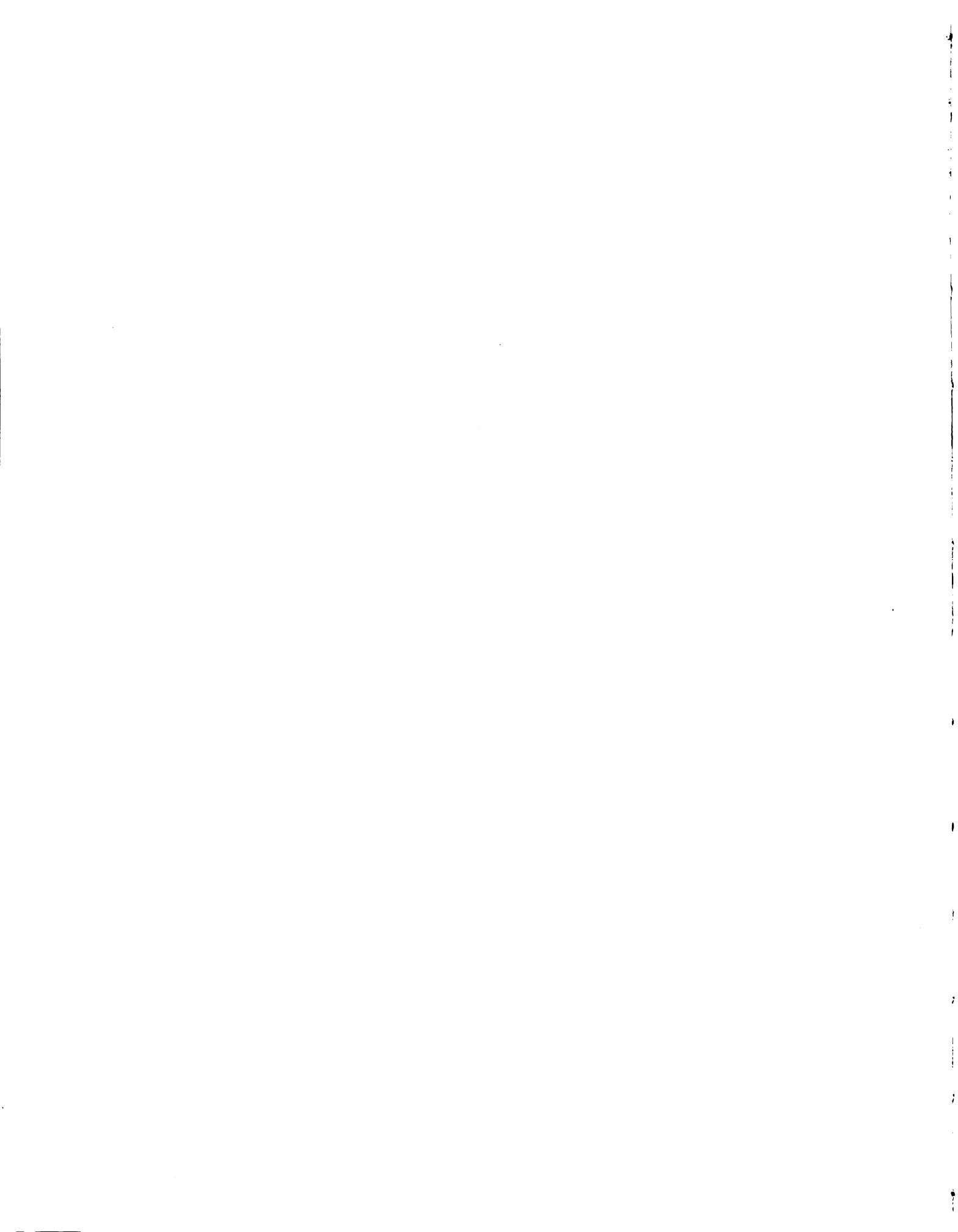


MIGRATION DIFFERENTIALS AMONG
RURAL HIGH SCHOOL STUDENTS:
A LONGITUDINAL STUDY

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THESIS





ABSTRACT

MIGRATION DIFFERENTIALS AMONG RURAL HIGH SCHOOL STUDENTS: A LONGITUDINAL STUDY

By

Armando Villarroel

A review of the migration literature reveals that there are some basic differences between migrants and non-migrants which increase at each of the succeeding three stages of the migration process. At the time of migration, since the migrants are not a random sample of the parent population, some differences between the two groups were noted. During the process of migration itself, since there are many concomitant influences affecting those who migrate, and not affecting those who decide to stay behind, the already existing gap will tend to broaden. And, finally, during the process of assimilation to the area of destination, the migrants are subjected to further changes not shared by the nonmigrants.

The intent of this thesis is to examine some of the characteristics of persons from rural areas who migrate, as opposed to those who do not. These differences are expressed in terms of: 1) some personal characteristics already existing prior to the decision of whether or not to move; 2) some personal life circumstances that could

facilitate or hinder a possible implementation of the move; and 3) some considerations of the final consequences of migration. The data utilized are derived from a 10-year longitudinal research project conducted in Ontonagon County, located in the Upper Peninsula of Michigan. Portions of the data came from the initial study of all high school juniors and seniors of the county in 1957. Other portions of the data came from the re-study of this population in 1968.

The findings of this study may be summarized in the following way. In regard to the selected variables that were thought to predict, mediate, and influence the outcome of migration, differential characterizations were found between the migrant and the nonmigrant groups. In ability and academic achievement, migrants show capacities superior to those of nonmigrants. In family formation behavior, the migrants and nonmigrants are markedly different: migrants marry later, they have fewer children per year of marriage, they postpone longer the birth of their first child, and they have lower rates of presumed premarital pregnancy. Furthermore, subsequent occupational status scores for migrant males and for the spouses of migrant females are higher in comparable nonmigrant categories.

From the individual's point of view, it seems that there is a sequence of events that may lead to migration or nonmigration. There is a small initial gap between migrants and nonmigrants as to intelligence and high school

performance, which widens as time passes and the migrant gains even greater advantage. Since he faces fewer obstacles, his chances to migrate improve, and his move to areas of better opportunities leads to greater achievement. In this sense rural-urban migration in the circumstances found in this study is a very important channel of social mobility.

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Armando Villarroel

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

A great number of recent studies in demography and rural sociology have investigated the impact of rapid urbanization on different aspects of social life. This research interest has been due to the fact that during the twentieth century we have witnessed drastic changes in the rural-urban distribution of the population all over the world. In some industrially developed countries such as the United States, growth of cities was accelerated by a surplus of labor growing out of the mechanization of agriculture. Likewise, many underdeveloped countries, such as those of Latin America, encountered the same phenomenon but it was produced by crises on the farm as well as rising aspirations whose fulfillment was sought in the cities.

Whatever the cause and specific nature of the society where rural-urban migration takes place, it has been found repeatedly that those who migrate are not a random sample of the parent population. Thus, determination of some of the characteristics of those who leave, as well as of those who stay, is of importance for both economic and political reasons. The makeup of a community, economic opportunities,

and the quality and use of human and natural resources will be influenced by these characteristics. Local economic activities are also affected by the age and sex of the outmigrants, since variables such as the age-sex structure, dependency loads, and fertility ratios are altered by selective outmigration. Politically, the selectivity of those who migrate will influence decision-making in the area of origin and destination. Taxation, allocation of local government resources, and election of local officials exemplify the interrelationship between selective migration and political phenomena.

While at the societal level migration has potentially widespread political and economic effects, the individuals involved may face unique personal consequences. The act of migration involves taking a certain number of emotional and material risks, such as the possibility of failure in the new environment. This sort of gamble must be accompanied in many instances by a willingness to defer gratification, which the individual may or may not obtain as a consequence of his migration. This is true even though some of these risks may perhaps be mitigated by the knowledge of instances of successful migration among one's own relatives and friends and by the expected help from them at the point of destination. All factors considered, rural migrants still face a great amount of uncertainty. And the act of migration will leave a permanent mark on the lives of those involved

and on the areas of origin and destination.

Statement of the Problem

The purpose of this thesis is to examine some of the characteristics of persons from rural areas who actually migrate, in contrast to those who do not. Our objective is to express these differences in terms of 1) certain differential personal characteristics already existing prior to the decision of whether or not to move, 2) some personal life circumstances that could facilitate or hinder a possible implementation of the move, and 3) some considerations of the consequences of migration and nonmigration.

Migration should be subject to prediction based partly on knowledge of the personal characteristics of potential migrants. The migration decision is probably the result of a combination of the influences "pushing and pulling" an individual in a certain direction, and his personal characteristics. There are many possible individual characteristics which may be relevant to the act of migration. Such things as the degree of identification with the local area, intelligence, performance in school, achievement motivation, and social attitudes are likely to be indicators of considerable importance. In this particular study, we will use intelligence and school performance as personal characteristics potentially related to the selectivity of migration.

Certain exterior conditions may strongly influence the decision of an individual in respect to migration and

may facilitate or impede implementation of migration during the early period of the individual's career. Parental and peer group influences, possible military service obligations, the potential aid of relatives and friends, the influence of the mass media, problems of employment or the lack of it, insufficient educational facilities, and the planning and execution of important life events such as marriage and children are examples of such factors. In this study we will focus upon the influence on conjugal family formation, that is, date of marriage and the number and timing of children produced in that marriage, as an intervening factor in the migration and career experience of persons from rural areas.

Finally, we come to the matter of the differential outcomes of persons who stay in their home communities and those who leave for other places. These outcomes might include such things as social mobility, life style, home ownership, income, occupation, group affiliations, and education. We will use the socioeconomic status of the occupation held by the individual at the end of the decade studied.

Review of the Literature

Perhaps the most important handicap in the study of migration is its lack of a general theory. A great number of works have been compiled on the subject--200 papers have been published on migration in English between 1955-1962 (Mangalam, 1968), but their findings have not yet been

integrated.

Theoretical statements that do exist in the contemporary literature, while useful and adequate for interpreting specific segments of the migration field or for making sense out of specific data in each instance, largely fail to provide a general framework within the vast amount of existing facts from different migration studies can be integrated and given meaning. . . . The ideal of a comprehensive theory of migration is not only a possibility but must be an important concern in the future. (1968: p. 1)

This situation has proven to be an obstacle to the utilization of the conclusions of the different studies. For example, studies of reasons why people migrate, important in order to differentiate the migrants from the non-migrants, are hampered by the lack of a general theory which would bring coherence to this material. Nonetheless, an understanding of the more relevant of these works is very important to our purposes here.

Actually, the first systematic attempt to study the problem of migration was done by Ravenstein, an English scholar. Ravenstein (1885) developed the thesis that the decision to move is never completely "rational," and that not all persons decide by themselves to migrate. He attempted to find some recurrent patterns in this not wholly rational process. Ravenstein concluded from his studies that the most important characteristics of the migration process are that 1) migration is influenced by the distances to be covered, 2) it occurs in stages, 3) streams and counter-streams of migration are always present, 4) there are very

important urban and rural differences in the propensity to migrate, 5) there is a predominance of the female among the short distance migrants, 6) technology affects migration, and 7) in all migrations the economic motive is the most important. Everett S. Lee (1966: pp. 47-57) makes a very interesting compilation of the main propositions contained in Ravenstein's thinking. Lee orders the hypotheses of the British scholar in the following way:

Volume of migration.

- 1) the volume of migration within a given territory varies with the degree of diversity of areas included in that territory.
- 2) the volume of migration varies with the diversity of the people.
- 3) the volume of migration is related to the difficulty of surmounting the intervening obstacles.
- 4) the volume of migration varies with fluctuations in the economy.
- 5) unless severe checks are imposed, both volume and rate of migration tend to increase with time.
- 6) the volume of migration varies with the state of progress in the country or area.

Stream and counterstream.

- 1) migration tends to take place largely within well defined areas.
- 2) for every major migration stream, a counterstream develops.
- 3) the efficiency of the stream (ratio of stream to counterstream or net redistribution of population affected by the opposite flow) is high if the major factors in the development of migration stream were minor factors at origin.
- 4) the efficiency of stream and counterstream tends to be low if origin and destination are similar.
- 5) the efficiency of migration streams will be high if the intervening obstacles are great.
- 6) the efficiency of migration stream varies with economic conditions, being high in prosperous times and low in times of depression.

