa.

Approximately 2,500 young men and women of the State are active in 46 rural young people's organizations. Initiative for the organization of these groups has come from the young people themselves. Many of the groups are assuming an important place in community affairs.

119. Boyd, Fred, Oyler, Merton, and Nicholls, W. D. Rural organization contacts in three Kentucky communities. Ky. Agr. Expt. Sta. Bull. 350, pp.111-140. Lexington. 1934.

Bibliography, p.135.

"The term, organization contact, is used in this bulletin to indicate the exposure of a person to group influence at a general meeting of an organization...Contacts of white persons only are included in this study." The communities discussed are Parksville, Athens and Hebron.

"The 101 young people of the 15 to 19 year age group averaged 15 more contacts, or 23.5 percent, more than the nearest ranking age group, that of the 96 children age 10 to 14...

"Sixty-five percent of the 101 young persons, age 15 to 19, were in school. Table 3 compares the number of contacts of youth in school and out of school by sexes for the three communities. The boys of Hebron showed no difference for those in school and those out of school, but in all the other groups, the number of contacts was noticeably greater for those attending school. Hebron community had organizations available for boys of this age who are not in school, the other two communities did not.

"Most of these young people attended meetings of two or more voluntary youth organizations such as Girl Reserves, Hi-Y, Christian Endeavor or B.Y.P.U., 4-H club, Future Farmers, Home Economics, or Debate Club. The age group, 15 to 19, has an opportunity to experience more contacts than other groups. Of the 101 young people between the ages of 15 and 19 only two boys reported that they had attended no organization meetings for a period of one year. In all the other age groups a greater percent of persons failed to attend at least one organization meeting during the year...

"The group, age 25 to 29, has fewer contacts per person than did any other group except the 55 elderly persons in the groups, age 65 to 79. Both the males and females in this 25 to 29 age group have a low average number of contacts per person. Probably home cares account for a part of this low record. Young married couples of this age frequently are just getting an economic start in life and because they use so much energy and time in this way they have less time and feel too tired to attend meetings."

120. Burdge, A. M. Educational, social, and cooperative activities interest young farmers at Castalia, Ohio. Agr. Ed. [Des Moines] 6(11): 170. May 1934. 275.8 Ag8

Discussion of the organization and activities of the Young Cooperative Farmers of Castalia, Ohio.

"The boys have decided upon soils management as the subject for their part-time class work this year and are now meeting regularly once a week to discuss problems in this field. I sincerely believe the success of our part-time course lies in an organized group with worthwhile objectives and a program of work throughout the year."

121. Burt, H. J. Contacts in a rural community. Mo. Agr. Expt. Sta. Research Bull. 125, 75pp. Columbia, 1929.

This study was made in cooperation with the U. S. Department of Agriculture.

"This is a study of contacts in a mid-western agricultural community covering an area of 52 square miles and containing 1297 people, 314 of whom live in the incorporated village at the center. The proportion of old people is greater, and the proportion of young people is smaller than is found in the rural population of the state."

"Only primary contacts were included in this study."

"In per capita contacts of all types within the community the children head the list, the young people stand second and the adults rank last. Country children stand highest; country adults lowest.

"In per capita contacts of all types outside the community the young people head the list, the adults come second, and the children last. Country young people stand highest; village children lowest.

"In per capita contacts of all types, both within and outside the community the groups rank as follows, the highest standing first: country young people, country children, village young people, village children, village adults, country adults."

122. Dennis, W. V. Organizations affecting farm youth in Locust Township, Columbia County. Pa. Agr. Expt. Sta. Bull. 265, 43pp. State College, 1931.

This study was conducted in cooperation with the Division of Farm Population and Rural Life, Bureau of Agricultural Economics, U. S. Department of Agriculture.

"The membership of the relatively few social organizations is drawn mainly from the farm owners and the professional and retired groups of the township population.

"The social activity of the families of farm owners bears a positive relationship to the extent of property accumulation; the higher the valuation of the farm the greater the number of social contacts.

"The absence of youth organizations that furnish to rural boys and girls the opportunities afforded city boys and girls through the boy scouts, girl scouts, Y.M.C.A., athletic clubs, and social clubs, indicates an inadequate emphasis on the activities of rural youth.

"A limited number of social activities of boys and girls carried on through the high school, consisting largely of dramatic productions, furnish occasional opportunity for active participation to only a small per cent of the group. The school is an agency in Locust township that can lend valuable leadership to a community-wide social program...

"To a marked degree the social activity of all groups in Locust township is centered in the church. This circumstance presents to the church an excellent opportunity to foster an adequate social and recreational program for all of the young people of the community, or to be an active ally of any agency promoting such a program."

123. Dennis, W. V. A report of a study of organizations affecting farm youth in three areas in Pennsylvania. Amer. Sociol. Soc. Papers and Proc. (1929) 24: 198-201. 1930. 280.9 Am37

"We wanted to find what the activities of country boys and girls really are. What are they doing for recreation, for entertainment? To what extent are they engaged in economic and social activities that relate to their community life. And to what extent are the existing institutions and organizations aiding and promoting these activities for boys and girls?"

The study was made in three localities: Locust Township, Columbia County, four townships in Chester County and Tioga County.

Conclusions reached are: "1. There are very few organizations of young people, and such as exist are relatively ineffective; 2. Adult organizations, with the possible exception of a few churches, have no program for youth; 3. There is a tendency to centralize the activities of youth at the consolidated school or at the high school; 4. Commercialized recreation is causing a marked disintegration of neighborhood activities."

124. Dennis, W. V. Social activities of the families in the Unionville district, Chester County, Pennsylvania. Pa. Agr. Expt. Sta. Bull. 286, 24pp. State College, 1933.

"This study is a continuation of an inquiry into the social life of farm youth which was initiated in Locust Township, Columbia County in 1926. The analysis which follows relates to the social activities of the boys and girls, and of their parents, in the four townships comprising the Unionville Consolidated School District, in Chester County" - East Marlborough, West Marlborough, Pocopsin, and Newlin. "The data were secured during the spring of 1927 by a house-to-house canvass of all homes within the area... The study was carried on in cooperation with the Division of Farm Population and Rural Life of the Bureau of Agricultural Economics of the U. S. Department of Agriculture.

"Of the 596 families included in the study, 493 reported the presence of children... There were 504 children from 5 to 13 years of age, and 453 from 14 to 21 years old.

"The main purpose of this study was to discover the character and the quality of the social life of the farm families of the Unionville district, with special emphasis on the social activities of farm youth. The data cover two types of contacts, those made through such organizations and institutions as the grange, the church, and the lodge - here called organizational contacts - and those made at socials, picnics, fairs and on automobile trips and the like which involved few or none of the obligations of membership - here called non-organizational contacts.

"In the 196 families reporting children 14 to 21 years of age at home there were 343 boys and girls, 140 of them in the families of farm owners. Nearly all of the young people participated in a fairly wide range of non-organizational activities, the group averaging during the year 42 such contacts per person.

"The analysis presented in Table 18 shows that the young people 14 to 21 years of age in the Unionville area participated to a very limited extent in the organizational life of the community. The clubs, lodges and other organizations set up by the community either were not attempting to attract the youth, or their purposes and programs were not of sufficient interest to young people. The large percentage of all contacts made through non-organizational activities, moving pictures, visits, and trips for trade and banking, indicates a high degree of mobility and restlessness. The fact that the district was surrounded by towns or cities easy of access over good roads was doubtless one cause for the social situation. Other causes were the universal post-war discontent and the relaxation of traditional social customs and restrictions on youth."

125. Derrick, M. K. Rural young adult clubs. Hoosier Farmer 21(4): 10, 34. April 1936. 280.82 H76

"The demand for group activities, especially planned and directed by and for rural young adults, more than justifies broad program planning and a thorough organization set-up by the Farm Bureau Department of Education to serve this need. With this demand expressed in virtually every Indiana community, it is evident that a system of leadership training will be necessary to efficiently and effectively utilize the funds and personnel available for such a project.

"During the past three years there has been a steady increase in the number of County Study Clubs largely composed of rural young adults. This project, as formerly fostered and supervised by the Farm Bureau Co-operative Association, is to be expanded and adjusted by the Farm Bureau Department of Education to serve all departments of the Farm Bureau and the needs of rural families for information regarding economic, organization, educational, recreational and social problems. The training of leadership for such county groups has been accomplished through district camps, in session for one week during summer months. It is planned to conduct similar training camps during the summer of 1936, with at least one camp in each of the ten districts..."

126. Dunn, Harriett A. The G.F.S. faces the world of today. Girls' organization, nearing its sixtieth birthday, faces a future of fresh opportunities for which it seeks to find and train vital leaders. Spirit of Missions 101(4): 149-151. April 1936.
- "The problem of reaching girls in rural districts and in isolated communities is also a current major concern. City branches are 'adopting' rural groups and individual girls who live too far from any center to attend meetings. A 'rural packet' of simple programs has been prepared for those who wish it - though many of the 'adopted' rural members do at home many of the things the branch does."
127. Fairbairn, Vernetta. Forgotten youth. Capper's Farmer 46(5): 16, 29. May 1935. 6 M693
- "Ours is a cheated generation. What future is there for us? We young people can't continue our education and prepare ourselves for our chosen life's work, we can't get a job, we can't establish a home - in short, we're up against a stone wall, sacrificed to the depression. And by the time the depression is over, it will be too late for us. Ours is the heritage of hard knocks." - so writes one bitter young person.
- "True, under our gigantic government program during the last year, almost everyone has been provided for save farm youth... During the last few years extension leaders have been awakening to their opportunity and responsibility toward this group of rural youth, and have been working out organizations designed especially for them. The first one of these organized in Kansas was started in 1932 in Montgomery county, where about 40 farm young men and women between the ages of 18 and 28 banded together under the apt name of 'The Sons and Daughters of the Soil.'" The objects and activities of this organization are explained.
128. Garnett, W. E., and Seymour, A. C. Membership relations in community organizations: A study of factors affecting organizational attitudes. Va. Agr. Expt. Sta. Bull. 287, 63pp., Blacksburg, 1932.
- This study was made in cooperation with the Bureau of Agricultural Economics of the U. S. Department of Agriculture.
- "In the present study, therefore, five well-developed communities in several type regions of the state were chosen and an attempt was made to analyze more intensively than was possible in the previous more general studies, not only the prevailing

organizational behavior and potential behavior, as expressed in the opinions of the people toward organization programs and leadership, but also the bearing of a number of environmental factors on local organization membership relations."

"The five communities covered by the study are Climax, Stuarts Draft, Barbourville, Riner and Draper."

The study includes: Community and organization backgrounds, Organizational participation, and What people think about organizational activities and policies.

Table 2 gives the number of households belonging to the stated number of organizations.

"Similar data were secured for 770 young people between the ages of 10 and 20. Fifty-nine per cent belonged to the church; 35 per cent to the Sunday school; 15 per cent to the 4-H clubs; 19 per cent to junior community leagues, and around 10 per cent to the Future Farmers of America. Less than 10 per cent belonged to young people's church societies. Exact data were not secured for the school home economics clubs and the athletic and literary societies - the other two types of young people's organizations found in some of the communities covered by the study."

129. Gould, Charles. Better organization for rural young people. Rural Amer. 14(4): 9-11. April 1936. 281.28 C83

"Older young people, 16-25 years of age, in Iowa want to organize. They are interested in a wide variety of activities. From their experiences in the past two years they have indicated the first form which they wish their organization to take and the direction in which it should develop. The young people themselves have indicated the activities in which they wish to participate..."

Describes the organization and growth of the Idealia County Junior Farm Bureau.

130. Heisley, Marie F. Forestry clubs for young people. Suggestions for leaders of forestry clubs formed in connection with the work of 4-H clubs, Boy Scouts, schools and other organizations. U. S. Dept. Agr. Misc. Pub. 45, 20pp. 1929. 1 Ag84M

Some books and other publications suitable for the use of forestry clubs, pp.17-18.

"The forestry-club movement has extended to most parts of the country, and a large number of boys and girls are already enrolled. Such organizations as the 4-H clubs, the schools, Boy Scouts, Girl Scouts, Girl Reserves, Camp Fire Girls, and De Molay are doing excellent work in tree planting and other activities."

The 4-H forestry clubs which "are perhaps the most important of the young people's forestry organizations" are described in detail. In some of the clubs ages range from 14 to 20 years.

131. Hoffer, C. R., and Cawood, Margaret. Services of institutions and organizations in town-country communities. Mich. Agr. Expt. Sta. Special Bull. 208, 37pp., East Lansing, 1931.

"In this study are considered all meetings held in ten town-country communities except committee meetings, fortuitous or chance meetings, and those provided for by law, such as sessions of the public school.

"Casual observation indicates that institutions and organizations usually plan their programs to suit adults and that the interests of young people, boys and girls in particular, are not given adequate attention. The data seem to support this assumption, for there are approximately 3.5 times as many meetings designed for men as for boys, and five times as many for adult women as for girls under fifteen years of age. There are also 5.7 times as many meetings for adult men and women as for young people of both sexes...the number of meetings for young people is relatively small."

132. Iowa. State college of agriculture and mechanic arts, Extension service. Young farmers forums: organization and program plans. Iowa Agr. Col., Ext. Serv., CD-79, 5pp., mimeogr. Ames [1934?] 275.29 I9Cd no. 79

"According to the 1930 census 8.2 percent of the farm population of Iowa is made up of young men and young women 20 to 24 years of age. This involves about 82,000 young folks, or an average of 820 per county. This age group is associated only in small degree with the educational programs of the schools or the organized programs of other community institutions. In addition, the average county has approximately 1,000 older boys and girls on farms 15 to 19 years of age (inclusive). Of these according to census information only about 50 per cent are maintaining contacts with established educational programs. This situation is much more in evidence with the young men than with the young women as approximately 50 per cent of the latter find employment as school teachers or as clerical or domestic help in the towns and cities while the remainder more readily maintain contact with social and educational activities such as in the church, in 4-H clubs and in home project groups.

"In Iowa and in many other states significant starts have been made to develop group activities in this field. In Fayette County, Iowa there is a 'Young Farmers' Club'; in Black Hawk County, a 'Young Farmers' Forum'; Pocahontas and Lee Counties also have organized plans for such programs. Vocational education groups at Iowa Falls and Muscatine have made a significant start. Similar plans are being developed by groups of young men and young women under the leadership of pastors who are trained in the field of the social sciences.

"Apparently this movement has developed even farther in other states than in Iowa. Illinois reports 50 groups of young farmers active during the year 1932. Similar groups are organized in the province of Ontario and in the states of New York, Ohio and Kentucky."

133. Israel, Henry. The Young Men's Christian Association in the town and country fields. Rural Amer. 14(2): 36-37. February 1936. 281.28 C83

"Rural work of the Young Men's Christian Association of the United States dates back to 1873. Robert Weidensall, its founder, was an ardent advocate of the possibility of group work among young men and boys in villages and open country at a time when the larger cities were calling for the establishment of the Young Men's Christian Association in a newly conceived institutional building...

"The vitality of the movement during the present depression is shown by the fact that there are ninety-three Associations distributed in twenty-three states at the present time, serving upwards of fifteen hundred communities."

134. Johnson, Harriet F. Survey regarding out-of-school young people, 16-24 years of age, connected with home demonstration extension service, South Carolina-- 1935. (Chiefly young women)...Based on reports of 29 of 46 home agents. 5pp., mimeogr. [Clemson [S.C.] Agr. Col. Ext. Serv. 1935?] O.E.S. Library

Information is given by counties as to the nature and extent of activities, types of recreation, social adjustments made by home agents, activities best meeting needs, types of meetings best suited, kinds of groups, sponsorship, financing, married young people (number and problems), recommendations.

135. Joint committee of Association of land-grant colleges and U. S. Department of agriculture on projects and correlation of research. National problems for cooperation. Agricultural experiment stations and U. S. Department of agriculture. Rev. ed. January 15, 1927. Issued by the Joint committee on projects and correlation of research. 4lpp., mimeogr. [Washington, D. C.] U. S. Dept. Agr. Off. Expt. Sta. 1927. 4 J66

Project I under the section Rural Social Organizations and Agencies is listed as Young People's Organizations as a Factor in Rural Life.

136. Lindstrom, D. E. Country youth reconsiders the country. Rural Amer. 10(7): 9. September 1932. 281.28 C83

The boy and girl on the farm are beginning to ask, "Isn't this the best for me after all?"

"With this philosophy in mind one can find evidences of a concerted effort on the part of the country youth to exploit fully the possibilities of country life."

This article states what various farm youth organizations are doing in Illinois.

"For example, in Effingham County from two to three hundred young people of the farms are planning a county program for themselves in which they take account of the times by providing parties, programs of entertainment, cultural activities, and study courses.

"The Boosters' Club of Hancock County was organized for the special purpose of boosting 4-H Club work in the County...Serious

attention is now being given to a study of rural organization and the place of their members and associates in a program of improving the rural social organization of the county.

"Forums for young farmers have been in progress in McDonough and Adams Counties for the last year or two. The older boy of 4-H club age has the opportunity in these forums to take up a more elaborate production project than those available in the regular 4-H club work, even to the extent of taking over one or more of the enterprises on the father's farm.

"The C-Y Club of Champaign County is interested in social good times for the boys and girls on the farms, and participation in cultural activities such as producing plays, developing musically and working together on personal hobbies."

137. Lindstrom, D. E. Rural-youth studies in Illinois. 10pp. Washington, D. C., U. S. Dept. Agr., Ext. Serv., Off. Coop. Ext., 1934. O.E.S. Library.

A report made before the joint session of 4-H club leaders and rural sociologists at the National 4-H Club Camp, Washington, D. C., June 18, 1934.

"The problem confronting this conference is not so much to determine whether or not there should be a program planned and geared to the interests of the young man or young woman in the late teens and early twenties in our rural communities, as to try to set forth of what such a program should be comprised. This problem is not a new one. It has confronted various groups of society since history began...

"In Illinois we have tried to study this youth problem by determining, first of all, if our extension program were not, indeed, reaching these young people and, if not, what should be our future policy relative to a program for them. Two committees were set up by Dean and Director H. W. Mumford; one, to study the effectiveness with which 4-H club work is reaching the older rural boy and girl; the other, to study the interests of the young man and young woman of the ages 18 to 30 in the rural community who have not yet established themselves in a home. In other words, we have attempted to approach the problem concerning young adults and the older boy and girl by determining first, whether or not the adult group was reaching down into the early twenties far enough adequately to take care of the interests of this age group and, second, if 4-H club work was really reaching the older teens...

"In addition to the recreation projects which were carried on in the State, which have included an increasing number of young people, ages 18 to 30, the project in music and drama tournaments promotion has commanded the interest of a large number of young people...

"In the last year or two, special efforts were made by program committees of community units to include young people on the programs and in the activities. Farm advisers in over 75 counties reported almost 900 groups given assistance in some form of community, and home advisers in 30 counties report having given

assistance to over 500 groups in relation to community activities. Since programs for these groups are usually of a varied nature, including interests for all members of the family, quite a proportion of those who are on the programs are young people.

"Special effort has been made by farm and home advisers and by members of the Extension staff in the past year or two, however, to try especially to interest young people from the ages 18 to 30. In a report of the college committee on young people's activities it was shown that 14 county farm advisers were cooperating with 36 groups of young people comprised of 619 young men and 401 young women. The types of activities reported were young men's forums, regular recreational training schools, programs of varied activities, dramatics, programs of social activities, and young farmers' clubs. Home advisers in eight counties reported nine groups totaling 123, mostly young women, going under the names of older girls' extension clubs, community country youths' clubs, extension projects for young women, etc.

"The young people's rural-life conference, recently held at the University of Illinois, gives further evidence of the activities of young people's groups in the various counties of the State. There were approximately 350 young people in attendance and some of the organizations represented were the Effingham Young People's Activities Group, The Livingston County Young Men's Agricultural Association, The Adams County Young People's Group, The Mattoon 4-H Club, The Livingston County Older Girls' Club Group, The Sangamon County 4-H Club Federation, The Champaign County Rural Youth Group, The Iroquois County Agricultural Club, The Marshall-Putnam County Young People's Group, The McDonough County Country-Life Thrift Club, The Piatt County Rural Life Improvement Club, and similar types of young people's groups.

"What then, in view of the above should we in Illinois say about a program for our young people ages 18 to 30. A subcommittee appointed from the general committee to consider a program for young people thought that an effective approach to the solution of the problem with these young people, if the Extension Service is to provide something in addition to what it is now providing, should recognize three things; first, the needs or desires of the group of young men and young women as such; second, the possibility for them through the farm or home adviser to meet in groups to discuss various problems, to become better acquainted and arrive at the realization of the possibilities for activity which may exist; and third, the possibilities for securing through farm and home advisers a coherent expression of what type of activity which the group, that is the young people in question, wishes to carry on."

138. Lively, C. E. Some rural social agencies in Ohio: a study of trends, 1921-1931. Ohio Agr. Expt. Sta. Bull. 529, 42pp. Wooster. 1933.

Among the agencies for recreation, sociability and general welfare which have to do with rural young people are the Young Men's Christian Association, the Young Women's Christian Association, the Boy Scouts and the Girl Scouts.

"The exact number, distribution, and size of these rural Y.M.C.A. groups are unknown to the state officers. It was stated, however, that the Hi-Y club was the most important of the rural groups. In the 39 organized counties there were 112 Hi-Y clubs with an enrollment of approximately 1600 members. These counties are located chiefly in the northeastern and north central portions of the State. In the 34 counties served directly by the state office, there were 110 such clubs with approximately 1500 members. These counties are located mainly in northwestern and southeastern Ohio...

"The rural work of the Young Women's Christian Association is less well developed in Ohio than that of the Young Men's Christian Association. There are fewer areas with a special form of rural organization, and there are also fewer urban units from which rural work may be extended...

"The Y.W.C.A. reaches rural girls chiefly through the medium of the 'Girls' Reserve' club in high schools. With adult cooperation the members are encouraged to evolve a program related to the community in which they live. The program stresses education rather than activities."

Since 1922 the Boy Scouts of America have "developed a rural form of organization that is better adapted to agricultural and open-country conditions. The rural scout troop may be organized in connection with a rural institution, such as a school or church, and is similar to the urban Troop except that the program of activities is different. The rural Patrol composed of two to eight boys is called a 'Farm Patrol' when it meets in a public place and a 'Home Patrol' when it meets at the home of members. An individual boy may become a 'Lone Scout', and the lone scouts of a district or county may be organized into a 'Tribe'...

"...There were said to be 265,000 rural boys enrolled in the United States in 1932...

"In 1932 there were 82 rural communities in Ohio having Girl Scout Organizations..." However, the emphasis has been placed upon village work and it is doubtful whether the farm girl is reached to any appreciable extent.

Rural work of the Camp Fire Girls in Ohio has been insignificant.

139. Low, A. R. Training today's youth for tomorrow's responsibilities. New England Homestead 108(7): 6,28. March 30, 1935. 6 N442

In an attempt to interest young men in local and state affairs there was organized in Vermont three years ago what has since become known as the Junior Institute of Public Affairs. "The aim is to meet the needs of high school students. It is an off shoot of the Intra-Vermont Special, the story of which...appeared in a previous issue of the New England Homestead." The story of this organization is related in this article.

140. McCormick, T. C. Rural social organization in south-central Arkansas. Ark. Agr. Expt. Sta. Bull. 313, 39pp. Fayetteville, 1934.

"The 348 farm families included in this study were located in a relatively infertile upland cotton and piney woods area.

"Compared with the rural-farm population of Arkansas in 1930, the sample population showed an excess of aged persons and males,

and somewhat larger households. In most other respects, however, the sample was fairly typical."

The 15-19 year age group consisted of 11.3 per cent of the total; 20-24 years of age 8.2 per cent of the total and the 25-29 year group was 6.5 per cent of the total group. The main industry is farming, supplemented to a small extent by lumbering.

"The number of attendances per individual at religious, social, and recreational events combined was greatest between the ages of 15 and 19 years and declined with advancing age (Table 20). The same pattern was followed by attendance at religious activities alone... The peak of attendance at recreational and social events each fell between the ages of 20 to 24 years, then dropped off steadily...

"The circle enclosing the great bulk of the social contacts and interests of these families averaged about 4 miles in radius, and an average distance of 8 miles included all types of participation."

141. McCormick, T. C. Rural social organization in the rice area. Ark. Agr. Expt. Sta. Bull. 296, 43pp. Fayetteville, 1933.

"The sample area included in this survey lies chiefly south of Hazen in Prairie County and north of Gillett in Arkansas County, [in Arkansas]...

"The data were collected in January and February of 1933, and apply only to the preceding 12 months. About 375 white rural-farm families were visited, and a questionnaire was filled out for each family by means of a personal interview. Reliable records were obtained for 349 families, representing from 20 to 25 per cent of the population living in the area surveyed...

"The number of attendances per individual at religious, social, and recreational events combined was greatest between the ages of 15 and 19 years and declined with advancing age (Table 22). The same pattern was followed by attendance at religious activities alone... Maximum attendance at social affairs occurred among persons 25 to 30 years of age, then declined. Interest in the recreational events described was most active at the ages 20 to 24 years...

"Age and automobile ownership had more effect upon the participation of the farm people at religious, social, and recreational events than any other factors tested...

"The farm families of this section were inclined to go wherever their interests took them, rather than to limit themselves to neighborhood affairs. The impression was clear that the result was a scattered and as yet unintegrated type of social organization..."

142. Magill, E. C. Young men's farming clubs and part-time instruction. Agr. Ed. [Des Moines] 5(10): 156-157. April 1933. 275.8 Ag8.

Reports the results of a study made by F. J. Ruble, graduate student at Ohio State University, as a basis for his master's thesis, "Young Men's Farming Clubs in Ohio." "The Young Men's Farming Clubs are not part-time classes, but part-time classes are largely fostered and made to function by the club. The club is the parent, the class the child. The digest of the study gives the following in the way of a summary as to the Young Men's Farming Club idea:

"A survey to locate the young farmers; a teacher to interest, encourage, and guide them; a course to bring them together; an organization to unite them; a self-built program of varied and worthy activities to hold them."

143. Morgan, E. L., and Burt, H. J. Community relations of rural young people. Mo. Agr. Expt. Sta. Research Bull. 110, 77pp. Columbia, 1927.

"This study was conducted in cooperation with the Office of Rural Life Studies, Bureau of Agricultural Economics, U. S. Department of Agriculture."

"It is the purpose of this study to ascertain for certain limited rural areas something of what rural young people are thinking, what attitudes they have developed toward rural life and its institutions and toward such general interests as education, religion, play, science, and urban life. The study also aims to discover what these young people are now doing, what they would do if they had a chance, and what they would like to learn how to do, together with what means the community provides for the satisfaction of these activity-wishes, and what appear to be the unsatisfied needs. From the viewpoint of migration the study further aims to ascertain how many young people are leaving the community, how many are returning, and what reasons they give for these migrations.

"Geographically the study applies to four trade-area rural communities in the state of Missouri...In point of time the study is based on data gathered during the last months of 1926 and the early months of 1927. In the material dealing with migrants the period covered extends back five years...Information furnished by high school students is the basis of this study.

"In brief it may be said that these four rural communities are medium sized, fairly prosperous and progressive, and show a predominating friendly attitude between groups. There appears to exist, however, a silent conflict between the interests of the old and the young. This is shown in the emphasis which the largest class of older people (the farmer class) places upon traditional values (the church in particular) and the competing emphasis which the young people place upon play and recreation.

"The chief finding, from the viewpoint of this study, was that the activity-wishes of this group are predominantly recreational. Our information demonstrates that the migrants seek primarily economic opportunities. The unmet needs of young people in these communities, therefore, as expressed by themselves, are chiefly recreational and economic...The educational and social needs follow in descending order of importance. The young people express only a negligible number of unmet religious needs."

144. Morgan, E. L., and Burt, H. J. Young people's organizations as a factor in rural life. Mo. Agr. Expt. Sta. Bull. 256, pp.85-86. Columbia. 1927.

"The communities of Seneca, Republic, Centralia, and Lutesville have been studied to determine the extent to which organizations in these communities have been meeting the needs of young people as expressed by the young people themselves..."

"These communities were apparently meeting the needs of young people in religion and general education fairly well. There was marked need for further development of facilities concerning economic opportunity, recreation, vocational education, and social life."

145. National federation of business and professional women's clubs, inc. Facing today's problems of youth. Independent Woman 15(6): 174, 185-186. June 1936. L.C.

"An interesting aspect of the youth-aid programs of Federation clubs is their penetration into rural districts. The St. Louis County club, Missouri, through Miss Cecile Manikowske, its educational chairman and the county home demonstration agent, has been carrying on a fine work for some years. Through the club's encouragement and support, two rural girls are getting their degrees at the University of Missouri. Both girls are working in the Home Economics Building to help defray expenses, while the club pays for tuition, books and other expenses on a scholarship basis."

The club has placed many country girls in St. Louis homes where they could earn board and room while going to high school. The record high for one autumn was forty girls.

"Clubs in the State of Washington have for some years cooperated with the Pomona Grange to place occupational literature in the hands of rural girls, and provide speakers on the subject of vocational guidance for meetings.

"The Washington and Missouri situations may serve as examples of many fine pieces of work that are being done. And of course, the educational loans and scholarships of clubs in essentially rural areas are quite as likely to go to farm girls as to town residents."

146. Ohio State university, College of agriculture. Rural young men and women in the Ohio agricultural extension program. 18pp., mimeogr. Columbus. Ohio Agr. Col. Ext. Serv. [1932?] 275.2 Oh32Ru

In cooperation with the U. S. Department of agriculture, Agricultural Extension Service.

References, p.18.

"Young men and young women approximately 16-24 years of age are almost a forgotten group in the Agricultural Extension program of Ohio. Boys and girls 10-20 years of age have the opportunity of 4-H club work and the adult part of the extension program seems to appeal more to those who have a definite home and economic responsibility. There are 170,000 young men and women 15-24 years of age in Ohio on farms and a total of 350,000 in the rural area which includes villages up to 2500 population. There are only 7300 of this age in 4-H club work and certainly a very small number in the adult extension program."

