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UNITED STATES DEPARTMENT OF THE INTERIOR

OFFICE OF EDUCATION

COMMITTEE ON YOUTH PROBLEMS

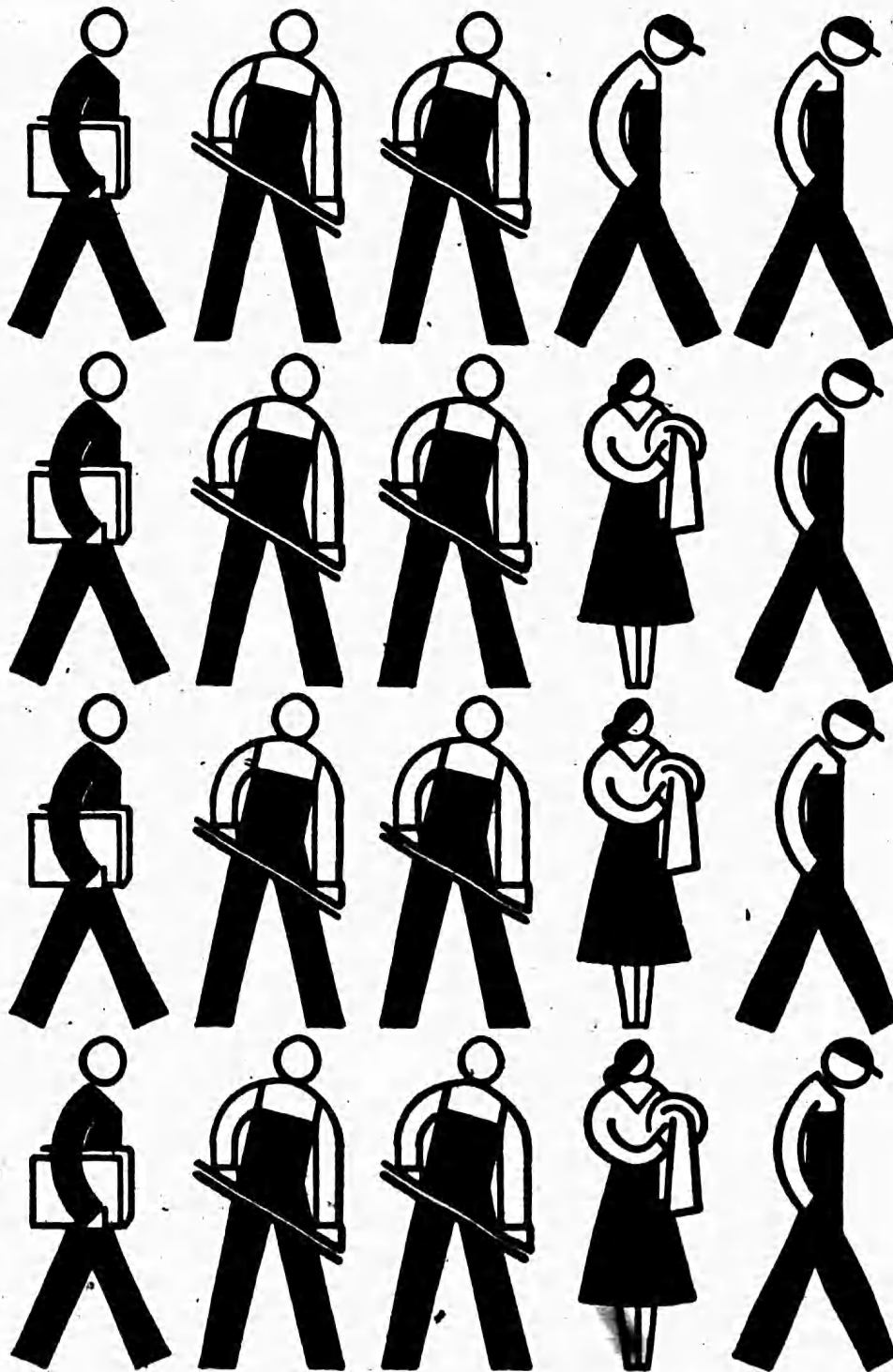


COMMUNITY SURVEYS

FOR

YOUTH . . . COMMUNITY SURVEYS

STATUS OF AMERICAN YOUTH



IN SCHOOL

EMPLOYED

HOUSEWIFE

UNEMPLOYED

EACH SYMBOL REPRESENTS 1,000,000 YOUTH, 16-24

YOUTH

BULLETIN 1936, No. 18-VI

COMMUNITY SURVEYS

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This bulletin is one of a series of six prepared by the Committee on Youth Problems. Bulletins in this series on Youth are on the following subjects:

- [1] How Communities Can Help
- [2] Leisure for Living
- [3] Education for Those Out of School
- [4] Vocational Guidance for Those Out of School
- [5] Finding Jobs
- [6] Community Surveys

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FOREWORD

WHAT happens to young people who leave school but cannot find jobs is a matter of national concern. During recent years the number of such youths has greatly increased. Nor can it be expected that this problem will disappear with the return of so-called "normal times."

In June 1934 the Office of Education, with the cooperation of other Government agencies concerned with youth, called a conference of representative leaders throughout the country to consider what steps might properly be taken to serve best the needs of youth. As one result of this conference a committee on youth problems was created in the Office of Education. A subsidy was secured for this committee's work from the General Education Board. The committee, among other things, has carried forward two studies, the results of which are published in a series of brief bulletins, of which this bulletin is the sixth. The names of others appear on the back of the title page of this bulletin.

The main purpose of these publications is to assist communities and youth agencies, with the aid of youths themselves, to develop the best possible programs. Young people ask only for a chance. They are willing to work diligently to improve the conditions under which they shall spend their lives. It is hoped that in some small degree this series of bulletins will assist them and the communities and agencies with which they work to make the necessary adjustments speedily and wisely.

JOHN W. STUDEBAKER,

Commissioner.

ACKNOWLEDGMENT

IN PLANNING youth surveys the Office of Education has had assistance from numerous agencies and individuals. Of especial importance in the early stages of the undertaking was the aid given by the American Sociological Society and the American Educational Research Association, both of which appointed committees to advise regarding the schedule and sampling procedures. From time to time staff members of the FERA (now WPA), Central Statistical Board, United States Department of Agriculture, and United States Department of Labor have been called in as consultants, sometimes as official representatives of their respective organizations, at other times as individuals whose judgments were desired. Since establishment of the National Youth Administration and the American Youth Commission of the American Council on Education, representatives of these organizations have rendered important advisory service. The funds needed by local communities for conducting their surveys came in most cases from the FERA and its successor, the WPA.

Finally should be mentioned the valuable assistance of Dr. Gertrude Reiman in preparing tables and bibliographical material and of Miss Katherine Glover and Miss Lucy Harris in getting the manuscript ready for the printer.

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INTRODUCTION

THE SCOPE OF THIS REPORT

THE PERIOD of youth is the real beginning of life's adventure. The individual has secured a background of facts and reaches out for the meaning that lies beyond. Ideals are unsullied, powers are expanding, opportunity seems assured, and the romance of existence is undimmed. Red-blooded courage, devoted friendship, and high aspiration are its emblems. Accomplishment and success are hopefully expected and the future beckons with its prospects and its promises. Such is the American dream for youth.

Many an adult looking back on his own youth of 40, 30, 20, or 10 years ago will recall the engaging uncertainties, the uneasy suspense. The dream was not all realized, but in its essential features it was. What about the youth of today? What does the future hold for him? What are his conditions, his needs, and his interests?

Many communities have tried to find answers to these and other questions regarding their young people. By reference to the bibliography at the end of this bulletin one will find the names of the communities which have undertaken youth surveys and carried them to the point of publication. Naturally, many other communities have made various studies, but the reports are not available for distribution. The principal findings of these youth surveys are brought together in part I of this bulletin.

An examination of these surveys which communities have conducted independent of one another will reveal the great need of data gathered on a comparable basis from community to community. To meet this need, the Office of Education through its Committee on Youth Problems set out early in 1935 to secure the cooperation of a selected list of communities in making surveys of their youth on a common basis. Thirteen communities, ranging in size from about 4,000 to more than a million population, cooperated in conducting these surveys in

1935. The information gathered on a comparable basis covered important facts regarding education, employment, and recreation of youth. The principal values of these surveys accrue to the communities making them. Nevertheless, some of the most important findings in these 13 surveys are of significance to persons interested in the problems of youth. Therefore, a random sampling of the returns was brought together and the main points tabulated in the Office of Education. The results of these tabulations are reported in part II of this bulletin.

The surveys conducted in the 13 communities with the cooperation of the Office of Education afford valuable experience on the technical problems involved in making surveys of youth. The formulation of an appropriate questionnaire, the securing of the cooperation of the community and the young people themselves in supplying the information, the methods of tabulating, and the interpretation of the results are all matters which require the light of experience. Therefore, the main points growing out of this experience in the making of surveys are summarized in part III under the heads of "What Information to Gather", "How to Obtain It", and "How To Make it Usable After it is Secured."

x

PART I

Part I

YOUTH SURVEYS CONDUCTED INDEPENDENTLY

THE BACKGROUND

THE DATA gathered by independent studies of youth are diversified in nature and often are not comparable, owing to different interpretations of terms and varying ways of securing the information. Especially significant is the fact that many of the surveys did not gather information regarding a true cross section of youth; selectivity in the persons interviewed obviously reduces the validity of any comparisons which may be made of the findings. Some features recur from survey to survey and appear to be comparable within limits. Attempt is made in these pages to discuss such topics under a few general headings. The names of the surveys referred to will be found in the bibliography beginning on page 75.

EDUCATION

Present School Attendance

THE NUMBER of boys and girls still in school has been an object of inquiry in several surveys. In the Douglas County, Wis., report (29)¹ it was pointed out that there are approximately twice as many girls as boys of ages 15 to 29 in school, the percentages being 43 and 21, respectively. Somewhat lower figures are given for another Wisconsin county, Wood (29), where the percentages are 26 and 18. A straight sample of the youth population of ages 16 to 24, inclusive, in New York City (21) shows 20 percent in school or college.

More often, data on present school attendance are secured in follow-up studies of high-school graduates. Attempt has been made in table 1 to bring together the findings from some of these studies not only on the total number of graduates continuing their education but also on the types of schools which they attend.

¹ Figures in parentheses found throughout part I refer to items in the bibliography.

An important factor to be considered in all data of this sort is the length of the period which has intervened between the time of graduation from high school and the time when data on continuance in school were secured. Obviously, lower percentages in school are likely to be shown in cases where a longer period has elapsed since graduation from high school. Attention is invited to the report on these dates for each survey included in table 1.

