

A STUDY OF THE VOCATIONAL
INTERESTS OF BOYS AND
GIRLS IN SIX TOWNSHIPS OF
INGHAM COUNTY, MICHIGAN
THESIS FOR THE DEGREE OF M. A
Clyde Walter Overholt
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A STUDY OF THE VOCATIONAL INTERESTS OF BOYS AND GIRLS
IN SIX TOWNSHIPS OF INGHAM COUNTY, MICHIGAN

A THESIS PREPARED BY
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THESIS

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A STUDY OF THE VOCATIONAL INTERESTS OF BOYS AND GIRLS
IN SIX TOWNSHIPS OF INGHAM COUNTY, MICHIGAN

A. INTRODUCTION

I. The Problem.

The primary purpose of this study has been to determine the vocational interests of certain boys and girls fourteen to twenty years of age inclusive with special reference to vocational agriculture; to the end that better educational opportunities may be provided.

A secondary purpose has been to determine what per cent of these rural boys and girls may have dropped out before graduating from high school and the reasons for their having done so.

And it was a further purpose to gain other educational information that might aid in getting a proper understanding of the status of these rural young people, since to gain such information is one of the first steps in providing better educational facilities for them.

The origin of this problem grew out of the author's graduate work in education at the Michigan State College. In the study of the agricultural phase of vocational education many questions were raised respecting the status of educational attainments and interests of the rural young people. The questions raised were such as the following:

(a) How many boys and girls in our rural communities are really interested in farming as a vocation? (b) What achievements of these young people, if any, furnish evidence of a genuine interest in farm life? (c) Are the courses in agriculture as given in the high schools properly preparing the rural youth for life on the farm? (d) In what vocations other than farming are boys and girls of the rural sections interested?

(e) How many of the rural boys and girls have dropped out of school before graduating from high school and what were the reasons for their doing so? (f) How numerous are the boys and girls in the country who might well profit by further courses in agriculture not now available in the local schools? (g) Is college extension work of any kind needed? (h) Is there any way in which the agricultural college can be of special help to the boys and girls under twenty years of age?

The lack of information to give a satisfactory answer to such questions led to an attempt to make a study of local conditions in order to secure some definite facts bearing on the situation. Furthermore, city boys and girls have the opportunity of attending night schools to pursue studies that will aid them in gaining a livelihood and that will better prepare them for the responsibilities of life.

The question naturally arises whether the rural youth might be similarly aided if suitable educational activities were available for them.

II. Communities Covered in the Survey.

Reference to the map of Ingham County, Michigan, page 82 shows the townships that are included in this educational survey. Six townships, namely -- Leslie, Wheatfield, Williamston, Leroy, Vevay and Ingham, constitute the area covered. It was found that the boys and girls of Leslie attended the Leslie High School. Those of Wheatfield, Williamston and Leroy, to a great extent, attended the Williamston High School. Those residing in Vevay township attended at Mason, while those in Ingham township attended the Ingham Township Agricultural School, located at Dansville.

The Ingham Township Agricultural School is a consolidated district which includes nearly all of Ingham township and in addition some territory in two adjacent townships. Transportation is provided by the district. The general school costs are spread over the entire district. On the other hand, the school districts at Leslie, Williamston and Mason include practically no territory outside the village or city corporation limits, and hence tuition and transportation costs are borne by the outlying school districts directly. In some cases the parents have to pay a portion of the tuition if the amount is greater than sixty dollars per annum.

All the above mentioned high schools receive Federal aid under the provisions of the Smith-Hughes law. Accordingly, these high school maintain prescribed courses in agriculture, manual arts and home economics. Instruction in the above subjects must be given by college graduates, who are teachers with approved qualifications. The character of the vocational work done by these schools is highly commendable. The various

supervised vocational projects carried out by the students as a specific requirement of the Smith-Hughes law provide training of great practical effect. The progressive attitude of the citizens in the communities with respect to education is evidenced by the fact that each community has erected a modern high school plant within recent years. The boys and girls in this study have had the benefit of a favorable school environment.

The several townships included in this survey are located in a prosperous general farming region. The common farm crops raised are wheat, oats, barley, corn, beans, sugar-beets and hay. The common livestock kept are dairy cattle, beef cattle, horses, sheep and swine. There is some specialization in gardening, dairying, fruit-raising and poultry.

Many of the farmers of the area are members of a cow-testing association. There are several active Granges in the communities studied. As may be seen by referring to table number XVII, more than half of the farmers included in this study own the farms they operate. If farm ownership tends to promote better agricultural practices as well as to develop better rural institutions, many of the youth of this region have that advantage. Ingham County also has had the advantage of a County Agricultural Agent since 1927.

Nationality often determines the characteristics of a community. In this group nearly all are native-born. They are English speaking.

III. Source of the Material

A total list of the farm boys and girls between the ages of fourteen and twenty inclusive was secured from the census lists at the County School Commissioner's office for the following townships: Leslie, Wheatfield, Williamston, Leroy, Vevay and Ingham. Due to fractional school districts a few names of boys and girls residing in some adjacent township were secured while a few residents of a township may have been omitted due to the fact that the children were included in a township outside the area covered. It was merely a matter of convenience that the township was taken as the unit for study.

The lists of boys and girls were copied from the child-accounting records at the School Commissioner's office at Mason in August, 1931. The boys and girls gave the information requested during the following October, November and December. A few responses were received in January and February, 1932. The names of the boys and girls residing in the villages were not included in the list as it was the purpose to study the farm boys and girls only.

The school census lists of the six townships showed a total of 658 farm boys and girls fourteen to twenty years of age inclusive. A questionnaire, a copy of which may be found in the appendix page 84, was prepared in order to secure certain vocational information. The author personally delivered the questionnaires to a large number of those listed in the Williamston area. In other centers the superintendent of schools or the teacher of agriculture placed the questionnaires in the hands of those on the lists. In a few cases where contact could not be made personally the questionnaires were mailed to the boys and girls.

Table Number I, on the following page, shows the distribution of these young folks by townships. The table further shows the per cent of replies secured in each township as well as the total number of responses to the questionnaires.

IV. Method Used to Gather the Data

TABLE I.

DISTRIBUTION OF THE BOYS AND GIRLS FOURTEEN TO TWENTY INCLUSIVE

Township	No. girls answering	No. boys answering	Total No. answering	Total No. on census list	Per cent answers
Leslie	20	14	34	86	39.5
Wheatfield	16	21	37	52	71.1
Williamston	20	39	59	88	67.0
Leroy	39	27	66	142	46.4
Vevay	42	47	89	135	65.9
Ingham	69	68	137	155	88.3
Totals	206	216	422	658	

From the above table it may be noted that the several townships are listed in order of the number of responses received and this same order is carried out in all further tabulations by townships.

It is interesting to note that the number of girls and the number of boys responding to the questionnaire is very nearly the same, there being 206 girls and 216 boys.

The per cent of responses varies from 39.5 for Leslie to 88.3 for Ingham. The response from the total number of farm boys and girls on the census list was 64.1 per cent. the 658 farm boys and girls were distributed over an area of approximately 200 square miles. In this connection attention is called to the fact that any plan for group instruction of any considerable numbers in this area must take transportation into account.

B. ANALYSIS OF THE FINDINGS

Thus far an endeavor has been made to make clear the setting, the why, when, where, what and how, for this educational survey. In the presentation of the findings the information given in the questionnaires will be presented quite largely by means of a series of tables. The headings of these tables, followed by the questions, which are numbered the same as in the questionnaire, are self-explanatory. Brief comments and discussions are added largely to save time for the reader, or for the purpose of interpreting the data more clearly. In most instances, conclusions are given directly following the table.

I. Vocational Achievements of Boys and Girls in Agriculture

TABLE II. ✓

NUMBER OF BOYS PURSUING AGRICULTURE IN HIGH SCHOOL

Question-I-9: Did you study agriculture in your high school?

Township	Yes	No	Total No. questioned	Per cent of total No. boys
Leslie	7	7	14	50.0
Wheatfield	8	13	21	38.0
Williamston	25	14	39	64.1
Leroy	13	14	27	48.1
Vevay	33	14	47	70.2
Ingham	41	27	68	60.2
Totals	127	89	216	

A total of 216 boys from fourteen to twenty years of age inclusive, were questioned. One hundred twenty-seven of the number reported "Yes". Of the boys answering, 58.7 per cent pursued the agricultural course in high school. Since agriculture is an elective in the schools studied, it seems to indicate that these farm boys had a greater interest in vocational agriculture than in some other course they might have elected.

The use of modern farm machinery has greatly increased the amount of production per farmer. The proportion of our total population required on farms has been growing less and less. The 127 boys represent the 304 farms reported in this study. This gives a proportion of one boy to approximately 2.3 farms for the seven year period included by the age group, fourteen to twenty.

In the issue of August 6, 1932, the United States Daily carries the following quotations: "From 60 to 75 per cent of the students of vocational agriculture take up agricultural work either as farmers or as employees of allied occupations, Dr. C. H. Lane, chief of the division of the agricultural service of the Federal Board for Vocational Education stated orally, August 5. After completing their studies, it has been found from a five year inquiry that 42 per cent of the graduates have become partners in the home farm, he pointed out. It has been found also that those out of school five years tend to become owners, rather than workers or renters of farms in increasing numbers". (1)

Dr. C. H. Lane further states, "The part which vocational agricultural schools in the United States is playing in keeping country boys of a high type of ability and intelligence on the farm is illustrated by a recent survey of a number of schools in Montana. This survey is one of a series national in scope made by the Federal Board. This survey in Montana shows that 1,011 boys have completed courses in vocational agriculture during the past ten years. A total of 68 per cent entered the business of farming either individually or in partnership with their fathers. Two per cent entered occupations allied with agriculture." (2)

It may further be noted, in considering the fitness of our rural boys and girls for the business of farming, that the school law of Michigan provides that agriculture shall be taught in the eighth grade of the rural district schools. The farm boys and girls enter high school having had a year's work in agriculture. They also have the advantage of being born and brought up on a farm. In many instances their home training

(1) Lane, C. H. United States Daily, August 6, 1932.

(2) Ibid

has been well directed and they already have a great number of valuable experiences as a foundation for further training in scientific agriculture.

TABLE III. ✓✓

NUMBER OF BOYS PURSUING SHOP WORK IN HIGH SCHOOL

Question-I-11: Did you study shop work in your high school?

Township	Yes	No	Total No. Questioned	Per cent studying shop work
Leslie	8	6	14	57.1
Wheatfield	12	9	21	57.1
Williamston	30	9	39	76.9
Leroy	20	7	27	74.0
Vevay	27	20	47	57.4
Ingham	54	14	68	79.4
Totals	151	65	216	

The fact that 69.9 per cent of these boys took shop work in high school signifies a general interest in manual arts. The work is elective. It also shows that a considerable number of the farm boys are getting some fundamental instruction in the care and use of tools. The shop work in the high schools studied is of a very practical character and often deals directly with farm-life situations. Such training is valuable, moreover, for many vocations.

It may be noted also that while 58.7 per cent of the boys pursued the agricultural course in high school, approximately 70 per cent of them took the work offered in manual arts. Manual training appeals to a large number of boys. The great satisfaction afforded by this opportunity to work with the hands, - to create something, is made evident to any one who will observe these vocational groups busy at their shop work.

TABLE IV.✓✓

NUMBER OF GIRLS PURSUING HOME ECONOMICS IN HIGH SCHOOL

Question-I-10: Did you study home economics in high school?

Township	Yes	No	Total No. Questioned	Per cent studying home economics
Leslie	14	6	20	70.0
Wheatfield	12	4	16	75.0
Williamston	15	5	20	75.0
Leroy	24	15	39	61.5
Vevay	26	16	42	61.9
Ingham	65	4	69	94.2
Totals	156	50	206	

From the above it appears that 75.7 per cent of the girls studied home economics in high school. This is a considerably higher per cent than of boys who took agriculture in high school. However, the whole number of girls may be potential home makers and at any rate the excellent home economics courses offered in these schools having a specially trained instructor in the subject will do much to promote health and happiness among the farmer folk. Looking back a few decades what progress has been made in this respect! The home economics courses in all of the high schools were introduced since the passing of the Smith-Hughes law in 1917. Previous to the establishment of home economics courses in the rural secondary schools, the farm girls had to depend more upon the home, and upon extension work of the college for help. In too many cases the home could not furnish suitable instruction and extension work was not always available.

TABLE V.

MEMBERSHIP IN 4-H CLUBS

Question-IV-11: Have you ever belonged to a 4-H Club?
12. If so, for how many years?