The paper shows the status of programs in various counties, gives a suggested procedure for agents and suggests projects to be carried out.

147. Pendry, Elizabeth R., and Hartshorne, Hugh. Organizations for youth. Leisure time and character building procedures. Ed. 1, 359pp. New York and London, McGraw-Hill Book Co., Inc. 1935. 275 P37

"Unfortunately there are too few procedures for young people of eighteen and older. Crime statistics show that this is the most dangerous age. Yet the Y.M.C.A. and Y.M.H.A., Y.W.C.A. and Y.W.H.A., few church organizations, Toc H, DeMolay, and semi-fraternity groups are practically the only general organizations which aim to reach these boys and girls. Young manhood and womanhood are calling for expression, for more wide-flung purposes and aims. Procedures for the younger groups present well-planned programs made almost wholly by adults. But now, more than ever, a youth desires to act according to his own ideas and plans. If such opportunities cannot be offered him by legitimate clubs, he joins secret clubs of his own making. Probably Toc H meets this need ideally in many cases, as evidenced by its growing popularity since the war...

"The world demands either too much of youth or too little. Available work is overburdened with drudgery and exacting directions. The youth that has no work seems to have nothing. Never before have young people of eighteen and over been so at a loss. School days are done for most, and they want to 'get a job,' to create, to progress, to get established, to move toward success. And there are all too few chances to start a real life work. Already the boy's school days have been prolonged years beyond those of his father..." Introduction.

There is revealed "the great need for the development and support of organizations which will interest these young people in service to society or some great cause, to help to continue their idealism, to give scope to their growing spirit of loyalty and brotherhood, and to provide the inspiration to ethical integrity and creative living which business does not seem to offer..."

A few of these organizations carry their work into the rural districts to some extent. -the Y.M.C.A. especially.

148. Richards, C. E. Part-time work of the Junior Farmers' Club of Mt. Jackson, Virginia. Agr. Ed. [Des Moines] 6(9): 137. March 1934. 275.8 Ag8

Description of improved practices on the farm carried on by the Junior Farmers' Part-time Club of Mt. Jackson. This club consists of boys from 18 to 24 years of age, who have had vocational agriculture in the high school and are now farming in the community as owners or as partners in the farm.

149. Ruble, F. J. The organization of Young Men's Clubs in Ohio. 67pp. Columbus, Ohio State University, 1930.

Thesis (M.S.) - Ohio State University.

Not seen. Probably available for consultation in the library of the institution at which it was presented.

150. Rural youth, 9,900,000 strong, forgotten in the depression organizes to find a way out. Too old for 4-H clubs, but barred from their stake in the land by the times, they begin to 'do something about it.' Christian Sci. Monitor, June 17, 1935. Pam. Coll.

"The young folks are discovering their plight and are beginning to do something about it. Unofficial and informal clubs are springing up in California, Iowa, Illinois, Michigan, Tennessee, Kentucky, Ohio, Indiana and a few other states. Some of these are Junior Farm Bureaus. Others are local groups of the Future Farmers of America, an organization of young people who are going to part-time schools for vocational agriculture. Still, others are just independent groups trying to hang together with a few common farm interests to attract them.

"Recognizing the seriousness of the predicament of the young farm adults, the American Farm Bureau Federation organized a national committee to study the whole problem in March. They have just now made their first report and recommendation which points to the urgent need for organizing the farm folks of this intermediate age not only for their own good but for the advantage of agriculture."

151. Streeter, C. P. "We're on our way" say rural young folks. Farmer's Wife 37(10): 8. October 1934. 6 F2244

"Bob McKibben is a young farmer, 20 years old, living near Ashtabula, Ohio. Bob wanted to go to college last fall and couldn't. But he belongs to an older youth club that is giving him many of the same things that college would. Bob's club is worth some description because it is typical of many others that are beginning to spring up over the country. They are signs that farm young folks, feeling thwarted by conditions which are holding them out of jobs, keeping many of them out of school, limiting their recreation and chance to meet other interesting young people, are getting tired of that situation and are determined to do something about it.

"As pointed out in a preceding article on the activities of rural youth, these groups are not much concerned with trying to do something in state or national fields, although some of them study national affairs. They feel that if they can do something for themselves and for their own rural communities they will be making their contribution to the nation."

152. Sweany, H. P. Organization of young people. Agr. Ed. [Des Moines] 7(2): 23, 32. August 1934. 275.8 Ag8

"In Strawberry Point, Iowa, there has been a significant development in which many people of the state are interested... It concerns the organization of the young people of the community who are past high school age into groups for the development of the finer side of their personalities through development of their particular interests."

These young people organized a community group. "The constitution provided that as many sub-groups would be organized as there were mutual interests suggested by the membership. Six sub-groups have been organized. They are Literary, Forum, Dramatics, Sketching, Music and Sports."

Plans for each group are given.

"Strawberry Point is a town of 1,100 population. It has more than the usual number of young folks between the ages of 18 and 30. Card clubs, dancing groups, and other interests of a lighter social type are developed perhaps in less degree than in the average community, partly because the facilities for holding dances are limited."

153. Whittaker, M. L. Rural community organization: A comparative study of two rural communities in northern Illinois. 38pp. De Kalb. 1929. (North. Ill. State Teacher's Col. Quart. v. 24, no. 2) 281.2 W61R

"The purpose of this study is to determine the value of community organization. The communities selected are: The Quaker Lane Community, located in Putnam County, Illinois; and another, which we shall call the 'LaSalle' Community, situated in LaSalle County, Illinois. We are attempting, first, by a comparative survey of these communities, and second, by means of a more extended study of the Quaker Lane Community, to determine the contributions which community organization makes to community life...

"It is evident that the Quaker Lane Community is succeeding in keeping its young people interested in the social life of the immediate community, while the report from the LaSalle Community creates a strong suspicion that it has failed in this respect...

"Attention is also called to the fact that in Quaker Lane, community activities have extended far beyond those fostered by the church. The Grange has been a vital educational and social influence in the community for more than fifty years. The manner in which the school has developed its extra-curricular activities causes us to look upon it as an agency of great importance in the community. All of these various agencies working together in fine cooperation have succeeded not only in providing a social life so satisfying to the young people of the community that they have not generally cared to seek pleasures outside the community, but have provided a richness of rural life which has made for a high degree of permanency in the population...

"Our study of farm tenancy in the two communities shows that tenancy is nearly three times as great in the La Salle as in the Quaker Lane Community, and that Quaker Lane has slightly more than one-third as much tenancy as the geographical area in which it is located."

Collegiate Clubs

154. American country life association, Student section. Handbook. 16pp. New York, American Country Life Assoc. 1932. 281.29 Am33

"The Student Section of the American Country Life Association is concerned with the forwarding of a rural life movement in colleges and universities, primarily. It works through existing organizations and attempts to take the best in the way of programs and experiences from the strongest and most progressive clubs to the assistance or aid of those clubs which are in need of ideas and program materials. It has a plan of affiliation, worked out by students whereby collegiate clubs, whether they be 'Rural Life

Club, 4-H Club, Junior Grange, or Agricultural Association, may give or receive help in forwarding the rural life movement."

Activities of the collegiate clubs are listed.

155. Boynton, Agnes M. Collegiate country life conferences. Rural Amer. 13(6): 8-9. September 1935. 281.28 C83

Lists the conferences sponsored by the Student Section of the American Country Life Association.

156. Kirkpatrick, E. L. ACLA Student conference. Amer. Country Life Assoc. Proc. (1930)13: 52-54. 1931. 281.2 N213

"Eighty delegates representing 18 colleges and universities participated in the Student Section of the A.C.L.A. conference held at Madison, Wisconsin, October 8-10.

"The three discussion sessions centered on Collegiate Clubs in relation to standards of living of (1) rural communities, (2) rural families, and (3) individuals, with emphasis on leadership... As summarized by the student committee.

"The discussions began by stating problems confronting rural communities, as students saw them. These included recreation, discovery of rural talent, revival of church activities, struggle between conservatism and modernism, attitudes of trained youth, organization, desire for reading, lack of appreciation of resources, cooperation of factions, appreciation of rural life and development of the right kind of leadership.

"Next, the group concentrated on adult education through a desire for reading, appreciation of the advantages of rural life, and development of rural self-respect through appreciation of the dignity of rural life. The advantages of rural life listed and discussed included natural resources, opportunities for reflection, self-reliance and individualism, feeling of security, genuine neighborliness and family unity with common interests. Concrete examples were given to show how different clubs had developed an appreciation of these advantages on college campuses and in rural communities. This session culminated in realization of a need for rural self-respect to lend dignity to clubs in colleges."

157. Kirkpatrick, E. L., and Boynton, Agnes M. The collegiate rural life movement in America. Rural Amer. 12(4): 6-7. April 1934; 13(3): 30-32. March 1935. 281.28 C83

Describes the beginning of the Collegiate Rural Life Movement in America at the University of Illinois in 1913.

"The club was organized for the specific purpose of giving young men and women from the country who were permanently interested in country life a chance for organized activities regardless of their affiliations with different departments in the university.

"There were at the meetings, in addition to regular members, lawyers, engineers, home economists, and others who represented the rural interest in their various clubs along professional lines. It was the idea that these delegates at the meeting of the Country Life Club would contribute to the strength of the club and give back to their own clubs information and inspiration for service to rural life." The meetings consisted of student conferences,

addresses by college men, and discussions on rural life problems."

The second article discusses characteristics of the clubs, their growth, etc.

158. Kirkpatrick, E. L., and Boynton, Agnes M. Country life clubs among college students. Rural Amer. 14(2): 11-12. February 1936. 281.28 C83

"The collegiate rural life movement in America consists of the spirit, activities and aims or objective of the local clubs or organizations in the different colleges and universities, exemplified in the cooperative program of the Student Section of the American Country Life Association. According to the best information available there are approximately two hundred local collegiate clubs. One-half are in state teachers colleges, and the rest are in agricultural or endowed colleges and universities...

"The holding of state conferences, open to out-of-school young people in many instances, on some theme of general interest such as the problems of rural youth, leadership for country communities, or the work of the Country Life Commission is assuming increasing importance...

"More than half of these collegiate clubs carry the name of 'Country Life' or 'Rural Life.' The others are '4-H,' 'Student Grange,' 'Agricultural Associations,' and 'Pastors Clubs,' Occasionally a rural life or country life club is given a more unique name, such as 'Appleblossom' or 'Trailblazer' to designate local significance; or even 'Alpha Chi' or 'Sigma Rho' to give added dignity on the college campus.."

"The principal activities of the clubs fall into regular meetings, special occasions, extension and assembly programs, and other means of developing rural life interest..."

159. Kirkpatrick, E. L. The rural student movement; a report of recent activities. 12pp. New York, Amer. Country Life Assoc., 1931. Pam. Coll.

"...Briefly, the student program of the American Country Life Association aims 'to dignify rural life, to promote an interest in it and to create the right kind of sentiment for it' on college and university campuses. It has a plan of affiliation worked out by students; whereby collegiate clubs, whether they be 'Rural Life Club, 4-H Club, Junior Grange, or Agricultural Association, may give or receive help in the building of a permanent and satisfying rural civilization.'"

Summaries of three discussion sessions are given: 1. The problem of the needs for advancing standards of living in rural communities; 2. Problems on adult education, appreciation of the advantages of rural life, and development of rural self-respect through the appreciation of the dignity of farm life; 3. "Collegiate Rural Life Clubs and the Development of Leadership."

160. Wisconsin collegiate country life conference. A challenge to youth. [Proceedings of the] second Wisconsin Collegiate country life conference held at the University of Wisconsin, May 12, 1934. Wis. Agr. Col. Ext. Div. Special Circ. June 1934, 8pp., mimeogr. Madison. 1934.

"Has the predominant economic motive run its course in American rural life? This question was raised and answered both 'yes' and 'no' at the recent Wisconsin Collegiate Country Life Conference. But the opportunity for improving country life is the challenge of youth, and Wisconsin is not an exception according to the findings of the conference. The problems cannot be solved over night but progress will result if combined effort is centered on the job.

"Social change does take place and it needs direction. 'This is our job.' It is a fallacy that people will not work for anything but profit. Thus, one solution for over-production is to spend a fourth of our time playing (living). The greatest need at present is to promote this philosophy of life among country folk. Music, recreation, drama, discussion (group activities) afford an opportunity for every youth to accept the challenge.

"These are high points gleaned from the summary of the conference. The discussions on youth and community, youth and jobs, and youth and rural life club opportunities were led by students and participated in by visiting delegates from different colleges."

Extension Work of U. S. Department of Agriculture

161. Frame, N. T. Extension work with young men and women. Assoc. Land-Grant Col. and Univ. Proc. (1931) 45: 278-283. 1932.

Mr. Frame presents a brief report of attempts that have been made in West Virginia to do extension work with young men and women.

"About five years ago in West Virginia we located rather definitely some 5,000 young men - 16 to 24 years of age - on farms and in garages, etc., with no prospects of ever 'going to school again' - most of them had no real jobs and many were not seriously interested in any apparent objective. The revived consciousness of this situation has helped bring to the front in the last five years a number of organizations and activities that make special attempts to reach, stimulate and guide the young men and women of the rural communities who are not in high school or college. Some of these organizations are made up of college, or other, students; but they consciously strive to be helpful to the non-student group.

"These efforts have assumed such forms as the University 4-H Club, Waddington Peoples College, Older Boys Winter Camp at Jackson Mills, Aviation Institute, The All Stars, The Older Boys and Girls Group, Senior 4-H Council, Preston Go Getters, Iroquois of Ohio County, Wirt Co. Pal Builders, etc. Finally this year we have put a full-time man on the job to do personnel work with 1000 of these country boys."

These various organizations are described.

162. Latimer, Margaret. Planning a program of extension work for older farm girls. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 194, 37pp., mimeogr. 1933. 1.9 Ex892Esc

"This paper points out the problem involved in reaching older farm young people who are not being served by an extension organization. Although there is a problem with both young men and young women, this paper deals, for the greater part, with methods of handling the work with young women.

"There are over 2,000,000 young women between the ages of 15 and 25 on farms in the United States. Many of them are neither employed nor in school. Four-H club work reaches comparatively few of them who are over 15. In many rural communities very little or no provision is made for social activity and recreation or for education of those not in school. The extension service has a definite responsibility to bring to as many of these older young people as possible a program which will meet their needs and interests.

"There are three possible ways of organizing the older boys and older girls: (1) Senior 4-H clubs including members 15 to 20 years old may be developed with more challenging projects. Unless young people get the full benefit from the 4-H club program they are not apt to be ready for any other extension activities. Senior 4-H clubs are functioning in a number of States at present. (2) Older young people above 4-H club age may form separate organizations such as the Farm Family Partnership Clubs of Minnesota or the Utopia Clubs of Kentucky. These clubs have the advantage of including members who are over 21 years old. (3) The other possibility is to enroll the older young people in adult community or project clubs, emphasis being placed on finding programs which will interest them as soon as they leave 4-H club work, so that there will not be a gap. The best type of organization for a group will depend largely on the local situation.

"An organization of older young people needs a definite purpose, a good name, a strong county organization, good local leaders, and a well-planned program suited to the needs of the members.

"Each local club should carry on three types of activities: (1) Individual projects, (2) community projects, and (3) activities of a cultural and social nature. This paper includes detailed discussion or outlines for three projects: (1) Money making, (2) family and community relationships, and (3) self-development. These projects are especially adapted to young women's senior 4-H clubs and to special clubs for those young people above 4-H club age. Suggestions are made for cultural activities, for community projects, and for other individual project topics."

163. Lloyd, W. A. Extension work with young men and young women. As at present organized, is the Extension service meeting this challenge? U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 172, 10pp., mimeogr. 1932. 1.9 Ex892Esc

Paper read before the Extension Section of the Land-Grant College Association, Chicago, Ill., November 16-18, 1931 and issued also in Assoc. Land-grant Colleges and Univ. Proc. 1931 (45): 270-278.

A 13-page, mimeographed revision entitled "Extension Work with Farm Young People" issued in 1936 by the Agricultural extension service of the Missouri College of Agriculture in cooperation with the U. S. Dept. of Agriculture is available.

In connection with a study undertaken at the request of a committee of western extension directors a letter was sent to each of the States and Territories asking these questions:

A. Do you consider it important that some conscious effort should be directed toward rural young men and young women 16 to 30 years of age? B. How are you meeting this problem in your State at the present time? (1) Through boys' and girls' extension clubs? (2) In any other way?

A generalized reply to the question, What is being done in regard to this problem through means other than boys' and girls' club work? was "nothing." "One State, Kentucky, has a project less than a year old on this subject with a State leader in charge. Colorado, Connecticut, Delaware, Hawaii, Minnesota, New York, and West Virginia are experimenting with graduate club members..."

Boys' and girls' extension clubs are reaching a few in this age group, notably those between 16 and 20 years of age.

164. Lloyd, W. A. The relation of age to extension work. Is the extension service as at present organized reaching young men and women (age 16 to --) in sufficient numbers. Parts I-IV. [Washington, D. C., U. S. Dept. Agr. Ext. Serv., 1931 O.E.S. Library

This report was prepared for presentation at the Western States Extension Conference, Logan, Utah, July 21-25, 1931.

Contents: Pt. I. Is There a Problem. Pt. II. What is Being Done. Pt. III. Discussion of Facts. Pt. IV. Chart Showing Enrollment in Boys' and Girls' 4-H Club Work According to Age for the Year 1930.

Parts I-II consist of excerpts and abstracts from letters by State Extension Directors, etc.

165. Merritt, Eugene. Economic extension program for farm young people. 7pp., mimeogr. [Washington, D. C., U. S. Dept. Agr. Ext. Serv. Div. Coop. Ext., 1934] O.E.S. Library.

"A paper given before the National Outlook Conference, Washington, D. C., November 2, 1934."

Discusses the outlook for farm young people in the second stage of their career - after they have left school and have chosen a vocation - and what extension workers are doing now for these young people that will help meet this outlook? Suggestions for a future extension program are included.

166. Merritt, Eugene. Extension work and older boys and girls. 5pp., mimeogr. [Washington, D. C.] U. S. Dept. Agr. Ext. Serv., Off. Coop. Ext., 1934. O.E.S. Library.

"A paper delivered before the Eighth National 4-H Club camp, Washington, D. C., June 14, 1934."

"...First, if we are to interest, for any period of time, this group of young people, we shall have not only to change our extension technique to include our present demonstration method of teaching, but to develop an effective method of carrying on discussion groups, youth Conferences and institutes, tours, forums, and the like.

"Second, we shall have to introduce into their extension programs more idealism, a philosophy of rural life, and the life-planning idea. The activities of these young people, under extension guidance, should include a procedure that will enable them to acquire the right kind of a farm, a congenial mate, and happy attitudes toward members of their future family...

"The third suggestion is, that ultimately a specialist will have to be employed to head the activities of this group..."

167. Smith, C. B. Next steps in club work. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 141, 5pp., mimeogr. 1930. 1.9 Ex892Esc

"...Increasingly in our adult work, we are finding men and women on farms who were in boys' and girls' club work 12 to 16 years ago. Pretty generally these men and women are, as a matter of course, taking a prominent part in extension work, putting on demonstrations, acting as chairmen of committees, leading in community affairs. So we find boys' and girls' club work is already telling in our rural adult life...

"There is a question in some minds as to whether we should lay stress at this time on increased enrollment of present age groups or initiate work with older boys and girls, young men and women 20 to 26. Our own vote is for continuing to increase our membership in the present age group, 10 to 20... We should, nevertheless, like to see States here and there, as a matter of research and experiment enter the older-group field and work out for us the best method of entering that field, and this is what is actually happening in Kentucky, Minnesota, Connecticut, New Jersey, and other States where work with young men and young women beyond club age is being undertaken..."

168. Turner, R. A. Extension work with rural young people above 4-H club age. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 72, 5pp. 1928. 1.9 Ex892Esc

Within comparatively recent years extension agents throughout the country have turned their attention to rural young people above 4-H club age.

Various activities for these young people are described - Young Farmers' Clubs in Connecticut, 4-H forestry clubs in Wisconsin, Junior Farm-Account Clubs in Tillamook County, Oreg., etc.

169. U. S. Department of agriculture, Extension service. Suggestions for an extension program for farm young people. 1p., mimeogr. [Washington, D. C.] 1934. O.E.S. Library

These suggestions are for work with older boys and girls.

170. U. S. Department of agriculture, Extension service. Summary of extension activities with older boys and girls in the Territory of Hawaii. 2pp., mimeogr. [Washington, D. C.] 1934. O.E.S. Library

"Club work in Hawaii is open to all young men and women who are interested in agriculture and homemaking. Members are from 16 to 25 years of age. Many of these young people have been unable to continue school and have had to remain on coffee lands, homesteads, and in plantation camps. Because of present economic

conditions, very few of the older boys and girls have been able to find outside work." Club work for these older boys and girls is described.

171. U. S. Department of agriculture, Extension service, Division of cooperative extension. Activities and interests of older rural girls. 3pp., mimeogr. [Washington, D. C., n.d.] O.E.S. Library

This is a questionnaire to be filled out by this group of girls.

172. U. S. Department of agriculture, Extension service, Division of cooperative extension. Organization and programs for farm young people; Excerpts from Annual reports of state and county extension agents, 1934; prepared by Extension Studies and Teaching Section. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 229, 30pp., mimeogr. 1935. L9 Ex992Esc

"During the last few years increased interest has been manifested in the older members of 4-H clubs and other young people on our farms. This interest has shown itself in an increase in enrollment in the older 4-H club age groups as well as in groups of other farm young people of the same ages. The annual narrative reports have revealed a large number of instances where county extension workers have successfully organized such groups and provided them with attractive programs. The accompanying abstracts from the annual narrative reports for 1934 have been selected to illustrate some of the different types of organization and programs that have proved effective. It is thought that a study of these organizations and programs may be helpful in developing extension work among these young people. Out of this study it is hoped that there will be built up a program for older members of 4-H clubs and other farm young people that will be as effective as is the present program for junior 4-H club members.

"No attempt is made to cite in this circular all references to organization and programs for farm young people. Only selected extracts showing typical methods employed and results obtained in a number of States are included."

173. U. S. Department of agriculture, Extension service, Division of cooperative extension. Young farmers' problems. 8pp., mimeogr. [Washington, D. C.] 1933. (Agricultural Econ. Ext. no. 13) O.E.S. Library

This publication describes the Junior Farm Management Clubs of New York State, Young Farmers' Club, McDonough County, Ill., Partnership Groups, Minnesota, The Young Farmers' Business and Accounting Club, Berks County, Pa., Utopia dairy projects, a junior marketing program in Iowa, the young farmer program at State Club camps in Mississippi, and the young farmers' program in New Hampshire - all of which are designed for young farmers, out-of-school and at home.

174. Warren, Gertrude L. The older girl in the extension program. Rural Amer. 5(2): 9-11. February 1927. 281.28 C83

"According to statistics, only 7 per cent of rural girls marry between the ages of 15 and 19, whereas nearly 50 per cent marry

between the ages of 20 and 24. Conversely, while 50 per cent of rural girls attend school between the ages of 16 and 17, only 16 per cent attend between the ages of 18 to 20.

"Another of the most important needs today for the economic and social progress of rural life is the building of unprejudiced attitudes toward the opportunities of farm and home life to the end that young people may make right decisions concerning their future course on the farm or elsewhere."

175. Warren, Gertrude L. Opportunities for the older girl in the extension program. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 166, 1Opp., mimeogr. 1931. 1.9 Ex892Esc

"Eight years have passed since the first paper was written concerning the older girl in the extension program. In that time an increasing amount of thought has been given to the subject. To help the farm girl to solve wisely the social, economic, and educational problems confronting her in her later teens as well as when she becomes a wife, mother, and community leader is the challenge that has been facing every extension worker. Through earnest attempts to meet squarely this challenge, some important strides have been made in interesting a growing number of older girls each year in the extension program."

Some of the ways in which this has been done or may be done is by selecting the right kind of leader both in 4-H Club work and in extension work; by the use of scholarships to enable ambitious girls to concentrate on school work instead of struggling to combine study and part-time work; and by providing a program for the parents of these girls so that they may better understand the problems which confront them.

176. Warren, Gertrude L. Some fundamental needs based on an analysis of the social and economic problems of farm youth. Western States Ext. Conf. Proc. (1931) 2: 161-166. 275.29 W523

Presented at the Western States Extension Conference, Logan, Utah, July 21-25, 1931.

"Because education has not caught up with the present conditions, due to the strides of science and invention, the challenge to help youth to-day is probably much greater than previously.

"Recent studies reveal also the fact that, although farm girls remain longer in school than do boys, of those young people leaving school, more girls go to the city and at an earlier age than boys. The reasons for this situation are quite plain to any rural worker. The average farm girl goes to the city not because she really wants to leave the home farm but because she has no practical way of earning money there.

"Because of the ease of transportation by means of the automobile and lately of the airplane, as well as the ease of communication by means of the telephone, the radio, the wireless, the movies, and the talkies, human contacts have vastly increased, areas for social life enlarged, and opportunities for action multiplied. This situation is having an influence upon the organization of 4-H club work, especially in relation to the group activities of the older boys and girls. Whereas, ten or more years ago, regardless of their ages, all girls and boys had to belong to the one club in the little rural community; today the

older girls and boys, although few in number in each community, can belong to a sizeable club on a district or county basis depending upon the phases of 4-H club work being undertaken.

"Surely, the discovering of vocational abilities, interests, and social needs are important in the lives of every youth... Other needs that have a direct relationship to the farm youth of this country...include the need to encourage the preservation of natural rural scenery and to plan for recreational areas in the open country in order that all people, especially the youth, on the land may have constructive recreational activities...need of detecting the social and economic tendencies of youth in general in relation to governmental control...need of recognizing the increasing centralization of rural schools in the planning of practical 4-H programs; and need of taking into account as well as encouraging the happier relationships between farm and city and between parents and their young people that are being effected through service clubs and other organizations."

4-H Clubs

177. Foster, R. G. The college 4-H club and other 4-H club organizations. 15pp., mimeogr. Washington, D. C., U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext. 1931. O.E.S. Library

"This brief summary of college 4-H club organizations and other State and county club organizations gives some indication of the development along these lines. The beginning of the spread of these organizations was in 1927. Since that time many developments have taken place, more college 4-H clubs have been organized, and those just starting at the time of the survey have now been in operation three years. In addition there has been a rather marked increase in the number of State and county associations of 4-H club members now active in club work... This new and developing participation of older club members in the affairs of 4-H club work and extension activities generally indicates a significant trend in the movement that should be watched with interest..."

178. Friesth, Esther S. Teaching of child development through 4-H club work. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 209, 60pp., mimeogr. 1935. 1.9 Ex892Esc

Contains "Plans for carrying out a program as a separate unit in connection with a general program for the older club girl," fifteen years and older.

"Since the older group is more community conscious and has some feeling of responsibility for the younger children with whom they come in contact in their homes and outside of their homes, it would seem that the best approach would be through community projects..."

"The community approach has been made in this paper and various community projects have been worked out to suggest possible procedures to carry out in local communities which will give the girls the desired child development information and also will render a service to the community. There may be many other projects that will grow out of the local needs that may well be

carried on in the same way. These older club boys and girls must be left to plan their own program with sufficient suggestions to guide them in developing a worthwhile program."

179. Garthune, W. M. A study of 4-H club work in the United States, in Kansas, and in Sedgwick county, Kansas. 92pp., typewritten. Wichita, Kans. Univ. Wichita. 1934. 275.2 G19

Thesis (M.A.) University of Wichita.

"...In 1932, an older girls' club [in Sedgwick county] was organized. A questionnaire sent to rural girls from eighteen to twenty-eight years of age indicated the need for extension work with older girls...

"Data gathered in 1931 and 1932 by Mr. Guy T. Gebhardt, secretary of Sedgwick County, Y.M.C.A., proved valuable in finding the number of club members in Sedgwick county who were out of school... Of the 692 club members,...171 or twenty-five per cent were out of school...

"Many rural children do not go beyond the eighth grade in school. The club programs should supplement their rather meager schooling and at the same time should stimulate them to better and further educational work. Their needs are particularly pressing during this depression period because school opportunities for rural boys and girls are still further restricted."

180. Graham, A. B. [A Letter from A. B. Graham regarding relation between subject-matter specialists and the older boy and girl, with answers from state club leaders,] 8pp., mimeogr. Washington, D. C., [U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext.] 1934. O.E.S. Library

According to the replies received, the greater part of the work with older youth has been done through 4-H club work.

181. Harmon, E. M. Steps that are bringing in a new farm era; keeping the best boys on the farm. Dairy Farmer 24(8): 10-11, 30-31. Apr. 15, 1926. 44.8 K56

"...Tell me the best boys leave the farm. No! In all my years of extension work I have never seen a boy of the caliber of Walter Nierman go to town. And thousands of boys like Walter are staying. Thousands of others like Walter will stay if given the same reason to stay.

"Our 4-H club work, as sponsored by the United States Department of Agriculture, and the state college of agriculture, is having a tremendous effect on showing to the boys and girls and their parents the possibilities on the farm for the right ones. Vocational schools and the agricultural press are having a like influence. Gradually the general public, both city and rural, are coming to realize that the farm is the place where aggressiveness and intelligence are most needed. With that realization are coming solutions of the problem. And it is well for Old Glory that such is the case."

182. Joy, B. D. The length of 4-H club membership! Part I. Reenrolling 4-H club members... Part II. How long do the young people who join 4-H clubs continue their membership? U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 199, 25pp., 49 charts, mimeogr. 1934. 1:9 Ex892Esc

"Length of membership is important for a number of reasons. If members continue longer than at present, the total enrollment will be greater, provided the same number of young people are reached. The amount of educational value which each member receives will probably be increased. Particularly important is the likelihood that more of the 16 to 21 age group will be reached.