Another source of possible error in comparisons is in various classifications of the schools attended. The columns headed "University or college" and "Postgraduate work in high school" give, it is believed, reasonably comparable data, except in two cases explained by footnotes. The column headed "Other schools" includes preparation for teaching, training for nursing, business college, other vocational study, junior college, and special courses of various kinds for either full time or part time. The wide divergence in results which are reported in this column are in part owing to the inclusion of in some surveys of those enrolled in part-time courses and the exclusion of part-time students in other surveys.

TABLE 1. *Educational distribution of high-school graduates*

Survey	Year of graduation	Date of follow-up	Percentages in—		
			University or college	Postgraduate work in high schools	Other schools
1	2	3	4	5	6
Baltimore (9) ¹	1933	February 1934 . .	18.9	2.2	24.0
Denver (1)	1929	September 1929 . .	48.9	1.1	10.3
Milwaukee ²	1933	February 1934 . .	30.3	5.9	11.2
	1933	do	25.9	6.3	21.5
Minneapolis (14)	1932	May-October 1933 . .	26.0	3.7	4.1
	1934	May 1935	23.4	2.0	8.0
Connecticut State (2)	1931-34	October 1934 . . .	20.7	³ 4.2	16.0
Minnesota State (13)	1932	June 1933	12.6	6.4	19.7
	1933	June 1934	13.1	6.0	16.5
	1934	June 1935	12.6	4.7	17.3

¹ Due to varying ways of following up graduates enrolled in different types of schools, the percentages for Baltimore lack certain elements of comparability with results secured from other surveys.

² Milwaukee, Wis. Survey of employment and school status of Milwaukee high-school graduates, class of June 1933. Division of Instruction and Research, Milwaukee Vocational School, 1934, 27 p. Mimeographed.

³ Postgraduate and evening school.

Much variation exists in the percentages of high-school graduates that continue in school. The greater amount of this variability appears to be traceable to the place of residence of the graduate. The percentages are, in general, much higher in large cities than in rural areas and smaller towns. The reasons are undoubtedly in part economic, but principally the graduates are more likely to continue their education if institutions for further study are readily at hand. In the Minnesota State surveys this fact is brought out clearly through separate tabulations for the three large cities. While the total proportion continuing their education in 1934 is somewhat larger for the three cities than for the remaining areas of the State, 37.3 percent against 33.5 percent, the contrast appears most noticeably in the type of school attended. The large cities had nearly 22 percent of their 1934 graduates in universities and colleges, whereas the other sections of the State had only 9 percent of the graduates attending institutions of these types. On the other hand, types of institutions which were more easily accessible to youth in rural areas and smaller places, such as teachers' colleges, junior colleges, and high-school teacher-training departments, attracted most of the graduates who continued in school. Further evidence on the importance of accessibility is provided in the large percentage of graduates in Milwaukee who are attending schools other than colleges and universities (see table 1); Milwaukee is outstanding in its provisions for vocational education.

Educational Attainment of Those Who Have Dropped Out of School

ESPECIAL interest attaches to those young men and young women who are no longer in school. This interest is evidenced by the number of youth surveys which center their attention on the out-of-school group.

Inquiry into the grade completed on leaving school has been included in a number of surveys. Unemployed young men who were registered in Connecticut State employment offices "on the whole had had only grade schooling or at the most a limited amount of very general work in a secondary school; . . . a slightly smaller proportion of women (than of men) were completely untrained and a slightly larger proportion of women than men had finished high school." (3) In a Detroit study (12) of 500 young people it was found that one-fourth

had 8 or 9 years of schooling to their credit and two-fifths had finished 12 years; less than 2 percent were college graduates. In Houston, Tex. (27), a study of out-of-school youth of ages 12 to 21 disclosed that 9 percent of 1,592 boys had stopped their school attendance somewhere at the elementary school level, 33 percent had gone no further than junior high school, 51 percent had finished their schooling somewhere in the senior high school, and 7 percent had attended college; the percentages finishing each of the four units mentioned were, of course, lower; they were approximately 4, 13, 32, and less than 1. Of 1,856 girls 9 percent had stopped with the elementary school, 25 percent with junior high school, 63 percent with senior high school, and less than 3 percent had done college work; the percentages completing work in each of the units were, respectively, 4, 15, and less than 1. In interpreting these figures it needs to be borne in mind that Houston operates on an 11-year plan with 5 grades in the elementary school, 3 in junior high school, and 3 in senior high school.

Of 1,610 young people belonging to relief families in Snohomish County, Wash.,² almost one-third had only an eighth-grade education; but also one-third had been graduated from high school. Rural young men in Genesee County, N. Y. (19), had completed on an average 9.8 years of study before leaving school, while the average schooling of young women in the same locality was slightly over 11 years. Figures pertaining to the highest grade completed by out-of-school farm boys are given in Table 2.

² Snohomish County, Wash., Study of education and employment experience among young people in families under the care of the WERA in Snohomish County. State Department of Education, Olympia, 1935. 1 p. Unpublished.

TABLE 2.—*Educational status of out-of-school farm boys*

Locality	Ages in- cluded	Percentages stopping at each grade level										College or other train- ing beyond high school
		Less than sixth grade	6	7	8	9	10	11	12			
1	2	3	4	5	6	7	8	9	10	11	12	11
West Virginia (28)	14-25	11.3	11.1	11.0	28.6	5.9	6.6	3.6	20.6			1.3
Iowa (7) ¹	15-25	.4	.5	2.5	24.4	6.5	5.1	3.8	53.3			3.6
Douglas County, Wis. (29)	16-28	.2	1.6	3.6	36.7	11.8	17.3	9.7	18.7			9.2
Wood County, Wis. (29)	15-29	1.1	2.2	8.1	47.2	10.3	9.5	4.9	16.6			11.8
Nebraska (17)	14-25	(?)	(?)	1.3	40.9	7.9	10.2	3.5	35.4			.7

¹ Includes both sexes.

² Less than eighth grade.

The place of residence appears to have been of even greater importance in fixing a limit to the amount of schooling than it is in determining present school attendance. It is difficult to explain the extreme variations in table 2 on any other ground. Certain selectivity there may have been in the young people interviewed in some of the surveys reported in table 2, but, after all, each survey dealt with farm boys who had left school. About the only feature which the results from different surveys have in common is that large numbers of these boys had stopped their school attendance either at the end of the eighth grade or at completion of the twelfth grade. In this respect the data for farm boys agree rather closely with those reported in the preceding paragraph from other surveys.

Desire for Further School Training

IN Milwaukee³ 54 percent of the high-school graduates indicated interest in doing work at the college level. About 58 percent of the younger unemployed group in the New York boroughs of Manhattan, Brooklyn, and the Bronx "expressed a desire for additional training; the others said they did not want any kind of further education. The young people who said they wanted further training were interested chiefly in vocational work. Few expressed a desire to return to the classroom for further academic education." (21) Nearly 87 percent of Houston's (27) out-of-school youth were interested in further vocational training, and one-half of them were willing to work half-time if they might thereby receive some additional education.

A desire to continue their education was expressed by 44 percent of the out-of-school farm youth questioned in Iowa (7), and by 70 percent of the town youth. The subjects most frequently mentioned by the farm youth in this connection are agriculture, homemaking, and the general high-school course. Town youth are more interested in commercial subjects, teaching, engineering, mechanics, and business management. Speaking of this group of individuals, Starrak says:

For the greatest number of these out-of-school youth a return to the current curriculum of the school would be worse than useless. A new curriculum, a new technique of instruction, a new and different type of organization.

³ Milwaukee, Wis., Survey of employment and school status of Milwaukee high-school graduates, class of June 1933. Division of Instruction and Research, Milwaukee Vocational School, 1934. 27 p. Mimeographed.

and a new or at least a reoriented teaching staff are all required, if much of permanent value is to be achieved with these young people. Part-time education at the local high school would seem to present a solution. (7)

Vocational Training

THE DESIRE for vocational training on the part of these young people undoubtedly reflects their need of jobs. In this connection it is of significance to note that in two States studies have revealed an inadequate supply of skilled labor. In a study conducted in Arizona it was pointed out that "there is a shortage of A-1 competent, well-trained workers."⁴ In Connecticut it was found that "in the midst of widespread unemployment, there exists at the present time a substantial demand for skilled workers which far exceeds the supply." (3)

In view of the demand for skilled workers, it is noteworthy that so large a proportion of youth is vocationally unprepared. In Connecticut "more than 75 percent of the 43,106 young people seeking jobs through the employment offices were untrained for any skilled occupation" and "more than 40 percent were untrained to do any kind of work." (3) The latter figure agrees with the findings in Milwaukee, where 45 percent of the high-school graduates reported that they were not specially trained for any type of work. In the Massachusetts Census of Unemployment (10), it was shown that more than two-thirds of all the persons in the State who had never worked had received no vocational training. Furthermore, it appears that such preparation as these unemployed persons may have had is predominantly in the already overcrowded clerical field, rather than in the skilled trades.

Discussion of results in the Detroit study of youth is concerned not so much with the amount of special training which these youth had as with the conclusion that it "does not appear to have had any significant effect either upon employment or wages earned", probably "due to the all-too-frequent situation of youth unable to secure employment in the field for which he has been trained." (12)

⁴ Arizona (State). Report on study of trade and industrial education for the State of Arizona. Washington, D. C., U. S. Department of the Interior, Office of Education, 1935. 9 p. Unpublished.

EMPLOYMENT

Extent of Employment and Unemployment

THE INFORMATION collected by the Massachusetts Census of Unemployment, covering all ages, youth included, has emphatically demonstrated the gravity of the unemployment situation.

The seriousness of the problem of unemployment is conclusively shown by a study of the results of this census, especially in view of the fact that Massachusetts is an important industrial State, and the conditions are similar to those in other industrial States. The statistical data here presented furnish abundant evidence of the burden of the depression; the inability of large numbers of persons to obtain work; the long duration of their unemployment, especially in certain industries and occupations; the very high percentage unemployed of young persons who are seeking work; the acute need of employment by heads of households; and the apparent lowering of the employable age limit. (10)

From the standpoint of numbers involved the younger age groups are most seriously affected. In Massachusetts (10) 56 percent of the out-of-school men 15 to 19 years old who desired to work were unemployed; for women the corresponding percentage was 46. In the age group 20 to 24 the percentages were 35 for men and 23 for women. In the New York City study of unemployed youth (21) of ages 16 to 24, inclusive, the largest proportions of "employables" out of work was found among those under 20 years of age; moreover, almost three-fourths of these younger unemployed had never held jobs.