Township	No. boys belonging	Total years membership	No. girls belonging	Total years membership
Leslie	6	8	12	23
Wheatfield	7	14	7	8
Williamston	18	38	7	11
Leroy	10	16	13	26
Vevay	10	41	11	12
Ingham	18	34	13	21
Totals	69	151	63	101

The average years of membership for boys is 2.2 years and for the girls it is 1.6 years.

Of the total number reporting, 31.9 per cent of the boys, and 30.5 per cent of the girls stated that they had been members of a 4-H club. Since the club work is not compulsory, the per cent of participation shows a lively interest in the vocational projects offered. The boys evidently had engaged in projects that carried over to a greater extent than the projects engaged in by the girls, making the average membership more than one-half year longer in case of the boys.

Further evidence of the popularity of the 4-H club work among boys and girls may be seen in Table Number VI.

TABLE VI.

4-H PROJECTS COMPLETED

Question-IV-13: What 4-H projects have you ever completed?
 14. What prizes have you ever won for exhibiting 4-H project work?

Project	Leslie-Wheat 'ld-W'mston-Leroy-Vevay-Ingham						Totals
Beans	3	1					4
Calf	1	3	1	3	5		13
Canning	4	4	5	3	3	6	25
Clothing	1	1					2
Cooking				1			1
Corn			1		1		2
Crops				1			1
Dairy	8	3		4	3		18
Dairy Man'nt					1		1
Food					2		2
Gardening	4	3	2				9
Heifer				1			1
Homemaking			1				1
Lamb					2		2
Pigs		3	3	2	1		9
Popcorn	1	1	3				5
Potatoes	3		1	1		1	6
Poultry	1	1	2	1	2	1	8
Rabbits	1			1	1		3
Room	1						1
Sewing	6		1	10	5		22
Sheep	1	1	3	4	5		14
Workbench				1			1
Totals	18	20	26	31	27	29	151

A record of 151 completed projects, with 147 prizes for exhibiting the work, shows a high degree of recognition for the 4-H club work.

Canning, sewing, dairy, sheep, and calf projects rank the highest in number of projects in the order in which they were named.

The 4-H Club work, as usually carried out, has outstanding educational values. Mr. O. C. Croy, Assistant Club Leader of Ohio, has written a thesis (1) in which the results of his study, "An Evaluation of 4-H Club Activities in Terms of Educational Objectives", is reported. Mr. Croy submitted a list of twenty-two types of 4-H Club projects to 274 rural educators of Ohio. These educators were requested to rate the project work with respect to eight proposed educational objectives. The following ranking was given by 152 of the educators who replied:

First	Sociability objective.....	2,562 points.
Second	Economic objective.....	2,420 points.
Third	Civic objective	2,285 points.
Fourth	Exploratory	2,225 points.
Fifth	Recreational	2,065 points.
Sixth	Ethical	1,991 points.
Seventh	Esthetic	1,761 points.
Eighth	Health	1,618 points.

The above is the evaluation of 4-H Club projects in the opinion of superintendents of schools, teachers and agricultural leaders, whose experiences in educational work placed them in a position to render a competent judgment. As Mr. Croy points out, the 4-H Club work in Ohio

(1) Croy, O. C. Abstract of Thesis. An Evaluation of 4-H Club Activities in Terms of Educational Objectives. Cornell University, 1928. 16 p.

'is more than economic, since the several other objectives in the study are ranked approximately as high. While the original conception of club work may have been to use boys and girls primarily as a means of demonstrating better farm and home practices, that objective has now faded into the incidental.

Mr. Croy further points out in this theses (1) that there was no great difference in opinion between the extension educators and the school educators, indicating a common understanding of the educational value of 4-H Club Work.

The present Chief of the National Extension Program, Dr. C. B. Smith, made the following statement regarding the purposes of junior club work. (2) "4-H club boys and girls are doers. They are taught high ideals and standards. They meet together, work together, cooperate, achieve. They play the game fairly. They demonstrate, earn money, acquire property. They learn and teach the better way on the farm, in the home, and in the community. They build up their bodies and their health through right living. They train their hands to be useful, their minds to think clearly, and their hearts to be kind."

(1) Ibid

(2) Smith, C. B. Boys' and Girls' 4-H Club Work. Miscellaneous Circular No. 77, U. S. Department of Agriculture, October, 1926, p. ii.

TABLE VII.

SMITH-HUGHES PROJECTS COMPLETED

Question-IV-16: What Smith-Hughes projects have you completed?

Project	Leslie-Wheat'ld-W'mston-Leroy-Vevay-Ingham							Totals
Alfalfa	1							1
Barley	2							2
Beans	2	6	7	1	5	4		25
Beets	1							1
Cabbage	2							2
Canning	1				12			13
Cooking					2			2
Corn	2	2	1	2	8			15
Crops					1			1
Cucumbers	2	2						4
Dairy	1	1		1	5			8
Gardening	1	2		10	1			14
Jelly	1							1
Man. Tr.....	1		1	7				9
Meal Plan.					2			2
Oats	1			2				3
Onions	1							1
Orchard					1			1
Popcorn					5			5
Potatoes	3	3	9	5	17			37
Poultry			1		2			3
Redecorating					1			1
Sewing	1	1			5			7
Sheep	2	1	2	1				6
Swine	1	4			2			7
Tomatoes					1			1
Wheat					1	1		2
Totals	6	13	28	12	42	73		174

Herein appears the reflection of the general farming interests of the boys and girls of the section studied. The "cash crops", potatoes and beans, are the projects reported the greater number of times.

The amount of net income from Smith-Hughes projects completed in the several schools studied for the years 1927 to 1931 is significant.

NET PROJECT INCOME OVER A FIVE-YEAR PERIOD (1)

Year ending June 30.

School	1927	1928	1929	1930	1931
Dansville	\$1149.15	\$2006.70	\$3031.39	\$2729.15	\$1857.49
Leslie	Not on the reimbursement list			468.00	664.65
Mason	2883.59	3020.79	2629.01	3192.31	1353.36
Williamston	2589.20	2559.59	1054.27	1231.40	1447.28

The above statement gives an insight into the financial gains that accrue from the vocational efforts of the Smith-Hughes students with their project work. Mr. E. E. Gallup, State Supervisor of Agricultural Education, made the following appraisal of the Smith-Hughes vocational program. (1) "I believe that vocational agricultural education, under the provisions of the Smith-Hughes Law, is the most important movement in American agriculture since the establishment of the agricultural colleges under the provisions of the Morrill Act in 1862. The farm boy receives his scientific training in the class-room. He puts this into practice in his supervised home project. He develops leadership, organization, and cooperation in his Future Farmers of America chapter. These farm boys are so trained and developed that they are established in business when they graduate from high school."

(1) Gallup, E. E. Private Correspondence. See Appendix.

TABLE VIII.

EXHIBITION OF PROJECTS

Question-IV-17: What Smith-Hughes projects have you exhibited at the fair? 19. What prizes have you won on your project exhibits?

Projects	Leslie-Wheat'ld-W'mston-Leroy-Vevay-Ingham						Totals
Barley	1	1					2
Beans	4	2	4	2	4		16
Cabbage				1			1
Calf	1				1		2
Canning	1	1	1		9		11
Clothing					2		2
Cooking	1				1		2
Corn	1	2		1	5		9
Cucumbers				1			1
Dairy				2	1		3
Garden		3	1	4			8
Jelly		1					1
Onions		1					1
Popcorn					7		7
Potatoes	3		1	7	9		20
Poultry ,.....			1		1		2
Sewing	1		1	1	2		5
Sheep	1	2			2		5
Shop Work			1	6			7
Sugar Beets				1			1
Swine		1	1				2
Wheat				1			1
Totals	10	5	15	7	27	45	109

The reports showed that a total of 148 prizes had been won on the above exhibits. Account should be taken of the fact that many of these projects were exhibited both at the County Fair and at the Community Fair. It also is true that rather numerous prizes have been awarded in order to encourage the young folks in their vocational project activities.

TABLE IX.

HOME ECONOMICS PROJECTS COMPLETED

Question-IV-15: What home economics projects have you completed?

Project	Leslie-Wheat'ld-W'mston-Leroy-Vevay-Ingham						Totals
Cafeteria	1						1
Candy	1						1
Canning	3	2	1	2	1	17	26
Child Care		2	1			1	4
Clothing	2	1				9	12
Cooking	6	1	3	1	3	6	20
Decorating						2	2
Dress						1	1
Flowers						1	1
Foods		3			1		4
Home		1			2		3
Home Ec.....			1				1
Home Mg't.....					1		1
New Dish	1						1
Room		1	1		1		3
Sewing	5		7	6	8	15	41
Summer				3			3
Meals						2	2
Totals	16	5	19	16	12	59	127

Those projects involving the fundamental necessities, food and clothing, are by far the most numerous in the above table. The rural girls are stressing those skills which necessity so often demands.

In attempting to evaluate the worth of the home economics courses, offered in the several schools of this study, the author asked one of the home economics teachers, Miss I. C. Lundin of Williamston, for a statement of the purpose of the home economics courses as taught in the Williamston High School. Miss Lundin's reply was as follows: (1).

- (1) To develop sound health habits.
- (2) To awaken an interest in the problems of food and clothing.
- (3) To train the student in certain household operations for making the home healthful and attractive.
- (4) To understand individual and home needs as related to food values and to quality and appearance of materials.
- (5) To provide practice in making individual and domestic budgets.
- (6) To teach appreciation of aesthetic qualities as related to:
 - a. dress
 - b. furnishing of the home in general
 - c. furnishing the girl's own room
 - d. the elementary principles of landscaping the home grounds.

The fact that many of these home economics girls make their own garments, do much of the home canning, and in many ways make themselves useful in practical ways at home, speaks well for the character of their school training in home economics.

(1) Lundin, I. C. Personal Correspondence. See Appendix.

II. Educational Activities of Boys and Girls

TABLE X.

NUMBER OF HIGH SCHOOL GRADUATES IN THE STUDY

Question-I-14: Are you a graduate of a four year high school?

Township	No	Yes	Total No. questioned.	Per cent of total No. ques. who are grads.
Leslie	30	4	34	11.7
Wheatfield	33	4	37	10.8
Williamston	48	11	59	18.6
Leroy	50	16	66	24.2
Vevay	73	16	89	17.9
Ingham	114	23	137	16.7
Totals	348	74	422	

The 74 graduates are 17.5 per cent of the 422 individuals studied. How many high school graduates, on the basis of the above per cent, would be found in the six above townships containing 658 boys and girls? The answer is approximately 115. (17.5 per cent of 658).

Some of the above graduates, while maintaining a residence on the farm, are employed elsewhere or are in college. With the remaining individuals distributed over an area of approximately 200 square miles it can be seen that the problem of their further education, near home, often presents some difficulties. Only a very few of them, who would have an interest in some common subject, could be assembled for regular instruction in any community. Education for these individuals is none

the less important. Two alternatives are suggested: First, that the individual, as in the past, seek some school that offers the desired vocational courses. This often takes the individual a long ways from home and incurs considerable expense. Second, that local classes be formed, consisting of interested individuals, irrespective of their age and experience, and thus the vocational training could be given within easy driving distance of home.

TABLE XI. ✓✓

HIGH SCHOOL STUDENTS PLANNING TO GRADUATE

Question-I-16: If you are in high school do you plan to graduate?

Township	Yes	Total number in high school
Leslie	20	26
Wheatfield	18	26
Williamston	23	37
Leroy	40	45
Vevay	50	54
Ingham	85	92
Totals	241	280

There were 280 boys and girls that reported being enrolled in high school. Of this number, 241, or 86.05 per cent, expressed their intention of graduating. The 39 who said they did not plan to graduate present a real challenge to the community. We naturally wonder why, in these days, they are not planning to graduate? Is it the fault of the school? Or is it the indifference of the individual? Is the home at fault?

William G. Carr, of the Research Division of the National Education Association, says (1) "Although over one half of the nation's elementary school children are in rural schools, less than one fourth of our secondary enrolment is rural. High-school training is everywhere recognized as highly desirable for effective citizenship and successful living and

(1) Carr, William G. Some Crucial Problems in Rural Education. Journal of the National Education Association. December, 1930. p. 283.

yet thousands of rural children have inadequate secondary schools or none at all. In city schools one school child in five is enrolled in high school; in rural schools less than one in ten is enrolled in high school".

Under the discussion of, "Grade-distribution of Pupils Who Quit School", it was found that 13.5 per cent had quit. This group included the ages fourteen to twenty inclusive and does not take into account the younger members who may quit before graduating. But, making all due allowances, our rural secondary high schools are making an excellent showing when compared to the nation's average.

The Ingham Group is favorably situated and for that reason a very high average of attendance is expected.

TABLE XII.

ACTIVITY OF STUDENTS IN HIGH SCHOOL ATHLETICS

Question-I-17: What part have you taken in athletics while in school?