Characteristics of migrants.

- 1) migration is selective.
- 2) migrants responding primarily to plus factors tend to be positively selected.

- 3) migrants responding primarily to minus factors at origin tend to be negatively selected or, where the minus factors are overwhelming to entire population groups, they may not be selected at all.
- 4) taking the migrants together, selection tends to be bimodal.
- 5) the degree of positive selection increases with the difficulty of the intervening obstacles.
- 6) the heightened propensity to migrate at certain stages of the life cycle is important in the selection of migrants.
- 7) the characteristics of migrants tend to be intermediate between the characteristics of the population at origin and the population of destination.

Ravenstein thus recognized selectivity in migration and pinpointed some of the factors of which this selectivity is a function.

Since Ravenstein's early work, no other author has presented such a comprehensive body of propositions regarding all aspects of migration. Indeed, most subsequent researchers have focused their studies on specific aspects of the process. For instance, George K. Zipf (1946) sought to explain migration by the "principle of least effort." Zipf asserted that "the number of persons going from one city to another should be a function of the distance separating them, since the effort required to cover greater distances would presumably increase as did the distance." (Jansen, 1969: p. 60)

Samuel Stouffer, arguing that distance was not such an important factor, suggested the concept of "intervening opportunities." According to his idea, "[the] number of persons going a given distance is directly proportional to the number of opportunities at that distance and inversely

proportional to the number of intervening opportunities" (Stouffer, 1940). Some authors (Thomas, 1944) have attempted to test Stouffer's propositions, but have encountered difficulty in operationalizing the notion of intervening opportunity (Basset, 1945). In 1960 Stouffer introduced a new variable--competing migrants--in an attempt to further refine his notion of intervening opportunities. Using U.S. census data for 1935-40, he showed that migration is affected by the competition among migrants and that its occurrence is inversely proportional to intervening opportunities and directly proportional to the availability of opportunities. "[His] original model became an attempt to express, for a specific time interval, the number of migrants from city A to city B." (Jansen, 1969: p. 61)

The conclusions of Ravenstein, Zipf, and Stouffer that characteristics of social systems at a given time influence and condition migration phenomena are significant. They are important for gaining an understanding of the characteristics of the social process of migration, and the features of the individuals involved in that process. Ravenstein and others have addressed themselves specifically to the analysis of the differences between the migrants and the nonmigrants. Now we turn to the literature dealing specifically with migration differentials.

It has been suggested that there are differences between migrant and nonmigrant groups and that such

differences are relevant and significant; this proposition has come to be known as that of "selective migration." The thesis of selective migration was presented very early in the modern development of demography by Dorothy Swaine Thomas. She stated in her 1938 classic, Research Memorandum on Migration Differentials, that there are some basic differences between migrants and nonmigrants, and that these differences increase at each of three succeeding stages of the migration process. At the time of migration, since the migrants are not a random sample of the parent population, some differences were observed between the two groups. During the process of migration itself there are many concomitant influences affecting the individuals who migrate, tending to broaden the already existing gap. And, finally, during the process of assimilation to the area of destination, the migrants are subjected to further changes not affecting the nonmigrants. Henry S. Shryock (1964: p. 1) has advanced basically the same thought:

The demographer has also learned that movers are not a random sample of the population but that internal movement changes the composition by sex, age, race and social and economic characteristics of the population in both area of origin and the area of destination. Movement within a city is also selective of different kinds of people as compared with migration across the country. . . .

Starting from the assumption that differences indeed exist, a number of studies have focused on finding out what these differences are. The testing of hypotheses dealing with the characteristics of the migrants versus the

nonmigrants have shown some inconsistent results. In part, the discrepancies in the findings are attributed to the diversity of the situations investigated and to differences in the methodology used. A brief review of the findings of some of these studies will be useful.

Age. Some of the early research linking migration differentials to age implies that age is the most significant selective factor in regard to migration behavior (Thomas, 1938). Other research (Hart, 1921; Sorokin, Zimmerman and Galpin, 1932; Thornwaite, 1934; Hamilton, 1934; Beers, 1947; Bogue, 1957; Andrews and Sardo, 1965) has also shown selectivity for age groups. Generally it appears that a greater proportion of people aged 15 to 25 years migrate than any other age group.

Sex. It has been found that the migration behavior of females differs from that of males. Sorokin and Zimmerman (1929), Thomas (1938), Wakeley (1938), McMillan (1943) and Anderson (1952) have shown that females either tend to migrate shorter distances than do males or migrate later in life than do males.

Intelligence. The research on migration selectivity by intelligence has been attended by some controversy with regard to the validity of standard I.Q. tests as a measure of intelligence. Still, the studies that have tried to find out how intelligence could affect migration have been

forced to use standardized I.Q. tests for lack of a better instrument. Part of the evidence accumulated in regard to intelligence tends to indicate that migrants typically possess a higher intelligence than do nonmigrants (Klineberg, 1938; Gist and Clark, 1938; Gist, Pihlblad and Gregory, 1941; Mauldin, 1940; Pihlblad and Gregory, 1954). However, other studies by Bohlen and Wakeley (1950) and Brown and Buck (1961) did not support this conclusion. Rieger (1971), using the male subsample of the group of former rural high school students on which this thesis is based, found that the average intelligence of the migrating males was somewhat higher than that of the resident males.

Education. With respect to the amount of education obtained before consideration of an act of migration, it has been found that those subjected to longer periods of schooling show a greater propensity to migrate (Landis, 1946; Beers, 1947; Bogue and Hagood, 1953). Blau and Duncan (1967) found some instances of superior educational status among rural migrants to urban areas. Rieger (1971) found that the prior school performance of migrant males had been superior to that of nonmigrant males.

Family characteristics. It would appear that certain characteristics of both the family of orientation and the conjugal family of the prospective migrant have had important bearing on his geographic mobility. Anderson (1952) and

Schwarzweiler (1963) found that the size of the family of orientation is an important factor to be considered, since migrants in his sample from eastern Kentucky tended to come from larger families. From the point of view of possible influence of parents in migration it was found by Blau and Duncan (1967) that the migrants tend to come from families where the father holds a higher occupational position than in the nonmigrant's families. The location of migrant relatives who could become an aid in migration, is another factor to be considered. Simwanza (1969) reported that the influence of relatives was indeed significant in migration in that most of the migrants in a Michigan sample went first to a population center where relatives or close friends were already established. Schwarzweiler and Crowe (1970) observed the same pattern in a sample of Kentucky laborers migrating to Ohio. Both studies imply that the migrants tend to cling to the security of an interactional network of relatives and friends during the migration process irrespective of the geographical distance involved. In regard to the formation of a conjugal family the evidence is contradictory; Andrews and Sardo (1965) found that most of the migrants were single at the time of the move, while Tilly and Brown (1967) reported a completely opposite trend.

Differential outcomes of migrants and nonmigrants. Consistently throughout the literature we find reports that those who migrate do significantly better in terms of objective

criteria such as occupational attainment. Such outcomes should be viewed as a result of some intervening variables such as the occupational opportunity structure of the place of destination. Rieger (1971) reports that those who do the best in regard to occupational achievement are those who move to small cities, which seem to provide an optimum combination of expanded opportunity structure and minimum dissimilarity to the community of origin.

Although the information on migration differentials provided by previous studies sheds some light on the research problem of this paper, it is unfortunate that they are not integrated into a general body of theory--a handicap of the whole field of migration as mentioned earlier. Marckwardt (1968) states, "that in only a small part of this research has the attempt been made to interrelate various differentials so as to provide some notions of their interactions and of relative importance to each." In his own study, he used a path analysis to try to find out how a set of variables influenced migration differentials in a national sample of just under four thousand cases. He examined the following variables: race, sex, age, marital and family status, employment status, occupation, education, income, housing status, and location of relatives. Marckwardt found that age, education, and location of relatives were the most important factors differentiating the migrants from the non-migrants. Obviously, what may be true for the U.S. at large

may not necessarily be sufficient in analyzing a sample that is already controlled by age or other factors.

Statement of the Hypotheses

In our hypotheses we will try to interrelate a selected set of variables that are believed to be important in predicting, in mediating, and in influencing the outcome of migration. Among the many variables which may be relevant to the decision to migrate or not to migrate are ability and academic achievement. Based on the literature, we hypothesize that migration will be selective of those exhibiting higher levels of ability and academic achievement. A series of variables related to family formation are viewed as mediating variables in that decisions regarding them may condition or interfere with migration decisions. Decisions and actions related to date of marriage, birth of the first child, and total number of children should vary for migrants and nonmigrants, thus producing different characterizations for the two groups. Finally, we hypothesize that the consequence of these, and other conditions not explored here, will result in higher occupational attainment on the part of migrants than among nonmigrants:

A. Selective variables: ability and academic achievement prior to migration or nonmigration

Hypothesis I. Migration behavior will be selective in terms of ability; that is, migrants will exhibit greater ability than will nonmigrants.

Hypothesis II. Migration behavior will be selective in terms of academic achievement; that is, migrants will exhibit greater academic achievement than will nonmigrants.

B. Mediating variables: differential family formation characteristics of migrants and nonmigrants

Hypothesis III. The date of marriage for migrants will be later than for nonmigrants.

Hypothesis IV. The date of birth of the first child of migrants will be later after marriage date than for nonmigrants.

Hypothesis V. The fertility for migrants will be lower than for nonmigrants.

C. Outcomes: differential occupational attainments of migrants and nonmigrants

Hypothesis VI. The occupational status of female migrants' spouses will be higher than that for female nonmigrants' spouses.

Hypothesis VII. The subsequent occupational attainment of the male migrants will be higher than for nonmigrants.

CHAPTER II

THE RESEARCH METHOD

Introduction

The data utilized in this study are derived from a 10-year longitudinal study of former high school students from Ontonagon County, a rural outmigration area located in Michigan's Upper Peninsula. In May, 1957, an initial study was made of all high school juniors and seniors enrolled in the county. In 1968 a follow-up study was conducted in which all of the original group of subjects were relocated and new data obtained concerning the events of the intervening ten years. The present thesis makes use of selected data from the two studies and bears kinship with a number of master's and Ph.D. theses dealing with the same body of data (Goldsmith, 1961; Tregoe, 1968; Simwanza, 1969; Rhoades, 1969; Rieger, 1971).

The Ontonagon Research Project

The Ontonagon research project was conducted by Michigan State University sociologists interested in outmigration from economically depressed areas such as many parts of the Upper Peninsula of Michigan. The investigators sought a research site possessing a sustained history of outmigration, a low level of living, and a low

proportion engaged in manufacturing, and ultimately selected Ontonagon County. This county is located in the western part of the Upper Peninsula. It is entirely rural with a total population of 10,335 in 1970, which represented a loss of 2.3% from the 1960 figure. The general economic picture of the county reported at the onset of the research has not changed markedly. "[In 1950] over 17 percent of its labor force was unemployed as compared with the state average of 5.4 percent. Forty-seven percent of the population earned less than \$2,000 and only 6 percent earned more than \$5,000" (Goldsmith, 1961: p. 78). It is not unlikely that these conditions constitute "push" forces in the classical sense as described by the demographers.

Ontonagon County reflects general conditions pervading a large part of the rural area of the Upper Great Lakes region. This region, which comprises the northern parts of Michigan, Wisconsin and Minnesota, has been characterized by an acute degree of outmigration. In fact, excepting the period immediately following the Great Depression when people came back to the region because of lack of opportunities elsewhere, its population growth has been relatively stagnant. It has been estimated that about 300,000 individuals (10% of its 1950 population) have left the area from 1950 to 1967 (Hansen, 1970: p. 118). Those outmigrants included more than half the people in the 20-24 age group. This significant exodus has been attributed to

the decline in the lumbering and mining activities that had provided a large percentage of the employment of the region. Between 1950 and 1960, an overall regional growth of 1.7 percent lagged far behind the 14.8 percent for the United States during the same period. Ontonagon County, the locality studied, is perhaps rather typical of the economic and demographic conditions described.