"It is significant that in more than half of the States, less than 4 percent of the 4-H members are out of school."

Part II consists of charts and tables showing the reenrollment by years, distribution of length of membership and average length of membership in years for each State in the United States.

183. Latimer, Margaret. Child-welfare work for older girls. U. S. Dept. Agr., Ext. Serv., Ext. Serv. Rev. 4(3): 44. May 1933. 1 Ex892Ex

"What 4-H club projects hold the interest of and are most helpful to older boys and girls? Many extension agents are giving this question their attention, and so is Margaret Latimer, an ex-4-H club girl from South Dakota who is this year holding the Payne Scholarship for a year of study in the United States Department of Agriculture."

Miss Latimer gives examples of how child-welfare work has been used successfully with older girls.

184. Root, Stella. New York older girls in a club experiment. Natl. 4-H Club Mag. 2(1): 22-23. July 1930. 275.28 N21

The story of the founding and activities of the county club, "4-H Seniors," girls between fifteen and twenty-one years of age, in Otsega County, New York.

185. Shinn, E. H. A study of some educational objectives of 4-H club work as to their relative values in developing rural youth in the opinion of a group of young men and women who were formerly 4-H club members. (Limited to those of at least 2 years in club work) 7pp., mimeogr. [Washington, D. C., U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext.,] 1935. O.E.S. Library

A questionnaire to be filled out by these young people.

186. Smith, C. B. Boys' and girls' 4-H club work. U. S. Dept. Agr. Misc. Circ. 77, 15pp. 1926. 1 Ag86Cm

"Club work is part of the Nation's agricultural extension system and promoted by the State agricultural colleges, United States Department of Agriculture, county governments, and rural people cooperating.

"The outstanding characteristic of 4-H club work is that each member conducts a substantial piece of work, designed to show some better practice on the farm or in the home or community; keeps a record of results; explains the work to others; and makes a final report on the work.

"Club work offers one more chance for reaching the boys and girls who, for one reason or another, have dropped out of school and giving them instruction and helpful guidance.

"The data seem to show that many young people from 14 to 20 who for one reason or another have dropped out of school can be and are interested and enrolled in club work and can be and are thus brought under educational and helpful influences. Many of them are thus directed back into school or encouraged to go on to college or stimulated to take a larger part in community affairs, better farming, home making, and matters of good citizenship.

"Statistics for 1920 show an average of 960 rural and country-town boys and girls between 10 and 18 years of age - mostly between 14 and 18 - out of school in each rural county in the United States."

187. Smith, C. B. How further may we develop our rural youth work in the United States. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 198, 9pp., mimeogr. 1934. 1.9 Ex892Esc

This paper was given at the National 4-H Club Camp Leaders' Conference, Washington, D. C., June 19, 1934.

"Since 1914, we have enrolled over 5,000,000 rural boys and girls 10 to 20 years of age in 4-H club work. In 1932, membership in club work averaged 2 1/2 years. Of the enrollment at that time of 925,712, about 31.6 percent, or over 292,000 boys and girls, were 15 years of age and above. These numbers are impressive. They show that we are now in extension reaching and influencing a substantial number of older rural youth. When compared with the approximately 10,000,000 rural youth in the United States 15 to 24 years of age, however, we see that extension is reaching annually less than 3 percent of this older rural-youth group, and has quite a way to go if it hopes to touch and influence any large proportion of the group...

"...There is, however, a large extension field with our older rural youth groups which we as yet barely are touching. It is a challenging field because it is made up of awakening and inquiring and restless minds. The reports from many States show that extension already is entering this field and accomplishing much...Our hope is that each State may enter the field, to a limited extent, experimentally, a community in a county here and there, as conditions warrant.

"Orientation and guidance of rural youth in the technic, the statesmanship, and the culture of agriculture and home economics would seem to constitute the purpose and the justification of extension's entering this field. By-products of these things are the opportunity given youth to express itself, to get acquainted with itself, to learn the courtesies and amenities of life, to sing, to play, to debate, to study nature, to find companionship, to give service, to live. A larger part of ten million youth would be helped to see further, to enjoy the world and their fellow men more through membership and participation in such clubs."

188. Warren, Gertrude L. Meeting the needs of older rural girls. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 180, 10pp., mimeogr. 1933. 1.9 Ex892Esc

"A paper presented at the meeting of the American Home Economics Association, Atlanta, Ga., June 23, 1932."

"For several years the rural girls of the later teens and early twenties have been challenging the attention of all thinking extension agents, especially those engaged in 4-H club work. That effective methods will ultimately be found whereby a large number of these girls may be reached is indicated in the results of the work for 1931. The percentage of increase in the enrollment of all club members for 1931 as compared with that for 1930 was 8.3; the percentage for girls 16 years of age being 14.6 and increasing for each age group up to 20 years, where the increase in percentage of enrollment was 32.6. Although this very rapid growth in one year's time is good proof that effective methods are being evolved, yet the comparison of enrollments according to age groups clearly defines the large amount of work still to be done..."

"With the gratifying expansion of work with girls from 16 to 20 years of age in 1931, as already indicated, the summary of the answers to a questionnaire regarding the work with girls of this age group should be of special interest to extension workers. Replies were received from a large majority of the States. In all but four of these States a definite program is now being worked out for girls of this age group..."

Future Farmers of America

189. Ezell, Jack, Jr. The Future farmer alumni in Tennessee as community builders. Amer. Farm Youth 2(4): 6. April 1936. 6 Am393
- "In this day and time when youth is floundering in a vain attempt to satisfy that craving for activity that only youth itself knows, some rather significant steps are being made toward the creating of a definitely and judiciously planned recreational course for the benefit of rural young folk. In Tennessee, the Blue Grass chapter of Future Farmers of America Alumni are setting the pace for modern rural youth in community building."
- This article deals with the building and program of the "Oglesby Community Center," in Davidson County, Tennessee.
190. F. F. A's organize alumni associations. Amer. Farm Youth. 1(1): 11-12. March 1935. 6 Am393
- Describes two alumni chapters, one in Montana and the other in Tennessee.
191. Riffe, J. L. Collegiate Chapter of Future Farmers of America organized in Oregon. Agr. Ed. [Des Moines] 5(3): 47-48. September 1932. 275.8 Ag8
- "Realizing the growing importance of the Future Farmers of America and the consequent duties involving upon the teacher of agriculture as a chapter adviser, the students of agricultural education of the Oregon State College met in December and organized a Collegiate Chapter of F.F.A., primarily for the purpose of learning by doing the duties of chapter advisers..."

192. Spuller, C. L. Our future farmers. *Purdue Agr.* 23: 194. May 1929.
6 P97

"The Future Farmers of America is an organization for students of vocational agriculture. It was organized in 1928. These students may either be in the all-day or part-time school.

"Many of the leading vocational departments in the different states have initiated chapters of the 'Future Farmers of America.' Nearly 40,000 boys belong to this organization at the present time.

"The organization of the Future Farmers of America has nine definite purposes in its work. They are: to promote vocational education in agriculture in the public schools of the States; to create more interest in the intelligent choice of farming occupations; to create and nurture a love of country life; to encourage recreational and educational activities for students in vocational agriculture; to promote thrift; to encourage coöperative effort among students of vocational agriculture; to strengthen the confidence of the farm boy in himself and his work; to promote scholarship among students of vocational agriculture; and to develop rural leadership."

193. Ullrich, F. T. A collegiate chapter of Future farmers of America. *Agr. Ed.* [Des Moines] 8(4): 54-55, 64. October 1935. 275.8 Ag8

At the State Teachers College at Platteville, Wisconsin, the members of an agricultural club which had been operative for about fifteen years transformed their club into a collegiate chapter of Future Farmers of America. The organization and activities of the chapter are described in this article.

194. Utah organizes college chapter F.F.A. *Agr. Ed.* [Des Moines] 4: 53. October 1931. 275.8 Ag8

"The Utah Collegiate Chapter of the Future Farmers of America was recently organized at the State Agricultural College, Logan, Utah."

195. Wyoming university organizes college chapter of F.F.A. *Agr. Ed.* [Des Moines] 5(2): 31. August 1932. 275.8 Ag8

"The Wyoming Collegiate Chapter of Future Farmers of America was recently organized at the University of Wyoming. Its purpose is to promote a better understanding of the F.F.A. and the duties of the local adviser. The membership consists of teacher-training students, with former F.F.A.s now enrolled in college as associate members."

FARM-FAMILY PARTNERSHIPS

196. Capper, Arthur. Give farm youth a chance. 3pp., mimeogr. [Washington, D. C.], U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext. 1934.
O.E.S. Library

Editorial in Capper's Farmer, February 1934.

Discusses the need for an improved program for the older farm youth and describes the Farm-Family Partnership Agreements which have been inaugurated in Minnesota.

197. Stegner, W. D. Farm-family partnerships; better agriculture for boys and girls. Minn. Agr. Col., Ext. Div. Special Bull. 136, 24pp. 1931.

"The work described in this bulletin was undertaken in an effort to bridge the gap between the maximum 4-H club age and the age of active investment and proprietorship in farming and farm-home making. The program was aimed to assist a most desirable group of farm young people to maintain and develop their interest in agriculture; to encourage boys and girls just past the 4-H club age to continue in educational effort through the state's agricultural extension service or through attendance at agricultural schools, high schools, or in the College of Agriculture, Forestry, and Home Economics; to point the way to the accumulation of money for educational or farm investment purposes; and to plan wisely for a farm or farm-home future, or for such other future as they may choose. It has shown definitely that family partnerships may be worked out to fit the needs of any type or size of farm without impairing the regular farm income; often, in fact, to its betterment.

"Such a program was decided on because surveys and estimates disclosed the fact that on Minnesota farms there were at the time more than 65,000 boys and girls between the ages of 14 and 21 who are not in school or sharing to an appreciable extent in the home-farm business..."

198. Turner, R. A. Club activities are followed up in father-and-son partnerships. U. S. Dept. Agr. Yearbook, 1930: 166-167. 1 Ag84Y

"...The county extension agent is often confronted with the question of what extension work can be done by rural young people from 20 to 25 years of age. Many 4-H club members reach their fullest development at about the time that the maximum club age is reached. Unless some special activity is arranged for these young people, the extension agent is often deprived of their assistance just as they attain the ability to render most efficient service in extension work. Many extension agents have attempted to meet the situation by urging them to become local leaders of 4-H clubs..."

"To interest young men who are beyond 4-H club age, a father-and-son partnership plan has been established in certain counties, especially in Redwood and Martin Counties, [Minnesota]. The plan, first instituted by the County extension agent in Redwood County, involves a partnership of father and son to carry on some particular phase of farm work under the direction of the extension agent... The ages of these boys range from 20 to 26 years..."

199. U. S. Department of agriculture, Extension service. Home partnerships for older boys and girls. U. S. Dept. Agr., Ext. Serv., Ext. Serv. Rev. 2(8): 114. August 1931. 1 Ex892Ex

"The older farm boy and girl problem is being met satisfactorily in Minnesota through establishing home partnerships in which the parent and the boy or girl each contributes something toward a piece of work and each shares in the profits. At the close of the second year 75 per cent of the home partnerships were still active and the cooperating families voted the plan a success..."

LIBRARIES

200. Burke, Alice B. Youth: Activities of libraries and museums. U. S. Dept. Int., Off. Ed., Circ. 153, 26pp., mimeogr. 1935. 156.3 C492

"In cooperation with other community agencies and with the full utilization of their own facilities, many libraries throughout the country have inaugurated emergency programs to help unemployed persons in their localities. A large number of the activities have been designed for youth's special benefit, but a great many people over 25 years of age also take advantage of them."

While most of the libraries have programs for town or city youth, there are several which aid rural youth. "Rough and ready pioneering jobs are part of the employment which Kentucky's libraries, with the help of FERA funds, have provided for young women... Kentucky has a galloping, pack-horse library. Down in Leslie county, where folks live back in the mountains and the only way to get to them is along creek beds, four women, all under 30 years of age, distribute books on horseback.

"The Oregon State Library has a reading course service which prepares special study courses for the individual. Since December, 1932, when the service was instituted for the purpose of extending library opportunities to unemployed rural youth more than 3,300 young people throughout the state have been helped with home study."

201. Drury, F. K. W., and Lenart, Elta. What some libraries are actually doing for rural readers. Adult Ed. and The Library 5: 75-84. 1930. L.C.

Among the reports from libraries on work with rural patrons are some of work for and with young people. For instance the Washington County Free Library, Hagerstown, Md., prepared a reading course in chemistry for "three ambitious young patrons who had entered a contest offered by the American Society of Chemical Research." All three won prizes.

The Monmouth County Library, Freehold, N. J. "consistently provides the high school graduate with information on vocations in general and on specific vocations."

202. State-wide reading project for unemployed youth. School and Soc. 37: 454. 1933. 275.8 Sch62

"Reading courses for young people who, because of financial conditions, are unable to attend college, and who are unemployed, are now being offered by the Oregon State Library.

"This plan was presented to a group of more than fifty representatives of various educational agencies of the state at a conference called at Salem, on December 6, 1932, by Harriet C. Long, state librarian. Among the agencies represented were the State Grange, the State Congress of Parents and Teachers, the American Legion, the colleges and universities, the State Department of Education, the State Senate and the churches.

"...Courses would be offered without charge and the necessary books loaned by the State Library, the only cost to the borrower being the postage.

"Miss Long reported in March that the courses are evidently meeting a real need. Already more than 200 people in 30 counties are enrolled for 172 courses in 84 different subjects. Many of the students have R.F.D. addresses. Courses requested so far have been chiefly in the vocational field."

RECREATION

203. Cunningham, J. C. Iowa farm boys go camping. Two hundred and fifty attend week-end camps over State. Wallaces' Farmer 52(38): 8. Sept. 23, 1927. 6 W15

A description of camps for older farm boys which were held in five localities in Iowa.

204. Frayser, Mary E. The play and recreation of children and youth in selected rural areas of South Carolina. S. C. Agr. Expt. Sta. Bull. 275, 67pp., illus. Clemson College, 1931.

"The investigation upon which this report is based was undertaken in order to determine what are the interests and activities of farm children and young people when not in school and not at work in the home, on the farm, or elsewhere. It does not, therefore, present a complete study of the use of time, but is a study of the use of leisure: More specifically, its purpose is: 1. To find out what are the social, recreational, religious and educational opportunities (other than day school) which the rural environments under consideration offer for children and youth, and the time devoted by the young people to the opportunities offered. 2. To discover some of the ways in which the social, recreational, religious, and educational opportunities were taken advantage of by the children and young people studied, and how such action was related to their well-being."

The field survey was made in Allendale, Anderson, Florence and York counties. "The data were gathered and recorded during visits to the homes of 617 white and 337 negro young people and children members of both owner and non-owner families." They ranged from 6 to 21 years in age.

"The educational attainment of the young people was found to be influenced by both the educational and economic status of their parents or guardians. ..

"The data gathered go to prove an inadequate provision for all ages in the areas studied for play, athletics, dramatics, community singing, lectures, reading, and church activities, with a consequent lack in the development of those qualities which such activities are calculated to develop...

"Neither school nor community music was found to have a large place in the recreational program of the youth studied...

"The possibilities of club membership for young people were not fully realized by their parents and teachers, nor yet arranged for by adults engaged in rural and urban social and educational work...

"There were no continuation schools and no vocational schools for either race in the rural areas studied. The night schools in the larger centers of the counties in which the districts were situated were attended by only two of the white youth interviewed. There were no night schools offered for negroes.."

"The social contacts in the areas under consideration were fewer and of less variety than those which normally occur in the city. This was to be expected. But they fell far below the possibilities of the environments. There were but few evidences of social planning by and for the community."

205. Glover, Katherine. Youth. Leisure for living. U. S. Dept. Int., Off. Ed. Bull. 1936, 18-II, pt. 2, 126pp. 1936.

Published by the Committee on Youth Problems.

Recreation in rural areas, pp.49-55, discuss recreation of rural young people in Iowa, Milam County, Tex., Clayville, R. I., and Castle Rock, Colo.

The activities of the John C. Campbell Folk School, Brasstown, N. C., The Central West Virginia Recreation and Art League and the Minnesota Rural County Athletic Council are also described.

206. Melvin, B. L. Rural emergency recreation and future rural social planning. Rural Sociol. 1(2): 214-220. June 1936. 281.28 R88

"Efforts of the Works Progress Administration to carry leisure-time programs to rural people have been beset by many disappointments, but some accomplishments have actually been realized. Moreover, those who have worked to make the programs succeed have felt that they were doing much more than merely meeting an emergency. This has definite significance for the future...

"The program of work, as promulgated in rural territory, has consisted of two parts: (1) development of recreational facilities, including the establishment of farmers' leadership-training camps and the construction of community centers; and (2) promotion of definite activities.

"The creation of recreational facilities sponsored by the Works Progress Administration had two objectives: (1) to put available relief labor to work; and (2) to provide recreational centers for rural people. Such a facility, when developed on a comprehensive scale, has been designated as a combination of the farm family's educational and cultural center, community house, and 'country club.' Other names attached have been 'Rural Recreational Reserve' and 'Rural Recreation Center'...

"The recreational activities have ranged in actual accomplishment from zero to one hundred per cent in the various states. Outstanding states are Mississippi, in the South, and New Hampshire, in the Northeast...

"In this same state [Mississippi], a program for youth has lately received special attention. Youth forums have been organized with four-fold objectives: spiritual, mental, physical and social. The so-called spiritual program is promoted through vesper services, according to the report, while glee clubs, dramatics, debates, book reviews, and classes on current events serve to develop the youth mentally. Active sports, like volley ball and baseball, develop the physical side, and the social needs are served through community programs..."

207. Rummell, L. L. A rural recreation center - Jackson Co. (Missouri) churches have model plant. Ohio Farmer 173(2): 30. Jan. 20, 1934. 6 Oh3

"Jackson County has started a novel demonstration in rural community cooperation and recreation with five churches developing a social center at the home of their pastor. Here meetings, picnics, reunions and the like are to be held in a grove, and the little farm is to be an example of good agricultural practice.

"Reverend and Mrs. Bicksler have done considerable work among the young people. At times there would be 200 or more present for an evening's enjoyment through a young people's council."

208. U. S. Department of agriculture, Extension service. More recreation needed, plea of older 4-H club girls. U. S. Dept. Agr., Ext. Serv. Ext. Serv. Rev. 6(8): 109. August 1935. 1 Ex892Ex

"Older 4-H girls are especially interested in social and recreational activities, replied club leaders in 26 States to a questionnaire sent out by a subcommittee on work with the older 4-H club girls, 16 to 21 years of age, for the extension section, American Home Economics Association."

Other activities found interesting to these girls are listed.

The committee suggested that in order to reach more of the older girls, they should be organized with the boys, separately from the younger members and on a community basis. It further suggested that opportunity should be given the members to develop an organization of their own - not adult-dominated, but having adult guidance.

209. Vermont commission on country life. Rural Vermont; a program for the future; by two hundred Vermonters. 385pp. Burlington, The Vermont Commission on Country Life, 1931. 281.2 V59

Chapter XII deals with recreation, and is a report of a study of representative communities of Orleans and Rutland counties made for the purpose of securing information regarding the equipment, facilities and leadership of recreation.

Chapter XII was issued also as Extension Circular 68 of the College of Agriculture of the University of Vermont.

"For the purpose of learning a few general facts about community attitude toward and facilities for recreation; individuals or groups of representative citizens in forty-nine communities throughout the state were asked to fill out questionnaire blanks. Of these communities, forty-one were small villages under 1,000 population, such as Berlin, Fairfield Center, Browningtown, Greensboro, Williston, Waitsfield, etc., and eight were larger towns, Orleans, Barton, Springfield, Montpelier, St. Johnsbury, Waterbury, Northfield and Newport.

"An attempt was made to discover what organizations were present in the various communities which offered recreational opportunities for the young people. Group A (the group of smaller villages) reported eighty-three of these, or two per community, thirty-four being 4-H clubs; twenty, Christian Endeavors; thirteen, Scout organizations; and the others were Epworth Leagues or Young People's Societies or Camp Fires. In Group B there were thirty-three of these organizations, or four per community; seven being

4-H clubs; seven, Christian Endeavors; eight, Scouts; four, Outing Groups; and the remainder, Epworth Leagues, Young People's Societies or Camp Fires."

Facilities for recreation include Libraries; Athletic fields, pools, game rooms, etc.; Music - bands, orchestras, community sings and radio; Community amusements, consisting of Chautauqua, lecture courses, musical programs; local talent plays, winter sport carnivals, holiday celebrations, and movies; Recreation provided by churches: socials, suppers, picnics, games, and plays.

RELIEF

210. Hulett, J. E., Jr. Rural youth on relief February 1935. U. S. Fed. Emergency Relief Admin. Div. Research, Statis. and Finance, Research Sec. Research Bull. H-5, 25pp., mimeogr. 1935.

"This bulletin presents basic data concerning youth in rural households on the general relief rolls in February, 1935, the analysis being made near the peak of rural relief. Total relief (with the exception of the C.W.A. period) increased gradually up to January 1935, remained almost stationary for three months, and then began to decline. The trend of rural young persons (16 to 24 years of age) on relief, roughly the same, was about as follows:

"October 1933 - 840,000; February 1935 - 1,370,000; May 1935 - 1,150,000.

"Over half of the reduction in general rural relief from February to May represented a transfer of cases from relief to resettlement so that to this extent, the youth involved are still in the care of emergency agencies.

"While there has been a considerable reduction since February in the gross number of rural youth on relief, it is believed that age, sex, and occupational distributions of relief youth have changed in no great degree." -Introduction.

Tables and maps are included.

211. Kirkpatrick, E. L. Relief, rehabilitation and rural youth. Amer. Sociol. Soc. Pub. Papers (Human Problems of social planning) 29(3): 159-160. August 1935. 280.9 Am37

"To date, programs for relief and rehabilitation in the rural areas have given too little attention to the needs of youth.

"As a matter of fact, youth does figure in the rural relief program. Recent studies conducted by the Division of Research, Statistics and Finance, F.E.R.A., in Michigan, Wisconsin, and Minnesota, show from 25 to 43 per cent of the rural families on relief (June 1934) to have young people over 16 years of age. The proportion was 31.2 per cent, or 548 in a total of 1756 families studied.

"In another study among 771 families in eight selected areas of Wisconsin 26.8 per cent of the rural families on relief had young persons more than 16 years of age. By counties this proportion ranged from 17.2 in Eau Claire County to 37.7 per cent in Kenosha County. A third study in three village areas shows 27.2, 30.2, and 32.0 per cent of relief cases to have young people 16 or more years old. Relief authorities are becoming more aware of...the vocational needs of youth."

212. Kirkpatrick, E. L. Rural rehabilitation and relief. 15pp., mimeogr. Madison, Wis. Emergency Relief Admin. 1934. 281.2 K63

This is a preliminary report summarizing "the results of a survey of approximately 900 rural families on relief in eight counties or groups of counties in Wisconsin. Information was obtained from case records and case workers. It was analyzed by the Rural Division of the Wisconsin Emergency Relief Administration.

"With respect to age, slightly less than one-third of the persons in all households were less than ten years of age, 32.3 per cent. About the same proportion (31.6 per cent) were 10-24 years, and approximately one-third (33.7 per cent) were 25-64 years.

"With respect to their usual occupation, that is, in 1930 or prior to the depression, exactly one-half of the heads of households were farmers, not including farm laborers." 63.5 per cent were directly connected with farming.

213. Kirkpatrick, E. L. Rural young people in relation to relief and rehabilitation. Wis. Agr. Col., Ext. Serv., Special Circ., January 1935, 6pp., mimeogr. Madison. 1935. (Rural Youth and Rural Life Series)

Cover title: Rural Youth and Rural Rehabilitation.

Paper delivered before the annual meeting of the American Sociological Society, Chicago, Illinois, December 28, 1934. It summarizes the results of a questionnaire sent to some 600 teachers of rural sociology, county agricultural agents, school superintendents and relief directors in Wisconsin. About one-fifth of this number responded with usable replies to questions on the effect of the economic situation on rural young people, the attitudes of rural young people toward relief, the effect of the present relief program on rural young people, and what type of relief is needed.

"In summary, the general tone of all the answers pointed to additional consideration of rural young people in a revised relief and rehabilitation program. There is need for capital for those who desire to establish themselves in farming or rural industry. There should be a chance at jobs whereby all can have employment with reasonable wages and at least optimum satisfactions. There must be opportunity for continuing education for those who are not satisfied with their present attainments with respect to efficient living in home and community."

214. McCormick, T. C. Comparative study of rural relief and non-relief households. U. S. Works Prog. Admin., Div. Social Research., Research Monog. II, 14pp. 1935. 173.2 W89Re

"As a follow-up of the Relief Census taken by the Federal Emergency Relief Administration in October 1933, a need was felt for a survey that would describe in more detail a sample of the rural families receiving relief in the chief commercial farming regions of the country, and that would compare them with their nearest neighbors who had never received public relief.

"Accordingly, the Survey of Rural Relief and Non-Relief Households was conducted as of October 1933 in 47 sample counties selected in 19 states and falling within 13 distinct types of

"Like their parents, children of relief households were handicapped educationally in comparison with those of non-relief households, but the difference was less than between heads 25 years of age and older. During the years of compulsory attendance only small percentages of both relief and non-relief children were not attending school... As soon as the age of compulsory attendance was passed, however, relief children dropped out of school more rapidly than non-relief. For example, 70 percent of the non-relief but 55 percent of the relief children, 16 and 17 years of age, were in school...

"About one seventh of the households receiving relief reported some member or members 16 years of age and over, other than the head, gainfully employed in October 1933...

"That the earnings of females helped to keep a small percentage of families off relief is suggested by the fact that nearly 15 percent of the females 16 years of age and over in the non-relief population were gainfully employed, whereas this was true of less than 8 percent in the relief population."

215. Thomas, Margaret. Study of 156 Federal transients ages 12-28 for whom return transportation was paid, December 1933 through June 1935. Washington. Dept. Public Welfare Monograph 8, 13pp., mimeogr. Olympia. 1935. WPA Library

Of 156 transient boys in Washington, 51 were from places of less than 2500 population; 51 were from places of 100,000 or more; and the rest from places larger than 2500 but less than 100,000; that is, they were about equally divided among these three types.

216. U. S. Works progress administration. Statistics of youth on relief. U. S. Works Prog. Admin. Research Bull. Ser. I, no. 16, 31pp., mimeogr. 1936.

Pages 19-23 deal with statistics of rural relief youth. It includes Table XIII. Estimated number of rural youth, 16-24 years of age, receiving relief in May 1935, classified by sex, residence, family membership status, and work status; Table XIV. Estimated number of rural youth, receiving relief in May 1935, classified by age, and school attendance; Table XV. Estimated number of rural youth, 16-24 years of age, receiving relief in May 1935. Classified by employment status and work experience, by sex; Table XVI. Estimated number of rural youth, 16 to 24 years of age, receiving relief in May 1935, classified by current employment status.

217. U. S. Works progress administration, Division of social research. Youth on relief. 29pp., charts. [Washington, D. C.] 1936. 173.2 Yo8Yo

"Prepared...for National Youth Administration."

"The purpose of this booklet of pictographs is to present some of the more basic facts relating to the characteristics of youth - that is, persons aged 16-24 - in the United States, with special reference to youth on relief." - Preface.

"Of all youth on relief 60 percent (1,727,000 in May 1935) live in urban areas, 30 percent (827,000) in open country farm or non-farm territory, and 10 percent (323,000) in villages..."

The proportion of white and colored youth on relief in rural and in urban areas is shown and the percentage of farm operators and farm laborers is given.

RELIGION

218. Baker, O. E. The church and the rural youth. (In National Catholic Rural Life Conference. Catholic Rural Life Objectives, pp.7-29. St. Paul, Minn. [1936]) 281.2 N216

"The rural youth...need the churches. In this era of confusion, they need to consider the teachings of the churches, the only institutions which survived the decline of the ancient Roman Empire. The churches of nearly all denominations stress the spiritual as more important than the material, the future as more important than the present, and, above all, the worth of the human soul. The youth need to be taught early in life the lessons of thrift and sobriety, of honesty, and integrity, virtues that are essential to the survival of civilization. The youth need the churches to bring them comfort in times of trouble and strain..."

Dr. Baker devotes a paragraph to the outlook for rural youth.

219. Ellison, J. M. Negro church in rural Virginia. South. Workman 60: 67-73, 176-179, 201-210, 307-314. 1931.

On pp. 201-210 the young people's part in the church organization, which is very slight, is discussed.

220. Hamilton, C. H., and Ellison, J. M. The Negro church in rural Virginia. Va. Agr. Expt. Sta. Bull. 273, 40pp. Blacksburg. 1930. Selected bibliography, p.40.

The young people's problem is discussed on pp.20-22. The majority of the young people in the Negro rural church are found to be inactive members. The attitude of the older members in considering them incapable of assuming leadership is largely responsible. There is little to interest them in the program of the church which is arranged largely for adults. The increasing educational attainments of the younger group intensifies the problem. The church has always placed a ban on the social interests of youth - on such amusements as baseball, dancing, and card playing. The urban migration of many of the young people weakens the church. It should try to furnish a better type of social and recreational life for its younger members.

221. Hamilton, C. H., and Garnett, W. E. The rôle of the church in rural community life in Virginia. Va. Agr. Expt. Sta. Bull. 267, 191pp. Blacksburg. 1929.

Selected bibliography, pp.189-191.

Chapter VI, Church Relations of Rural Young People, discusses these topics: New emphasis on religious education of youth; methods of approach; young people's religious organizations; in what ways are young people's religious organizations considered most useful and effective? State assemblies for young people; religious group contacts of rural young people; and obstacles to efficient young people's organization work in rural areas. These obstacles seem to be a lack of leadership, a divided constituency, and duplication of work of other church organizations.

