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# Will We Help Youth PRESERVE DEMOCRACY?

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Colorado Agricultural Experiment Station  
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and

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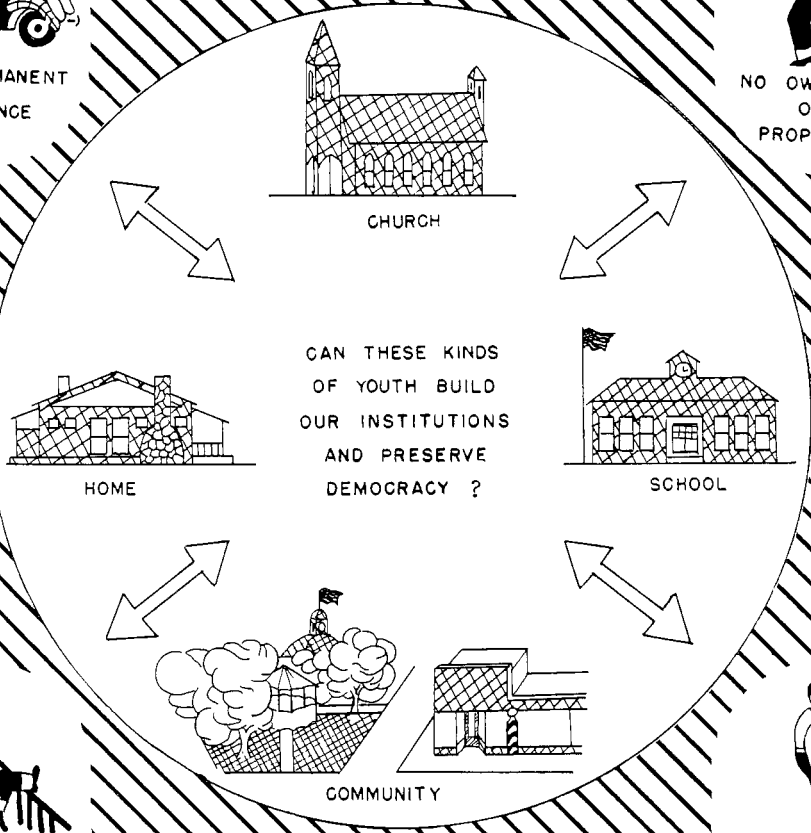
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## Something to Think About . . .

Today the problems of youth assume new significance because they are more closely related to the preservation of democracy than ever before. Modern youth was born in a hectic war or post-war period, grew up in a depression, and is now fighting for a system that has allowed some youth to be deprived of certain factors essential to physical and mental growth.

Even with the faults we have allowed to flourish in our democracy, American youth like all the rest of us is willing to fight and die for its freedom and its privileges and for the principle that all men are created equal. Yet if we continue to allow the existence of such faults as are revealed by the study on which this bulletin is based, youth may lose its faith.

Youth does not expect the luxuries of life to be laid at its feet on a gold platter, but American youth does want the opportunity to work for the things that are essential to assure a strong body, an alert mind, and the social attitudes that are prerequisites of success.

The repercussions of Pearl Harbor have temporarily relieved our democracy of the need for solving many of the problems of youth which plagued us earlier. History, however, is replete with examples which show that war is only a temporary solution to such problems, and that those problems which existed before the war are multiplied both in kind and intensity after the war is over. History also reveals that whenever institutions have failed to serve youth he has cast them aside. This *could* happen in America! The best way to avoid its occurrence in America is to make the changes that are necessary to utilize the potential efficiency of our democratic institutions. Some suggested projects have been designed to this end and will be found beginning on page 41 of this bulletin.

If such changes can be made, it will assure citizens of tomorrow with sound minds and bodies who will have the courage, inspiration, intelligence, and strength to work out an abundant life within the framework of democracy.

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# Will We Help Youth Preserve Democracy?

## An Analysis of the Social Problems and Institutions that Influence the Problems and Role of Youth in a Village Democracy

R. W. ROSKELLEY, PAUL M. BERRY, and GRAYDON E. KLIPPLE<sup>1</sup>

### INTRODUCTION

Youth has always been confronted with certain problems. The nature and severity of these problems, however, have varied according to periods of time, locality, and other circumstances. In many respects they are more severe today than ever before.

The abundance of free land, natural resources, and industrial opportunity which characterized the American economy of earlier days has all but disappeared except for those few with a considerable amount of capital. Before 1920, youth in America either fought for its country, pioneered and conquered new resources, or served as fresh material for the industrial army, which was ever expanding. Since 1920, youth has become a very real part of the "surplus population," and unlike the cotton, wheat, or pigs, cannot be plowed under or put in cold storage (11, p. 1).<sup>2</sup>

We are sometimes prone to underestimate the actual proportion of our population that is included in the age group known as youth. According to the 1940 Federal Census, nearly 1 out of every 5 persons (18.2 percent of the total population) belongs to the age group of 16 to 24 years of age. More important still than the actual number of youths is the vast amount of readjustment which youth must always make in discontinuing formal education, beginning economic independence, assuming the responsibilities of citizenship and legal responsibility for personal acts, breaking away from parental authority and control, and preparing for or building a home.

Society has from time to time expressed considerable concern about the problems of youth. The tendency, however, has been for the parents to interpret youth's status in terms of adult ideals and standards. These adult ideals and standards have been a reflection of conditions and methods of approach to problems that existed when the adults were young. Too frequently such an approach has not given a clear perspective of the world which youth confronts; neither has it shown how the problems of youth lead to personality conflicts and its frequent by-products of crime, violence, and general unsocial behavior.

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<sup>2</sup>Italic numbers in parentheses refer to references cited, page 45.

In previous decades circumstances permitted youth to view the community of his childhood as a favorable place in which to spend his adulthood. This was so because frequent moving about was unnecessary and was considered undesirable. Also the requisites for establishing a home in the immediate area were present and available. For example, because of the equality of the sex ratio, the youth's chances for choosing a life companion were as good there as anywhere else. Also, he had a chance to learn a vocation. During childhood he learned the ways of doing which were peculiar to that community, he became familiar with the traditions and the people, and he learned to appreciate the problems and aspirations of his fellow citizens. He became part of the community, became rooted in the social soil, and remained there to grow and to contribute.

The picture is different now. The quest for jobs has sent youth far afield. This has upset the sex ratio, which in turn has created some unique problems and has placed some heavy burdens upon certain areas. Youth has been uprooted. He has been forced to adjust himself to a host of circumstances totally unknown to his predecessors.

What about the institutions that were established to help youth? Have they changed their programs to train youth better to meet the problems of the world as he finds it? What of his equipment to carry on in a community? What training is he receiving in group participation to make him an effective contributor to the democratic process?

To be more specific, what are some of the problems of youth in Colorado? It seems self-evident that Colorado's cultural, geographic, and climatic variety is conducive to a diversity of problems whose solution by action agencies can be possible only when a thorough

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**Scope of the Study:** This publication is a part of a nationwide study sponsored jointly by the American Youth Commission, Columbia University Council for Research in Social Science, and the Work Projects Administration. The nationwide study has been compiled by Bruce L. Melvin and Elna N. Smith in *Youth in Agricultural Villages*, Research Monograph XXI, Work Projects Administration, Division of Research. The schedules which were taken in Colorado were, subsequent to the completion of the report just mentioned, returned to the Colorado Agricultural Experiment Station.

The information presented in this bulletin is based upon three sources: (1) Information found in the schedules just mentioned, which was obtained by interviewing a member of the household of all youths 16 to 29 years old, inclusive, living in the villages of Akron and Delta, Colo., and recorded as of June 1, 1936; (2) interviews at various times during the last 3 years with youths living in the two villages just mentioned; (3) observation by the senior author of this bulletin of the institutional resources operating within the named areas.

The original schedules, which provide the statistical basis for this report, numbered 195 in Akron and 537 in Delta. One hundred and thirty-nine Akron youths were between 16 and 24 years of age, and 369 Delta youths were in this same age group. Only a portion of the information was obtained for the youths over 24 years of age.

knowledge of the situations peculiar to each area are known and programs are adopted to meet the particular conditions that exist. The authors seek by means of this bulletin to give some help in this direction.

The study was made in two widely separated towns, Delta and Akron, widely separated in cultural and economic background as well as geographically. Delta, located on the river bottom in western Colorado, has a population of 3,717 (1940). It is the trading center for a surrounding area that produces fruit, various agricultural commodities, sheep, and cattle. Akron, with a population of 1,417 (1940) is located on the Burlington railroad line in northeastern Colorado and is a trading center for people living in the surrounding dry-land farming and cattle-raising country.

## Part I.—Personal Characteristics

Aspects of Sex and Age Female youth outnumbered male youth in both Delta and Akron. The excess of females over males, however, was more pronounced in Akron with 60.5 percent than in Delta with 54.4 percent (fig. 1).

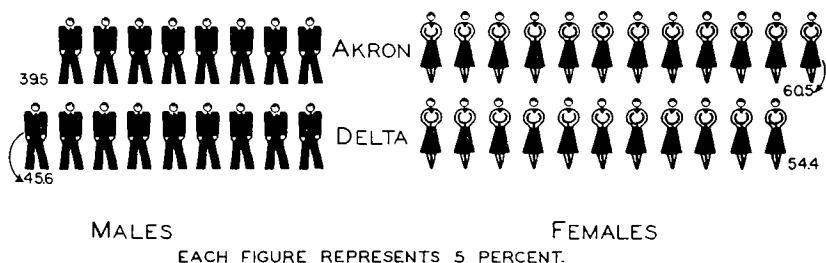


Figure 1. Percentage distribution of 732 Youths 16 to 29 years of age living in Akron and Delta, Colo., classified by sex, 1936.

**Purposes of the Study:** The purposes of this study include those of the parent study, which are: "(1) The extent of changes in the youth population of agricultural villages; (2) the employment situation of youth in such villages; (3) the extent to which these villages offer opportunities for surplus farm youth; (4) the educational status of village youth; (5) the part of youth in the social institutions and organizations of agricultural villages; (6) the leisure-time activities of village youth; and (7) the place the youth of such villages occupies in the general rural youth situation in the United States. Another purpose implicit in the study was an attempt to evaluate the part such centers might play in helping to solve the problems of rural youth." (22, XIII).

In addition to these there seemed to the authors of the Colorado study to be an obvious need for (1) some application and interpretation of the data obtained in the light of what is happening to youth and to the institutional structure in the local community; (2) an evaluation of these conditions and trends in terms of the fundamental assumptions upon which democracy, adequate institutional organization, and personality development are posited; and (3) a statement as to the direction in which we must point our institutional structure in order to help youth satisfy its basic needs and wishes and thus gain a stake in, and a loyalty to, the democratic way.

Figure 2 shows the percentage distribution of youth of the villages studied classified by sex and age.

The excess of females over males 16 to 29 years of age is characteristic of all villages in the United States but is not characteristic of other segments of population (22).

**Implications of Sex and Age Distribution**

The excess of young women over young men in agricultural villages is probably a result of migration, marriage, and economic opportunities. Many girls go to the village in search of work. As their numbers in the village increase, their chances for employment decrease.

Any excess of females over males in the villages creates problems for institutions or action agencies that attempt to serve youth.