Employment statistics compiled by a number of studies have been brought together in table 3, mainly as a convenience in reporting. Attention is invited to the classification of the studies into two groups. A certain amount of comparability exists in the results within these two groups, but care needs be exercised in making comparisons between groups. Owing to the fact that many of those interviewed were in school or for other reasons were not seeking work, the sum of the percentages of employed and unemployed does not equal 100.

The figures for the city of Dayton and the State of Massachusetts correspond very closely to one another; an interesting point in view of the fact that these two enumerations were both

planned as complete censuses of the population. On the whole, there is fairly close agreement in the findings for the first group reported in table 3.

TABLE 3.—*Distribution of employed and unemployed youth*

Survey and date	Age group	Percentage employed full-time or part-time	Percentage unemployed
1	2	3	4
CENSUS STUDIES			
Dayton, ¹ 1934.....	16-24	36.7	24.7
New York City, 1935 (21) ²	16-24	36.0	33.0
Massachusetts State, 1934 (10).....	16-24	38.3	22.6
HIGH-SCHOOL GRADUATES ³			
Baltimore, 1933 (9).....		26.0	25.1
Denver:			
1929 (1).....		25.8	10.2
1933.....		22.2	25.2
Milwaukee, 1933 ⁴		25.2	32.7
Minneapolis:			
1926 (14).....		38.2	8.9
1929.....		45.1	8.4
1932.....		18.8	30.9
1933.....		32.2	22.5
1934.....		34.0	22.3
Connecticut State, 1931-34 (2).....		(1)	31.0
Minnesota State:			
1932 (13).....		40.7	16.8
1933.....		41.2	14.7
1934.....		43.6	12.2

¹ Dayton, Ohio. Occupational characteristics survey. Dayton City Plan Board, 1934, 79 p. Unpublished.

² Approximate percentages based on a preliminary report.

³ Milwaukee, Wis. Survey of employment and school status of Milwaukee high-school graduates, class of June 1933. Division of Instruction and Research, Milwaukee Vocational School, 1934. 27 p. Mimeographed.

⁴ Not reported.

The data presented for high-school graduates were in most cases gathered within 1 year after their graduation. In other words, those enumerated had less than a year in which to adjust themselves to a change from school to employment. About

one-fourth of those graduated in 1933 from the high schools in Baltimore, Denver, and Milwaukee were found to be employed when followed up in 1934. In the case of Minneapolis it was possible to secure data for as far back as 1926. The trend in employment and unemployment of the high-school graduates in this city through the years provides some revealing contrasts. Comparison is also possible with State-wide data for Minnesota for the graduating classes of 1932, 1933, and 1934. Employment in the city for the 3 years under consideration is notably below that in the State as a whole, owing probably to the inclusion of rural regions in the latter data; correspondingly the unemployment is definitely greater in the city.

An attempt to bring the results of surveys of rural youth into table 3 had to be abandoned owing to the lack of comparability of data. There are, however, five of these surveys which throw some light on the unemployment problem as it affects rural youth; these five are Iowa (7), Ohio (23), Genesee County, N. Y. (19), Douglas County, Wis. (29), and Wood County, Wis. (29). In the two Wisconsin counties and in Genesee County, N. Y., young persons 15 to 29 years of age were interviewed; in the Iowa study the ages included were 15 to 25; and in Ohio, 16 to 24. All studies, except in Iowa, included youth in school as well as, those out of school. The Wisconsin and Iowa studies were made in the period 1934-35 and the New York study in 1933-34; the Ohio study was somewhat earlier, 1932.

In Iowa 4.6 percent report definitely that they are unemployed; in Ohio and New York 11 percent say that they are not gainfully employed. In Douglas County, Wis., 75.7 percent report themselves as unemployed and in Wood County, 79.6 percent; the percentages for these two counties include those in school and those staying at home who do not consider themselves employed there; what was probably meant by those responding was that they were not receiving wages. Fifty-seven percent of Iowa youth were "staying at home"; 32.5 percent reported that they were employed. In Ohio 11 percent were employed away from home. In the Wisconsin counties the percentages employed were 24.2 and 20.4; those considering themselves employed at home are included in these percentages.

It is apparent that unemployment in the sense of having nothing to do is faced by relatively few of these rural youth.

The work which they can get to do, however, is usually in or about the home and frequently does not bring them any appreciable wage return.

Relationship of School Training to Employment

A FEW of the studies provide information on the relationship between extent of school training and employment. Referring again to table 3, the reader may be impressed that certain significant judgments can be based on data there reported, since a number of the surveys were of high-school graduates. It needs to be borne in mind, however, that the graduates when interviewed had in most cases been out of school less than a year; obviously comparison with groups which are older and have been out of school for longer periods of time is not warranted. Add to this the varying interpretations which are placed upon employment and unemployment in different surveys, and confidence in comparisons between or among surveys is considerably shaken. There remains the possibility of comparisons *within* surveys.

In New York City it was found that while "the ranks of the unemployed young persons hold all grades of attainment from comparative illiteracy to college graduation . . . in the main, however, the educational achievement of the unemployed youth appears to be somewhat inferior to that of the employed of the same age group. In each borough the percentage of the unemployed who had not finished elementary school was greater than that of the employed, and the percentage who were high-school graduates or who had had a college education was smaller." (21) And in the Dayton Occupation Characteristics Survey the following statement is made:

That lack of education may be one of the most significant reasons for the extent of unemployment is evidenced by the fact that the median education of employed persons is 10½ years as against 6½ years for unemployed persons seeking work and as against 10½ years for unemployed persons who are not seeking work.⁵

In Houston (27) the percentages of out-of-school young people who had never worked may be computed from one of the tables and related to the school training of these same persons. A

⁵ Dayton, Ohio. Occupational characteristics survey. Dayton City Planning Board, 1934. 79 p. Unpublished.

steadily lower proportion of both boys and girls belong to the "never worked" class as one considers those who never went beyond elementary school, those who stopped somewhere in junior high school, and those who entered or completed high school. The trend is reversed for those who continued beyond high school; this may be accounted for by the explanation that they have been out of school a shorter time, and more of them than of the high-school group belong to the leisure class; at all events, this group approximates the record of the junior high school group in the percentage who have never worked.

A survey made in Missouri during 1935 of high-school graduates, college students who had been compelled to leave college for financial reasons, and college graduates, covering the years from 1930 to 1934, showed "that unemployment is greatest among high-school graduates, being 37.9 percent for the 4-year period; next highest among college students leaving college before graduation, being 31.5 percent for the 4-year period; and lowest among college graduates, being only 13.9 percent for the 4 years." (15)

An inquiry into the economic status of Purdue University graduates (1928-34) yielded the information that 89 percent were gainfully employed and, in addition, that more than two-thirds of the employed group were engaged in activities "for which training was secured in the University." (6)

Types of Employment

AN IMPORTANT effect of the depression has been to force young people into fields of employment which perhaps they would otherwise not have chosen. About one-half of those graduated in the classes from 1921 to 1933 of the Vocational School for Boys, Elizabeth, N. J. (18), reported that they had at some time worked at the trade for which they had been specifically trained; at the time the investigation was made early in 1934 slightly more than one-fifth were so employed. The reasons given by the graduates for not following their own trade fell under four heads: Lack of opportunity, circumstances, accident, and choice or design; more than half of the responses belong to the first category.

Among the girl graduates of the Denver high schools in 1933, "there is a notable decline, compared with 1929, in the percentage employed in the more highly developed skills. . . . The largest

shift in the employment of the girls is in the group designated as 'domestics.' In 1929 only 1.8 percent of the graduates were thus employed, while at the present time there are 18.2 percent. . . . The striking figure in the occupations of the boys occurs in the unskilled manual-labor group; more than twice as many of the boys are employed in this type of work as in 1929." (1) Likewise, in the Connecticut State Employment Survey "a large number of applicants applied for 'any kind of work' without regard to previous training and were registered for unskilled jobs or clerical work of a very general nature. The immediate necessity of earning rather than the pursuance of any definitely planned career unfortunately motivated this vague request for a job." (3) And in Houston (27), 42 percent of 3,365 out-of-school young people expressed the feeling that they had been compelled to engage in ordinarily unacceptable occupations.

Although there is a tendency for employed youth to concentrate in the lower occupational levels, nevertheless a few may be found in a broad variety of activities—industrial, clerical, commercial, and professional. Thus, an analysis of the jobs held by 500 selected young men and women in Detroit (12) showed them to have worked at 77 different occupations since leaving school. In Denver (1), it was noted that some ingenious high-school graduates were finding new fields of employment, while an investigation into the vocational interests of the idle youth of Lycoming County, Pa. (25), indicated that many of them had developed interests beyond the aims or facilities of the high-school program.

Duration of Employment and Unemployment

THE TIME element in the unemployment problem has received less attention than its other phases, but in Detroit it was discovered that, "Although the percentage that has never been employed is not large, those employed 25 percent of the time or less (including those never employed) comprise 41.4 percent of the combined group" (12). One to two years of work since leaving school was reported by nearly one-third of the Iowa youths who had been employed at all (7); one-fourth of them reported that they had worked 9 months or less. From statements by young men 16 to 24 years of age who registered with the Connecticut State Employment Service (3) it was learned that the median length of unemployment at the time of registration had been 6 months; for

women the median period of unemployment had been 4.5 months. In the New York City youth sampling census, "Of those who had been fortunate enough to find jobs at some time since they left school, half had at the time they were interviewed had no employment for at least a year, many not for several years. Moreover, such jobs as they had had were in general of such a temporary nature that many had been unemployed the greater part of the time since they left school. Of those who had never had any employment at all, more than three-fifths had been out of school at least 1 year, many for 3 or more years." (21)

Remuneration

THE RECORDED earnings of employed youth vary from survey to survey and are frequently not given in comparable figures. Three-fourths of 214 Baltimore high-school graduates (9) make \$10-\$16 a week, and in Connecticut (3) two-fifths of 43,106 young persons registered with the State employment service had at no time during their work experience been paid more than \$15 a week; the highest weekly wage received by almost one-third of the total number was between \$15 and \$25. The Detroit sampling (12) showed slightly more than one-fourth in the \$16-\$21 class and one-fifth earning \$21-\$26. Twenty-five to forty cents an hour is the amount paid to almost half of 554 Milwaukee high-school graduates;⁶ one-fourth of them earn less than 25 cents an hour; and one-fifth 40-75 cents an hour.