222. McLaughlin, H. W. The country church and public affairs. 260pp. New York, The Macmillan Co. 1930. 281.2 M22C

"The Institute of Public Affairs at the University of Virginia, which met August 4 to 17, 1929, considered The Task of the Country Church of such vital importance that it was made the topic for one of its Round Tables. This book is the result...

"The church uses play now, not merely to attract young people but because it recognizes that the best way to teach ethics and morality is to inculcate them into the habits and attitudes of people...

"Sunday-school teachers and ministers who live in the country have the opportunity to capitalize the 4-H club movement for the church...

"The church and city life alike has suffered all too long and far too much already from their neglect of the play life of their youths. But what we would note is this, while we have been greatly concerned about our city young people, no such united effort has been made to provide an adequate program for the play life of the country boy and girl. On the whole they have been left to shift for themselves...At last, both the church and the state are waking up to this situation. They are now turning their attention to the country life and to the country church as never before, following the lead of the great national associations."

223. Mather, W. G., Jr. The rural churches of Allegany county. N. Y. Cornell Agr. Expt. Sta. Bull. 587, 31pp. Ithaca. 1934.

Organizations for the young people are discussed as follows:

"Only a few of the denominations at work in the county had organizations for the young people of their communities, aside from the usual Bible-school classes; and of those that did, few have kept records for very many years. However, 2 of them, the Methodist Episcopal and the Seventh Day Baptist, had membership records.

"The decline in membership in young-peoples organizations was more pronounced than that in either the Bible-school or the church membership, and unlike them, was a steady downward curve..."

224. Sundt, E. E. The country church and our generation. 160pp. New York, Chicago, F. H. Revell Co. 1932. L.C.

Chapter III. The New Day Offers Greater Opportunities, discusses the number of country young people outside the church and mentions ways of interesting this group in the work of the church.

VOCATIONAL AGRICULTURE AND HOME ECONOMICS

225. Adams, R. M. Oregon part-time class gets results. Agr. Ed. [Des Moines], 3(9): 144. March 1931. 275.8 Ag8

The class held at the Forest Grove High School, Oregon, is described.

226. Allison, H. D. Meeting the needs of part-time boys. Agr. Ed. [Des Moines], 8(4): 59-60. October 1935. 275.8 Ag8

The teacher of agriculture of the Kirkwood, Illinois, schools, describes his plans for organizing and conducting part-time schools in his district.

227. Anderson, A. T. A three-year part-time course. Contrary to expectations, Pontiac, Illinois, finds its best field for agricultural teaching among the boys out of school. Agr. Ed. [Des Moines] 1(10): 7-9. October 1929. 275.8 Ag8

A survey of the community in which Pontiac is situated showed that 58 per cent of the boys from 8 to 19 years of age in the county were out of school and working on farms. It was for these boys that the winter, short, course at the Pontiac high school was inaugurated. This course has been very successful in reaching them.

228. Angerer, C. L. Part-time classes in agriculture. Agr. Ed. [Des Moines] 7(8): 124, 128. February 1935. 275.8 Ag8

"From an address before the State Supervisors, Sub-Section of the American Vocational Association at Pittsburgh, December 5...

"...The figures show that there are from 4 to 125 former vocational agriculture students now farming in each of these 35 communities, with an average of 44 boys. To me, and I am certain to many of our instructors, this proved beyond a doubt the necessity for further training of this particular group who were once ours and who in a majority of cases would welcome the chance of returning for advanced training...

"In Missouri our supervised practice program with the part-time group will be one of assisting these boys to make necessary adjustments in their farming operations, to secure farms of their own, and at this particular time much assistance can be given to establishing them on good land through the use of credit from the Federal Land Bank."

229. Arkansas. Department of education. Four years with the public schools in Arkansas, 1923-1927. Vocational agriculture and home economics Ark. Dept. Ed. Bull. 11, pp.467-522. Little Rock. 1927. 275.1 Ar43

"Part-time work is offered for young men who have left school and who return for instruction in agriculture and such other subjects as will improve their civic and vocational efficiency. This instruction is usually given in what is known as unit courses, and at that time of the year most convenient to the students taking the work. Ford auto and tractor mechanics courses are very popular with part-time students, as well as the many courses in vocational agriculture.

"Recent statistics of the United States Bureau of Education show that 60% of the Arkansas pupils who enter school drop out before they enter high school. This means that part-time classes in Agricultural Education, in which reading, writing, farm arithmetic and other civic improvement projects are taught, offer a very large field."

230. Backstrom, R. V. My impressions of part-time schools. Agr. Ed. [Des Moines] 7(6): 90. December 1934. 275.8 Ag8

Suggestions are given for interesting young people in part-time study in agriculture.

231. Barrett, R. L. A part-time school for farm boys in Mississippi. Agr. Ed. [Des Moines], 6(12): 189. June 1934. 275.8 Ag8
A description of part-time classes in agriculture in the Hickory Flat, Mississippi, high school in 1932 and 1933.
232. Baudoin, J. W. How I organized a part-time class. Agr. Ed. [Des Moines], 7(12): 187. June 1935. 275.8 Ag8
This article discusses the organization of a part-time class in vocational agriculture in Cloutierville, Louisiana.
"They formed an organization and named it the Part-time Club of Cloutierville with a president, secretary and reporter...
"My idea is that this part-time class will do more toward selling vocational agriculture to the community than any other undertaking..."
233. Baylor, Adelaide S. Vocational education in home economics. Twelve years of home-economics education under the National vocational education acts. U. S. Fed. Bd. Vocat. Ed. Bull. 151, 166pp. 1930. (Home Economics series no. 12) 173 V85B
Part-time schools for training in home-making, designed to reach girls and women, either in the wage-earning field or at home, who cannot attend school five days a week, are described.
"The expansion of the part-time schools is aided greatly by the enactment of the compulsory part-time attendance laws. Such laws were in operation in three States in 1917, when the national Act for vocational education was passed, and a fourth State had a permissive mandatory part-time education law.
"From 1919 to 1922, 16 States enacted compulsory part-time education laws; and 4 States, permissive mandatory part-time education laws. All of these inaugurated part-time programs in home-economics education...
"The increase in the number of part-time vocational schools in home economics, or reimbursable units from 1919 to 1929 (no data for 1918) is 76, or 281 per cent; in the number of teachers employed 98, or 138 per cent; and in the number of pupils enrolled 16,073, or 375 per cent. The enrollment of pupils in part-time schools supported wholly from State and local funds has increased 9,052, or over 2,000 per cent in the past four years, but this increase has been almost entirely in one State."
234. Blackwell, J. D. The organization and supervision of vocational education in Maryland county high schools. 191pp. Baltimore, Md. The Twentieth Century printing co., 1929. 275.1 B56
Thesis (Ph.D.) - Johns Hopkins University.
"...According to the Federal Board for Vocational [Education] Report for 1924, but 2,143 of the 1,200,000, or approximately one fifth of 1 per cent, of farm boys between the ages of 14 and 21 were reached through part-time instruction, and those in 7 of the 48 states. On the basis of the 1920 census it has been estimated that there were in Maryland at that time 18,000 farm boys between 18-20. Of this number, less than 8,000 were in high school..."
Mr. Blackwell offers suggestions for the organization and teaching of part-time groups.

235. Blauch, L. E. Federal cooperation in agricultural extension work, vocational education, and vocational rehabilitation. U. S. Dept. Int. Off. Ed. Bull. 1933, no. 15, 297pp. 1935. 156.3 B87 Bibliography, pp.287-297.

"The object of this study is to trace the evolution of Federal cooperation in agricultural extension work, vocational education, and civilian vocational rehabilitation under the Smith-Lever, the Smith-Hughes, and similar acts.

"For the various lines of teaching the Commission [on National Aid to Vocational Education] recommended all-day schools, part-time courses, and evening courses. Its bill stipulated that at least one-third of the sum appropriated to any State for the salaries of teachers of trade and industrial subjects, should, if expended, be applied to part-time schools or classes for young workers over 14 years of age who had entered upon employment. In fact, so much was the commission impressed with the part-time school that it was at one time inclined to limit all Federal aid to that type of school.

"The development of vocational training in agriculture has been largely affected by the provision written into the Federal statute requiring directed or supervised practice in agriculture on home farms of the pupils or on farms provided by the schools, for at least 6 months per year. This provision applies to part-time and evening courses, as well as to courses for pupils enrolled for full-time work in day schools.

"Part-time schools for farm boys who have left school and are not yet established in farming have had a rather slow development. The reasons for this may be found in the common attitude of the farm boys toward farming and school attendance. Such schools have, however, been successfully conducted in some localities for a number of years. Usually the classes meet for periods of a month or more during the dull seasons on the farm."

236. Bruner, W. H. Three years of part-time work. Agr. Ed. [Des Moines] 5(7): 103. January 1933. 275.8 Ag8
A description of part-time classes in agriculture in the Montpelier, Ohio community.

237. Bull, Frate. Part-time work in west Tennessee. Agr. Ed. [Des Moines] 5(7): 102. January 1933. 275.8 Ag8
"Fifteen of the 49 white teachers of vocational agriculture in West Tennessee are teaching part-time classes in 1932-33. There were only three classes in 1931-32, and none the previous year..."

Reasons for the rapid growth of this work are listed.

238. Chapman, H. W. Part-time work in Baldwin, Wisconsin. Agr. Ed. [Des Moines] 5(11): 173, 176. May 1933. 275.8 Ag8

239. Chapman, P. W., and Sheffer, L. M. Vocational agriculture in Georgia high schools. Organization and administration. 54pp. Atlanta, Ga. State Bd. Vocat. Ed. [1927] Off. Ed. Library.
Work with part-time classes for out-of-school farm youth is described.

240. Christensen, C. L. A farm folk school. Rural Amer. 13(4): 3-4. April 1935. 281.28 C83

Describes the new farm short course offered at the University of Wisconsin which is for young men on the farms who have reached maturity. "It is a two year (15 weeks each) education set-up..."

"The curriculum, or course of study, is built around the social and cultural needs, as well as the vocational interest of young farm men."

241. Christensen, C. L. The folk school idea in action. Training for rural organization, rural citizenship, distribution, farming. 16pp. [Madison, University of Wisconsin, 1935. Dr. Melvin's Office

Cover title: An Educational Opportunity for Young Men on the Farm.

In this folk school idea, the "University of Wisconsin adapts to the needs of the young adults from Wisconsin farms the idea of the Folk Schools which gave to Denmark a disciplined and informed rural leadership that literally remade Denmark's national future.

"It rests upon the sound idea that the men who are to run farms require an education that trains them as directly for their task as law schools train lawyers or medical schools give us physicians..." -Foreword.

242. Clements, D. M. A part-time survey in Tennessee. 14pp., mimeogr. [Nashville, State Dept. Ed., Div. Vocat. Ed. 1926]

A questionnaire sent out by the State supervisor of vocational Education to teachers of vocational agriculture throughout the State was filled out by 937 boys. Information relating to ages, grade at time of quitting school, number of years out of school, present occupations, reasons for leaving school, distance from a department of vocational agriculture, courses wanted, etc., was secured.

243. Cline, R. W. The mystery in vocational agriculture. Agr. Ed. [Des Moines, 1(10): 3-4. October 1929. 275.8 Ag8

"Someone has called part-time instruction the mystery in the program for vocational agriculture. The general success of part-time instruction in vocational agriculture has been most varied. While the work has enjoyed splendid progress in some sections, in others where the possibilities were apparently as good, efforts have resulted in almost complete failure.

"The state surveys and school census figures have indicated that from 40 to 50 percent of rural boys between the ages of 14 and 21 are out of school. Thus the part-time instruction movement was launched upon two propositions: first, that approximately half of the farm boys of high school age were out of school and second, that it was the responsibility of the public school to reach these boys with appropriate civic and vocational training despite the fact that they had chosen to go to work rather than remain in school..."

A survey, made in Montgomery County, Va., showed a total of 261 farm boys out of school. In the same year only 54 boys were receiving training in vocational agriculture in the two agricultural high schools of the county.

244. Cowart, L. L. A successful part-time course in agriculture. Agr. Ed. [Des Moines] 4(10): 169, 176. April 1932. 275.8 Ag8
"During the spring, summer, and fall of 1931, the boys of the Agricola Community [Mississippi] carried out a successful part-time course." Interest of the boys had first to be aroused through the formation of a club which is interested in athletics, educational tours, recreation, civic and school improvements, and a co-operative agricultural spirit.
245. Cox, W. O. Texas part-time course effective. Agr. Ed. [Des Moines] 4(10): 169. April 1932. 275.8 Ag8
The part-time class in agriculture at the Georgetown, Texas high school, which was organized October 7, 1931, is described. The enrollment has increased to 38 with an average attendance of 26 at each meeting.
246. De Valois, J. J. The vocational agricultural education movement in the United States. Agr. Jour. India 24: 36-45. 1929. 22 Ag83
"...By referring to chart IV, a comparison is found from a nation-wide survey. It is based upon the number of farm boys who had had one or more years training in vocational agriculture. It showed that 59 per cent were actually farming; 6 per cent were in related occupations; 9 per cent were in agricultural colleges, thus making a total of 74 per cent efficiency from the occupational standpoint...
"...In 1921 other types of schools were first introduced. These were designed to reach the boys who had dropped out of school for various reasons as well as the adult farmers of the community. Part-time schools were established for the adolescent where they could attend during the period of slack farming operations. The special schools of agriculture are being used for this work to a large extent. Short courses at the State college of agriculture during the winter months are also attracting large numbers of such boys as have gotten out of step with the regular school system. By these special means, the earlier grade school training is salvaged and put to productive usefulness. Many of such schools are the means of creating new visions for expanding the mental ability for such boys and is making them better rural citizens."
247. Devlin, E. A. Long-time programs for part-time schools. Agr. Ed. [Des Moines] 7(10): 155. April 1935. 275.8 Ag8
Programs for 1933 and 1934, and plans for 1935 are given for the part-time schools of Dundee, New York.
248. Douglass, B. Part-time school at Sardis, Tennessee. Agr. Ed. [Des Moines] 7(7): 107. January 1935. 275.8 Ag8
Description of the organization and class work of the agricultural part-time class at Sardis.

249. Draheim, E. R. Organizing and conducting a part-time class at Lakefield, Minnesota. Agr. Ed. [Des Moines] 8(1): 9. July 1935. 275.8 Ag8
Mr. Draheim tells how he organized and conducted part-time classes of 32 boys, ranging from 17 to 25 years of age.
250. Dykes, J. C. Rapid development of part-time work in Texas. Agr. Ed. [Des Moines] 5(8): 120, 121. February 1933. 275.8 Ag8
"A prodigious jump in the number of part-time classes in Texas was one of the outstanding features of the vocational year 1931-32. The increase was from 1 part-time class with 22 boys enrolled in 1930-31 to 45 classes with 762 boys in 1932...
"There are two rather distinctive types of part-time groups. One is made up of former students of vocational agriculture who have either graduated from high school or who have had to drop out of school after completing one or more years of agricultural instruction. The other is made up of out-of-school boys who have not had instruction in vocational agriculture."
251. Eckstrom, G. F. A part-time school for farm boys of Audubon, Iowa. Agr. Ed. [Des Moines] 6(12): 188. June 1934. 275.8 Ag8
"One of the most successful part-time classes thus far taught in Iowa was organized at Audubon. The course, which dealt with farm mechanics and related problems, was attended by 21 young men ranging from 17 to 26 years of age. The previous educational experience of the group varied from seventh grade to a year of college work. The group met two afternoons each week for ten weeks, beginning the middle of December. Of the 20 half-day sessions a total of only 15 absences were recorded, attesting to the interest which the class took in the course..."
252. Eldridge, H. D. Large part-time class studies farm mechanics. Agr. Ed. [Des Moines] 3(5): 74. November 1930. 275.8 Ag8
One of the largest part-time classes in the United States was sponsored by the vocational agricultural department of the Greeley High School, Greeley, Colo. The class lasted from February 17 to March 17, 1930, with an enrollment of 61.
253. Eldridge, H. D. Part-time courses and father and son conferences. Agr. Ed. [Des Moines] 5(5): 76-77. November 1932. 275.8 Ag8
"Part-time classes for the out-of-school farm boys have been held for the past six years at the Greeley [Colo.] high school. The enrollment for the first four years averaged 52 boys. One year 61 boys were enrolled. Since the first series of meetings six years ago we have never had an attendance problem. The real difficulty has been to efficiently instruct those who came year after year...
"Most of the part-time classes have been in farm mechanics. One class was in farm business practices. The part-time group selected their own type of class and the jobs to be taught. A large part of the boys return from year to year, although at least 250 different boys have attended at one time or another."
The father and son conference was designed to encourage closer cooperation of the parents with the boy in his supervised practice program.

254. Federal board requirements in part-time agricultural education. School and Soc. 24: 234. Aug. 21, 1926. 275.8 Sch62

"The Agricultural Education Service of the Federal Board for Vocational Education, through C. H. Lane, chief of the service, recently issued a summary of its recommendations on minimum requirements for part-time extension courses in agricultural work for farm boys who have left school." The summary includes: Enrollment, Content of instruction, Length of instruction periods, Time and number of meetings, Qualifications of teachers, Supervised practice and Reports.

255. Fetterolf, H. C. Vocational agriculture in Pennsylvania. Pa. Dept. Pub. Instr. Bur. Vocat. Ed. Bull. 8, 36pp., illus. Harrisburg. 1927. Off. Ed. Library

Rural community vocational schools, which are designed to prepare boys and girls for the vocations of farming and home making, are described.

256. Fife, Ray. The organization and financing of vocational education in agriculture for Ohio. Development of present policies and program description of needs and facilities and recommendations for future State program. U. S. Fed. Bd. Vocat. Ed. Bull. 144, 56pp. 1930. (Agricultural series no. 37) L.C.

Thesis (Ph. D.) Columbia University.

Contents: Introduction; A decade of progress in vocational agricultural education; The distribution of the vocational teacher's time; The needs for expansion of the State program; The future State program.

"A survey of the young men 16 to 25 years of age on farms was conducted in 92 communities located in 53 counties of the state. In the area of 4,317 square miles 3,570 young men were located. It was found that the typical young man in this part-time group was 20 years of age, single, located 4.1 miles from school, and had no responsibility for the management of the farm."

257. Fisackerly, R. H. Part-time work at Morgan City, Mississippi. Agr. Ed. [Des Moines] 6(11): 171. May 1934. 275.8 Ag8

258. Fitzgerald, N. E. Vocational agriculture in Tennessee high schools. Junior-Senior High School Clearing House 4: 142-146. 1929. L.C.

"Part-time classes have not yet made much progress, only 52 persons were reported as being enrolled in this type of work in 1928. The tendency here, however, is to enroll boys between the ages of sixteen to twenty-one in the evening classes instead of organizing special classes for them. Part-time work is intended for persons of the above ages, expecting that they will spend a part of their time in school and a part of it in the business of farming. A study made of available boys between the ages of fourteen and twenty-one in the Ritta community in East Tennessee, by A. L. Rubin, teacher of vocational agriculture and a similar study made in the Chester County High School community in West Tennessee by T. H. Williams, teacher of vocational agriculture, showed that there were relatively few boys available who were interested in continuing the study of agriculture and who live close enough together to organize a class satisfactorily."

259. Fulmer, C. A. Development of vocational education. Natl. Country Life Assoc. Proc. (1929) 12: 161-164. 1930. 281.2 N213

"This discussion must be limited to the types of vocational education included in the Federal Vocational Act (Smith-Hughes) and then with special emphasis upon those which are closely related to rural life.

"When that law was enacted (1917) only eight states were attempting such vocational education with an enrollment of 25,000 students in all classes... So rapid has been the growth of the program that now (1928) all forty-eight states are taking advantage of its provisions and the student body has increased from 25,000 to 999,031, or nearly 4,000 percent."

In Nebraska, used as a type state of the Middle West, during the year ending June 30, 1928, "11,124 men, women, boys and girls regularly enrolled in classes received systematic instruction in agriculture, trade and industrial, and home economics education. The courses covered a wide range of subjects suited to the needs of the students."

The work was done in three kinds of classes: evening, part-time and all-day, as follows: "Agricultural education: (a) Evening agricultural classes; Enrollment: 422 men, 47 women. (b) Part-time agricultural schools; Enrollment: 41 boys, (c) All-day agricultural departments; Enrollment: 1,741 farm boys. Altogether 2,251 men and boys and 47 women were receiving systematic instruction in agriculture."

Part-time agriculture schools: "Instruction in agriculture and related subjects for farm boys between the ages of fourteen and twenty-one who are not regularly enrolled in school was conducted in a few places. This is a new program and needs thoughtful consideration by those persons who are interested in the out-of-school group of farm boys. Usually they are boys who have felt that the regular high school course did not meet their needs."

260. Garrison, W. H. Part-time education in agriculture. 63pp., and Appendices. Nashville, Tenn., George Peabody College for Teachers, 1926.

Thesis (M. A.) - George Peabody College for Teachers.

Not seen. Probably available in the library of the institution at which it was presented.

261. Garrison, W. H. Part-time summer schools. South Carolina discovers a place for part-time work in its yearly program. Agr. Ed. [Des Moines, 1(10): 5. October 1929. 275.8 Ag8

"At present South Carolina has 30 white and 32 colored agricultural teachers conducting part-time classes with a total enrollment of 474. For the year ending July 1, 1929, approximately 465 part-time boys completed supervised practice work with a labor income of \$45,625.63..." The subjects taught are so handled as to deal directly with the problems of farm boys and farmers.

Special part-time summer schools are held in various sections of the State, for three weeks during the month of August. Each teacher canvasses the community, with the help of his local chapter of Future Palmetto Farmers, and locates the available material.

262. Green, J. C. Part-time class in Powhatan agricultural high school, Virginia. Agr. Ed. [Des Moines] 6(12): 189. June 1934. 275.8 Ag8
"Problems which confront the individual were discussed in the group. Then information composed largely of experimental data was dug out on the individual basis. After the information had been secured, there was another general discussion period to reach definite decisions.
"Special emphasis was laid on courses embracing farm readjustment. Leaks in the farming program were looked for...
"The very fact that there is an increasing desire on the part of former students to attend the part-time class is evidence enough of its value."
263. Hagler, E. E. Last year's part-time class at Wheat high school, Tennessee. Agr. Ed. [Des Moines] 7(7): 107. January 1935. 275.8 Ag8
Discusses recruiting of students, nature of the course and social and recreational activities.
264. Hamlin, H. M. The needs for part-time education in rural communities in Iowa. Agr. Ed. [Des Moines] 6(6): 88. December 1933. 275.8 Ag8
"Iowa is seriously undertaking a part-time school program. As a first step, a study has been made of the clientele available for such schools in six rural communities in the state...The data were gathered in the fall of 1932...
"A large number of prospective students was found. In the six communities, comprising 693 square miles, there were 652 rural boys and young men of the ages included, nearly 1 per section...
"The boys in the different communities varied widely in their educational attainments...
"About 60 per cent of the persons discovered, both male and female, were under 21 years of age. The others were in the age group 21 to 25, inclusive...
"Failure of agencies other than the school to care for this group adequately was indicated by the fact that only 46 per cent were reported to be interested in church work and only 1.4 per cent were 4-H Club members."
265. Harrison, H. F. Part-time education by the vocational agriculture department. Agr. Ed. [Des Moines] 7(6): 91. December 1934. 275.8 Ag8
A description of the organization and courses offered in part-time schools of the Warren High School, Warren, Minnesota. The program of work is given.
266. Helyar, F. G. Short courses for real farming. N. J. Agr. 11(10): 1-2. October 1929. 275.28 N46
A description of the 12-week short course in agriculture at the New Jersey State College of Agriculture.
267. Henderson, C. O. A part-time course in Mississippi. Agr. Ed. [Des Moines] 5(7): 102. January 1933. 275.8 Ag8
"A special survey by C. F. Clark, agriculture teacher of the Philadelphia School, Mississippi, revealed that there were 35 boys

within a radius of five miles of the school who were part-time prospects. After the survey was summarized and studied, Mr. Clark made a definite outline for doing this work."

The outline is included.

268. Hendrickson, D. A. Part-time schools at Hayward, Wisconsin. Agr. Ed. [Des Moines] 1(10): 6. October 1929. 275.8 Ag8

"Vocational agriculture has now been a part of the Hayward high school curriculum for two years. During these two years three part-time schools have been conducted."

The first part-time work offered was a course in rope work and auto mechanics. The other two were in farm accounts and in farm shop work.

269. Hendrix, R. E. Why not a part-time class? Agr. Ed. [Des Moines] 5(5): 77. November 1932. 275.8 Ag8

Shows the results of surveys made in the Carter High School Community and the Ritta Community of Knox County, Tennessee as to the need for part-time instruction in agriculture.

270. Hicks, E. B. Factors influencing attendance on part-time schools. Agr. Ed. [Des Moines] 4(11): 188. May 1932. 275.8 Ag8

Mr. Hicks, who is an instructor of vocational agriculture at the Loveland High School, Loveland, Colo., lists the promotional work, a careful working out of the type of course which the boys would like, the time of meeting, etc., as the factors which influence attendance.

271. Hitchcock, Sam. Bachelor club members form part-time group. Agr. Ed. [Des Moines] 8(9): 141. March 1936. 275.8 Ag8

Description of a part-time group which had as a nucleus a club already organized of young farmers at Buffalo, Wyoming.

272. Holberg, R. H. Ortonville part-time program. Agr. Ed. [Des Moines] 8(3): 45. September 1935. 275.8 Ag8

The author points out the need for making available "to unfortunate young farmers the opportunity for a practical study of modern agriculture and its complicated problems in Western Minnesota where virtually every farmer has suffered two crop failures in the past two seasons, even without sufficient feed to maintain a foundation herd of livestock, and consequently have become entangled in the government provisions for farm relief and rehabilitation.

"It was for the discouraged class of young farmers who, for various reasons, were not fortunate [enough] to proceed after their rural school education into high school or agricultural school, that this part-time agricultural program was organized...

"From all parts of the county youthful farmers made the trips to the Ortonville school to participate in the program, usually once a week, sometimes twice. Five lads drove 25 miles to the meetings...

"Study courses were conducted in government, farm accounting, the program of the Agricultural Adjustment Act, cold metal and farm shop wires, animal diseases, and a regular period for recreation...

"These lads ranged from 17 to 24 years old with one pupil 34. Some of them are active members of the Future Farmers of America and do considerable work as junior leaders in their own communities. They carry on supervised practice work on their farms and report the progress made following the conclusion of their part-time education."

273. Hoskins, E. R. An analysis for adult and part-time programs for vocational education in agriculture. Agr. Ed. [Des Moines] 7(7): 106. January 1935. 275.8 Ag8
"This outline should be of particular value at this time to those who are planning the organization of a 'Young Farmers' Vocational School' this winter." Contents: I. How should contacts be made and enrollments secured? II. How may the time and place for meetings be determined? III. How should teaching content and methods be selected? IV. To what extent should recreational activities be provided? V. Should the group be organized as a club or chapter? VI. Should organized "follow-up" activities be a part of the program? VII. Should the placement of individuals be considered in relation to an adult or part-time program?
274. Howard, C. G. An efficiency survey of specific courses as offered in the vocational agricultural departments in the State of Wyoming. 112pp.
In manuscript form.
Thesis (M.A.) - University of Wyoming.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
275. Howard, R. G. Plans for organizing and conducting a part-time class. Agr. Ed. [Des Moines] 8(4): 58-59. October 1935. 275.8 Ag8
Plans are given for the organization and conducting of a part-time class for the community of Lovington, New Mexico. The country is chiefly given over to sheep and cattle raising, although some irrigation farming is carried on.
276. Hutchison, C. S. A long-time program of part-time schools. Agr. Ed. [Des Moines] 6(11): 170. May 1934. 275.8 Ag8
"Short courses were first taught by the vocational agriculture instructor in the West Liberty [Ohio] Community in the winter of 1923-24. Twelve courses have been offered for the part-time and evening groups during the ten years in which vocational agriculture has been taught."
Hundreds of improved practices have been discussed and introduced in the community.
277. Johnston, W. G. Organizing and conducting part-time and evening classes in vocational agriculture. Auburn, Ala. 1929.
Thesis (M.A.) - Alabama Polytechnic Institute.
Not seen. Probably available for consultation in the library of the institution at which it was presented.

278. Knuti, L. L. The outstanding educational feature. Agr. Ed. [Des Moines], 5(10): 157, 160. April 1933. 275.8 Ag8
Part-time school aims of the St. Louis County, Minnesota, rural schools are as follows:
"To provide instruction for youths of part-time school age who at present are neglected by all existing agencies; 2. To have a part-time school conducted by each department every year; 3. To give to all students who wish to attend an opportunity to do so; 4. To provide a well-balanced educational program to fit the needs of the students... 5. Secure the cooperation of the entire teaching staff, use of the physical plant, and the financial support of the county board of education; 6. To provide vocational guidance and stimulus for establishing the student in a gainful agricultural occupation."
279. La Duke, G. V. The education of farm boys and girls of Cortland County, New York, with occupational trends. 63pp. Madison, University of Wisconsin. 1928.
Thesis (M.S.) - University of Wisconsin.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
280. Lane, C. H. Agricultural education. U. S. Fed. Bd. Vocat. Ed. Bull. 13, rev. ed. 63pp. 1930. 173 V85B
"The part-time school or class as established under the national vocational education act is a public school or class in which persons who have entered upon the work of the farm return to school and pursue short-unit courses in technical agriculture and, where feasible, in subjects which improve their civic and vocational intelligence; and who do at least six months directed or supervised practice in agriculture. The instruction is designed to further fit persons over 14 years of age for profitable work in the respective farming occupations in which they are engaged.
"Pupils in attendance upon part-time schools will usually be between the ages of 14 and 20. According to estimates made from the 1920 census, there are over 1,200,000 farm boys who are eligible for part-time instruction."
281. Lane, C. H., and Williams, A. P. Vocational education in agriculture, 1917-1927. Review of progress in vocational agriculture for the 10-year period. U. S. Fed. Bd. Vocat. Ed. Bull. 134, 40pp. 1928. (Agricultural Series no. 35) 173 V85B
"The number of part-time schools has increased very slowly, due largely to the difficulties involved in organizing out-of-school groups of farm boys.
"In the case of part-time classes in agriculture the instruction is designed for persons 14 years of age or over who are not regularly enrolled in school, who are on farms, but not yet established in farming, and who have facilities for directed or supervised farm practice.
"...In the more largely industrial States it has been found that many farm boys are employed in shops in the winter and other

portions of the year when farm work is not pressing and hence cannot be reached with part-time instruction in agriculture. Present experience, however, points to a great extension of service in this field. Surveys have shown that the majority of these out-of-school farm boys do not have more than a sixth-grade education, and that they have been seriously handicapped in their occupation through lack of knowledge of English, arithmetic, simple business practice, and the like. Consequently, the agricultural instruction to part-time groups has, in many cases, been supplemented with such related subjects designed to improve civic and vocational intelligence."