Personal interviews with young women revealed problems in two areas; that from which these girls come, and that to which they go. The sex ratio is upset in both areas, thus affecting recreation, courtship, and marriage. The excess of females in the villages means that for a part of them there will be no courtship and marriage unless courtiers come from the city or the country. When they come from the city, they often represent a different pattern of living. Adjustment is difficult.

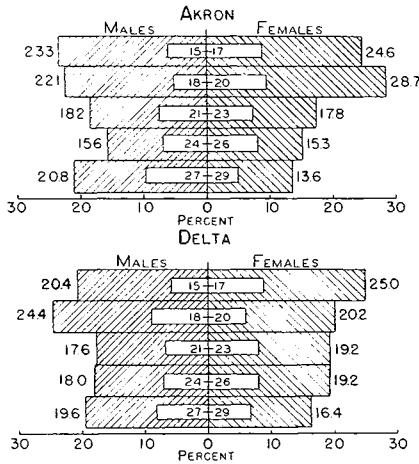


Figure 2. Percentage distribution of 732 youths 16 to 29 years of age by sex and age in Akron and Delta, 1936.

Many girls who migrate to the villages for employment live in rooming houses. The rooming house presents two problems for the girl: First its moral hazard; second, its social organization which is such that it cannot provide for the satisfaction of basic human wishes necessary to personality development.

**Aspects of Education**

Sixty-two or 44.6 percent of Akron's 139 youths, and 143 or 38.8 percent of Delta's 369 youths, were in school (table 1). The range for the highest grade completed for Akron's youth in school was from the eighth grade to the completion of 4 years of college work. For Delta's youth it was from the fourth grade to the completion of 1 or more years of college graduate work. All of Akron's youths in school had completed the eighth grade, 29 percent had completed high school, and



1.6 percent had completed a 4-year college course. The corresponding figures for Delta were 97.9 percent, 35.0 percent, and 1.4 percent.

TABLE 1.—Percentage distribution of 508 youths 16 to 24 years of age in Akron and Delta, Colo., by school attendance and highest grade completed, 1936.

Grade achievement	Attending school							
	Yes				No			
	Akron 44.6%		Delta 38.8%		Akron 53.4%		Delta 61.2%	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
3rd to 8th grade.....	7	11.3	12	8.4	17	22.1	65	28.8
One or more years high school.....	47	75.8	98	68.5	53	68.8	136	60.2
One or more years college .....	8	12.9	33	23.1	7	9.1	25	11.0

Average youth school grade achievement: Akron 10.7; Delta 10.3.

The average educational attainment was 10.7 grades for Akron and 10.3 grades for Delta.

**Implications of Education** The school attempts to supplement the child's personality development that is begun in the home and to provide him with certain knowledge, habits, skills, attitudes, and values that enable him to cope with new frontiers.

Today there are new frontiers, but most of them are intellectual rather than geographic (24, booklet no. 7). They require two specific kinds of training: First, that which enables the individual to recognize the frontier; and second, that which provides him with the necessary tools to conquer it.

True, the immediate frontier is the war effort. But this is temporary. Those problems which plagued us in the pre-war days will haunt us anew when "Johnnie comes marching home."

The school, as we know it, is society's answer to the type of training youth needs (16). Interviews with youths in Delta and Akron revealed that they felt they had not received the kind of training that would give the most constructive help on problems confronted. An inspection of the curriculum in many schools, whether elementary, secondary, or collegiate, suggests that a majority of our schools are still attempting to train students to meet a world of the 1800's rather than the 1940's. For example, recent appraisals of the school curriculum on all levels reveal that very little attention is being given to such important items as personal problems of the students, how to apply the scientific method, ways and means of developing new outlets for creative expression, a knowledge of the nature and functions of local institutions and how to assume the role of intelligent leadership therein (2, 18, 20).

## Industry's Technique of Survival

Modern industry has long since recognized that if it is to survive and progress it must set aside a sizeable amount of its profits for research. Industry anticipates new demands and initiates research to meet them when they mature. When the telephone company found it necessary to expand, it did not merely hire more people and buy more of the same kind of equipment. Its real answer was found in research that preceded the demand and resulted in the dial system.

How does the school expand? Frequently by adding more teachers, textbooks, and classrooms of and for the same thing. Too often it assumes that the pattern of past decades is adequate, if expanded. In contrast the telephone company seeks to interpret its entire equipment, resources, and service in terms of each home or office which it seeks to serve. The school should do as much for every individual and institution within its constituency.

## A Cue for the School

Studies reveal that the school needs to know what changes are taking place in these institutions and then to adjust its curriculum accordingly (5, pp. 54-56, 90-100). This means research (3, pp. 218-234). It means a systematic study of institutional needs and how the school can best serve them. For example, we all recognize that the complexity of our culture has made family life more difficult. The tightly knit family group which was the hub of almost every person's life 35 years ago is almost a thing of the past. How many of our curriculum-makers have woven this information into the course of study, thus helping youth in such matters as choosing a mate, carrying on courtship, and making adjustments on matters of religion, ethics, recreation, vocations, community life, and sex problems?

Another aspect of the same problem is our failure to reorganize the curriculum and methodology of the school in the light of the latest research and findings which are available.

## Guideposts for Vocational Information

In the area of vocations much the same conditions remain. Research suggests that more attention be given to learning the needs of the industrial, commercial, and agricultural world, then planning the curriculum accordingly (2). Do the schools know what vocational fields can absorb more recruits? Could not the school take the lead in getting industry, commerce, and agriculture to make studies to specify the type and amount of training necessary for successful vocational participation? Can the schools help to preserve democracy if they fall short of serving youth and industry in this fashion?

## Adjustments of School Curriculum to Meet Vocational Demands

If the schools, secondary and above, are to train youth to meet the world as it is, curriculum-makers must remain sensitive to what

is going on in the world (14). There is evidence that this has not been done. For example, a study in South Dakota showed that while 65 percent of all gainfully employed men were working in agriculture, only 7.1 percent of the high schools in that state offered vocational training in agriculture. Conversely, 36.8 percent of the high schools offered training in commercial subjects, while only 7.8 percent of those gainfully employed were occupied in commercial pursuits (21, p. 369). By 1934 only 40 percent of the rural high schools in the United States offered training in vocational agriculture, and it is estimated that only 14.1 percent of the farm boys 14 to 20 years of age were trained in agriculture (23, p. 106; 19, p. 181).

### Problems of Increasing Delinquency Rate

Another problem to which curriculum-makers should give attention is the ever-increasing rate of delinquency and crime in village and rural areas (9, pp. 256-289; 289-291). Recent studies show that one way to avoid unsocial behavior and crime among children is to provide opportunity for the creation of a variety of social attitudes. In order to accomplish this some schools such as those in Gary, Ind., are now providing that each child shall spend a certain amount of time each week attending a church-sponsored school of his choice where social ideals and behavior are given the support of religious sanction (8, p. 680). Some 236 high schools in the United States are now cooperating in such a program; many give regular high school credit for such class work. Approximately 30,000 high school students are thus benefited. The movement is encouraging for two major reasons: It provides organized institutional sanction for social behavior and represents an integrated approach to a problem through established institutions (13).

### Failure to Train Youth for Rural Living

Rural and village schools have been training youth away from farm and village centers (21, pp. 369-374, 375; 28, pp. 65-66). Research shows that rural and village areas furnish the money to educate a host of youths only to have them leave and spend their adult productive years in the urban centers (6).

Opportunity for earning money is one reason for the movement of youth to urban centers, but have the rural areas sought to develop a system of values and ways of life that are not dependent upon urban ideals? Urban way of life has set such a spectacular pace that the rural people have used it as a yardstick to evaluate their way of life and to measure their progress. The superior aspects and opportunities of rural living have been ignored; hence urban values have become those toward which the rural mind directs its attention and effort. For example, the urban recreational world is dramatic and colorful to youth and becomes the pattern for his recreational ideals.

## Discovery and Promotion of Rural Values by the School

To the rural school comes the challenge to present the permanent values and potentialities of rural living and to help youth distinguish between them and the transitory glamour of urban living. To meet this challenge the teacher in the rural school should be "sold" on the rural life and prefer to teach in such a school rather than in an urban one. The rural community should be willing to pay a wage to teachers commensurate with the urban wage.

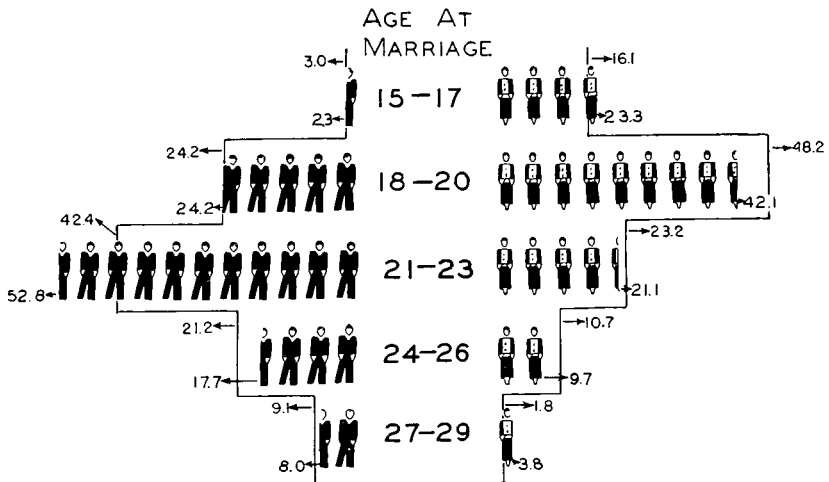
**Summary** The school is in a position to make a systematic study of those problems and to align its program with the trends and needs of the day. It is in a position to bring together some of the existing institutions within the community in an effort at an integrated approach to the problems. The importance of this integration becomes apparent when we realize that experience abroad and the judgment of some of the best educators in America suggest that these changes are imperative in order to preserve the democratic way of life (27, 2).

**Aspects of Marriage** Of the 732 youths living in Akron and Delta, 57.8 percent were single, and 40.7 percent were married (table 2). The divorced, widowed, and separated combined made up only 1.5 percent of the total. In both Akron and Delta the proportion of females that were married exceeded the proportion of males, the difference being 1.2 percent in Akron and 9.9 percent in Delta. Only 2 males, as compared with 8 females, were classed as widowed, divorced, or separated (table 2).

TABLE 2.—*Marital status of 732 youths 16 to 29 years of age, Akron and Delta, 1936.*

Place	Sex	Total number	Marital status									
			Single		Married		Divorced		Widowed		Separated	
			No.	%	No.	%	No.	%	No.	%	No.	%
Total		732	423	57.8	298	40.7	1	0.1	2	0.3	8	1.1
Acron												
	Male	77	44	57.1	33	42.9	..	...	..	...	..	...
	Female	118	62	52.6	52	44.1	1	0.8	..	...	3	2.5
Delta												
	Male	245	159	64.9	84	34.3	..	...	1	0.4	1	0.4
	Female	292	158	54.1	129	44.2	..	...	1	0.3	4	1.4

Figure 3 presents information on ages at which young people married.



FIGURES DELTA. TREND LINE AKRON.  
EACH FIGURE REPRESENTS 5%.

Figure 3. Percentage distribution of 304 youths 16 to 29 years of age classified by age and sex at time of marriage, living in Akron and Delta, 1936.

The average age at which males and females married for the calendar years 1923 to 1936, inclusive, had a general upward trend (fig. 4). This trend is similar to the general change that is occurring within the United States.

