

THE EDUCATIONAL NEEDS OF OUT-OF-SCHOOL  
FARM YOUTH

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of Agriculture and Applied Science, 1928

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A THESIS

submitted in partial fulfillment of the

requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE COLLEGE

OF AGRICULTURE AND APPLIED SCIENCE

1937

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## INTRODUCTION

The Smith-Hughes Act providing for the establishment of vocational training in agriculture was passed by Congress in 1917. Three main types of classes have been developed under this Act (17); the all-day class included in the curriculum of the public high schools, evening classes for adult farmers, and part-time classes for boys between the ages of 16 and 25 years who are not in school. The classes included in each division vary in organization but remain typical of their group. Prior to the passage of the Smith-Hughes Act, some of the states were maintaining classes in agriculture in special schools of agriculture or in high school departments. Consequently, the first type of instruction developed under the Act was directed toward meeting the needs of boys already enrolled in high schools or who could be brought into regular high school courses.

Later, evening schools for adult farmers were developed. Just why educational opportunities were provided for adult farmers before the training needs of out-of-school boys were satisfied is not clear. However, the

third type of instruction, or that for out-of-school youth, did not become the center of interest with educators until the beginning of the depression era or about 1930. Part-time classes (1) are composed of out-of-school farm boys, 16 to 24 years of age, who may already be farming in some capacity, usually with limited responsibility. They may be farm owners or farm operators on rented farms or in partnership with parents or others. The largest number of out-of-school farm boys will be working with their parents, or as hired farm laborers. Others will be unemployed or engaged in temporary or emergency employment. Some members of this group will have had instruction in vocational agriculture, some will be high school graduates, a few will have college training, while others will have only varied amounts of elementary schooling. They should, however, be engaged in farming or planning to enter the vocation of farming in order to qualify for vocational education as defined by the National Vocational Education Act. In brief, vocational education may be given to boys who have selected a vocation and desire preparation for entering it as trained workers, or have already entered employment and seek greater efficiency in such employment, and to adult workers established in an occupation who wish

to increase their efficiency and earning capacity.

The need for part-time instruction is shown by the 1930 census (1) which lists 2,525,101 boys between 14 and 21 years of age living on farms in the United States. Of this number, 1,176,454 were listed as being in school and 1,348,647 as being out of school. These numbers would be greater if it were possible to include boys up to 25 years of age in the figures supplied by the Census Bureau. Dr. T. B. Manny (6) is authority for the belief that this group had doubled between 1930 and 1935. Doctor Manny also states that in 1930 there were 215,869 rural boys between 16 and 24 years of age who were not in school and not employed. He thinks that this group had more than doubled by 1935 and it seems probable that the increase has continued through 1936 and into 1937.

This condition has been brought about by reduced employment opportunities incident to the depression. The natural flow from rural areas to urban employment has been checked. Many formerly employed in cities (2) have been forced to return to the country. Low prices for farm produces have made the task more difficult for young men to acquire farms. Low farm returns have influenced elderly farmers, who normally would retire (11), to continue to

operate their farms. In fact, many retired farmers have been compelled to return to their farms because low farm incomes would not support them in town.

Even though unemployment were not a problem, there would still be an important need for part-time classes to achieve the primary aim of vocational education in agriculture (8), which is: "To train present and prospective farmers for proficiency in farming." Under the premise that vocational education is not complete until the boy is trained and employed means, in the field of agriculture, establishment in the vocation of farming. The farm boy is justified in asking an opportunity for training during high school and to benefit from follow-up instruction after high school in securing land and capital to become established as a farm operator. This need of training and guidance by the boy after entering upon the vocation of farming offers the finest teaching opportunity which the vocational teacher can have.

Changing economic and social conditions present new difficulties to farmers. This makes additional training more necessary to out-of-school farm boys who are becoming established in the farming vocation. A special committee of the American Vocational Association and the Federal



Office of Education (16) to study vocational education under changing economic conditions reported the following special difficulties and needs of workers engaged in farming:

1. It is harder for the incompetent worker in farming to survive under competitive conditions.
2. The unskilled worker faces an increasing need of greater skill in order to survive as a competitive farmer.
3. In many cases he faces the need for a greater diversification in his own business.
4. He has a greater difficulty in adjusting his product to market demands.
5. He has a greater need for the exercise of managerial ability in handling farm problems which are becoming more and more numerous and complicated.
6. He faces an increasing need of understanding and carrying out intelligently special legislation and regulations concerning farm products.
7. He faces, in many cases, geographical shifts in production areas which may make it necessary for him to modify the old or take up an entirely new line of production.
8. He faces fluctuating competition in his business



due to drift from and to urban life.