In Iowa (7) one-third of 286 rural young people receive \$5-\$10 weekly, one-third \$10-\$15, and one-sixth \$15-\$20. Approximately three-fourths of 300 unmarried individuals in rural Ohio were working for their parents without definite arrangement for economic return; they "were forced to be content with subsistence plus whatever else the parents felt able to give, which frequently was nothing at all" (23). The earnings of farm youth in two Wisconsin counties (29) are reported on a yearly basis. In Douglas County the girls make almost twice as much money as the boys (an average per year of \$266 as compared with \$130); with a similar group in Wood County the advantage is reversed, the boys being paid on the average \$159 and the girls \$103.

⁶ Milwaukee, Wis. Survey of employment and school status of Milwaukee high-school graduates, class of June 1933. Division of Instruction and Research, Milwaukee Vocational School, 1934. 27 p. Mimeographed.

Among graduates of the Elizabeth (N. J.) Vocational School for Boys (18) the starting wages had been about 25 to 45 cents an hour with the average near 35 cents an hour. Starting wages were fairly uniform within these limits and little variation occurred for those employed in different trades or in occupations for which they had not been specifically trained.

Among the employed youth of Houston, a relationship was indicated between amount of salary and extent of education.

In approximating the median salaries of the boys, it is found that the median salary approximates \$8 until the eighth-grade group is reached; then it becomes \$11 until the eleventh grade is reached. From the eleventh grade through the second year of college the median rises to \$14. For the last 2 years in college it reaches \$20. We find in general then, as is to be expected, a rise in median weekly salary as the extent of education increases. No significant difference is apparent in the matter of a single grade, but the differentiation begins in the upper grade of the junior high school, it becomes more pronounced at the end of senior high school, and still more noticeable at the end of the third year of college.

Much this same pattern is shown by the girls' salaries except that the differentiation is not so consistent as in the case of the boys. In general, however, we find differentiation beginning in the last year of junior high school, becoming more pronounced in the tenth grade, and though somewhat inconsistent, becoming still greater after the third college year. (27)

RECREATION

Occurrence of Recreation as a Topic of Inquiry

EVERY ONE of the surveys examined and listed in the bibliography found at the end of this publication supplies some information on the education and employment of youth. These two fields are the only ones which are represented in all surveys. Use of leisure time is, however, another subject on which data are included in a considerable number of the studies.

The Leisure-Time Activities Reported

IN MOST of the investigations which give any attention to recreation, analysis is made of leisure-time activities and interests. The problem of summarization of the findings is complicated somewhat by the fact that in some studies the general interests of young people are asked for, recreation included; in these cases it

is not easy to segregate from the reports those interests which may properly be regarded as recreational and come out with any statistical measure which can be compared with findings of other surveys.

Data sufficiently comparable to be brought together into a table are found in seven surveys. (See table 4.) Inspection of the data suggests that reading is by far the most favored form of recreation among young people. In part this ascendancy is owing to the number of rural surveys included; reading has more competition as a preferred leisure-time activity with city youth; at least this appears to be the case in Detroit and Houston, two of the studies which report on recreational activities of urban youth. Swimming, athletic games, "shows", and dancing are popular recreational activities with young people. Needlework and sewing receive high votes of preference from young women where, as happens in a number of the surveys, separate results are reported for the sexes.

Not infrequently a further break-down of recreational interests and activities is attempted. A number of the surveys contain more detailed classifications on hobbies, "dating" activities, attendance at motion-picture theaters, and the like, in an effort to discover the frequency of occurrence and the amount of time spent with specific activities. In Houston (27), for instance, inquiry was made into the outdoor and indoor sports favored by young men and women; among outdoor sports swimming and athletic games are the most popular with both boys and girls; in indoor activities, dancing, listening to the radio, music, dramatics, public speaking, and card playing are mentioned most frequently. In the Connecticut survey of recent high-school graduates (2) the classification is on the fourfold basis of outdoor athletics, dancing, indoor athletics, and plays ("shows"); young men reported their preferences in the order given above; young women interchanged the order of outdoor athletics and dancing in stating their preferences.

Reading

SINCE READING is so important a leisure-time activity, the kind of material read takes on corresponding importance. The Houston and Connecticut studies, mentioned in the preceding paragraph, as well as six of the studies included in table 4, contain analyses of reading matter. In books read, fiction heavily outweighs every other type, although history, travel, biography, and science are generally mentioned. Among periodicals those which fall into the class of "home" or "general" magazines attract the greatest number of readers; in rural areas farming and agricultural journals reduce this preponderance. Where data are given on newspaper reading as well as on reading of books and magazines, it appears that newspapers are read most commonly, magazines are next in popularity, and books are in the third place. News and comic sections are the features of newspapers which are most frequently read, news sections being preferred by those in the upper age groups.

Organizational Membership and Attendance

THE ORGANIZATIONAL affiliations of youth seem to be rather few. In Iowa (7) only one-third of the young people interviewed belonged to any social organization; but religious membership, which was most frequently claimed, reached more

than two-thirds of the total number. A somewhat similar proportion of the young men and women in Genesee County, N. Y. (19), were associated with some church; in addition, 81 percent of the girls participated in some form of organized school activity. In rural Ohio it was found that young persons still attending school showed a higher frequency of association membership than those who were not in school; however, "the number of organizations to which these young people belonged was not large. If the church and Sunday school were not included (65.6 percent) their organization affiliations would indeed be meager" (23). Twenty-eight percent of Douglas County, Wis. (29), youth said that they were church members; two-fifths reported attending church; the next most frequently reported organization was the parent-teacher association, to which about one-fourth belonged. Similar figures for Wood County, Wis. (29), indicate that young people's church membership amounted to 39 percent and their attendance to 51 percent, while community organizations in general claimed only 15 percent.

SUBJECTS INVESTIGATED LESS FREQUENTLY

Character of Discussion to Follow

SURVEYS of youth inquire into numerous conditions of youth in addition to education, employment, and recreation. These three areas, however, are more frequently investigated than any others. For this reason more detailed discussion has been given to findings in these fields than can be accorded to other areas. The present section of part I, in fact, takes on more the character of an index to topics treated in the surveys than a discussion of the results. It is believed that the reader may have an interest in knowing where data on certain topics can be found since space for fuller treatment of the findings cannot be reserved.

One must not expect to find a great amount of comparable data on the subjects here listed. The variety in approach and treatment, so frequently commented on in earlier pages, applies with special emphasis to those subjects which are less frequently investigated.

It will be noted that the three areas already discussed are included in the following list. This is not in the nature of recapitulation since topics already discussed are not repeated here. Some further conception of the variety of the inquiries into

the facts surrounding education, employment, and recreation may be gained from the additional reports on these areas.

Education

Amount of education since graduation from high school (2, 7, 16, 18).⁷

Number of years out of school or age at time of quitting school (2, 7, 9, 10, 28).

Reasons for leaving school or reasons for remaining out of school (7, 9, 19, 27, 29).

School advantages most helpful or most enjoyed (7, 18).

Employment

Number of positions held, duration of individual jobs, longest time employed on any one job (2, 3, 7, 12).

Economic return even if working at home, source and amount of spending money (2, 19, 23, 27, 29).

Usual or earlier occupation, type of job last held (19, 26, 27, 29).

Assistance in securing jobs (3, 12).

Desire for work, employability (3, 10, 12).

Occupation trained for, desired, or planned (2, 3, 7, 8, 10, 19, 23, 29).

Reasons for unemployment (12, 29).

Recreation

Recreation desired or recreation desired in neighborhood (2, 12, 19).

Amount of leisure time (12, 19).

Place where leisure time is spent (27, 29).

Facilities for recreation in the home (19, 29).

Marital Status

FOLLOWING education, employment, and recreation, data are most frequently gathered on marital status. In the study of Detroit youth (12) inquiry was made into the number of marriage licenses issued, but usually the question is asked whether the person is married, sometimes with the additional categories of single,

⁷ Numbers in parentheses correspondingly numbered references in the bibliography.

divorced, separated, or widowed. The number of these young people who are divorced, separated, or widowed is small; consequently information on the number married or single is sufficient to give a rather accurate picture of marital status. In the Connecticut survey (3) break-down is made against the ages of those interviewed and in the two Wisconsin counties (29) classification is made on the basis of residence on farm or in village. In table 5 these age and residence break-downs are omitted, but the other classifications are reported as found in the surveys.

Since the data reported in table 5 are mostly for 1934 and 1935 it needs to be borne in mind that the marriage rates are probably somewhat below normal, owing to economic conditions; some indication, however, that the marriage rate is rising among these young people is supplied by the percentages of married persons among the high-school graduates in Minnesota for 1932 and 1934.³ Disparity in the percentages reported in the last column of table 5 may be accounted for principally by the ages of those interviewed and the different selected groups included in the results. Table 5 is a good illustration of the fact that studies conducted independently of one another do not yield information which can be combined. A person examining the data may secure a fairly composite idea of a given situation or problem, but the responses secured even to such a simple question as "Are you married?" will, owing to the different conditions surrounding each study and the varied treatment in tabulation, in all likelihood lack significant comparability.

TABLE 5. *Marital status*

Survey	Time information was secured	Those enumerated	Percentages who were married		
			Men	Women	Total
1	2	3	4	5	6
Denver (1)	February 1934	High-school graduates of 1933. Reports given only for women.		4.0	
Connecticut (3)	November 1933 to November 1934, June 1933	Registrants, under 25 years old, with reemployment offices in Connecticut.	10.9	8.0	10.3
Minnesota (13)	June 1935	High-school graduates of June 1932.			.6
Nebraska (17)	June 1935	High-school graduates of June 1934.			2.3
Williamsport (26)	1934	Out-of-school farm boys, ages 14-25.	5.3		
Houston (27)	1934	High-school class of 1924 ¹ .			
Douglas County (29)	1934 and 1935	Youth out of school, ages 12-21.	2.0	4.7	3.5
Wood County (29)	1934 and 1935	Ages 15-28.	5.4	12.8	8.5
		Ages 15-29.	11.5	22.1	16.1

¹ Percent married: Graduates 63.6; nongraduates, 73.9.

Guidance

LACK of vocational planning on the part of both urban and rural youth has been generally observed and this undoubtedly accounts to some degree for the numbers of untrained employables in the lower age groups. Many young persons are interested in vocational activities and express a desire for vocational training, but they suffer from a deficiency or a total absence of the proper kind of guidance. The need for adequate advice is much more strongly emphasized by the studies here under consideration than the need for increased facilities for vocational education.