Activity	Leslie	Wheat	Wilmston	Leroy	Vevay	Ingham	Total Activities
Baseball ,.....	2	4	11	10	13	25	65
Football	5	6	10	3	8	26	58
Basketball	5	6	13	25	22	68	139
Track	2	1	5	3		8	19
Tennis	1					16	17
Swimming	1			1			2
Soccer		1					1
Gym		2					2
Volley Ball					1		1
Totals	16	20	39	42	44	143	304

The number of high school pupils in the ninth to twelfth grade inclusive reporting that they participated in any form of athletics totaled 132, while 92 reported that they did not participate in high school athletics. In other words, approximately 58.9 per cent did participate as compared to 41.1 per cent who did not.

Of the 74 high school graduates 46 reported having participated in high school athletics while 28 reported that they were non-participants. In terms of per cent, approximately 62 per cent participated and 38 per cent did not.

Owing to the fact that farm boys and girls usually have many chores at home and that they drive to school, they are often discouraged by the parents from taking an active part in athletics. This is true of football, basketball and baseball which requires much time after school for practice.

From an educational standpoint there is much of value to be gained by the rural youth from participation in a well-directed program of high school athletics. In the give and take of athletic contests boys and girls learn lessons in promptness, in obedience, in self-denial, in cooperation, and as a matter of fact, in all the benefits of good sportsmanship.

Some parents object to football. If football is too strenuous and dangerous, some unobjectionable activity should be substituted for it. There is a wide limit to the new games and contests that may be created. More use could be made of those sports that have a carry-over nature such as tennis, handball, volleyball and even hikes and golf.

The physical education program in the public schools should be for the benefit of all. There has been a tendency in rural high school athletics to excuse and ignore many of the youth who are most in need of the benefits of the program. One problem of these rural high schools is to so adjust the athletics program that the welfare of every boy and girl will be promoted.

TABLE XIII. ✓ ✓

PARTICIPATION IN DEBATING, ORCHESTRA, BAND AND DRAMATICS

Question-I-18: Have you ever taken part in debating? 19. Did you ever play in the orchestra? In the band? 20. Have you ever taken part in dramatic work?

Township	Debating yes	Orchestra yes	Band yes	Dramatics yes	Totals
Leslie	none	4	2	23	29
Wheatfield	4	none	none	12	16
Williamston	2	3	1	25	31
Leroy	14	9	5	30	58
Vevay	6	6	8	32	52
Ingham	18	13	2	76	109
Totals	44	35	18	198	295

The total number of pupils in this study in the tenth, eleventh and twelfth grades is 164. The number of high school graduates in the study is 74, making a total of 238 that are beyond the ninth grade. Of this number only 44, or 18.4 per cent of those above the ninth grade, had thus far availed themselves of the opportunity of debating.

The advantages of debating are many. Through well-directed debating, the student acquires a better understanding of the fundamental principles relating to sociology, economics and government. He learns to rely upon evidence rather than prejudice, tradition and intuition in reaching conclusions. He learns how to use the libraries and where to find other informational material. He gains valuable practice in the art of public speaking. He learns to state facts and ideas accurately. Through

debating he develops an appreciation of the viewpoint of others and becomes less likely to express himself dogmatically. Because debating develops many useful skills and gives the rural student an insight into human nature, the subject should receive much more stress in the rural secondary schools.

Only 8.29 per cent of all of the boys and girls of this study had ever played in an orchestra and only approximately 4 per cent had ever played in a band. Here, too, there should be a much larger number of students participating. Besides the esthetic value of music, group playing may have civic, social and recreational merits. The benefits carry over into adult life. Playing in an orchestra or band furnishes an exceptionally desirable means for spending leisure time.

The data shows that 46.9 per cent of the boys and girls had taken part in dramatics. Participation in dramatics, debating, declamation and oratory affords an excellent opportunity for self-expression. It is the sort of thing so many of the rural youth need. These extra-curricular activities are especially commendable inasmuch as they help to develop rural leadership.

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TABLE XIV. ✓✓

BOY SCOUT AND GIRL SCOUT MEMBERSHIP AND TENURE

Question-IV-6: Have you been a Boy Scout? 7. How many years? 8. Have you been a Girl Scout? 9. How many years?

Township	Membership boys	No. of years.	Membership girls	No. of years.
Leslie	5	14	1	none
Wheatfield	1	1		
Williamston	7	17	3	
Leroy	2	2	3	4
Vevay	7	12	5	8
Ingham	4	10	17	33
Totals	26	56	29	45

The Scouting program, with all of its benefits, has barely been introduced in the rural sections studied. A great field for leadership awaits those who are interested in promoting the social and moral values of the Scout program. Due to the fact that the rural boys and girls live so closely in touch with nature, the Scout program may not appeal to them from the recreational point of view quite so strongly as it does to the town boys and girls. On the other hand, there are phases of the Scout work, for instance certain social and moral values, that the young folks in the rural sections need. The Scout program is one of learning by doing. The Scout Oath and the Scout Laws appeal to the very highest spiritual and moral attributes of the adolescent.

TABLE XV.

MEMBERSHIP IN RELIGIOUS ORGANIZATIONS ✓✓

Question-IV-10: Place a cross after the following church organizations in which you have had membership.

Township	Church Membership	Sunday School Membership	Young People's Society	Total questioned
Leslie	13	17	5	422
Wheatfield	10	13	7	422
Williamston	31	38	10	422
Leroy	33	41	16	422
Vevay	44	63	26	422
Ingham	46	80	33	422
Totals	177	252	97	

From the above data it was found that 41.9 per cent of the 422 reported church membership, 59.7 per cent of them reported Sunday School membership and 20.6 per cent of them reported membership in a Young Peoples Society.

The above membership in church organizations indicates that the rural young people participate to a considerable extent in the religious life of their communities. It is well known that in many communities the rural church is in a state of decline. A small rural church, with few members and few supporters, is not likely to carry on a very effective program in the community. Morse and des Brunner, in their study of churches in 179 rural counties, set 1000 (1) people per church as the norm.

(1) Morse, H. N. and des Brunner, E. S. The Town and County Church in the United States.

In common with the inefficient one-room district school, effective consolidation seems to be the logical solution of the small isolated country-church situation.

From an educational viewpoint an ideal situation is one in which church and school cooperate in carrying out a character-building program for the boys and girls of the community.

TABLE XVI.

OWNERSHIP OF LIVESTOCK AND POULTRY

Question-IV-20: Do you own farm stock or poultry which has come to you as a result of 4-H Club work or of Smith-Hughes work?

Township	Ownership yes
Leslie	2
Wheatfield	6
Williamston	15
Leroy	7
Vevay	8
Ingham	18
Total	56

Of the total number of boys and girls questioned, 13.2 per cent reported ownership of some kind of livestock or poultry as a result of project work. While this is not a high per cent of ownership it does show that many parents recognize the psychology of ownership as an incentive for interesting the boys and girls in farm life. In this respect it seems reasonable that many more parents in a very natural way might use this means to help solve the trying problems of the adolescent. On the other hand, as has so often been pointed out, a sure way to discourage many boys and girls is to deny them a share in the things they have worked very faithfully to produce.

The above question restricts ownership to that gained by certain project work. It is probable that some boys and girls own farm stock or poultry acquired by other means.

III. Farm and Home Status of Boys and Girls

TABLE XVII.

FARM OWNERSHIP

Question-IV-24: Do your parents own or rent the farm?

Township	Operated by owner	Operated by renter	No. farms reported	No. not reporting	Total No. farms.
Leslie	16	8	24	8	32
Wheatfield	20	7	27	2	29
Williamston	29	4	33	2	35
Leroy	38	5	43	5	48
Vevay	41	16	57	6	63
Ingham	58	16	74	23	97
Totals	202	56	258	46	304

Respecting the report on farm ownership 78.2 per cent of the farms, where the status of farm ownership was given, are owned by the parents and 21.8 per cent were renters. Even if we assume that the 46 not replying are renters, there would still be approximately 50 per cent of ownership. However, it is not improbable that a considerable number not replying to the question do own the farms they are operating.

A high per cent of ownership of farms by the people who operate them is highly desirable. The degree of ownership here shows a certain permanency and stability of the farm business in the area studied and this is reflected in the social, educational, and religious activities of the young people.

TABLE XVIII.

PURE-BRED LIVESTOCK AND POULTRY KEPT

Question-IV-19: What kinds of pure-bred stock or poultry are kept on your farm?

Kind	Group Totals of farms							Per cent
	Leslie	Wheat	'ld	W'mston	Leroy	Vevay	Ing.	
Poultry	9	5	15	15	21	30	95	31.2
Dairy Cattle	11	10	14	8	30	27	100	32.5
Swine	2	6	7	11	9	35		11.5
Sheep		3	5	1	5	11	25	8.2
Beef Cattle.....	1						1	.3
Horses			3			1	4	1.3
Rabbits	2				1	1	4	1.3
Totals	25	24	37	31	68	79	264	

Three hundred and four farms were included in the above study. Dairy cattle and poultry rank highest with respect to pure-bred breeds. Few farms kept any kind of pure-bred swine, beef cattle, or horses. Notwithstanding the fact that the agricultural colleges have frequently demonstrated the advantages of pure-bred stock, a large per cent of the farmers are still without the better stock. Perhaps the farmer is not completely convinced that pure-bred stock is more profitable. The inertia of tradition may have prevented any change so far.

The agencies of education along the line of placing better livestock on the farms have yet much to accomplish according to the above table. This objective may well continue to receive emphasis in extension work and in the animal husbandry courses of the rural high school.

TABLE XIX

CERTIFIED SEEDS USED

Question-IV-21: What certified seed do you use on your farm? Do you make a business of raising certified seed for sale?

Kind of Seed	Number of Farms using Certified Seed
Alfalfa	18
Barley	29
Beans	16
Corn (field)	26
Corn (pop)	1
Cabbage	1
Clover (June)	2
Clover (Sweet)	3
Oats	24
Potatoes	48
Wheat	18

Ninety-seven farms out of 304 farms used one or more kinds of certified seed as listed above. Only 5 farms out of a total number of 304 made a business of producing any kind of certified seed for sale.

For many years the agricultural program has stressed the use of better seeds. Just as in the case of pure-bred livestock, the ideal is far from reached. The questions naturally arise - Why are not better stock and better seeds used by the farmers? Is it not profitable? Is it a matter of finance?

The conclusion naturally follows that more attention should be given to this important problem.

IV. Pupils Quitting School

GRAPH I.

AGE-DISTRIBUTION OF PUPILS WHO QUIT SCHOOL

Question-I-12: If you have left school, at what age did you leave?

Ages	Number of pupils quitting
13 --- XXXX (2 persons)	
14 --- XXXXXXXXXXX(5 persons)	
15 --- XXXXXXXXXXXXXXXXXX (9 persons)	
16 --- XX (26)	
17 --- XXXXXXXXXXXXXXXXXXXXXXXX (12 persons)	
18 --- XXXXXXXXXXXXXXXXX(8 persons)	
19 --- None	
20 --- None	

The above strikingly indicates the greater number who dropped out at the compulsory age of sixteen. The following table gives further data on the subject.

TABLE XX.

PER CENT OF PUPILS QUITTING SCHOOL BY TOWNSHIPS

Township	Ages							Total	Per cent that quit
	13--	14--	15--	16--	17--	18--	19--20		
Leslie				1.....				34.....	3.0
Wheatfield			3...	3.....				37.....	15.4
Williamston	1...	2...	3...	4...	1.....			59.....	18.6
Leroy	1.....			1...	1...	3.....		66.....	9.0
Vevay		2...	3...	9...	2.....			89.....	17.9
Ingham	1...	2...	1...	9...	5.....			137.....	13.1
Totals	2	4	9	26	12	4		422	

A total of 58, or 13.7 per cent, reported that they had quit school. This number checks closely with the number reporting by grades, as appears in Graph II, page 40.

GRAPH II.

GRADE-DISTRIBUTION OF PUPILS WHO QUIT SCHOOL

Question-I-13: If you have left school, in what grade were you when you left?

Grades	Number of pupils quitting	Per cent based on 422
Sixth --	XXXX (2 persons)	0.47
Seventh --	XXXXXXXX (4)	0.94
Eighth --	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX(17)	4.00
Ninth --	XXXXXXXXXXXXXXXXXXXX (8)	1.89
Tenth --	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX (18)	4.26
Eleventh --	XXXXXXXXXXXX (6)	1.42
Twelfth --	XXXX (2)	0.47

In the above the total number reporting that they had quit was 57, or 13.5 per cent of the total number studied. It also appears from the above that 4 per cent dropped out in the eighth grade. Approximately the same number dropped out in the tenth grade. Twenty-six pupils, or 6.1 per cent, replied that they left at the age of 16. The fact that 16 is the compulsory school-age limit probably accounts, in a large part, for the relatively large drop in school attendance in the tenth grade.