9. It is more difficult for the farm youth to make an intelligent decision regarding his life occupation.

10. It is more difficult for the farm youth to be a competent farmer.

Many "youth movements" have been proposed and some have been initiated in an attempt to answer these needs. A detailed discussion of these various youth movements is not pertinent to this study. Bulletin 18-111 of the United States Office of Education (18) summarizes these activities, a few of which are cited herewith.

The National Youth Association of the Federal Government is providing support for freshmen or emergency colleges usually in connection with public high schools. Financial aid in the form of guaranteed part-time employment is being given to boys and girls to enable them to continue in high school or college. Part-time employment is being supplied and recreational programs inaugurated for youth not in school. The Civilian Conservation Corps is caring for approximately 300,000 boys. Camps of a similar nature are operating to a more limited extent for girls.

High schools are offering post graduate courses and

placing more emphasis on vocational training. College extension and correspondence classes are increasing in number. Libraries, the Y. M. C. A., and the Y. W. C. A., and various fraternal and service organizations are sponsoring free time-classes and reading and recreational programs. Many high school departments of vocational agriculture have established successful part-time classes (4). Volume 9 of Agricultural Education including issues from July, 1936 to June, 1937 contains numerous articles attesting to the growth and success of the part-time movement in the various states.

This increased interest in the field of education for out-of-school farm youth demands more information as to the background and present status of the members of the group. This information is necessary in order to understand their needs and to build an adequate program for meeting the problems involved.

Each community presents situations peculiar to local conditions and local surveys will be necessary for each school. Such studies (5, 14) have been made in small communities and in certain states. A good example of the latter is reported by J. A. Starrak of Iowa in Agricultural Education (12).

## PURPOSE AND TECHNIQUE

The purpose of this study is an attempt to clarify the experiences of successful part-time teachers. To accomplish this purpose, successful teachers in 17 agricultural states, as certified by their supervisors, were asked to cooperate in this study. The successful experiences of these teachers, as shown and set up in the following tables, may serve as a guide for anyone undertaking to render a more adequate educational service to farm boys.

The questionnaire method of survey was chosen as the most acceptable means of contacting teachers for the necessary information. The questionnaire was developed following a study of forms used in Kansas, Nebraska, Ohio, Iowa, Missouri, Colorado, and by the Federal Office of Education. A copy of the questionnaire form used is included in the appendix.

State supervisors of vocational agriculture were asked to supply the names of their most successful and well informed teachers of part-time classes. The following states were included in the survey:

California  
 Colorado  
 Georgia  
 Indiana  
 Iowa  
 Kansas  
 Massachusetts  
 Michigan

Missouri  
 Nebraska  
 New York  
 Ohio  
 Oklahoma  
 Pennsylvania  
 Texas  
 Washington  
 Wisconsin

The study is divided into three divisions and will be discussed in the following order: educational progress and needs, social status and needs, and economic status and needs.

FINDINGS

Educational Progress and Needs

Any school program designed to benefit the out-of-school farm boy must be based on the past educational attainments of the members of the group. Lesson material must be suited to the average understanding and experience of the class. Subject matter beyond their comprehension will be discouraging while previously known material will be uninteresting. With these ideas in mind, ten questions were set up to determine the educational background of an average part-time class.

Each teacher reported the specific attainments of the out-of-school farm youth of his community as set forth in table 1.

Table 1. The educational attainments of out-of-school farm boys.

Educational attainment	:Total :teacher: :replies:	:Median :per cent
1. Were graduated from high school	: 36	: 54
2. Would take advantage of further training if such instruction were available:	25	: 38.7
3. Have definitely decided upon a vocation	: 34	: 37
4. Have had one or more years of instruction in vocational agriculture	: 36	: 37
5. Were prevented from continuing their education by financial limitations	: 34	: 32.8
6. Completed grade school but did not enter high school	: 36	: 20
7. Entered high school but did not complete course	: 36	: 16
8. Did not complete grade school	: 36	: 4.8
9. Attended college one or more years but did not complete course	: 35	: 3
10. Were graduated from college	: 34	: 0.8

Table 1 shows clearly that more than one-half of the out-of-school farm boys have completed high school. Thirty-eight per cent expressed a desire for additional training and more than one-third have decided upon the vocation which they wish to enter. High school graduates, desirous of training in agriculture, should provide an ideal group with which to conduct part-time classes. Seventy-three per cent of the teachers replying rate agriculture first as the type of training desired.

