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A STUDY OF GRADUATES AND DROP-OUTS  
TO DETERMINE THE EFFECTIVENESS OF THE SECONDARY SCHOOLS  
IN PREPARING FOR HOME AND COMMUNITY LIVING

by

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Approved by:

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Adviser

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CHAPTER

PAGE

I.

COLOR . . . . . 1

*2573*

TITLE . . . . . 1

AUTHOR *Paid* . . . . . 2

VOLUME AND DATE . . . . . 3

II.

*No trim on front* . . . . . 4

III.

CALL NUMBER *note last pages* . . . . . 13

IV.

SPECIAL INSTRUCTIONS . . . . . 19

V.

DROP-OUTS . . . . . 33

VI.

P-OUTS . . . . . 44

VII. LEISURE AND COMMUNITY ACTIVITIES OF GRADUATES AND

DROP-OUTS . . . . . 51

VIII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . . 56

BIBLIOGRAPHY . . . . . 62

APPENDICES

A. TABLES . . . . . 65

B. QUESTIONNAIRE . . . . . 69



## APPENDIX A

TABLES	PAGE
1. Questionnaires Sent to Graduates and Drop-outs . . . . .	65
2. Graduates and Drop-outs Answering Questionnaire Completely . . . . .	66
3. High School Subjects Most Important to Graduates and Drop-outs . . . . .	66
4. Persons Influencing Graduates and Drop-outs in Choice of Subjects . . . . .	67
5. Determining Influences on 147 Graduates and Drop-outs for Additional Training . . . . .	67
6. Farm Graduates and Drop-outs Remaining on Farm . . . . .	68

## APPENDIX B

1. Questionnaire . . . . .	69
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## LIST OF TABLES

TABLE	PAGE
I. Drop in Enrollment in High Schools in Colleton County . .	20
II. Pupils Leaving School at Various Grade Levels Classified as to Reasons for Leaving . . . . .	21
III. Ways in Which Schools Could Have Helped More . . . . .	24
IV. Ways Schools Could Help Graduates and Drop-outs at Present	26
V. Part of Homemaking That Should be Strengthened . . . . .	29
VI. Homemaking Helping Graduates and Drop-outs the Most and the Least . . . . .	29
VII. Additional Training of Graduates Since Leaving School . .	31
VIII. Class of Farming Engaged in by Parents of Graduates and Drop-outs . . . . .	36
IX. Means of Securing Farms Owned by the Parents of Graduates and Drop-outs . . . . .	36
X. Comparison of Farm Status of Graduates and Drop-outs With Farm Status of Parents . . . . .	37
XI. Reasons for Farm Youth Leaving Farm . . . . .	38
XII. Items in the Homes of Graduates and Drop-outs . . . . .	40
XIII. Items on Farms of Graduates and Drop-outs . . . . .	43
XIV. Present Occupations of Graduates and Drop-outs and Choice of Occupations . . . . .	45
XV. Ways of Securing First Job . . . . .	46
XVI. Occupations of Girl Graduates and Drop-outs . . . . .	48

TABLE	PAGE
XVII. Comparison of Girls' High School Choice of Occupation and Present Choice . . . . .	49
XVIII. Leisure Activities of Graduates and Drop-outs . . . . .	51
XIX. Community Activities of Youth . . . . .	54



## CHAPTER I

### INTRODUCTION

In the belief that the real test of adequacy of any school program is determined by what youth do after they leave school, a follow-up study was made of the graduates and drop-outs from the high schools in Colleton County, South Carolina, during the five year period 1934-39. Very few, if any, follow-up contacts had been made by the schools to find out what the graduates and drop-outs were doing; the extent to which the school helped them in what they were doing; or how the school could at present serve these young people.

"Presumably the State supports public education not so much to teach formal subjects of the school curriculum as to enable boys and girls to take an effective part in the life that lies ahead of them beyond the school."<sup>1</sup> If one of the chief functions of the secondary school is to help pupils make out-of-school adjustments to vocational, citizenship, and leisure-time activities, it would seem that one of the ways to measure the success of the school would be to make a follow-up study of youth after they leave school.

This study was undertaken with two fundamental questions in mind: first, the effectiveness of the school programs in preparing graduates and drop-outs for home and community living; and second, how the present school programs could be strengthened to help youth. The many problems in the rural schools that require guidance in home and community living

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<sup>1</sup>Francis T. Spaulding, High School and Life: Report for Regent's Inquiry, New York, (McCraw, 1938), p. 3.

and the acute need for such a program were appreciated in making the study. Since the farm youth are leaving the farm for city areas, they need guidance to direct them in making intelligent decisions. The big problem is to help young people to make the best use of the things which they have to improve their homes and to make their community the very best place in which to live.

Dr. Royce E. Brewster, Consultant in Occupational Information and Guidance, Office of Education, Washington, D. C., met with the writer (who was a District Supervisor of Home Economics Education) and Mr. R. D. Anderson, District Supervisor of Agricultural Education in the same area as the writer, to discuss the different phases of guidance and the need for a guidance program in the schools of the district, with the view of helping to establish a functioning program of guidance in the schools of the district and the state. It was decided that it would be necessary to find out what happens to the graduates and drop-outs after they leave school before the extent to which the schools are preparing the youth for successful living outside of the school could be determined. The group thought it would be best to make a follow-up study of the graduates and drop-outs from all of the high schools in one county.

Colleton County was selected as the county in which to make the study, as it is typical of the counties in the district and had the advantage of being the headquarters of the district supervisors, enabling them to work more closely with the high schools.

#### THE COUNTY

Colleton County is a rural county in the southern part of the

state. The county according to the 1930 census had a population of 25,821 with a,592 of this number classed as urban and the remaining 23,229 as rural.<sup>2</sup> The largest town, Walterboro, had a population of 2,592. The other communities with high schools were classed as townships or school districts.

If the parents of the school graduates and drop-outs are taken as an index of the county population, the majority were born in the county and they have lived in the same location many years. Most of the population is engaged in farming or related occupations. Of those engaged in farming, 79 per cent are farm owners. Sixty-nine per cent of the farms were inherited.

The county has six high schools, all of which depend primarily on the rural homes for pupils. The high schools at the time of the study had the following teachers and enrollment:

<u>High School</u>	<u>Teachers</u>	<u>Enrollment</u>
Cottageville	5	60
Hendersonville	3	63
Lodge	7	116
Ruffin	3	57
Smoaks	6	87
Walterboro	19	422

All of the high schools, except Hendersonville and Ruffin had courses in agriculture and home economics.

A study of the records in the office of the State Superintendent of Education showed that only 13 per cent of those entering the eighth grade went to college.

<sup>2</sup>United States Bureau of Census Population. Vol. 1, Washington: Government Printing Office, 1940, p. 977; p.979.



## CHAPTER II

### REVIEW OF LITERATURE

The literature was surveyed to ascertain the effectiveness of the secondary school program in general in preparing youth for everyday living.

The review of literature brings out certain problems that must be faced by the schools.

#### Problem No. I. The Rural School the Nation's Number One Educational Problem.

In 1940 nearly 44 per cent of the nation's population lived in rural areas and the rural areas had the largest number of children. The 1930 census showed that more than half of all the children under sixteen years of age lived in rural areas. The rural areas not only had more children but 50 per cent of the pupils in the United States attend schools in rural areas.<sup>3</sup> The rural high schools have a relatively small number of pupils and few teachers, and 50 per cent of these schools have an enrollment of 125 or less.<sup>4</sup>

It has been said, "The hope of our rural life lies in the rural school. Let it become a center of happy community life--serving the

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<sup>3</sup>George A. Works and Simon O. Lesser, Rural America Today Its Schools and Community life (Chicago: The University of Chicago Press, 1942), p. 1; p. 8.

<sup>4</sup>Paul Chapman, Guidance Program for Rural High Schools, United States Office of Education, Vocational Division, Bulletin No. 203, Occupational Information and Guidance Series No. 3 (Washington: Government Printing Office, 1940), Foreword p. v; p. 1.

homes, building up health, fostering wholesome recreation and club activities, alive to civic needs, the official organ of scientific agriculture and there will come into rural life a new vitality."<sup>5</sup>

Problem No. II. Guidance Program Essential to Rural Schools.

For economic reasons all rural youth cannot remain on the farm, so that some will migrate to cities and villages. John W. Studebaker, United States Commissioner of Education, states that on the farms there will be an average of four children to the family, at least two of whom must go to the city to make a living.<sup>6</sup> Many of the youth remaining on the farm will have to supplement the family income. Three-fourths of the pupils who leave school each year face the necessity of entering upon an occupational career.<sup>7</sup> This being the case the rural high school needs a personal-social guidance program<sup>8</sup> and a vocational guidance program to serve the needs of the youth remaining on the farm, and those migrating to the cities and villages. According to Fahey, "...There seems little justification for the defense that guidance is not a function of the small school as well as that of the large one."<sup>9</sup>

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<sup>5</sup>United States Office of Education, Some Suggestions For Education In Home and Family Living for Older Youth Who Have Left the Full-Time School: With Special Consideration to Rural Youth. (Washington: Federal Security Agency, Home Economics Education, Vocational Division, 2364, April, 1940) p. 1.

<sup>6</sup>Works and Lesser, op cit., p. 100.

<sup>7</sup>Russell T. Gregg, "Civic Competence and Occupational Adjustments in the Secondary School," School Review, XLIX, (May, 1941), 344.

<sup>8</sup>Works and Lesser, op cit., p. 93.

<sup>9</sup>George L. Fahey, "What Every Teacher Can Do For Guidance." School Review, L (November, 1942), 462.

It is not necessary for the small school to have the specially trained personnel often associated with guidance programs, if every teacher and the administrator thinks through the life application values of their instructional offering, and sees the many ways in which guidance services can be effected in the classroom through the regular offering of the school.<sup>10</sup> In the school guidance program every teacher in the classroom should be responsible for:

1. "Aiding pupils to fix goals for themselves by clearly setting forth the objectives of instruction."

2. "Showing the opportunity that the subject under study offers for recreation or leisure-time pursuits, vocational preparation, life adjustments, and further education."

3. "Aiding pupils in adjusting to school and community life. Instruction in every subject-matter field bears some relation to problems of the school and the community; if not, its status should be severely questioned."<sup>11</sup>

Knowing the pupil is the first rule of guidance.<sup>12</sup> The rural school has the opportunity for a more effective guidance program from the standpoint of knowing the pupils as the teachers have a closer contact with the pupils and with the community.<sup>13</sup>

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<sup>10</sup> Ibid, pp. 516-17.

<sup>11</sup> Ibid, p. 516.

<sup>12</sup> Arthur E. Traxler, "Helping the Individual Pupil Adjust to the Problems of War and Peace," School Review, XLIX (May, 1941), 344.

<sup>13</sup> Fahey, op. cit., p. 9



Problem No. III. The Need of Education for Home and Community Living.

The home is basic to democracy and the quality of the homes in the community determine the stability of the community.<sup>14</sup>

If one of the responsibilities of the school is to help parents and young people to understand their responsibilities as family members, and to appreciate the importance of the family in the community then, "One of the major responsibilities of education is that of helping individuals of all ages become more effective members of home and of families."<sup>15</sup>

The high school is considered to have the greatest opportunity for an educational program that will influence family living. The education of youth for family living is the responsibility of all teachers, therefore the entire faculty needs to understand the families and their problems in order to make a contribution to home and community living.<sup>16</sup>

Many young people are facing problems related to the home for which their education has not prepared them.<sup>17</sup> The schools should be regarded by the people in the community as the place where they can secure help in home and family living. The school is maintained by the people for the purpose of serving the educational needs of the community and must face its responsibility towards youth who have left school but who

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<sup>14</sup>U. S. Office of Education, op. cit., p. 9

<sup>15</sup>Bess Goodykoontz and Others, Family Living and Our Schools. (New York: D. Appleton-Century Co., 1941), p. v; pp. 1-2.