282. Larriviere, A. Aiding out-of-school farm boys to establish themselves in farming thru part-time education. Agr. Ed. [Des Moines] 8(9): 140-141. March 1936. 275.8 Ag8
Mr. Larriviere, vocational teacher of St. Landry Parish, Louisiana, suggests that part-time pupils be so directed that they see the practical application of the courses or subjects which are taught them. He takes as a concrete example, Clyde Savoy, an eighteen year old boy in the Sunset Community, and outlines a long-time program for him which would help him to become established on a farm of his own.
283. Larson, L. R. Beaver Dam boys revamp home farm. Agr. Ed. [Des Moines] 6(9): 137. March 1934. 275.8 Ag8
Description of improvements on their farm made by two young men of Beaver Dam, Wisconsin, as a result of their attendance of part-time classes in agriculture.
284. Larson, L. R. The forgotten man in agriculture. Agr. Ed. [Des Moines] 7(10): 154-155. April 1935. 275.8 Ag8
"Most of the literature written today concerning part-time education for farm boys (those boys of the 'forgotten period' - 16-25 years old) have revolved around how to get this farm boy into school and how to teach him once he is there. The writer has been conducting part-time schools in the Beaver Dam, Wisconsin, area for eight years, the first school being held the year that the Smith-Hughes department was started...
"The history of the part-time courses offered shows a range of subject matter, but with particular emphasis paid to dairying, our major farm enterprise. Some of the boys drive ten miles each way to attend the meetings; on the average they drive about five miles each way. Only thirty-five to forty percent of the students take part in the 'gym' period after the meetings, so the companionship and the good which they derive from the courses probably offer the major reason for their attendance. As former all-day students make up 50 percent of the attendance now, it can be seen that the person for whom the school was originally organized is still reluctant to 'get more learnin'...'
"Fellow teachers, the problem of the forgotten man, 16 to 25 years old, and particularly the one on the farm, is and should receive not just serious thought but sincere activity..."

285. Lawrenz, H. L. Part-time education in Thomson township schools. Agr. Ed. [Des Moines] 8(1): 9. July 1935. 275.8 Ag8

"Part-time education has become a part of the teacher's program in this community [Cloquet, Minnesota], and in my opinion, it is one of the most important ones. The boys attending these classes (in practically all cases) have definitely decided to become farmers and are serious in wishing to obtain practical information concerning this vocation. Part-time education provides the boy or girl who, for some reason, has been obliged to drop out of high school, an excellent opportunity to become an important 'cog' in the community wheel. High school graduates who cannot afford to go to college should be encouraged to attend these part-time classes."

A description of the work of the class follows.

286. Lee, C. R. Part-time class results in changed practices in Alabama. Agr. Ed. [Des Moines] 3(5): 74. November 1930. 275.8 Ag8

Describes the work of a part-time class of 18 boys in the Center Hill Community, Alabama.

287. Lundquist, G. A., and Moore, C. B. Rural social science. 383pp., Boston, New York, etc., etc., Ginn and Co., 1929. 281.2 L974R

This book deals with the rural social background, moral and mental factors, rural social factors, religious activities, education, political institutions, economic problems, and social service.

"In addition to the day courses there are organized evening schools, part-time schools, and short courses, where the subject matter is based on farm enterprises. Instead of teaching formal courses in soils and animal husbandry, farm enterprises, such as wheat production, corn, swine, poultry, and cotton, have been substituted and the pupils are permitted to pursue the work in practical units along lines in which they are most interested... Another phase of secondary-school training in agriculture is part-time instruction. According to the United States census there are in rural communities approximately 1,937,978 boys between fourteen and twenty years of age and 8,889,244 adult males between twenty and forty-four years who are not enrolled in all-day schools. The latent power hidden in this body of boys and men is unknown; it can be revealed only when the results of part-time training of so large a group are shown in increased production, better business methods, efficient management, and a better social life." -p.256.

288. McAdams, J. C. Part-time schools for out-of-school Negro youth. Agr. Ed. [Des Moines] 8(4): 60-61. October 1935. 275.8 Ag8

"There are 19,229 Negro boys on Texas farms who are out of school."

The author gives suggestions for putting over a constructive program with these boys in part-time schools in Area Five, Crockett, Texas. His suggestions include: Objectives, Recruiting the group, making a part-time survey, organizing the classes and arranging the schedules, organizing the subject matter and methods of conducting the classes, supervised practice, records, and placement of students.

289. McClelland, J. B. Agricultural instruction for part-time groups in Ohio. 45pp. Columbus, Ohio State University. 1927.
Thesis (M.S.) - Ohio State University.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
290. McClelland, J. B. A program appealing to the varied interests of young farmers attracts part-time students in Ohio. Agr. Ed. [Des Moines] 6(9): 136. March 1934. 275.8 Ag8
"By selecting a program of studies and other activities to meet the varying needs of young farmers, 143 Ohio teachers of vocational agriculture were able to enroll 3,328 boys and young men in part-time classes during the 1932-33 school year...
"In order to meet the interests of farm boys in a managerial type of course and in a type of work that will provide an opportunity for the boy to make some money, many teachers in Ohio offer some work in farm management as their first course for part-time students, and then follow this work with a course in some enterprise in which the student may have an opportunity to make some money. Swine management, poultry, dairying, and potato production and marketing are popular courses with our part-time groups because they offer possibilities for the boys to introduce some improved practices and earn money...
"In 88 communities in Ohio, part-time groups have formed Young Farmers' organizations which are providing for the social and recreational needs and interests of its members. These organizations take an active part in school and community affairs. The Young Farmer groups sometimes arrange with the Future Farmers for a joint parent-and-son banquet. They frequently arrange educational trips. In some cases county groups have arranged programs."
291. McClelland, J. B. Training future farmers. Waldo [Ohio] high school has broad program in agriculture. Ohio Schools 7: 366-367, 377. 1929. Off. Ed. Library.
Work with part-time classes for older boys is described.
292. McDonald, Guy. My first part-time school. Agr. Ed. [Des Moines] 6(11): 171. May 1934. 275.8 Ag8
"During the past year the first part-time class was held in the Gettysburg ([South Dakota] High School..."
At the first meeting a short questionnaire was filled out.
"...the questionnaire showed that the average travel distance would be 11 miles, the average age 18 years, one part-owner of a farm, six share renters, six helpers, three had been enrolled in 4-H clubs, three had studied vocational agriculture, and five had dropped school at the eighth grade...
"In surveying the results of this part-time school, it was found that an estimated value of \$174.10 was returned to those attending, through some new or improved farm practice carried out."
293. McPhee, J. A. Part-time courses in agricultural education. Agr. Ed. [Des Moines] 5(11): 172. May 1933. 275.8 Ag8
Mr. McPhee, who is chief of the State Bureau of Education of California, describes some of the part-time schools in vocational agriculture of the State.

294. Magill, E. C., and Cline, R. W. Part-time instruction in vocational agriculture for Virginia. 74pp. Blacksburg. 1928. (Va. Polytechnic Inst. Bulletin v. 22, no. 1) 275.1 M27
Bibliography, p.74.

"The term 'part-time' instruction or education as used in this bulletin refers to that instruction intended for the more mature farm boys and young men who are no longer enrolled in the public school...

"There were two major aims in undertaking the study. The first was to determine what possibilities actually existed for part-time instruction in a typical Virginia county. The second was to set up the best recognized and tried procedure for organizing and conducting a class."

The study was made in Montgomery County.

295. Mason, J. K. Farm youth in preparation for the future. Hoosier Farmer 19(7): 10, 21. July 1934. 280.82 H76
Mr. Mason is President of the Indiana Farm Bureau Cooperative Association, Inc.

"Nothing is more significant of the unity of the movement among farmers for better conditions than the present earnest activity of its youth...Clubs for study are no longer uncommon, and their existence among the boys and girls of the farm is well known among our non-agricultural friends. The thing not known among other groups is that now a serious course of intensified study is being conducted in schools of one week's duration. These courses will extend throughout the summer, and will reach every part of the state..." The schools referred to are schools for cooperation.

296. Mitchell, F. T. Arkansas uses survey method for locating students. Agr. Ed. [Des Moines] 1(1): 12. January 1929. 275.8 Ag8
Arkansas has made progress in part-time agricultural education during the past four years. The survey method of locating these out-of-school boys brought out the fact that in every community there were such boys and in numbers sufficient to justify a class for them.

297. Nebraska. Department of public instruction. Biennial report. 1927/1929
Lincoln. 1929. L.C.
On pp.203-204, part-time agricultural schools are described.

298. Nelms, E. B. Oklahoma boys return for short course. Agr. Ed. [Des Moines] 3(11): 171. May 1931. 275.8 Ag8
"In every locality, there are numbers of farm boys between the ages of 14 and 21 who have for various reasons dropped out of school. Within a radius of a few miles of Clinton, Tom Dale, the vocational agriculture teacher, with the cooperation of the superintendent of schools, and others interested, found that there were 90 such boys."

299. Nelson, Arvid. Part-time work in Simi valley, California. Agr. Ed. [Des Moines] 6(9): 136-137. March 1934. 275.8 Ag8
"...Aesthetically satisfying, and agriculturally efficient and self-contained, the community itself falls somewhat short of offering the most desirable social advantages, especially for that group of young men recently graduated or dropped out of high school. To meet the demands of this group, the vocational agriculture department of the Simi Valley High School began a series of part-time classes, which have now completed their second year...
"Since the boys were employed during the day, the class met in the evening: bi-monthly for classroom discussion, and weekly for the social phases."
300. Newman, W. S. The earning ability of farmers who have received vocational training... June 1933. U. S. Fed. Bd. Vocat. Ed. Bull. 167, 44pp. 1933. (Agricultural series no. 43) 173 V85B no.167 Bibliography, pp.40-41.
"...The purpose of this study was to ascertain to what extent vocational training in agriculture has influenced the earnings of farmers who pursued this type of training while in high school and are now established in farming in Virginia...
"The range in average age for 29 farmers in the vocational group was from 21.5 to 29.5 years with an average of 25.74 years. For the nonvocational group, the range for 20 farmers was from 19.5 to 30.5 years with an average of 26.05 years...
"The findings of this study are impressive. It appears on scientific analysis that the annual earning power has been increased by training on the average for Virginia farmers who have had such training, over the earning power of those who have not, by \$311, on a very conservative estimate...
"...It is interesting to note that during the 2-year period covered by the study the number of part-time or continuation classes conducted by teachers of vocational agriculture increased from 11 to 28. The large majority of the enrollment in these classes was composed of former students of vocational agriculture..."
301. Parnell, E. D. Out of school boys take special courses. Agr. Ed. [Des Moines] 3(7): 108. January 1931. 275.8 Ag8
"Meeting three nights a week for a period of seven weeks, boys from the Runge (Tex.) community came back to school last winter and found it to their liking. Twenty-eight boys completed the courses and all agreed to come back for further study and instruction if the part-time school continues another year."
302. Parsons, D. W. Occupational distribution of former vocational agriculture boys in West Virginia. Agr. Ed. [Des Moines] 7(6): 96. December 1934. 275.8 Ag8
"A study of the occupational distribution of 3,232 West Virginia boys who have had one or more years of vocational agriculture during the period 1922 to 1931 in 55 different schools gives some interesting data. These boys are now out of high school, 57.6 per cent having graduated..."

"Of those now engaged in farming 5 per cent are owners, managers and renters; 40.9 per cent are partners, and 44.1 per cent are farm laborers...

"Thus we see that over the nine-year period 49 per cent of the total number of boys studying vocational agriculture are engaged in agricultural work."

303. Part-time class at Wolsey, South Dakota. Agr. Ed. [Des Moines] 4(3): 41. September 1931. 275.8 Ag8

This class, which met every Thursday evening for 12 weeks, consisted of 23 boys, ranging in age from 15 to 20 years.

304. Part-time education in Colorado. Agr. Ed. [Des Moines] 4(12): 199. June 1932. 275.8 Ag8

This article, written by a teacher of agriculture at Brush, Colo., describes a part-time course which he organized.

305. Part-time work at night in Iowa. Agr. Ed. [Des Moines] 5(5): 77. November 1932. 275.8 Ag8

"A change in the plan for conducting part-time work for vocational agriculture students whereby courses of study for this group may be offered in the evening is stimulating an increasing amount of interest among the agriculture teachers and school superintendents in meeting the educational needs for these students."

306. Pearson, J. H. Agricultural part-time schools; methods of organizing and conducting part-time schools. U. S. Fed. Bd. Vocat. Ed. Bull. 108, rev., 2lpp. 1933. (Agricultural series no. 27) 173 V85B

"This bulletin is prepared for the purpose of assisting teachers of vocational agriculture, agricultural teacher-trainers, and State supervisors of agricultural education in promoting, establishing, and developing agricultural instruction in part-time schools which are designed to meet the needs of out-of-school farm boys.

"This bulletin is a result of studies and investigations of part-time schools, and, therefore, contains information based on trends in this type of instruction which are of importance in the further development of the program."

A suggested list of related subjects and outlines of related subjects which are appropriate for part-time instruction are given.

307. Pearson, J. H. Functional instruction for part-time students. Agr. Ed. [Des Moines] 5(8): 121. February 1933. 275.8 Ag8

The great increase in enrollment in part-time agricultural classes lead the author to discuss the principles which "should direct our thinking in setting up the agricultural instruction for these students. The major objective is given as the establishment of the part-time boy in the farm occupation on a satisfactory basis.

308. Pearson, J. H. The place of a part-time class in a community agricultural program. Agr. Ed. [Des Moines] 4(7): 101. January 1932. 275.8 Ag8

The need for this type of instruction is emphasized.

309. Pearson, J. H. Progress in evening and part-time school. Agr. Ed. [Des Moines] 3(10): 155, 159. April 1931. 275.8 Ag8

"Part-time work [in agriculture] has not fared as well in its development as has the evening school. This, no doubt, is due partly to the fact that it has not been given as much study and promoted as intensely as the evening school. Adjustments in the organization of this type of work should lead to further expansion.

"The work increased in two regions and decreased in the other two during 1930. There was a decrease in the total enrollment for the first time since the work was started in 1924. South Carolina, Ohio, New York, Minnesota, Georgia and California had good enrollments in part-time schools. Since the states which are doing part-time work rather extensively are so scattered there seems to be no section of the country where it can be more easily developed than others."

310. Pearson, J. H. Standards for part-time classes. Agr. Ed. [Des Moines] 5(2): 21. August 1932. 275.8 Ag8

Quotes census figures to show that the number of out-of-school boys between the ages of 14 and 20 living on farms in the United States in 1930 was 1,348,647 as compared with 1,176,454 in school. "Since these data do not include the age [group] up to 25 years which is usually considered in the part-time group, the number of out-of-school farm boys needing part-time instruction is much larger than this number. The fact that there are more farm boys in the part-time age group out of school than in school seems to be well established by census data and local studies."

A summary of standards for these classes is included.

311. Perrin, J. L. A Missouri instructor's experience. Agr. Ed. [Des Moines] 1(12): 16. December 1929. 275.8 Ag8

The writer, a teacher of vocational agriculture, tells of the first part-time class in agriculture at Milan, Missouri in 1926 and of a class at Salisbury, Missouri.

312. Peterson, V. C. Part-time work in South Carolina. Agr. Ed. [Des Moines] 6(11): 171. May 1934. 275.8 Ag8

"For the year 1931-32 there were enrolled in part-time classes in agriculture in South Carolina 597 pupils. These were taught by approximately fifty teachers. In addition to this teaching in farming, most of the groups were instructed in problems in citizenship and other forms of education directly related to farming.

"An effort was made by most of the teachers of agriculture to prepare with the boys long-time programs on their home farms which would lead directly into the business of farming. Some of the boys enrolled in these classes have been in part-time classes for several years, and are already quite well established in farming."

313. Peterson, V. C. A summer part-time school in vocational agriculture. Agr. Ed. [Des Moines] 1(1): 12. January 1929. 275.8 Ag8

"South Carolina for the fourth year held a summer school for part-time boys in vocational agriculture..."

"The school was held at Edisto Academy in Aiken County. It opened July 30 and closed August 18. Seven counties, Aiken, Edgefield, Kershaw, Lexington, McCormick, Newberry, and Saluda cooperated.

"The boys attending this school have not been able to study agriculture in the local high school. All boys enrolled are engaged in farming."

314. Pittman, F. A. Part-time instruction causes Alabama boys to re-enter schools. Agr. Ed. [Des Moines] 3(9): 144. March 1931. 275.8 Ag8

The part-time work in agriculture at the Cherokee, Alabama high school is described.

315. Plans made for cooperative schools this summer. Hoosier Farmer 18(4): 20-21. April 1, 1933. 280.82 H76

"This year, the Indiana Farm Bureau Cooperative Association is going to try a new experiment in cooperative education. Taking a cue from the Cooperative League which has, for several years past, conducted summer schools in which short, intensive, one-week courses in cooperation have been offered, the Board of Directors entered into negotiations with League officials with the idea of having the League organize and conduct a series of these schools in Indiana during this coming summer.

"The purpose of the schools is to bring together a limited number of individuals (preferably employees or prospective employees of county organizations) who may be interested in improving their knowledge and understanding of the history, theory, principles and methods of consumers' cooperation and their proficiency and qualifications as active workers in the movement; to afford them an opportunity to spend a week together in studying and discussing some of the more important aspects and problems, and to enjoy a week of congenial fellowship combined with a delightful vacation and outing."

Applicants should be at least 20 years of age.

316. Polley, E. A. Short courses for farm boys of Racine County, Wisconsin. Agr. Ed. [Des Moines] 6(7): 109. January 1934. 275.8 Ag8

"Short courses in dairy herd improvement and in spray ring operation were offered during the past winter by the Racine County School of Agriculture at Rochester, Wisconsin, to supplement the 8-weeks winter short course given each year to out-of-school farm boys. Each course lasted for two weeks..."

317. Proffitt, M. M. The schools and unemployment. U. S. Dept. Int., Off. Ed. School Life 17: 41-42. November 1931. 156.3 Sch63

"The percentage of rural population [16 and 17 years of age] attending school in 1920 was 46.1 and in 1930 it was 53.9.

"In some of the States there was an absolute decrease in the rural population of this age group. Notwithstanding this fact, a few of these States made an absolute gain in the number of pupils attending school. For example, the rural population of this age group in Illinois in 1920 numbered 80,459; in 1930 it had

decreased to 77,874 yet the rural school attendance increased from 34,911 in 1920 to 42,211 in 1930... During the decade the rural population decreased by 1,562, but there was an absolute increase in rural school attendance of 1,180."

The increase in the amount and character of vocational training offered in the public schools is one of the reasons given for the increase in percentage of rural school attendance during the last ten years.

318. Pulkrabek, L. L. Methods of reaching farm boys who are out-of-school. Agr. Ed. [Des Moines, 8(7): 105. January 1936. 275.8 Ag8
The teacher of the part-time school of Windom, Minnesota, describes his methods of interesting farm boys in part-time classes in agriculture.
319. Reynolds, J. M. Part-time school is profitable. Agr. Ed. [Des Moines, 4(1): 188-189. May 1932. 275.8 Ag8
"Thirty-seven farm boys who have dropped out of school in previous years are finding it profitable to attend a part-time agricultural night class now being conducted in the vocational agriculture classroom at Sherman, Texas.
"A cross section of this group shows the average age to be 20, and the average grade reached in school, ninth. Twenty of these boys are now farming as tenants, 5 as landowners, 7 as farm laborers, and 5 as partners..."
320. Robbins, D. J. Cresco, Iowa, has fourth part-time course. Agr. Ed. [Des Moines, 4(10): 168. April 1932. 275.8 Ag8
Abstract of address before Agricultural Section, Iowa State Teachers Association, November 1931.
"The course has been very much appreciated by the rural people served by our school and the business men of Cresco appreciate the favorable relationships with the rural people which have developed as a result of the school. It is definitely popular, perhaps the most popular undertaking of the entire school."
321. Ross, W. A. Summary of panel discussion on out-of-school farm youth. Agr. Ed. [Des Moines, 7(8): 124. February 1935. 275.8 Ag8
"This panel discussion was one of the high-lights of the American Vocational Association meeting...
"Part-time education in vocational agriculture seems to be one of the best devices for meeting the educational needs of the out-of-school farm youth...
"The group to be served must be enlarged beyond that of either former students of vocational agriculture or those who have dropped out of school. It must be all-inclusive with respect to out-of-school farm youth who need further training to meet changing economic and social conditions...
"Educational needs must be kept in the foreground, and organizations provided for holding out-of-school youth groups together as needed. This may be accomplished by means of: a. Local unaffiliated groups; b. State-wide young farmer associations; c. Groups affiliated with F.F.A.; d. Membership in the F.F.A."

322. Sacay, F. M. Agricultural education among negroes in Southern United States: I. Philippine Agr. 21: 287-295. 1932. 25 P542
Part-time classes for farmers' sons who have already left school and started to work on the farm are described.
323. Sacay, F. M. A preliminary study of pupils in vocational agriculture. Philippine Agr. 22: 165-171. August 1933. 25 P542
"In 1932, 26 provinces in the Philippines had at least one agricultural or rural high school. In one province, there were as many as three such schools. The total number of secondary schools giving instruction in vocational agriculture numbered 31 in 1932."
This study was designed to answer the following questions:
"Where does the student body of the school come from? What is the size of the patronage area of the school? Is the whole province served by the agricultural school of that province?"
324. Sampson, H. O. Part-time agricultural classes in New Jersey. Agr. Ed. [Des Moines] 7(12): 186-187. June 1935. 275.8 Ag8
This article describes the beginning of a state-wide program of part-time agricultural classes in New Jersey.
"...In all, we had 13 part-time agriculture classes in operation with an enrollment of approximately 200 young men from 18 to 25 years of age. This is a good percentage for our schools, for we have only 24 high schools and three county vocational schools where agriculture is taught...
"...Some of the groups formed young farmers' clubs; one organized as an associate F.F.A. chapter; another became an agricultural alumni association of the school. In one center the meetings were held cooperatively with the county agricultural agent...
"An in-service training course dealing with part-time education was carried on by our staff during the months the part-time meetings were conducted, and I feel sure that a large part of the success of the classes was due to this feature of our teacher-training program..."
325. Sargent, H. O. Part-time and evening work in the Negro schools of Tennessee. Agr. Ed. [Des Moines] 5(7): 103. January 1933. 275.8 Ag8
Abstract of a report issued by Frate Bull, District supervisor, of Jackson.
326. Sargent, H. O. Part-time work in the negro schools. Agr. Ed. [Des Moines] 3(9): 144. March 1931. 275.8 Ag8
In South Carolina, Oklahoma and Arkansas part-time classes in agriculture are held for Negro boys who have dropped out of school or who are so far behind in their studies in day school that they cannot keep up. For the year 1928-29 there were 110 part-time classes for Negro boys in the South, with an enrollment of 1,408 boys.

327. Sargent, H. O. Vocational agriculture in negro schools, past and future. U. S. Fed. Bd. Vocat. Ed. Misc. 1735, 10pp., mimeogr. [1936?] 173 V85Mi

"It is interesting to note that the number of out-of-school boys now enrolled in evening and part-time classes is greater than the number of the in-school group, enrolled in all-day and day-unit classes. More thought and time must now be given, therefore, by the Negro teachers to planning and preparing for the out-of-school groups...

"In perhaps no type of work has more rapid progress been made in the vocational work in agriculture than in part-time classes. This work is being carried on in some form in practically every State having separate schools for Negroes. The 583 teachers of agriculture in the Negro schools last year conducted 320 part-time classes. In Louisiana every teacher, except one, conducted a part-time class. A plan followed successfully in a number of sections is to organize evening sessions or part-time classes during the winter months. These classes usually meet for 90-minute periods two or three times a week, for two or three months. One advantage of this plan is that evening meetings do not interfere with the regular school schedule. In several States the agricultural teacher's schedule has been arranged to permit him to conduct his part-time class during the regular school day. In some States part-time classes are conducted during the summer while the regular school is not in session..."

328. Sargent, H. O. Vocational education in agriculture for negroes. Recommendations for the establishment of agricultural schools and programs for negroes. U. S. Fed. Bd. Vocat. Ed. Bull. 111, 92pp. 1926 (Agricultural series 28) 173 V85B

"Part-time agricultural schools are designed for farm boys who are no longer pursuing the regular courses of instruction in the public schools but have dropped out to engage in farming..."

"Part-time agricultural schools for negroes have only recently been established... For the year 1924-25 there were 29 part-time classes, with an enrollment of 264 pupils..."

329. Sasman, L. M. Conducting part-time courses. Agr. Ed. [Des Moines] 4(9): 151-152. March 1932. 275.8 Ag8

"The foremost factor influencing attendance of farm boys in part-time schools in agriculture is the contacting of farm boys in the community who do not attend high school. The number of such boys undoubtedly varies greatly in different communities and states, but surveys which have been made in various places thruout the nation indicate that there are, in practically every community, as many farm boys of high school age out of school as there are in attendance at the high school."

The results of several surveys made in different parts of the country are given.

330. Sasman, L. M. Organizing and conducting part-time classes for farm boys out of school. Agr. Ed. [Des Moines] 8(4): 56-58. October 1935. 275.8 Ag8

"A series of committee reports developed by a class on Problems of Rural Youth conducted at Colorado State College of Agriculture, June 24 to July 12, 1935 under the direction of the writer" is presented in this article.

"This outline was developed by a class of 21 men representing nine different states. Five or six of the men had conducted part-time schools..."

The outline contains the following sections: I. A Form for Survey of Out-of-School Farm Boys; II. Methods and Problems of Recruiting Students; III. Organization of Part-Time Schools; IV. Ways and Means of Organizing Courses of Instruction; V. Method of Conducting the Part-Time School; VI. Recreational and Social Program; VII. Supervised Practice Program; VIII. Organization of Young Men's Agricultural Associations or Young Farmers' Clubs; IX. Placing Part-Time Pupils.

331. Sasman, L. M. Our part-time program. Agr. Ed. [Des Moines] 1(10): 6. October 1929. 275.8 Ag8

"Part-time schools for farm boys and girls are the means of opening the door of opportunity for thousands of the farm youth of America who cannot attend the full-time schools but are anxious to learn more about the business in which they expect to engage..."

"Thirty-three communities in Wisconsin conducted 37 part-time schools in agriculture this past year, with an enrollment of 583 farm boys. There are three types of schools common in this state, the short unit part-time school held for from 10 to 20 lessons, commonly in the evening; the so-called Wisconsin folk school; and the short courses of the county schools of agriculture."

These three types of schools are described.

332. Sasman, L. M. Part-time courses proving effective. Agr. Ed. [Des Moines] 3(10): 157-158. April 1931. 275.8 Ag8

"The foremost factor influencing attendance of farm boys in part-time schools in agriculture is the location of farm boys in the community who do not attend high school. Surveys conducted recently in Wisconsin, Tennessee, Nebraska, and Arkansas show the need for this type of instruction.

333. Sasman, L. M. Part-time schools for Wisconsin farm boys. Agr. Ed. [Des Moines] 5(11): 173. May 1933. 275.8 Ag8

"Over 1,400 farm boys were enrolled in part-time schools in agriculture in 56 centers in Wisconsin during 1931-32. Part-time schools were held in connection with 51 of the 99 departments of vocational agriculture in the state."

Wisconsin has been reaching about 3 per cent of the out-of-school farm boys.

334. Sasman, L. M. Part-time schools in Wisconsin. Agr. Ed. [Des Moines] 1(1): 12. January 1929. 275.8 Ag8

"Six hundred forty farm boys attended part-time schools in agriculture in Wisconsin during 1927-28. There were 45 schools held with an average attendance of 14..."

"Wisconsin Folk Schools was the name given to a type of part-time school organized for the first time in Wisconsin during the past year. These schools were day schools running for a half day or more for twenty days and offering unit courses in arithmetic and English as well as in home economics and agriculture. These schools were made possible thru cooperation of the rest of the high school faculty with the agricultural teacher, and in most cases were offered to both farm boys and farm girls not attending school."

335. Schmidt, G. A. Efficiency in vocational education in agriculture. 314pp. New York, The Century Co., 1928. (Century vocational series) 275.1 Sch5E

The author has taken the "standards which characterize an efficient plan for vocational education that have been drawn up and stated by Doctors Prosser and Allen in their book 'Vocational Education in Democracy' and has sought to apply these standards to the field of vocational education in agriculture.

"The first three chapters of the volume are of a general introductory nature, showing (1) the importance of agriculture in America and in the various states; (2) the demands of the occupation; (3) the aims of vocational education in agriculture; (4) the need for and opportunities for service in the field; and (5) the common purposes and elements of all vocational training courses... The last chapter of the book is devoted to a practical application of the main content; i.e., to means and methods of rating a program in vocational education in agriculture.

"According to the 1920 census figures...60.6 per cent of the farm boys between the ages of 15 to 19 years of age are not attending school... We have approximately 1,500,000 young men 15 to 21 years of age, as possible candidates for part-time instruction in vocational agriculture... The needs and opportunities in part-time education in agriculture are appalling, and there is in the country today no more fruitful field awaiting the labor of the workman in effective instruction.