The Research Sample

The subjects studied in this research include all the members of the 1957 and 1958 graduating classes in the six high school districts of Ontonagon County. In May, 1957, a questionnaire (Appendix A) was filled out by these subjects while they were still enrolled in high school. The findings from this initial study were reported by Goldsmith and Beegle (1962) in an analysis of the "initial phase of voluntary migration." The members of the original study group were relocated in 1968 in a follow-up study conducted by Beegle and Rieger. This time the former students received a mailed questionnaire (Appendix B) which elicited information on various aspects of their experience after graduation, the types of migration alternatives followed, and related events during the decade after high school graduation. In this thesis data from both the original 1957 study and the 1968 follow-up study will be used.

Operationalization of the Variables

Migration. Information regarding migration behavior was obtained from the 1968 follow-up study. For purposes of this thesis we will consider migrants those who reported leaving their "home address" for at least one month (1968 questionnaire, p. 4 and pp. 6-9) during the decade and who were residing outside their community of origin at the end of the ten-year period. "Circular migrants," those who reported back and forth movements but who were again residing in their communities at the end of the ten-year span, are considered to be nonmigrants. These circular migrants can be thought of as an intermediate category, since they are neither permanent outmigrants (since they had come back by the end of the decade), nor "true" nonmigrants (since they had actually experienced migration). The decision to include these circular migrants as nonmigrants for this analysis is in accordance with conventional practice in the literature. It must be admitted, however, that this categorization may introduce some degree of distortion into the analysis. To alleviate this possible shortcoming an analysis of results for circular migrants as distinguished from true nonmigrants and permanent migrants is presented separately in Appendix C.

Ability. Ability will be considered that quality measured by standardized I.Q. tests. Information on the results of these tests was obtained from the high school records. The

intelligence tests administered included the Lorge Thorndike, California Test of Mental Maturity (Short Form), Otis Quick Scoring, Kuhlman-Anderson, and SRA Primary Mental tests. In cases where several test results were available only the score of the latest test score is used.

Academic achievement. High school graduation rank, obtained from school records, will be used as a measure of academic achievement. Ranks will be converted to percentile scores by the following formula: $1 - \text{graduation rank} / \text{number of students in the graduation class}$. In the few cases where the individual did not graduate, a rank was assigned on the basis of his/her school performance while still enrolled.

Date of marriage. Information regarding marriage date was obtained from the 1968 follow-up questionnaire (p. 2). The time of first marriage was coded in terms of number of months subsequent to normal date of high school graduation.

Date of birth of the first child. This variable is measured by the number of months subsequent to the date of marriage that the first child was born (1968 questionnaire, p. 2).

Fertility. This variable is measured by the number of children born per year of marriage. The number of children born is reported in the 1968 questionnaire (p. 2).

Spouse's occupational attainment (female subjects only). This variable is measured by the highest level occupation

ever held by the female subject's spouse during the decade (1968 questionnaire, pp. 6-9), scaled according to the Duncan Socio-economic Index (Duncan, 1961). This datum will be computed only for the female subjects, since females tend to be ascribed the status of their husbands.

Own occupational attainment (male subjects only). This variable is measured by the level of occupation held by the male subject at the end of the decade (1968 questionnaire, p. 9), scaled according to the Duncan Socio-economic Index.

Operationalization of the Hypotheses

A. Selective variables

Hypothesis I. The mean I.Q. score of the migrants will be higher than that for the nonmigrants.

Hypothesis II. The mean graduation rank percentile score of the migrants will be higher than that for the nonmigrants.

B. Mediating variables

Hypothesis III. The mean date of the first marriage in number of months after high school graduation will be later (greater) for migrants than for nonmigrants.

Hypothesis IV. The mean date of birth of the first child in number of months after date of marriage will be later (greater) for migrants than for nonmigrants.

Hypothesis V. The mean number of children born per year of marriage will be lower for migrants than for nonmigrants.

C. Outcomes

Hypothesis VI. The mean Duncan SES score of female migrants' husbands at the end of the post high school decade will be higher than that for female nonmigrants' husbands.

Hypothesis VII. The mean Duncan SES score of male migrants at the end of the post high school decade will be higher than that for male nonmigrants.

CHAPTER III

RESULTS OF THE STUDY

Introduction

This chapter is concerned with the testing of hypotheses related to migration differentials as set forth in the previous chapter. The data will be treated as a "population," since all the juniors and seniors enrolled in Ontonagon County high schools in 1957 were included in the study (except for a few absentees on the day the initial questionnaire was administered), and since data recovery in the follow-up study approximately ten years later amounted to 100%. Therefore, no statistical tests have been applied. Instead we will compare means and percentages in testing our hypotheses.

Personal Characteristics of the Population Prior to Migration

Hypothesis I and Hypothesis II deal with two characteristics of the students before graduation and prior to the act of migration. As anticipated, ability, as measured by the IQ test score, was higher for migrants than for nonmigrants. As shown in Table 1, the mean IQ test scores of the migrants, both males and females, are higher than for the nonmigrants.

Table 1. Mean Intelligence Test Scores by Migration Status and Sex; Ontonagon County 1957 High School Juniors and Seniors

Migration Status	Males and Females		Males		Females	
	N	Mean IQ	N	Mean IQ	N	Mean IQ
Migrants	150	104.40	65	102.21	85	106.05
Nonmigrants	66	100.87	40	98.25	26	104.92
Total	216*	103.32	105	100.70	111	105.78

*Excludes 50 cases with no information on intelligence (35 migrants: 21 females, 14 males; 15 nonmigrants: 9 females, 6 males).

By dividing the subjects into upper and lower halves in respect to intelligence and grouping them according to subsequent migration status, as in Table 2, it can be seen that the results are still consistent with the relationship hypothesized. The migrants are found in the higher intelligence category more often than are nonmigrants. Table 2 may be visualized as a composite of three 2 x 2 tables. In all instances, the predicted relationship between migration and ability is supported. This is true despite the slightly larger percentage of male migrants in the low intelligence category. Hence, the hypothesis regarding differential initial ability among migrants and nonmigrants is supported.

The evidence bearing on the hypothesis that migrants perform better in school than do nonmigrants is shown in Table 3. The mean graduation rank percentile score of the

Table 2. Intelligence Category* by Migration Status and Sex, in Numbers and Percentages; Ontonagon 1957 High School Juniors and Seniors

Migration Status	Males						Females					
	All	High IQ	Low IQ	All	High IQ	Low IQ	All	High IQ	Low IQ	All	High IQ	Low IQ
Migrants												
Number	150	81	69	65	32	33	85	49	36	49	11	15
Percent	100	54	46	100	49	51	100	58	42	58	42	42
Nonmigrants												
Number	66	27	39	40	16	24	26	11	15	11	11	15
Percent	100	41	59	100	40	60	100	42	58	42	42	58
Total												
Number	216**	108	108	105	48	57	111	60	51	60	22	30
Percent	100	50	50	100	46	54	100	54	46	54	46	46

*Median = 98.

**Excludes 50 cases with no information on intelligence (35 migrants: 21 females, 14 males; 15 nonmigrants: 9 females, 6 males).

migrants is higher and this difference holds for both males and females. The difference between migrants and nonmigrants is greater for males than for females.

Table 3. Mean Graduation Rank Percentile Scores by Migration Status and Sex; Ontonagon County 1957 High School Juniors and Seniors

Migration Status	Males and Females		Males		Females	
	N	Mean Rank	N	Mean Rank	N	Mean Rank
Migrants	182	51.50	79	42.48	103	58.42
Nonmigrants	80	42.61	46	33.73	34	54.64
Total	262*	48.78	125	39.26	137	57.48

*Excludes 4 cases with no information on graduation rank (3 migrant females, 1 nonmigrant female).

Dividing the subjects into upper and lower halves in respect to graduation rank percentile scores, and grouping them by migration status, as in Table 4, the hypothesized tendency to superior school performance among the migrants is again shown. However, an exception to the expected relationship is found for females: a slightly higher proportion of female nonmigrants than migrants is found in the high performance category.

Mediating Variables Regarding Family Formation as They Affect Migration or Nonmigration

We now turn to a series of hypotheses regarding patterns of conjugal family formation. As shown in Table 5,

Table 4. Graduation Rank Percentile Category* by Migration Status and Sex, in Numbers and Percents; Ontonagon 1957 High School Juniors and Seniors

Migration Status	Males and Females				Males				Females					
	All	High Rank	Low Rank	All	All	High Rank	Low Rank	All	All	High Rank	Low Rank	All	High Rank	Low Rank
Migrants														
Number	182	98	84	79	32	47	103	66	37					
Percent	100	54	46	100	41	59	100	64	36					
Nonmigrants														
Number	80	34	46	46	11	35	34	23	11					
Percent	100	43	57	100	24	76	100	68	32					
Total														
Number	262**	132	130	125	43	82	137	89	48					
Percent	100	50	50	100	34	66	100	65	35					

*Study group was divided at the fiftieth percentile. Unequal numbers above and below reflect missing scores for students not included in the study.

**Excludes 4 cases with no information on graduation rank (3 migrant females, 1 nonmigrant female).

Table 5. Mean Date of Marriage in Months after Graduation by Migration Status and Sex; Ontonagon County 1957 High School Juniors and Seniors

Migration Status	Males and Females		Males		Females	
	N	Mean (months)	N	Mean (months)	N	Mean (months)
Migrants	166	46.37	67	59.34	99	37.13
Nonmigrants	65	36.21	31	58.03	34	16.32
Total	231*	43.51	98	58.94	133	31.81

*Excludes 35 cases who never married during the post high school decade (19 migrants: 7 females, 12 males; 16 nonmigrants: 1 female, 15 males).

the results for this group of subjects support the contention that migrants tend to delay the date of marriage more than do nonmigrants. Even though the same tendency is observed for both sexes, the data show that, in general, males tend to marry considerably later than do females. This was not unexpected since, in the United States, women tend to marry earlier than do men, as shown by the census. Regardless of this fact, there is a notable difference between the migrant and nonmigrant females. If we consider that most of our informants were approximately 18 years old at graduation, then the migrant females married, on the average, about three years later, or around their twenty-first birthday. It is possible that this three years' postponement of marriage by migrants could be highly significant in terms of the implementation of possible future educational and

occupational plans. It is also conceivable that migrant females married later simply because they migrated; that is, some moved to cities where there is an excess of females and had broken home community ties that might have provided them with spouses.

In regard to the timing of the first child after marriage, the data support the hypothesis (Table 6). That

Table 6. Mean Date of Birth of the First Child in Months After Marriage by Migration Status and Sex; Ontonagon County 1957 High School Juniors and Seniors

Migration Status	Males and Females		Males		Females	
	N	Mean (months)	N	Mean (months)	N	Mean (months)
Migrants	136	18.66	53	16.07	83	20.43
Nonmigrants	60	14.73	28	14.67	32	14.50
Total	196*	17.45	81	15.58	115	18.76

*Excludes 35 cases who never married during the post high school decade (19 migrants: 7 females, 12 males; 16 nonmigrants: 1 female, 15 males); and 35 cases who married but did not have children (30 migrants: 16 females, 14 males; 5 nonmigrants: 2 females, 3 males).

is, migrants, on the average, tend to have their first child later after marriage than do nonmigrants. This difference is especially accentuated for female migrants, who had their first child later than did any other group--slightly more than twenty months after marriage. Both male and female nonmigrants report the birth of the first child, on the

average, as occurring between 14 and 15 months after date of marriage. Hence, we may conclude from this evidence that migrants tend to postpone starting families longer than do nonmigrants.

It is plausible that premarital pregnancy is related to migration or nonmigration. Table 7 was constructed to test the possible effect of this factor. In this table, migrants and nonmigrants are classified by the birth of first child within 8 months or after 8 months of marriage. While this classification is not without the possibility of error, as from any cases of premature births, it should yield a fairly close approximation of pre- and post-marital pregnancy. The data show presumed premarital pregnancy rates to have been substantially higher among nonmigrants than among migrants. These differences hold for the female subjects and for the male subjects. Presumed premarital pregnancy appears to have occurred in about one-fourth of the sample of nonmigrants. In the case of female nonmigrants, premarital pregnancy apparently occurred in one-third of the cases.

As shown in Table 8, the data also support the hypothesis that migrants tend to produce fewer children per year of marriage than do nonmigrants. The number of children per year of marriage, obviously, is a special measure of the birth rate. Thus, we conclude that nonmigrants, both males and females, exhibit higher birth rates than do migrants.