In Lycoming County, Pa. (25), 607 graduates of high schools, universities, and technical schools reported on the vocational counsel they had received. Of the total group, 69 percent had had no guidance at all, 18 percent were advised by a teacher or principal, and 8 percent had taken a guidance course in junior or senior high school. The weight attached to recommendations issuing from such guidance contacts is shown by the fact that "where the young men were given counsel by teacher or principal, 93 percent of them followed the advice. In the case of the young women, 90 percent followed the advice." Parental guidance was given to one-third of the boys, but to only 6 percent of the girls.

The widespread need for adequate vocational counseling is given concrete expression in the report of the survey of graduates from the Elizabeth (N. J.) Vocational School for Boys:

We recommend that consideration be given to more organized vocational guidance in the junior high schools and the vocational school. This should enable pupils in the junior high schools to make a more intelligent choice of vocational courses in accordance with their inclinations, aptitudes, and capabilities. It is assumed that an adequate system of vocational guidance should also be available to other branches of the public-school system. It would seem that a well-organized vocational guidance department throughout the schools of the city would enhance the efficiency and usefulness of secondary school education. (18)

Residence and home conditions

(The surveys numbered below have information on these topics:)

Mobility (2, 29).

Living with whom, chief support (2, 26, 27, 28).

Occupation of father (19, 29).

Size of family, number of brothers and sisters (7, 29).
Responsibilities in the home (29).
Languages spoken in the home (29).
Ownership of farm or home (29).

Miscellaneous

Effects of the depression (12, 27).
Opportunities for association (19, 27).
Health status (10, 18, 19).
Needs and problems (19, 29).

Attitudes

IN some of the surveys effort was made to secure reactions from the young people regarding their attitudes toward certain problems and conditions. The diversity of these subjects renders futile any attempt at classification of them. The following list of conditions on which young men and women were asked to express opinions may prove of interest: War (12); drinking (12); work (12); governmental affairs (2, 12); school (7); school subjects (7); present job (7); rural life and farming (19); life (27).

Probably no greater tribute can be paid to the fundamental good sense and balance of American youth than that expressed in the Houston survey:

In the fourth year of the depression, the vast majority of these young people, many of whom it would seem had every reason to be discouraged or bitter in their attitudes, showed that they had not given up, but were going on with an attitude of hope and with no resentment toward life. (27)

PART 2

Part II. YOUTH SURVEYS CONDUCTED ON A COMPARABLE BASIS

SCOPE OF THE STUDIES

THE PROJECT of the Committee on Youth Problems of the United States Office of Education in assisting communities to make surveys of their youth has at various times been changed by conditions over which the Office of Education had no control. One of the most important of these changes has been that instead of having 60 typical communities making studies of their youth, as originally planned, only 13 such surveys have been completed. While the Office had at no time committed itself to regarding the results of even the 60 surveys as presenting a picture of the conditions, needs, and interests of youth throughout the length and breadth of the country, the reduction in the number of communities has necessitated the abandonment of any lingering hope that the results might be nationally representative. It is felt, however, that the completion of comparable studies by 13 communities constitutes a significant attack upon problems of youth and that some of the major findings will be of value to those interested in helping young people to solve their problems.

The communities making the surveys, the total number of persons of ages 16 to 24, inclusive, in the population, and the number interviewed in each community are shown in the table following.

Community	Population 16-24 years of age ¹	Number in- terviewed
Los Angeles, Calif.	174,363	10,000
Newark and Essex County, N. J.	135,402	7,500
Indianapolis, Ind.	55,308	5,457
Denver, Colo.	42,760	6,528
Dayton, Ohio.	32,326	6,170
Fresno and Fresno County, Calif.	22,614	4,368
Superior, Wis.	5,765	3,983
Bessemer, Ala.	3,795	1,610
Montpelier, Vt.	1,562	717
Hillsboro, Ohio.	520	390
Philadelphia, Miss.	515	283
Jasper County, Ind.	2,114	1,058
Tompkins County, N. Y.	2,750	737
Total.	479,794	48,801

¹ Population estimates are based on data from the United States Census of 1930.

It is apparent that the communities cannot be considered typical or representative of communities in the United States. Geographically 10 of them are grouped in the eastern half of the country; there is a preponderance of urban communities and urban population; and racially, economically, and socially they do not represent the varied characteristics of communities in our country.

The findings are of like character in a number of respects. In every case they represent a cross section of youth, not a special group such as high-school graduates, unemployed, or underprivileged individuals; the ages 16 to 24, inclusive, are represented in all communities; the printed schedule of questions supplied by the Office of Education (see appendix A) was used in all cases, although some communities supplemented it with separate inquiries of their own; the interview method of securing responses was used throughout; and the time of filling out the schedules was much the same, March to August 1935. To date no other survey or surveys have gathered comparable data of so extensive a variety from so many young people in so many communities.

The communities conducting the surveys are in the majority of cases making detailed reports of the findings for their own youth. This is in keeping with the viewpoint which has motivated the

surveys at all times; the Office of Education has been entirely clear throughout in emphasizing the local values of youth surveys as being far more significant than any national results which could be expected. Indianapolis, Ind., Jasper County, Ind., and Tompkins County, N. Y., have already published rather complete reports of their findings; Fresno County, Calif., Essex County, N. J., Dayton, Ohio, Montpelier, Vt., and Superior, Wis., have issued preliminary reports; and in the other communities reports are in preparation or in contemplation.

TABLE 6.—*Distribution of 2,000 cases by age and sex*

Sex	Age in years									Total
	16	17	18	19	20	21	22	23	24	
1	2	3	4	5	6	7	8	9	10	11
Men	135	120	137	97	91	82	76	88	71	897
Women	153	144	164	125	136	126	106	84	65	1,103
Total	288	264	301	222	227	208	182	172	136	2,000

Through loan of the filled-in schedules from the communities, the Office of Education was enabled to make tabulation of a sampling of schedules from the 13 surveys. Two samples, each consisting of a total of 1,000 schedules selected at random on a proportional basis from among the total number of schedules, were thus tabulated and constitute the basis for the tables and comments made in the following pages. The distribution of these 2,000 cases by sex and age is indicated in table 6. As originally tabulated, division was also made on the basis of race, but, owing to the small numbers of youth, other than white, included in the results, this segregation has been eliminated in all tables.

It will be noted that 55 percent of those interviewed were women and only 45 percent men. The United States Census distribution for those of ages 16 to 24 is: Women, 50.3 percent; men, 49.7 percent. Apparently the communities had more schedules filled out for young women than for young men; the random manner in which the sample of 2,000 was selected makes it unlikely that the schedules selected are not representative of the entire number of schedules filled out in the 13 communities.

Similarly, it will be noted that, in general, more schedules have been filled out for younger men and women than for those in the upper range of the ages considered; this also is a distribution not supported by census data which indicate no great variation in the number of persons of each year of age. It seems fair to conclude that the younger members of the population were more readily found and interviewed than were those who were out of school and had, in many cases, left home. By the same manner of reasoning one can understand that it was easier to find and interview young women than young men. At all events the skewing of the distributions by sex and age in the tabulations is not sufficient to influence the results to any great extent.

EDUCATIONAL FINDINGS

Popularization of Secondary Education

THE FUNDAMENTAL upon which public education in the United States has been built is democracy—ever-extending attempts to bring more and more of the population into the schools for increasing periods of time. In the life of the present generation the effects of this attitude are making themselves felt principally in the secondary school. The numerous laws regarding compulsory school attendance and child labor are indications of the trend, as are also the increased enrollments in our public high schools. This enrollment has, in fact, virtually doubled with each successive decade since 1890. The increase is greater than the increase in secondary school enrollments in any other country at any time. In our national history education has been considered the birthright of childhood; it is increasingly regarded the privilege of youth.

The facts regarding school enrollments are set forth from time to time in successive issues of the *Biennial Survey of Education* published by the United States Office of Education. It may be said, therefore, that many of the facts regarding number of years of school attendance may be judged from existing data. It was felt, however, that since these surveys dealt with a cross section of youth in the communities surveyed, it would be significant to have information on the education of a true sample of the population between 16 and 24 years of age in those communities. The replies to the questions, "What is the highest grade of elementary and high school (or academy) which you have com-

pleted?" and "How many years of school or college training have you had other than that just indicated?" are classified in tables 7 and 8.

TABLE 7.—*Grade completed, elementary and secondary, by age and sex*

Grade completed	MEN OF AGES—				WOMEN OF AGES—				Grand total
	16 to 18	19 to 21	22 to 24	Total	16 to 18	19 to 21	22 to 24	Total	
1	2	3	4	5	6	7	8	9	10
6 or less	8	4	8	20	7	11	5	23	43
7	15	8	8	31	15	11	13	39	70
8	33	28	33	94	54	41	24	119	213
9	48	16	19	83	42	31	14	87	170
10	77	26	22	125	91	42	30	163	288
11	134	38	21	193	136	38	29	203	396
12	77	150	124	351	116	213	140	469	820
Total	392	270	235	897	461	387	255	1,103	2,000

TABLE 8.—*College years completed, by age and sex*

Years of college or other post-high-school training	MEN OF AGES—				WOMEN OF AGES—				Grand total
	16 to 18	19 to 21	22 to 24	Total	16 to 18	19 to 21	22 to 24	Total	
1	2	3	4	5	6	7	8	9	10
1	22	31	19	72	28	43	29	100	172
2	6	19	13	38	4	29	21	54	92
3		13	9	22	1	18	5	24	46
4 (nongraduate)		6	6	12	1	1	4	6	18
4 (college graduate)		2	12	14		11	14	25	39
5			2	2		1	1	2	4
6			1	1			1	1	2
7 or more			1	1					1
None	364	198	171	733	427	284	179	890	1,623
Total	392	269	234	895	461	387	254	1,102	1,997

¹ The grade completed was not ascertainable in three cases.

Highest Grade Completed

IT IS of significance to note that the mode in number of grades completed for both men and women falls at 12, that is, completion of high school. For the elementary school—in fact for grades 1 through 9—the mode is completion of the eighth grade. The median number of grades completed by men is about 10.5 and by women about 10.6—near the middle of the eleventh grade. These medians may be affected somewhat by the fact that a higher proportion of youths in the younger age groups than in the older ones were interviewed. Any change in the medians resulting from this cause has the effect of lowering the medians, since, as may be seen by reference to table 7, the median grade completed by the 16- to 18-year-old group is 10.1, whereas in the other two age groups taken together it is 11.1.

More than four-fifths of these young people report that they have had no other school training than that just indicated. Nearly half of those who report additional school attendance have had only 1 year of such training. Data were not gathered on the type of institution at which this additional training was secured, but studies reported in the *Biennial Survey of Education* over a number of years indicate that a ratio of about 2.5 to 1 exists between the high-school graduates who attend college and those who attend types of institutions classed as "Other than college." It is a reasonable assumption that the large majority of those who have had 2 or more years of study in addition to elementary school and high school (or academy) have secured such training in colleges and universities. As shown in table 8, the number of those under 25 years of age who have pursued postgraduate courses is very small.