"The organized training for this group [16 to 21 years of age] consists of short courses in vocational agriculture and in subjects whose aim is to improve both the civic and the general vocational intelligence of the group."

336. Schmidt, G. A. Projects and the project method in agricultural education. 360pp. New York and London, 1926. (Century vocational series) L.C.

Projects for part-time students are discussed on pp.242-244.

337. Schmidt, G. A., and Ross, W. A. Teaching evening and part-time classes in vocational agriculture. 278pp. New York & London. 1931. (Century vocational series) L.C.

Part II. Teaching Part-time Classes in Vocational Agriculture discusses the place and need for vocational education in agriculture for the out-of-school farm youth; the underlying principles and philosophy of part-time instruction in vocational education in agriculture; types of part-time schools; etc.

338. Schulz, G. J. Vocational education in the United States. The program of cooperation of the Federal Government with the States in vocational education and vocational rehabilitation of the disabled. U. S. Cong. 71st, 3d sess. Senate Doc. 309, 30pp. 1931. 148 9347

"...Vocational training in agriculture, however, is not limited to the youth of the nation alone. Out-of-school farm boys and adult farmers are constantly availing themselves more and more of the facilities afforded them through means of part-time and evening classes, and all indications point to the imperative need of extending the service in this field. It is difficult for the average person familiar with the splendid school equipment of our cities to appreciate the fact that surveys show that the majority of persons applying for part-time and evening instruction in vocational agriculture possess but a sixth-grade education. It should not be difficult to realize, however, that any group possessed of fundamental education of no greater extent and lacking the vocational training now recognized as absolutely essential to the efficient conduct of its calling can not be expected to aid in the solution of the economic ills with which it is at present confronted..."

339. Smith, R. B. Organizing the all-day program to provide for part-time and evening school instruction. Agr. Ed. [Des Moines] 3(2): 20. August 1930. 275.8 Ag8

Discusses the reasons for the lack of progress in part-time and evening instruction in vocational agriculture, cites instances where part-time work has been successful and presents a program of instruction which will take care of part-time and evening classes.

340. Smith, Z. M. The work of the teacher of vocational agriculture. 254pp. Shelbyville, Ind. [1929] L.C.

Thesis (Ph.D.) Indiana University.

"Considerable emphasis has been placed in recent years upon the importance of part-time class instruction. It is pointed out that thousands of boys and young men on farms are out of school and are inadequately prepared for useful employment on the farm. While this group is exceedingly important, yet there is not sufficient support of this contention to justify placing the part-time group in the rank of first importance. The time devoted to part-time class programs of vocational instruction in agriculture and the amount of money expended on part-time programs throughout the country clearly indicate that, so far as actual practice is concerned, part-time instruction is considered of secondary importance in comparison with all day class instruction.

"Furthermore, the adult farmer and young men and boys, who are out of school and who live on farms, are being reached in large numbers annually with agricultural instruction through the Smith-Lever extension agencies."

341. Stivers, E. De Roy. The need for part-time education in Fentress County, Tennessee. 70pp. Madison, University of Wisconsin, 1926. Thesis (M.S.) - University of Wisconsin.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
342. Streeter, C. P. Opening the doors to high school. Appleton [Minn.] offers 13-weeks' course to those who cannot go full term. Farmer (St. Paul, Minn.) 53(5): 3, 22. Mar. 2, 1935. 6 F2211
"Out at Appleton, in west central Minnesota, the high school is giving a three-year course of 13 weeks per year to 61 young folks who cannot attend for the whole nine months. This short course comes in the middle of the winter, when work at home is light...
"...Four extra part-time instructors have been employed with Smith-Hughes vocational agriculture and home economics funds...
"Appleton high school is one of the relatively few in the United States which are offering daytime courses, every day in the school week, to students who would otherwise be missing high school. But there are many straws in the wind to indicate that there may be many more such schools soon. For the idea is gaining ground that a high school should serve the community, not just the boys and girls who happen to be regular students there: In other words, the belief is growing that as fast as local, state, and perhaps even federal funds will allow, public education should really become public."
343. Summary of part-time class at Cook, Minnesota. Agr. Ed. [Des Moines] 6(6): 88. December 1933. 275.8 Ag8
Description of the organization of a part-time class in agriculture, and the courses studied.
344. Taylor, C. A. Winter short courses. Cornell Countryman 26(1): 8-9. October 1928. 6 C81
The twelve week short courses in agriculture are described.
345. Terrell, R. W.. Attitude test for former agricultural pupils. Agr. Ed. [Des Moines] 7(11): 167. May 1935. 275.8 Ag8
"I selected 47 boys who had graduated from high school, having three years of vocational agriculture, and who were at the present time living on farms and depending upon such for their living.
"The boys selected represented a fourteen-year period since graduation, and a good cross-section of the community in farm practices as well as attitudes toward the profession of farming...
"The questionnaire shows that there is a love and liking for the type of life which farming affords. Even though there is some dissatisfaction displayed in those questions dealing with the economic aspect of farming, the results show a hopeful attitude."
A table showing the total and percentage rankings of the 47 former pupils, is given.
346. Texas. State board for vocational education. State plans for vocational education in Texas, 1927-1932. Texas. State Bd. Vocat. Ed. Bull. no. 223, 86pp. Austin. 1927. Off. Ed. Library.
"...The instruction in vocational education shall be designed to meet the needs of persons over fourteen years of age who have

entered upon, or who are preparing to enter upon, useful employment in agriculture, home economics or trades and industries."

Plans for part-time classes are given, including lessons and supervised practice work.

347. Texas. State board for vocational education. State plans for vocational education in Texas, July 1, 1932-July 1, 1937. Texas. State Bd. Vocat. Ed. Bull. 304, 114pp. Austin, 1932. Off. Ed. Library

"...Part-time classes are organized for out-of-school farm boys between 16-21 years of age and are held either in the school in which the teacher has his high school class or in a nearby rural community. Not less than 12 meetings constitute a part-time course and part-time boys carry out supervised practice programs similar to those conducted by the regular high school vocational agriculture students..."

Contains plans for part-time classes.

348. Texas. State board for vocational education. Vocational agriculture (general information). Texas. State Bd. Vocat. Ed. Bull. 203, 40pp. Austin, 1926. 275.1 T313

"Part-time courses are planned for the boy of high school age who from choice or necessity has dropped out of school..." Texas has 103,625 or 58 per cent white boys of high school age out of school. Many of these boys are, or soon will be, on the farm.

The courses for these boys are conducted by the teacher of vocational agriculture as a part of his regular agricultural program and may include business English, civics, arithmetic and agriculture.

349. Thomas, R. H. Helping the forgotten country boy. Agr. Ed. [Des Moines] 3(2): 21. August 1930. 275.8 Ag8

Describes a three months course in vocational agriculture for out of school farm boys, given at the Orrum High School, Robeson County, North Carolina.

350. Thomas, R. H. Part-time survey in North Carolina. Agr. Ed. [Des Moines] 4(10): 168-169. April 1932. 275.8 Ag8

A study of 1000 farm boys (500 white and 500 negro) in North Carolina has just been completed. Information as to the age of leaving school, the amount of schooling, occupations engaged in, etc., is given. This data should be representative of conditions throughout the State.

351. Thomas, R. H. Part-time survey of value in Tennessee. Agr. Ed. [Des Moines] 3(5): 74. November 1930. 275.8 Ag8

A part-time survey made in Tennessee, by D. M. Clements, State Supervisor of Vocational Agriculture, of 937 high school boys showed that of the 667 boys who were farming, 511 expressed a desire to take part-time instruction in agriculture.

352. Thurwachter, L. H. A part-time school graduates thirty-six. Agr. Ed. [Des Moines] 6(12): 188. June 1934. 275.8 Ag8

"Appleton high schools, Minnesota, held their sixth annual graduation exercises recently for 36 part-time students, the largest class in the history of the schools.

"Nearly fifty boys and girls enrolled at the opening date, November 13, and remained for the entire term of 13 weeks. This enrollment included 10 girls and 38 boys, nearly all of whom were from farm homes within a radius of 18 miles from the school..."

The program and class procedure are given in the article.

"Part-time schools should be organized in every community, for they aid in making the program of agricultural education more nearly balanced, in that they offer the out-of-school boy and girl more training in a chosen vocation and an opportunity for self-development in general. Teachers of agriculture have met the challenge for development in evening schools. Can they meet the challenge for more and better part-time schools?"

353. Thurwachter, L. H. Part-time schools. Agr. Ed. [Des Moines] 6(6): 89. December 1933. 275.8 Ag8

"Part-time schools are not new, for as long as agriculture has been taught in the secondary schools of Minnesota, part-time schools have been part of the program."

Practical suggestions for organizing and conducting part-time schools are given by Mr. Thurwachter, who has taught part-time schools since 1912.

354. U. S. Department of labor, Bureau of labor statistics. Organization and scope of vocational education in the United States. U. S. Dept. Labor, Bur. Labor Statis. Monthly Labor Rev. 33: 1-19. 1931. 153.6 B87M

"Four types of school organization have been developed to meet the needs of those interested in vocational agriculture and to carry out the intent of the law. These are the all-day school, the day-unit school, the part-time school and the evening school. The all-day school is composed of pupils of school age and is in fact a regular secondary school specializing in agriculture, giving not less than 90 minutes' instruction per day in agricultural subjects in addition to the required six months of directed or supervised practice. These schools may be organized as departments of agriculture in the high schools, or as separate schools. Separate agricultural schools usually have extensive equipment in the way of buildings, farm lands, animals, machinery, and the like, and as a rule have a fairly large corps of instructors who specialize in the various branches of agriculture. These schools as a whole teach scientific farming. Examples are the county schools of Massachusetts and Wisconsin, the district schools of Georgia, and the State schools of Minnesota and New York..."

"Part-time schools or classes are operated for those who have left school and have entered upon farm work as a vocation. Instruction is given in short-unit courses in technical agriculture and related subjects, and the practical farm work of the pupils is supervised by the teacher..."

Statistics show the number of these different types of schools by sections of the country and the enrollment in each.

355. U. S. Department of the interior, Office of education. Biennial survey of education, 1928-1930. U. S. Dept. Int. Off. Ed. Bull. 1931, no. 20, 2v. 1932. 156.3 B87

Ch. VII of v. 1, is Agricultural Education, by H. M. Hamlin. Increased emphasis is placed on education for employed farmers and farm boys.

"...In a very limited number of States there has been some gain in the enrollment in part-time classes for employed farm boys; in other States the enrollment has fallen off. The States which have been most successful during the biennium in attracting boys to this type of school are Arkansas, Georgia, New York, Ohio, South Carolina and Wisconsin. In the South, summer part-time schools have been introduced and have proved attractive. In Wisconsin part-time work has gained in enrollment by the provision in addition to the traditional part-time school, which is in session several hours per day during the winter months and which teaches a variety of subjects besides agriculture, of two other types of part-time arrangements. One of these provides for meetings on Saturdays only and attempts to supplement agricultural with general education. The other is really an agricultural evening school for boys..."

There are a limited number of special agricultural sub-college schools which still persist, principally in New York, Wisconsin and Minnesota.

356. U. S. Federal Board for vocational education. Agricultural education. Organization and administration. U. S. Fed. Bd. Vocat. Ed. Bull. 13, rev., 63pp. 1930. (Agricultural series no. 1) 173 V85B

Contains a discussion of conditions and standards which apply to part-time schools or classes, as established under the national vocational education act.

357. U. S. Federal board for vocational education. Annual report 1926-1932. [Washington, D. C.] 173 V85

Statistics and information as to part-time schools in agricultural education and in home economics education may be found in these reports.

358. U. S. Federal board for vocational education. Vocational education in agriculture for negroes. Recommendations for the establishment of agricultural schools and programs for negroes. U. S. Fed. Bd. Vocat. Ed. Bull. 111, 92pp. 1926. (Agricultural series no. 28) 173 V85B

"Part-time agricultural schools are designed for farm boys who are no longer pursuing the regular courses of instruction in the public schools but have dropped out to engage in farming. This group may be considered as midway between the younger group served by all-day schools, on the one hand, and the adult group served by evening schools, on the other hand.

"So far little had been done on the part-time program... The part-time group should be considered as a distinct and important

group to be reached, since they present certain special difficulties by reason of the fact that they have for one reason or another dropped out of school and are not yet established in farming or an independent or self-supporting basis. A great opportunity for service is offered by the part-time program, not only in the field of specific agricultural instruction but also in the field of related instruction designed to 'improve civic and vocational intelligence.'

"Part-time agricultural schools for negroes have only recently been established, and definite reports have been made of this work only for the years 1923-24 and 1924-25. For the year 1923-24 there were being conducted in the negro schools of the South 12 part-time classes, with an enrollment of 251 pupils in vocational agriculture. For the year 1924-25 there were 29 part-time classes, with an enrollment of 264 pupils. This shows a relatively large increase in the number of schools with but a slight increase in enrollment."

359. Vandrell, Earl. Part-time schools at Stoughton, Wisconsin. Agr. Ed. [Des Moines] 7(6): 90. December 1934. 275.8 Ag8

"The training of this great mass of out-of-school young farmers alone could easily justify every cent of federal aid. Small high school departments could expand to huge proportions by the inclusion of a well-rounded part-time and adult program.

"During the past five years, over 400 individual farmers and farm boys have attended classes in the Stoughton area where special emphasis has been laid on part-time classes in agriculture."

Farm mechanics, farm management problems, shop work and recreation made up the program at Stoughton.

360. Virginia. State board of education. Vocational education in Virginia. 104pp. Richmond. 1926. (Virginia. State board of education. Bulletin v. 9, no. 1, Supplement no. 6) 275 V81

"Approximately 50 per cent of the boys who have taken advantage of instruction in Vocational Education during their high school course are now on the farm...There is, however, in Virginia a group of boys who are nearly 100 per cent potential farmers. This is the group of boys (22,000 in number) between the ages of fourteen and twenty, who have dropped out of school and are now living on farms. Work is being done with a few of these boys, and the results are very encouraging..."

Part-time work with boys out of school in the Windsor high school, Isle of Wight County, is described.

- 360 a. Vocational education and unemployment. School and Soc. 39: 78. Jan. 20, 1934. 275.8 Sch62

"Economic retrenchment and unemployment are assigned by Secretary of the Interior Harold L. Ickes, in his annual report, for the falling off in the enrollment in vocational education classes last year over the year before... Most of the decrease has occurred in trade and industrial schools, which by their very nature are affected by unemployment, and that enrollment in schools of agricultural or home economics, which have not been so directly affected by the unemployment situation, increased during 1933.

"Of the 1,149,495 boys and girls and adults of all ages who enrolled in vocational schools last year, 265,978 were farm boys and girls and adult farmers enrolled in courses in vocational agriculture; 537,512 were boys and girls and adult workers in trade and industrial courses, and 346,005 were girls and women in courses in home economics."

361. Waldo, L. C. The "how" of a popular agriculture class. Nebr. Ed. Jour. 13: 321-323. 1933. Office Ed. Library
A description of a part-time vocational agriculture class at Gordon, Nebr.
362. Waldo, L. C. A part-time school in farm tractors. Agr. Ed. [Des Moines] 8(6): 88. December 1935. 275.8 Ag8
A part-time course in tractor operation, care and repair, given in Gordon, Nebraska, is described by its teacher.
363. Walker, Clyde. Suggestions for part-time and evening classes dealing with tractors and machinery. Agr. Ed. [Des Moines] 3(8): 126. February 1931. 275.8 Ag8
364. West Virginia. State department of vocational education. Survey of out-of-school farm boys made by 19 departments of vocational agriculture in West Virginia in 1934. 5pp., mimeogr. Charleston [n.d.] Dr. Melvin's Office
Tables show age distribution of out-of-school farm boys, 14-25; Employment status of out-of-school farm boys, 14-25; length of time since quitting school; age at time of quitting; and educational status.
365. Wisconsin. State board of vocational education, Agricultural division. Vocational agricultural education. Wis. State Bd. Vocat. Ed. Bull. 9, 48pp. Madison. 1927. 275.9 W752
Part-time schools in vocational agriculture in Wisconsin are described. In 1926 the enrollment in these schools was about nine hundred. Plans of the Board call for an increasing amount of attention to part-time schools for farm boys not attending any other school.
366. Woodard, C. S. Agricultural instruction under the Smith-Hughes Act for negro part-time groups in the Southern States. Columbus, Ohio State University. 1930.
Thesis (M.S.) - Ohio State University.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
367. Young, B. L. Part-time school successful in Oregon. Agr. Ed. [Des Moines] 3(11): 171. May 1931. 275.8 Ag8
A part-time school in agriculture at Dayton, Oregon, is described. These classes met in the evening.
368. Young, R. E. A part-time course by a beginning teacher. Agr. Ed. [Des Moines] 4(12): 199, 208. June 1932. 275.8 Ag8
Describes the organization of such a course at West Manchester, Ohio.

Agricultural Schools

369. Allman, H. D. A unique institution. The story of the National farm school. 222pp. Philadelphia, Printed for the Author by the Jewish Pub. Soc. of Amer. 1935. 276 N21U

The National Farm School is located in Bucks County, Pennsylvania, one mile west of Doylestown. It was founded to relieve an acute situation when the many Jewish immigrants who flocked to this country could not find suitable jobs and were forced to endure much hardship.

"The purpose of the institution is to instruct boys in the various branches of agriculture - teaching them both the theory and practice of that industry in its application to farming as a livelihood."

370. Bankston, M. S. Comparison of white agricultural and consolidated high schools in Mississippi. 87pp., manuscript. 1928. Thesis (M.A.) - George Peabody College for Teachers. Not seen. Probably available for consultation in the library of the institution at which it was presented.

371. Campbell, Olive D. Folk schools. Rural Amer. 14(2): 32. February 1936. 281.28 C83

This article describes such schools as the opportunity school of Berea College (which includes some courses in dairying, etc.), the short course at Wisconsin University, the John C. Campbell Folk School at Brasstown, N. C., the school at Ashland College, Mich., and the Highlander Folk School at Monteagle, Tenn. (which is situated in a rural community and has a program for the people who live near at hand).

372. Campbell, Olive D. John C. Campbell folk school. Rural Amer. 4(9): 12-13. November 1926. 281.28 C83

"The John C. Campbell Folk School at Brasstown, N. C., is an attempt to apply the principles underlying the folk high school of Denmark to the rural problems of the Southern Highland Region. It is an experiment in adult education, named in memory of John C. Campbell, who, after twenty-five years of study and service in the Southern Highlands, felt the need of vitalizing and dignifying the whole content of our rural civilization. In a type of education based on the folk high school of Denmark, he saw a hope of preserving what is best in Highland culture and of opening the way to a deeper and richer life.

"The Danish folk high school is for young adults, eighteen to thirty years of age; it sets no requirements; gives no examinations; offers no credits; its primary purpose is, through the influence of personality and oral teaching, to arouse the individual so that 'he will never stop growing.' It distinguishes, in other words, between acquiring and developing. It does not try to assume responsibility for local changes, but to awaken that desire for a better life which is the only sound basis for change."

Plans for the school are discussed.

373. Colmer, E. B. The efficiency of programs in agriculture of the county agricultural high schools of Mississippi. 86pp. Fort Collins, Colorado Agricultural College. 1928.
Thesis (M.S.) - Colorado Agricultural College.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
374. Dickins, Dorothy. Agricultural high school dormitories of Mississippi. Miss. Agr. Expt. Sta. Bull. 293, 42pp. A. & M. College. 1931.
References, p.42.
"In 1908 an act was passed by the Mississippi legislature providing for the establishment and maintenance of county agricultural high schools...
"The majority of counties have taken advantage of this act, some alone and others in conjunction with an adjoining county or counties. There are, at present, 47 agricultural high schools in the state, 12 of which offer junior college work in addition to a 4 year high school course. Several thousand rural boys and girls reside in the dormitories of these schools. Despite this fact, very little definite information is available about these dormitories. This study for the purpose of acquainting the public with life in the agricultural school dormitory was, therefore, made by the Department of Home Economics of the Mississippi Experiment Station during the school session of 1929-30."
375. Dickins, Dorothy. Food consumption of boys and girls in six typical agricultural high schools of Mississippi. Miss. Agr. Expt. Sta. Bull. 292, 32pp. A. & M. College. 1931.
References, pp.31-32.
"The findings presented here are based upon the data obtained from the observation of the food consumption of thirty-five boys and forty girls 15, 16, 17 and 18, 19 years of age in six typical agricultural high schools of Mississippi for a period of thirteen consecutive meals. These data are supplemented with information in regard to their height, weight, and activity."
376. Dyer, G. W. The Minnesota schools of agriculture. South. Agr. 61(5): 8. May 1931. 6 So83
Minnesota now has four "farm schools" which have for their purpose the training of boys and girls from the farm for the farm.
377. Dyer, G. W. The South needs farm schools. South. Agr. 61(6): 9. June 1931. 6 So83
Describes the "farm school," which is "a school devoted exclusively to training boys and girls from the farm for the farm, and is adjusted to the needs and demands of farm boys and farm girls who want training for the farm life independently of the rules and regulations and demands of the general school system."
The need for these schools in the Southern States is emphasized.
378. Garris, E. W. The organization and administration of a State program in agricultural education. George Peabody Col. Teachers [Nashville, Contrib. Ed. 35, 85pp. Nashville, Tenn. 1926. 275.1 G19

Ch. I. Growth of State Programs in Vocational Agricultural Education, discusses county agricultural schools.

These schools were organized early in Wisconsin. The first one was located at Menomonie in Dunn County. The course of study was for two years, and included quality and composition of soils; plant life, vegetable gardening, crops, animal husbandry, dairying, poultry, economic insects, farm accounts, blacksmithing and other metal work, carpentry and farm buildings.

379. Giddings, A. E. A study of certain factors in the rural agricultural schools of Michigan.
Thesis (M.A.) - University of Michigan.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
380. Hinman, G. W. Farm schools aid Puerto Ricans. Christian Cent. 50: 1654. 1933. L.C.
The "Second Unit Rural Schools" in Puerto Rico are agricultural vocational schools planned for the improvement of social and economic conditions in the rural sections.
"The boys of the second unit schools are organized into Future Farmers associations...while most of the pupils of the second unit schools are adolescents, there are many adult classes, especially in agriculture and home economics..."
381. Hollifield, June F. A comparison of per capita cost of instruction of certain agricultural and non-agricultural high schools. 61pp. Blacksburg, Virginia Polytechnic Institute. 1929.
Thesis (M.S.) - Virginia Polytechnic Institute.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
382. Lemasson, Lena. The development of the agricultural high school in Mississippi. 1928.
Thesis (M.A.) - Tulane University.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
383. M.S.C. adds course to aid farm youth. Two-year practical training designed for those who quit school in the grades. New York Times, November 18, 1934. Pam. Coll.
"With rural communities demanding further educational opportunities, Massachusetts State College has met this challenge by offering in the Stockbridge School of Agriculture a practical two-year vocational course without other entrance requirements than graduation from the eighth grade and a minimum age of 17."
384. National farm school. An American contribution: a resumé of the National farm school conference, June 2-7, 1926. 148pp. New York. 1926. L. C.
Not seen.

385. Slay, R. J. The development of the teaching of agriculture in Mississippi; with special emphasis on agriculture as a part of school curricula. 194pp. New York, Teachers Col., Columbia Univ. 1928. 275.1 S11
Thesis (Ph.D.) Columbia University.
Bibliography, pp.191-194.
Chapter X, The Agricultural High School, describes the forces leading toward such schools, the legislation enabling them, curriculum, extension work, success, etc. Statistics show the location of these schools by counties.

School Shops

386. Campbell, J. L. Universal shop problems for vocational agriculture. 114pp. Columbia, University of Missouri. 1926.
Thesis (M.A.) - University of Missouri.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
387. Fletcher, L. J., and Koeber, James. Farm mechanics in the agriculture curriculum. 74pp. Berkeley. 1926. (California University. School of education, Division of vocational education. Agricultural education series no. 3)
Not seen. Probably available for consultation in the library of the institution at which it was presented.
388. Geiger, A. J. A study of farm shop work in Florida. 106pp. Gainesville, University of Florida. 1932.
Thesis (M.A.) - University of Florida.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
389. George, C. J., and Smith, W. W. Farm shop study conducted as an interim work...The Ohio State University. 11pp., mimeogr. Columbus, Ohio, Ohio State University [1932]
"The purpose of this study was primarily to enable an intelligent choice of jobs and projects to be taught in farm shop work. This choice was based on facts secured from a study of farms distributed over an area of several counties representing a wide variety of farm conditions.
"It seems evident that if we are to approach the needs of the prospective farmer the course needs to be built in the light of scientific investigation provided by a survey of this type."
390. Graham, E. C. School shops for vocational agriculture. Indus. Ed. Mag. 32: 331-335. April 1931. 275.8 V85
Discusses building of school shops, and lists recommended tools.
391. Greene, S. S. A study of time and cost standards in performing farm shop jobs. 139pp. Ithaca, N. Y. Cornell University. 1927.
Thesis (M.S.) - Cornell University.
Not seen. Probably available for consultation in the library of the institution at which it was presented.

392. Hellbusch, C. E. A part-time class in agriculture. Agr. Ed. [Des Moines] 8(3): 45. September 1935. 275.8 Ag8
"Every vocational agriculture instructor should inventory his community and ascertain whether it has a need for a part-time school. It is very safe to say that eight communities out of every ten will have enough farm boys not in school to support a part-time class...
"A part-time school will not only serve to instruct the boys in some enterprize but it will help to keep boys under control emotionally...
"The Vocational Agricultural Department of the Anthony Union High School, Anthony, New Mexico, conducted a part-time class for boys on Farm Shop Work. The average attendance was ten...
"Later follow-up work proved that these boys were applying the knowledge gained in the part-time class in reorganizing their farm shops and to the shop work they were doing at home."
393. Hitchcock, Sam. Farm shop emphasized in part-time school. Agr. Ed. [Des Moines] 5(11): 171, 173. May 1933. 275.8 Ag8
Mr. Hitchcock, instructor in vocational agriculture at Buffalo, Wyoming, describes the farm shop which had an important place in some of his part-time schools.
394. Kennedy, A. C. A study of the needs for training in farm mechanics in Ohio. 57pp., mimeogr. Columbus, Ohio State University, Dept. Agr. Ed. 1927.
Thesis (M.S.) - Ohio State University.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
395. Kiser, O. E. Farm shop for all-day pupils in the Glassboro High School area. 112pp. New Brunswick, N. J. Rutgers University. 1933.
Thesis (M.S.) - Rutgers University.;
Not seen. Probably for consultation in the library of the institution at which it was presented.
396. Missouri. State department of education. Methods of teaching and organizing farm shop work in vocational agriculture departments in Missouri. Mo. State Dept. Ed. Bull. 24, 68pp. Jefferson City. 1934.
Not seen.
397. Mobley, M. D. Vocational agriculture in Georgia high schools: Farm shop work; Explanations and recommendations of farm shop work as a part of vocational agricultural courses. 40pp. Atlanta, Ga. State Bd. Vocat. Ed. [1929] Off. Ed. Library
"...One of the best ways to keep up the interest of a group of young men and boys who have dropped out of school, is to give them instruction in shop work. The shop is one place where a boy who has only reached the second grade in school can possibly do just as good work as a high school graduate. The over-grown part-time boy realizes this and will usually manifest more interest in shop work than in the classroom instruction..."

398. Montgomery, J. P. A shop program for the department of agriculture in the Jemison high school.
Thesis (M.A.) - Alabama Polytechnic Institute.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
399. Nellist, R. R. The development of a suggestive course of study in rural school shopwork for the Richland Consolidated Teacher-Training School at Richland, Michigan. 137pp. Ithaca, N. Y., Cornell University. 1932.
Thesis (M.S.) - Cornell University.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
400. Parr, H. W. Vocational farm shops train youthful ability. *Purdue Agr.* 28: 11. November 1933. 6 P97
Work in high schools.
401. Pollom, L. B. A study of the scope and content of farm mechanics courses and organization for teaching them in the vocational agriculture schools of Kansas. 45pp. Topeka, Kansas State Bd. Vocat. Ed. (Series A-3) [n.d.]
Thesis (M.S.) - Kansas State College.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
402. Proctor, P. W. Planning a farm-mechanics shop. *Indus. Ed. Mag.* 31: 274-275. January 1930. L.C.
Tells the story of the building of a farm-mechanics shop in the Chauncey L. Higbee High School, Pittsfield, Illinois.
403. Roehl, L. M. Farm-shop equipment for rural and village high schools. *Indus. Arts Mag.* 16: 169-170. 1927. L. C.
404. Roehl, L. M. Shop management in rural high schools. 96pp. New York, Bruce Publishing Co. 1934. L.C.
Text and reference books on farm shopwork, pp.91-92.
Partial contents: Ch. III. Shop Management in Rural High Schools; Ch. IV. Equipment and Supplies for a Complete Course in Farm Shopwork; Ch. V. Suggestions on Farm-Shop Management; Ch. VI. Points to Observe in Giving a Farm-Shop Demonstration.
405. Roehl, L. M. Vocational agriculture in rural high schools. *Indus. Arts and Vocat. Ed.* 21: 158-162. 1932. L.C.
Text- and reference books on farm-shop work, p.162. ...
A discussion of farm shop work in rural high schools, with plans for buildings and a suggested curriculum.
406. Ross, W. A. Farm mechanics work for part-time students. *Agr. Ed.* [Des Moines] 1(10): 15. October 1929. 275.8 Ag8
Advocates the teaching of farm mechanics in organized part-time schools and classes.

407. Sanders, H. W., Cline, R. W., and Nelson, G. V. A study of the status of farm-shop instruction in Virginia. Va. Polytech. Inst. Dept. Agr. Ed. Mimeograph 8, 22pp. Blacksburg. 1927.

Not seen. Probably available for consultation in the library of the Virginia Polytechnic Institute, Blacksburg, Va.