<sup>16</sup>Ibid, p. 140; p. 401; p. 404.

<sup>17</sup>U. S. Office of Education, op. cit., p. iii.

still need to be reached by an educational program for home and family living. The young people must come to the realization that the school still can offer help.<sup>18</sup>

It has been shown that there is a need to help young people realize that the home life of an individual greatly affects his success in an occupation.<sup>19</sup>

The schools in rural areas need to deal with the problems that the rural youth faces in establishing a happy home. Since the establishing of a happy home must necessarily be tied up with the problem of entering into and succeeding in occupational life, rural young people need opportunities to consider these problems.<sup>20</sup>

Problem No. IV. Homemaking Functioning in the Home and Community.

If the home is the basis of democracy, then home economics should contribute to democratic living. Home economics can contribute to democratic living by helping the "...Individual boy and girl, man and woman,....find a progressive clarification and amplification of what democracy means in every aspect of living, especially in the family."<sup>21</sup>

Homemaking must give the girls an understanding of the total problems in establishing a home, and an appreciation of what is needed in order to establish and enjoy a happy home.<sup>22</sup>

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<sup>18</sup>Ibid., pp. 2-3.

<sup>19</sup>Ibid., pp. 14.

<sup>20</sup>Ibid., p. 9.

<sup>21</sup>Paul Leonard and Alvin C. Kurich, An Evaluation of Modern Education. (New York: D. Appleton-Century Co., 1942), p. 13.

<sup>22</sup>U. S. Office of Education, op. cit., p. 14.

Christian states that "Teachers attempting to enrich home and family living should (1) subordinate subject matter to problems which grow out of areas of living significant to young people and society; (2) acquaint themselves with the family conditions that exist in the community;....".<sup>23</sup>

By working with out-of-school youth the home economics teacher will secure a better understanding of the problems the young people must face.<sup>24</sup>

For the homemaking program to function to the fullest extent in the home and community, it is necessary to provide an opportunity to study and discuss homemaking as a vocation, to determine all the ways in which the homemaker contributes to the family income, and to study ways by which the homemaker may supplement the income. It is necessary to provide experience in the securing of information on vocational opportunities, and to investigate the opportunities offered in the community.<sup>25</sup>

A functioning homemaking program will give the young people an understanding of the relationship of health and personality to achievement, vocational efficiency, and family and social relationships.<sup>26</sup>

A functioning program in homemaking will provide opportunity for youth to have recreation and will set up a recreation center at the

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<sup>23</sup>Johnie Christian, Home Economics and Democratic Living. (Minneapolis: Burgess Publishing Co., 1941), p. 13.

<sup>24</sup>U. S. Office of Education, op. cit., p. 3.

<sup>25</sup>Ibid., p. 6.

<sup>26</sup>Ibid., p. 6.



school and in the communities served by the school.

Finally, a functioning program in homemaking will center selection and organization of instructional methods on the personal needs of the youth and the community.

Problem No. V. Need for Re-evaluation of School Programs.

Long,<sup>27</sup> Gideonse,<sup>28</sup> Parker School,<sup>29</sup> and Spaulding,<sup>30</sup> are in agreement that the function of the school is preparation for everyday living.

According to Gregg, "It is unfortunate that so much time and effort are spent on traditional training when so many pupils admittedly lack information, attitudes, and skills essential to successful everyday living."<sup>31</sup>

There is a general feeling that the schools need to re-evaluate their program to determine if their primary function is preparation for everyday living or college preparation. Figures given in the World Almanac and Book of Facts for 1940 show that there were 23,908,014 youth in the United States between the ages of fifteen and twenty-four

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<sup>27</sup>Alma Long, "Education for Everyday Living." School Review, XLIX (September, 1942), 510.

<sup>28</sup>Harry D. Gideonse, "Walter Lippman and Education Reconstruction," School and Society, LVI (September, 1942), 172.

<sup>29</sup>Parker District Schools, A Report by the Parker District High School Faculty, (Greenville, S. C., Parker District Schools, 1942), p.41.

<sup>30</sup>Francis T. Spaulding, High School and Life, A Report for Regent's Inquiry, (New York: McGraw Hill Book Co., 1938) p. 3.

<sup>31</sup>Russell T. Gregg, "Civic Competence and Occupational Adjustments in Secondary School," School Review, XLIX (May, 1941), 338.

with only 1,493,213 in college.<sup>32</sup>

Eckert found that less than 40 per cent of the class entering high school remain to graduate; so that for the vast majority the high school grade completed is the termination of the education.<sup>33</sup>

Bell states, "What is clearly needed is more effective educational, vocational, and recreational program for all youth."<sup>34</sup>

Studies similar to this study are reported by Bell,<sup>35</sup> Eckert,<sup>36</sup> Lovejoy,<sup>37</sup> and Spaulding.<sup>38</sup> The findings of these studies are similar to those in this study and show that:

1. The guidance programs in the secondary schools are inadequate.
2. Pupils are not remaining in school long enough.
3. The secondary school has not assisted in providing opportunities for pupils to overcome financial difficulties and thus remain in school, as shown by the large per cent leaving school for economic reasons.

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<sup>32</sup>The World Almanac and Book of Facts, (New York: The New York World-Telegram, 1943), p. 464; p. 558.

<sup>33</sup>Ruth Eckert and Marshall Thomas, When Youth Leave School, (New York: McGraw Hill Book Co., 1938), p. 40.

<sup>34</sup>Howard M. Bell, Youth Tell Their Story, (Washington: American Council of Education, 1938), p. 40.

<sup>35</sup>Howard M. Bell, Youth Tell Their Story, (Washington: American Council of Education, 1938), pp. 273.

<sup>36</sup>Ruth Eckert and Marshall Thomas, When Youth Leave School. (New York: McGraw Hill Book Co., 1938), pp. 360.

<sup>37</sup>Gordon W. Lovejoy, Paths to Maturity. (University of North Carolina: Cooperative Personnel Study, 1940), pp. 300.

<sup>38</sup>Francis T. Spaulding, High School and Life, The Regent's Inquiry, New York: McGraw Hill Book Co., 1938), pp. 377.

4. A large per cent of pupils leave school because they are tired of it (Unsatisfactory school adjustments).

5. Schools are not helping the pupils to select life occupations, revealed by the pupils' desire to enter white-collar jobs or professions, whereas only a small per cent actually enter these occupations.

6. Schools need to prepare youth for leisure activity.

7. Pupils do not continue many of the constructive activities begun in school.

8. Pupils belong to more church organizations than any other type of organization.

9. The matter of home conveniences is a problem in the homes.

The facts revealed by the studies bear out the opinion that the schools need to re-evaluate their programs in the light of their effectiveness as preparation for home and community life.



## CHAPTER III

### THE PROCEDURE

In attempting to ascertain what youth are doing, it was thought best to go directly to youth. It was believed that any school desiring to adjust its curriculum to meet the needs of the students and the demands of a changing society should seriously consider any suggestions which the former students had to offer for improving the curriculum.

Since all of the graduates and drop-outs would not be living in the school communities, it was agreed that a questionnaire would be the best means of securing information from them. Under the supervision and guidance of Dr. Brewster, the questionnaire, "A Study of School Leavers in Colleton County, South Carolina," was set up. Upon the advice of Dr. Brewster, this questionnaire was set up to include all school graduates and drop-outs instead of just those having had home economics or agriculture in high school. The term "school leavers" refers both to those boys and girls who had graduated from high school and those who had dropped out.

The questionnaire was set up to get an over-all picture of the the graduates and drop-outs, therefore it included questions on: identification; family background; educational opportunities; guidance, occupations and training; and on the parents and the home.

To assure the reliability of the data, much care was exercised in the preparation of the questionnaire to be used in the study. An effort was made to set up the questionnaire in such a way that the

subjective element did not enter, in order to get objective replies from the young people. Dr. Brewster who had experience in setting up high school guidance programs and had directed similar studies (although not limited to a rural area), carefully checked the questionnaire to determine if it would secure the pertinent information needed as the basis for instituting a guidance program. He checked the questionnaires against ones used in other studies.

The questionnaire was analyzed by the state supervisors of agricultural education and home economics education from the standpoint of the value of the information to the state-wide program.

A meeting was held of the superintendents, principals, home economics teachers, and agricultural teachers from the six high schools in the county, with a representative from the office of the County Superintendent of Education and the district supervisors of home economics and agricultural education. The purposes of the meeting were to discuss the value and need of such a study, to decide if the schools wished to participate in such a study, how the study would be conducted, and to get a clear understanding of the questionnaire. All six of the high schools decided to make the study. The superintendents thought it would be best to hold a faculty meeting at each school to explain the purpose of the study and to enlist the cooperation of the entire faculty. The group decided that the questionnaires should be mailed with a personal letter from the superintendent. The home economics and agricultural teachers were delegated as the ones to take the major responsibility in the study. These teachers were to visit the graduates and drop-outs in their communities to help them fill out the questionnaire.

The list of "school leavers" was compiled from the school records (where available), and from information given by teachers, former teachers, and school pupils.

The secretary from the office of the supervisors of agricultural and home economics education spent one half day a week in each high school assisting with the study. The secretary compiled the list of youth and helped to locate the address of each. She typed the letters and mailed them with the questionnaire. It was her responsibility to handle the questionnaires for each school as they were returned. She mailed a second and third notice to the "school leavers" asking them to fill out and return the questionnaire. The National Youth Administration assigned two girls to each high school to assist with the study.

Nine hundred and eighty-nine questionnaires were sent out. Out of 409 questionnaires returned 335 were from graduates and 74 were from drop-outs.

In the Cottageville school the home economics teacher made individual visits to secure the questionnaires. In the Smoaks school the agricultural teacher assumed the major responsibility in getting the questionnaires from the young people in the communities served by the school while at Lodge the home economics and agricultural teachers contacted them. Walterboro, the other high school with both home economics and agriculture, secured the questionnaires mainly through the efforts of the high school principal. In the two high schools without home economics and agriculture, the questionnaires were secured through the efforts of the supervisors' secretary.

The writer contacted the schools frequently to see the progress



being made, to offer suggestions, and to enlist the services of the agricultural and home economics teachers.

Each school's questionnaires were tabulated separately in the following groups:

boy graduates  
 girl graduates  
 boy drop-outs  
 girl drop-outs

In the analysis of all the data the graduates were treated as one group and the drop-outs as another.

Before discussing the findings of the study the groupings of the questionnaire sections used in the analysis of the data needs explanation. The questionnaire section groupings were as follows:

Section 3 and 11, "High School Data" and "In What Ways Could Your School Have Helped You More." These were grouped to give a picture of the schools and the educational opportunities offered the pupils in preparing for everyday life.

Sections 1, 2, 5, and 9, "Individual Data," "Family Data," "Parents," "Items on the Farm," and "Items in the House" were grouped and analyzed to give the picture of the families and the farm status of the groups.

Sections 6 and 7, "Occupations" and "Jobs Held Since Leaving School" were grouped to show the occupational history of drop-outs compared with graduates to determine if longer attendance in school helps the pupils to a greater extent in occupational adjustments.