The situation presents a challenge to all who are vitally interested in promoting rural education. Certain questions arise: Why did they drop out? Was it the fault of the parents, the teachers, the curriculum? To what extent may finances have been a determining factor?

TABLE XXI.

REASONS WHY FARM BOYS AND GIRLS QUIT SCHOOL

Direction II: If you have quit school place a cross after the reason or reasons in the following that best explains why you quit.

Factors involved	Reasons	Les- lie	Wheat- field	Le- roy	Wms- ton	Ve- vay	Ing- ham	Total times
School group	Discouraged with studies			3	2	4	1	10
	Studies not suitable	1	1	1		1		4
	Non-interest in studies			1	1	2	6	10
Home group	Illness			3	2	5	4	14
	Needed at home		5	1	3	5	3	17
	Lack of home encouragement							
	Wanted to earn money		2	3	2	6	5	18
	Lack of trans- portation					1		1
	Other reasons		1			1		2
	Totals	None	9	12	11	23	21	76

The validity of the pupils' opinion may be questioned in the above answers. However, the reports showed that 58 out of a total of 422 boys and girls, fourteen to twenty inclusive, had quit school.

An attempt was made to classify the reasons for quitting school into two groups. The first group was designated "school group" because the first three reasons pertained more particularly to the school program.

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The other reasons were those in which home conditions were involved and those were designated "home group".

These 59 cases of dropping out of school cited a total of 76 reasons for so doing. Of the eight reasons, suggested in the above table, only the first three might be charged as a possible fault of the school directly. Assuming this, then there were only twenty-four reasons cited in which the school might be the main cause. However, a reference to the questionnaires shows that the twenty-four reasons were given by only 19 different individuals. That is, 4.5 per cent of the 422 gave reasons for quitting in which the school might be the main cause.

It was found that 14 quit on account of illness, while 17 dropped out because they were needed at home. In all, 13.7 per cent had dropped out of school before completing the twelfth grade.

A reference to page 77 of the appendix shows, in a similar study made in Gaines Township in 1927, that 51 per cent of the boys and girls dropped out of school before completing the twelfth grade. Gaines Township had no high school. Forty per cent of the pupils were located seven miles or farther away from any high school. None of the high schools attended by the Gaines boys offered courses in vocational agriculture. Other conditions being fairly comparable in the two areas, the proximity of the high schools and the character of the curriculums, seem in a large measure, to account for the much lesser per cent that quit in the Ingham County group.

Every boy or girl dropping out of school offers a serious challenge to society. Responsibility rests on the pupil, on the parent, on the school, and on society in general. Democracy demands that, so far as possible, every individual should be educated.

In considering the data of the above table, account should be taken of the fact that boys and girls fourteen to twenty are in the group. A certain per cent of the younger ones probably will drop out before completing high school. A study of an older group would determine the status more definitely. But the fact is, the number would tend to be greater than the 13.7 per cent above mentioned.

V. Vocational Interests of Rural Young People

TABLE XXII.

REPORT ON SPECIAL VOCATIONAL INTERESTS

Directions III: Place a cross after any of the following in which you are especially interested.

Group	Interest	Les- lie	Wheat- field	Wms- ton	Le- roy	Ve- vay	Ing- ham	Totals	Group Totals
Agri- cul- tural	Beef Cattle	2	4	2	1	5	4	18	
	Dairying	7	10	16	9	21	19	82	
	Farm Crops	4	11	17	5	21	19	77	
	Gardening	1	6	9	5	5	11	37	
	Honey	1	2	6	1	2		12	
	Poultry	2	11	14	7	10	10	54	
	Sheep	1	5	9	6	10	9	40	
	Swine	5	3	6	7	9	11	41	361
Domes- tic	Cooking	10	3	10	14	18	11	66	
	Housekeeping	6	5	13	17	14	21	76	
	Sewing	3	5	12	15	17	9	61	203
Mech- an- ical	Aviation	3	6	9	8	13	16	55	
	Carpenter	1	1	1	3	13	10	29	
	Factory		1	2	1	3	3	10	
	Garage	2		6	1	4	7	20	
	Road Work		3	2		6	8	19	
	Trucking	3	6	8	4	13	10	44	177
Com- mer- cial	Clerking	5	5	8	9	16	11	54	
	Office Work	10	5	9	13	20	16	73	
	Salesman	1		2		6		9	136
Pro- fess- ional	Musician	7	1	7	7	19	9	50	
	Nursing	10	14	11	8	12	19	74	
	Teaching	4	11	10	19	23	34	101	225
TOTAL									1102

The above table shows the distribution of vocational interests. The "agricultural" group was checked a greater number of times than any other group of interests.

The following is a numerical arrangement of the ranking of the foregoing special vocational interests:

- 101--teaching
- 82--dairying
- 77--farm crops
- 76--housekeeping
- 74--nursing
- 73--office work
- 66--cooking
- 61--sewing
- 55--aviation
- 54--poultry
- 54--clerking
- 50--musician
- 44--trucking
- 41--swine
- 40--sheep
- 37--gardening
- 29--carpenter
- 20--garage
- 19--road construction
- 18--beef cattle
- 12--honey
- 10--factory
- 9--salesman

The figures represent the number of times each especial interest was checked. The total number of the checks is 1102. Here is an illustration of many instances in which vocational guidance might possibly render a valuable service in helping rural boys and girls to choose an occupation wisely. For instance, it is quite evident that too many are planning on teaching.

TABLE XXIII

FARMING AS A CHOICE OF VOCATIONS

Question-IV-4: Do you plan to make farming the means of making your living?

Township	Boys "yes"	Boys "no"	Boys not answering	Girls "yes"	Girls "no"	Girls not answering	Total questioned
Leslie	4	5	5	2	4	14	34
Wheatfield	8	6	7	0	8	8	37
Williamston	18	8	13	3	6	11	59
Leroy	10	7	10	4	15	20	66
Vevay	16	14	17	2	20	20	89
Ingham	23	25	20	2	26	41	137
Totals	79	65	72	13	79	114	422

Approximately 36 per cent of the total number of boys questioned said they planned to make farming the means of making their living.

Thirteen out of 206, or approximately 6.5 per cent of the girls, said that they planned to make farming the means of making their living.

Due to the nature of the question and due to the fact that so many did not reply to the question, it is merely quoted as showing a tendency. Many of the boys and girls had not reached an age when they had considered the proposition very much.

TABLE XXIV.

VOLUNTEERED VOCATIONAL INTERESTS

Direction-III-25: Name any other types of work in which you are interested.

Occupation	Leslie-Wheat'ld-W'mston-Leroy-Vevay-Ingham						Totals
Army				1			1
Artist	1			1			2
Astronomy		1					1
Beauty Operator	1		1	1	1	2	5
Business Manager				1	1		2
Child Care				1			1
Civics		1					1
Cloth Buyer				1			1
Commercial				1			1
Cowboy	1						1
Dietician				1			1
Draft Horses			1		1		2
Electrician		1			1		2
Engineering	1		1		2	5	9
Florist			1		1		2
Forestry			1		1	2	4
Fruit			1				1
Gospel Work				1			1
Inst'l. Manag't.....					1		1
Interior Dec'r.....					2		2
Journalism					1		1
Librarian	1			2		1	4
Mechanic		1		1		2	4
Ministry			1		1		2
Missionary						1	1
Model				1			1
Mortician			1				1
Navy					1		1
Physician				1			1
Police		1			1		2
Public Speaking.....		1					1
Radio					1		1
Social Service				3			3
Special Agr.....			1				1
Telephone Operator					1		1
Trapping			1				1
Veterinary						1	1
Totals	3	4	10	11	18	22	68

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete each task.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress regularly to ensure that the project is on track.

5. The final step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals and identifying any areas for improvement.

6. Throughout the process, it is important to maintain clear communication and collaboration within the team. Regular meetings and updates help to ensure that everyone is on the same page and working towards the same goals.

7. Additionally, it is important to document the progress and results of the project. This provides a record of what has been achieved and can be used as a reference for future projects.

8. Finally, it is important to reflect on the overall experience and learn from any challenges or setbacks. This helps to improve the team's performance and ensures that the same mistakes are not repeated in the future.

In the foregoing table thirty-seven different occupations were volunteered a total of sixty-eight times. Engineering was checked nine times, which was the highest, followed by "beauty-operator" which was checked five times. Twenty-three different occupations were each only volunteered by one individual. There were only sixty-eight of the entire group who answered this question. Nevertheless the table is illuminating. When one reflects that many of these boys and girls seriously have in mind some of the various activities mentioned, we see here a certain problem of rural education. It is a problem of vocational guidance. It is a problem that may involve much for success and happiness in human life.

A brief discussion of vocational guidance will be found on page 50 of this thesis.

TABLE XXV. ✓✓

CHOICE OF OCCUPATIONS FOR LIVELIHOOD

Question-IV-5: If not farming, what occupation do you prefer as a means of making your living?

Occupation	Leslie-Wheat'ld-W'mston-Leroy-Vevay-Ingham								Totals
Army					1				1
Aviation	1		1		2		2	3	11
Beauty Parlor					1		1	1	3
Barber								1	1
Carpenter					1				1
Clerking								1	1
Cook							1		1
Dairy Extension							1		1
Dramatics					2				2
Electrician							2		2
Engineering	1				2		2	5	10
Factory							1	1	2
Forestry					1				1
Garage			1					3	4
Homemaking							2		2
Housework				1			1		2
Librarian								1	1
Marriage							3		3
Mechanic							2		2
Ministry					1				1
Mortician					1				1
Musician	1				1		1	1	4
Navy							1		1
Nursing	3		2		3		2	5	17
Office Work	2		3		3		6	7	27
Physician					1				1
Piano-tuner								1	1
Plumber							1		1
Policeman			1						1
Sewing					1				1
Teaching	2		5		6		8	11	54
Tool-making			1						1
Wrestling								1	1
Totals	10		14		15		30	33	163

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In the foregoing table 163 of the boys and girls of this study have expressed a preference for some occupation other than farming. Whether their expression of a choice be a mere youthful fancy or whether it be the result of a more mature consideration, significance lies in the fact that so large a proportion of the rural youth have a very wide range of occupational ambitions outside the realm of farming.

And what can be done to help this group? If the high schools that serve the needs of the rural communities carry on their usual academic program and also maintain efficient courses in agriculture, manual arts, and home economics, that seems to be about their present limit in the field of vocational training. One thing they can do, however, is to provide an adequate program of vocational guidance. David Cohen has said, (1) "The task of conserving human effort is performed largely as four ends are accomplished: (1) Fitness or native ability for different vocations is discovered for every person. (2) Every person is placed in an employment in which his ability can be used to the best advantage. (3) The ability of every person is trained for the line of work for which he is best adapted. (4) Every employment is so organized and conducted as to use the trained ability of every person in the way that will secure maximum results with the least expenditure of time, material, and effort." The same author further states, (2) "Investigations generally disclose that the pupil's stock of vocational ideas is very meager and that it is the business of the school to supply the needed information concerning occupations and occupational conditions".

(1) Cohen, David. Principles and Practices of Vocational Guidance. New York. The Century Company, 1929, 471 p.
(2) Ibid.

As already has been stated, to give very much actual vocational training to the group outside of the homemaking and agricultural interests is quite beyond the present ability of the rural high school. To develop a program of vocational guidance is not beyond a practical possibility. Some sources of help would be in the curriculum itself, in the ability of certain members of the high school faculty, in the experiences of certain citizens of the community, in the faculties of higher institutions of learning. The radio, the library, and the extension service are other means of assistance. Certain tests for vocational aptitudes, for example, such as the Seashore Test for the measure of musical talent, are available.

To carry out the best vocational guidance program possible is the very least the high school should aim to do for those who are not "rural-minded".

TABLE XXVI.

JOBS HELD WITH PAY SINCE LEAVING SCHOOL

Question-IV-12: If you have left school, what jobs have you had for more than a week with pay?

Job	Leslie-Wheat'ld-W'mston-Leroy-Vevay-Ingham						Totals
Clerking	2	2	1				5
Drop Forge	1						1
Farm Work	5	5	2	10	5		27
Housework	1	3	2	2			8
Laundry					1		1
Nurse	1						1
Office			1				1
Patrolling	1						1
Pattern Work	1						1
Road-Const.....	2	1			2		5
Teaching				2			2
Trucking	1	1			3		5
Waitress				1			1
Totals	None	6	13	9	18	13	59

The prices paid for the above labor varied from a dollar a day for farm work to \$6.57 for teaching. The average pay of the 59 who reported is approximately \$2.25 per day. The amount of the pay perhaps has no particular significance. The above question verges on the personal too much to warrant very complete responses.