Type of School Attended

INQUIRY was made into the type of school which respondents were attending at the time of the survey. The replies to this question have been tabulated but the results are not reported here in tabular form. Of the 2,000 cases, 1,329 (very nearly two-thirds of the total number) stated that they were attending no school; the proportions of the two sexes were approximately the same. Of the one-third in school attendance, 56 percent were enrolled in regular day schools of elementary, secondary, or higher grade while the remainder were registered largely in special schools of various types. A significant fact is that only 1

of every 66 was registered in evening or night school of any kind. Correspondence and extension study were reported even less frequently than night-school work.

Other questions of educational character concerned studies preferred, vocational training secured, and programs involving part-time school and part-time employment. The replies to these inquiries bear such a close relationship to problems of vocation and employment that discussion of the findings is included in the following section.

EMPLOYMENT FINDINGS

Proportion Employed, Unemployed, in School

THE NORMAL prospect is that after preparation is completed, employment will follow. This is the expectation of youth as well as of the community. All suffer when this normal sequence does not take place. For youth it means disappointment, thwarted hopes, and frustrated ambitions; for their friends and relatives it means embarrassment and too frequently misunderstanding; and for the community and Nation it means a loss of human resources and an undermining of morale in those who should be developing qualities of leadership and capacities for progress.

It is therefore of special importance in a survey of youth to ascertain the conditions of employment and unemployment which confront the young people. Broadly stated these were, in the sample tabulated, as follows: For men: Employed, 32 percent; in school, 31 percent; school and employment (part-time basis), 7 percent; unemployed, 30 percent. For women: Employed, 21 percent; in school, 27 percent; school and employment (part-time), 2 percent; housewives or those occupied at home, 19 percent; unemployed, 31 percent. The data from which these percentages have been computed are reported in table 9.

THIS TABLE is the only one among those here reported in which classification is made for each year of age from 16 to 24. It is of interest to note that more than four-fifths of those in school are of ages 16, 17, and 18. This finding agrees closely with data reported in tables 7 and 8 on school grades completed. The upper age groups supply a larger proportion of those gainfully employed, although in the case of women the number employed tends to decrease through successive age levels as the number of housewives increases.

TABLE 9.—*Status summary by age and sex*

Status summary.	MEN OF AGES												WOMEN OF AGES								Grand total
	16	17	18	19	20	21	22	23	24	Total	16	17	18	19	20	21	22	23	24	Total	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1																					22
In school full time (only).....	104	69	48	18	9	12	5	3	1	269	102	82	50	16	12	10	2	1	...	275	544
In school part time (only).....	1	...	3	...	1	...	1	1	1	8	2	1	5	2	10	1	2	1	...	24	32
Gainfully employed full time.....	3	7	14	18	35	30	36	49	35	227	6	7	16	24	32	22	35	20	19	181	408
Gainfully employed part time.....	2	6	10	11	4	7	7	9	6	62	...	3	11	8	5	11	6	7	2	53	115
Full-time school—part-time employment.....	9	7	8	9	2	2	...	...	2	39	2	2	2	...	1	1	...	...	1	9	48
Part-time school—part-time employment.....	...	1	2	...	1	1	...	4	1	10	...	1	1	1	2	...	1	1	...	7	17
Full-time employment—part-time school.....	...	1	1	...	2	2	3	2	1	12	...	...	1	...	1	1	1	1	1	6	18
Housewife or occupied at home.....	...	...	1	...	...	...	...	...	...	1	3	9	18	24	27	33	38	28	29	209	210
Unemployed and out of school.....	16	27	50	40	37	27	24	20	24	265	37	39	60	49	46	46	21	23	13	334	599
Totally unable to work.....	...	2	...	...	...	1	...	...	...	3	1	...	...	1	...	1	...	2	...	5	8
Total.....	135	120	137	96	91	82	76	88	71	896	153	144	164	125	136	126	106	84	65	1,103	1,999

¹ The status was not ascertainable in one case.

Full-time and Part-time School Programs

AN IMPORTANT fact brought out in table 9 is the small number who follow a plan of part-time school and part-time employment. Even among the relatively few who do follow such programs, considerably more than half are going to school for full time and are employed for part time. No one will quarrel with this arrangement, but it does appear unfortunate that so few are enrolled in cooperative and part-time programs of various kinds under which students spend a part of their time in school and a part of it on the job in related work. Such a plan effects an important saving, since it can double the capacity of school plants and of all other educational facilities. More important than its feature of economy is the fact that it lessens the suddenness of transition from school to employment. And there is much to be said in favor of eliminating, or at least reducing, the violence of the transitions in life. At a certain time in life a young person finds himself wholly and entirely a pupil or student; then almost as exclusively for a number of years during adulthood he is a worker and producer; ultimately he finds himself totally retired. The transitions from one to the other of these are usually sudden, often taking place within a 24-hour period. The part-time school coupled with part-time work outside of school is a significant attempt to make one of these changes less abrupt by gradually inducting the pupil into gainful employment.

Present Employment

MORE DETAILED data on those employed are presented in table 10. Young women most frequently report employment in public and personal service, in clerical work, and in manufacturing and production work. After these three the drop in numbers is pronounced, then comes semi-professional service, and, after another noticeable drop, other types of work. Nearly half of the employed young men are engaged in trades and in manufacturing and production work. Public and personal service, clerical work, manual labor, and commercial employment account for three-fourths of the remainder. While the record indicates large numbers of these young people engaged in routine work and skilled or semi-skilled or manual labor tasks, it is to be borne in mind that many of them are preparing themselves for positions higher in the economic scale. A check of the occupations of

these same persons 10 years hence doubtless would show a considerably changed distribution.

TABLE 10 also shows the amount of school work completed by persons engaged in the various occupations. As might be expected, the data indicate that those who have greater amounts of schooling are engaged in professional, semiprofessional, managerial, commercial, and clerical pursuits much more generally than those whose school training continued for briefer periods of time. Conversely, factory work, trades, and manual labor are the principal occupations of those who have completed 8 or fewer years in school. Unemployment and employment at work relief jobs are also more frequent among those who did not remain in school beyond the eighth grade. The conclusions given apply to both women and men. Among the women those with only elementary or high-school training are more frequently engaged in homemaking, a situation ascribable certainly in part to the fact that those who continued beyond high school either are in school or have been out of school for a shorter period of time.

TABLE 10.—Occupation by sex and grade completed¹

Occupation	MEN—Grades completed			WOMEN—Grades completed			Grand total
	8 or less	9 12	Above 12	8 or less	9 12	Above 12	
1	2	33	5	6	7	8	10
Professions.....	1	10	1	1	7	17	1
Semiprofessional occupations.....	1	8	2	1	3	1	42
Supervising or managing.....	2	17	10	2	3	1	15
Commercial work.....	1	19	14	2	47	18	33
Clerical work.....	10	42	5	14	27	4	101
Manufacturing, mechanical, or production work.....	21	57	7	15	8	4	102
Trades.....	5	23	1	15	59	12	93
Public or personal service.....	10	21	1	4	132	16	121
Labor.....	17	233	310	16	219	61	35
Homemaking.....	4	10	14	1	3	195	195
Attending school.....	68	153	31	6	205	55	606
Employed at work-relief.....				1	2	3	17
Not employed.....							588
Unknown or unclassified.....							4
Total.....	140	594	145	172	717	185	1953
						1074	

¹In this table codes 19 and 20 of the youth census schedule were treated as a continuous scale for the purpose of showing the highest grade completed. This procedure has necessitated the elimination of 47 schedules in which the schooling indicated was obviously not continuous. Hence the totals do not agree with other totals in the sample.

Table 11 discloses that, in addition to those employed at specific occupations, 32 men and 273 women were employed at home: 203 of the women were performing duties at home without pay; 25 of the men and 54 of the women were employed at home with pay. Employment at home was distributed rather evenly among the different age-groups of men, but was especially high in the upper age-group (ages 22 to 24) of women; this includes, of course, those who are married; even in the 19 to 21 age-group of women the number employed at home almost equaled the number employed away from home. The largest number of employed women are of ages 19 to 21. Among the men the percentages that are employed rise rather uniformly through the three age-groups, these percentages being, respectively, 16, 41, and 61.

TABLE 11. Place of employment by age and sex

Place of employment	MEN OF AGES				WOMEN OF AGES				Grand total
	MEN OF AGES				WOMEN OF AGES				
	16 to 18	19 to 21	22 to 24	Total	16 to 18	19 to 21	22 to 24	Total	
1	2	3	4	5	6	7	8	9	10
Is your employment primarily:									
At home with pay	7	9	9	25	9	9	11	29	54
At home without pay	4	1	1	6	5	3	2	10	16
Household duties without pay		1		1	27	83	92	202	203
Away from home with pay	64	112	145	321	44	98	81	226	547
Away from home without pay						2		2	
Not employed	317	147	79	543	376	191	66	633	1,176
Total	392	270	234	896	461	386	255	1,102	1,998

1 The place of employment was not ascertainable in 2 cases.

Remuneration

EIGHT of every 10 of the employed men are paid between \$5 and \$25 a week; 3 of every 10 receive from \$15 to \$19. (See table 12.) The employed women earn less than the men, the differential being somewhat less than \$5 a week. Incidentally, table 12 supplies information on marital status of those interviewed. Apparently remuneration is not greatly affected by marital status, although it does appear that married men are likely to draw somewhat higher pay than single men. Relatively few married women are employed for pay. One in every 5 of the women interviewed was married; only 1 of every 13 among the men in this age range was married.

TABLE 12.—Remuneration by sex and marital status

Weekly remuneration	MEN				WOMEN				Grand total
	Married	Single	Other ¹	Total	Married	Single	Other ¹	Total	
1	2	3	4	5	6	7	8	9	10
No pay	12	523		535	206	621	11	838	1,373
0 to \$4		30		30		26		26	56
\$5 to \$9	6	54	1	61	6	45	2	53	114
\$10 to \$14	6	57		63	5	67		72	135
\$15 to \$19	19	86		105	4	59		63	168
\$20 to \$24	15	43	2	60	1	24		25	85
\$25 to \$34	4	19		23	1	1	1	2	25
\$35 to \$44	3	5		8	1	9		10	18
\$45 to \$54						1		1	1
Not ascertainable	3	9		12	1	11	1	13	25
Total.....	68	826	3	897	224	864	15	1,103	2,000

¹ "Other" includes widowed, divorced, separated, and "marital status not ascertainable."