Section 10. This section, "Community Activities," was analyzed alone to give an insight into the carry-over of school organizations

in the leisure and community activities of the youth. Also, to find out the relationship between the leisure activities in high school and the present leisure activities.

In the summary of data "at present" or "now" refers to the spring of 1941, the time when the questionnaires were filled out by the graduates and drop-outs.

Specifically, the purpose of the analysis of all the data was to determine the effectiveness of the school programs in preparing graduates and drop-outs for home and community living.

The findings were examined to see if any differences in adjustment to home and community living were apparent between graduates and drop-outs.

#### Limitations of the Study

The questionnaire was very broad in its implications. A large amount of information was obtained which was difficult to analyze in terms of the problem, the effectiveness of the secondary schools in preparing graduates and guiding drop-outs for home and community living.

Because of the turn-over in school personnel and inadequate records in some of the high schools there was no way, in many cases, of knowing if the boy or girl on the compiled list of "school leavers" were a graduate or a drop-out.

Through correspondence three efforts were made to obtain the questionnaire from every boy and girl. The schools showing interest in the study contacted individually the young people in their communities not returning the questionnaires, in an attempt to secure the information. In many instances, however, the young people would not

comply with the request, because of their lack of interest in the school and community. As previously stated the individual contacts were made by the agricultural and home economics teachers, but two schools did not have these teachers in the system.

Forty-eight per cent of the young people not returning the questionnaire were located in towns or communities some distance away. This fact coupled with that of disinterest on the part of others in the communities made it impossible to secure satisfactory interview sampling of the young people making no return.

The small return of questionnaires from drop-outs and the incompleteness of answers in certain sections of the questionnaire made some of the data unusable or inconclusive; thus making comparison of the graduate group with the drop-out group of no value in some parts of the study, which made it advisable to analyze the group as a whole.

The point of drop-out from high school was not given by all of the youths.

From the standpoint of evaluation of the effectiveness of the home economics program, it was unfortunate the specific question, "Did you have home economics in high school?" was not asked.



## CHAPTER IV

### SCHOOL ANALYSIS AND EDUCATIONAL OPPORTUNITIES OF GRADUATES AND DROP-OUTS

This analysis was based on the data secured from Section 3, "High School Data" and on Section 2, "In What Ways Could Your School Have Helped you More."

An analysis was made of the eighth grade enrollment and the enrollment of the same group when in the eleventh grade and in college. Table I shows that only 62 per cent of the pupils entering the eighth grade enter the eleventh grade while only 13 per cent go on to college. These findings indicate that there is a need for the schools in Colleton County to hold youth in high school. It is interesting to note that the per cent of each eighth grade entering college over a five year period varied only one per cent, except for the group entering in 1933 which had four per cent more entering college. From these findings, it is readily seen that the Colleton County high schools should have programs set up primarily for training for everyday living rather than for college preparation.

Table II indicates that for 40 per cent of the group of seventy-four drop-outs "economic necessities" was the primary reason given for leaving school. Lack of interest and unsatisfactory school adjustments ranked second with 33 per cent giving these as the reason for leaving. Fifty-eight of the seventy-four drop-outs gave the grade at which they left school and this information was analyzed according to their reason for leaving school. Table II points out that more pupils drop out of

TABLE I

## DROP IN ENROLLMENT IN HIGH SCHOOLS OF COLLETON COUNTY

(Number in 8th grade compared with number from same group entering 8th grade, and number entering college)

Year	8th Grade			11th Grade			College				
	Boys	Girls	Total	Boys	Girls	Total	% of 8th Grade in 11th Grade	Boys	Girls	Total	% of 8th Grade Entering College
1931-35	120	127	247	51	95	146	59	14	15	29	12
1932-36	123	133	256	50	90	140	55	11	22	33	13
1933-37	109	114	223	58	91	149	67	17	22	39	17
1934-38	97	127	224	67	104	171	76	11	17	28	13
1935-39	115	129	244	58	81	139	57	13	17	30	12
TOTAL	564	630	1194	284	461	745	62	66	93	159	13

TABLE II  
PUPILS LEAVING SCHOOL AT VARIOUS GRADE LEVELS CLASSIFIED AS TO REASONS FOR LEAVING

Reasons	Total		Number Pupils			Grade Leaving School		
	No.	%	Boys	Girls	8th	9th	10th	11th
Failure of school to meet pupil needs	26	33	18	8	7	6	6	0
Economic necessities	31	40	24	7	9	12	8	0
Marriage	15	19	1	14	0	5	3	0
Physical condition	2	3	0	2	0	2	0	0
No response	4	5	2	2				
<b>TOTAL</b>	<b>78</b>	<b>100</b>	<b>45</b>	<b>33</b>	<b>16</b>	<b>25</b>	<b>17</b>	<b>0</b>

(The total number of reasons is 78 as pupils checked one or more reasons. All answers did not give grade at which they left.)



the schools in the ninth grade than in any other grade. The analysis of the questionnaires shows that the largest number drop out at the ages of sixteen and seventeen, which indicates that the ninth grade drop-outs were over-age.

Since the larger per cent leave this grade for economic reasons, this is a challenge to the schools to aid these pupils in finding a way to earn money and at the same time attend school. This is one evidence for the need of a functioning vocational training program.

Two hundred and seventy-nine graduates and drop-outs stated that they would take the same subjects if they now had to make a choice of subjects, while 110 stated they would not take the same subjects. Of those listing the subjects they would now take, 58 per cent would take vocational subjects, the larger number desiring commercial work, with home economics second. Among the subjects given as the most beneficial in the present work, vocational subjects rank first. Home economics proved most helpful to 43 per cent and commercial to 41 per cent. The data indicate that the schools play a minor part in guiding the pupils in the selection of subjects, while the parents play the major role in influencing the pupils in their choice. This indicates a need for close cooperation with the parents and a need for the strengthening of the school guidance program in terms of individual needs and interests of the boys and girls.

Table III points out the ways in which the schools could have helped the graduates and drop-outs more. The findings presented in Table III indicate that the courses as offered in the high schools



could be more helpful from the standpoint of offering a wider variety of subjects, more individual choices in subjects, fuller courses, and more practical courses bearing on the problems of everyday living. Again vocational subjects head the list of desired subjects. The majority of the courses (57 per cent) listed as needing improvement in subject matter offering or additional work were vocational, with commercial ranking first and home economics second. Further study is needed of the 15 per cent stating home economics could have helped more, to find if this is from the standpoint of putting in the home economics course, offering home economics an additional year, or improving home economics as now taught. The fact that 15 per cent realized the need for guidance and personality development as a course seems an indication of the awakening of young people to the need for adjustments in home and community living.

Although only 45 of the 74 drop-outs (61 per cent) gave suggestions concerning the courses, this group will be compared with the graduates of whom 274 of the 335 (82 per cent) gave suggestions.

SUBJECT MATTER OFFERING DESIRED BY PUPILS	GRADUATES	DROP-OUTS
Vocational courses	55%	62%
Home Economics	14%	16%
Guidance	12%	27%

This comparison shows that both groups felt about the same towards home economics, but that there is a greater realization of the need for guidance on the part of the drop-outs.

A few of the pupils felt that there was need for change in the actual teaching procedures. The statements from five of the graduates

TABLE III

## WAYS IN WHICH SCHOOLS COULD HAVE HELPED MORE

Ways of Helping	Graduates	Drop-Outs	Total
<b>Content or Subject Matter Offering 274</b>			
Mechanical course	9	8	17
Shop course	14	0	14
Home economics	25	6	31
Commercial course	55	12	67
Variety of subjects	53	4	57
Personality development	4	1	5
Guidance	23	11	34
Mathematics	16	1	17
Out-of-school activities	6	0	6
More home economics	7	1	8
Complete commercial	14	0	14
More agriculture	3	1	4
<b>Teaching Methods and Activities 97</b>			
Better training for college	14	0	14
More discussion with teachers	2	3	5
Less partiality	3	2	5
Encouragement and financial aid	3	9	12
Stricter - more required	29	1	30
Grammar and spelling	16	0	16
<b>Conditions for Teaching Improvement 15</b>			
Equipment for science classes	4	0	4
Complete library	3	0	3
Social clubs and recreation	7	1	8
<b>TOTAL</b>	<b>371</b>	<b>61</b>	<b>371</b>

Note: Number giving suggestions 238, number replying 171. Some gave two or more replies.

and drop-outs will give a clearer picture of how the schools could have helped them more while they were in school.

"It could have given more training for jobs and less soon-forgotten literary subjects."

"We should have been taught more child life, English, and more sex training and how to cope with life."

"Practicing home economics as they do now instead of studying the book. Sewing and cooking are necessary to me."

"By sending information on homemaking to my home and organizing a Homemaker's Club."

As evidenced by the fact that only a small number replied to the statement "Suggest how your school might help you now," the graduates and drop-outs either have little interest in the school at present or feel that there is no way in which the school can help them. Table IV indicates that the youth desire the school to give them: further instruction at the school, 69 per cent; guidance, 39 per cent; the opportunity to take vocational work, 29 per cent; and the access to the school facilities, 23 per cent.

A comparison of the summary of suggestions given by the graduates with the drop-outs has many implications for school leaders. Again, as in the case of the replies from the section, "How the school could have helped more," the drop-outs feel a greater need for guidance than do the graduates. Indeed, this seems to be their greatest problem. This implies that guidance for individual growth and adjustment is needed as well as subject matter training.



TABLE IV

## WAYS SCHOOLS COULD HELP GRADUATES AND DROP-OUTS AT PRESENT

Methods of Help	Graduates	Drop-Outs	Total
Organized Instruction	47		
Night classes	27	7	34
Post graduate	9	4	13
Vocational Courses	29		
Commercial	13	2	15
Home Economics	4	2	6
Shop	1	0	1
Agriculture	3	4	7
Guidance of Youth	39		
Placement			
Recommendations	10	5	15
Secure job	2	7	9
Follow-up	2	0	2
Help finish school	0	3	3
Clubs	6	1	7
Personality	3	0	3
Use of School Equipment	23		
Send out information	3	0	3
Library	12	4	16
Recreations	3	1	4
TOTAL	138	98	138

Number giving suggestions 68. Number answering two or more 22.  
 Number not replying 341.



WAYS SCHOOLS COULD HELP NOW	GRADUATES	DROP-OUTS
Organized Instruction	37%	28%
Vocational Courses	21%	20%
Guidance of Youth	24%	40%
Use of School Equipment	18%	12%

Both the graduates and drop-outs want instruction from the schools. If the groupings "Organized Instruction," meaning type of instruction, and "Courses Desired" are grouped as one, this gives 55 per cent desiring the school to make available to them additional training and the use of school facilities. This implies that the schools need to reorganize and set up plans for helping out-of-school youth and adults in the community, making available the school resources to them.

The ways in which the schools could have helped the graduates and the drop-outs have been discussed in general from the standpoint of how the youth could have been helped more while they were in school and how the school could help them now that they are out of school. Home economics, because of its direct bearing on home and family life, will be discussed specifically from the standpoint of the training given the youths by the schools. Moreover many of the young people stated they would now take home economics if they had to make a choice of subjects, and that home economics was the most helpful in their present work.