408. Schmidt, G. A., Ross, W. A., and Sharp, M. A. Teaching farm shop work and farm mechanics. 288pp. New York, The Century Co., 1927. (Century vocational series) 275.1 Sch5T

"References" are given, pp. 234-235.

Chapter 8 deals with "Farm mechanics for part-time and evening classes."

"The part-time group includes farm boys, usually from 14 to 21 years of age, who have dropped out of school and who are on farms and are expecting to become farmers; but are not yet established in farming.

"The Vocational Education Act, or the Smith-Hughes Act as it is more commonly called, in describing the kind of vocational education in agriculture which must be given to meet the requirements specifies, among other things: 'That such Education [vocational education in agriculture] shall be to fit for useful employment; that such education shall be of less than college grade, and be designed to meet the needs of persons over 14 years of age who are entering upon or who are preparing to enter upon the work of the farm or the farm home.'"

This chapter discusses Part-time class pupils, Characteristics and conditions of part-time pupils, The kind of training in agriculture best suited to the part-time group, Instruction in farm mechanics for part-time pupils, and Farm mechanics work for the part-time boy motivates and vitalizes instruction in agriculture.

409. Sharp, M. A. A suggested course of study in farm mechanics for high schools based on the opinions of five hundred farmers. 37pp. Ames. Iowa State College. 1928.

Thesis (M.S.) - Iowa State College.

Not seen. Probably available for consultation in the library of the institution at which it was presented.

410. Strube, P. E. Content for high-school farm shops. 84pp.

Thesis (M.A.) - Ohio University.

In manuscript form.

Not seen. Probably available for consultation in the library of the institution at which it was presented.

411. Sutherland, S. S. The relative importance of different phases of farm mechanics in high-school courses in vocational agriculture. 42pp. Ames, Iowa State College. 1928.

Thesis (M.S.) - Iowa State College.

Not seen. Probably available for consultation in the library of the institution at which it was presented.

412. Walker, Clyde. Determining the content of farm-mechanics courses of study for Smith-Hughes agricultural departments in high schools. 80pp. Lincoln, University of Nebraska. 1931.
Thesis (M.S.) - University of Nebraska.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
413. Wallace, H. M., Jr. Farm engineering in agricultural high schools. 60pp. Blacksburg, Virginia Polytechnic Institute. 1926.
Thesis (M.S.) - Virginia Polytechnic Institute.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
414. Weigand, L. L. Effective instruction in farm mechanics in the Timnath, Colorado, consolidated school.
Thesis (M.A.) - Colorado State Agricultural College.
Not seen. Probably available for consultation in the library of the institution at which it was presented.
415. Wilkins, W. W. Farm mechanics and home improvement for South Carolina public schools teaching vocational agriculture. S. C., Colored Normal, Indus., Agr. and Mech. Col. Special Study 56pp. Orangeburg. [n.d.]
Not seen. Probably available at the library of the institution at which it was prepared.

VOCATIONAL GUIDANCE

416. Allen, F. J., ed. Principles and problems in vocational guidance: a book of readings. 390pp. New York and London, McGraw Hill Book Co., Inc. 1927. (McGraw-Hill Vocational Texts) L.C.
Contains a chapter on "Vocational guidance in a rural high school," by Mrs. Ella M. Barkley, Ch. XXI of Pt. II.
417. Bedford, J. H. Vocational interests of high-school students. Calif. Univ. Div. Vocat. Ed., Vocat. Guidance Ser. no. 1, 55pp. Berkeley. 1930. (Div. Bull. no. 25) L.C.
Issued also in California Quarterly of Secondary Education, v. 4, no. 4, pp.277-295, June, 1929, under title "A Study of Vocational Interests of California High School Students Based on a Survey of Twelve Rural High Schools."
"A study of the vocational interests of California high-school students was made under the direction of the University of California and in cooperation with the State Department of Education. A representative cross-section of the state was secured through a geographical sampling of twelve rural high schools.
"The vocational choices of the 1211 high-school students included in this random sampling were compared with the vocational opportunities open to them in the communities in which they are living, in the State of California, and in the United States as a whole.
"Measured by the various criteria thus applied, the vocational interests of these students were found to bear no relation to the vocational opportunities open to them..."

"The conditions here indicated, involving as they do a tremendous social and economic waste, demand the immediate recognition of vocational guidance as one of the major responsibilities of the school, and the establishment of an adequate program for its administration."

418. Bennett, G. V., and Older, F. E., eds. Occupational orientation. 609pp. Los Angeles, Calif., Univ. of Southern Calif. Sta., Soc. for Occupational Research. 1931. (Occupational relations series) L.C.

Contains a chapter on "Plant Agriculture Pursuits" by Frank E. Older. Ch. II.

419. Conference on guidance aids for rural young people, Washington, D. C., March 27 and 29, 1934. Personnel, program and findings of the Conference on guidance aids for rural young people...Washington, D. C., March 27 and 29, 1934, arranged by the Southern woman's educational alliance...with the cooperation of specialists from various governmental agencies and other agencies and organizations. 22pp., mimeogr. Richmond, Va., Southern woman's educational alliance [1934?], 281.2 C766

The purpose of the conference is stated as follows:

"The outlook for farm young people now seems confused as never before. Although formerly approximately one-third of them each year went to the city for work, that opportunity has now been denied. For nearly five years most of this group - now a vast army - has accumulated at home in the country unemployed as they have left the schools each year. Crowded back to their farm homes, too, are the ones who went to the city but were forced to return, together with those whose education was interrupted, or who, having completed it, have been without opportunity to earn. Meanwhile the opportunity of all of these young people for engaging in commercial agriculture has steadily declined as their numbers have increased, and as the Agricultural Adjustment Program, in reducing crop and livestock production, has become effective. There is, of course, even in normal times a great scarcity of non-farming occupations in farming areas.

"The purpose of this conference was to secure for making available wherever helpful, all practicable concensus among selected government specialists, guidance specialists and certain others, as to the outlook now for capable, ambitious rural young people, and as to the best way to counsel and help them in the light of that outlook."

Data relating to the situation in an Appalachian Highlands' county is presented in order to concentrate discussion. A suggested program includes the setting up of a county planning committee, a master plan for the county, opportunity schools for rural young people, the establishment of an employment office in the county, adult education activities, and the provision of guidance training.

420. Frayser, Mary E.. Attitudes of high school seniors toward farming and other vocations. S. C. Agr. Expt. Sta. Bull. 302, 32pp. Clemson, 1935.

"The investigation upon which this report is based was undertaken in order to gather information concerning some aspects of youth's occupational and vocational problem. Its purpose was to ascertain the 'work' choices of the subjects of the investigation in the belief that the information gathered would be suggestive, and that it would lead to further study of the factors which condition youth's entrance into gainful employment. It was planned also in order to evaluate the attitude of South Carolina senior high school boys and girls to farming and life on the farm, to find the proportion who expected to farm, and to secure information concerning the changes which young people think should be and could be made in order to make farming more attractive.

"The information upon which this report is based was furnished by 924 white and 566 negro high school seniors who answered in 1932 and 1935, respectively, a questionnaire presented to them. The white seniors in 37 high schools in 20 counties and the negro seniors in 15 high schools in 15 counties cooperated.

"The average age of the white male senior high school student graduating in 1932 was 17 years and nine months, while the age of white female graduates averaged 17 years and six months. The average age of the negro high school students studied was 18 years and six months for the boys and 17 years and six and one-half months for the girls...

"A larger percentage of the white than of the negro youth studied lived on farms while attending high school.

"Forty and four-tenths per cent of the white and 25 per cent of the negro youth studied were favorable in their attitude to farm life.

"Outstanding among the reasons given for leaving the farm were low farm income, frequent lack of modern farm and home equipment, and the belief that cities offer more attractive economic, social, and educational opportunities than the country. The lack of adequate rural educational advantages was instanced more frequently by the negro than by the white students.

"The percentage of boys who expected to attend college was greater than the percentage of girls who planned to do so.

"Engineering led as the professional choice of the white boys and teaching as that of the white girls. Among the professions teaching was the first choice of both the negro boys and girls who planned to attend college.

"Farming was the first occupational choice of the white boys and nursing of the white girls who had no expectation of going to college.

"In 1935 a large proportion of those who were graduated from high school in 1932 had not found their places in the working world."

421. Galpin, C. J. The need of guidance among farm youth. Vocat. Guidance Mag. 9: 25-26. 1930. 275.8 V855

"A speech delivered at the Conference on Guidance for Rural Girls and Boys held jointly by the National Vocational Guidance

Association and the Rural Division of the National Education Association at Atlantic City, February 22, 1930."

"It is a natural error to think that the children of farmers will of course follow in the footsteps of their parents and be farmers or wives of farmers. This error leads to thinking that farm children need vocationally only an agricultural education and not guidance among the various occupations and careers. The fact is that not all children of farmers are to be farmers and housewives on farms. The need of guidance in the matter of vocational careers among farm youth is especially urgent, just because so many farm youth as a necessity must select rationally or else drift ignorantly into a great variety of occupations..."

422. Good opportunities exist in farming, College says. Points to New Jersey record. N. J. Agr. 10(10): 1-2. October 1928. 275.28 N46

"Young men with leanings toward farming need have no hesitancy about entering the business if they have the proper background of training. Such is the optimistic conclusion to be drawn from the college of agriculture bulletin announcing the short courses which open November 12..."

423. Hatcher, O. L., and Ferriss, E. N. Guiding rural boys and girls. Flexible guidance programs for use by rural schools and related agencies. 326pp. New York, McGraw-Hill Book Co., Inc. 1930. 275 H28

"Country children's need for guidance is especially acute in that most of them face crucial decisions as to whether to stay in the country or to leave it. Lack of enlightenment and of informed, friendly counsel befogs the way of the ambitious and the unambitious alike, and often there is nowhere for them to turn for help. Neither they nor their teachers have facilities for understanding adequately what either country or city life has to offer.

"This book is intended to serve as a guide to teachers, school principals, supervisors, county superintendents, state boards of education, and others interested in guidance for rural girls and boys. It explains the basic purposes and principles of guidance, suggests plans for organizing guidance in a county and in individual schools, and presents flexible, suggestive programs adjustable to local needs..."

"The book has resulted from fifteen years of counseling experience and from six years of research concerned entirely with guidance problems of rural children. It builds upon the findings of the experience and the research in seeking to meet the problems of rural girls and boys in an understanding and thoroughly practical way..."

424. Hatcher, O. L. Interrelations of rural and urban communities in vocational guidance problems of rural girls and boys. 13pp., mimeogr. Richmond, Southern Woman's Educational Alliance. 1931.

"An address delivered Feb. 25, 1931, in Detroit at the annual meeting of the National Education Association, Department of Superintendence..."

The need of vocational guidance for rural young people, many of whom leave the farm for the city, and the city's obligation to help in this guidance are discussed. The special needs of rural girls in the city for work are discussed at length and the agencies that make some provision for helping them listed.

425. Hatcher, O. L. The rural girl looks for work. Interrelation of rural and urban communities in vocational guidance. Woman's Press 26: 18-19, 58. 1932. L.C.

"This article is based upon a paper read by Dr. Hatcher before the Rural Department of the National Education Association on February 25, 1931, at Detroit. Dr. Hatcher wishes to give credit to Mr. Eugene Merritt of the Extension Division of the U. S. Department of Agriculture for most of the statistical facts which are cited and for certain judgments of his in regard to these facts."

This discussion of the need for such guidance lists the agencies which have assets for helping country boys and girls on the problems of city adjustments - continuation and night schools, housing services, health centers or clinics, recreational centers, churches, libraries, the Y.W.C.A., the Y.M.C.A., and certain adult organizations such as the Kiwanis, the Rotary, the Lions, and the Business and Professional Women's Clubs.

426. Hatcher, O. L. Rural girls in the city for work; a study made for the Southern woman's educational alliance. 154pp. Richmond, Garrett & Massie, Inc. 1930. L. C.

Bibliography, p.151.

"This book tells the story of two hundred and fifty-five rural girls in the city for work. For as many of them and as fully as possible, it tells what each left in the country, why she came, what she found, especially whether she found what she stated that she had come to get, her present attitude toward having come, and what she recommends to girls who are still in the country and are considering the question of coming. To this are added certain tentative recommendations from the editor and the investigators, concerning ways of using the findings of the study for girls still in the country, and other recommendations as to ways of helping rural girls who come to the city for work.

"The book is intended for any thoughtful socially minded reader who senses the significance of this eager march of adolescent girlhood upon the city, but especially for those who are interested to help such girls, either in the country or in the city; for rural or city educators, and social workers who feel any sort of responsibility for them; for leaders in such character building and recreational agencies as the Young Women's Christian Association, the Girl Scouts and the Camp Fire Girls; for heads of home clubs or other halls of residence where rural girls live in the city; for city employers, personnel managers, ministers and other religious workers..."

Ch. III, The Girls in the Country with their Home Backgrounds and Opportunities There, shows their racial origin, education of parents, girls' own education, ages at leaving school, reasons for leaving school, their use of leisure in the country, their

aesthetic interests in the country, their vocational aspirations before coming to the city.

Ch. IV. The Girls' Reasons for Coming to the City, include financial reasons, dissatisfaction with the drudgery of rural home work, loneliness in the country, youthful or temperamental thirst for adventure, or both, lack of adequate recreation, lack of privacy and of allowance for individuality in the average rural family, etc.

427. Hatcher, O. L. Vocational and educational guidance aids, available now or possibly available later, for rural boys and girls, through organizations interested to cooperate with the rural section of the National vocational guidance association. 5pp., mimeogr. Richmond, Southern Woman's Educational Alliance. 1931.

These organizations are: Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, Camp Fire Girls, National Federation of Business and Professional Women's Clubs, Kiwanis International, Rotary International, National Congress of Parents and Teachers, American Association of University Women, and National Education Association.

428. Henderson, H. C. The relationship between certain factors affecting the choice of farming as a vocation and measured attitude toward farming. 56pp. Lafayette, Ind. Purdue University.

Thesis (M.A.) - Purdue University.

In manuscript form.

Not seen. Probably available for consultation in the library of the institution at which it was presented.

429. John, M. E., and Wakeley, R. E. Some social results of training in vocational agriculture. Jour. Ed. Sociol. 8: 141-151. 1934. I.C.

"How does the training in vocational agriculture influence the social adjustment of high-school graduates who remain in their own community? Answers of 546 graduates of Iowa high schools, 214 of whom are now residing in the community in which they attended high school, indicate how training in vocational agriculture has influenced their activities and their attitudes in certain very definite ways...

"Data were secured from the students and graduates of twelve Iowa high schools, seven of which had graduates in vocational agriculture during the period of this study, 1922 to 1927. Of the other five schools included four have added courses in agriculture since 1927... The twelve schools are representative of all the major farming areas in Iowa and of the kinds of rural communities in which vocational agriculture is taught. Data collected by questionnaire and by personal visit and checked by local leaders were secured in 1932 from five to ten years after graduation...

Though two or more courses in vocational agriculture cannot be expected to revolutionize the opinion or the activities of high-school students either before or after graduation, data indicate that such training is associated with less movement from the home community, more satisfactory occupational adjustment, less active participation in local organizations, and stronger opinion towards farming as an occupation and towards coöperative marketing. Comparisons, made in schools where vocational agricul-

ture is elective and where both vocational and other students are sons of farmers, tend to eliminate important sources of difference and indicate that some of the differences are a result of training in vocational agriculture."

430. Morgan, A. E. Guidance for rural youth; vocational possibilities in the southern uplands. Occupations 13: 773-780. 1935. L.C.

"In this paper the Chairman of the Tennessee Valley Authority makes a number of practical suggestions for promoting better occupational opportunities among rural young people. Although they relate particularly to needs and possibilities in the area of the Southern Highlands, they are of much wider significance and applicability. He believes that the suggested program which must be inclusive of opportunities for training, should be developed largely within the public school system, rather than alongside, and expresses the opinion that we might take a lesson, in this country, from the Danish folk schools."

Dr. Morgan suggests some new occupations for rural youth and says:

"It probably will take 25 years to develop an adequate vocational training program for rural young people; however, if we can face the issue clearly and make a practical beginning, we might be well on our way in perhaps five years. Even recognizing the excellent work of some rural schools, of the 4-H clubs, of the Future Farmers, and other organizations, it still remains true that as a nation we have, as yet, merely begun to prepare the way, to clear the ground, for an adequate program for rural youth. The set-up of American education generally ignores the problem."

431. Morgan, A. E. "Some suggestions for a program to promote better opportunities for rural young people, especially in the Southern Highlands." 16pp., mimeogr. [Richmond, Southern Woman's Educational Alliance. 1935]

"Prepared as the introductory address by Dr. Morgan as chairman of a panel discussion of "Better Aids for Rural Young People" held by the Southern Woman's Educational Alliance at Atlantic City, on February 24, 1935."

A discussion of possible new opportunities for these rural young people. This section is also issued in mimeographed form under title "Some Occupations Recommended for Mountain Youth."

432. Myers, G. E. The problem of vocational guidance. 311pp. New York. The Macmillan Co. 1927. L.C.

Ch. XII. Vocational Guidance in Rural Communities, discusses the need for facilities for guidance work, the county unit as an aid, the work of the county supervisor, guidance possibilities without the county unit plan, etc.

433. National education association. Helping the farm child find the right job. Natl. Ed. Assoc. Jour. 21: 93. 1932. L.C.

"The roar of factory wheel and the noise of trafficking mart permeate the most remote oneroom school and strike the ear of rural youth with a fascinating sound. Legions of country bred

young people each year respond to the appeal and seek their fortune in the cities. It must be so. Modern farm machinery and modern farm science have reduced the number of workers necessary to feed the nation...

"It is the unintelligent process of selecting those who remain on the farm which operates to weaken the resources of country life. The most energetic, courageous, ambitious youth fill the first ranks of this great exodus... Thru this continuous elimination of the most capable, the farm loses its potential leadership."

A list of references for teachers and pupils is appended.

434. Pitkin, W. B. New careers for youth: today's job outlook for men and women from 17 to 32. 236pp. New York, Simon and Schuster. 1934. L.C.
General in scope but of interest to rural youth as well as urban.
435. Reed, E. T. Occupations for the agriculturally trained. Amer. Farm Youth 2(3): 12-13. March 1936; 2(4): 2, 4. April 1936; 2(5): 6, 14. May 1936. 6 Am393
To be continued in future numbers of the periodical.
436. Reed, E. T. Occupations for the agriculturally trained. A vocational guidance booklet. Oreg. Agr. Col. Bull. 464, 79pp. Corvallis, 1930. 30 Or30
"...It is our earnest hope and expectation that this booklet may help to give to the youths of Oregon a true and adequate understanding of the training available for them in the fields of scientific agriculture and the occupations open to them when they have successfully completed the training." -Foreword.
437. Rural guidance needs. Rural Amer. 10(6): 7. June 1932. 281.28 C83
A short article on the need for rural guidance.
"It is the unintelligent process of selecting those who remain on the farm which operates to weaken the resources of country life."
"The best service our rural schools can render the nation will be to aid in the selection of some of its most capable young men and women for leadership in the new day on the farm."
A bibliography is included for rural teachers who are interested in developing plans for vocational guidance.
438. Shinn, E. H. Opportunities before students of agricultural colleges. U. S. Dept. Agr., Ext. Serv., Div. Coop. Ext., Ext. Serv. Circ. 69; 12pp. 1928. 1.9 Ex892Esc
439. Southern woman's educational alliance. Breathitt County guidance program for Breathitt County young people. 2pp., mimeogr. [Richmond] 1935.
Sponsored by the County Planning Council and the County Superintendent of Schools.
The purpose of the program is to develop in the County a constructive program of guidance for both the in-school boys and girls and the out-of-school young people, and in doing this to demonstrate

a program broadly applicable to the problems of the young people of the Southern Appalachian area.

The necessary steps in such a program, the plan of organization, the fact finding project, the training program for the teachers of the county, and the application of the survey and teacher training guidance programs for these young people are listed.

440. Southern woman's educational alliance. First beginnings of a guidance grounded curriculum, Breathitt County High School, Quicksand, Ky., as a part of the guidance program for Breathitt Co. youth. 26pp., mimeogr. [Richmond,] 1935. Dr. Melvin's Office

This curriculum was devised by Marie R. Turner, Superintendent of Breathitt County schools, and P. H. Neblett, principal, Breathitt County High School.

There is a guidance center; a school counselor, a carefully worked out schedule of subject classes and forums. Student organizations are described.

441. Southern woman's educational alliance. A guidance grounded program for Breathitt County (Ky.) out-of-school youth. 3pp., mimeogr. [Richmond,] 1936.

The proposed program for out-of-school youth covers continued fact finding regarding these young people, their occupational conditions and possibilities as well as other needed data; and training institutes for young leaders to be held recurrently at several points in the county.

442. Southern woman's educational alliance. Programs for which out-of-school young people in Breathitt County, Kentucky are asking. A brief study of the desires and needs of out-of-school youth in a mountain county. 12pp., mimeogr. [Richmond, n.d.]

This study was undertaken by the Office of the County Superintendent of Schools, Jackson, Breathitt County, Kentucky.

The findings of the study show the number of young people contacted, ages, marital status, educational level of the group, training represented, occupational experiences, present work activities, earnings, desire for further education and training, types of training sought, leisure time activities desired, government help to out-of-school youth, etc.

443. Southern woman's educational alliance. Report of the Southern woman's educational alliance to the Carnegie corporation in connection with a grant for developing a demonstration guidance program in an Appalachian area. 3pp., mimeogr. [Richmond,] Jan. 1, 1935.

Gives the purpose of the guidance program, area selected, plan of organization, scope of program, program progress to date, and program needs for the near future.

444. Southern woman's educational alliance. Report...to the Carnegie Corporation. Dec. 1, 1935. 2pp., mimeogr. [Richmond,] 1935.

This is a progress report of the Breathitt County, Ky., guidance program.

445. Southern woman's educational alliance. What high school boys and girls in Breathitt Co. (Ky.) "want to be" and "want to know." A preliminary form of a study being prepared for the county superintendent of schools and the County Planning Council of Breathitt Co., Ky. 8pp., mimeogr., tables. Richmond. [1934]

Gives the results of a study of the students' choices of occupations and of their interests.

"This same study will be used for helping the out of school young people, but how? Are they to drift along merely with the thought of unfulfilled even of fleeting aspirations, and merely shrivel into deterioration - if not often into delinquency or worse? Where do they fit into the guidance program for Breathitt Co. young people?

"They can be given, through personal guidance in relation to the educational and recreational offerings of the government, a chance to grow and to become more employable according to their best assets by the creation of opportunity centres for such aids... here in the county... Opportunity to discover and analyze their assets and liabilities, individually, will be given and plans for helping them will rest upon these interests and analysis."

446. Stewart, W. F. Vocational interests of farm boys; abstract. Natl. Ed. Assoc. Proc. 1930: 941-942. 275.9 N21

"To keep the boys on the farm' as an objective of vocational agriculture smacks of an austerity that has no part in a school that attempts to recognize the interests of the pupil since it predetermines wholesale the vocation of each farm boy to the complete disregard of the boy's personal aptitudes and desires.

"From the point of view of agricultural economics there is further evidence that this aim is unsound, for the very conclusive reason that there are not enough appropriate places for all the farm boys to remain on the farms. According to our most reliable data there is an average of nearly one-half more boys on the farm than there are farms. Thus there would be a place for all of these to remain only as farms would be made continuously more numerous through repeated sub-division...

"What are the vocational interests of farm boys? More specifically, what are the boys doing who have pursued courses in vocational agriculture? Fortunately the leaders in agricultural education have concerned themselves with this important inquiry which may be interpreted as one measure of the success of the instruction in vocational agriculture.

"At the close of each five-year period since the passage of the Smith-Hughes Act, namely 1922 and 1927, studies were made in a large majority of the states to ascertain, insofar as possible, just what each boy was doing who had completed one or more years of instruction in vocational agriculture and had left school...

"From these data we learn that vocational agriculture as an elective subject in high school would seem to be holding the students in school longer and making a reasonable if not highly commendable showing of the numbers who engage in farming upon leaving high school and even more commendable results when measured by the number for whom the instruction is functioning vocationally, that is those farming, those attending the college of agriculture,

and those engaged in occupations related to agriculture. These results have been obtained through instruction, which, so far as the supervisor and teacher-training agencies are concerned, has been presented on the basis of pupil needs accompanied by guidance in as large a measure as possible.

"Vocational interests of farm boys deserve recognition and development in keeping with the best educational theory and practice. Instruction given to them on a vocational basis appears to be functional as measured by life work of a large majority. Unguided selection of vocations is all too common among farm boys. The needs of farming as a vocation should be met by trained youth, very largely farm youth, but in no sense should we be concerned merely with keeping boys on the farm."

447. Wehrenberg, E. L. Vocational guidance in a strictly agricultural community. 32pp. Raleigh, N. C. State Col. Agr. and Engin. 1927.
Thesis (M.S.) - North Carolina State College of Agriculture and Engineering.
Not seen. Probably available for consultation in the institution at which it was presented.
448. Wood, Harriette and Pruitt, Anne. Guidance at work in the schools of Craven Co., N. C. 101pp., mimeogr. Richmond, Va., Southern Woman's Ed. Alliance. 1930. 275 W85
The guidance program in the Vanceboro Farm Life High School, near the village of Vanceboro, is described.
449. Worman, E. C. Youth without jobs. A review of changing conditions affecting employment, and a fresh sampling of Y.M.C.A. experience in service to the unemployed. 110pp. New York, Association Press. 1936. W.P.A. library
While much of this publication deals with urban problems, in general it applies also to the rural situation. Chapter III, Some Elements in a Community Attack upon the Problem of Unemployed Youth, includes this statement.
"In view of the large number of young people in rural fields and the heavy burden of unemployment upon colored youth, we must not consider our problem as met until the special needs of these groups are given adequate attention."
450. Wright, J. C. The need for vocational guidance and training among our present-day youth. Amer. Students Found., Inc. Year Book, 1934-1935: 7-14. L.C.
"...It is significant that of the 1,176,454 farm boys aged 14 to 20 years in school in 1930, only a small proportion, some 15 per cent, were receiving any sort of vocational instruction or training for farming, and vocational agriculture is to-day being taught in only about one-half of the rural schools where such instruction is needed...
"It is significant, also, that wherever opportunity has been provided for securing vocational guidance and training - as it has to some extent under Federal and State emergency appropriations - our unadjusted youth have eagerly taken advantage of such opportunities. They have accepted to the full every offer of vocational guidance and training, to render themselves fit for useful employment, and to prevent themselves from becoming permanently

demoralized and unemployable.

"It is nevertheless amazing to consider how casual and temporary our provisions for dealing with this persistent problem of unadjusted youth have been to date. We have dealt with the problem as an emergency problem rather than a problem permanently inherent in our economic and social order... The need for guidance and training is quite as essential in periods of prosperity as in periods of depression. It is not a fluctuating need, and the problem of our unadjusted youth is not a problem of relief but rather one of eliminating, so far as possible, the need for relief by preparing our youth for entrance into available useful employments adapted to their capacities and interests.

"The problem of providing vocational guidance and training for our unadjusted youth is partly national and partly local, but the responsibility is wholly social rather than individual in character. The problem is a social responsibility because the problem itself is of social origin."

YOUTH MOVEMENT

451. Boynton, Agnes M., and Kirkpatrick, E. L. Possibilities of a rural youth movement. Wis. Agr. Col. Ext. Serv. Special Circ. September 1935, 13pp., mimeogr. Madison. 1935. (Rural Youth and Rural Life Series)

"This circular is prepared by the Rural Sociology Department, University of Wisconsin, in cooperation with the Student Section, American Country Life Association.

"There are important movements of youth but no youth movement in America...It seems then that foreign youth movements have the energies of young people united under active aggressive leadership. Because many of them have experienced greater unemployment and discontent than in this country, they are headed toward more definite goals and objectives. The chief reasons for no distinctive youth movement in America are lack of appreciation of a common goal and lack of challenge to a forceful leadership. American youth have no uniformity of purpose. Furthermore, they lack spirit and courage, being still too complacent in their present situation either to lead or follow effectively.

"However, rural youth do have numerous organizations functioning in the different local communities." Some of these are 4-H clubs, clubs for the older young people under the names "Utopia Club," "5-H Clubs," "4-H Builders," or "Partnership Club," "Future Farmers of America clubs," "Future Homemakers," "Future Farmer Alumni," young people's groups connected with fraternal orders and other nation-wide organizations such as the "Grange," "Farmers' Union," "Farmers' Equity," "Scouts," "Young Men's (or Women's) Christian Association," and Collegiate Country Life Clubs.

An expression of opinion was sought recently from approximately 500 leaders who are concerned with rural young people as to the interests and needs of rural young people. These opinions are given in this study, which has sections on "Activities, Interests and Tendencies of Rural Young People;" "Recognized Needs of Rural Young People;" and "What's Ahead for Rural Youth."

"Insofar as rural youth can realize the content of a common objective they may be encouraged to lead in a constructive program of activities - a coordinated country life movement. Assuming that youth can be made to appreciate the importance of a job, use of leisure, an education, social participation, an efficient standard of living as elements of a satisfactory rural life, one may assume also that they can be guided in an effective program for their own welfare. Such program must include cooperation between young people themselves and with their elders. It must start with an awareness of their situations, an inclination to think things out, and a determination to do something which will benefit themselves and their communities. They must ask for aid and accept suggestions from organizations which are already set up and have resources available. They must keep an awakened interest in what other groups are doing in order to avail themselves of all possible opportunities. Thus they become co-workers for a common cause or objective."

452. Kirkpatrick, E. L., and Boynton, Agnes M. Is there an American youth movement? A canvass of possibilities with special reference to collegiate rural life clubs. Wis. Agr. Col. Ext. Circ. 271, 47pp. Madison, 1934.

In cooperation with the Student Section, American Country Life Association.