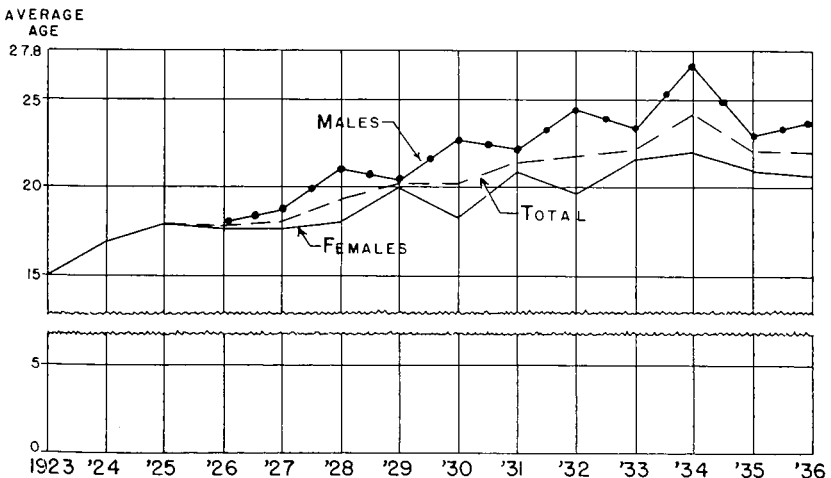


Figure 4. Average age of 304 youths 16 to 29 years of age at time of marriage, classified by sex, living in Akron and Delta, 1936.

**Implications of Changing Age of Marriage**

Some of the most important reasons for postponing marriage are a desire for more education, lack of money or opportunities for employment, certain changes in the moral standards that enable the expression of sex desires outside of wedlock, and other changes associated with life in a dynamic world. Postponement of the age of marriage has some negative as well as compensating factors. Biological maturity proceeds with the average individual regardless of changes in social or economic conditions that may influence one's chances for marriage. This maturity finds natural expression in marriage relationships, and a failure to find such expression often results in emotional, psychological, or physical maladjustments. Sometimes a prolonged postponement of marriage results in the fixation of certain habits that make the adjustments of marriage difficult. On the other hand late marriage may assure a maturity that is conducive to successful marriage and parenthood. Interviews with the young people indicated some resentment to the forced postponement of marriage.

**Part II.—Migration**

**Aspects of Migration**

The information in this study suggests that the migration pattern of the young people in Delta was quite different from that in Akron, and that the latter was influenced to a greater extent by the depression (fig. 5). In 1930 the

**MOVES PER YOUTH YEAR**

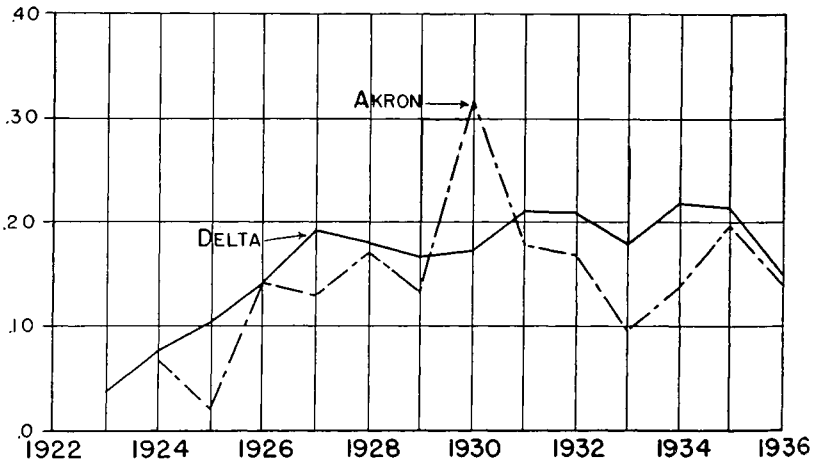


Figure 5. Average number of moves per youth-year for youths in Akron and Delta, 1923-1936.

moves per youth year for the youth in Akron were nearly twice as numerous as during any year before or after.<sup>3</sup> This high rate of mobility in 1930 means that about one-third of the young folks living in Akron in 1936 who were 16 years of age or older in 1930 had at least one change in residence during that year.<sup>4</sup> Perhaps it was during this year that many of them moved to Akron. Three years later, 1933, their mobility was less than a third of what it was in 1930.

### Migration by Month

Not only are there yearly fluctuations in the number of moves made, but there are great differences from one month to another (fig. 6). September, May, and June are the 3 months when the greatest number of moves are made, while the fewest are made in January and December. It is evident that the variations in the rate of moving are greater in Akron than in Delta.

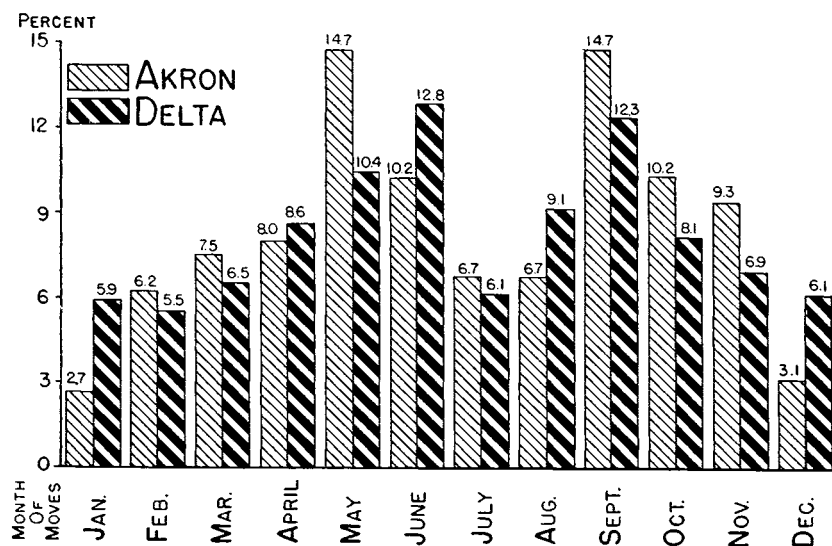


Figure 6. Percentage distribution by month of changes of residence of youths 16 to 29 years of age who moved and were living in Akron and Delta, 1921-1936.

<sup>3</sup>Moves per youth year were determined by dividing the total number of moves made by youth 16 years and above by the number of youth 16 years or above for the specific year considered.

<sup>4</sup>Change of residence implies a movement from town to city or farm, farm to town or city, or city to farm or town. Movements within the town, city, or country are not considered moves.

TABLE 3.—Number and percentage distribution by residence moved from and moved to, for all moves since the 15th birthday of youths 16 to 29 years of age living in Akron and Delta, 1921 to 1936.

Residence class	Residence moved from				Residence moved to			
	Akron		Delta		Akron		Delta	
	No.	%	No.	%	No.	%	No.	%
Open country...	60	27.1	113	15.2	25	11.3	52	7.0
Village .....	120	54.3	221	29.7	173	78.3	124	16.7
Town .....	7	3.2	262	35.3	1	0.5	455	61.2
City .....	37	15.4	147	19.8	22	9.9	112	15.1
Totals .....	221	100.0	743	100.0	221	100.0	743	100.0

### Migration and Marriage

Marriage appears to be a decided stimulant to the moving of youth. In Delta the average of moves per youth year before marriage was slightly over one-tenth (.13), and after marriage it more than doubled, being .29 moves per youth year (fig. 7). In Akron the rate of moving more than trebled after marriage, being .09 before marriage and .32 thereafter. This high rate of moving following marriage is perhaps an index of the regular process of adjustment that young couples try to make in attempting to find jobs as well as economic and social security.

### Implications of Migration

Regardless of the negative aspects of migration of rural youth to urban areas, it must be recognized that there are a number of positive advantages in such movements. Were it not for the fact that rural youth moved to cities there would develop serious problems of overpopulation, with its associated evils in rural areas. The problems associated with changes in residence are numerous. Research in this field has shown that the major problems resulting from migration can be divided into three general fields; namely, the persons and family units that are directly involved in the move, the community left behind, and the community to which the move is made. Breaking family ties, friendships, and loyalties, leaving a community and becoming an accepted functional part of a new community, creates many personal social problems. Maintaining institutional and professional services in the areas left and in the areas receiving large numbers of migrants has proved difficult.

The data illustrated in figure 5 indicate rather clearly that periods of high rate of migration are followed by ones of relatively lower rates. There is little doubt that many people move for economic reasons, but an examination of figure 5, and a comparison of it with a business index, shows that there is no close correlation between migration and the business index.



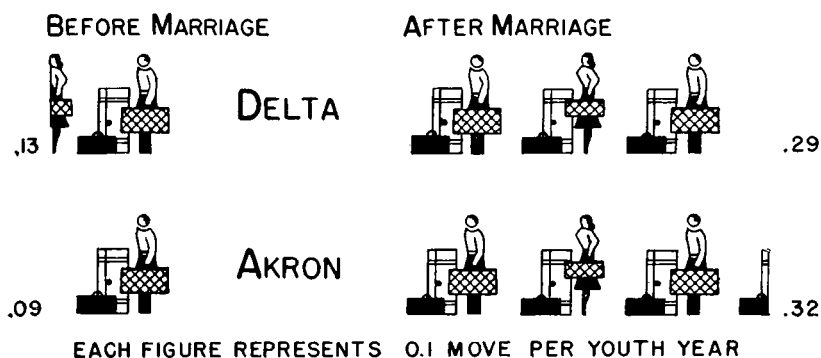


Figure 7. Average moves per youth-year before and after marriage for 304 youths 16 to 29 years of age in Akron and Delta, 1936.

### Youth Without Anchorage



Research indicates that unless the youth who leaves home aligns himself with comparable institutions in his new habitat he often comes to play a free-lance role, responsible to no one for his behavior and totally lacking the stimulus of institutional pressures to participate in creative activity. Case histories on file in correctional institutions testify to the personal disorganization, demoralization, and antisocial behavior resulting from failure to become a functioning part of the community life (21, pp. 208-281).

### Guiding Youth in Business Ventures

The problems of adjustment related to migration that young married couples face have been given relatively little attention by society.

For example, a couple may feel that there is an economic opportunity to move to another town to operate a service station. How many young folks ever determine in a valid manner whether or not they possess the skills and aptitudes necessary to succeed? Do they know the time, the sacrifices, and the work that are necessary to success? Even if these things are determined ahead of time, what do they know of the actual chances they have to succeed even with hard work and sacrifice? In the average community, to whom may they go for advice and the necessary basic information concerning their chances for success? All too frequently sales agencies and promotional groups are interested only in making a deal.

This gives rise to questions concerning the obligations of the high schools, colleges, and various adult education programs to give aptitude tests and counseling service to students as a means of helping them learn more about the fields in which they could reasonably

expect to succeed. Is there a single task that a chamber of commerce, real estate agency, or other institution could perform that would be as valuable as to develop a service that could give a prospective businessman or buyer, particularly the young, a complete picture of the problems he faces and his chances of succeeding in a given enterprise in which he is planning to invest his time and money?