A weakness of the questionnaire is that the specific question, "Did you have home economics in high school?" was not asked. It is known that of the 249 girls, 200 attended high schools offering home economics. The question, "What part of homemaking helped you the

most?" "The least?" and "What part of homemaking should be strengthened to help those now in school?" were deliberately general and were designed to bring out satisfactions and dissatisfactions on the part of graduates and drop-outs. The replies imply that home economics was not taught from the standpoint of the problems existing in the homes and the community.

Table V shows wherein home economics helped the graduates and drop-outs the most and the least, and indicates that the practical side of home economics and the actual activities helped the most. Table VI reveals that a larger number answered that home economics helped them which is an indication that for the majority home economics was helpful. The few who said it had not helped seemed to criticize it on the basis that the courses were not practical enough. This is brought out in the following statements given by graduates and drop-outs:

"Teach pupils to cook everyday foods instead of cakes, candies, and so many fancy things."

"Have an instructor who teaches daily food cooking...., by experience,....and not taking notes and having written lessons all the time."

"Practical ways of doing things considering time and saving energy."

Referring to Table VI it will be seen that cooking as such, in the opinion of the girls, needs to be strengthened. Table VI indicates that home economics should be taught in such a way that it would function in the daily life and homes of the graduates and drop-outs. The items which were listed most often as needing strengthening, are all of importance in the home. The replies indicate clearly that the girls desire a practical home economics program dealing with the im-

TABLE V

## HOMEMAKING HELPING GRADUATES AND DROP-OUTS THE MOST AND THE LEAST

Parts of Homemaking	Helped the Most	Helped the Least
Sewing and clothing study	48	0
Knitting and crocheting	0	2
Cooking	36	7
Food study	4	3
Food production	3	1
First aid and home nursing	3	0
Home management	5	1
Personality study	3	0
Entertaining	0	1
Third-year home economics	0	1
Note taking	0	3
<b>TOTAL NUMBER SPECIFIC REPLIES</b>	<b>102</b>	<b>19</b>

TABLE VI

## PART OF HOMEMAKING THAT SHOULD BE STRENGTHENED

Parts of Homemaking	Need Strengthening
Sewing and clothing study	13
Cooking	24
Food study	9
Food production	6
First aid and home nursing	11
Home management	16
Child care	6
Vocational guidance	3
Entertaining	2
Practical side	10
Better use of class time	3
Fuller course	6
Additional equipment	6
Full-time teacher	6
<b>TOTAL</b>	<b>121</b>



mediate problems in home and family life.

It was considered that information concerning the additional training of youth would be of importance to the schools in the future in setting up out-of-school training programs. In analysing the additional training the youth had had, it was found that only eight of the drop-outs but 140, or 42 per cent, of the graduates had had additional training. Because of the small number of drop-outs concerned, only the graduates are considered in Table VII which gives the kinds of training and tells where the training was secured.

Of the number of graduates having additional training 58 per cent secured this at college; 29 per cent at a vocational school; 5 per cent at another high school; 4 per cent from the NYA, CCC, or Navy; and 3 per cent at a hospital. This points out that the colleges have been the primary source of additional training. The small number of drop-outs having additional training may be due to the fact that they left school because of economic necessities, thus making it impossible to secure additional training requiring money expenditure. In many cases it would appear that the desired additional training was not provided by the high schools. The training secured in another high school by youth was commercial. An analysis of the type of training taken, shows commercial to rank first, with the majority of all the training being along vocational lines (68 per cent).

Table VII indicates that the schools have not assumed to any great extent the responsibility for continuing guidance and education for out-of-school youth. Since only 62 per cent of the youth entering high school reach the eleventh grade, the schools, if they are to



TABLE VII

## ADDITIONAL TRAINING OF GRADUATES SINCE LEAVING HIGH SCHOOL

Types of Training	Where Secured						
	Total	College	Vocational school	Another high school	NYA, CCC, Navy	Correspondence	Hospital
Commercial	37	13	17	7			
Engineering	8	8					
Welding	1				1		
Drafting	2		2				
Elec., radio, telephone	9		1		4	4	
Beauty culture	9		9				
Nursing	4						4
Medicine, pharmacy	3	3					
Aviation	11		11				
Agriculture	8	8					
Home economics	6	6					
Music, art	6	6					
English, science, math	36	35			1		
Religion	2	2					
<b>TOTAL</b>	<b>140</b>	<b>81</b>	<b>40</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>4</b>

function in home and community living, have a responsibility for following up these youth and providing the necessary additional training needed in adjusting to life situations. Until the high schools furnish additional training very few of the youth will have the opportunity to secure additional training.

The questionnaire findings show that the parents are the ones influencing graduates to take additional training, the school functioning practically not at all in this. Here is another indication for the need of a functioning guidance program in the high schools.

The family data in Section 2 refer to that raised by the boys and girls themselves. As the groups have not been out of school for a long period, the family data did not prove significant.

FAMILY STATUS	TOTAL NUMBER	GRADUATES	DROP-OUTS
Single	294	230	48
Married	305	27	24
Widowed	1	1	2
Divorced	1	1	0
Separated	1	1	0

Twenty-four per cent of the graduates were married and had a total of 30 children. Thirty-two per cent of the drop-outs were married and had a total of 11 children. None of the drop-outs who was married was his home while 11 of the married graduates were their home (16 per cent).

## CHAPTER V

### FAMILY AND FARM STATUS OF GRADUATES AND DROP-OUTS

An analysis was made of the data from Section I, "Individual Data," Section 2, "Family Data," Section 5, "Parents," Section 8, "Check the Items on the Farm," Section 9, "Check the Items in the House," and items 7, 8, and 9 in Section 6, "Occupation."

There were 249 girls and 160 boys who responded, as indicated by Appendix Table 1. The physical handicaps and serious illnesses listed were few in number. Apparently the youth did not consider malaria as a serious illness. Colleton County is one of the counties in the state that has recently put on a special malarial control project through the State Department of Health, but very few recorded having had malaria.

The family data in Section 2 refer to that raised by the boys and girls themselves. As the groups have not been out of school for a long period, the family data did not prove significant.

FAMILY STATUS	TOTAL NUMBER	GRADUATES	DROP-OUTS
Single	298	250	48
Married	106	82	24
Widowed	3	1	2
Divorced	1	1	0
Separated	1	1	0

Twenty-four per cent of the graduates were married and had a total of 30 children. Thirty-two per cent of the drop-outs were married and had a total of 11 children. None of the drop-outs who was married owned his home while 13 of the married graduates owned their home (16 per cent).



More of the single youth lived with their parents, whereas more of the married youth rented their home.

HOW OR WHERE YOUTH LIVE	GRADUATES		DROP-OUTS	
	SINGLE	MARRIED	SINGLE	MARRIED
Rent	7	49	3	15
Board	70	7	8	2
Live with parents	125	7	34	1
Own home	0	13	0	0
No response	51	6	3	6

The data on "who did the housework" was given for the homes of the parents of the youth as well as for the few homes of the youth themselves. The housework was done by servants to a larger extent in the homes of graduates than in the homes of the drop-outs. More of the mothers did the housework in the homes of the graduates than in the homes of the drop-outs, and more mothers did the housework in the homes of the single youth than in the homes of the married youth. The data indicate that there is a need for home economics to help the girls to see their responsibility in helping with the home activities. The data also indicate that there exists a false social prestige about having the housework done by servants which needs to be broken down.

PERSON DOING HOUSEWORK	GRADUATES		DROP-OUTS	
	MARRIED	SINGLE	MARRIED	SINGLE
Mother	18	98	2	23
Servant	10	35	2	4
Daughter or Self	36	35	13	14
Wife	12	0	3	0

The parents of both graduates and drop-outs were a stable group. Among the parents there were only seven divorced or separated. The



majority of the parents were living. The parents had been living in the present location many years and most of them had been born in the county.

The parents of the graduates had more education than the parents of drop-outs. Sixty-two parents of the graduates had some college education while only one drop-out parent had some college education.

The occupation of the mothers was primarily homemaking, over 80 per cent of the mothers of both graduates and drop-outs being homemakers. Farming ranked second as the occupation of the mothers. The occupations of the fathers were in order of frequency: farming; proprietors, managers, and officials; and skilled workers. Table VIII indicates that 79 per cent of all the parents farming were farm owners; that 81 per cent of the parents of the graduates and 70 per cent of the parents of drop-outs were owners. Parents of drop-outs were renters more often than parents of graduates. Table IX shows that a larger per cent (59) of parents of drop-outs inherited their farms than did the parents of graduates (27 per cent).

Since the majority of the youth (67 per cent) were born on the farm, it is of primary importance to determine the extent to which the farms continue to hold youth. Table X reveals that 41 per cent of those born on the farm left the farm and of those remaining, 11 per cent were engaged in farming. Table X shows that most of the youth who were farming were established in this occupation by the parents.

The largest number of the youth remaining on the farm were partners in the farm business at home, the second largest number having a definite allowance or income from one or more enterprises, and the

TABLE VIII

## CLASS OF FARMING ENGAGED IN BY PARENTS OF GRADUATES AND DROP-OUTS

Fathers Engaged in Farming						
Class of Farming	Total No.	Total %	Graduates		Drop-outs	
			No.	%	No.	%
Farm owner	220	79	188	81	32	70
Renter	43	16	32	14	11	24
Share cropper	15	5	12	5	3	6
<b>TOTAL</b>	<b>278</b>	<b>100</b>	<b>232</b>	<b>99</b>	<b>46</b>	<b>100</b>

TABLE IX

MEANS OF SECURING FARMS OWNED  
BY THE PARENTS OF GRADUATES AND DROP-OUTS

	Total No. Owned	Inherited		Farm Security		Other		No Response	
		No.	%	No.	%	No.	%	No.	%
Graduates	188	50	27	16	9	37	20	85	45
Drop-outs	32	19	59	6	19	5	16	2	6
<b>TOTAL</b>	<b>220</b>	<b>69</b>	<b>31*</b>	<b>22</b>	<b>10</b>	<b>42</b>	<b>19*</b>	<b>87</b>	<b>40*</b>

\*Per cent of total school leavers.

TABLE X

COMPARISON OF FARM STATUS OF GRADUATES AND DROP-OUTS WITH FARM STATUS OF PARENTS

Classes of Youth	Farm Status of Youth			Means of Getting Established							Farm Status of Parents			
	Total Number of Youth	Born on Farm	Engaged in Farming	Parents	Relatives	Agri. Teacher	Bank	Farm Security	Friends	Not given	Number born on Farm	Number of Fathers Engaged in Farming	Fathers Owning Farm	
														No.
Graduates	335	217	65	18	8	12	0	2	2	1	1	232	188	81
Drop-outs	74	59	80	12	23	5	1	0	0	1	0	46	32	70
TOTAL	409	276	67*	30	11*	17	1	2	2	2	1	278	220	79**

\*Per cent of total number of graduates and drop-outs. \*\*Per cent of total number engaged in farming who own farms.



third largest number in the farm labor class. Only 13 per cent of the youth farming were owners and operators of farms, as shown by Appendix Table 6.

The reasons which cause the farm youth to leave the farm are shown in Table XI. The greater number of youth left to obtain jobs elsewhere while many left because they felt there was no future in farming.

Forty-one per cent of the graduates and 37 per cent of the drop-outs born on the farm left the farm.