This pamphlet presents the gist of the replies to a questionnaire circulated to some 250 people asking for opinions concerning the probability of a youth movement throughout the United States. "It includes further a canvass of the possibilities with special reference to the collegiate rural life clubs in America. It calls attention to the aims and objectives of these clubs and points out their possible contribution." Pages 35-39 are concerned with youth movements in other countries.

453. Streeter, C. P. Rural youth is restless. Farmer's Wife 37(9): 11, 20. September 1934. 6 F2244

"For the last three months I have been talking with young men and women of the farm, 17 to 30 years old, out on their own farms, in their meetings, by letter. Some 700 of them I have met personally. Everybody knows their problem - few jobs for those not needed on the farm or who do not want to stay; nothing much going on in the way of recreation unless it costs money... How restless are young folks getting over all of this? Are they in a mood to 'upset the apple-cart' and stage some sort of Youth Movement similar to those in Germany and Italy, What are they doing, if anything, to help themselves? What is anyone else doing to help them? And what may these activities mean for the future? It was these questions that The Farmer's Wife wanted young people themselves to answer. And their answers are highly interesting."

"While no one thinks that we are going to see a duplication of European Youth Movements with their brown or black shirts, their demonstrating, marching and direct influence on national politics, we are seeing the start of another kind of 'Youth Movement' - the kind you would expect of American farm boys and girls..."

"This new movement is seen in the organization of older rural young people's clubs in scattered communities all over the country, and in the pressure on existing groups - churches, farm organizations, community clubs - to give youth a place on the driver's seat, Not the whole seat but a fair part of it."

454. Streeter, C. P. Rural youth "uprisings". Farmer's Wife 36(7): 10,20. July 1933. 6 F2244

"A rural youth movement is gaining headway in the open country, an 'uprising' of young men and women between 4-H club age and marriage to do something for themselves...and at the same time to give rural communities more vigorous, enthusiastic leadership than they ever had before!"

This article tells what is happening in many places throughout the United States.

455. Wallace, H. A. Will youth enter the promised land? Rural Amer. 12(2): 3-5. February 1934. 281.28 C83

An address before a Student Conference in Washington, D. C., on "The Potentialities of the Youth Movement in America."

"A true youth movement must be a new, vital, adventurous approach to the potentialities of the coming age..."

"The depression of the past three years should create a genuine youth movement..."

"It would be nice to go back to that simple world where we were taken care of though we did have to make bricks without straw. But fortunately we can't go back even if we want to. The world has definitely changed and we have to go forward."

REFERENCES TO MATERIAL RECEIVED TOO LATE
TO BE INCLUDED IN THE BODY OF THE BIBLIOGRAPHY

456. American council on education, American youth commission. Preliminary inquiry on What is the youth problem? Part I. 48pp., mimeogr. Washington, D. C. January 1936. Amer. Counc. on Ed. (Supply exhausted)

The rural youth problem is discussed on pp. 35-38.

"...Everywhere workers in rural sociology estimate that a considerable number of persons aged sixteen to twenty-five are now 'dammed up' in rural communities - that is, there is an excess rural youth population for whom the farms and villages offer no satisfactory occupation, but who cannot migrate to the cities on account of the current absence of employment opportunities. Some of these 'dammed up' rural youth would seek higher education rather than employment, but lack of financial resources prohibits them from leaving home to go to school or college.

"Agents of the Extension Division of the United States Department of Agriculture have long fostered the organization of rural youth known as '4-H clubs,' and these groups now claim an aggregate membership of some 800,000 boys and girls. However, there has been a marked tendency for rural youth to lose interest in this organization soon after the age of sixteen - a point at which all organizations enrolling younger children experience great difficulty in holding their older members. The same is

largely true of the smaller national group known as the Future Farmers of America, a rural youth club sponsored by the Division of Vocational Education in the United States Office of Education with the cooperation of directors of vocational education in state departments of education.

"Thus, despite the commendable work of the foregoing agencies, there is at present no rural youth organization capable of holding the interest of young people from sixteen to twenty-five. Some leading workers in rural sociology have already proposed a new organization for this group. For example, Dean Dan T. Gray of the College of Agriculture at the University of Arkansas is initiating what he calls 'Junior-Adult 4-H Clubs,' and similar efforts are being undertaken elsewhere.

"In most rural localities there is a lamentable dearth of community recreational and social facilities; and at present the lack is accentuated by the presence, not only of the number of young persons who normally expect to continue in rural life, but also of that additional number who would probably have left the rural community had not the absence of opportunities elsewhere prevented it. Some estimates place this number of youth 'dammed up' in farm and village homes as high as two or three millions...

"Although there is undoubtedly a tendency for the differences between urban and rural life to diminish, yet rural youth as a class have many peculiar problems other than education which justify separate treatment. Comparatively few thorough studies of the interests and activities of rural youth have yet been made. Outstanding are the investigations in Genesee County, New York, made by Cornell University..."

The dearth of community recreational and social facilities and the special problem of the education of rural youth are discussed.

457. Kirkpatrick, E. L., and Boynton, Agnes M. Rural young people face their own situation. *Rural Sociol.* 1(2): 151-163. June 1936. 281.28 R88

"Much is said today about surplus crop production and the millions of acres of submarginal farm land not needed for agriculture. Naturally, these problems are very real, but a much more important one from the standpoint of the nation is the necessity of finding economic opportunities and social advantages for young men and women. Those who live in rural areas are unable to secure good farms and are thwarted on nearly every side when they attempt to find alternative avenues in which to pour their energies and ambitions.

"What can be done to improve their situation. What is known about these rural young people? Where do they live? What are they doing? How much schooling have they had? What choice of occupations do they have? To what extent does farming appeal to them? How are they using their spare time? To what degree do they sense needs in the home community? And what opportunities do they see to improve local conditions?

"To answer these and similar questions, a survey was planned and recently carried out in Waushara County, Wisconsin, under the direction of a local committee representing three educational

agencies together with the young people themselves. A total of 2,123 schedules were filled out by rural young people between the ages of 15 and 29, two-thirds of whom reside on farms, the rest living in villages of less than 2,500 population."

In discussing the significance of the survey, the authors state:

"'Something to do' seems to be the greatest need of rural young people according to these findings. Not only work opportunities but recreation, involving community buildings and organizations, rank high among the desires which are enumerated. Entertainments such as movies, plays, socials, advancement, libraries, and music are mentioned frequently. Education, including better schools, enlarged curricula, evening classes and leadership training, are not overlooked in the comments from these young people. Other suggestions are a feeling of coöperation and interest, not only among young people themselves but also between young and old..."

"Even though these results are preliminary, they indicate that young people recognize their situation and are aware of certain needs in their immediate localities. They show that young men and women are actually thinking of possible developments and indicate that they are rapidly becoming more eager to work out definite programs for the realization of specific objectives."

458. Magill, E. C. A handbook on the education of out-of-school youth in Virginia; based upon the minutes of the Out-of-School Youth Workers Training Conference, Virginia Polytechnic Institute, July 22 to August 17, 1935 and the experience with six experimental counties operating through the first six months of 1935. 116pp., mimeogr. Blacksburg. 1935.

Bibliography, pp.115-116.

National Youth Administration and the Virginia Polytechnic Institute, Department of Agricultural Education...cooperating.

"The contents are a summary of four weeks' efforts on the part of a group of workers to formulate a tentative program for serving out-of-school youth in Virginia communities, rural, urban and industrial. The interested group consisted of division superintendents, principals, high school teachers, vocational teachers, emergency education teachers, special out-of-school youth teachers, representatives of the State Department of Public Instruction, and a few college faculty members. The contents are suggestive - not final..."

"Out-of-School Youth have been always with us. Their number has been greater than the in-school youth. Neither school system nor society has given this group serious attention - certainly not the attention it deserves. Neither the number nor the characteristics of the group have changed markedly from that of former years. The situation, however, is different, perhaps more difficult. The opportunity for employment is one of the serious major problems. The number out of employment has tremendously increased, particularly in rural areas. Therefore, an out-of-school youth program must be a long-time one. The program must encourage intelligent experimentation and elasticity. It must be concerned with the ultimate employment of youth."

The conference related to both rural and urban youth.

459. Jessen, C. A. Surveys of youth. U. S. Dept. Int. Off. Ed. School Life 21(10): 273-275. June 1936. 156.3 Sch63

"One of the evidences of a growing concern over the situation of youth is the considerable number of communities which during recent years have conducted investigations into the conditions, needs and interests of young people. The United States Office of Education, through its Committee on Youth Problems, a year or more ago set out to assist communities desiring to make such studies. In the undertaking, effort was made to secure information regarding investigations completed or in progress.

"Attention is invited to the Summary of Characteristics of Youth Surveys herewith presented. The reader should not conclude that this summary lists all the surveys which have been made of youth. It, for instance, makes no mention of surveys in progress or of surveys for which data were gathered before 1933; moreover it must be realized that many worthwhile studies which have been made, have not been circulated through printed or otherwise duplicated reports. Those surveys, of which copies were secured through a rather thorough canvass of sources, are included in the summary...

"Considerable variety exists in the types of youth from whom information was secured. Judgment may be gained on this point from the titles given to the publications and from the data in the column headed 'Those enumerated.' Ten of the studies were limited to high school graduates and two included also those who had attended or completed courses in higher institutions. Five dealt only with out-of-school youth... Eight are limited to rural youth..."

460. Pennsylvania State college, School of agriculture and experiment station, Division of agricultural extension. Project no. 908. Senior extension clubs. 10pp., mimeogr. State College. 1936. Bibliography on rural young people, p. 5.

"Experience in 4-H Club Work and other youth organizations has shown that the interests of boys and girls change materially when they arrive at the age of 15 to 16 years. This results in a marked dropping off in enrollment and participation after the sixteenth year. In addition, there are 152,091 young people 15 to 24 years of age on farms, and 389,726 rural non-farm young people of the same age, in Pennsylvania who, heretofore, have not been reached in a substantial way by the Agricultural Extension Service...

"This project in Senior Extension Clubs is an attempt to bridge the gap outlined above and to provide a channel through which the Extension organization may be of greater service to rural youth groups."

461. Youth Progress. v. 1, no. 3; May 1936- Lansing, Mich., Michigan National Youth Administration. 1936-

AGENCIES INTERESTED IN RURAL YOUTH

American Council on Education, American Youth Commission. 744 Jackson Place, N. W., Washington, D. C.

This Commission has undertaken to "make an extended inquiry into and formulate comprehensive plans for, the care and education of American youth."

Its eight-point program includes a comprehensive study of the youth problem in this country and of the agencies working on behalf of youth; a critical evaluation of the goals of the existing educational system; leisure-time programs; rural education studies; and investigations into youth's vocational opportunities and needs.

The Index to the bibliography should be consulted for information as to the activities of this Commission.

American Country Life Association, Student Section, 105 E. 22nd. St., New York, New York.

This organization works through such existing organizations as Collegiate 4-H Clubs, Junior Granges, Country Life Clubs, etc. Its aim is "to dignify rural life, to promote an interest in it, and to create the right kind of sentiment for it on college and university campuses."

The Index to this bibliography should be consulted for publications by and pertaining to the Student Section.

American Farm Bureau Federation. 58 East Washington St., Chicago, Ill.

The American Farm Bureau Federation has recently appointed a committee to study the problem of young farm adults.

In some States, notably Indiana, the Farm Bureau Department of Education fosters county study clubs, the membership of which is composed largely of rural young adults, as a system of training for leadership.

Also in some States, Iowa especially, junior Farm Bureau groups of young people 16 to 25 years of age have been organized.

The Index to the bibliography should be consulted for information as to the activities of the Federation.

American Home Economics Association, 680 Mills Bldg., Washington, D. C.

A subcommittee on work with older 4-H club girls of the Extension Section, American Home Economics Association, recently sent a questionnaire to State club leaders asking the special interests of these girls.

American Vocational Association, Inc., 1010 Vermont Ave., Washington, D.C.

The membership of this Association is made up of teachers of the various kinds of vocational education - agricultural, trade, commercial, home economics, etc. It serves as a clearing house for information concerning the problems of vocational education. Among its committees are those for vocational guidance, home economics, and agricultural education.

Association of Land-grant Colleges and Universities. Secretary-Treasurer, Thomas P. Cooper, University of Kentucky, Lexington, Ky.

A Rural Youth Committee has been appointed by this association. A meeting of the Committee was held in Washington January 23, 1936. A 3-page mimeographed publication issued by the Extension Service contains the suggestions made by the Committee at that time. See Item 8 of the bibliography.

Boy Scouts of America, Inc. 2 Park Ave., New York, N. Y.

The Boy Scouts have done some work among the older rural boys. O. H. Benson is the director of rural scouting. A series of mimeographed publications explains the adaptation of the scout program to rural needs.

The Index to the bibliography should be consulted for information regarding the activities of this organization.

Camp Fire Girls, Inc., 41 Union Square, New York, N. Y.

Very little rural work with girls over 18 has been done by this organization. The Index to the bibliography should be consulted for information concerning its activities.

Future Farmers of America, U. S. Department of the Interior, Office of Education, Washington, D. C.

Primarily an organization of farm boys studying vocational agriculture in the public high schools of the United States. However, during the past few years, chapters of Future Farmers Alumni have been organized. The objectives of the organization aim at the improvement of farm life, the development of the individual, and the importance of cooperative effort.

Girls Friendly Society of the U. S. A., 386 Fourth Ave., New York, N. Y.

This organization has given some attention to the problem of reaching girls in rural districts and in isolated communities. City groups are sponsoring rural groups and individual rural girls. Programs adapted to these groups and individuals are furnished them.

Kiwanis International, 520 N. Michigan Ave., Chicago, Ill.

This organization cooperates with the rural section of the National Vocational Guidance Association in furnishing guidance aid to rural young people.

National Congress of Parents and Teachers, 1201 16th. St., Washington, D.C.

The Bureau of Country Life of this Congress has a national chairman who assists country life chairmen in adapting the work of any national standing committee to rural needs. Cooperates closely with the U. S. Department of Agriculture and with the Office of Education of the U. S. Department of the Interior.

National Education Association, 1201 16th. St., Washington, D. C.

The Rural Department of this Association, besides its work with rural teachers and in the interests of better rural schools, cooperates with the National Vocational Guidance Association in furnishing guidance aids to rural young people.

National Federation of Business and Professional Women's Clubs, Inc.,
1819 Broadway, New York, N. Y.

This Federation has a program of vocational guidance and scholarships, for young people, a program which has penetrated to rural districts. A number of the clubs are helping send rural girls to college, others provide speakers and literature on vocational guidance. The Index to the bibliography should be consulted for information as to the detailed activities of the Federation.

National Grange of the Patrons of Husbandry, 970 College Ave., Columbus, Ohio.

In New York State, one of the Grange projects is the revolving scholarship fund which has for its purpose - to help young people help themselves toward getting an education. Such projects, though differently named, may be found in many States. The Index to the bibliography should be consulted for information as to the activities of the Grange.

National Vocational Guidance Association. Executive Secretary: Dr. Fred C. Smith, Harvard University, Cambridge, Mass.

In addition to its study of vocational guidance problems, this association assists local communities in developing vocational guidance programs. A number of references from its official organ "Occupations" have been included in the body of the bibliography.

Rotary International, 35 E. Wacker Drive, Chicago, Ill.

This organization cooperates with the rural section of the National Vocational Guidance Association in furnishing guidance aid to rural young people.

Southern Woman's Educational Alliance, 401-402 Grace-American Bldg., Richmond, Va.

This organization endeavors to help young people by encouraging them in constructive activities and by helping them to get in contact with sources of information that are already existing. Much of their work has been with rural young people.

It has been responsible for the publication of a number of books and much mimeographed material dealing with the problems of rural youth and in the field of vocational guidance. Some of these publications are included in the body of the bibliography and may be found by consulting the Index.

U. S. Department of Agriculture, Extension Service, Washington, D. C.

The Extension Service of the U. S. Department of Agriculture has been one of the most active agencies dealing with rural youth and their problems. Through its 4-H Club work, it has reached into many States with constructive programs for health, education, and recreation. In the past few years attention has been given to the problems of the older boys and girls who are not reached by the junior 4-H club work, and it is expected that a satisfactory program for them will be worked out. Many mimeographed publications have been issued by this Service. They may be found by consulting the Index to the bibliography.

U. S. Department of Labor, Children's Bureau.

The U. S. Children's bureau has, through its Industrial Division, studied the unemployment problem of the older group of young people, in the sugar beet industry and others. Many of these young people are in rural areas. Some activities designed to aid the older, out-of-school rural girl have recently been carried on.

U. S. Department of the Interior, Office of Education. Division of Vocational Education, Washington, D. C.

The Division of Vocational Education has under its general direction and supervision the teaching of vocational education in the schools of the country, including vocational agriculture and home economics. Part-time classes for out-of-school farm youth have been established in many of the high schools of the country.

In 1934, it sponsored a conference on out-of-school farm youth, the purpose of which was "to formulate an educational program to meet the specific needs of the out-of-school farm youth."

U. S. Federal Emergency Relief Administration, Washington, D. C.

The Division of Research, Statistics and Finance, of the Administration has collected and compiled statistics of rural youth in relation to the relief situation. Research Bulletin H-5, Rural Youth on Relief February 1935, has been issued.

U. S. National Youth Administration. 1338 G. St., N. W., Washington, D. C.

The National Youth Administration, which was organized by executive order as a division of the WPA, is charged with responsibility for an expanded student aid program and for developing work projects which will give useful, non-competitive jobs to young people from families on relief and at the same time broaden the community service to all youth.

One of the nation-wide projects which the National Youth Administration has submitted to the comptroller-general, is a project for rural youth development; providing for the part-time employment of approximately 30,000 young people, in rural community activities.

Another project calls for the finding of jobs for these young people.

While the NYA has as yet issued no publications dealing with the rural youth problem it is expected that such publications will be issued from time to time by the various State offices of the Administration. A list of these offices, together with the names of their directors, may be obtained from the Washington headquarters of the Administration.

The Index to the bibliography should be consulted for information as to the activities of the Administration.

U. S. Works Progress Administration. Washington, D. C.

This Administration has collected and compiled statistics of youth on relief, including statistics of rural youth. Several publications have been issued. These are contained in the section entitled "Relief" in the body of the bibliography.

Young Men's Christian Association, 347 Madison Ave., New York, N. Y.

The Association has a "small city, town and country" department. Vocational guidance and economic advice are among its activities. Rural work has increased in scope during the present depression. The Index to the bibliography should be consulted for information as to the activities of this Association.

Young Women's Christian Association, 600 Lexington Ave., New York, N. Y.

This Association has a small rural communities department. However, very little work has been done among the group of older, out-of-school young women. The Index to the bibliography should be consulted for information as to its activities.

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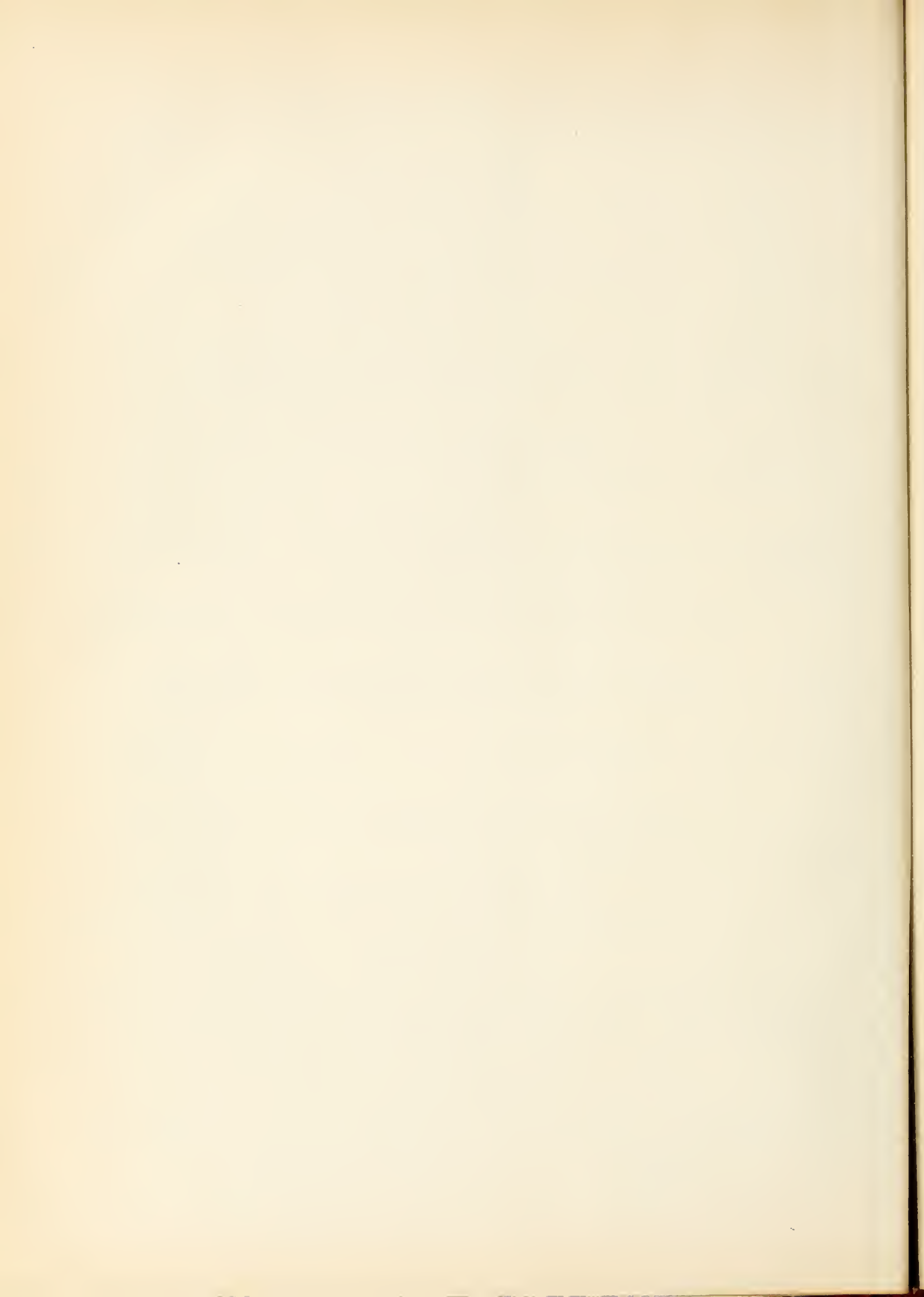
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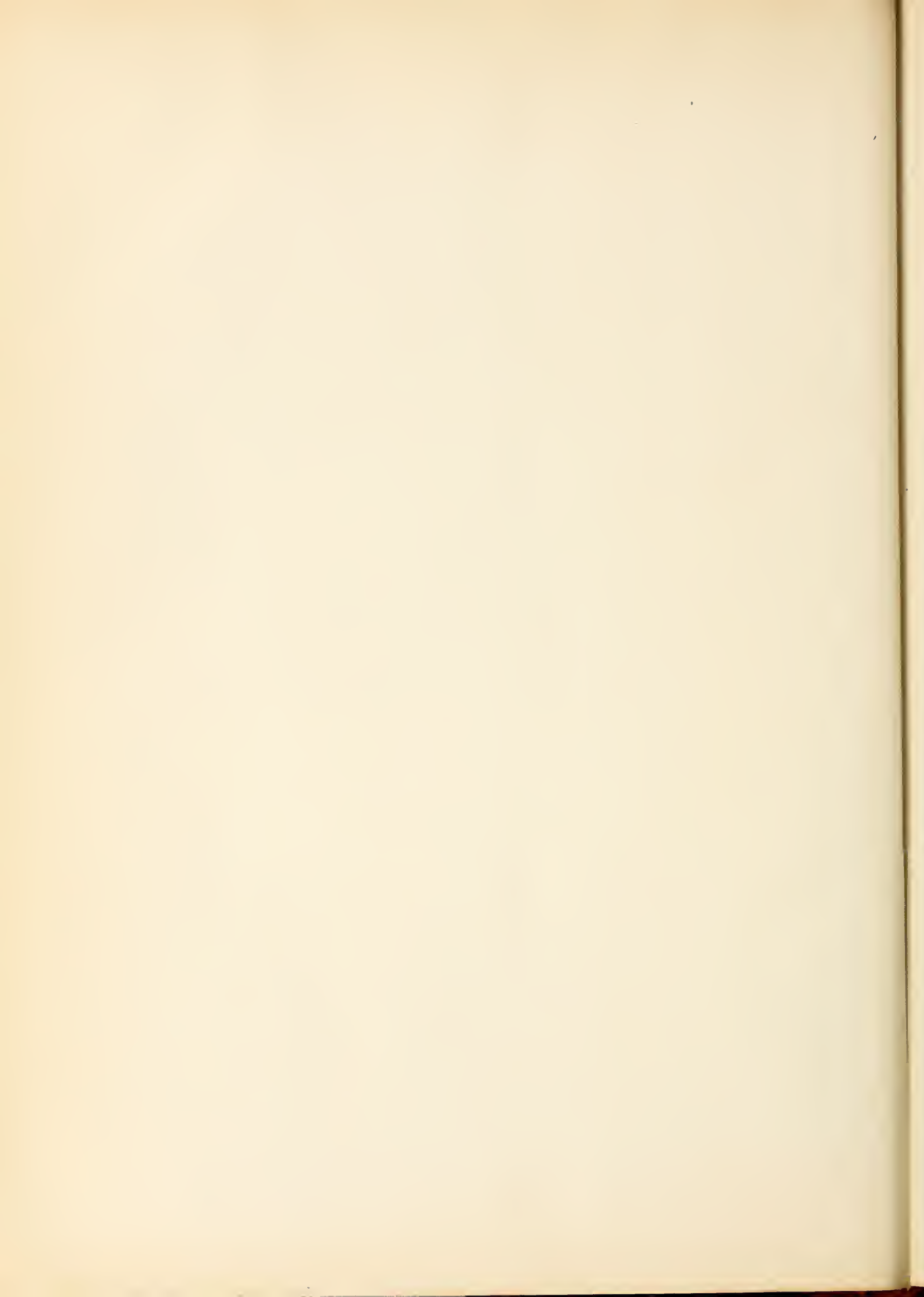
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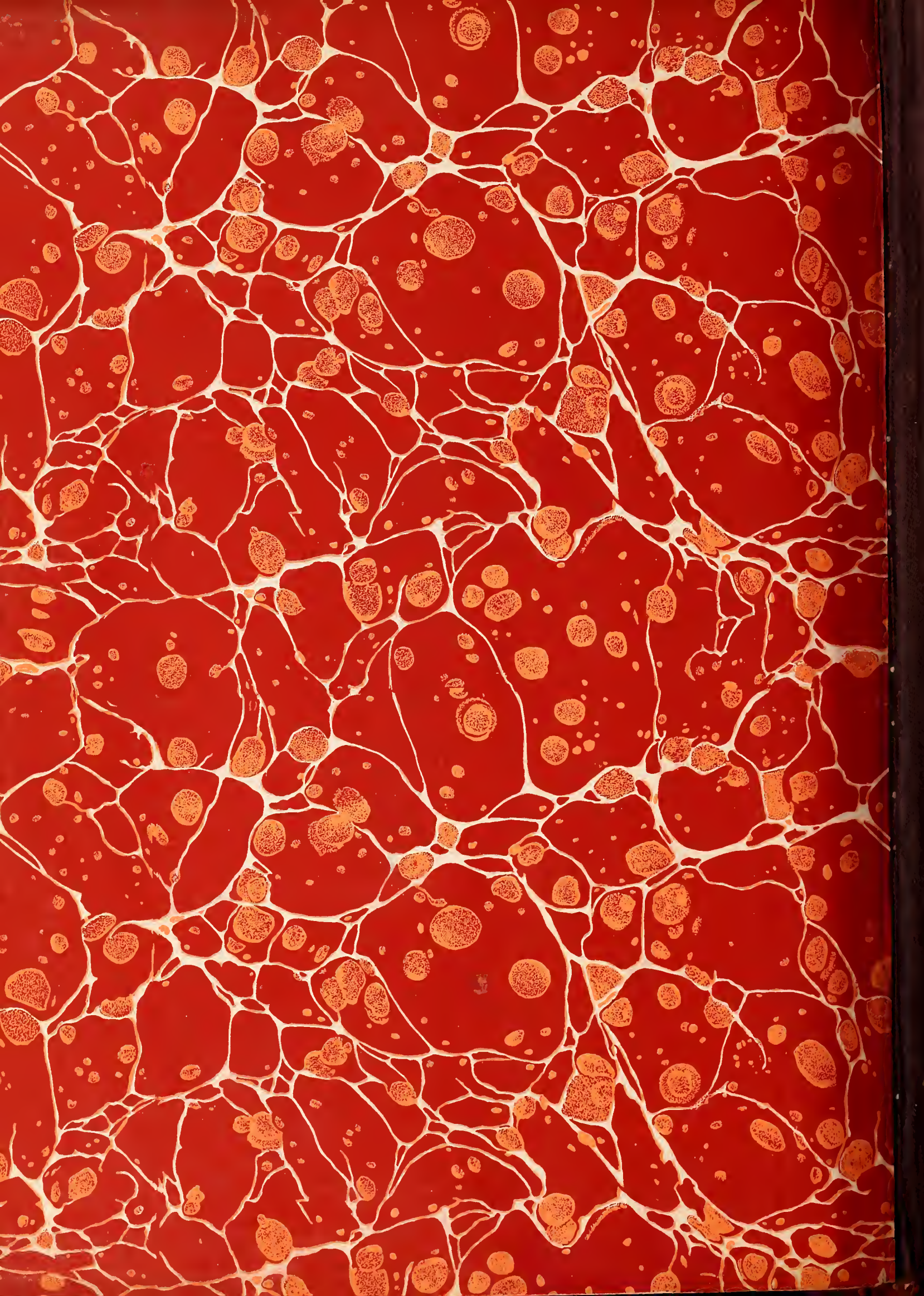
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