Table 7. Time of Birth of First Child in Months After Date of Marriage by Migration Status and Sex, in Numbers and Percents; Ontonagon County 1957 High School Juniors and Seniors

Migration Status	Males and Females				Males		Females		
	All first births	later than 8 months	First births 8 months or less	All first births	later than 8 months	First births 8 months or less	All first births	later than 8 months	
									Number
Migrants	136	108	28	53	41	12	83	67	16
Number		79	21	100	77	23	100	81	19
Percent	100								
Nonmigrants	60	39	21	28	18	10	32	21	11
Number		65	35	100	64	36	100	66	34
Percent	100								
Total	196*	147	49	81	59	22	115	88	27
Number		75	25	100	73	27	100	77	23
Percent	100								

*Excludes 35 cases who never married during the post high school decade (19 migrants: 7 females, 12 males; 16 nonmigrants: 1 female, 15 males); and 35 cases who married but did not have children (30 migrants: 16 females, 14 males; 5 nonmigrants: 2 females, 3 males).

Table 8. Mean Number of Children Born Per Year of Marriage, in All Marriages, by Migration Status and Sex; Ontonagon County 1957 High School Juniors and Seniors

Migration Status	Males and Females		Males		Females	
	N	Mean (Number of children)	N	Mean (Number of children)	N	Mean (Number of children)
Migrants	166	0.33	67	0.35	99	0.31
Nonmigrants	65	0.37	31	0.42	34	0.33
Total	231*	0.34	98	0.37	133	0.31

*Excludes 35 cases who never married during the post high school decade (19 migrants: 7 females, 12 males; 16 nonmigrants: 1 female, 15 males).

Differential Status Outcomes of Migrants and Nonmigrants

Table 9 summarizes data bearing on the hypothesis that the occupational status of the spouses of migrant females will be higher than that of the spouses of nonmigrant females. Marked differences are found: the husbands of

Table 9. Husband's Mean Duncan Socio-economic Status Score at End of Post High School Decade by Migration Status; Married Female Ontonagon County 1957 High School Juniors and Seniors

Migration Status	N	Mean SES
Migrants	99	44.14
Nonmigrants	34	27.52
Total	133*	40.89

*Excludes 8 cases who never married during the post high school decade (7 migrants, 1 nonmigrant).

migrant females have a mean SES score of about 44 while that of husbands of nonmigrant females is slightly over 27. The relatively high SES score for female migrants' spouses could be due to the quality of the occupational opportunity structure of the areas of destination as compared to that in the county of origin. The evidence thus clearly supports the hypothesis.

Results in regard to the occupational attainments of migrant and nonmigrant male subjects ten years after high school graduation are shown in Table 10. In accordance with our expectation, the average SES score for the nonmigrants is much lower than for migrants. This outcome should not be surprising in view of the relatively constricted occupational opportunity structure in which the nonmigrants reside.

Table 10. Mean Duncan Socio-economic Status Score at End of Post High School Decade by Migration Status; Male Ontonagon County 1957 High School Juniors and Seniors

Migration Status	N	Mean SES
Migrants	79	47.3
Nonmigrants	46	28.2
Total	125	40.3

Summary

The findings of this study may be summarized in the following way. In regard to the selected variables that were thought to predict, mediate, and influence the outcome

of migration, differential characterizations were found between the migrant and the nonmigrant groups. In ability and school performance, migrants show capacities superior to the nonmigrants'. In family formation behavior the migrants and nonmigrants are markedly different: migrants marry later, postpone the birth of the first child, have lower rates of presumed premarital pregnancy and have fewer children per year of marriage. Furthermore, subsequent occupational status scores for migrant males and for the spouses of migrant females are higher than in comparable nonmigrant categories.

CHAPTER IV

CONCLUSIONS

As expected from the history of outmigration from the region studied, migration was reported by the majority of the Ontonagon County 1957 high school juniors and seniors. Since a large percentage of these former students seems to have left permanently, a considerable loss of human potential was sustained by the communities of origin. This loss is aggravated by the fact that those who left tended to have higher capabilities. Judging from the answers to the question: "I would stay in Ontonagon County if . . ." administered to 1970 seniors by the Ontonagon Chamber of Commerce and published by the local newspaper, outmigration will continue or even increase. The main reasons for leaving as given in the answer to this question were the lack of educational and occupational opportunities in the area. Thus it would appear that young people today, like their 1957 predecessors, will continue to move away from this area. This drain of the "better" manpower, found in many studies of migration, could tend to aggravate the problems of rural areas in retaining quality manpower resources.

As we have indicated, the impact of migration is felt on two levels, the societal and the personal. The

societal level involves the educational and occupational opportunity structure of the communities of origin as well as communities of destination. If it is unfavorable as compared with those of potential destinations, the outflow of young people will almost inevitably continue. From the individual's point of view, it seems that there is a sequence of events that may lead to migration or nonmigration. In the case of nonmigrants lower educational performance and lower intelligence is followed by early marriage, often precipitated, perhaps, by premarital pregnancy, and a high birth rate. These variables, it appears, form a chain of obstacles impeding movement to places of greater opportunity. A subsequent redefinition of his situation by the nonmigrant may even result in a lowering of aspirations.

Though there is only a small initial gap between migrants and nonmigrants as to intelligence and high school performance, the gap seems to widen as time passes and the migrant gains even greater advantage. Since he faces fewer obstacles, the migrant's chain of experiences is somewhat different. He is found to have slightly higher intelligence and scholastic ability (he may be more "future oriented," and possess greater aspirations to seek better educational and occupational opportunities), and he is not hampered by early family responsibilities to the same extent as is the nonmigrant. His migration provides opportunities for greater achievement. In this sense rural-urban

migration in the circumstances found in this study is a very important channel of social mobility. From the evidence it would seem that the significant life events and decisions concerning such things as marriage and migration have an important impact on later occupational attainment.

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APPENDICES

APPENDIX A

MAY 1957 INITIAL PHASE OF
VOLUNTARY MIGRATION QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY

Department of Sociology and Anthropology

WHAT THIS STUDY IS ABOUT

This survey is an attempt to get a better picture of the problems high school students in Michigan face in selecting an area where they would like to live and work. You and only you can provide the answers. By carefully filling out this questionnaire you will help us to gain a better understanding of these problems. This information will be of great value in developing counseling programs for high school students. For this reason we are anxious to have you answer the questions on this form to the best of your ability.

PLEASE FOLLOW THESE DIRECTIONS

1. Read each question and all items listed beneath the question carefully. Then answer the question to the best of your knowledge.
2. Be sure to answer each question, but do not spend too much time on any one question.
3. If you are in doubt or don't understand an item, raise your hand and you will receive aid.

1. Your name: _____
(First) (Middle) (Last)

2. Your mailing address: _____

Do you live on a farm? Yes _____ No _____

If you do not live on a farm, have you ever lived on a farm?

Yes _____ No _____

3. Your high school: _____
(Name and Location)

4. Your sex: Male _____ Female _____

5. How old are you? _____ Your date of birth: _____
Month Day Year

6. Your class: Junior____ Senior____

7. With whom do you live regularly?

- a. ___ My own parents
- b. ___ A parent and a step-parent
- c. ___ One parent only
- d. ___ My grandparents
- e. ___ Uncle or Aunt
- f. ___ Others (write in who they are) _____

8. Your church preference is:

- a. ___ Baptist
- b. ___ Catholic
- c. ___ Episcopal
- d. ___ Lutheran
- e. ___ Methodist
- f. ___ Presbyterian
- g. ___ Other (write in the name) _____

Are you a member: Yes____ No____

YOUR ACTIVITIES: Many students participate in some activities in their school and in their community. We would now like to know something about your activities and what you think about them.

XXXXXXX

1. The kinds of extra-curricular activities in which you participate are: (Check the ones in which you participate actively, and add to the list if necessary.)

- a. ___ band-orchestra
- b. ___ chorus-vocal
- c. ___ dramatics
- d. ___ debates
- e. ___ 4-H or FFA
- f. ___ high school teams
- g. ___ other athletics (specify) _____
- h. ___ school paper
- i. ___ annual (year book)
- j. ___ student government
- k. ___ hobby club
- l. ___ hunting or fishing
- m. ___ other _____

2. When you have some free time, what do you like best to do? _____

3. Compared with most students in your high school, the number of activities you are in is:
- ___ greater than average
 - ___ about average
 - ___ less than average
4. Compared with most students in your high school, your leadership activities are:
- ___ greater than average
 - ___ about average
 - ___ less than average
5. How often do you feel that you would like to take part in more activities?
- ___ very often
 - ___ often
 - ___ sometimes
 - ___ never
6. How often do you feel that you do not get along with your classmates?
- ___ very often
 - ___ often
 - ___ sometimes
 - ___ never
7. How often do you avoid your classmates because they are unkind or unfriendly?
- ___ very often
 - ___ often
 - ___ sometimes
 - ___ never
8. What do you usually do at the following times: (If you have a job, state what kind)
- Immediately after school? _____
 - In the evenings? _____
 - On Saturdays? _____
 - On Sundays? _____

	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
h. It will never seem like home to me.	_____	_____	_____	_____	_____
i. Quite a number of the residents have really amounted to something.	_____	_____	_____	_____	_____
j. Persons with real ability are usually given recognition.	_____	_____	_____	_____	_____
k. Not much can be said in favor of a place this size.	_____	_____	_____	_____	_____
l. The church services as a rule are well worth attending.	_____	_____	_____	_____	_____
m. The community is not located in a very desirable place.	_____	_____	_____	_____	_____
n. The people have to do without a good many conveniences like telephone service, sewage disposal, water works, and good roads.	_____	_____	_____	_____	_____
o. A person has to leave town in order to have a good time.	_____	_____	_____	_____	_____
p. There are not many families you would care to marry into.	_____	_____	_____	_____	_____
q. Few if any of the neighboring towns are able to surpass it.	_____	_____	_____	_____	_____
r. Cultural and educational facilities like colleges, libraries, theaters, and museums are adequate.	_____	_____	_____	_____	_____
s. People have to do without adequate shopping facilities.	_____	_____	_____	_____	_____

2. After graduation many changes will take place in your way of life. You and your friends will be looking for jobs, thinking of getting married, going to college, or moving to a new town. Many of the activities that you formerly engaged in like playing basketball or just visiting will be difficult to do since many of your friends will not be around. Thinking about the changes that take place after graduation, read each statement below carefully and quickly check the phrase that most nearly represents your personal belief about your community.

XXXXXXX

AFTER GRADUATION YOUR COMMUNITY WILL BE:	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
a. A good place to engage in farming	_____	_____	_____	_____	_____
b. A good place to get the job you would like to have	_____	_____	_____	_____	_____
c. A good place to find someone you would like to marry	_____	_____	_____	_____	_____
d. A good place to find <u>people your own age</u>	_____	_____	_____	_____	_____
e. A good place to live since there are facilities in town or close by for young adults to have a good time	_____	_____	_____	_____	_____
f. A good place to have fun with people your own age-- like dating, visiting, going to movies, or other such social activities	_____	_____	_____	_____	_____
g. A good place to have fun with people your own age-- like watching or playing volleyball, basketball, or other such organized sports	_____	_____	_____	_____	_____
h. A good place to go hunting, fishing, hiking, or other similar outdoor activities	_____	_____	_____	_____	_____
i. A good place to enjoy being members of adult organizations like the VFW, the Eagles, the Rotary, the church, or womens' clubs	_____	_____	_____	_____	_____

- | | Strongly
Agree | Agree | Unde-
cided | Dis-
agree | Strongly
Disagree |
|---|---|----------|----------------|---------------|----------------------|
| j. A good place to build a home and raise a family | _____ | _____ | _____ | _____ | _____ |
| k. A good place to remain close to your friends | _____ | _____ | _____ | _____ | _____ |
| l. A good place to remain close to your relatives | _____ | _____ | _____ | _____ | _____ |
| 3. What facilities or activities should a community have for young adults, that your community does not have? | | | | | |
| a. _____ | b. _____ | c. _____ | | | |
| 4. As a place to live soon after graduation, how well do you like your community? | | | | | |
| a. _____ strongly dislike it | d. _____ I like it | | | | |
| b. _____ I dislike it | e. _____ I am enthusiastic about it | | | | |
| c. _____ I am indifferent | | | | | |
| 5. After you are married and have a family, how well would you like your community as a place to live? | | | | | |
| a. _____ strongly dislike it | d. _____ I would like it | | | | |
| b. _____ I would dislike it | e. _____ I would be enthusiastic about it | | | | |
| c. _____ I would be indifferent | | | | | |

YOU AND YOUR PARENTS: Below is a list of statements about the relations between parents and their children. We would like to have your honest opinion about these statements as they apply to your family. (If you do not live with your parents, answer the question in terms of your guardian, or the people you live with.)