### Part III.—Employment

#### Aspects of Employment

Approximately two-thirds of Akron's and Delta's youths were employed as of July 1, 1936 (fig. 8). Thirty and three-tenths percent of Akron's youth and 26.5 percent of Delta's youth were in school, leaving 3.1 percent and 9.1 percent, respectively, as unemployed. Six out of 195, or 3.1 percent, were employed by the Work Projects Administration at Akron, while only 1.3 percent of Delta's youth was so employed. There were more young persons in the occupational classification of housewife than in any other in both Akron and Delta. In Akron 24.6 percent of the young people were housewives, and in Delta 21.4 percent were so classified. Clerical work and unskilled work were the two next occupations in the proportion of youth employed in both communities (fig. 8).<sup>5</sup>

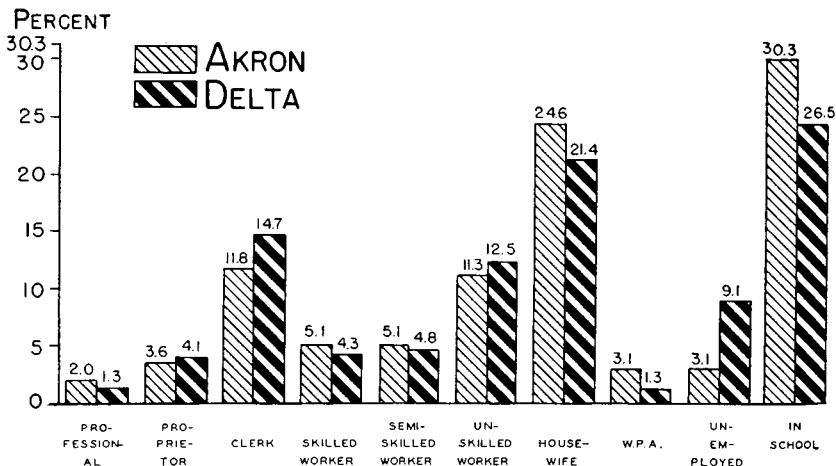


Figure 8. Percentage distribution of 732 youths 16 to 20 years of age by occupational classification, Akron and Delta, 1936.

<sup>5</sup>In this analysis employed youth includes housewives and Work Projects Administration workers in addition to the usual wage and salary workers and persons operating their own businesses. Only those who were not in these groups and not in school were classified as unemployed. The occupational classification of the Committee on Occupations for the American Statistical Association was used in classifying jobs by occupations.

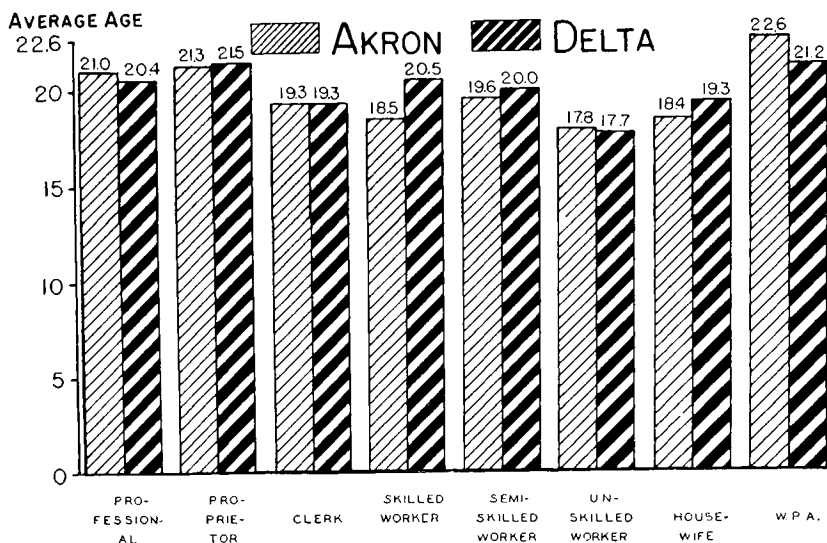


Figure 9. Average age at which 478 youths 16 to 29 years of age in Akron and Delta started to work in specified tasks, 1936.

Except for unskilled work, which was entered at the youngest average age of any occupation, there was little variation in the average age when work in the different occupations began (fig. 9). The highest average age for Work Projects Administration employment probably was influenced by regulations concerning certification for employment. Proprietors and professional workers entered their occupations at slightly higher average ages than workers in other regular occupations. Figure 9 presents the average age at which the youth in the two communities entered the various occupations.

A relatively small proportion of the youth was ever employed for wages by parents or other relatives. This is shown in figure 10, which reveals that for Akron and Delta 80.4 percent and 85.7 percent, respectively, of the youths' first and second employment were with persons of no kinship. Concerning subsequent employment, it can be seen that 76.7 percent of the Akron youths were not related to their employer, in contrast with 95.6 percent for Delta. In Akron the percentage of youth hired by parents for the first and second employment was considerably greater than in Delta. Other relatives in Delta offered more than three times as much first and second employment to youth as did the Akron relatives; the reverse is true in case of subsequent employment.

## Implications of Employment

The conditions under which most youths obtain their first employment suggests a number of problems that have been given very little consideration in our social order; these perhaps are a cause of numerous maladjustments. Learning to work under favorable conditions with proper supervision and training builds good work habits and attitudes and avoids slouchy work habits and negative attitudes. The trainer of dogs, horses, or other animals recognizes this condition

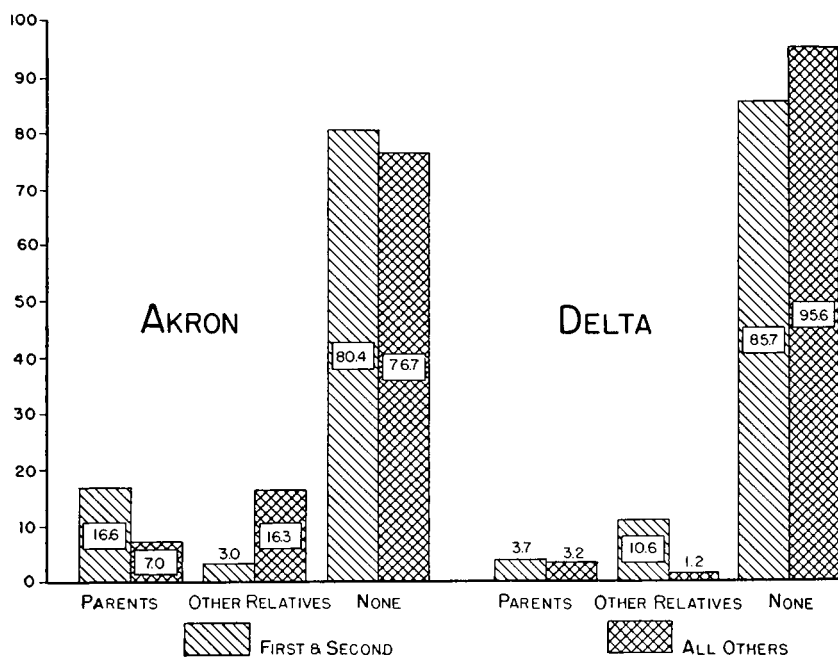


Figure 10. Percentage distribution of 732 youths 16 to 29 years of age in Akron and Delta by relationship to employer, 1936.

and gives special consideration to preparing his animals to do a particular task. Governors are placed on new automobiles to prevent abusive use during a breaking-in period. Are young folks offered this same protection in preparing themselves for effective occupational training?

## Price of Inadequate Supervision and Training

Often a youth has faced repeated failure to hold a job not because of an inability to perform certain tasks but rather because of the absence of certain personal characteristics and attitudes necessary

to the adequate functioning of these skills in the particular job to which he is assigned (12, p. 20). These failures are expensive to industry in that they represent a loss of time and money; expensive from the standpoint of human values because of the consequences to human personality such as loss of confidence in one's own ability to succeed.

Repeated failure, especially to a novice in any field, is likely to result in unhealthy mental attitudes which in turn often cause complete personality disorganization and disintegration. The democratic process certainly implies that it is society's obligation through its institutions to reduce such to the minimum; to help youth adjust himself to the job, especially his first one. We have only one job now—the war effort—and Uncle Sam is taking care of that. However, when the soldier comes home, we will again face the old problem of helping him, plus the younger brother, make occupational adjustments.

### **Effective Supervision vs. the Profit Motive**

Careful supervision is possible only where the trainer has insight, patience, and skill, and is willing to spend the necessary time for the best interest of the trainees. Economic interests are frequently at variance with this ideal.

Another phase of this same problem makes its appearance when youth's first real employer is a parent or relative. If parents are capable and genuinely interested in their children, could not some system be worked out within the community to enable a larger percentage of village youth to obtain basic training for work under the direction of the parents, or under some friend who is primarily interested in developing techniques, skills, and attitudes rather than obtaining immediate economic gain? There is abundant evidence to indicate that many millions of dollars are lost in the United States every year because many people cannot or will not do productive work. It would seem that there are few ways in which society might do a more constructive service to insure its future welfare than to improve constantly the institutions that develop attitudes, aptitudes, and skills for productive labor among our young people.

### **Possibilities of a Revised Apprentices System**

Another phase of the problem of training is that of bridging the gap between education and actual employment. A return to the old apprentices system is not the answer because it is not sufficiently elastic (4, pp. 67-81). A partial solution to this problem lies in the development of a diversified occupations program within the school

and community.<sup>6</sup> Such a program is not new; it has been employed by such progressive foreign countries as Denmark for a number of years. The Danish, for example, learned that a program of apprenticeship training in agriculture was the prerequisite of effective agricultural planning, production, cooperative marketing, and democratic achievement.

### Industry's Opportunity in the Training Program

Industry can no longer look upon personality as a commodity to be purchased on the open market like raw materials. Democracy does not exist *for* such institutions as industry, commerce, home or school. If democracy is to survive it must exist *by* and *through* such institutions. Industry and commerce must take their places alongside the other institutions and maintain a balance sheet of human as well as economic values. It seems, therefore, that industry has a co-responsibility to youth and to democracy.

### Change of Occupation

Aspects of Change of Occupation      The average youth in Delta was confronted with a change of occupation more frequently than the Akron youth; the former's likelihood of unemployment was less, but the chances that he would have to accept odd jobs for employment were much greater than they were for the average Akron youth (table 4). A further analysis of table 4 reveals that slightly less than 5 out of 10 Akron youths (47.9 percent) experienced a change of occupation during 5.7 youth years, while in Delta more than 3 out of 5 (62.1 percent) experienced a change in occupation over an average period of 5.8 youth years that was involved for this group. Another way to present a general picture of the problems that youth faces in obtaining employment and earning a livelihood is to calculate the frequency which youth has to seek a new job. Delta youth with .45 new jobs per youth year had new jobs more frequently than Akron youth, who averaged .32 new jobs per youth year (table 4). Expressed otherwise, the average Delta youth had a new job about every 25 months, and the Akron youth every 36 months.

In reality these figures are an underestimation of the problem that the youths in the two villages face because the figures do not

<sup>6</sup>The school systems of the following cities in Colorado have set up a cooperative plan among schools, businessmen, and craftsmen whereby school youth are given an opportunity for apprenticeship training in those fields in which they are interested: Alamosa, Boulder, Canon City, Colorado Springs, Craig, Englewood, Fort Collins, Fort Morgan, Grand Junction, Greeley, Idaho Springs, Las Animas, La Junta, Lamar, Longmont, Paonia, Pueblo, Salida, and Walsenburg. For a statement of procedure and suggestions regarding the operation of an occupational training program, see (11).