It may be noted that farm work was mentioned twenty-seven times and housework eight times in this list of thirteen different jobs held with pay since the boy or girl had left school. The farm and farm home furnished 59.9 per cent of the jobs.

TABLE XXVII.

JOBS OF THOSE OUT OF SCHOOL

Question-IV-3: If out of school, what is your present job?

Job	Leslie-Wheat'ld-W'mston-	Leroy-Vevay-Ingham	Totals
Bookkeeping	1		1
Clerking	1		1
Cook	1		1
Driving Truck	1	1	2
Farming4.....6.....6.....1.....11.....6.....			34
Garage	1		1
Housework1.....3.....7.....4.....1.....			16
Milk Tester	1		1
Nursing	1		1
Oil Station	1		1
Stenographer	1		1
Teaching	2	6	8
Trapping1.....			1
Totals	4	7	12
			9
			20
			17
			69

There were 50 who reported farming and housework as the present occupation. That proportion is 72.4 per cent of the present jobs. Approximately 50 per cent of the total number out of school were engaged in farm work. Many of these young people are still at home and doing the only work they are accustomed to do.

TABLE XXVIII.

ACTIVITIES SHOWING SPECIAL INTEREST IN FARMING

Direction-IV-30-35: Place a cross after each of the things in the following list you have done to fit yourself to do a better job of farming.

Activity	Les- lie	Wheat- f'ld.	W'ns- ton	Le- roy	Ve- vay	Ing- ham	Totals	Total No. questioned
Read special bulletins	7	13	24	11	27	25	107	422
Attended exten- sion classes	3	3	7	6	5	6	30	422
Took "Short Course"		1	1	1		3	6	422
Reading papers and magazines	9	21	30	22	32	36	150	422
Farm programs over radio	4	7	18	19	20	18	86	422
"Farmers Tour"	4	3	18	2	14	15	56	422
Totals	27	48	98	61	98	103	435	

Taking into consideration that many of this group of fourteen to twenty years of age inclusive have not yet reached an age to be much interested in some of the special activities listed, it seems fair to conclude that there is a progressive attitude on the part of the rural young folks. It appears that 30 have attended extension classes, and that 6 have taken a short college course to fit them better for the business of farming. There were 107 who stated that they read special bulletins and 150 said that they read farm papers and magazines regularly. The educational possibilities of the above activities are as yet only partially utilized in disseminating vocational agricultural information.

VI. Some Suggestions Growing Out of This Study

In this thesis no attempt has been made to study the curriculum of the rural secondary schools. Neither has any inquiry been made respecting the methods used in teaching. It is generally believed that the school program is already heavily loaded. A question arises as to what may be most worthwhile educationally for the youth. Any additional responsibilities placed on the rural schools, such for instance as vocational guidance, would involve an adjustment in the subject matter covered by the course of study and perhaps in methods as well.

A study of the vocational interests of a somewhat older rural group, say from eighteen to twenty-four years of age, would give valuable information to those who are striving to improve rural education.

C. SUMMARY OF QUESTIONNAIRE DATA

Some of the outstanding facts, as revealed by returns to the questionnaire, may be summarized as follows:

(1) 658 farm boys and girls, fourteen to twenty years of age inclusive, were listed in the child-accounting records of the six townships studied.

(2) The farm area studied covered approximately 200 square miles with a density of 3.29 per square mile for the age-group, fourteen to twenty inclusive.

(3) 422 of these boys and girls responded to the questionnaire, 206 being girls and 216 being boys.

(4) The response from the total number of farm boys and girls, fourteen to twenty years of age, in the area studied was 64.1 per cent.

(5) 58.7 per cent of the boys who answered had studied agriculture in the high school.

(6) 69.9 per cent of the 216 boys studied shop work in the high school.

(7) 75.7 per cent of the 206 girls studied home economics in the high school.

(8) Somewhat over 30 per cent of the 422 boys and girls had been enrolled in 4-H Club work.

(9) 151 projects were reported as completed in the 4-H Club work of these students.

(10) Canning, sewing, dairy, sheep, and calf projects ranked the highest in number in the order named.

(11) The boys reported 174 Smith-Hughes projects completed.

(12) The "cash crops" projects, potatoes and beans, ranked the highest in number.

(13) 148 prizes were won by 109 Smith-Hughes projects exhibited at county and community fairs.

(14) There were 127 home economics projects reported completed.

(15) 74 of the group of 422 studied, were high school graduates.

(16) 241 of the 280 enrolled in high school declared their intention to graduate.

(17) With respect to high school athletics, 132 pupils reported that they participated therein, and 92 reported non-participation.

L Approximately 58.9 per cent of the total participated.

(18)✓ 18.4 per cent of those above the ninth grade had availed themselves of practice in formal debating.

(19) Of the whole group studied, 8.29 per cent had played in an orchestra and 4 per cent had played in a band.

(20) Approximately 47 per cent of the 422 had taken part in dramatics.

(21) 26 boys out of the 216 boys had held Boy Scout membership.

(22) Of the 422 studied, approximately 42 per cent claimed church membership, 59.7 per cent claimed Sunday school membership, and 20.6 per cent claimed membership in some Young Peoples Society under religious organization.

(23) 56 boys and girls out of 422 reported ownership of some kind of livestock or poultry, which is 13.2 per cent of the total.

(24) 78.2 per cent of the farms, in case the status of farm ownership was given, were owned by the parents while 21.8 per cent were renters.

(25) On the 304 farms of the study, a total of 264 groups (one or more individuals) of pure-bred livestock or poultry was kept.

(26) A total of 13.7 per cent of the age group, fourteen to twenty inclusive, had quit school before completing the twelfth grade, 4 per cent quitting in the eighth grade, and 4.2 per cent quitting in the tenth grade.

(27) According to the replies given in the questionnaires, 9 had left school at the age of 15, 26 had left school at the age of 16, and 12 had left school at the age of 17.

(28) 58 individuals of the group, fourteen to twenty inclusive, had dropped out of school.

(29) 19 out of the 422 individuals gave reasons for quitting school that might reflect a possible failure on the part of the school, and 14 reported that they quit school on account of illness.

(30) In the report on special vocational interests:- The agricultural group of interests was checked 361 times. The domestic group of interests was checked 203 times. The mechanical group of interests was checked 177 times. The commercial group of interests was checked 136 times. The professional group of interests was checked 225 times.

(31) 163 volunteered their choice for some occupation other than farming as a means of gaining a livelihood. 33 different lines of work were suggested. In this group, teaching was given first choice being named by 54 individuals nearly all girls. Office work ranked next with 27 expressing it as a choice. This was followed by nursing which was cited by 17. Aviation was the choice of 11 individuals, and engineering was the choice expressed by 10 individuals.

(32) 13 different kinds of work done with pay since the boy or girl left school, were mentioned 59 times. Farming was mentioned 27 times and housework 8 times. It appears that the farm and farm home furnished them approximately 60 per cent of the jobs.

(33) Again in answer to the question - "What is your present job?" - 13 different jobs were mentioned by 69 people. Farming was mentioned by 34 individuals, and housework by 16, which together is approximately 72 per cent of the jobs mentioned.

(34) 150 stated that they had read certain papers and magazines regularly to better fit themselves for the business of farming. Likewise 107 read special bulletins to aid them. 86 reported that they listened to farm programs over the radio. 30 had attended extension classes. 56 had gone on a "Farmers Tour" to observe better practices and 6 of the boys had taken a "Short Course" at an agricultural college.

(35) In reply to the question - "Do you plan to make farming the means of making your living?" - approximately 36 per cent of the total number of boys questioned answered in the affirmative.

D. GENERAL SUMMARY AND CONCLUSIONS

A primary purpose of this thesis was to determine the vocational interests of certain boys and girls in a limited rural area. Attention will now be given to a brief consideration of the findings.

1. That a large proportion of the rural boys and girls are interested in farm life as a vocation is evidenced by:

- (a) Their achievements in 4-H Club work.
- (b) Their large enrollment in high school vocational agriculture and in home economics.
- (c) Their achievements in Smith-Hughes vocational project work.
- (d) Their active membership in the Future Farmers of America, which is an auxiliary of the Smith-Hughes program.
- (e) The fact that older boys are supplementing their high school courses in agriculture by a short course at an agricultural college.
- (f) The fact that many of these boys have already taken the extension work offered to adults in the community.
- (g) The fact that these boys go on "Farmers Tours", listen to farm programs over the radio, and that they read special farm bulletins, farm papers and magazines to learn of better agricultural practices.
- (h) The fact that they have acquired ownership of property such as poultry, livestock and farm crops as a result of project work.
- (i) That in their voluntary expression of vocational interests, agricultural enterprises were checked more often than any other group of interests.

(j) The fact that 36 per cent of them stated that they plan to make farming the means of gaining a livelihood.

2. The results of the study also show that there is a large group who are not rural-minded. That they have widely varying interests outside the field of agriculture is evidenced by:

✓ (a) The fact that approximately 40 per cent of them expressed a preference for some occupation other than farming.

✓ (b) That in their check on special vocational interests, the mechanical, the commercial, and the professional groups of interests were checked a greater total number of times than were agricultural and domestic interests.

✓ A secondary purpose of the thesis has been to determine the extent and also the causes of pupils dropping out before graduating from high school. The findings indicate that 13.7 per cent of the total number responding to the questionnaire quit before completing high school. This per cent would become somewhat higher, as previously pointed out, by some additional drop-outs as the younger pupils passed along. A more exact status could be determined by questioning a group beyond the usual high school age. However, 86 per cent of those enrolled in high school expressed their intention of graduating.

✓ It was further found that about one-third of the 58 who dropped out, gave as reasons certain conditions for which the school might be held responsible and that about two-thirds of them gave various other reasons for dropping out. As has already been stated, this is a problem which

not only vitally concerns the pupil and his parents, but society as well. Foregoing facts in the thesis indicate that the so-called Smith-Hughes schools, which were studied, are functioning with a fair degree of efficiency so far as keeping boys and girls in school is concerned. It is quite impossible in the rural high school to provide special work to cover the wide range of causes for dropping out. The larger city school systems have an advantage in that particular.

Some considerations and recommendations growing out of this study are listed as follows:

1. Vocational Guidance.

That an urgent need for vocational guidance exists in the rural schools is proven by certain facts in the thesis. For instance, many boys and girls have definitely decided to remain on the farm. But possibly the nearness of things agricultural has biased them. Perhaps no other occupations, for which they might be better fitted, have been presented to them for serious consideration.

The fact that 13.5 per cent of the Ingham County group studied, quit school and that more of the group will drop out, offers a challenge to vocational guidance. Does the school not offer something that would help these quitters?

Further need for vocational guidance is seen in the following:

- (a) The report on special vocational interests, in which 1102 especial interests were checked by 422 boys and girls.
- (b) In answer to the request to name other types of work in which they were interested, 37 different occupations were volunteered a total of 68 times.

(c) In another answer, regarding preference of occupation, 33 occupations were mentioned 163 times.

(d) The rural girls cited only a very limited number of vocations when hundreds of occupations, of which they probably had no knowledge, might be equally desirable.

Some sources of vocational guidance helps within the practical possibilities of the rural communities are:

- (a) Possibilities of certain courses that may be included in the regular curriculum.
- (b) Assistance given by faculty advisers in vocational affairs.
- (c) Interviews with certain successful people in the community.
- (d) Aid given by certain faculty members in higher institutions of learning.
- (e) Radio talks.
- (f) Courses in reading.
- (g) Travel and visitations.
- (h) Assistance available by service clubs.
- (i) Plans for self analysis.
- (j) Certain technical tests, e.g., the Seashore tests for musical ability.

Inasmuch as so little is being done to adjust rural boys and girls vocationally, the school should assume its full share in the educational responsibility of providing, so far as possible, an adequate vocational guidance program.

2. Adult Education.

Adult education for vocational training is very common. A recent statement of the chief of the service division of the United States Office of Education is as follows: "States and cities show a gratifying response to the appeal of the Federal Government to extend training to large numbers of adults and especially the unemployed, L. R. Alderman, chief of the service division of the United States Office of Education, stated orally August 12. Reports which continue to come to the office show increases in enrollments in night schools and special classes, he said.

Massachusetts and Rhode Island, from which latest reports have come, report encouraging enrollments. In Massachusetts, more than 82,700 persons attended evening schools, while more than 15,300 registered in Rhode Island." (1)

The educational program above mentioned affects more particularly people who reside in the cities. Can the rural people afford to neglect practical means for adult education? The younger group out of high school, together with those who may have quit school, as they experience conditions today, often feel a need for further instruction. In every community there are older persons who desire to pursue certain courses for self-improvement, if such could be done without personal embarrassment.