TABLE XI

## REASONS FOR FARM YOUTH LEAVING FARM

Reasons Given for Leaving Farm	Total	No. Boys	No. Girls	No. Grads.	No. D-O's
Did not like farming	10	9	1	8	2
Could get job elsewhere	52	22	30	45	7
No future	12	7	5	11	1
No finances to start own farm	6	6	0	5	1
Unsatisfactory relationships	1	0	1	0	1
Family left farm	9	3	6	6	3
Farm too small	2	2	0	1	1
Marriage	20	1	19	14	6
<b>TOTAL</b>	<b>112</b>	<b>50</b>	<b>62</b>	<b>90</b>	<b>22</b>

The data on farm youth leaving the farm indicate that the schools need to help the boys and girls to realize that farming is a way of living. There is a need for a study of placement opportunities in farming and in the occupations related to farming in the county.

The fact that the questionnaire fails to ask if the graduate or

drop-out had home economics or agriculture in high school limits the use of the data from the sections, "Items in the house," and "Items on the farm." It is impossible to determine the extent to which the courses in home economics and agriculture influenced the types and kinds of equipment and home conveniences found in the homes and on the farm. Whatever the influences at work, whether it was the home economics or agriculture training given in high school or rural electrification, or some other influence in the community, there were certain changes in the homes over the five year period.

As the questionnaires were secured from the graduates and drop-outs during the spring of 1941, the terms "at present" and "now" refer to that year. Items found in the homes while the youth were in high school and items found in the homes when the study was made are shown in Table XII. This data reveal the following which are of significance to home and family life:

1. Sixty-nine per cent of the homes now had electricity, 47 per cent had running water and a little over half of the homes (54 per cent) still had outdoor toilets.

2. Some kind of refrigeration was now found in 80 per cent of the homes. About half of the homes had electric refrigerators (51 per cent).

3. At present 53 per cent of the homes had some type of cook stove other than the wood range. The kerosene stove was found in 33 per cent of the homes. Only a few of the homes (12 per cent) had electric ranges.

TABLE XII

## ITEMS IN HOMES OF GRADUATES AND DROP-OUTS

Types of Items	No. Items While in High School	No. Items at Present
<b>Conveniences</b>		
Electric lights	141	283
Running water inside house	112	191
Bath room	67	174
Telephone	53	100
<b>Labor Saving Devices &amp; Equipment</b>		
Washing machine	16	57
Sewing machine	384	328
Pressure cooker	105	120
Sealers	33	33
Electric churn	1	4
Electric iron	133	259
Electric refrigerator	108	210
Kerosene refrigerator	27	14
Ice refrigerator	127	105
Gas stove	10	35
Electric stove	26	49
Kerosene stove	110	133
<b>Comforts and necessities</b>		
Outdoor toilet	316	220
All rooms could be heated	156	212
Heated by stoves	106	168
Heated by wood	314	281
Heated by coal	54	97
Heated by fireplace	356	277
Heated with fuel oil	32	5
Heated with gas	0	1
Steam heat	0	3
<b>Educational, Social and Recreational Facilities</b>		
Radio	263	361
Daily newspaper	325	250
County newspaper	300	285
Farm magazine	319	243
Household magazine	238	235
Church magazine	227	213
Short story magazine	134	173
Educational literature	176	184
Novels	195	199

Sixty-nine attended high schools not offering home economics.  
 Three hundred and forty attended high schools with home economics.



4. Washing machines were now in 14 per cent of the homes, while the electric iron was in 63 per cent of the homes.

5. Many homes had sewing machines (80 per cent).

6. The majority of the homes were still heated by fireplaces (68 per cent), with stoves ranking second (41 per cent). The fuel most used was wood.

It is interesting to note that 88 per cent of the homes now had a radio. A daily newspaper was taken in 61 per cent of the homes. Farm magazines were taken in 59 per cent of the homes and household magazines in 57 per cent.

An analysis of the data shows that 308 fathers and young people were engaged in farming. As the kind of equipment and conveniences found on the farm determine to a large extent the efficiency and interest in farming and influence the desire to continue farming, it was thought of importance to secure information on the various kinds of items found on the farm. As the questionnaire fails to give the number of youth who had agricultural training in high school, it is impossible to determine to what extent this training influenced farmers to secure the additional farm equipment acquired in the period in which the study was made. Table XIII shows the items found on the farms; the most significant fact revealed by this data is the small number of farms with major farm equipment such as tractors. The lack of such farm equipment may be one of the reasons that youth consider farm work too hard and leave the farm. The small number of farmers owning large farm equipment indicates a need for cooperatively owned

farm equipment. It is also of significance that only 10 per cent of those farming had running water in the lot.

Other items essential to satisfactory farming were found at present on the farms to the following extent:

1. Fourteen per cent had a truck; 53 per cent had an automobile; and 20 per cent had a trailer.
2. A tractor was owned by 10 per cent of those engaged in farming, a combine by 3 per cent, a mowing machine by 36 per cent, and a grain drill by 34 per cent.
3. Only 12 per cent of those farming had outbuildings wired for lights.
4. Twenty-four per cent of those engaged in farming had a farm shop building while 40 per cent owned farm shop tools. This indicates that there is a need for helping the youth and adults care for farm shop tools.

TABLE XIII

## ITEMS ON FARMS OF GRADUATES AND DROP-OUTS

Items	No. Items While in High School	No. Items at Present
Running water in lot	62	32
Truck	50	44
Automobile	167	162
Trailer	64	62
Tractor	23	30
Combine	6	9
Mowing machine	107	110
Grain drill	117	104
Electric milker	1	1
Farm shop building	67	75
Farm shop tools	117	122
Electric fence	16	10
Outbuildings wired for lights	8	39

Three hundred and eight of the fathers and youth themselves were engaged in farming at the present.

about the same for graduates and drop-outs.

The comparison of present occupations and choice of occupations indicates a lack of occupational guidance in the high schools. There is an apparent need for the schools to inject realism into the training of youth concerning the jobs that are available and the services which they are qualified to perform. The data indicate the need to present homemaking as a vocation, working on the income-earning possibilities of homemaking, and helping the girls to find ways in which they can earn money through their homemaking activities.

The data show that more were farming as an occupation in high school than are engaged in it now, or who desire it as a present occupation.



## CHAPTER VI

### OCCUPATIONAL HISTORY OF GRADUATES AND DROP-OUTS

An analysis was made of the data from Section 6, "Occupation," and Section 7, "Jobs Held Since Leaving School."

Table XIV gives a comparison of the occupations in which graduates and drop-outs were now engaged with their choice of occupation while in high school. Table XIV indicates that:

1. The larger number of youth were engaged as unskilled workers, whereas only 3 per cent stated this as their choice.
2. A very small per cent chose homemaking as an occupation, but 17 per cent were engaged in homemaking.
3. More preferred professional occupations or wished to be clerks and kindred workers than were engaged in these occupations.
4. The percentage of youth employed by government agencies was about the same for graduates and drop-outs.

The comparison of present occupations and choice of occupations indicates a lack of occupational guidance in the high schools. There is an apparent need for the schools to inject realism into the thinking of youth concerning the jobs that are available and the services which they are qualified to perform. The data indicate the need to present homemaking as a vocation, working on the income-earning possibilities of homemaking, and helping the girls to find ways in which they can earn money through their homemaking activities.

The data show that more chose farming as an occupation in high school than are engaged in it now, or who desire it as a present occupation.

TABLE XIV  
PRESENT OCCUPATIONS OF GRADUATES AND DROP-OUTS AND CHOICE OF OCCUPATIONS.

Occupations*	Present Occupation		High School Choice of Occupation		Present Choice of Occupation				
	Total No.	No. D-O's	Total No.	No. D-O's	Total No.	Total Number Grad. and D-O's			
	No. %	Grad.	No. %	Grad.	No. %	Grad.			
Professional	18	4	16	2	50	12	40	10	107
Proprietors, managers, officials	23	6	19	4	31	8	25	1	7
Clerks and kindred workers	59	14	54	5	67	16	59	8	60
Skilled workers and foremen	11	3	9	2	7	2	5	2	40
Semi-skilled workers	9	2	6	3	12	3	4	8	13
Unskilled workers	105	26	86	19	16	3	12	4	4
Homemakers	69	17	53	16	23	6	18	5	2
Farming	26	6	14	12	34	8	29	5	6
Not employed	89	22	78	11	--	--	--	--	--

\* Alba M. Edwards, "A Social-Economic Grouping of the Gainful Workers of the United States," Journal of the American Statistical Association, XXVIII, (December 1933), 377-387. With homemakers and farmers added.

There were 204 graduates employed in occupations other than homemaking, 61 per cent. There were 47 drop-outs employed in occupations other than homemaking, 64 per cent.

There were 40 graduates in occupations provided by WPA, NYA, CCC, and 16 in the armed forces, a total of 17 per cent employed in these. There were 8 drop-outs in occupations provided by WPA, NYA, CCC and in the armed forces, a total of 18 per cent employed in these.

Grad. refers to graduates, D-O's refers to drop-outs.

The data from the questionnaire show that only twenty-seven of the present jobs were on a part-time basis, indicating that the majority of young people were employed full time.

The data from those disliking their present work indicate that this dislike was due to existing working conditions or low salaries.

Table XV shows that the graduates and drop-outs secured their first job mainly through personal application or through friends. Table XV points out the fact that the school played a minor part in helping the young people to get established in a job.

TABLE XV  
WAYS OF SECURING FIRST JOB

	Graduate	Drop-out	Total	Percentage
Employment office	31	11	42	13.0
Friend	63	8	71	22.0
School	12	2	14	4.0
Relative	21	9	30	10.0
Personal application	122	19	141	44.0
Letter of application	18	0	18	6.0
Newspaper advertisement	1	0	1	0.3
Examination	1	0	1	0.3
<b>TOTAL</b>	<b>269</b>	<b>49</b>	<b>318</b>	<b>100.0</b>

The analysis of the data on the occupations of girls is shown in Table XVI. More girls were engaged in homemaking than in any other occupation; while the next largest number were employed by the NYA or PWA. Seventy per cent of all the young people employed by these government agencies were girls. This again points out the need of



the girls for some specialized homemaking training, and guidance in using homemaking to supplement the income.

Referring to Table XVI and XVII, it is seen that in high school and at present more girls chose stenographic and office work than were placed in this work. Since many girls chose nursing, this indicates that nursing as an occupation should be presented as part of the secondary school program, and that the home economics course should make a specific contribution as pre-training for this occupation.

Blank	33	2
Address	11	4
Teaching	2	3
Factory - tobacco and shirt	7	3
Frontier work	5	2
Retailer	6	2
Lawyer	4	2
Wife	3	1
Telephone operator	2	2
Registered nurse	2	1
Sanitation	2	1
Unemployed	7	14
No response	20	
TOTAL	100	100

There were 34 employed by WPA and YWA (34 per cent). This is 70 per cent of all youth employed by these agencies.

TABLE XVI  
OCCUPATIONS OF GIRL GRADUATES AND DROP-OUTS

Classes of Occupation	Number Engaged in	Per Cent Engaged in
Homemaking	69	28
NYA	31	12
Attending school	30	12
Stenographer	17	7
Clerk	17	7
Waitress	11	4
Teaching	8	3
Factory - tobacco and shirt	7	3
Practical nurse	6	2
Farming	6	2
Laundry	4	2
WPA	3	1
Telephone operator	2	1
Registered nurse	2	1
Beautician	2	1
Unemployed	9)	14
No response	25)	
<b>TOTAL</b>	<b>249</b>	<b>100</b>

There were 34 employed by WPA and NYA (14 per cent). This is 70 per cent of all youth employed by these agencies.