TABLE 4.—*Classification of 425 Akron and Delta youths 16 to 29 years of age by average youth years, new jobs per youth year, change of occupation, unemployment, and odd jobs.*

Village	Total*	Average youth years	New jobs per youth year	Changed occupation		Unemployment			Odd jobs		
				No.	%	No.	%	Av. yrs.	No.	%	Av. yrs. duration
Akron .....	119	5.7	.32	57	47.9	36	30.3	1.8	14	11.8	4.4
Delta .....	306	5.8	.45	190	62.1	44	14.4	2.2	66	21.6	3.5

\*The difference between the sum of the totals and 732 represents the number of youth in school who were not considered in calculating the problem of employment.

give consideration to unemployment or odd jobs. In Akron 30.3 percent of the youth was unemployed (table 4). The average period of unemployment for this group was 1.8 years. A smaller percentage of Delta youth was unemployed (14.4 percent), but the duration of their unemployment was greater, being 2.2 years. Nearly twice as many youths in Delta as in Akron worked at odd jobs (21.6 percent and 11.8 percent respectively). The time during which the average Akron youth worked at odd jobs was greatest, however, being 4.4 years in comparison with 3.5 years in Delta.

### Change of Occupation and Change of Residence

An analysis of the employment histories and migration records of the youth of Delta and Akron indicates that a change of occupation was less likely to indicate a change of residence than a change of residence was to indicate a change of occupation<sup>7</sup> (table 5). In other words three out of every four occupational changes were not accompanied by residential changes. There is slightly over a 50-50 chance, however, that a change in residence means a change in occupation, the percentages being 54.8 percent for Akron and 50.1 percent for Delta.

### Changes of Occupation and the Standard of Living

Changes in standards of living because of forced occupational shifts create problems. The youth adjusts his social and economic life in accordance with his income. The recreational life he leads, the clothes he wears, and the level of his board and lodging are determined by his income. Loss of employment means that an entirely new life organization must be formed. Some are not able to adjust. Community organizations which seek to interest youth need to be sensitive to the needs of a youth at such times by helping him maintain his own emotional, mental, and social equilibrium.

### Implications of Occupational Mobility

There is much to be said for the old apprentice system which took the youth early, gave him the benefit of personalized training, and developed in him a pride and a sense of the dignity in his trade. There was personal compensation, apart from the wages or salary, that was conducive to wholesome mental attitudes. This made for stability, for strong occupational loyalties, and for security.

What chance, under the present system, does youth have to develop such loyalties, reap such compensations, and gain such security when the chances are that during his lifetime he will change occupations many times?

<sup>7</sup>Change of residence as used here has the same meaning as described earlier (page 15).



TABLE 5.—*Number and percentage distribution of youth (16 to 29) employed in Akron and Delta classified by frequency that a change in residence was accompanied by change in occupation, and vice versa, 1921 to 1936.*

<b>Akron</b>						
	Change		Residence		Nonchange	
	Number	Percent	Number	Percent	Number	Percent
Occupation change	131	54.8	42.1	180	77.6	57.9
Occupation nonchange	108	45.2	67.5	52	22.4	33.5
			100.0			100.0
Total	239	100.0		232	100.0	

<b>Delta</b>						
	Change		Residence		Nonchange	
	Number	Percent	Number	Percent	Number	Percent
Occupation change	384	50.1	39.7	584	83.9	60.3
Occupation nonchange	382	49.9	77.3	112	16.1	22.7
			100.0			100.0
Total	766	100.0		696	100.0	

### Some Prerequisites for Occupational Success

It is generally conceded that to succeed in any occupation youth must be thoroughly "sold" on the work (7). The human personality is not constructed so that it may build up, then tear down and rebuild attitudes, loyalties, and techniques within the scope of a few months as the youth changes jobs from time to time.

Especially is the problem difficult when a youth's present job is a stop-gap or tide-over affair.

## Part IV.—Economic Status

### Aspects of Economic Status

Householders and housewives composed 41.0 percent of Akron's youth, while but 35.4 percent of Delta's youth was in this classification. The residual 59.0 percent and 64.6 percent, respectively, were living in the household of the parents or with someone else (fig. 11).

The percentages of young people who were working and the extent to which they paid board and lodging or otherwise shared in household expenses are shown in figure 12.

The percentages of youth in Akron and Delta who received income from one to three different sources, and the percentage who received no income, are given in table 6.

### Amount and Specific Sources of Income

The average annual income of young people in Akron who did receive an income was greater than for similar youth in Delta, the average annual amount for each group being \$304.57 and \$227.14, respectively (table 7). The differences in annual mean income can be largely explained by the fact that the Akron youths who obtained an income by working away from home received on the average nearly \$100 more than youths in the same classification in Delta.

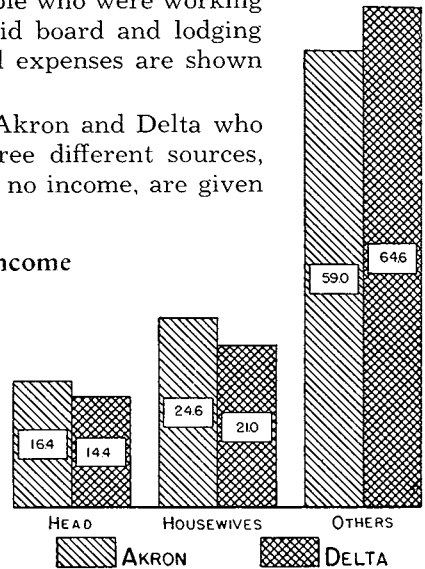


Figure 11. Percentage distribution of 732 youths 16 to 20 years of age in Akron and Delta by status in household, 1936.

The average nearly \$100 more than youths in the same classification in Delta.

The sources of income from which the youth of the two communities received income were quite similar. The most important source was from work away from home. In Akron each of the 72 persons who received money from such work received an average of \$362.10 and the 211 Delta youths received an average of \$262.84 (see table 7). Spending money that averaged \$29.10 per year each was received by 34 youths in Akron in comparison with an average of \$38.50 received by 105 youths in Delta. Allowances and wages for work at home were the third and fourth most important sources of income as far as the total number of youths receiving such was concerned. Five youths in Akron received an average allowance of \$106.40 each and 28 youths in Delta received \$105.86 each. Six youths in Akron received \$84.32 each in wages for work at home in contrast with 26

TABLE 6.—Number and percent of 508 youths 16 to 24 years of age of Akron and Delta who received income from one, two, and three sources, and youth who had no income, 1936.

Number of sources of income	Akron		Delta	
	Number	Percent	Number	Percent
0 .....	41	29.5	54	14.6
1 .....	75	54.0	254	68.8
2 .....	22	15.8	52	14.1
3 .....	1	0.7	9	2.4
Totals .....	139	100.0	369	100.0

youths in Delta who received an average of \$155.69 (see table 7). The number of youths who received an allowance for wages for home work in Delta was much greater proportionately than the number in Akron. The average wage received for work at home by Delta youth was much greater than that received in Akron.

Property ownership was reported by 23.0 percent of the Akron youth and by 28.7 percent of Delta's youth (table 8). The proportion of youth owning property is not an imposing one. The types of property owned by the youth of the two places were much alike. Automobiles owned by 12.9 percent were the most frequently owned property at Akron, and savings held by 11.9 percent were the most frequently reported property at Delta. The weighted average value of property per youth owning property was \$270 at Akron and \$251.96 at Delta.

The characteristics of the youths who owned property differed somewhat from the characteristics of those who did not own property. Those owning land and buildings, farming equipment, autos, poultry, furniture, and business equipment were a little above the

TABLE 7.—Number of persons 16 to 24 years of age receiving various sources of income and the average amount received per person from each source by youth of Akron and Delta, 1936.

Source of income	Akron		Delta	
	Number	Average	Number	Average
Wages for work at home.....	6	\$ 84.32	26	\$155.69
Wages for work away from home..	72	362.10	211	262.84
Allowance .....	5	106.40	28	105.86
Spending money.....	34	29.10	105	38.50
Net receipts from sale of				
own farm products.....	3	391.66	2	180.00
New receipts from own business....	2	287.50	4	642.50
Other sources.....	..	....	11	191.36
Weighted average income per youth from all sources.....		304.57		227.14

average age and average educational attainment. A high percentage of all youth owning physical property was employed, and a relatively low percentage of those reporting savings were employed. At Akron 37 youths in the age class 16 to 24 were reported as working, and 32 were reported as owning property. One hundred twelve were reported working at Delta and 106 were reported as owning property (table 8).

### Implications of Economic Status

Ownership of property among youth is closely related to personality development and youth's loyalty to the democratic way.

Property and ownership of it is a dominant note in the American mind. Our courts have often made property rights and values transcendent to human values. Children are given "piggy banks" to encourage savings. Four-H clubs stimulate ownership. To get ahead,

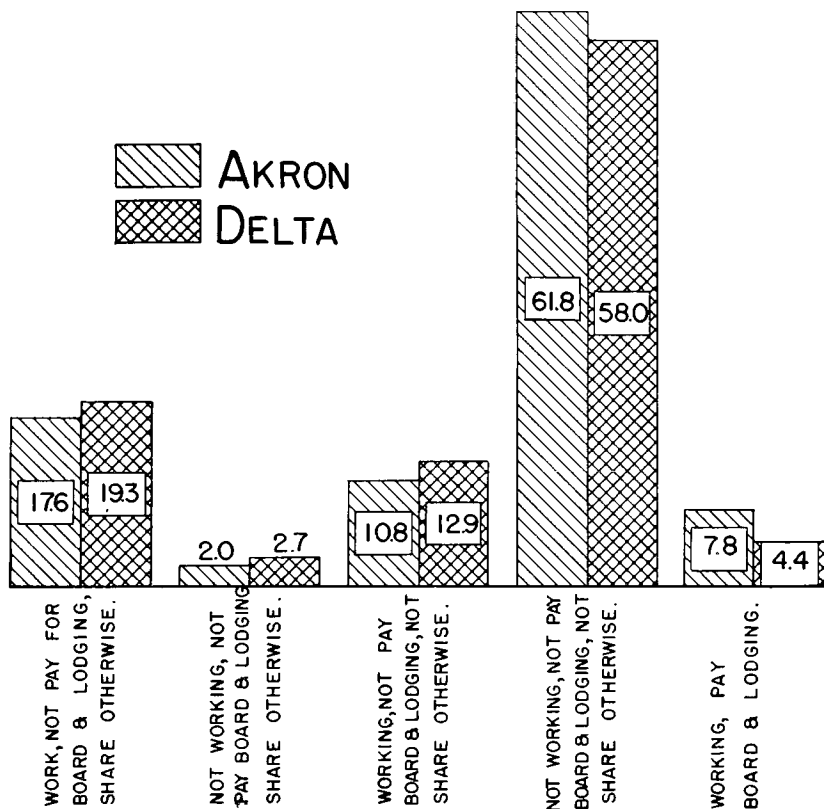


Figure 12. Percentage distribution of 508 youths 16 to 24 years of age in Akron and Delta by work status and extent of contribution to household expenditure, 1936.

TABLE 8.—Number and percentage distribution of youths (16 to 24) living in Akron and Delta, 1936, by ownership, average value of property, and by type.