Support of the Unemployed

AS WILL BE remembered, data included in table 9 show that about 30 percent of the youths studied were unemployed and out of school. The question arises, How are these persons supported? Various items in the schedule (see appendix A) were aimed at securing the answer to this question. Tabulations indicate that 217 men and 295 women rely on their immediate families (parents, brothers, etc.) for support; 19 men and 9 women are supported from relief funds; 13 (7 men and 6 women) are drawing on personal resources; 4 are dependent on friends; and 24 have various other means of support. The large preponderance of those dependent on others are single; of the 581 cases only 14 men and 12 women are married. The base from which to figure comparisons here is the same as is followed generally throughout this study—namely, 2,000 cases—897 men and 1,103 women.

Period of Unemployment

ANOTHER feature of importance is the length of time the unemployed have been without work. On the survey schedule, respondents, if unemployed, were asked to reply in one or the other of two places in accordance with whether they (1) had held any job for at least a month or (2) had never been employed since leaving school or college. The data in table 13 are divided into these two classifications. By and large, slightly more than half of those unemployed at the time of the survey had held jobs for a month or longer.

TABLE 13.—Months of unemployment by age and sex

Months of unemployment	MEN OF AGES				WOMEN OF AGES				Grand total
	16 to 18	19 to 21	22 to 24	Total	16 to 18	19 to 21	22 to 24	Total	
1.	2	3	4	5	6	7	8	9	10
Since last regular job of 1 month or more duration:									
Less than 5 months.	12	28	17	57	22	23	12	57	114
5 to 8 months.	5	11	3	19	11	14	4	29	48
9 to 12 months.	2	8	10	20	6	11	3	20	40
13 to 24 months.	5	8	10	23	5	6	5	16	39
More than 2 years.	2	7	13	22	1	9	13	23	45
Subtotal.....	26	62	53	141	45	63	37	145	286
Since leaving school or college (if you have never been regularly employed):									
Less than 5 months.	18	6	3	27	38	19	1	58	85
5 to 8 months.	11	4	0	15	4	2	0	6	21
9 to 12 months.	6	4	2	12	7	9	5	21	33
13 to 24 months.	14	11	4	29	14	13	3	30	59
More than 2 years.	8	7	6	21	12	30	7	49	70
Subtotal.....	57	32	15	104	75	73	16	164	268
Question does not apply.	27	166	162	625	322	232	191	745	1,470
Not ascertainable.	12	10	5	27	19	19	11	49	76
Total.....	392	70	225	897	461	387	255	1,103	2,000

Especial attention is invited to the large number who state that they have been unemployed for less than 5 months. The number so reporting is almost as large as the number reporting an unemployment period lasting from 5 months to 2 years—a time span of 19 months. Among the men the number out of work for more than 2 years is lower than the number out of work for from 13 to 24 months; among the women larger numbers report a period of unemployment lasting for more than 2 years. Unfortunate as these unemployed young people are, they do not in large numbers remain without work for long periods of time; this is especially true of those who have held jobs. For those who have never held positions since they completed school or college it appears especially important that they be placed soon after leaving school; if they remain unemployed for as much as a year their chances for employment dwindle.

The largest percentage of unemployment occurs among those 19 to 21 years of age (35 percent); fortunately they are likely to be unemployed for rather brief periods of time. Those in the youngest age group are often still in school and therefore do not to the same extent augment the numbers of the unemployed; less than a third of the unemployed in this age group have held any regular job. The group most satisfactorily situated from the standpoint of employment is the one 22 to 24 years of age; it is noticeable, however, that persons in this group, if unemployed, are more likely than those in the other two age groups to have been without work over a considerable period of time.

The term of unemployment is checked in table 14 against the amount of schooling. Attention is invited to the fact that one-half of the men with no school training beyond the eighth grade are unemployed; less than one-fourth of those who remained in school to complete grades 9, 10, 11, or 12 are unemployed; less than one-fifth of those who pursued studies beyond high-school graduation are without work. The percentages of unemployed women are, respectively, 37, 26, and 26 for the three groups. Apparently both women and men who have not gone beyond the eighth grade in school find it more difficult to secure positions than those who have remained in school for a longer period of time. While the implication is strong that longer attendance in school assists one in securing employment, this conclusion does not necessarily follow, since other selective factors may be operative.

Also, in the matter of the length of time these young people have been unemployed, the evidence in table 14 points to longer duration of unemployment for those who have had smaller amounts of school training. This conclusion applies most strongly to the men who have held positions at some time, is not so positive in the case of those men who have never held jobs since they completed school, and admits of some question if applied to women. It is, of course, true that those who left school early have had a longer time in which to remain unemployed; it is equally true that they have had a longer time in which to become established in positions.

TABLE 14.—Months of unemployment by sex and grade completed¹

Months of unemployment	Men—Grades completed			Women—Grades completed			Grand total
	8 or less	9-12	Above 12	8 or less	9-12	Above 12	
1	2	3	4	6	7	8	10
Since last regular job of 1 month or more duration:							
Less than 5 months.....	8	37	11	10	37	6	109
5 to 8 months.....	4	13	2	2	22	5	48
9 to 12 months.....	7	13	2	4	9	6	39
13 to 24 months.....	12	9	2	4	11	1	39
More than 2 years.....	13	8	21	7	11	5	44
Subtotal.....	44	80	15	27	90	23	279
Since leaving school or college (if you have never been regularly employed):							
Less than 5 months.....	3	17	6	12	34	12	84
5 to 8 months.....	3	11	1	1	3	1	20
9 to 12 months.....	3	9	1	4	13	4	33
13 to 24 months.....	6	19	4	7	19	4	59
More than 2 years.....	11	9	1	13	30	5	69
Subtotal.....	26	65	12	37	99	26	265
Question does not apply.....	68	429	114	95	499	129	1,334
Not ascertainable.....	2	20	4	13	29	7	75
Total.....	140	594	145	172	717	185	1,953

¹ As in table 10 and for the reason there stated, 47 schedules have been omitted from this table.

Work Experience

THE TYPE and length of work experience were investigated and are reported in table 15. These data apply to all persons interviewed whether employed or unemployed. More of the men have had experience at selling than at any other type of work; among the women, office work leads by a large margin. After selling experience the men have most frequently had experience as tradesmen, mechanics, office workers, factory workers, and in various types of public or personal service. After office work women have had experience most often in factory work, home-making, public or personal service, and selling.

In view of the ages of those interviewed one cannot expect long periods of work experience. It is of significance to note, however, that in selling, trades, mechanics, and office work, where considerable numbers of men have been employed, the period of service often extended beyond a year. Among the young women the average length of experience is shorter, probably owing in considerable measure to the fact that they resign their jobs to get married.

TABLE 15.—*Type and length of work experience, by sex*

MEN

Occupation	LENGTH OF EXPERIENCE IN MONTHS							Total
	1-6	7-12	13-18	19-24	25-36	More than 3 years	Not ascertainable	
1	2	3	4	5	6	7	8	9
Selling.....	12	17	7	14	12	8	5	75
Trades.....	11	9	2	9	12	14	4	61
Mechanics.....	16	7	6	9	3	8	3	52
Office work.....	4	11	4	5	4	12	4	44
Factory work.....	14	11	3	4	6	4	1	43
Public or personal service..	14	15	2	4	2	4	2	43
Transportation or communication.....	3	3	...	4	3	4	4	21
Agriculture.....	1	4	1	1	2	9	3	21
Business and finance.....	2	4	1	4	2	6	.....	19
Labor.....	8	5	1	3	1	1	.....	19
Music.....	...	1	1	1	3	6	2	12

TABLE 15.—*Type and length of work experience, by sex—Continued*
MEN—Continued

Occupation	LENGTH OF EXPERIENCE IN MONTHS							Total
	1-6	7-12	13-18	19-24	25-36	More than 3 years	Not ascertainable	
1	2	3	4	5	6	7	8	9
Professions or semiprofessional occupations.....	3	2	.....	.....	2	3	1	11
Art.....	2	.....	1	1	1	3	.....	8
Journalism.....	1	.....	.....	1	.....	2	.....	4
Teaching.....	.....	1	1	.....	.....	1	.....	3
Miscellaneous.....	1	.....	.....	.....	1	.....	.....	2
None.....	.....	.....	.....	.....	.....	.....	.....	459
Total.....	92	90	30	60	54	85	27	897

WOMEN

Office work.....	52	30	13	19	7	24	9	154
Factory work.....	21	18	2	8	8	12	.....	69
Homemaking.....	9	8	3	7	9	10	3	49
Public or personal service..	11	15	3	6	3	8	1	47
Selling.....	16	12	2	4	4	5	2	45
Trades.....	5	6	4	2	3	4	.....	24
Teaching.....	6	6	.....	2	2	3	.....	19
Professions or semiprofessional occupations...	1	3	3	.....	2	3	1	13
Beauty culture.....	3	1	2	3	1	1	.....	11
Nursing.....	3	3	1	2	2	.....	.....	11
Music.....	1	2	1	1	1	1	1	8
Art.....	2	.....	.....	.....	.....	1	1	4
Agriculture.....	1	.....	.....	.....	.....	1	.....	2
Journalism.....	1	.....	.....	.....	.....	.....	.....	1
Miscellaneous.....	2	.....	.....	1	1	.....	.....	4
None.....	.....	.....	.....	.....	.....	.....	.....	642
Total.....	134	104	34	55	43	73	18	1,103

Occupation Desired

IT SEEMED important also to secure an expression from these young people as to what occupation they would like to follow. (See table 16.) It must be remembered that nearly a third of

them are students, usually without any kind of extended work experience. In numerous other cases, as indicated in table 13, they are unemployed and have never had a regular job. Engineering is the favored occupation among the men and office work among the women. Beauty culture, teaching, semi-professional service, and nursing rank very close together as the next choices of women. After engineering, men prefer, in order, to enter business and finance, to work as mechanics or tradesmen, or to take office jobs. A comparison of the choices reported in table 16 with the work experiences reported in tables 10 and 15 show how far the occupational choices of these young people deviate from the kind of work which will in all likelihood be open to them. Even with allowance for future changes in occupation on the part of many of them, the contrast offers a strong argument in favor of effective guidance service for young boys and girls both while they are in school and after they have left it.