TABLE XVII

COMPARISON OF GIRLS' HIGH SCHOOL  
CHOICE OF OCCUPATION AND PRESENT CHOICE

Kind of Occupation	High School Choice	Present Choice
Stenographer	49	48
Nurse	46	25
Teacher	32	10
Homemaker	23	2
Beautician	10	12
Dramatics, music	5	0
Journalism	4	1
Clerk	8	9
Waitress	3	1
Seamstress	1	0
Doctor	1	0
Aviatress	1	1
Farmer	1	0
Telephone operator	0	1
Factory	0	1



The data in Tables XVI and XVII indicate that the schools need to:

1. Help girls to see the field of homemaking as one which has not been and cannot be over-supplied.
2. Help girls to realize that the home is the basis of democracy.
3. Instill the desire in youth to be successful homemakers, considering homemaking as one of the greatest occupations.
4. Help girls to develop abilities in homemaking that might be used for wage earning.
5. Give those planning to work in offices training in personality development, business etiquette, health and dress.
6. Analyze with the girls the placement opportunities in the different occupations, the qualifications for these, and discuss the individual in relation to the various occupation.

## CHAPTER VII

### LEISURE AND COMMUNITY ACTIVITIES OF GRADUATES AND DROP-OUTS

An analysis was made of the data from Section 10, "Community Activities" and item 13 from Section 3, "High School Data."

Table XVIII shows the classifications under which the various activities were grouped, and the numbers engaged in the activities while in high school and at the present.

TABLE XVIII

#### LEISURE ACTIVITIES OF GRADUATES AND DROP-OUTS

Classes of Leisure Activities	High School Leisure Activities	Present Leisure Activities
Educational	272	343
Physical	119	103
Productive	35	72
Social	28	82
Organizational	3	30

Two hundred eighty-nine (70 per cent) reported high school leisure activities. Two hundred ninety-nine (73 per cent) reported present leisure activities. Two or more items were checked by answers.

**Leisure activities include:**

**Educational:** Reading, music, radio, movies, school activities, typing, studying, traveling.

**Physical:** Hunting, fishing, sports, walking, playing, skating.

**Productive:** Sewing, fancy work, food production, wood-work, mechanical work, electrical work.

**Social:** Dancing, visiting, parties, loafing, writing.

**Organizational:** Church, clubs

The comparison of the high school leisure activities with the present leisure activities as given in Table XVIII shows that there was an increase in the numbers participating in all of the activity classifications, except in the physical activities (primarily sports) which showed a decrease. This indicates that those sports stressed by the high schools have little carry-over in the lives of youth.

LEISURE ACTIVITIES	NUMBER INCREASE	PER CENT INCREASE
Educational	71	26
Physical	-16	--
Productive	37	35
Social	54	28
Organizational	27	3

Table XVIII rates in the following order (according to the numbers engaged in) the high school and present leisure activities: first, educational activities; and second, physical activities. The third and fourth choices during high school and at present were reversed. In high school productive activities were third and at present they were fourth choice. In high school social activities were fourth, while at present they rank third.

Since many individual activities were grouped under each leisure classification, an analysis of the individual activities ranking first, second, or third is necessary.

#### Educational Activities

Although the radio, movies, and reading were classed as educational activities, there is a chance that they were not always used as such by the graduates and drop-outs.



The breakdown of the educational activities reveals that during high school and at present reading was first, movies second, and school activities third in popularity. The present educational activities show an increase in the number reading, attending movies, engaging in school activities, and listening to the radio.

EDUCATIONAL LEISURE ACTIVITIES	HIGH SCHOOL	PRESENT	INCREASE
Reading	172	194	22
Movies	35	96	61
School activities	8	26	18
Radio	1	13	12

#### Physical Activities

In the physical activities, sports were first in high school and at present with hunting and fishing second. Although sports ranked first at present in the physical activities, the number actually engaged in this form of physical activity was smaller than the number given during high school thus indicating that organized sports, such as those sponsored by the high schools decreased. The decrease in sports may indicate that the sports the youth engaged in while in high school required equipment which is not available to the majority of the out-of-school youth in the community.

#### Productive Activities

The productive activities increased were: first, sewing; and second, food production. This may imply that there was a carry-over of the instruction given in home economics and agriculture into the leisure activities of the graduates and drop-outs.

### Social Activities

Parties, dances, and visiting were the type of social activity showing an increase since high school.

### Organizational Activities

In the leisure activities listed as "present" there was an increase in religious and club activities. There was greater increase in the numbers engaged in club activities than in religious ones. In comparing the figures with the community activities listed in Table XIX, it is noted that a greater number participate in religious activities which indicates that the majority did not consider church activities as leisure time activities. The fact that few graduates and drop-outs engaged in club activities indicates that the schools need to provide club activities, both in school and out-of-school as a means of preparing for home and community living. Out-of-school clubs are needed to provide leisure activities for high school and out-of-school youth.

TABLE XIX

## COMMUNITY ACTIVITIES OF YOUTH

Kinds of Activities	No. Participating in Activity
Grange	12
Future Farmers	22
Junior Homemakers	11
4-H Club	58
Garden Club	3
Red Cross	33
Fraternal	20
Religious	243
Others	86

Some answers gave two or more replies.

Referring to Tables III and IV it is found that the graduates and drop-outs stated that the schools could have helped them by providing social activity and recreation both in the past and at the present. The data in Table XIX indicate that the graduates and drop-outs engaged in religious more than in any other kind of organization. The data indicate that the home economics teachers have not used the Junior Homemakers Association fully either as a means of follow-up with the girls nor as a means of providing social and recreational activities. The data indicate the schools might well assume more responsibility for providing community recreation; might well give guidance in family recreation.

The schools could do more things and other young people to a greater extent in the future.

Questionnaires were secured from 335 graduates and 74 drop-outs.

The analysis of the data shows that:

1. Less than one-third of the graduates and drop-outs were married.
2. The single young people lived primarily with their parents.
3. The housework is done to a larger extent by servants in the homes of graduates than in the homes of drop-outs.
4. For the larger part of the young people studied, high school is the final school experience.
5. The primary reasons for pupils leaving school before graduation are (1) to get a job and (2) the failure of the school to meet the pupils' needs.
6. Vocational subjects are desired by these people, especially commercial and home economics.



## CHAPTER VII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### The Summary

The study was made to determine the effectiveness of the high schools in Colleton County in preparing youth for home and community living. The method selected for evaluation of the effectiveness of the high school programs was a follow-up study of the graduates and drop-outs from the high schools for a five year period, to find out: what they were doing and the extent to which the school had helped the graduates prepare for their present activities; to what extent the schools were helping the graduates and drop-outs at present; and how the schools could serve these and other young people to a greater extent in the future.

Questionnaires were secured from 335 graduates and 74 drop-outs.

The analysis of the data show that:

1. Less than one-third of the graduates and drop-outs were married.
2. The single young people lived primarily with their parents.
3. The housework is done to a larger extent by servants in the homes of graduates than in the homes of drop-outs.
4. For the larger per cent of the young people studied, high school is the final school experience.
5. The primary reasons for pupils leaving school before graduation are (1) to get a job and (2) the failure of the school to meet the pupils' needs.
6. Vocational subjects are desired by young people, especially commercial and home economics.

7. Vocational subjects are considered as the most beneficial in present work, with home economics the most beneficial to 43 per cent and commercial to 41 per cent.

8. The school plays a minor part in guiding the pupils in the selection of subjects while the parents assume the major role.

9. The graduates and drop-outs believe that the school could have helped more by giving them more opportunity to choose subjects, by offering more subjects, by offering fuller and more practical courses that bear on the problems of everyday life.

10. Many of the young people after leaving school either have little interest in the school or feel that there is no way the school can help.

11. Young people desire the school to provide further training and access to the use of the school facilities.

12. The schools have assumed little responsibility for continuing guidance and education for out-of-school youth.

13. The pupils felt that home economics was not taught from the standpoint of the problems existing in the homes and the community.

14. The girls felt that the practical side of home economics and the actual experiences helped the most.

15. The parents were a stable group. The majority of the parents were born in the county and had lived in the present location many years.

16. The mothers' occupations were primarily homemaking, with farming second.

17. First, in the fathers' occupation was farming with proprietors, managers, and officials second, and skilled workers third.

18. Seventy-nine per cent of the parents farming were farm owners with almost a third of the farms inherited.

19. The majority of the young people were born on the farm, while 41 per cent of these left the farm with only 11 per cent of those remaining engaged in farming. Only 13 per cent of those farming were owners and operators of farms.

20. The largest number of young people leave the farm to get a job elsewhere.

21. The larger number of young people were engaged as skilled workers while only 3 per cent chose this class of occupation while in high school.

22. During high school 10 per cent of the graduates and drop-outs chose homemaking as an occupation, while at present homemaking was the choice of one per cent.

23. During high school 14 per cent of the pupils chose farming as an occupation, while at present farming was the choice of 3 per cent.

24. Seventy per cent of all youth employed by the NYA, CCC, and WPA were girls.

25. The class of leisure activity engaged in to the largest extent was educational, reading and movies ranking first and second. There was a decrease in the numbers engaged in physical activities now that the young people are out of school.

26. More youth engage in religious activities than in any other kind of organization.



### Conclusions

Within the limits of this study it is concluded that the Colleton County high schools would be more effective in preparing boys and girls for home and community living if in general:

1. The school had programs set up primarily for training for everyday living.
2. The schools reorganized and set up plans for helping out-of-school youth and adults in the community, making available to them the school facilities.
3. The schools took a greater responsibility in helping young people earn money so they can stay in school, and take all of the courses desired.
4. The schools gave the pupils adequate guidance in selection of courses, occupational training, and individual counseling.
5. The schools provided club activities both in school and out of school for stimulating a variety of leisure activities for youth.
6. The schools assumed more responsibility for providing community recreation and giving guidance in family recreation.
7. The high schools presented farming as a way of living.
8. The schools promoted cooperative ownership of some of the major farm equipment.
9. Home economics was taught in such a way as to function in the daily home and community life.
10. Home economics made girls feel a responsibility in helping with home activities, and showed them the possibilities of using these homemaking activities to increase the income.

11. The Junior Homemakers Association was used as a means of follow up and as a means of providing social and recreational activities for the girls.

It may also be concluded that some of the out-of-school youth problems might be a result of the ineffectiveness of the schools in preparing young people for home and community living. "Until the schools become more effective, community agencies face the responsibility of developing assistance programs for students poorly prepared in school for transition to community living."<sup>39</sup>

#### Recommendations

In concluding this study on the basis of the findings the writer offers the following recommendations for the revision of the Colleton County school programs:

1. That every high school in the county make a similar study each year of the eleventh grade pupils; then three years later repeat the study with the same youth.
2. That the schools follow-up all pupils graduating and dropping out of the high schools for a period of five years.
3. That the schools set up an effective guidance program and keep adequate records on all youth.
4. At the beginning of the school year make a study of the pupils to learn the interests, the plans, and the desires of each individual and the problems of the homes.

<sup>39</sup>Edmund G. Williamson and Milton E. Hahn, Introduction of High School Counseling. (New York: McGraw Hill Book Co., 1939), p. 296.

5. That the schools make a study of the occupation in the community, especially those allied to farming and homemaking.

6. That the schools make a study to find out how they can help the community become more self-servicing, revealing the additional "community services" which the schools need to establish so as to function more extensively in home and community living. Specifically the study should determine:

1. The kind of services that are done for the people in the high school community.

2. The kind of services that the community has to bring people in from outside the high school community to do for them.

3. The kind of services that the people have to have done outside of the communities.

4. The kind of foods and goods that the people buy in the high school community.

5. The kind of foods and goods that the people buy outside the high school community.

6. The kind of foods and goods that the people buy in the high school community that are produced outside of the high school community.