The possibilities of using the local school building and its equipment for instruction in adult education is practical. Such courses would be limited to a brief period in the winter when farmer folk could spare time in the evening. The extra cost to the school district for heating and

(1) Alderman, L. R. Adult Attendance at Night Schools, Established by States Increasing. United States Daily, August 13, 1932.

lighting the building at night would be slight. If provisions could be made for ascertaining the desires of the community for courses; and for instruction, everyone in the community who desired could go to school. As soon as there is sufficient demand on the part of the local citizens for such courses, ways and means for providing them will be devised.

Such a plan for adult education was carried out during the winter of 1931-32 in the Lincoln Consolidated School near Ypsilanti, Michigan. This school serves 63 square miles of territory. Two hundred twenty-five rural people were enrolled, ranging in age from 16 to 71 years, with an educational background from early elementary grade school to Bachelor of Arts degree.

It is interesting to note that the people of the community not only elected agricultural and home economics courses, but enrolled in astronomy, child psychology, public speaking, elementary electricity, Old Testament Literature, community chorus and art in the home.

The initiative for sponsoring a community night school should be taken preferably by local persons especially interested in adult education. In the above instance, following a discussion by the school faculty, together with members of the community council, a campaign of personal solicitation among the farmers of the district was undertaken with success.

The question of cost in providing a community night school is a vital one. In the experiment carried on in the Lincoln Consolidated Rural School, no charge was made for any of the classes. The services of the regular

faculty of the school, with the assistance of some outside speakers, were donated. It is true that this community is favorably situated. Instructors could not always be expected to render their services gratis. It is suggested that vocational instruction in agriculture and home economics might be paid for by Federal and State appropriations. The extra expense for the use of the school building and its equipment might be borne by the local school district. Certain nominal costs for instruction in other courses might be borne by the individuals taking the courses.

3. Athletics.

The replies to the questionnaire showed that many rural students do not participate in high school athletics. Oftentimes the individuals who really need the experience in athletics most are left out entirely. A plan for athletic activities is needed that will promote good sportsmanship for all through active rather than passive participation.

From the standpoint of recreation and sociability, the future farmer needs to know how to play as well as how to work. Cooperation in sports in youth makes cooperation in business more easy and natural for the adult farmer. Therefore, the athletic program should be extended to include every rural youth. It is suggested also that more stress be placed on those games and sports that will carry over into adult life, such as tennis, volley ball and basketball.

4. Ownership.

The replies to the questionnaire showed that 13.2 per cent of the boys and girls were owners of poultry or livestock. Boys and girls usually have a great interest in the farm commodities that they own. This is especially true if they have really earned the right of ownership.

Such ownership stimulates their interest in farming. It develops in them a feeling of responsibility. Whenever practical, it would seem that many more parents could use this means to advantage. The project method of teaching furnishes an excellent opportunity for parents and their children to cooperate in this respect.

5. Better Seeds and Better Livestock

The replies showed a need for further stress on better seeds and stock.

Better agriculture demands the use of better seeds and better breeding stock than apparently is used on many of the farms at present. The progressive farmer takes pride in the excellence of quality in the products of his farm.

Boys taking vocational agriculture in high school are helping to raise the standard by using certified seed and pure-bred animals in their projects. The public exhibition of the best they have raised has been a means of impressing the fact that it is economy to use the best.

6. Debating.

A generation ago debating was commonly carried on in the rural communities in Michigan. Many men today, occupying important positions of leadership, are grateful for the debating practice of the Lyceum when they were young. Debating not only gives practice in public speaking, but it offers an excellent discipline in careful thinking. Our rural boys and girls may well participate in high school debating as a preparation for leadership. The reports showed that very few were taking advantage of debating.

7. Music.

Not very many of the rural youth reporting had played in an orchestra or a band. Music furnishes an excellent means for improving leisure time. A good rural chorus, or band, or orchestra, can render a very pleasing and helpful service in almost all community programs. But the musicians need to get started young. Therefore, every possible encouragement should be given to both vocal and instrumental music in the public schools.

8. Dramatics.

A considerable participation in high school dramatics was reported. Dramatics not only furnishes an excellent opportunity for interpreting life to the rural community but it has recreational values as well. Dramatics furnish a means of self-expression to the rural youth that they often need. The practice of dramatics in the rural schools is highly commendable from an educational standpoint.

9. Scouting.

The reports showed that the rural communities have not yet taken up Scouting very generally. Scouting has become a unique movement in modern education. The Boy Scout **learns** by doing. In his scout activities he learns much about hiking, camping, fire-building, cooking, signalling, knot-tying, and nature study. He learns "First Aid" that he may save life and help injured persons. A scout does a "Good Turn" daily. His motto is "Be Prepared". As he progresses in rank he learns more of his duty to God, to his country, and to himself.

Like the Red Cross, Scouting is chartered directly by Congress, and the President of the United States is its "Honorary President". Scouting has been tried out thoroughly in America and it is successful. Its program is an excellent one for character education. It helps to direct youth through the trying adolescent period. Rural leadership is needed to bring Scouting to the boys and girls on the farm.

10. The Rural Church.

In the area studied, the boys and girls reported approximately 42 per cent of church membership and approximately 60 per cent of sunday school membership.

The highest interests of rural welfare require the development of the religious nature. On every hand there is a request for character education for the young folks today. An efficient church that serves a rural community should be able to contribute much in the solution of moral problems confronting the boys and girls. As has been pointed out, to maintain an efficient rural church is one of the present needs for rural betterment.

✓ The following is the concluding paragraph of Macy Campbell's book, "Rural Life at the Crossroads".

"Rural life today is at the crossroads. It has reached a critical period. Either the farm group must learn to cooperate successfully or they must go down into economic servitude. The hope of rural America lies in the education of its youth. Better education and better organization are the only hope of saving American life from peasantry, which

many students of history declare to be the inevitable and of every agricultural people. If the American farm people are permitted to descend into peasantry they will eventually pull down the nation after them. This, too, is the warning of history. The hour is struck! Which way rural life!" (1)

Due to the excellent opportunities offered to the boys and girls in this area, there is a decided tendency for more of them to remain on the farms. So far as they are concerned, if rural life is at the cross-roads, decision has been made to follow the road that leads in the direction of an intelligent, prosperous, cooperative rural life. But to start on a course, even in the right direction, does not always insure arrival. No one's education is ever complete. The educational program of the rural community must provide for constant opportunity to keep pace with the march of events.

(1) Campbell, Macy. Rural Life at the Crossroads. Chicago. Ginn and Company, 1927.

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F.

APPENDIX

A BRIEF SUMMARY OF A VOCATIONAL SURVEY MADE OF GAINES TOWNSHIP, KENT COUNTY, MICHIGAN.

During the summer of 1927 the author made an educational study of the township above mentioned. A brief summary of the findings are included in this thesis in order to make some comparisons and also that the conditions as revealed might be available to anyone interested.

Gaines Township is located in the southern tier of townships in Kent County as may be seen by reference to map No. II on page 83 of the appendix. Grand Rapids, the chief trading center of this farm area, lies twelve miles north of the township. With few exceptions the farms are fertile and the farmers are fairly prosperous. Due to the nearness to Grand Rapids there is some specialization in fruit-raising, gardening and dairying. General farming is the common practice.

A pioneer of the township stated that fifty years ago there were only a very few Holland families in the township. Since that time there has been a gradual replacement of the English-speaking peoples who came to Michigan from Canada and from New York, Ohio, Pennsylvania and other eastern states, until today over half of the farms are owned and operated by Holland families.

The customs of these people, as well as their social background, is somewhat different than those of the earlier settlers in Gaines township. These Holland people are very thrifty and the survey showed a very high per cent of farm ownership. Of the forty-three farms included in the study, only three were owned by others than the operators.

A list of the boys and girls of Gaines township, between the ages of fourteen and twenty inclusive, was compiled from the school census records as listed in the County School Commissioner's office at Grand Rapids, Michigan. A vocational questionnaire, a copy of which may be found on page 85 of the appendix, was formulated as a means of gaining information regarding their vocational interests.

Three weeks was spent interviewing families whose children were on this list, asking them to fill out the questionnaire. In this way contact was made with boys and girls as well as with the parents. Out of a total of 159 names of boys and girls between fourteen and twenty inclusive, as listed in the school census, ninety-four responded. That gave approximately 59 per cent as the sample.

Of the 94 who responded to the questionnaire only 44 had ever been enrolled in high school. Since there are no high schools located within Gaines township, the boys and girls had to go elsewhere for their high school work. It was found that 25 attended high school at Caledonia, a little village in an adjoining township, that 13 attended Grand Rapids high schools, and that 7 attended at various other high schools.

In a list to check to determine what their special vocational interests might be, the following results appeared: Agricultural interests were checked 73 times - domestic interests were checked 56 times, commercial interests 22 times, and professional or semi-professional 18 times. The results seemed to show a decided trend to farming as a means of gaining a livelihood. In interviewing the parents there seemed to be decided sentiment among the Holland parents that the girls should be good housekeepers first of all. The girls themselves were not quite so

keenly interested as only 25 per cent of them checked housekeeping as being of special interest.

In answer to the question, "What jobs have you held since leaving school?", it was found that 81 per cent of the jobs held by the boys was farm work and that 85 per cent of the jobs held by the girls was housework, and this was in 1927 during a period of general prosperity. The above facts seem to indicate that both by inclination and by home training these young people were destined to remain on the farm.

In reply to the question, "What is your present job?", it was found that 83 per cent of the boys were doing farm work and that 90 per cent of the girls were engaged in housework. These reports check quite closely with their replies respecting jobs held since leaving school.

In answer to the question, "What occupation do you prefer for gaining a livelihood?", 8 of the 94 gave no reply, 9 were undecided and of the remainder, 44 per cent checked farming and 25 per cent of the girls checked housework.

In the study it was found that 40 per cent of the pupils were located seven miles or farther from a high school. This fact alone would tend to retard high school attendance. None of the high schools attended offered courses in agriculture. However, the Grand Rapids high schools offered excellent courses in manual arts and in home economics. But in order to secure such advantages the pupil would have to pay a high rate of tuition and also would have the disadvantage of being ten miles or more from home.

Under the above circumstances it is not surprising to find that 34 per cent left school before entering the ninth grade, nearly all dropping out upon completing the eighth grade. The returns showed that 51 per cent of the boys and girls dropped out before entering the twelfth grade.

In contrast, it was found that in the Ingham County group of 422 boys and girls that less than 14 per cent had dropped out of school before completing the twelfth grade. The Ingham group had the advantage of good high schools within easy driving distance. The high schools offered an attractive course to them. These schools all carried on a good athletic program. Extra curricular activities were stressed. Courses in agriculture, home economics, shop work were offered. The supervised vocational project was a means of forming a close contact between the farm home and the school. Community fairs, school plays, glee clubs and orchestra, debating, Future Farmers of America programs - all these things were an incentive for the rural students to go to high school and to graduate.

TABLE A.

REASONS GIVEN BY GAINES TOWNSHIP BOYS AND GIRLS FOR QUITTING SCHOOL

Group	Reasons Given	Number giving reason
School	Discouraged with studies	2
	Non-interest in studies	17
	Studies not suited to needs	6
Home	Illness	3
	Needed at home	11
	Lack of encouragement at home	1
	Needed to earn money	3
	No way to get to school	2
	Too far to school	1
	Total	46

Out of a total of 46 reasons for quitting school 25 of the reasons were those for which the school might be to blame. Good live high schools offering vocational courses to the rural students would have been the means of attracting nearly all of these boys and girls. The solution of the problem quite evidently lies first in consolidation.

TABLE B.