Table 1 shows that 37 per cent of the group have a background of training and experience in farming by having completed one or more years of vocational agriculture. One-third would continue their education if it were financially possible to do so. Surely such boys would appreciate and deserve an opportunity for additional training.

Another one-third of the group, as shown by table 1, have completed their elementary education but have not entered high school or did not complete the course. Fewer than five per cent failed to complete the grade school course of study. These boys with limited or no high school experience present a different problem, due to their lack of school training. The two groups should, if possible, be taught in separate classes. A survey conducted by the

writer on 12 vocational agriculture departments conducting part-time schools in Kansas during 1935-1936 revealed that the classes were usually either composed largely of high school graduates or of boys with little or no high school education. This suggests that subject matter adapted to the needs of one group will not hold the interest of the other. The difference in training prevents the two groups from associating freely with each other.

Fewer than four per cent of the out-of-school farm boys have had college training. This group, because of its small number, may be disregarded in planning part-time courses.

Teachers are not satisfied with the educational service being offered to out-of-school youth. The four additions to the existing school system recommended by 21 teachers are tabulated in table 2.



Table 2. Additions necessary to meet educational demands in order of need.

Addition	Number of teachers reporting		
	First	Second	Third
Teachers	15	2	
Equipment	3	7	3
Part-time classes	3	2	2
Building	2	3	2

Most pressing is the need for teachers to organize and conduct classes among boys. The teacher of the day school often does not have time to deal adequately with part-time classes. Some high schools are employing special teachers for such classes. During the 1936-1937 school year, the Fort Atkinson, Wis., High School (3) conducted four part-time classes with a total enrolment of 60 boys. Mr. N. F. Ross, the instructor, devoted all of his time to these groups.

Buildings, equipment and more part-time classes are also needed. However, classes cannot be organized nor buildings and equipment utilized if teachers are not avail-

able. The need is for more teachers or for the reorganization of school schedules in order to make it possible for the day school teachers to devote more time to the out-of-school boy.

An understanding of the type of training desired by the boys is essential in planning an effective part-time course. The teachers rated the general fields in which training is desired as set forth in table 3.

Table 3. Types of training desired by farm boys.

Type of training	Number of teachers reporting			
	First	Second	Third	Fourth
Agriculture	25	5	4	1
Farm Mechanics	4	17	4	2
Commerce	2	6	9	4
Industry	3	4	8	4

Table 3 emphasizes the desire of out-of-school farm boys for training in agriculture. Agriculture was placed first by 25 teachers. Farm mechanics was second choice with a scattered demand for commerce and industry. A great majority of farm boys apparently desire training for

farming.

The need and the desire for further education by farm boys as well as the type of training desired has been shown in the preceding paragraphs. What are the available agencies affording such training? The educational facilities available to out-of-school youth were rated by the teachers as shown in table 4.

Table 4. Training agencies for out-of-school youth.

Agency	: Number of teachers reporting			
	: First	: Second	: Third	: Fourth
Part-time classes	: 25	: 6	:	:
Future Farmers of America Alumni	: 5	: 2	:	:
4-H Club	: 1	: 7	: 1	:
Local college	:	: 4	: 2	:
Temporary Junior College	:	: 1	:	: 1

Part-time classes and Future Farmers of America Alumni groups seem to be by far the most important organizations for giving training to farm boys. The findings set forth in table 4 may be biased as the information was

collected from the more successful teachers of part-time classes. However, the teachers did not agree on any other means of education as being even a close second to the part-time school.

### Social Status and Needs

Vocational training while essential is not the only need of out-of-school youth. Success and happiness in life are also dependent on correct social adjustments and recreational habits. Social guidance and opportunities for wholesome recreation must be included in the part-time program if desirable citizens are to be trained for the community. Table 5 presents the social relationship of farm boys as reported by the teachers.

Table 5 shows that 17 per cent of the out-of-school farm youth are married and endeavoring to establish homes. Over one-half of the married young men have already assumed the responsibility of rearing and educating one or more children. Home building is undertaken at approximately 22 years of age. Very few young men are likely to enroll in high school or college after marriage. According to table 5, only two and five-tenths per cent are members

Table 5. The social status of out-of-school farm boys.