XXXXXXX

1. Regarding your relationships with your parents (or guardian, the people you live with): (Check the phrase that most nearly represents your own personal belief.)

- | | Strongly
Agree | Agree | Unde-
cided | Dis-
agree | Strongly
Disagree |
|--|-------------------|-------|----------------|---------------|----------------------|
| a. It is hard for me to feel pleasant at home. | _____ | _____ | _____ | _____ | _____ |
| b. My parents try to understand my problems and worries. | _____ | _____ | _____ | _____ | _____ |

- | | Strongly
Agree | Agree | Unde-
cided | Dis-
agree | Strongly
Disagree |
|--|---|-------|----------------|---------------|----------------------|
| c. As far as my ideas are concerned my parents and I live in two different worlds. | _____ | _____ | _____ | _____ | _____ |
| d. There is real love and affection for me at home. | _____ | _____ | _____ | _____ | _____ |
| e. My parents criticize me too much. | _____ | _____ | _____ | _____ | _____ |
| f. My friends have happier homes than I do. | _____ | _____ | _____ | _____ | _____ |
| g. Too often my parents compare me unfavorably with other children. | _____ | _____ | _____ | _____ | _____ |
| h. As I have known it, family life is happy. | _____ | _____ | _____ | _____ | _____ |
| i. My parents expect too much of me. | _____ | _____ | _____ | _____ | _____ |
| 2. When do you think your parents are most likely to consider you an adult? (Write your answer here) _____ | | | | | |
| _____ | | | | | |
| 3. What right did your parents (or guardian, the people you live with) have to make decisions for you <u>when you were in the 9th grade</u> (beginning high school)? | | | | | |
| a. | _____ They had a <u>definite right</u> to help make my decisions. | | | | |
| b. | _____ They had <u>some right</u> to help make my decisions. | | | | |
| c. | _____ They had <u>no right</u> , but they could give me their opinions. | | | | |
| d. | _____ They had <u>no right</u> to even give their opinions. | | | | |
| 4. What right do your parents have to make decisions for you <u>after you graduate</u> from high school? | | | | | |
| a. | _____ They have a <u>definite right</u> to help make my decisions. | | | | |
| b. | _____ They have <u>some right</u> to help make my decisions. | | | | |
| c. | _____ They have <u>no right</u> , but they may give me their opinions. | | | | |
| d. | _____ They have <u>no right</u> even to give their opinions. | | | | |

5. Which of the following statements best indicates what your parents have encouraged you to do after graduation?
- ___ Get a full time job and continue to live at home.
 - ___ Get a full time job and live as close to home as possible.
 - ___ Get the best full time job possible even if you have to move to another community.
 - ___ Continue your education or training, and then return to your community.
 - ___ Continue your education or training, and then get the best job possible even if you have to move to another community.
 - ___ Other (indicate) _____
6. Do your parents expect you to help support them after graduation?
Yes ___ No ___
7. Will your parents be able to help you in getting a start or continuing your education after graduation from high school?
- ___ They will be financially able to help you a great deal.
 - ___ They will be financially able to give you some help.
 - ___ They will be financially able to give you no help.
8. How willing will your parents be to help you after you graduate from high school?
- ___ Willing to help you a great deal.
 - ___ Willing to give you some help.
 - ___ Willing to give you no help.
9. When the time comes for a boy to take a job, he should stay near his parents even if it means giving up a good job?
Yes ___ No ___ Undecided ___
10. Even when teenagers get married, their first loyalty still belongs to their parents. Yes ___ No ___ Undecided ___

LEAVING YOUR COMMUNITY: At times many have considered moving away from their communities. We would now like to know if you have considered leaving your community, and something about your reasons.

XXXXXXX

- Have you ever seriously considered moving away from your community?
Yes ___ No ___
- Are you considering moving away from your community after graduation?
Yes ___ No ___

3. How eager are you to stay or move from your community after graduation?
- a. Eager to stay
 - b. Probably stay, but not eager to stay
 - c. Probably leave, but not eager to leave
 - d. Eager to leave

4. If you are considering leaving your community soon after graduation, what are your two main reasons?

a. First reason _____

b. Second reason _____

5. Below is a list of reasons high school students sometimes give for leaving their communities after graduation. If the statement represents a reason for your wanting to leave your community, check yes; if not, check no.

	Yes	No	Undecided
a. Few good jobs available	_____	_____	_____
b. Unable to make a go of farming	_____	_____	_____
c. Little chance of finding someone I would like to marry	_____	_____	_____
d. Few people of my own age	_____	_____	_____
e. Feeling pleasant at home is difficult for me	_____	_____	_____
f. Few occasions to engage in activities you consider important	_____	_____	_____
g. Few occasions to engage in outdoor sports	_____	_____	_____
h. To get away from the domination of my family	_____	_____	_____
i. Not enough facilities in town or nearby to have a good time	_____	_____	_____
j. No privacy--everyone knows my business	_____	_____	_____
k. The climate is not good	_____	_____	_____
l. Not enough night life for young adults	_____	_____	_____

	Yes	No	Undecided
m. Feeling pleasant with some of the people my own age is difficult	_____	_____	_____
n. The community has no future	_____	_____	_____
o. The location is poor	_____	_____	_____
p. Parents criticize me too much	_____	_____	_____
q. To be able to make my own decisions	_____	_____	_____
r. Public services such as telephone service, water supply, sewage disposal, and road repairs are poor	_____	_____	_____
s. My reputation in the community is not as I want it	_____	_____	_____
t. My community is not a good place to raise a family	_____	_____	_____
u. There are not enough good shopping centers nearby	_____	_____	_____
v. There are not enough facilities like libraries, museums, art galleries, and colleges	_____	_____	_____
w. I want a change of scenery and new experiences	_____	_____	_____
A. Which of the above do you consider most important? (Please write the letter of the two most important) First _____ Second _____.			

NEW COMMUNITY: The following questions seek to find out some of your preferences about the kind of place in which you would like to live.

XXXXXXXX

1. Which of the following best indicates the kind of community in which you would prefer to live: (Please check only one).
- ___ In the open country
 - ___ In a village under 2,500 (like Ewen or Ontonagon)
 - ___ In a city of 10,000 to 100,000 (like Marquette or Lansing)
 - ___ In a city of over 100,000 (like Detroit or Chicago)
 - ___ In a suburb outside a large city
- A. If you checked the open country or a village, do you prefer the location to be near a big city? Yes ___ No ___. IF YES, how near? _____.
- B. Do you have any specific place in mind? Yes ___ No ___
IF YES, where? _____
2. How important are the following qualities of the community in which you would eventually like to live? (Read each statement carefully and quickly check the phrase that most nearly represents your own personal belief.)

Very Of Some Of Little or
Important Importance No Importance

- | | | | |
|--|-------|-------|-------|
| a. The community should have libraries, museums, art galleries, and colleges. | _____ | _____ | _____ |
| b. The community should have available entertainment like concerts, lectures, and plays. | _____ | _____ | _____ |
| c. The community should have available entertainment like movies or bowling. | _____ | _____ | _____ |
| d. The community should have good TV reception. | _____ | _____ | _____ |
| e. The community should have available sports events, like boxing, football, baseball, and basketball. | _____ | _____ | _____ |
| f. The community should be one in which a person can be close to nature with opportunities for hunting, fishing, and hiking. | _____ | _____ | _____ |

	Very Important	Of Some Importance	Of Little or No Importance
--	-------------------	-----------------------	-------------------------------

- | | | | |
|--|-------|-------|-------|
| g. The community should have conveniences like telephone service, water supply, good transportation, sewage disposal and good roads. | _____ | _____ | _____ |
| h. The community should have a climate that you like. | _____ | _____ | _____ |
| i. The community should have an open country atmosphere away from the hustle, bustle, and noise of the city. | _____ | _____ | _____ |
| j. The community should be busy and exciting with lots of people and no one knowing your business. | _____ | _____ | _____ |
| k. The community should have many avenues to success, and not limit a person to a job they may not like. | _____ | _____ | _____ |
| l. The community should be one where there are good jobs. | _____ | _____ | _____ |
| m. The community should be one in which you can be close to your friends. | _____ | _____ | _____ |
| n. The community should be near shopping centers with department stores and supermarkets. | _____ | _____ | _____ |
| o. The community should have or be close to some interesting and exciting night life. | _____ | _____ | _____ |
| p. What other qualities not mentioned above should the community have?
(Write your answer here) _____ | | | |

A. Which of the above do you consider most important? (Please write the letter of the two most important.) First _____ Second _____

YOUR FUTURE OCCUPATION: Now that high school graduation is nearing, we'd like to know something about your plans for your future life's work.

XXXXXXXX

1. Of all the jobs in this community, which job would you like best?
 _____ Which least? _____.
 2. How do you think that farming compares with city jobs like working in a factory, store, or office? Better ___ Worse ___ Undecided ___.
 How do you think that mining compares with city jobs like working in a factory, store, or office? Better ___ Worse ___ Undecided ___.
 How do you think that woods work compares with city jobs like working in a factory, store, or office? Better ___ Worse ___ Undecided ___.
 3. If you could have any job you wanted, regardless of the training or experience required, what job would you pick? _____.
 4. What jobs have your parents mentioned that they would like to see you do? a. _____ b. _____ c. _____
 5. What jobs are you now seriously considering as a lifetime work?
 - a. First choice _____ . Have your parents encouraged this? Yes ___ No ___
 - b. Second choice _____ . Have your parents encouraged this? Yes ___ No ___
 6. Regarding your first choice, what do you think are the reasons for your selecting it? (Check as many reasons as apply)

a. ___ Encouraged by family	g. ___ Interest developed out of
b. ___ Advised by friends	<u>experience</u>
c. ___ Suggested by school study	h. ___ Most profitable work I could get
d. ___ Suggested by motion pictures	i. ___ Suggested by counseling and testing
e. ___ Suggested by TV or radio	j. ___ Admired someone in this job
f. ___ Suggested by magazines and books	k. ___ Other (indicate) _____
- A. Which of the above do you consider most important? (Please write the letter of the two most important). First ___ Second ___.

7. Generally, what do you most expect of the job you want to make your life's work? (Check as many statements as apply).

- | | |
|--|---|
| a. <input type="checkbox"/> Freedom of behavior | g. <input type="checkbox"/> Money |
| b. <input type="checkbox"/> Chance for advancement | h. <input type="checkbox"/> Security |
| c. <input type="checkbox"/> Friendship with fellow employees | i. <input type="checkbox"/> Public recognition |
| d. <input type="checkbox"/> Power and authority | j. <input type="checkbox"/> Benefit to humanity |
| e. <input type="checkbox"/> Intellectual challenge | k. <input type="checkbox"/> Time to enjoy myself |
| f. <input type="checkbox"/> Prestige or respect | l. <input type="checkbox"/> Other (indicate) _____. |

A. Which of the above do you consider most important? (Please write the letter of the two most important) First _____ Second _____.

8. How do you expect to get started in the job you want for your life's work?

9. Do you intend to get further training after high school?

Yes No Don't know .

If Yes, what do you plan?

- a. College. Where _____
- b. Trade School. Where _____
- c. Apprenticeship. Where _____
- d. Other. What and Where _____

If Yes, how do you intend to pay for the training? (Check as many as apply and underline the most important.)

- a. Parents will help
- b. Work on the side
- c. Scholarships
- d. Borrow the money
- e. Other (specify) _____
- f. Don't know

If Yes, when do you intend to start?

- a. When the new term starts in the fall
- b. After working for a year or so
- c. After military service
- d. Other (indicate) _____

10. Do you expect to enter military service soon after graduation?
 Yes ___ No ___ Don't know ___

If Yes, for how long?

- a. ___ Permanent career
- b. ___ Two years only
- c. ___ Other (indicate) _____

11. Has the possibility of military service affected your job plans?
 Yes ___ No ___ Don't know ___

If Yes, check in what way or ways?