THE LIST OF PAPERS AND MAGAZINES TAKEN BY THE PARENTS OF THE BOYS AND GIRLS IN THE CALLES TOWNSHIP SURVEY

Literature	Number of Subscribers
American Boy	5
American Farming	1
American Magazine	5
American Thresherman	1
Atlantic Monthly	1
Blade and Ledger	1
Boys World	1
Byron Center Progress (local)	2
Caledonia News (local)	3
Canner	1
Cappers Farmer	1
Country Gentleman	7
Christian Herald	1
Comfort	1
Cosmopolitan	1
Dairy Farmer	3
Dearborn Independent	1
Farm and Fireside	7
Farm Journal	21
Farm Life	2
Farm Mechanics	1
Farmers Wife	3
Furrow	1
Gentlewoman	1
Good Stories	3
Grand Rapids Herald (daily)	12
Grand Press (daily)	40
Heards Dairyman	5
Holstein-Friesian	1
House Wife	1
Household Magazine	2
Illustrated Companion	2
Ladies Home Journal	5
McCall's	8
Middleville Sun (local)	1
Michigan Business Farmer	4
Michigan Farmer	27
National Geographic	1
National Sportsman	1
Needlecraft	5
Open Road	1

TABLE B. (continued)

Literature	Number of Subscribers
Pathfinder	5
Peoples Home Journal	2
Peoples Popular Monthly	1
Pictorial Review	1
Popular Science	1
Poultry Item	4
Saturday Evening Post	1
Sportsmans Digest	1
Stockman	1
Successful Farming	11
Sunday School Paper	1
The Banner	3
Womans Home Companion	5
Womans World	1
Youths Companion	1
Zeeland Record	1
Totals 57 publications	231

The above list, in a measure, reflects the wide range of interests of the Gaines Township farmer folk. Papers and magazines have some influence in shaping the ideas of the people who peruse their pages.

A total of 57 varieties of papers and magazines were reported carrying a total of 231 subscribers which is an average of approximately four per family. Either the Grand Rapids Press or the Grand Rapids Herald was taken by 52 of the families reporting. The Farm Journal and the Michigan Farmer were the outstanding agricultural papers taken. The Michigan Farmer was taken in nearly half of the homes.

TABLE C.

CONVENIENCES REPORTED IN THE GAINES TOWNSHIP SURVEY

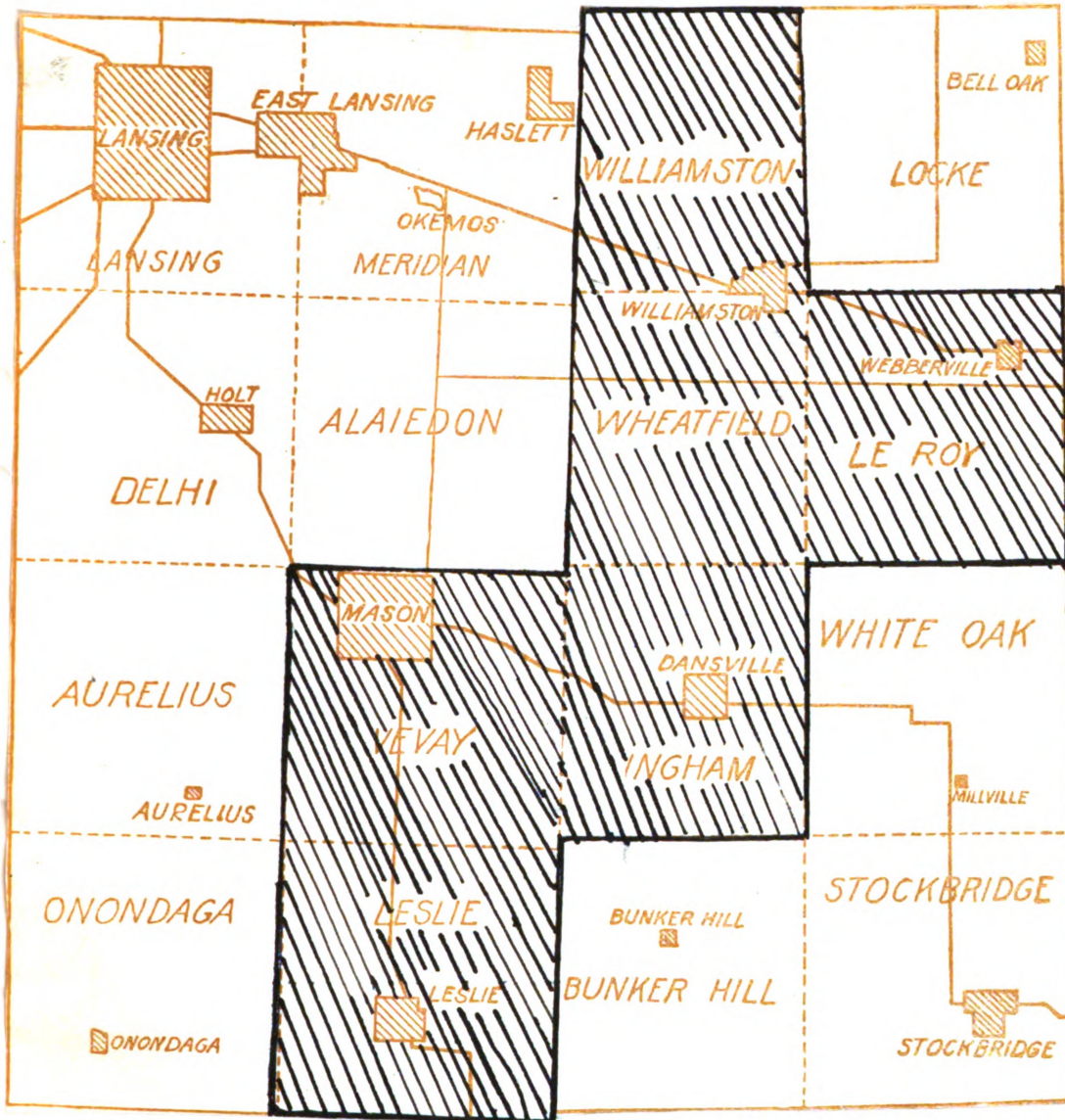
Farm and Home Convenience	No	Yes	Total
Auto-truck	42	15	57
Automobile	3	53	56
Electric lights	43	14	57
Furnace	25	32	57
Gas lights	42	16	58
Indoor toilet	51	6	57
Kerosene lights	18	39	57
Musical instruments:			
Organ	36	32	58
Other instruments	36	32	58
Piano	29	28	57
Radio	35	22	57
Victrola	39	18	57
Power washing-machine	43	14	57
Running water in house	48	9	57
Telephone	10	47	57
Tractor	44	13	57
Work-shop	42	16	58

It should be kept in mind that this survey was made in the summer of 1927. The rapid developments of modern science have made some notable changes in the past five years.

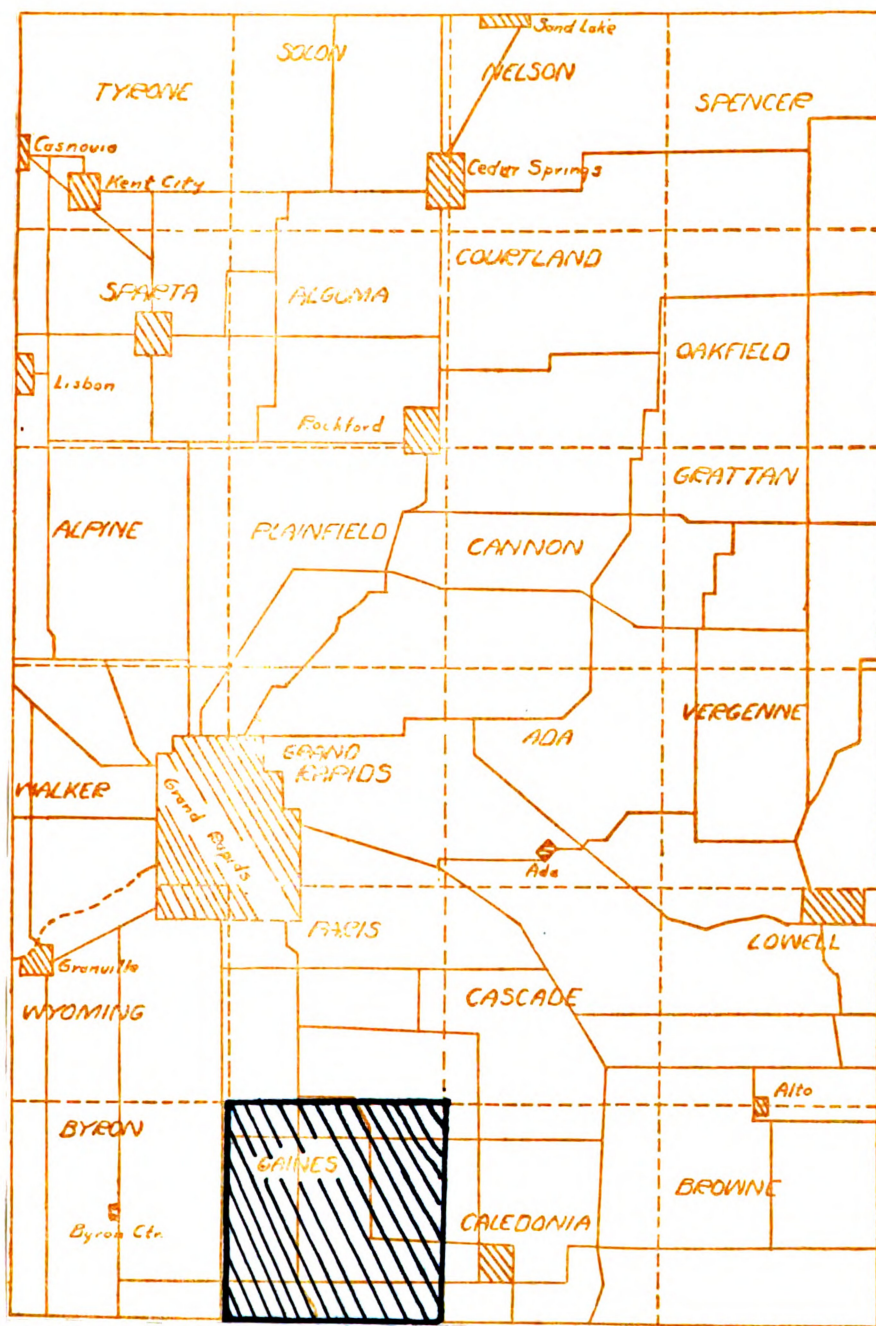
The above table indicates to a certain extent the standard of living in the Gaines community.

Gaines Township has an area of 36 square miles. In this area the 159 boys and girls between the ages of fourteen and twenty years of age resided. The average density of the group was 4.4 per square mile. In reply to the question, "Would you be interested in continuing education if something suitable for your needs were offered?", 55 replied "yes" and 9 replied "no" and 30 did not answer. That is, 58 per cent declared an interest in further schooling. The answer to such a question may mean very little.

However, from the standpoint of education, looking at the situation from an impartial point of view, consolidation of the one-roomed schools seems to be the solution of the problem. With only approximately half of the boys and girls graduating from high school, with the other half having long distances to go to high school, it would seem desirable to take the above course. That it would raise the taxes somewhat, under the present tax system, is true. But on the other hand, an education, such as is now available in our better rural high schools, is one of the best "legacies" the parents could leave to their children. The time will come when many of the boys and girls who dropped out in the eighth grade are going to feel their handicap very keenly.



INGHAM COUNTY
▨ AREA SURVEYED IN INGHAM COUNTY



KENT COUNTY
▨ AREA SURVEYED IN KENT COUNTY

REQUEST FOR VOCATIONAL INFORMATION

Dear Friend:

Boys and girls in the cities enjoy many educational advantages. Often times it is possible for them to attend night schools to pursue studies that will greatly aid them. The rural youth may also profit by further study. In order to give due consideration to the problem of offering further educational opportunities to the people of the rural sections a knowledge of certain facts is needed. The information asked for in this letter is necessary in order to prepare better material for teaching agriculture in our high schools and for planning college extension work that may be especially helpful to you. Any information given by you will be treated confidentially and will be used for no other purpose than that mentioned above.

Kindly answer the following: It is important that you answer all questions.

Yours truly,

(Signed) C. W. Overholt

I.

1. Name _____
2. Age _____
3. Township in which you live _____
4. Address: Town _____
5. R.F.D.# _____
6. Name of the school you last attended, or are now attending

7. How many miles from your home is (a) your grade school? _____
(b) your high school? _____
8. Give the name of your last teacher, or of your present teacher if you are now in school

9. Did you study agriculture in (a) your grade school? _____
(b) your high school? _____
10. Did you study home economics in (a) your grade school? _____ (b) in your high school? _____
11. Did you study shop work in (a) your grade school? _____ (b) your high school? _____
12. If you have left school at what age did you leave? _____

13. If you have left school in what grade were you when you left? _____
14. Are you a graduate of a four year high school? _____
15. If you are in school what grade are you in? _____ 16. If you are in high school do you plan to graduate? _____ 17. What part have you taken in athletics while in school? _____
18. Have you ever taken part in debating? _____
19. Did you ever play in the orchestra? _____ (b) in the band? _____
20. Have you ever taken part in dramatic work? _____

II.