Social status	:Total :	:teacher:	:Median
			:replies:per cent
1. Married	: 35	:	17
2. Average age at which married	: 32	:	21.7 yrs.
3. Have one or more children	: 32	:	9.5
4. Future Farmers of America members	: 32	:	9.5
5. Alumni Future Farmers of America or Young Farmer Club members	: 27	:	9.0
6. 4-H Club members	: 28	:	4.5
7. Members of adult farm groups, that is; total of 8, 9, and 10	:	:	2.5
8. Grange members	: 19	:	0.9
9. Farmers Union members	: 20	:	0.8
10. Farm Bureau members	: 23	:	0.8
11. Attend church or other religious services regularly	: 30	:	27.8
12. Use alcoholic drinks regularly	: 26	:	5.0

of adult farm organizations. The logical conclusion is that these young men with families have outgrown high school, are not apt to enter college and are not being reached by adult farm organizations. If they are to receive the advantage of training, it must come through some especially designed facility. Young men, who are rearing families and endeavoring to establish themselves financially, will become the future citizens and farmers. Community progress will depend upon how well they are trained in citizenship and in their vocation. These young men will appreciate training and their development will be a distinct advantage to the community.

The Future Farmers of America and the 4-H Clubs are reaching about one-fourth of the out-of-school farm boys. Four-H membership closes at 21 years of age. Active Future Farmer participation is limited to boys studying vocational agriculture and continues for three years following high school graduation. As mentioned before, only a few boys of this age are members of adult organizations. This group, therefore, have, for the most part, outgrown boy organizations and do not yet fit into adult groups. Part-time classes in high school and the Rural Life Association (9), sponsored by the Extension Service, are de-

signed to serve this group.

Referring again to table 5, we find that more than one-fourth of the out-of-school farm boys attend some type of religious service regularly. Only five per cent are habitual users of alcoholic drinks.

Modern agriculture and the machine age tend to increase the leisure time of farm people. This necessitates training for suitable recreation. Leisure time improperly utilized may produce harmful rather than beneficial results. The recreational interests of out-of-school farm boys, as reported by the teachers, are set forth in table 6.

Public dances are an important recreational activity of 52 per cent of the boys. This is to be expected as these boys are at the mating age and seek feminine companionship. This tendency to make a favorable appearance with the girls can be utilized in creating interest in a part-time class. The yearly program should include social events at which the boys may entertain their girl friends.

Athletic sports, as shown by table 6, exert a strong appeal for farm boys. Games combine a measure of cooperative effort with an opportunity to develop and exhibit personal skill and ability. Short play periods following



Table 6. The recreational status of out-of-school farm boys.

Recreation participated in by the boys	:Total : :teacher: :replies:	:Median :per cent
1. Swimming	: 27 :	53
2. Public dances	: 33 :	52
3. Baseball	: 31 :	26
4. Soft ball	: 26 :	20
5. Community clubs	: 18 :	14.5
6. Other athletics	: 19 :	11
7. Card parties	: 22 :	11
8. Volley ball	: 21 :	4.8

classes, or an occasional period devoted to athletics will not only add interest to the class but will also afford excellent opportunity to develop teamwork and leadership. Care should be taken, however, that the play activities are kept minor to the chief purpose (15) which is vocational training. An awakening interest in adult social expression is suggested by the limited participation in community clubs and in card parties.

Teacher opinion on definite factors hindering rural recreational development is shown in table 7.

Table 7. The social deficiencies of farm boys.

Deficiencies	:Number of :teachers reporting
1. Lack of leadership	: 14
2. Lack of facilities	: 12
3. Lack of initiative and training	: 5
4. Limited finances	: 5
5. Poor social contacts	: 3
6. Lack of transportation	: 3
7. Use of whiskey	: 2
8. Difference in nationalities	: 2
9. Religious differences	: 1

Pioneer people were accustomed to depend on themselves for diversion. Their play was derived from necessary life activities. This led to the shooting match, feats of horsemanship, plowing contests and husking bees. Modern life places less emphasis on such skills and people have come to depend upon commercialized entertainment for pas-

time pursuits. The movie, public dances, amusement parks, and professional athletics are types of recreational facilities operated for profit.