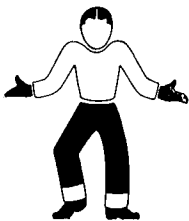
Type of property	Youths who did not own property		Youths who did own property		Average value
	Number	Percent	Number	Percent	
<b>Akron</b>					
Total .....	107	77.0	32	23.0	
Land and buildings..			3	2.2	\$533.33
Livestock .....			4	2.9	440.00
Poultry .....			3	2.2	68.67
Farming equipment..			..	...	....
Automobile .....			18	12.9	295.56
Furniture .....			8	5.8	108.75
Business equipment..			1	0.7	25.00
Savings .....			9	6.5	225.44
Other .....			2	0.5	575.00
<b>Delta</b>					
Total .....	263	71.3	106	28.7	
Land and buildings..			9	2.4	\$890.56
Livestock .....			6	1.6	75.83
Poultry .....			4	1.1	18.25
Farming equipment..			1	0.3	900.00
Automobile .....			31	8.4	237.48
Furniture .....			38	10.3	113.74
Business equipment..			7	1.9	310.74
Savings .....			44	11.9	340.64
Other .....			21	5.7	108.33

Weighted average value, Akron—\$270.00.

Weighted average value, Delta—\$251.96.

to have standing in the community, the youth must acquire. In this there are two antithetical forces; the one suggests that acquisition of property is essential to status in the community, while the other, the economic structure, says "nothing doing." Should we not either stop the intensive program of indoctrination of the desirability of acquiring property or attempt to develop more effective ways and means whereby more than one out of four young folks can acquire something that he can call his own?

### Ownership of Property Affects One's Loyalty to Democracy



Ownership of property affects one's interest in and loyalties to the community or nation. In the light of the ever-increasing numbers of larger units of ownership in the form of corporations, farming units and commercial combines, what are the chances for youth to develop interests and loyalties to the community and the nation and the democratic way of life?

## Stake in Economy a Prerequisite to Stake in Democracy

The opportunity to earn and to share in the spending has a bearing upon the development of favorable attitudes toward the democratic way. If a child is given a voice in the management and a stake in the economy of the farm or business or home it will become "our" enterprise, "our" problems, and not just "Dad's." From here it is an easy and perfectly normal step to "our" country, "our" democracy, and "our" way of life that is to be defended.

Failure to acquire a stake sometimes results in thievery, sometimes a "soap box," sometimes the open road. During the war, ownership of property is not an issue because everyone does have an opportunity to do and acquire. What are we doing to assure a continuation of this opportunity after the war as a means of proving that the fighting was not done in vain?

## Part V.—Participation in Organizations and Leisure Time Activities

### Aspects of Participation

A large number of organizations were available in which youth could participate in both Akron and Delta, there being 29 different kinds in Akron and 59 in Delta. The girls were more active in organizations than were the boys; a considerable percentage of both sexes, however, approximately 5 out of 10, were not members of any organization. Figure 13 presents graphically information concerning their participation in organizations. The figure shows that a slightly larger percentage of Akron's youth than Delta's took part in organizations.

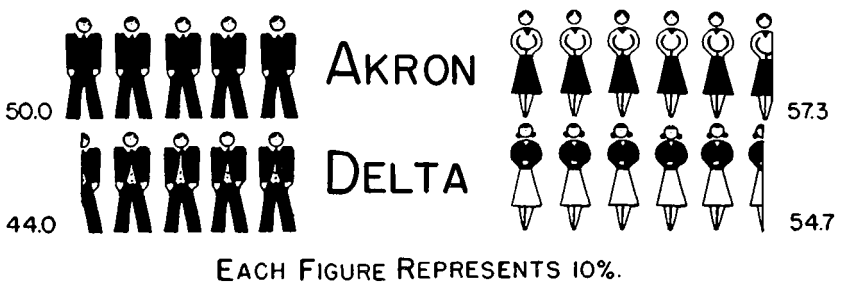


Figure 13. Percentage of 508 youths 16 to 24 years of age in Akron and Delta, who were members of an organization, 1936.

A further breakdown of these data brings to the surface some rather "tell-tale" facts with reference to in-school and out-of-school group life participation. Table 9 indicates that 72.9 percent of the Akron youth that was enrolled in school participated in one or more organizational activities, while only 39.0 percent of the out-of-school

**TABLE 9.**—*Number and percentage distribution of 508 youths 16 to 24 years of age, Akron and Delta, classified by participation in organizations and school status, and the average index of participation, 1936.*

Total number youth	N.A.**	Participated				Did not participate				Average index of participation*		
		In-school No.	%	Out-of-school No.	%	In-school No.	%	Out-of-school No.	%	In- school	Out-of- school	
Akron .....	139	3	43	72.9	30	39.0	16	27.1	47	61.0	375.9	278.3
Delta .....	369	20	109	77.3	62	29.8	32	22.7	146	70.2	653.6	238.8

\*Calculated on basis of only those who do participate.

\*\*N.A. indicates nonascertainable.

youth was so engaged; or, in other words, only 27.1 percent of the in-school youth failed to be absorbed voluntarily into some organization, while 61.0 percent of the out-of-school youth had become affiliated with no organizational program whatsoever.

In Delta a similar condition existed with perhaps one exception: Despite the larger number of youth organizations operating there, only 29.8 percent of the out-of-school youth was participating in group activities. This means that 70.2 percent of these youths were not touched by any of the 59 different kinds of organizations. Apparently most of these organizations were functioning exclusively within the high school. Of the Delta in-school group, 77.3 percent were participators, a percentage slightly higher than for the Akron youth, which was 72.9.

Comparing the in-school and the out-of-school groups in terms of total numbers only does not tell the entire story. Members are often inactive, do not attend meetings of the organization, do not hold offices, and take little interest in the goings-on of the organization. Hence an attempt has been made to construct an index of participation to take into account some of these factors.<sup>8</sup> The result is enlightening.

Akron's in-school participators rated with an index of 375.9 as compared with its out-of-school group of participators with a score of only 278.3 (table 9). In other words Akron's in-school youths who *do* participate in organizational activities give about one-third more effort and time to such activities than do the out-of-school youths who participate.

This differentiation is even more spectacular for the Delta youth. Here the in-school group had an average individual index of 653.6, while the out-of-school group trailed with an index of only 238.8. The ratio here is almost 3 to 1 in favor of the "in-schoolers."

### Implications of Participation and Nonparticipation

perpetuation of the democratic way. Individuals develop personality in group living.



It is recognized that nonparticipation in group activities strikes a serious blow to two major values in our culture: First, the development of personality, and second, the development of personality, and second, the development of personality. This process of personality growth and development is dependent upon contact and interaction with other people through our established institutions by working, playing, worshiping, doing business, and studying together. Failure to participate means that certain areas of the personality remain upon an immature level.

<sup>8</sup>This index was determined by a composite index ascribed by weighting the following items for each person interviewed: total organizations belonged to, total meetings attended, total meetings held, and officership indicated.



## Democracy and Participation

Democracy is based upon the assumption that all persons concern themselves with and give their time and energy to the building and maintaining of established institutions. Youth must have practice in the democratic way. In the two areas studied it is evident that youth is missing much of the value that comes from wholesome group participation. While youth is in school the chances seem to be greater that it will get this opportunity.

The problem is shown to be more acute when we recognize that 17.3 percent of the Akron youth and 20.9 percent of the Delta youth have not attended school beyond the eighth grade.

Can it be that the nature of the organizational life in school is such that there is little opportunity for a carry-over into community life of those things learned in school? Many educators have willingly and enthusiastically dismissed certain "formal" subjects from the curriculum on the grounds that carry-over qualities could not be demonstrated; extra-curricular activities have been stimulated. The assumption that accompanied this substitution was, "Extra-curricular activities train people to take their place in the community." Perhaps we should come to realize that there is carry-over value in extra-curricular activities only when such activities have been planned to that end.

## Opportunity for Integrated Approach

Encouraging participation in group life is a responsibility that should be shared by all institutions in the community. To what extent have the community organizations offered their assistance in making all institutions serve the end of adult participation in group living? Have they not *assumed* that youth has been getting the right kind of training to make them good organizational "timber"? The problem becomes more complex because of the number and variety of youth organizations.

## When Has an Institution Done its Job Well?

No group or institution should consider its work well done until it has viewed its program in the light of the total picture of the community group life; until it has correlated its program with the efforts of other agencies of the community; until it has learned the facts as to how well its program is meeting the needs and interests of its members.

How many of the groups have attempted to tie their programs into a unified pattern to youth's needs? How many have made a sincere effort to determine what youth's real needs and interests are? Is there not a great deal of overlapping of programs? Is loyalty based solely upon tradition rather than usefulness and efficiency?

## Some Unfinished Tasks

Could not interested and qualified representatives from each of these groups be selected to conduct a series of studies of youth's needs and evaluate the organizational wealth of the community? What, for example, are youth's recreational needs, and how can they best be met? What are the facilities of the respective organizations? Are the necessary facilities available to all groups irrespective of age, sex, and economic or marital status? Such intensive and cooperative examination could be made in a host of fields.

### Aspects of Leisure-Time Activities

The average number of hours per week of participation in leisure-time activities is consistently less for the out-of-school group than for those who are in school (fig. 14).

Perhaps the most significant facts relative to leisure-time activities are reflected in figure 15, which shows that a large percentage of youth does not participate in the various activities. For example: Among Akron's out-of-school youth 50.6 percent took no part in social activities in summer. For the same group in winter, 88.3 percent took no part in indoor games. While the percentage of non-participants in Delta is not so great as it is in Akron, yet there are fewer out-of-school youths who do not participate in social activities, outdoor and indoor games, and dancing.

A further examination of figure 14 shows that both Akron and Delta in-school youth have a larger average of participation than do the out-of-school youth, both in summer and in winter.

It will be noted that in Akron there is an appreciable difference between in-school and out-of-school groups with reference to the amount of time spent in social activities. This extreme difference does not exist in Delta.

An unusual consistency exists with reference to motion pictures and dancing in both areas the year around. Apparently those who engage in these leisure-time activities do so regardless of season and with no reference to school attendance (fig. 14).

An interesting result is obtained by comparing radio listening and reading in Akron and Delta in terms of summer and winter. In Akron it will be noted that consistently more time is devoted to radio listening than to reading (fig. 14). However, the Delta youth gives considerably less time to radio listening than the Akron group and gives greater consideration to reading, with one exception—namely, the out-of-school group in winter. The difference in the availability of library facilities and difficulty of radio reception may account very largely for this difference in reading.