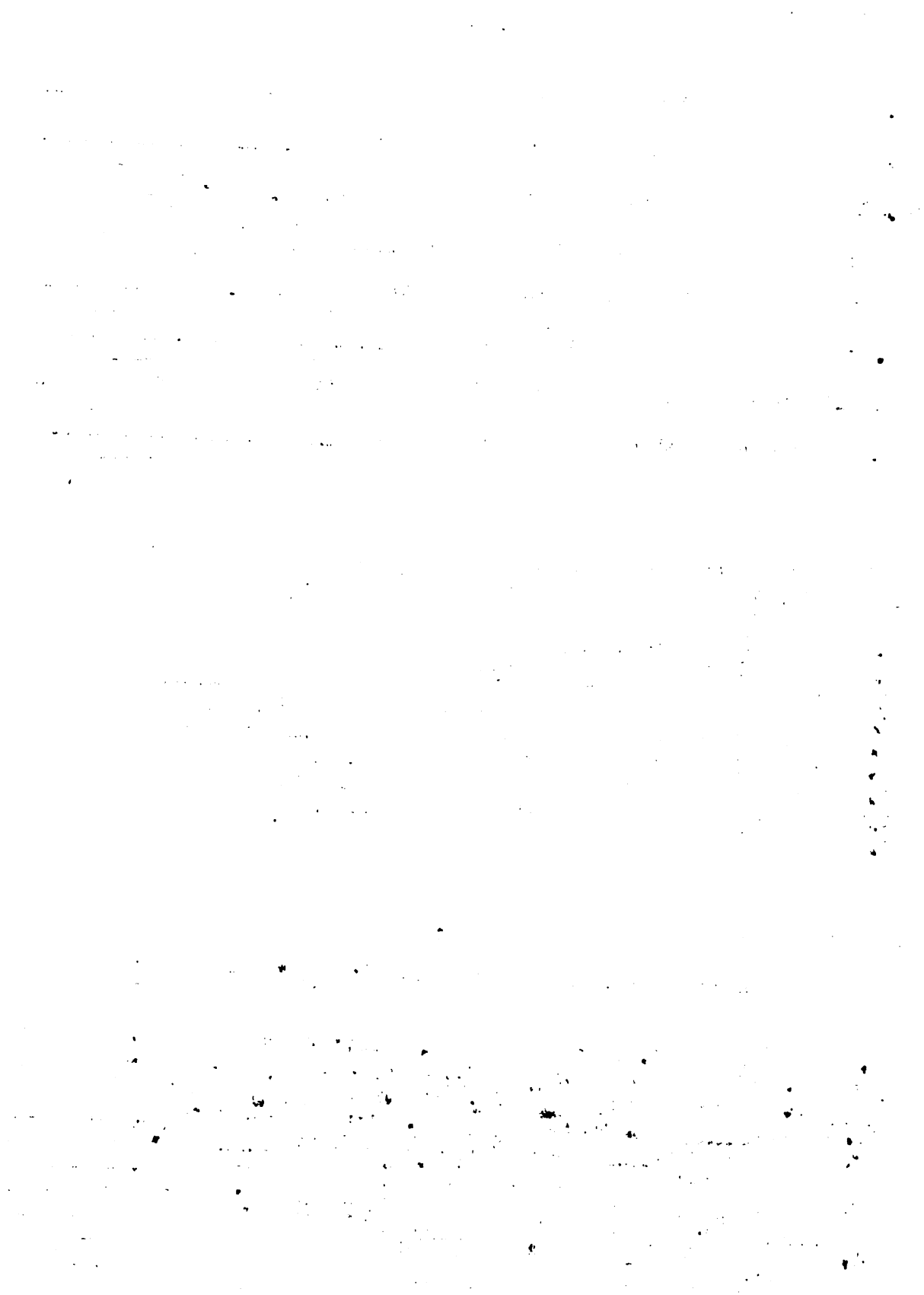
If you have quit school place a cross after the reason or reasons in the following that best explains why you quit:

1. Because I was ill _____
2. Because I was needed at home _____
3. Because I was discouraged with one or more studies _____
4. Because the studies were not suited to my needs _____
5. Because I was not interested in my studies _____
6. Because I lacked encouragement at home _____
7. Because I wanted to get to earning money _____
8. Because I had no way to get to school _____
9. Give any other reason why you quit school here: _____

III.

Place a cross after any of the following in which you are ESPECIALLY interested:

- | | | | |
|--------------------------------|---|---|---------------------|
| 1. Dairying _____ | 2. Gardening _____ | 3. Poultry-raising _____ | 5. Farm Crops _____ |
| 6. Raising beef cattle _____ | 7. Sheep raising _____ | 8. Raising hogs _____ | |
| 9. Producing honey _____ | 10. Housekeeping _____ | 11. Sewing _____ | |
| 12. Cooking _____ | 13. Nursing _____ | 14. Working in a garage _____ | |
| 15. Driving a truck _____ | 16. Working in a factory _____ | 17. Doing construction work on the road _____ | |
| 18. Doing carpenter work _____ | | | |
| 19. Aviation _____ | 20. Working in an office _____ | 21. Clerking in a store _____ | |
| 22. Traveling salesman _____ | 23. Being a musician _____ | | |
| 24. Teaching school _____ | Name any other types of work in which you are interested: _____ | | |



IV.

1. If you have left school, what jobs have you had since that time, for more than a week, with pay? _____
2. How much per day did you receive for the above work? _____
3. If out of school, what is your present job? _____
4. Do you plan to make farming the means of making your living? _____
5. If not, what occupation do you prefer as a means of making your living? _____
6. Have you been a Boy Scout? _____
7. If so, for how many years? _____
8. Have you belonged to the Girl Scouts? _____
9. If so, for how many years? _____
10. Place a cross after the following church organizations in which you have had membership: (a) Church _____ (b) Sunday School _____ (c) Young Peoples' Society _____
11. Have you ever belonged to a Boys' or Girls' 4-H Club? _____
12. If so, for how many years? _____
13. What 4-H projects have you completed? _____
14. What prizes have you ever won for exhibiting your 4-H Club project work? _____
15. What home economics projects have you completed? _____
16. What Smith-Hughes projects have you completed? _____
17. What Smith-Hughes projects have you exhibited at the Fair? _____
18. What prizes have you won for your Smith-Hughes work exhibited at the Fair? _____
19. What kinds of pure bred stock or poultry are kept on your farm? _____
20. Do you own farm stock or poultry which has come to you as a result of 4-H Club Work or Smith-Hughes work? _____
21. What certified seed do you use on your farm? _____
22. Do you make a business of producing certified seed for sale? _____

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23. How many acres in your farm? _____
24. Do your parents own or rent the farm? _____
25. How many brothers have you? _____
26. What are their ages? _____
27. How many sisters have you? _____
28. What are their ages? _____
29. How many of your brothers are farmers? _____

In the following place a cross after each of the things you have done to fit yourself to do a better job of farming:

30. Read special bulletins on farming _____
31. Attended extension classes _____
32. Attended a short course at the college _____
33. Read farm papers or farm magazines regularly _____
34. Listen in to "farm programs" over the radio _____
35. Gone along on a "Farmers Tour" to inspect crops and to observe better practices in agriculture _____

(copy)

THIS QUESTIONNAIRE IS FOR THE BENEFIT OF THE RURAL YOUTH FROM 14 TO 21 YEARS OLD. KNOWING THEIR INTERESTS AND NEEDS WILL GREATLY AID IN PREPARING BETTER MATERIAL FOR TEACHING AGRICULTURE IN OUR HIGH SCHOOLS AND FOR PLANNING COLLEGE EXTENSION WORK THAT WILL BEST HELP THEM.

1. Kindly tell the following about yourself:

1. Name _____ 2. Age _____
3. Township in which you live _____
4. Address: Town _____ R.F.D. No. _____
5. Name of the school you last attended or are now attending. _____
6. How far from your home is the school _____
7. Give the name of your last teacher, Prin., or Supt. _____
8. Were the roads from your home to the school good or bad? _____
9. Was agriculture taught in the school? ____ 10. Was home economics taught in the school? ____ 11. Was shop work taught? _____
12. If you have left school, at what age did you leave _____ 13. If you have left school, what grade did you reach ____ 14. What part in athletics did you take while at school. _____

II. If you have quit school place a cross after the reason or reasons in the following that best tells why you quit:

1. On account of being ill ____ 2. On account of being needed at home ____
3. Because I was discouraged with one or more studies ____
4. Because the studies were not suited to my needs ____
5. On account of not being interested ____ 6. On account of lack of encouragement at home ____
7. Because I wanted to get to earning money ____ 8. Because I had no way to get to school ____
9. Give any other reasons here _____

III. Place a cross after any of the following in which you are especially interested:

1. Dairying ____ 2. Gardening ____ 3. Poultry raising ____ 4. Farm Crops ____
5. Raising fruit ____ 6. Raising beef cattle ____ 7. Sheep raising ____
8. Raising hogs ____ 9. Keeping bees ____ 10. Housekeeping ____
11. Sewing ____ 12. Cooking ____ 13. Working in a garage ____
14. Clerking in a store ____ 15. Working in a factory ____ 16. Working in an office ____
17. Driving a truck ____ 18. Teaching school ____
19. Traveling salesman ____ 20. Doing carpenter work ____ 21. Teaching music ____
22. Nursing ____

IV. What jobs have you held since leaving school _____

V. What is your present job _____

VI. What occupation do you prefer as a means of making your living? _____

VII. To what Boys' or Girls' Clubs have you belonged _____

VIII. How many acres in the farm where you live _____

IX. How many years have you lived there _____

X. Do your parents own or rent the farm _____

XI. What pure-bred stock is kept on the farm _____

- XII. Do you have at home a telephone?___ Automobile?___ Radio?___
Piano?___ Organ?___ Victrola?___ Other musical instruments?___
Auto-truck?___ Tractor?___ Power washing-machine?___ Electric
lights?___ Gas lights?___ Kerosene lights?___ Workshop?___
Furnace?___ Indoor toilet?___ Running water in the house?___
- XIII. How many brothers have you?___ How many of them have graduated
from the eighth grade?___ From high school?___ From college?___
- XIV. How many sisters have you?___ How many of them have graduated
from the eighth grade?___ From high school?___ From college?___
- XV. Would you be interested in continuing your education providing
some real practical instruction were given along your line?___
- XVI. Of the papers and magazines that come to your home, which do you
read?_____

(copy)

Williamston, Michigan.
6/22/32

Mr. C. W. Overholt,
Williamston, Michigan.

Dear Mr. Overholt:

In answer to your request for a statement of the aims and purposes of the home economics courses offered in the Williamston High School, I will reply as follows:

- (1) To develop sound health habits
- (2) To awaken an interest in the problems of food and clothing
- (3) To train the student in certain household operations for making the home healthful and attractive
- (4) To understand individual and home needs as related to food values and to quality and appearance of materials
- (5) To provide practice in making individual and domestic budgets.
- (6) To teach appreciation of aesthetic qualities as related to
 - a. dress
 - b. furnishing of the home in general
 - c. furnishing the girl's own room
 - d. the elementary principles of landscaping the home grounds.

Yours truly,

(signed) Ingeborg C. Lundin,
Instructor in Home Economics.

(copy)

LET PROJECT INCOME

	Year ending June 30 -				
	1927	1928	1929	1930	1931
Dansville	\$1149.15	\$2006.70	\$3061.39	\$2729.15	\$1857.49
Leslie	Not on reimbursement list.			468.00	664.65
Mason	2883.59	3020.79	2629.01	3192.31	1353.36
Williamston	2589.20	2559.59	1054.27	1231.40	1447.28

(copy)

Lansing, May 23, 1932.

Prin. C. W. Overholt,
Williamston, Michigan.

My dear Mr. Overholt:

In response to your letter of May 7, I am inclosing herewith the information called for regarding the projects of the vocational agricultural departments in this county.

I hardly know what to give you as a statement. There are so many things that can be said about the vocational agricultural work under the provisions of the Smith-Hughes Law that it is difficult to single out any one as being the most important.

I believe that vocational agricultural education under the provisions of the Smith-Hughes Law is the most important movement in American agriculture since the establishment of the agricultural colleges under the provisions of the Morrill Act in 1862. The farm boy receives his scientific training in the classroom. He puts this into practice in his supervised home project. He develops leadership, organization, and cooperation in his F.F.A. chapter. These farm boys are so trained and developed that they are established in business when they graduate from high school.

Yours sincerely,

G*A
Inclosure.

(signed) E. E. Gallup.

ROOM USE ONLY

ROOM USE ONLY

Apr 13 '36 Jun 1 '48 Jan 19 '54
Jul 31 '36 Jul 20 '48 Jl 27 '54
Jul 9 '38 Dec 7 1948 Jul 16 '56
Dec 3 '38 Feb 16 '49 Jul 24 '56
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Jan 13 '44
Apr 1 '46 Oct 22 '49
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