Table 7 shows that rural recreational leadership has not been developed and that buildings, grounds, and equipment are not available. Furthermore, boys lack initiative and training in building an adequate leisure time program. Financial conditions make recreational self sufficiency necessary rather than dependence on commercial amusement agencies.

Table 8, which sets forth the reported recreational needs, is logically quite similar to table 7, which shows the recreational deficiencies.

Providing facilities, such as community halls, playgrounds, and swimming pools, may be beyond the influence of the part-time class and teacher. However, through such classes, leadership can be supplied and developed for recreational and social instruction. This will increase social initiative in the group as a whole and tend to improve social contacts and break down the walls of national and religious differences referred to in table 7. Available equipment will be more fully utilized and community interest aroused in providing needed recreational facil-

ities.

Table 8. Needed social and recreational changes.

Changes	:Number of teachers : reporting
1. Recreational leadership	: 12
2. Recreational equipment (halls, etc.)	: 12
3. Organized instruction in social and recreational life	: 5
4. General educational facilities	: 2
5. Swimming pool	: 2
6. Rural contacts for present organizations	: 1
7. Future Farmers of America	: 1
8. Baseball equipment	: 1

#### Economic Status and Needs of Out-of-School Farm Boys

A broad concept of the purposes of part-time classes for out-of-school farm youth would be the development of responsible citizenship. Briefly, this would include adequate vocational training, correct social adjustment,

suitable use of leisure time and economic independence. The latter point recalls the statement that vocational training in agriculture is not complete until the boy is established in farming. The teachers reported the employment status of out-of-school farm boys as set forth in table 9.

The proportion of out-of-school farm boys who are capable of managing a farm business is difficult to determine and impossible to verify. Successful farm management is a variable term and dependent on many factors other than the ability of the operator. However, it is interesting to note that the teachers report 40 per cent of the boys as having the ability to manage farms and only 11 per cent are operating farms either as renters or owners. Since the survey includes boys between the ages of 16 and 25 years, a high percentage of independent farm operators could not be expected. These figures are more significant in connection with the opportunities for owning or renting farms, which will be considered later.

Twenty-six per cent are receiving apprenticeship training as laborers on the home farm and 11 per cent are similarly engaged on other farms. Sixteen per cent have partnership agreements with the parents. The survey does

Table 9. The employment status of farm boys.

Employment status	Total :teacher: :replies:	Median :per cent
1. Per cent probably capable of managing a farm business	: 32	: 40
2. Laborers on home farms	: 34	: 26
3. In partnership with parents	: 36	: 16
4. Hired laborers on other farms	: 33	: 11
5. Operate rented farms or on a share basis	: 35	: 8.4
6. Working for wages in occupations other than farming	: 26	: 8.0
7. Unemployed or on emergency employment	: 32	: 5.5
8. Own and operate farms	: 34	: 2.7
9. Operate independent business other than farming	: 30	: 2.7

not show the nature or extent of the partnership. Such arrangements may be valuable in holding the boy's interest in farming and as a means to farm ownership. Workable parent-son partnership should be studied and encouraged through the part-time school, particularly among the 26

per cent who are laborers on the home farm with no partnership interest. The part-time teacher should be encouraged by the fact that nearly three-fourths of the out-of-school farm boys are employed on farms in some capacity. Boys operating farms or doing farm work will have a rich background of farm experiences on which the teacher may base the course of study. The unemployed boys or those on emergency employment represent the most difficult group to serve. They will, for the most part, lack training, incentive and financial resources. Fortunately, this group is small.

All farm boys will not become farm operators. Certain farm boys will be more suited to other occupations. They will enter these occupations either as laborers or owners. Table 10 shows the types of businesses, as reported by the teachers, in which out-of-school farm boys are engaged.

Trucking, feed stores, creameries, produce businesses, milk retailing and hatcheries are all businesses directly connected with farming. It has been the writer's experience that boys so occupied are often highly interested in the study of farm problems. The other pursuits listed in table 10 are common and necessary occupations to a rural



Table 10. Types of businesses other than farming engaged in by farm boys.

Type of business	Number of teachers reporting
Filling station	5
Trucking	4
Feed store	3
Produce business	2
Cafe	2
Creamery	1
Laundry	1
Taxi	1
Kyanite mine	1
Retail store	1
Tailor shop	1
Grocery store	1
Milk retailer	1
Hatchery	1
Farm Manufacturing Co.	1
Auto salesman	1

community, and quite naturally will attract farm boys.