7. The kind of foods and goods bought through the Farmer's Co-operative.

8. The kind of foods and goods produced or made in the high school community and sold inside the community.

9. The kind of foods and goods produced in the high school community and sold outside the high school community.



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APPENDIX TABLE I  
 QUANTITIES SENT TO BATHING AND DRY-CITY'S

Schools	No. Sent		Total		No. Returned		No. of Boys, Girls, Totals, D-City	
	Total	Boys	Girls	Boys	Girls			
Cottagesville	81	60	21	50	71	2	14	8
Embernashville	75	28	51	22	41	1	17	5
Lodge	132	59	71	50	61	0	41	3
Trulls	80	35	42	25	55	10	25	0
Shaw	92	37	55	48	40	4	35	3
Summit	525	217	306	130	27	46	24	26
TOTAL	951	417	576	409	44	120	10	54

Quota refers to quantities, D-City to projects.



APPENDIX TABLE 1.

QUESTIONNAIRES SENT TO GRADUATES AND DROP-OUTS

Schools	No. Sent		Total	No. Returned		Boys Grads. D-O's	Girls Grads. D-O's						
	Boys	Girls		Boys	Girls								
Cottageville	81	42	39	40	49	10	24	30	77	8	2	24	6
Hendersonville	79	28	51	31	39	9	32	22	43	8	1	17	5
Lodge	132	55	77	79	61	32	58	47	61	28	4	43	4
Ruffin	80	38	42	38	48	10	26	28	67	10	0	28	0
Smoaks	92	37	55	63	68	24	65	39	70	20	4	36	3
Walterboro	525	217	308	158	30	75	35	83	27	46	29	67	16
TOTAL	989	417	572	409	41	160	38	249	44	120	40	215	34

Grads. refers to graduates, D-O's to drop-outs.

APPENDIX TABLE 2.

## GRADUATES AND DROP-OUTS ANSWERING QUESTIONNAIRE COMPLETELY

Classes	Number Returned	Completely Answered		Classes	Number Returned	Completely Answered	
		No.	%			No.	%
Boys	160	54	33	Graduates	335	112	33
Girls	249	84	33	Drop-outs	74	26	33
TOTAL	409	138	33		409	138	33

APPENDIX TABLE 3.

## HIGH SCHOOL SUBJECTS MOST IMPORTANT TO GRADUATES AND DROP-OUTS

Subjects	Most Beneficial in Present Work	Subjects Would Take
Agriculture	20	1
Commercial	70	65
Home Economics	73	15
Shop	8	6
Mathematics	157	16
Sciences	57	25
History and civics	38	0
Geography	3	0
English	155	1
Spelling, reading, writing	31	2
Languages	10	16
Music and art	2	2
Hygiene and physical education	2	0

279 School leavers stated they would take the same subject.  
 110 School leavers stated they would not take the same subject.  
 20 School leavers did not reply.

APPENDIX TABLE 4.

## PERSONS INFLUENCING GRADUATES AND DROP-OUTS IN CHOICE OF SUBJECTS

Persons	Graduates		Drop-outs		Total	
	No.	%	No.	%	No.	%
Parents	152	45	34	46	186	45
Relatives	30	9	7	9	37	9
Friends	40	12	5	7	45	11
Ministers	14	4	1	1	15	4
Teachers	70	21	19	26	89	22
Others	17	5	5	7	22	5
No Response	12	4	3	4	15	4
<b>TOTAL</b>	<b>335</b>	<b>100</b>	<b>74</b>	<b>100</b>	<b>409</b>	<b>100</b>

APPENDIX TABLE 5.

DETERMINING INFLUENCES ON 147 GRADUATES AND  
DROP-OUTS FOR ADDITIONAL TRAINING

Influencers	Total Number
School superintendents	3
Courses studied	8
Parents	60
Friends	8
Teachers	3
Relatives	4
Employers	7
Others	69
Two or more checked	71

Number replied 162, as some checked two or more.



## APPENDIX TABLE 6.

## FARM STATUS OF GRADUATES AND DROP-OUTS REMAINING ON FARM

Farm Relationship of Youth Remaining on Farm	No. Grads.	No. D-O's.	Total
Owner and operator of farm	4		4
Manager of farm for another party	2		2
Partner in farm business at home	9	2	11
Partner in farm business away from home		2	2
On farm with definite or indefinite allowance	9		9
On farm with income from one or more enterprises	3	3	6
Farm Laborer with specific wage at home		1	1
Farm Laborer with specific wage away from home	3	2	5
<b>TOTAL</b>	<b>30</b>	<b>10</b>	<b>40</b>

Grads. refers to graduates and D-O's to drop-outs.

# A Study of School Leavers in Colleton County, South Carolina

A follow-up study of youth who have either graduated or dropped out of high school during the last five years (1934 through 1939):

Name: \_\_\_\_\_ Place of Birth: \_\_\_\_\_  
(Last) (First) (Middle) (City) (State)

Present Address: \_\_\_\_\_  
(Street or R. F. D. No.) (Post Office) (County) (State)

## 1. Individual Data:

- \_\_\_\_\_ (1) Male \_\_\_\_\_ (5) Any physical handicaps?  
\_\_\_\_\_ (2) Female \_\_\_\_\_ (6) Any serious illness within last 5  
\_\_\_\_\_ (3) Age years? If yes, explain \_\_\_\_\_  
\_\_\_\_\_ (4) Date of birth \_\_\_\_\_

## 2. Family Data:

- \_\_\_\_\_ (1) Single \_\_\_\_\_ (9) Number of children  
\_\_\_\_\_ (2) Married \_\_\_\_\_ (10) Number of dependents  
\_\_\_\_\_ (3) Widowed \_\_\_\_\_ (11) Married and both work  
\_\_\_\_\_ (4) Divorced \_\_\_\_\_ (12) Do you own your home?  
\_\_\_\_\_ (5) Separated \_\_\_\_\_ (13) Who does the house work?  
\_\_\_\_\_ (6) Rent \_\_\_\_\_ (a) Mother \_\_\_\_\_ (b) Daughter  
\_\_\_\_\_ (7) Board \_\_\_\_\_ (c) Servant \_\_\_\_\_ (d) Father  
\_\_\_\_\_ (8) Live with parents \_\_\_\_\_ (e) Son

## 3. High School Data:

- \_\_\_\_\_ (1) High school attended \_\_\_\_\_ (Name)  
\_\_\_\_\_ (2) Graduated  
\_\_\_\_\_ (3) Dropped out  
\_\_\_\_\_ (4) Date graduated or left school  
\_\_\_\_\_ (5) If you did not graduate, last grade completed  
\_\_\_\_\_ (6) Reasons for leaving school:  
\_\_\_\_\_ (a) Completed all the education you thought necessary  
\_\_\_\_\_ (b) Suspended because of breaking school regulations  
\_\_\_\_\_ (c) Unable to pass work  
\_\_\_\_\_ (d) School did not offer kind of subjects desired  
\_\_\_\_\_ (e) Had to secure job  
\_\_\_\_\_ (f) Needed at home  
\_\_\_\_\_ (g) To get married  
\_\_\_\_\_ (h) Tired of school  
\_\_\_\_\_ (i) Physical condition  
\_\_\_\_\_ (j) Other reasons \_\_\_\_\_

(7) When in high school your choice of occupation? \_\_\_\_\_

(8) Subjects most beneficial in present work (list in order) \_\_\_\_\_

(9) Person influencing you most in your choice of subjects:

- \_\_\_\_\_ (a) Parents \_\_\_\_\_ (b) Relatives \_\_\_\_\_ (c) Friends  
\_\_\_\_\_ (d) Minister \_\_\_\_\_ (e) Teachers \_\_\_\_\_ (f) Others

(10) If you had to make a choice of subjects now, would you take the same subjects?  
\_\_\_\_\_ (a) Yes \_\_\_\_\_ (b) No

(11) If you would not take the same subjects now, what subjects would you take? (Explain)  
\_\_\_\_\_

(12) Did you have any specific training in how to secure a job?  
\_\_\_\_\_ (a) Yes \_\_\_\_\_ (b) No (Explain) \_\_\_\_\_

(13) How did you spend your leisure time? \_\_\_\_\_

**4. Additional Training Since Leaving High School:**

- (1) Name of institution or correspondence school \_\_\_\_\_  
(2) Location \_\_\_\_\_  
(3) Length of time enrolled \_\_\_\_\_  
(4) Date \_\_\_\_\_  
                    From                      To  
(5) Major subject \_\_\_\_\_  
(6) Who influenced you to take additional training?  
\_\_\_\_\_ (a) School superintendent                      \_\_\_\_\_ (e) Friends  
\_\_\_\_\_ (b) Something you read                      \_\_\_\_\_ (f) Teachers  
\_\_\_\_\_ (c) Courses studied                      \_\_\_\_\_ (g) Relatives  
\_\_\_\_\_ (d) Parents                      \_\_\_\_\_ (h) Employer  
\_\_\_\_\_ (i) Others (Explain) \_\_\_\_\_

**5. Parents:**

- \_\_\_\_\_ (1) Father living  
\_\_\_\_\_ (2) Mother living  
\_\_\_\_\_ (3) Both living together  
\_\_\_\_\_ (4) Both living but separated  
\_\_\_\_\_ (5) Both living but divorced  
\_\_\_\_\_ (6) Both dead  
\_\_\_\_\_ (7) Were the following born on a farm?  
\_\_\_\_\_ (a) Mother       \_\_\_\_\_ (b) Father  
\_\_\_\_\_ (c) You       \_\_\_\_\_ (d) Your wife  
\_\_\_\_\_ (e) Your husband.  
\_\_\_\_\_ (8) Number of years parents have been living in present location  
(9) Highest grade in school completed by:  
\_\_\_\_\_ (a) Father       \_\_\_\_\_ (b) Mother  
\_\_\_\_\_ (10) Number of brothers  
      (a) Ages \_\_\_\_\_  
      (b) Number living at home \_\_\_\_\_  
\_\_\_\_\_ (11) Number of sisters  
      (a) Ages \_\_\_\_\_  
      (b) Number living at home \_\_\_\_\_  
(12) Other people in home besides father, mother, brother, sisters?  
\_\_\_\_\_  
(13) Father's name \_\_\_\_\_  
      (a) Age \_\_\_\_\_  
      (b) Occupation \_\_\_\_\_  
(14) Mother's name \_\_\_\_\_  
      (a) Age \_\_\_\_\_  
      (b) Occupation \_\_\_\_\_  
(15) Where were parents born?  
      (a) Father       \_\_\_\_\_ Town                      County                      State  
      (b) Mother       \_\_\_\_\_ Town                      County                      State  
(16) If father owns farm, was it purchased through?  
      \_\_\_\_\_ (a) Inherited       \_\_\_\_\_ (b) Farm Security  
(17) If father is farming, is he?  
      \_\_\_\_\_ (a) Sharecropper       \_\_\_\_\_ (b) Renter       \_\_\_\_\_ (c) Owner



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Name: \_\_\_\_\_ Place of Birth: \_\_\_\_\_  
(Last) (First) (Middle) (City) (State)

Present Address: \_\_\_\_\_  
(Street or R. F. D. No.) (Post Office) (County) (State)