- a. ___ Delayed making any definite plans
- b. ___ Employers are hesitant to hire me
- c. ___ Figured I'd get it out of the way and then decide
- d. ___ Other (indicate) _____

12. Do you have a job waiting for you when you graduate?
 Yes ___ No ___ Don't Know ___ (If yes, please check the following; if
 no or don't know, go to Question 13.)

If yes, what type of job is it? (If more than one job is available,
 state them in order of your preference.) _____

Who would you be working for? (For your first choice if more than
 one job.) Parents ___ Other relatives ___ Non relatives ___.

Do your parents expect you to take that job? Yes ___ No ___
 Don't Know ___ They Don't Care ___

What is the location of the job? _____

Do you intend to keep the job permanently?
 Yes ___ No ___ Don't Know ___

If no or don't know, which of the following best indicates what
 you would do?

- a. ___ Not take the job
- b. ___ Take the job temporarily until _____.
- c. ___ Other (specify) _____.
- d. ___ Don't know

13. If you don't have a job you intend to take, and don't expect to go to college (or on for additional training) or into the Service, do you expect to seek a job near home or away from home?

- a. I expect to seek a job near where I live.
- b. I expect to look for a job away from home.
- c. I don't know as yet just what I will do.

What type of job will you be looking for? _____.

YOUR COMMUNITY AFTER GRADUATION: Now we would like to know something about the community you intend to reside in after graduation.

XXXXXXXXXX

1. Where do you expect to live while working or going to school soon (5 or 6 months) after graduation? _____.
(place)
2. Why do you intend to live in the community named in the above question? (Check as many statements as apply.)
 - a. Because the community has cultural facilities like libraries, museums, and colleges.
 - b. Because the community has recreational and entertainment facilities you consider important.
 - c. Because the community has adequate conveniences like telephone service, water supply, good transportation, sewage disposal, and good roads.
 - d. Because the community has a good climate.
 - e. Because the community is the size you want.
 - f. Because the community has many good jobs available.
 - g. Because the community has good shopping centers.
 - h. Because you have a job waiting for you there.
 - i. Because you will be going to school there.
 - j. Because many of your friends are there.
 - k. Because many of your relatives are there.
 - l. Because you will have freedom of behavior there.

- m. ___ Because the community will be a 'change of scenery', a place where you can have new and exciting experiences.
- n. ___ Better chance to find someone you want to marry.
- o. ___ Because there are more people your own age there.
- p. ___ Because the community has an open country atmosphere away from the hustle and bustle of the city.
- q. ___ Because the community has more avenues to success and advancement.
- r. ___ Other _____

A. Which of the above do you consider most important? (Please write the letter of the two most important.) First ___ Second ___

B. If the community you intend to live in after graduation is not your home community, how did you learn about it? _____.

2. Do you have a second choice of a community where you would like to live soon (5 or 6 months) after graduation?

Yes ___ No ___ Don't Know ___

If Yes, where? _____

If Yes, why did you select the first choice rather than the second?

3. Now, considering the kind of job and the way of life you eventually wish to have, do you think it is necessary for you to move from your present community? Yes ___ No ___ Don't Know ___

4. Would you remain or eventually return to your community if jobs were available? Yes ___ No ___ Don't Know ___

5. Twenty years from now, what job do you expect to have? _____.
Where do you expect to be living twenty years from now? First choice _____ . Second choice _____ .

YOUR PARENTS: Now we would like to have some information about your parents:

XXXXXXX

1. Your parents are:

- a. Both living together
- b. Both dead
- c. Father is dead
- d. Mother is dead
- e. Divorced
- f. Separated

2. Your mother:

- a. has no job outside the home.
- b. has a part-time job outside the home.
- c. has a full-time job outside the home.

3. Your father's occupation is: (or was, if dead or retired) (Specify the kind of work he does and not where he works.)

Main occupation _____.

Part-time occupation _____.

If your father is a farmer, how many acres does he operate _____.

How many milk cows does he have _____.

4. What does your father think of his occupation:

- a. Completely satisfactory
- b. Fairly satisfactory
- c. Good enough
- d. Not very good
- e. Very poor

5. Where was your father born? _____.
(State or Country)

Where was your mother born? _____.
(State or Country)

6. What nationality is your father? _____.

What nationality is your mother? _____.

7. How much formal schooling (does, did) your father have?

- a. Less than 4 years
- b. 5-7 years
- c. 8 years
- d. 9-11 years
- e. High school graduate
- f. Some college
- g. College graduate
- h. Don't know
- i. Other (indicate) _____.

8. How much formal schooling (does, did) your mother have?

- a. Less than 4 years
- b. 5-7 years
- c. 8 years
- d. 9-11 years
- e. High school graduate
- f. Some college
- g. College graduate
- h. Don't know
- i. Other (indicate) _____.

9. How old is your father? _____ Your mother? _____.

10. Indicate by a check the number of the category in which your parents' income fell last year. (If not sure, make an estimate.)

- | | |
|--|--|
| a. <input type="checkbox"/> Under \$1,000 | e. <input type="checkbox"/> 4,000 to 4,999 |
| b. <input type="checkbox"/> 1,000 to 1,999 | f. <input type="checkbox"/> 5,000 to 5,999 |
| c. <input type="checkbox"/> 2,000 to 2,999 | g. <input type="checkbox"/> 6,000 to 6,999 |
| d. <input type="checkbox"/> 3,000 to 3,999 | h. <input type="checkbox"/> 7,000 to 8,999 |
| i. <input type="checkbox"/> 9,000 and over | |

11. How many brothers do you have? _____

How many are older than you? _____

12. How many sisters do you have? _____

How many are older than you? _____

13. IN THE SPACE BELOW WRITE THE NAME, SEX, OCCUPATION AND PLACE OF RESIDENCE OF EACH OF YOUR OLDER BROTHERS AND SISTERS: (Start with your oldest brother or sister and include all your older brothers and sisters. If in school, put "student." If older sister is married and not working outside the home, put "housewife.")

Name	Male or Female	Occupation	Place or Residence (town and state)
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

YOUR HOME: Now we would like to know something about your home.

XXXXXXX

1. Your parents home is: a. ___ owned b. ___ rented c. ___ being bought
If renting, how much is your rent? _____.
2. The number of persons who live in your house is: _____.
The number of rooms in your house is? _____.
(Do not include basements, bathrooms, porches, closets, halls.)
3. The construction of your house is:
 - a. ___ brick
 - b. ___ Unpainted frame
 - c. ___ Painted frame
 - d. ___ Other (specify) _____.
4. The lighting in your house is:
 - a. ___ Oil lamps
 - b. ___ Electric
 - c. ___ Gas, mantle, or pressure lamps
 - d. ___ Other or none.

5. What kind of refrigeration do you have?
- a. ice
 - b. mechanical (gas or electric)
 - c. other or none
6. Do you have a deep freeze locker in your house? Yes No .
7. Do you have running water in your house? Yes No .
- Do you have an indoor toilet? Yes No .
8. Does your family take a daily newspaper? Yes No .
9. Does your family have a power washing machine in your home?
Yes No .
10. Do you have a radio in your home? Yes No .
- Does this radio work? (Yes No .
11. Do you have a TV set in your home? Yes No .
12. Does your family have a car? (other than a truck) Yes No .
13. Does your home have a telephone? Yes No .
14. Does your father (or guardian) go to church at least once a month?
Yes No
- Does your mother (or guardian) go to church at least once a month?
Yes No

APPENDIX B

**1968 FIRST DECENNIAL
RE-STUDY QUESTIONNAIRE**

FIRST DECENNIAL RE-STUDY

ONTONAGON COUNTY HIGH SCHOOL STUDENTS

WHAT THIS STUDY IS ABOUT

In May 1957 you and your classmates participated in the first phase of a study of the problems faced by young people in preparing for the world of work and in selecting an area where they would like to live. This second phase of the study inquires into events since high school. We would like to learn of the experiences you have had, the problems you have faced, your successes and frustrations, and your thoughts concerning the past ten years and the future. This information will be of great value in developing better counseling programs for high school students from rural areas. Obviously, only you can help us, by being as frank as possible in completing this questionnaire. Your answers will be kept in strict confidence and your name will not be linked to the findings.

PLEASE FOLLOW THE DIRECTIONS

1. Read each item carefully. Then answer it to the best of your knowledge. This is not a test, so there are no right or wrong answers.
2. Be sure to answer each question completely. The outcome of the study will be successful only if you are careful to provide accurate and complete information. Special "guides," indicated by the symbol ❀, are included to help you interpret some questions.
3. If you are in doubt, or do not understand an item, make a note of it in the margin, and complete the rest of the questions. Upon return of the questionnaire, a member of the project staff will then contact you and complete it by phone conversation or personal interview, at your convenience.

I. BIOGRAPHICAL INFORMATION

I.1. We would like to know a little bit about yourself:

- a. What is your name? Mr. Mrs. Miss _____
 (First) (Initial) (Maiden) (Last)
- b. What is your current mailing address? → _____
- c. Your birth date? _____
 (Month) (Day) (Year) _____ Zip: _____
- d. Your present age? _____ Single Married Widowed Separated or divorced
 Local phone: _____
- e. Your present marital status? _____
- f. Your high school and graduation class? _____
 (School) (Year)
- g. Have you served on active duty in any branch of the armed forces? Yes No
1. If "Yes": What branch of service? _____ 2. Period on active duty: From: _____
 (Month) (Year)
3. Highest rank and pay grade held while on active duty: _____ To: _____
 (Rank) (Pay grade) (Month) (Year)
- h. How many brothers and sisters do you have? _____

1. Please indicate age, sex, and occupation of all brothers and sisters 18 years old and older:

Age	Sex	Job (What does he/she do?)	Age	Sex	Job (What does he/she do?)

I.2. If you are now married, we would like to know something of your marriage and family:

- a. What is your wife's husband's name? _____
 (First) (Initial) (Last)
- b. What was her/his hometown and state? _____
 (Town) (State)
- c. Where did you first get to know her/him? _____
 (Town) (State)
- d. What was the highest grade she/he completed in school? _____ e. On what date did you get married? _____
 (Month) (Day) (Year)
- f. Have you had children? Yes No
1. If "Yes": List the date of birth for each child (month and year): _____

I.3. We would like to learn about any further educational experience you have had since high school:

a. Have you obtained further qualification by APPRENTICESHIP OR ON-THE-JOB TRAINING? Yes No

If "Yes," please give details:

Organization or Firm		Type of Job or Apprenticeship (Specific skills in which you were trained)	Inclusive Dates of the Training		Certification earned, if any
City	State		From	To	

b. Have you attended a TRADE, VOCATIONAL, OR TECHNICAL SCHOOL? Yes No

If "Yes," please give details:

Name of School		Specific Program of Training (Course of training in which you were enrolled)	Inclusive Dates of the Training		Diploma earned, if any
City	State		From	To	

c. Have you obtained further ACADEMIC EDUCATION since leaving high school? Yes No

If "Yes," please give details:

Institution		Academic Major	Inclusive Dates of Attendance		Degree earned, if any
City	State		From	To	

II. RESIDENCE HISTORY 1957 - 1968

II.1. We would like to learn about your experiences since leaving high school:

a. Starting with your residence at the time you were completing high school, list each of the places you have lived since that time.

* List addresses as nearly as you can remember them for each place lived at for a month or more. Do NOT include changes of house within the same town or community.

b. What month and year did you move to this place?

c. Why did you move?

* We are interested not only in why you decided to leave, but also why you chose to go where you did.

you have relatives or near relatives who were moving here because you were moving

<p>1. (Residence at time of high school)</p>		
<p>2. (P.O.) (City) (State) (Mo.) (Yr.)</p>		
<p>3. (P.O.) (City) (State) (Mo.) (Yr.)</p>		
<p>4. (P.O.) (City) (State) (Mo.) (Yr.)</p>		
<p>5. (P.O.) (City) (State) (Mo.) (Yr.)</p>		
<p>6. (P.O.) (City) (State) (Mo.) (Yr.)</p>		
<p>7. (P.O.) (City) (State) (Mo.) (Yr.)</p>		
<p>8. (P.O.) (City) (State) (Mo.) (Yr.)</p>		
<p>9. (P.O.) (City) (State) (Mo.) (Yr.)</p>		
<p>10. (P.O.) (City) (State) (Mo.) (Yr.)</p>		

ends Re
Mo Y

III.1. This question deals with your work experience and income over the period since May 1957:

* Look over the question carefully to be sure you understand what to do, and then fill in each section, working across the page.

a. YOUR RESIDENCE:

Mark in your residences, and draw vertical lines between them indicating the approximate date you moved from one to another. (You may, of course, copy this information from the previous page).