A similar trend in the employment of out-of-school farm boys is shown in table 11.

Nearly one-half of the types of employment shown in table 11 are directly connected with the farm business and a majority of the others are incidental to a rural community. It is encouraging to note that only one teacher reported farm boys in a CCC camp. A rather surprising employment is the production of moonshine whiskey. This reporting teacher was either humorous or exceedingly honest.

Table 11. Employment, other than farming, of farm boys.

Employment	:Number of teachers reporting
Salesman	8
Filling station	5
Factory	4
Creamery	4
Lumber business	3
Trucking	2
Refinery	1
Produce plant	1
Laundry	1
Machine works	1
Farmers Cooperative	1
Mining Kyanite	1
Moonshine whiskey	1
CCC camp	1
State hospital	1
Feed business	1
Cafe	1
Government work	1
Gravel business	1

The course in high school vocational agriculture and in part-time classes should guide and aid farm boys in the acquisition of livestock, equipment, and land adequate for a profitable farm business in the community (7). The teachers reported the progress made by out-of-school farm boys in achieving this aim as set up in table 12.

Table 12. Progress of farm boys in becoming established in farm business.

Progress	:Total :teacher: :replies:	:Median :per cent
1. Per cent in 3, 4, 5, and 6 who secured their start through the day school program	: : :	27 : 52.0
2. Per cent likely to inherit farms	: :	32 : 22.0
3. Per cent with a livestock program capable of being expanded into a farm enterprise	: : :	33 : 15.5
4. Per cent having definite programs for land ownership	: : :	32 : 11.0
5. Per cent having a definite thrift program	: : :	27 : 5.0
6. Per cent owning farm machinery adequate for the average farm of that community	: : :	32 : 4.8

The efficiency of instruction in vocational agriculture is shown by table 12 in that over one-half of the out-of-school farm boys who are becoming established in farming were directed in their efforts by the day school program in vocational agriculture. According to table 1, 37 per cent of the out-of-school farm boys have had day school training in agriculture and this one-third of the total group have supplied the one-half of the boys who have definite farming programs. Farm boys are aided in becoming established as farmers by vocational training in agriculture.

Land ownership will be secured through inheritance by 22 per cent of the out-of-school farm boys, according to table 12 and an additional 11 per cent have built definite plans for the acquisition of land. Thus, over one-third of the group are definitely progressing toward land ownership. This is an encouraging trend. Only 15 per cent, however, have a livestock program approaching a farm unit size. Fewer than five per cent own farm machinery adequate for the average farm of that community. These two trends are not as favorable as that of land ownership. It would seem that more stress should be placed on long time programs aimed at the acquisition of livestock and equipment. This could be started in the day school and con-

tinued through part-time classes. Only five per cent have definite thrift programs. Training in thrift habits in some form apparently should receive more emphasis among farm boys.

Methods of purchasing land as reported by the teachers are ranked according to importance in table 13.

Table 13. Methods of acquiring land ownership rated according to popularity.

	: First	: Second	: Third	: Fourth
1. Federal land bank loans :	20	6	2	1
2. Private long time finance :	2	15	11	
3. Cash purchase :	6	7	15	1
4. Short time loans through local banks :	1		1	

Purchase through federal land bank loans was placed first as a means of procuring land by 20 of the 29 reporting teachers. This attests to the popularity of this type of credit. Financing farm purchases through long time private loans is the second most common method used. Both

methods extend the purchase payments over a long period of years and are available at a relatively low rate of interest. Farm credit is often included in part-time classes and according to the writer's experience is a popular topic with farm boys. Cash purchase is ranked third as a means of acquiring land. This was probably due to the inability of farm boys to acquire sufficient capital. Short loans usually draw a higher interest rate and are often difficult to secure.

In becoming established as farm owners (19), boys normally begin as laborers at home or on some other farm. The next step is to rent land and when sufficient capital has been accumulated to purchase a farm. The renting period is an important phase in the transition from laborer to farm owner. The methods of renting land were reported by the teachers in order of popularity and are presented in table 14.



Table 14. Methods of renting land rated according to popularity.