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\_\_\_\_\_ (2) Female \_\_\_\_\_ (6) Any serious illness within last 5  
\_\_\_\_\_ (3) Age years? If yes, explain \_\_\_\_\_  
\_\_\_\_\_ (4) Date of birth \_\_\_\_\_

## 2. Family Data:

- \_\_\_\_\_ (1) Single \_\_\_\_\_ (9) Number of children  
\_\_\_\_\_ (2) Married \_\_\_\_\_ (10) Number of dependents  
\_\_\_\_\_ (3) Widowed \_\_\_\_\_ (11) Married and both work  
\_\_\_\_\_ (4) Divorced \_\_\_\_\_ (12) Do you own your home?  
\_\_\_\_\_ (5) Separated \_\_\_\_\_ (13) Who does the house work?  
\_\_\_\_\_ (6) Rent \_\_\_\_\_ (a) Mother \_\_\_\_\_ (b) Daughter  
\_\_\_\_\_ (7) Board \_\_\_\_\_ (c) Servant \_\_\_\_\_ (d) Father  
\_\_\_\_\_ (8) Live with parents \_\_\_\_\_ (e) Son

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\_\_\_\_\_ (4) Date graduated or left school  
\_\_\_\_\_ (5) If you did not graduate, last grade completed  
\_\_\_\_\_ (6) Reasons for leaving school:  
\_\_\_\_\_ (a) Completed all the education you thought necessary  
\_\_\_\_\_ (b) Suspended because of breaking school regulations  
\_\_\_\_\_ (c) Unable to pass work  
\_\_\_\_\_ (d) School did not offer kind of subjects desired  
\_\_\_\_\_ (e) Had to secure job  
\_\_\_\_\_ (f) Needed at home  
\_\_\_\_\_ (g) To get married  
\_\_\_\_\_ (h) Tired of school  
\_\_\_\_\_ (i) Physical condition  
\_\_\_\_\_ (j) Other reasons \_\_\_\_\_

(7) When in high school your choice of occupation? \_\_\_\_\_

(8) Subjects most beneficial in present work (list in order) \_\_\_\_\_

(9) Person influencing you most in your choice of subjects:

- \_\_\_\_\_ (a) Parents \_\_\_\_\_ (b) Relatives \_\_\_\_\_ (c) Friends  
\_\_\_\_\_ (d) Minister \_\_\_\_\_ (e) Teachers \_\_\_\_\_ (f) Others

(10) If you had to make a choice of subjects now, would you take the same subjects?  
\_\_\_\_\_ (a) Yes \_\_\_\_\_ (b) No

(11) If you would not take the same subjects now, what subjects would you take? (Explain)  
\_\_\_\_\_

(12) Did you have any specific training in how to secure a job?  
\_\_\_\_\_ (a) Yes \_\_\_\_\_ (b) No (Explain) \_\_\_\_\_

(13) How did you spend your leisure time?  
\_\_\_\_\_

**6. Occupation:**

- (1) Present occupation \_\_\_\_\_
- \_\_\_\_\_ (2) (a) Part time \_\_\_\_\_ (b) Full time
- \_\_\_\_\_ (3) (a) Like present work \_\_\_\_\_ (b) Dislike present work
- (4) Reasons for disliking your present work \_\_\_\_\_
- (5) What work would you like to do? \_\_\_\_\_
- (6) If without job, what are you doing to secure one? \_\_\_\_\_
- (7) If farming is your occupation who helped you to get established?
- \_\_\_\_\_ (a) Parents \_\_\_\_\_ (b) Relatives \_\_\_\_\_ (c) Agriculture teacher
- \_\_\_\_\_ (d) Bank \_\_\_\_\_ (e) Farm Security \_\_\_\_\_ (f) Friends

**Others**

- (8) If you are still on the farm:
- \_\_\_\_\_ (a) At home with definite or indefinite allowance
- \_\_\_\_\_ (b) Farm laborer with specific wage at home
- \_\_\_\_\_ (c) Farm laborer with specific wage away from home
- \_\_\_\_\_ (d) At home with income from one or more enterprises
- \_\_\_\_\_ (e) Partner in a farm business at home
- \_\_\_\_\_ (f) Partner in a farm business away from home
- \_\_\_\_\_ (g) Renter and operator of farm
- \_\_\_\_\_ (h) Owner and operator of farm
- \_\_\_\_\_ (i) Manager of farm of another party
- (9) If you left the farm was it because
- \_\_\_\_\_ (a) Did not like farming
- \_\_\_\_\_ (c) Could get job elsewhere
- \_\_\_\_\_ (b) No future
- \_\_\_\_\_ (d) No finances to start own farm
- \_\_\_\_\_ (e) Unsatisfactory relationships
- \_\_\_\_\_ (f) Family left farm
- \_\_\_\_\_ (g) Farm too small
- \_\_\_\_\_ (h) Marriage

**7. Jobs Held Since Leaving School (List in Order Held):**

1. Name of Company or Employer	Kind of Work	Full Time	Part Time	Date Employed	No. Mo. Employed	Salary or Wages (Yearly)
Example: Brown Grocery Co.	Clerk	✓		6/1/35	18	\$600.00

**2. How did you get your first job?**

- \_\_\_\_\_ (a) Employment office \_\_\_\_\_ (e) Personal application
- \_\_\_\_\_ (b) Friend \_\_\_\_\_ (f) Letter of application
- \_\_\_\_\_ (c) School \_\_\_\_\_ (g) Newspaper advertisement
- \_\_\_\_\_ (d) Relative

**8. (a) Check the items that were on the farm, if you lived there, when attending high school: (b) Check the items that are now on the farm:**

- |   |   |
|---|---|
| _____ 1. Running water in lot           | _____ 1. Running water in lot           |
| _____ 2. Truck                          | _____ 2. Truck                          |
| _____ 3. Automobile                     | _____ 3. Automobile                     |
| _____ 4. Trailer                        | _____ 4. Trailer                        |
| _____ 5. Tractor                        | _____ 5. Tractor                        |
| _____ 6. Combine                        | _____ 6. Combine                        |
| _____ 7. Mowing machine                 | _____ 7. Mowing machine                 |
| _____ 8. Grain drill                    | _____ 8. Grain drill                    |
| _____ 9. Electric milker                | _____ 9. Electric milker                |
| _____ 10. Farm shop building            | _____ 10. Farm shop building            |
| _____ 11. Farm shop tools               | _____ 11. Farm shop tools               |
| _____ 12. Electric fence                | _____ 12. Electric fence                |
| _____ 13. Outbuildings wired for lights | _____ 13. Outbuildings wired for lights |



9. (a) Check the items that were in the house you lived in when you were attending high school:

- \_\_\_\_\_ 1. Electric lights
- \_\_\_\_\_ 2. Running water inside house
- \_\_\_\_\_ 3. Bathroom
- \_\_\_\_\_ 4. Outdoor toilet
- \_\_\_\_\_ 5. Electric refrigerator
- \_\_\_\_\_ 6. Kerosene refrigerator
- \_\_\_\_\_ 7. Ice refrigerator
- \_\_\_\_\_ 8. Electric iron
- \_\_\_\_\_ 9. Washing machine
- \_\_\_\_\_ 10. Telephone
- \_\_\_\_\_ 11. Gas stove
- \_\_\_\_\_ 12. Electric stove
- \_\_\_\_\_ 13. Kerosene stove
- \_\_\_\_\_ 14. Sewing machine
- \_\_\_\_\_ 15. Pressure cooker
- \_\_\_\_\_ 16. Sealer
- \_\_\_\_\_ 17. Electric churn
- \_\_\_\_\_ 18. Radio
- \_\_\_\_\_ 19. Daily newspaper
- \_\_\_\_\_ 20. County newspaper
- \_\_\_\_\_ 21. Farm magazine
- \_\_\_\_\_ 22. Household magazine
- \_\_\_\_\_ 23. Church magazine
- \_\_\_\_\_ 24. Short story magazine
- \_\_\_\_\_ 25. Educational literature
- \_\_\_\_\_ 26. Novels
- \_\_\_\_\_ 27. All rooms could be heated
- \_\_\_\_\_ 28. Heated by fireplace
- \_\_\_\_\_ 29. Heated by stoves
- \_\_\_\_\_ 30. Heated with wood
- \_\_\_\_\_ 31. Heated with coal

(b) Check the items that are now in the house you live in:

- \_\_\_\_\_ 1. Electric lights
- \_\_\_\_\_ 2. Running water inside house
- \_\_\_\_\_ 3. Bathroom
- \_\_\_\_\_ 4. Outdoor toilet
- \_\_\_\_\_ 5. Electric refrigerator
- \_\_\_\_\_ 6. Kerosene refrigerator
- \_\_\_\_\_ 7. Ice refrigerator
- \_\_\_\_\_ 8. Electric iron
- \_\_\_\_\_ 9. Washing Machine
- \_\_\_\_\_ 10. Telephone
- \_\_\_\_\_ 11. Gas stove
- \_\_\_\_\_ 12. Electric stove
- \_\_\_\_\_ 13. Kerosene stove
- \_\_\_\_\_ 14. Sewing machine
- \_\_\_\_\_ 15. Pressure cooker
- \_\_\_\_\_ 16. Sealer
- \_\_\_\_\_ 17. Electric churn
- \_\_\_\_\_ 18. Radio
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- \_\_\_\_\_ 29. Heated by stoves
- \_\_\_\_\_ 30. Heated with wood
- \_\_\_\_\_ 31. Heated with coal

10. Community Activities:

1. Do you participate in:

- \_\_\_\_\_ (a) Grange
- \_\_\_\_\_ (b) 4-H
- \_\_\_\_\_ (c) Fraternal
- \_\_\_\_\_ (d) F. F. A.
- \_\_\_\_\_ (e) Garden Club
- \_\_\_\_\_ (f) Religious activities
- \_\_\_\_\_ (g) J. H. A.
- \_\_\_\_\_ (h) Red Cross
- \_\_\_\_\_ (i) Others

2. How do you now spend your leisure time ? \_\_\_\_\_

11. In what ways could your school have helped you more? Be specific in your statements:

1. Suggest how your school might help you now: \_\_\_\_\_

2. What part of homemaking or vocational agriculture helped you the most? \_\_\_\_\_

The least? \_\_\_\_\_

3. In your opinion what part of the work in homemaking or agriculture should be strengthened to help those now in school? \_\_\_\_\_



9. (a) Check the items that were in the house you lived in when you were attending high school:

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  - \_\_\_\_\_ (d) Bank \_\_\_\_\_ (e) Farm Security \_\_\_\_\_ (f) Friends

**Others** \_\_\_\_\_

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- \_\_\_\_\_ (d) Relative

**8. (a) Check the items that were on the farm, if you lived there when attending high school: (b) Check the items that are now on the farm:**

- \_\_\_\_\_ 1. Running water in lot
- \_\_\_\_\_ 2. Truck
- \_\_\_\_\_ 3. Automobile
- \_\_\_\_\_ 4. Trailer
- \_\_\_\_\_ 5. Tractor
- \_\_\_\_\_ 6. Combine
- \_\_\_\_\_ 7. Mowing machine
- \_\_\_\_\_ 8. Grain drill
- \_\_\_\_\_ 9. Electric milker
- \_\_\_\_\_ 10. Farm shop building
- \_\_\_\_\_ 11. Farm shop tools
- \_\_\_\_\_ 12. Electric fence
- \_\_\_\_\_ 13. Outbuildings wired for lights

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