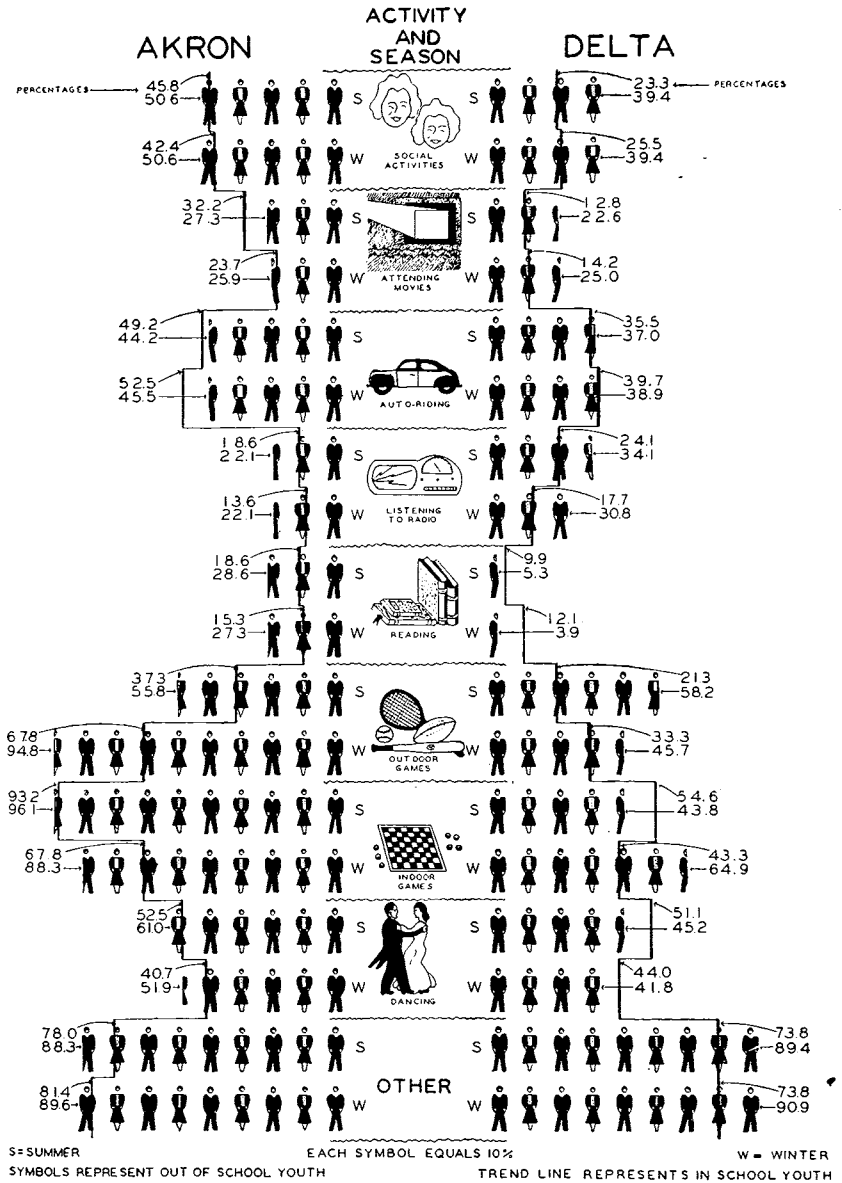
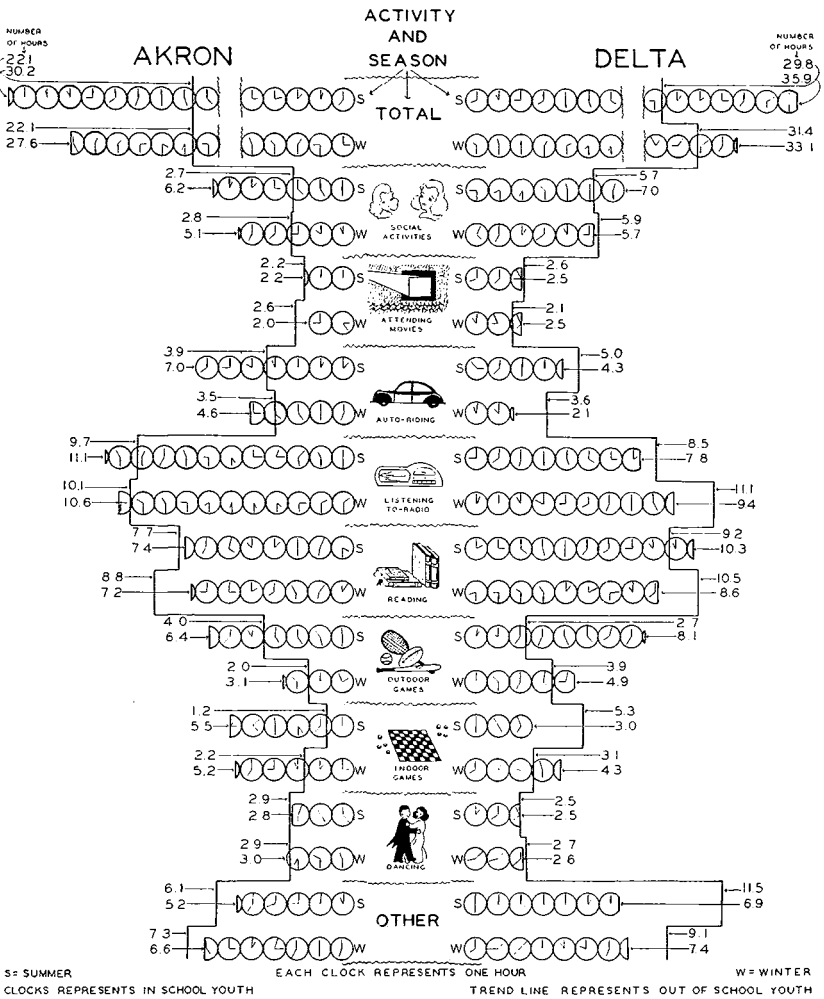


Figure 14. Average number of hours per week spent by 508 Akron and Delta youths 16 to 24 years of age who participated in various leisure-time activities, classified by season and school status, 1936.



**Figure 15.** Percentage distribution of 508 Akron and Delta youths 16 to 24 years of age who participated in various leisure-time activities, classified by season and school status, 1936.

The difference between Akron's in-school and out-of-school groups with reference to outdoor games is quite noticeable. The seasonal ratio seems to remain about the same; consistently the out-of-school group gives about one-third less time to such activities (fig. 14). In Delta the difference is even more noticeable, but the consistency of the seasonal ratio is not present. The out-of-school youth in summer gives only slightly over one-fourth as much time

as does the in-school group. However, in winter the difference is much smaller, the out-of-school youth giving only about one-fourth less time than the in-school youth to outdoor games.

There appears to be considerable consistency in the Delta indoor-games program. Here the in-school and the out-of-school groups spend about the same amount of time, with the exception of the out-of-school youth in summer (fig. 14). Akron has, apparently, very little going on in the way of indoor games for the out-of-schoolers, either in summer or winter.

### Implications of Leisure-Time Activities

Technology and the ways of modern living have deprived youth of many opportunities for character development which he formerly experienced. Many of his former tasks were directly related to the building of attitudes and acquiring of skills that were essential to vocational training and the assumption of a useful role in community life. These skills and attitudes now must be gained partly through leisure-time activities. Hence such activities, if properly organized and directed, can become an integral part of our institutional program to further the values which institutions seek to instill.



No attention in this study was given to the analysis of the contents of the leisure-time activities. However, it is apparent that if organization and direction are not given to leisure-time activities, they can do much to offset the training derived from church, home, and school.

The U.S.O. is now taking care of some of our leisure-time problems. High wages enable some extended opportunities for recreation to some segments of the population. However, what program are we initiating in local communities to meet the need when the fighting men come home and the pocket book is flat?

In the light of the foregoing material there appears to be plenty of opportunity for the existing organizations seeking to interest youth to revise and expand their programs. Keeping in mind the large number of organizations in existence in these two towns, it is indeed eye-opening to glance down the columns which record the number of persons who do not participate in these various leisure-time activities. The leisure-time activities as listed here are only a few of the possibilities in the field. As emphasized earlier in this writing, certainly the existing institutions need to get their heads together, so to speak, and concentrate on their leisure-time program in a concerted and unified manner. The institutional machinery appears to be present, but badly in need of modernization and integration, in terms of youth's new needs and new interests.

Leisure-time activities are as much a part of personality development and preparation for participation in the democratic processes as is formal education, or going to the polls to vote. Shall we not harness our potential institutional wealth and send it in hot pursuit of the social inertia in which our community life so often bogs down?

## **Part VI.—Something to Work Toward**

The problems and maladjustments which have been mentioned in this bulletin are, in the main, the consequences of three cogent factors: The failure of our institutions to keep pace with ever-changing social conditions, the ever-increasing complexity of our culture which has made it most difficult for people to keep track of what is taking place in our institutional life, and the continued trend of individual and institutional specialization.

### **Effective Institutional Service**

Most of our institutions are trying to meet present-day situations and problems with programs and methods which were designed to fit a period from which we have long since departed. Inelasticity has rendered many institutions incapable of responding to new needs and new situations. They view with alarm their decreasing influence in the lives of youth, but few have evaluated their programs in the light of new youth's needs.

### **Re-establish Contact Between Layman and His Institutions**

There is evidence that the average man has lost track of his institutions. What are the results of his getting out of touch with those forces which play such an important role in his life? There was a time when "John Citizen" had something of an intimate and personal contact with his government, school, and church. He participated in the formation of their policies and programs. The institutions were highly localized and relatively simple in structure. They have become complex and have moved the seat of control away from the local areas. The institutions have become so intricate, so impersonal, so remote that he has gradually lost his contact, interest, and many of the techniques which enabled him to adjust the institutional program to the changing situations. The result has been that man has lost control over his institutions and they in turn no longer exert much influence on his life (5, p. 100).

### **More Institutional Integration, Less Specialization**

An examination of our institutions reveals that we have developed a conglomeration of unplanned institutions and associations functioning independently of each other and with little regard for the consequent outcome of such a procedure.

Specialization has become an American fetish. Its roots lie deep

in the evolution of our industrial culture. Individuals have been forced into it vocationally. The early writers in psychology, attempting to create a discipline in harmony with this spirit, divided man neatly into mind, body, and soul and sought to study him in segments rather than as a functioning unit. Institutions followed suit. To the school we assigned the task of dealing with mind; to the church, the soul; to the playground and public health program, the body; to business, the task of supplying materials for the preservation of the body, and so on.

We have come to a rude awakening; we know that man is not the sum total of a mind, a soul, and a body. He is a unit, a functioning whole, bringing to bear his entire personality upon each situation that he confronts. He does not leave his "political self" at home when he attends the theater, the church, or the band concert. Johnny takes his entire personality with him to the store, to the church, to the school, to the playground.

Our institutions must recognize that they cannot function as independent segments if we are to have an adequate program for dealing with youth's problems. All the institutional wealth of the community must be mobilized through a program of planned integration and brought to focus upon youth's problems. Clubs, associations, study groups, school, church, all must be fitted into a total picture rather than each functioning separately and independently of each other.

This integration must be initiated within communities. It must be the outgrowth of the voluntary efforts of the local citizenry through their planning groups who have become aware of local youth problems and who know their institutional resources.

### **Research as a Basis for Institutional Programs**

The implications of the foregoing discussion on "frozen" institutional programs, layman's feeble hold on them, and institutional specialization automatically rule out any possibility of finding a solution to youth's problems by merely "herding" youth back into the institutional folds. The real answer lies in subjecting our institutions and their programs to the same procedure which has proved so effective in other fields; namely, a comprehensive program of investigation and research to ascertain their effectiveness and adequacy in the light of the results of research on the needs of youth. Integration of programs can then proceed upon a solid base.

Three encouraging trends in this direction might well be cited as examples of beginnings worthy of increased support:

1. A few school leaders are beginning to think of planned efforts at integration of the school program with other community programs.

2. The Council of Social Agencies movement which seeks to bring together all relief and character-building agencies into a functioning relationship for the consideration of mutual and common problems, and also to seek plans and programs for the removal of certain causal factors which feed personal and social maladjustments.
3. The local planning groups which are springing up, particularly in the rural and village areas, designed to make better use of institutional resources within the community (28).