* When filled in, this section shows where you lived 1957-1967, and should help to pinpoint your jobs during that time.

b. YOUR WORK EXPERIENCE:

1. FULL-TIME EMPLOYMENT. In this section mark in the full-time jobs you have had (tell what you did at your job), and draw vertical lines indicating the approximate dates you began and quit each full-time job.

* When filled in, this section shows your full-time employment 1957-1967.

2. PART-TIME EMPLOYMENT. In this section mark in the part-time jobs you have had (tell what you did at your job), and draw vertical lines indicating the approximate dates you began and quit each part-time job.

* When filled in, this section shows all part-time work 1957-1967.

c. YOUR WIFE'S/HUSBAND'S WORK EXPERIENCE:

Mark in the full-time jobs your wife/husband has had (tell what she/he did at the job), and draw vertical lines indicating the approximate dates she/he began and quit each job.

* When filled in, this section shows your wife's/husband's work experience 1957-1967.

d. YOUR ESTIMATED TOTAL FAMILY INCOME (BEFORE TAXES):
(or your own personal income if not married)

Mark the box which represents the closest estimate of your family/personal income for the years indicated. (Do not include support from parents or other relatives). Looking over the jobs held during each year may help you in estimating your income.

* When filled in, this section shows your estimated income 1957-1967.

1957												1958											
May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec				

- 1958
- Under \$2,500
 - 2,500 - 3,999
 - 4,000 - 4,999
 - 5,000 - 5,999
 - 6,000 - 6,999
 - 7,000 - 7,999
 - 8,000 - 10,000
 - Over \$10,000

CONTINUED 

1959												1960												1961														
Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
: sure to include not only where you worked but WHAT SPECIFIC JOB YOU DID.)																																						
: sure to include not only where you worked but WHAT SPECIFIC JOB YOU DID.)																																						
: sure to include not only where she/he worked but WHAT SPECIFIC JOB SHE/HE DID.)																																						

- | | | |
|---|---|---|
| 1959 | 1960 | 1961 |
| <input type="checkbox"/> Under \$2,500 | <input type="checkbox"/> Under \$2,500 | <input type="checkbox"/> Under \$2,500 |
| <input type="checkbox"/> 2,500 - 3,999 | <input type="checkbox"/> 2,500 - 3,999 | <input type="checkbox"/> 2,500 - 3,999 |
| <input type="checkbox"/> 4,000 - 4,999 | <input type="checkbox"/> 4,000 - 4,999 | <input type="checkbox"/> 4,000 - 4,999 |
| <input type="checkbox"/> 5,000 - 5,999 | <input type="checkbox"/> 5,000 - 5,999 | <input type="checkbox"/> 5,000 - 5,999 |
| <input type="checkbox"/> 6,000 - 6,999 | <input type="checkbox"/> 6,000 - 6,999 | <input type="checkbox"/> 6,000 - 6,999 |
| <input type="checkbox"/> 7,000 - 7,999 | <input type="checkbox"/> 7,000 - 7,999 | <input type="checkbox"/> 7,000 - 7,999 |
| <input type="checkbox"/> 8,000 - 10,000 | <input type="checkbox"/> 8,000 - 10,000 | <input type="checkbox"/> 8,000 - 10,000 |
| <input type="checkbox"/> Over \$10,000 | <input type="checkbox"/> Over \$10,000 | <input type="checkbox"/> Over \$10,000 |

III.1 EMPLOYMENT AND INCOME 1957-1967 (Continued)

	1962												1963												1964											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
a. <u>YOUR RESIDENCE:</u> (Continued)																																				
b. <u>YOUR WORK EXPERIENCE:</u> (Continued)																																				
1. FULL-TIME EMPLOYMENT:																																				
2. PART-TIME EMPLOYMENT:																																				
c. <u>YOUR WIFE'S/HUSBAND'S WORK EXPERIENCE:</u> (Continued)																																				
d. <u>YOUR ESTIMATED TOTAL FAMILY/PERSONAL INCOME:</u> (Continued)	<input type="checkbox"/> Under \$2,500 <input type="checkbox"/> 2,500 - 3,999 <input type="checkbox"/> 4,000 - 4,999 <input type="checkbox"/> 5,000 - 5,999 <input type="checkbox"/> 6,000 - 6,999 <input type="checkbox"/> 7,000 - 7,999 <input type="checkbox"/> 8,000 - 10,000 <input type="checkbox"/> Over \$10,000												<input type="checkbox"/> Under \$2,500 <input type="checkbox"/> 2,500 - 3,999 <input type="checkbox"/> 4,000 - 4,999 <input type="checkbox"/> 5,000 - 5,999 <input type="checkbox"/> 6,000 - 6,999 <input type="checkbox"/> 7,000 - 7,999 <input type="checkbox"/> 8,000 - 10,000 <input type="checkbox"/> Over \$10,000												<input type="checkbox"/> Under \$2,500 <input type="checkbox"/> 2,500 - 3,999 <input type="checkbox"/> 4,000 - 4,999 <input type="checkbox"/> 5,000 - 5,999 <input type="checkbox"/> 6,000 - 6,999 <input type="checkbox"/> 7,000 - 7,999 <input type="checkbox"/> 8,000 - 10,000 <input type="checkbox"/> Over \$10,000											

1965												1966												1967														
Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
sure to include not only where you worked but WHAT SPECIFIC JOB YOU DID.)																																						
sure to include not only where you worked but WHAT SPECIFIC JOB YOU DID.)																																						
sure to include not only where she/he worked but WHAT SPECIFIC JOB SHE/HE DID.)																																						

1965

- Under \$2,500
- 2,500 - 3,999
- 4,000 - 4,999
- 5,000 - 5,999

- 6,000 - 6,999
- 7,000 - 7,999
- 8,000 - 10,000
- Over \$10,000

1966

- Under \$2,500
- 2,500 - 3,999
- 4,000 - 4,999
- 5,000 - 5,999

- 6,000 - 6,999
- 7,000 - 7,999
- 8,000 - 10,000
- Over \$10,000

1967

- Under \$2,500
- 2,500 - 3,999
- 4,000 - 4,999
- 5,000 - 5,999

- 6,000 - 6,999
- 7,000 - 7,999
- 8,000 - 10,000
- Over \$10,000

III.2. We would like to learn of your experience and opinions concerning education, work, and income:

a. In the period since high school, what have been the greatest handicaps to getting ahead?

b. Looking back over the period since high school, what would you do differently if you had it to do all over again?

c. Based on your experience since high school, what changes in content or in emphasis would you recommend for rural high schools (such as the one you attended) to better prepare young people for the future?

d. In general, have things turned out as you expected them to while you were still in high school?

- Things have turned out less well than I expected
- Things have turned out about as I expected
- Things have turned out better than I expected
- Don't know

e. In general, how much education do you think a young person should have nowadays?

- | | |
|--|--|
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Some college |
| <input type="checkbox"/> Complete high school | <input type="checkbox"/> Complete college |
| <input type="checkbox"/> Business, vocational, or trade school | <input type="checkbox"/> Graduate or professional training |

f. How many hours did YOU work last week outside the home?

- | | |
|---|---|
| <input type="checkbox"/> Some, but less than 15 hours | <input type="checkbox"/> 40 - 50 hours |
| <input type="checkbox"/> 15 - 30 hours | <input type="checkbox"/> More than 50 hours |
| <input type="checkbox"/> 30 - 40 hours | <input type="checkbox"/> None |

1. Is your work seasonal? Yes No

g. Some people would like to work more hours per week if they could get paid for it. Others would prefer to work fewer hours a week even if they earned less. What would you do if you could?

- Work more hours Work less hours Don't know

1. Why do you say this? _____

h. What was your approximate family income (personal income, if unmarried) last month? \$ _____

1. Was last month a typical month? Yes No
2. How would you compare your income to what it was a year ago?
- It is higher now
 - It is lower now
 - It is about the same now

* Answer Questions i, j, k, and l, if you are usually employed part- or full-time.

i. How do you usually go about looking for a job? (Check as many as apply)

- A Check the newspaper
- B Get leads from friends and relatives
- C Go to the union
- D Go to the public employment office
- E Go to a private employment office
- F Go to employers directly
- G Other (specify) _____

1. Write the letter of the most useful: _____

j. How sure are you that you have identified the kind of job you want to make your life's work?

- Very sure Fairly sure Unsure

k. What features do you think are important in a job? (Check as many as apply)

- | | |
|---|--|
| A <input type="checkbox"/> Freedom of behavior | G <input type="checkbox"/> Money |
| B <input type="checkbox"/> Chance for advancement | H <input type="checkbox"/> Security |
| C <input type="checkbox"/> Friendship with fellow employees | I <input type="checkbox"/> Public recognition |
| D <input type="checkbox"/> Power and authority | J <input type="checkbox"/> Benefit to humanity |
| E <input type="checkbox"/> Intellectual challenge | K <input type="checkbox"/> Enjoyment of the work |
| F <input type="checkbox"/> Prestige and respect | L <input type="checkbox"/> Time to enjoy myself |
| | M <input type="checkbox"/> Other (specify) _____ |

1. Write the letter of the most important: _____

l. Ten years from now what job do you expect you will have? _____

IV. YOUR COMMUNITY AND PARTICIPATION

IV.1. We would like to learn about your participation, if any, in organizations and in political affairs:

a. What kinds of clubs, associations, unions, church groups, or other organizations, if any, do you participate in?

Name of Organization	Do you attend meetings?		Are you a member of a committee?		Are you, or have you ever been, an officer in this organization?		Do your FRIENDS belong?		Do your RELATIVES belong?	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.										
2.										
3.										
4.										
5.										
6.										

b. Other than organizations (as mentioned on the previous page), what other kinds of activities, if any, do you engage in during your free time?

c. Are you a registered voter? Yes No

d. Did you vote in the last presidential election (1964)? Yes No

e. Have you voted in: 1. State elections? Regularly Sometimes Never

2. City or local elections and referendums? Regularly Sometimes Never

f. Have you ever actively participated in a political party? Yes No

g. Have you ever held, or are you now holding, a political or civic office? Yes No

1. If "Yes," please name the positions or offices: _____

h. Has the amount of your community participation varied greatly? That is, was there ever a time in the last 10 years that you participated a great deal more or a great deal less than you do at the present time? Yes No

1. If "Yes," why do you feel you participated differently then? _____

2. Were you living then in the same community that you are living in now? Yes No

IV.2. We would like to learn of the facilities and services in your community:

a. Below is a list of facilities and services often found in communities. Please check how often you and/or your family use each:

Facility or service	Not available here	Frequency of use				
		never	seldom	sometimes	often	very often
A. Neighborhood Centers						
B. Restaurants						
C. Gymnasiums						
D. Adult education programs						
E. Pre-school programs						
F. Employment services						
G. Bars						
H. Day-care services						
I. Health clinics						
J. Welfare Department						
K. Pool hall (billiards)						
L. Family counseling/Guidance						
M. Church						
N. Job training programs						
O. Movie theatres						
P. Parks and playgrounds						
Q. Legal advice services						

1. Write the letters of those you consider most important: First: _____ Second: _____ Third: _____

b. Have you had contact with one or more community agencies in the past two years? Yes No

1. If "Yes": With what agency have you had the most contact? _____

2. Did you receive aid or assistance from this agency? Yes No

a. If "Yes": What exactly did this agency do for you? _____

b. Did you feel that the service of this agency was difficult to get? Yes No

Explain: _____

IV.3. We would like to know your opinions concerning your present community:

a. Below is a series of statements that express various opinions about any given community. Read each statement carefully and quickly check the column to the right which most nearly represents your own personal belief about the community in or near which you live:

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Anything of a progressive nature is generally approved.					
2. With few exceptions the leaders are capable and ambitious.					
3. It is difficult for the people to get together on anything.					
4. The people, as a whole, mind their own business.					
5. The future of the community looks bright.					
6. No one seems to care how the community looks.					
7. It will never seem like home to me.					
8. Not much can be said for a place this size.					
9. The community is not located in a very desirable place.					
10. Few if any of the neighboring towns are able to surpass it.					
11. People have to do without adequate shopping facilities.					
12. Persons with real ability are usually given recognition.					

b. What do you think people in your community need most? _____

1. How do you think they should go about getting this? _____

IV.4. We would like to know something of your relations with your neighbors:

a. About how many people who live in your present community do you think you would recognize by sight if you saw them in a large crowd?