	: First :	Second :	Third
Crop rent	: 24 :	3 :	
Cash rent	: 5 :	15 :	8
Stock share lease	: 2 :	10 :	15

The most common method of renting land is by giving a share of the crop grown. Twenty-four of the 31 teachers reporting place this method first. Crop rent requires less capital on the part of the renter as the rent due is determined by the size of the crop which normally is in accordance with the renter's ability to pay. Cash rent is ranked second as a method of renting land. The stock share lease is rated third. This type of lease in which the tenant and land owner share in the ownership and profit from livestock has certain advantages. It is usually of long tenure, requires a relatively small amount of capital on the part of the tenant, tends to maintain the fertility of the soil and usually makes possible a more profitable type of farm business. It would seem that stock share

leases could be encouraged through part-time programs. Retiring farmers and other land owners who own equipment and livestock might be more readily induced to enter into stock share leases with boys having had vocational training in agriculture and who would continue to receive instruction from competent teachers. Such an arrangement could easily be highly beneficial to both tenant and land owner.

#### CONCLUSIONS

The training needs of out-of-school farm boys require educational agencies other than the high schools. This is true because of three important conditions. Table 1 shows that 20 per cent of the farm boys do not attend high school. This group is, therefore, unlikely to receive formal training of any type. Second, high school graduates even from vocational agriculture courses need additional training and guidance in becoming established as farmers. Third, it is steadily becoming more difficult to succeed in the vocation of farming without thorough preparation.

Part-time schools are an effective method of offering training in agriculture to out-of-school farm youth. Boys

may attend part-time classes in their own community during slack seasons with a minimum of expense. The success of such classes proves that farm boys will take advantage of available training in agriculture. The average rural community includes enough out-of-school farm boys to maintain a part-time program.

Many communities may offer part-time classes with little additional expense. In others, expanded facilities will be necessary, including teachers, buildings, and equipment. Training will be more effective if separate classes are organized for high school graduates and for boys with no high school experience.

Training in agriculture and farm mechanics represents the type most desired. However, some training in the fundamentals such as mathematics and English may be necessary for the group with no high school background. Increased interest in the class can be secured through athletic and social events. Boys 16 to 25 years of age are interested in games and in associating with the members of the opposite sex. Better citizens for the community will be produced by combined vocational, recreational, and social training. Opportunities for social and leadership experience are especially desirable since these boys have out-

grown boy groups and are not yet ready for adult organizations. More than three-fourths of the out-of-school farm boys are engaged in farming in some capacity, thus insuring a proper background of experience for vocational training in agriculture.

Establishment of the boy as a farm owner and operator is the final goal of vocational education in the day school and part-time classes. Economic conditions are steadily making this more difficult to achieve. A part-time program in agriculture should offer technical training and general information. It should encourage boys to accumulate capital in the form of livestock and equipment suitable and sufficient for an average farm in the community. It is a ready means to guide and assist boys in securing farms as owners or as renters working toward land ownership.

In conclusion, this study shows that there are large numbers of out-of-school farm boys who desire further training in agriculture, who would profit from recreational and social opportunities and who need aid in becoming established as farmers. The satisfying of these needs will develop more desirable citizens. It is, therefore, the duty of the community and the school authorities (11) to

provide specific educational opportunities for out-of-school rural boys.

## ACKNOWLEDGMENT

The writer wishes to express his gratitude to Dr. C. V. Williams for his generous aid and counsel in the preparation of this thesis. Thanks also are due to Prof. A. P. Davidson and Prof. R. R. Lashbrook for helpful suggestions and criticism.

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## APPENDIX

WASHINGTON HIGH SCHOOL  
DEPARTMENT OF VOCATIONAL AGRICULTURE  
Washington, Kansas

Name . . . . .

Address . . . . .

A SURVEY STUDY OF OUT-OF-SCHOOL FARM YOUTH

A. Educational needs:

1. What per cent of the total number of farm boys between the ages of 16 and 25 years in your community are included in each of the following groups:
  - a. Did not complete grade school - - - -
  - b. Completed grade school but did not enter high school - - - -
  - c. Entered high school but did not complete course - - - -
  - d. Were graduated from high school - - - -
  - e. High school graduates who did not enter college - - - -
  - f. Attended college one or more years but did not complete course - - - -
  - g. College graduates - - - -
  - h. Have had one or more years of instruction in Vocational Agriculture - - - -

- i. Would take advantage of further training if such instruction were available - - - -
- j. Were prevented from continuing their education by financial limitations - - - -
- k. Have definitely decided upon a vocation - - - -
2. List types of training desired by these young men in order of demand such as in agriculture, commerce, industry, farm mechanics, etc.
- a.
- b.
- c.
- d.
- e.
3. List in order of importance, present organized facilities in the community for providing this training, such as part-time schools, young farmer clubs, junior colleges, etc.
- a.
- b.
- c.
- d.
- e.
4. What changes or additions are most needed in your community to meet the need of this group, such as additional teachers, buildings, equipment, classes, etc.?