## Part VII.—Some Suggested Projects to Help Youth Prepare to Preserve Democracy<sup>10</sup>

In an effort to make some practical applications of the principles and suggestions incorporated in this bulletin, the following projects and surveys are suggested as examples of what might be done by local community leaders and planning groups in their effort to assist our institutions to become more potent forces in **HELPING YOUTH PRESERVE DEMOCRACY.**<sup>11</sup> Following each project, pages in this bulletin are cited on which the general problem is discussed.

### DEMOCRACY

#### Possible Projects:

1. Ascertain the attitudes of youth in the community toward various systems of government, such as communism, fascism, or democracy, by the use of standardized techniques to measure attitudes (page 2).
2. Study the correlation between the attitudes of youth toward the various forms of government and such factors as delayed marriage, short-term employment, delayed ownership of property, and participation in organizational activities (pages 12, 18, 26, and 30).

#### Possible Sponsors:

High school social science classes, (projects 1 and 2); college students interested in writing a term paper for class assignment, (projects 1 and 2); planning committees, (projects 1 and 2).

### EDUCATION

#### Possible Projects:

1. Scrutinize the school program to learn: (A) How much effort is being spent to reorganize the school and

curriculum in the light of the best research which has been made in the field of methodology and curriculum construction; (B) what percentage of the total school budget is being used to determine ways and means whereby school programs might be carried out more effectively (pages 10 and 11).

2. Appraise the curriculum to ascertain: (A) The extent to which opportunity for creative expression, other than verbal, has found its place in the curriculum; (B) the extent to which students are given help and encouragement to discover interests in and capacities for new means of creative expression (page 9).
3. Outline the information that is necessary for intelligent participation in the democratic processes and conduct a survey of the community to ascertain the extent to which the average citizen possesses this information (page 38).
4. Set up projects in the social science classes of the high school whereby students can apply the scientific method to a study of local social problems.

<sup>10</sup>In each of the suggested projects an effort has been made to enumerate some institutions or organizations which might be interested in and equipped to work on the specific project. However, those groups named are purely suggestive and in no way limit the field of possible participation.

<sup>11</sup>For assistance in planning these projects see (11); also the announcement on the back cover of (25) or by making direct inquiry to Program Planning Service, **The Reader's Digest**, Pleasantville, N. Y.

5. Study the value of vocational aptitude tests in order to provide more effective vocational counseling and guidance (pages 20 to 22).
6. List the relative values of urban and rural living and evaluate them in terms of the extent to which each meets the needs of the respective areas (page 11).

**Possible Sponsors:**

Planning committees (projects 1, 2, 3, 5, and 6); parent-teacher organizations (projects 1, 2, 3, 5, and 6); high school social science classes (projects 3, 4, and 6); chambers of commerce (project 5).

**MARRIAGE**

**Possible Project:**

1. Study the extent to which youth is prepared to assume intelligently the obligations and responsibilities of married life and the extent to which the resources of the school are being utilized to achieve such an objective (page 10).

**Possible Sponsor:**

Women's study club, planning committee, parent-teacher association, church groups.

**MIGRATION**

**Possible Projects:**

1. Ascertain (A) the efforts made by the existing organizations and institutions in the community to encourage migrant youth to become a functioning part of the institutional life of the community, and (B) the extent to which migrant youth become identified with the institutions of the community to which they move and thus submit themselves to the routines and controls of that community (pages 16 and 30).

**Possible Sponsors:**

Any young people's groups; men's and women's church and study clubs; high school social science classes; service clubs.

**EMPLOYMENT**

**Possible Projects:**

1. Ascertain the extent to which the sons have adopted the vocation of their fathers and the extent to which the fathers have trained their sons; also the financial contribution made by the fathers to their sons' business enterprises.
2. Learn the extent to which the lack of apprenticeship and inadequate financial assistance in your community has contributed to vocational failure or maladjustment (pages 21 and 22).
3. Investigate the problems of the working girl with reference to (A) opportunities and compensation for employment, (B) recreational facilities and time devoted to them, (C) living quarters, (D) readjustments with reference to personal conflicts growing out of a difference between the standards, attitudes, and values of the area from which she came and the area in which she is working or seeking employment (page 8).
4. Study the industries to enable prediction of the future quantitative labor demand and the approximate number of youths which the respective industries will need. Plan curriculum accordingly (page 10).
5. Establish an agency to collect data as a basis for giving expert guidance and advice regarding investment of money in a given piece of land or in a given business enterprise (pages 17 and 18).

**Possible Sponsors:**

Planning committees (projects 1, 3, and 4); sewing clubs (projects 1 and 3); industrial, merchant, and manufacturing associations (projects 2 and 4); high school social science classes (project 3); men's and women's church and study clubs (projects 1, 3, and 5); any young people's groups (projects 1, 2, 3, and 4); chambers of commerce (project 5).

**BUSINESS AND INDUSTRY****Possible Projects:**

1. Compute in dollars and cents the costs of initiating raw recruits into manufacturing and retailing processes, of hiring, and of firing in order to help in the vocational training program (page 21).
2. Encourage a cooperative program between the school and successful farmers, industrialists, and business men whereby a youth, interested in a particular occupation, can acquire the essential skills, attitudes, and aptitudes necessary to vocational success (pages 20 and 21).
3. Study (A) where the youth of the particular community is finding employment and in what fields; (B) what aptitudes and skills do the employers and the youths deem necessary for doing the jobs well; (C) what the school is doing to train its youth in terms of these aptitudes and skills (page 10).

**Possible Sponsors:**

Industrial, merchant, and manufacturing associations (projects 1, 2, and 3); chambers of commerce (projects 1, 2, and 3); farm organizations (project 2).

**OWNERSHIP****Possible Project:**

1. Develop a program which would allow a larger proportion of youth, either rural or urban, to acquire property (such as 4-H club projects), and solicit service clubs or persons financially able to provide the necessary credit (pages 28 to 30).

**Possible Sponsors:**

Service clubs (project 1); planning committees (project 1); credit associations (project 1); women's and professional clubs (project 1).

**PARTICIPATION IN COMMUNITY LIFE****Possible Projects:**

1. Construct an index of participation for the adults in the community, taking into account such items as voting, observance of local laws and ordinances, membership, officership, and the extent of participation in institutional life in the community which is deemed essential to constructive and democratic living. Ascertain the amount of individual participation and use the findings as a basis for an adult education program (page 32).
2. Study the alumni of the local high school to ascertain the extent to which those youths who participated in extracurricular activities in high school have become participators and leaders of current community programs (page 33).
3. Evaluate the extra-curricular activities of the high school to ascertain the extent to which these activities are preparing youth to function as leaders in rural and village life (page 33).

**Possible Sponsors:**

Planning groups (projects 1, 2, and 3); high school teachers' associations (projects 1, 2, and 3); parent-teacher associations (project 3); women's clubs (projects 1, 2, and 3); high school social science classes (projects 1, 2, and 3); civic clubs (projects 1, 2, and 3).

**INTEGRATION OF INSTITUTIONAL PROGRAMS****Possible Projects:**

1. Establish the machinery necessary for the integration of the institutional programs and resources seeking to serve youth into a community

coordinating body whose job it would be to inventory the facilities and programs of the respective organizations and to integrate their work in the light of studies based upon the needs and desires of youth (pages 33 and 34).

2. Learn what fields of interest and activity of youth are not being given consideration but are essential to personality development and to preparation for participation in the democratic way of life. Revamp the institutional programs and schedules to include these heretofore untouched areas (pages 33 and 34).
3. Study the procedures and accomplishments of those communities which have developed a cooperative program of education between church and school with the idea of possible initiation of such a program into the local community (page 11).

**Possible Sponsors:**

Planning committees (projects 1 and 2); all community organizations which attempt to serve youth (projects 1 and 2); women's study groups (projects 1 and 2); church groups (projects 1 and 2); high school teachers' associations (projects 1 and 2); ministerial associations (projects 1 and 2).

**LEISURE TIME**

**Possible Projects:**

1. Survey the local youth regarding leisure-time activities on such items as: (A) Kind of leisure-time activities engaged in, in terms of age, sex, and marital status; (B) kind of leisure-time activities needed in order to prepare for vocational efficiency and participation in group life; (C) kind of leisure-time activities youth wants; (D) availability of leisure-time activities that youth needs and wants; (E) possibility of giving more effective direction to leisure-time activities by a better utilization of the resources available (pages 34 to 37).
2. Ascertain: (A) Who uses the library; (B) how much is it used; (C) nature of the materials read; (D) materials the users of the library would like to have that are not now available; (E) extent to which the existing institutions encourage the use of the library and sponsor its development and expansion (page 34).

**Possible Sponsors:**

High school social science classes (projects 1 and 2); planning committees (projects 1 and 2); women's study clubs (projects 1 and 2); library boards (project 2); literary clubs (project 2); parent-teacher associations (projects 1 and 2); civic clubs (project 1).

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## Some Theorems for The Preservation of Democracy . . .

1. That society in general, and the communities in particular, must give more intelligent consideration to youth's needs if we are to expect youth to remain loyal to the "American Way."
2. That we cannot hope to preserve democracy by turning to some foreign ideology but by a more effective utilization of the institutions within the framework of our democracy.
3. That our culture must cease to permit our institutions to function as independent segments with little regard for the consequences of such.
4. That integration of the programs and purposes of all institutions is essential before they can become effective agencies for the solution of youth's needs.
5. That such integration must be upon a solid base of research and investigation of present institutional programs and present youth needs.
6. That integration is not the natural outgrowth of the workings of specialized institutions, but must be *introduced* into the picture by individuals and groups who have become aware of the need.
7. That individual and institutional specialization may be the most efficient way to build an imposing dollar economy but that personal and social disorganization and the resulting crime and human suffering is perhaps a costly price to pay for it.
8. That participation in group life activities is essential to the democratic way of life and that unless a larger percentage of youth than were indicated in this study have such an opportunity, the chances of their becoming a functioning part of democracy are relatively few.
9. That if democracy is to continue to succeed it must re-discover adequate ways and means by which the average layman can regain his contact with and his control over the institutions that have been established to serve his basic needs.
10. That unless the local community can bring about some integration and cohesion in the programs and purposes of its institutional wealth, an American brand of Hitlerism may force itself upon us and direct that integration toward goals foreign to democracy as we know it.

## BULLETIN SERVICE

The following late publications of the Colorado Agricultural Experiment Station are available without cost to Colorado citizens upon request:

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447	Black Stem Rust Control in Colorado
453	Economics of Sugar Beet Production in Colorado
455	Colorado's Poisonous and Injurious Plants
456	Analysis of 50 Years' Weather Record
457	Educational Foundations for Rural Rehabilitation
458	Orchard Management in Colorado
459	Restoring Colorado's Range and Abandoned Croplands
461	Foxtail Millet in Colorado
462	Population Trends in Colorado
463	Corn Production in Colorado
464	Why is Subsoil Unproductive?
465	Colorado Potato Pests
466	Weeds of Colorado
467	Factors that Affect Sheep Income
468	Propagation of Plants
469	Pasture and Forage Crops for Irrigated Areas in Colorado
470	Winter Wheat Production in Colorado
471	Cultural Factors Affecting Sour Cherry Production in Colorado
472	Rate and Date of Seeding Winter Wheat in Eastern Colorado

### PRESS BULLETINS

93	Controlling the Squash Bug
94	Bacterial Ring Rot of Potato
95	'Do Your Bit—Keep Your Family Fit' (nutritional information)
96	Plant-Source Possibilities for Rubber Production in Colorado

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