Almost all Many Some Very few None

b. About how often would you say you chat or visit with your neighbors?

Very often Often Sometimes Seldom Never

c. Do you or your neighbors ever take care of each other's family when you or they are sick or busy? Yes No

1. If "Yes," about how often does this occur?

Very often Often Sometimes Seldom

d. Do you and your neighbors ever talk over problems with each other? Yes No

1. If "Yes," about how often does this occur?

Very often Often Sometimes Seldom

e. Do you have relatives who are living in this community, but who are not living with you? Yes No

1. If "Yes," about how often do you visit with them?

Very often Often Sometimes Seldom

IV.5. We are interested in your thoughts about the possibility of moving away from your present community:

a. Would you like to move to some other place? Yes No Don't know

1. If "Yes," where would you like to move? _____
(Neighborhood, city, state, etc.)

2. What would be better there? _____

3. Why would you like to move away from here (present community)? _____

b. Is there anybody you would miss so much that you would prefer not to move away from your present community? Yes No

1. If "Yes," would you leave anyway if you had a good job opportunity? Yes No

c. Which of the following best indicates the kind of community you would most prefer to live in?

- On a farm in the open country
- In the open country but not on a farm
- In a village under 2,500 people
- In a town or city of 2,500 to 10,000
- In a city of 10,000 to 100,000
- In a city over 100,000
- In a suburb outside a large city

* Depending on where you presently live, answer the questions in the appropriate column below:

PERSONS NOW LIVING WITHIN ONTONAGON COUNTY



d. How would you estimate the chance that you will move out of Ontonagon County?

- Better than 75%
- 50 to 75%
- About 50-50
- 25 to 50%
- Less than 25%

e. During the past twelve months, how often did you visit relatives outside Ontonagon County?

- More than once
- Once
- Not at all
- No relatives living outside the county

f. During the past twelve months, how often did you visit friends outside Ontonagon County?

- More than once
- Once
- Not at all
- No friends living outside the county

g. Do you subscribe to the ONTONAGON HERALD?

- Yes No

h. Overall, how would you describe your ties to the Ontonagon County area?

- Very strong
- Moderately strong
- Average
- Moderately weak
- Little or no ties at all

PERSONS NOW LIVING OUTSIDE ONTONAGON COUNTY



d. How would you estimate the chance that you will move back to Ontonagon County?

- Better than 75%
- 50 to 75%
- About 50-50
- 25 to 50%
- Less than 25%

e. During the past twelve months, how often did you visit relatives in Ontonagon County?

- More than once
- Once
- Not at all
- No relatives living there

f. During the past twelve months, how often did you visit friends in Ontonagon County?

- More than once
- Once
- Not at all
- No friends living there

g. Do you subscribe to the ONTONAGON HERALD?

- Yes No

h. Overall, how would you describe your ties to the Ontonagon County area?

- Very strong
- Moderately strong
- Average
- Moderately weak
- Little or no ties at all

* IF YOU ARE PRESENTLY AN ONTONAGON COUNTY RESIDENT, BUT LIVED AWAY FROM ONTONAGON COUNTY FOR A MONTH OR MORE ANY TIME SINCE 1957, ANSWER THE QUESTIONS ON PAGES 16 - 19. ALL OTHERS SHOULD PROCEED TO PAGE 20.

* Answer the questions on pages 16, 17, 18, and 19 only if you are now living in Ontonagon County and lived away from the area for a period of one month or more sometime since May 1957. ALL OTHERS SHOULD PROCEED TO PAGE 20.

V. RETURNING TO ONTONAGON COUNTY

V.1. RETURNING TO ONTONAGON COUNTY: Some of your classmates moved away after high school, either to other rural areas or to cities, and have since returned to live in Ontonagon County. There are many reasons why people leave and then return to their original community. We are interested in why you returned:

a. Below is a series of statements which express various reasons given by people for moving away and then returning. Read each statement carefully and quickly check the column to the right which most nearly represents its importance as a reason for your returning to Ontonagon County.

Statements	Importance as a reason for my returning			
	Great importance	Some importance	A little importance	No importance or doesn't apply
1. I like the climate here.				
2. I felt I could make a better living here.				
3. I like the outdoor recreational opportunities such as hunting and fishing.				
4. I couldn't find the specific type of work I like elsewhere.				
5. I enjoy being near my relatives and wanted to remain close to them.				
6. I had no special reason for returning, it was just happenstance.				
7. I felt this is a good place to enjoy being a member of adult organizations like Veterans, PTA, church or women's clubs.				
8. I felt I wanted to return and enter another line of work.				
9. It seemed others were prejudiced against me, I just didn't fit in.				
10. I found I just didn't like the city (or other areas).				
11. I felt the children could get a good education here.				
12. Finding a job in the other place(s) was difficult.				
13. I didn't have enough education to get anywhere in the city.				
14. I just wanted a change of scenery and the chance to travel, or to work in different places before settling down.				

CONTINUED ON THE FOLLOWING PAGE 

RETURNING TO ONTONAGON COUNTY (Continued)

	Importance as a reason for my returning			
	Great importance	Some importance	A little importance	No importance or doesn't apply
15. I felt the people in the other places were less friendly.				
16. While my present location in Ontonagon has a lot of disadvantages, other places I had lived seemed even worse.				
17. I wanted to raise my family here.				
18. While the people in other areas seemed friendly enough, I just didn't feel comfortable with them.				
19. I found I didn't have enough vocational training for the job I would have liked.				
20. I felt my parents would like to have me near them.				
21. I think, all in all, the cost of living is lower here.				
22. I feel I have more say in my own and/or community life.				
23. This is a good place to have fun with people your own age.				
24. There was a specific job here that I wanted to look into.				
25. My career plans changed.				
26. I felt it was a good place to find someone I would like to marry.				
27. I went away to attend (college, work training or military duty).				
28. I feel that here I can show more initiative in things I do.				
29. Life just wasn't very interesting to me in the other area(s).				
30. After a while I became rather lonely for the people I had known here.				
31. There are more opportunities here for such things as visiting, going to movies, sports or other social activities.				
32. This is a good place for me to engage in the kind of work I want to do.				
33. I felt I had to return to help support parents or relatives.				
34. Life seemed more interesting to me here than anywhere else I had been.				

CONTINUED ON THE FOLLOWING PAGE 

RETURNING TO ONTONAGON COUNTY (Continued)

	Importance as a reason for my returning			
	Great importance	Some importance	A little importance	No importance or doesn't apply
35. I feel like I am a person of more importance in this community.				
36. I prefer the kind of residential housing in a small community.				
37. I just assumed I would always come back and after a while I did.				
38. My (husband) (wife) had been urging that we return here.				
39. A (man)(woman) is more (his)(her) own boss here.				
40. I like to live in a smaller size community where there is plenty of space and scenery.				
41. I felt a lack of security in other area(s).				
42. I don't like city traffic and commuting.				
43. I had always wanted to be away from my parents and community for a while after high school.				
44. I decided to sacrifice some potential income in order to live here.				
45. This has always seemed like home to me.				

b. In general, which of the reasons you have indicated above do you consider the most important in your returning to Ontonagon County?

Write the numbers of the three most important reasons: First: ____ Second: ____ Third: ____

Those statements listed above are, of course, only some of the possible reasons for returning:

1. What other reasons, if any, did you have for returning? (Please discuss)

c. Which of the following combinations best describes your situation at the time you first left Ontonagon County subsequent to May 1957?

(Check one)

- I left for a specific purpose or purposes
- I left for unspecific or rather general reasons

} and {

(Check one)

- thought I would return one day.
- did not think it was likely that I would return.
- didn't really know whether I'd return or not.

d. Many people who have left an area and then returned have had similar experiences. We would like to learn of the experiences you have had. Check the column which best represents the amount of your agreement or disagreement with each statement as it applies to your experience:

Statements	Strongly agree	Somewhat agree	Undecided	Somewhat disagree	Strongly disagree
1. I liked it, generally, in the other place(s).	_____	_____	_____	_____	_____
2. I found I really preferred the kind of living here.	_____	_____	_____	_____	_____
3. The other place(s) had little to do with my returning.	_____	_____	_____	_____	_____
4. I was rather unsure how successful I would be in the other place(s).	_____	_____	_____	_____	_____
5. I really had little preference one way or the other for the other place(s).	_____	_____	_____	_____	_____
6. I felt I had to return for certain obligatory reasons.	_____	_____	_____	_____	_____
7. I didn't particularly like the other place(s).	_____	_____	_____	_____	_____
8. It is just chance circumstance that I happen to be here.	_____	_____	_____	_____	_____

e. We would like to know something of your own, your family's, and your community's expectations at the time you first left Ontonagon County to live elsewhere:

(Complete the sentence)

1. I expected that I would settle down in this community.
 expected that I would settle down somewhere else.
 really didn't know whether I would settle here or elsewhere.
2. My family expected that I would settle down in this community.
 expected that I would settle down somewhere else.
 wasn't much concerned where I settled.
3. My family and I discussed where I would settle and we were in agreement.
 discussed where I would settle and we were in disagreement.
 discussed where I would settle but we never reached any particular conclusion.
 did not discuss the matter of where I would settle.
4. Others in the community . . . expected that I would settle down in this community.
 expected that I would settle down somewhere else.
 weren't much concerned where I settled.
 don't know

PROCEED TO THE LAST PAGE 

*** ALL PERSONS** SHOULD ANSWER THE QUESTIONS ON THIS PAGE.

VI. DISCUSSION

VI.1 We would like to have your thoughts about the Ontonagon County area as a place to live:

a. How would you feel if your children were to eventually settle in Ontonagon County?

- Very pleased
- Somewhat pleased
- Indifferent
- Somewhat displeased
- Very displeased

1. Why would you feel that way? _____

b. If you were advising a high school student now enrolled in school in Ontonagon County, what advice would you give him regarding staying or moving away subsequent to his completing high school?

VI.2 What we have tried to do in this questionnaire is to get as accurate and complete a picture as possible of your present situation and your experiences since high school.

As you look back over these pages, reflecting on your experience in the past ten years, please make some judgment as to how adequate a picture is given by this questionnaire. The space below is provided for you to discuss those aspects you feel we should be more fully aware of to understand your experience and what it has meant. Please feel free to discuss any aspect you wish.

* THANK YOU VERY MUCH *

APPENDIX C

CONSIDERATIONS ABOUT CIRCULAR MIGRANTS

In the analysis of the data presented in this paper "circular migrants," those who moved away at least once but were residing in the county at the end of the decade, are classified as nonmigrants. This has been the conventional practice in studies of this kind. The following table indicates that circular migrants are in fact intermediate with respect to three of the seven variables. These include date of marriage, date of birth of first child and occupational status score. With respect to number of children born per year of marriage, however, circular migrants report more children per year of marriage than do either migrants or nonmigrants. In all other respects circular migrants are characterized by lower indices than are migrants or nonmigrants. In general, however, we feel that circular migrants more nearly resemble the "true" nonmigrants than the migrants.

Hypothesized Factors Affecting Migration by Migration Status in Numbers and Means; Ontonagon County 1957 High School Juniors and Seniors

Hypothesized Factors Affecting Migration	Migrants		Circular Migrants		Nonmigrants	
	N	Mean	N	Mean	N	Mean
I.Q. Score	150	104.40	49	100.60	17	101.58
Graduation Rank Percentile Score	182	51.50	58	41.32	22	46.01
Date of Marriage	165	46.37	45	44.00	20	18.70
Children Born Per Year of Marriage	166	0.33	45	0.38	20	0.34
Date of Birth of First Child	135	18.66	42	15.78	19	11.52
Husband's Socio-economic Status Score at End of Post High School Decade (females only)	99	44.14	18	22.77	16	32.87
Own Socioeconomic Status Score at End of Post High School Decade (males only)	79	47.30	40	29.20	6	21.50