## B. Social conditions:

- |   |         |
|---|---------|
| 1. What per cent of this group are married?   | - - - - |
| 2. At what average age were they married?   | - - - - |
| 3. What per cent have one or more children?   | - - - - |
| 4. What per cent are members of:  |         |
| a. Future Farmers of America chapters   | - - - - |
| b. 4-H Clubs  | - - - - |
| c. Alumni Future Farmers of America or Young Farmer Clubs                                   | - - - - |
| d. Farm Bureau  | - - - - |
| e. Farmers Union  | - - - - |
| f. Grange   | - - - - |
| 5. List and give percentage of membership in other organizations prominent in the community |         |
| a.  |         |
| b.  |         |
| c.  |         |
| d.  |         |
| 6. What per cent attend church or other religious services regularly?                       | - - - - |

7. What per cent take part in recreational activities such as the following:

- |                    |   |   |   |   |
|--------------------|---|---|---|---|
| a. Public dances   | - | - | - | - |
| b. Baseball        | - | - | - | - |
| c. Swimming        | - | - | - | - |
| d. Soft ball       | - | - | - | - |
| e. Volley ball     | - | - | - | - |
| f. Other athletics | - | - | - | - |
| g. Community Clubs | - | - | - | - |
| h. Card parties    | - | - | - | - |
| i.                 | - | - | - | - |
| j.                 | - | - | - | - |

8. What are the social and recreational handicaps of this group in your community?

9. List the most important social and recreational changes or additions needed in the community to meet the needs of this group.

10. What per cent use alcoholic drinks regularly?

C. Economic status

1. What per cent of this group in your community are included in each of the following classes:

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Own and operate farms                    | - | - | - | - |
| b. Operate rented farms or on a share basis | - | - | - | - |
| c. In partnership with parents              | - | - | - | - |
| d. Laborers on home farms                   | - | - | - | - |

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| e. | Hired laborers on other farms  | - | - | - | - |
| f. | Unemployed or on emergency employment  | - | - | - | - |
| g. | Operate independent business other than farms  | - | - | - | - |
| h. | List and give per cent owning and operating other prominent businesses besides farming |   |   |   |   |
|    | 1.   | - | - | - | - |
|    | 2.   | - | - | - | - |
|    | 3.   | - | - | - | - |
|    | 4.   | - | - | - | - |
|    | 5.   | - | - | - | - |
| 1. | Working for wages in occupations other than farming                                    | - | - | - | - |
| j. | List and give per cent employed in occupations other than farming                      |   |   |   |   |
|    | 1.   | - | - | - | - |
|    | 2.   | - | - | - | - |
|    | 3.   | - | - | - | - |
|    | 4.   | - | - | - | - |
|    | 5.   | - | - | - | - |
| 2. | What per cent of this group are probably capable of managing a farm business?          | - | - | - | - |
| 3. | What per cent are likely to inherit farms solely or in part ownership?                 | - | - | - | - |



4. Number in order of importance the plans by which farms may be purchased in your community.
- |   |         |
|---|---------|
| a. Cash                                     | - - - - |
| b. Federal Land Bank Loans                  | - - - - |
| c. Long-time finance with private companies | - - - - |
| d.  |         |
| e.  |         |
5. What are the chief methods of renting or share cropping in your community? Number in order of importance.
- |                |         |
|----------------|---------|
| a. Cash rent   | - - - - |
| b. Crop rent   | - - - - |
| c. Stock share | - - - - |
| d.             | - - - - |
| e.             | - - - - |
6. What per cent have a definite program directed toward land ownership? - - - -
7. What per cent have set up a livestock program capable of being expanded into a farm size enterprise? - - - -
8. What per cent own farm machinery adequate for the average farm of the community? - - - -
9. What per cent have a definite savings or thrift program? Include the acquisition of land, equipment, livestock, and machinery or the saving of money. - - - -
10. What per cent of those included in 6, 7, 8, and 9 secured their start through the day school program? - - - -

11. The above answers are:

a. The result of a definite survey - - - -

b. Approximate numbers - - - -

### Survey Blanks Reviewed in Building the Questionnaire

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