TABLE 16.— *Occupations desired, by sex*

Occupation or industry	Men	Women	Total
1	2	3	4
Agriculture and forestry.....	27	1	28
Art.....	28	33	61
Aviation.....	44	0	44
Beauty culture.....	0	90	90
Business and finance.....	98	32	130
Chemistry.....	13	2	15
Crafts.....	3	0	3
Engineering.....	113	0	113
Factory work.....	6	18	24
Homemaking.....	0	45	45
Journalism.....	16	15	31
Labor.....	4	0	4
Law.....	34	4	38
Mechanics.....	78	0	78
Medicine.....	28	10	38
Miscellaneous professions.....	29	7	36
Music.....	25	37	62
Nursing.....	0	86	86
Office work.....	73	344	417
Printing.....	26	1	27
Public or personal service.....	15	77	92
Semiprofessional occupations.....	14	87	101
Teaching.....	27	88	115
Trades.....	76	2	78
Miscellaneous.....	7	7	14
None.....	113	117	230
Total.....	897	1,103	2,000

Vocational Training

IN CONNECTION with vocations preferred it is appropriate to examine vocational training. Admittedly it is impossible for one to know definitely what a respondent may mean when he says that he has received training for a certain vocation. However, the question was asked and in addition respondents were requested to indicate the length of such training. The vocations trained for and the number of months of training are reported in table 17. Both women and men stated that training for office work was the type most frequently received; the number of young women so reporting exceeded the combined total of all who had pursued all other kinds of vocational study. After such a superiority in one type of training it appears almost idle to point out that training in home economics, teaching, beauty culture, nursing, and semi-professional work follow in the order named. The men were trained for work as mechanics, as tradesmen, and in professions, especially engineering. It should not be overlooked that 65 percent of the men and 57 percent of the women reported that they had no vocational training.

The mode in length of training is in the interval 7 to 12 months, although there is an encouraging tendency shown toward extending the training period beyond this length of time; especially significant is the relatively small number reporting vocational training for 6 months or less. Training for the professions and the fine arts frequently is of longer duration, and although not shown in the table, is probably more intensive in character.

TABLE 17.—*Type and length of vocational training, by sex*
MEN

Vocation trained for—	LENGTH OF TRAINING IN MONTHS							Total
	1-6	7-12	13-18	19-24	25-36	More than 3 years	Not ascertainable	
1	2	3	4	5	6	7	8	9
Office work.....	5	10	13	14	21	6	8	77
Mechanics.....	6	18	8	11	11	7	2	63
Trades.....	6	12	9	8	6	2	8	51
Professions.....	1	6	3	4	4	6	1	25
Engineering.....	1	4	4	3	4	3	4	23
Business and finance.....	2	4	4	1	3	3	1	18
Art.....		3		2	6			11
Music.....				1	3	7		11

TABLE 17.—Type and length of vocational training, by sex—Con.

MEN—Continued

Vocation trained for—	LENGTH OF TRAINING IN MONTHS							Total
	1-6	7-12	13-18	19-24	25-36	More than 3 years	Not ascertainable	
1	2	3	4	5	6	7	8	9
Semiprofessional occupations.....	1	1	3	3		2		10
Agriculture and forestry.....		1	1		1	2	1	6
Selling.....		2	1	1			2	6
Teaching.....		1		1	3			5
Home economics.....		1			1			2
Miscellaneous.....			1					1
None.....								588
Total.....	22	63	47	49	63	38	27	897

WOMEN

Office work.....	21	67	48	45	53	29	23	286
Home economics.....	4	7	2	14	9	1	1	38
Teaching.....	2	4	4	3	7	8	3	31
Beauty culture.....	5	11	3	1	2	3	2	27
Nursing.....	2	6	1	3	9	1	1	23
Semiprofessional occupations.....	4	2	1	4	3	3	3	20
Art.....	2	4	2	1	3	3		15
Music.....			1		3	7	2	13
Trades.....	1	3		1	1		1	7
Selling.....					4	1		5
Business and finance.....	1	2					1	4
Professions.....		2			2			4
Miscellaneous.....			1					1
None.....								629
Total.....	42	108	63	72	96	56	37	1,103

Studies Preferred

THE YOUNG people were asked, "What would you like to study if you had the opportunity?" The replies have been classified and are reported in table 18. Since more than one choice was provided for, the total number of preferential votes for studies exceeds 2,000 despite the fact that 136 men and 182

women indicated "No choice." The choices expressed by the men begin with engineering, and then follow in order: Mechanics, office work, business and finance, aviation, and 11 others. As in some of the other tables, office work tops the list among the women and is followed by home economics, semiprofessional studies, music, nursing, beauty culture, general education, teaching, art, and 11 others. Unfortunately, it was necessary to consolidate the items in the stub of the table; because of this fact many of the finer, but still significant, distinctions are not shown, as, for instance, the low count of those desiring to study salesmanship (16), the relatively large number interested in electricity and electrical engineering (41), the small number wishing instruction in dramatics (23), advertising (14), library work (11), social work (9), radio technology (7), and millinery (4).

TABLE 18.—*Studies preferred, by sex*

Study	Men	Women	Total
1	2	3	4
Agriculture and forestry	22	1	23
Art	38	49	87
Aviation	53	1	54
Beauty culture	0	87	87
Business and finance	65	16	81
Chemistry	27	3	30
Crafts	5	0	5
Education	47	87	134
Engineering	112	0	112
Home economics	8	125	133
Journalism	16	19	35
Law	40	8	48
Mechanics	87	0	87
Medical sciences	38	13	51
Miscellaneous professional studies	21	2	23
Music	37	90	127
Nursing	0	89	89
Office work	76	316	392
Printing	27	1	28
Semiprofessional studies	32	94	126
Teaching	13	54	67
Trades	39	7	46
Miscellaneous	2	2	4
None	136	182	318
Total	941	1,246	2,187

Relationships Between Occupations Desired, Vocational Training Secured, and Studies Preferred

A COMPARISON of the occupations desired (table 16), vocational training (table 17), and studies preferred (table 18) is illuminating. The stubs of these three tables have by design been kept somewhat comparable and the parallels in the more frequently found responses are brought together in table 19. Because of a precoding of the question regarding present occupation (see Codes 32-33 in the Youth Census Schedule and table 10 of the present report) it was not practicable to bring the responses on this item into direct comparison with the other three tables mentioned. By reference to table 10 the reader may be able to discover certain parallel situations to those reported in table 19.

The parallels are rather close between occupational choice and studies preferred although the latter column in numerous cases contains a higher figure than the corresponding number under occupational choice. This is accounted for by the fact that respondents frequently indicated more than one choice for study but only one occupational choice. Moreover, while the close correspondence indicates that these young people are most of the time thinking of studies in relationship to occupational choice, there are, of course, numerous cases where a study was selected for reasons other than preparation for vocation.

TABLE 19.—*Comparison of vocational training, occupational choices, and studies preferred*

Field	MEN			WOMEN		
	Voca- tional train- ing	Occu- pa- tional choice	Studies pre- ferred	Voca- tional train- ing	Occu- pa- tional choice	Studies pre- ferred
1	2	3	4	5	6	7
Agriculture and forestry.....	6	27	22	0	1	9
Art.....	11	28	38	15	33	41
Aviation.....		44	53		0	1
Beauty culture.....	0	0	0	27	90	87
Business and finance.....	18	98	65	4	32	16
Engineering.....	23	113	112	0	0	0
Home economics.....	2	0	8	38	45	125
Mechanics.....	63	78	87	0	0	0

TABLE 19.—*Comparison of vocational training, occupational choices, and studies preferred—Continued*

Field	MEN			WOMEN		
	Voca- tional train- ing	Occu- pa- tional choice	Studies pre- ferred	Voca- tional train- ing	Occu- pa- tional choice	Studies pre- ferred
1	2	3	4	5	6	7
Miscellaneous professions	25	120	189	4	38	132
Music	11	25	37	13	37	90
Nursing	0	0	0	23	86	89
Office work	77	73	76	286	344	316
Selling	6			5		
Semiprofessional fields	10	14	32	20	87	94
Teaching	5	27	13	31	88	54
Trades	51	76	39	7	2	7
Total	308	723	771	473	883	1,061

The number reporting vocational training already secured in a given field usually lags far behind the number indicating that field as occupational choice. It is too much to expect that frequencies in these two columns should ever be equal; that would indicate that everyone who wished to enter an occupation had secured training in it; but effective guidance systems should do much to reduce the discrepancies which exist at present. When occupations engaged in, occupational choice, and vocational training accord rather closely with one another we shall know that young people are well adjusted to the problems of employment and occupation.

USE OF LEISURE TIME

Recreation as a Problem of Youth

RECREATION is the third broad general field into which inquiry was made. To many, the problems of recreation may not appear to be of major significance in a survey of youth since recreation plays a more important role during the period of youth than at any other time of life. In the statement of that fact, however, lies a suggestion of great import. The very fact that

recreation, or more properly, worthy use of leisure time, plays a relatively unimportant role in the lives of so many adults lends support to the view that the lack of plan in the recreational activities of the youth may be responsible for the utter lack of resourcefulness so frequently shown by the adult in employing wisely and advantageously time which he has free from his work.

Leisure-time Activities Reported and Preferred

BY REFERENCE to the Youth Census Schedule (Appendix A) it will be seen that youths were asked, "What leisure-time activities did you engage in most frequently during the past week?" Opportunity was provided for each respondent to name three such activities and also to indicate the place where he usually engaged in these activities. The replies are, of course, conditioned by the fact that the interviews took place during the spring and summer; at other seasons of the year other forms of recreation would undoubtedly be more prominent in the results. Table 20 aims to present a classification of the replies for all activities which were named by any considerable number of those responding.

For both sexes, reading tops the list of recreational activities engaged in; its ascendancy is especially pronounced in the activities of women where it nearly triples the popularity of its nearest competitor ("*shows*") and is not far from doubling the popularity of shows in the grand total. Baseball is a strong second choice by the men. Swimming ranks well up, as do tennis and dancing for both sexes. It is of interest to note that walking and hiking have so many devotees while music is well down the list and such recreations as horseback riding, boating, dramatics, fishing, and hunting carry so little appeal as not to be included among the activities in which any significant number engage.

Generally speaking, the rank of first-choice activities parallels closely the rank assigned to activities in the grand total. This is in part owing to the considerable number of respondents who did not indicate second or third choices.

TABLE 20.—Type and place of recreational activities

MEN

Type of activity	PLACE OF FIRST CHOICE ACTIVITY													Total
	Home	Church	School	Community centers, parks, and playgrounds	Organization club-houses	Vacant lots	Streets	Woods and fields	Lakes, streams, and beaches	Commercial amusement places	Question does not apply	Not ascertainable		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Baseball.....	5		20	79	1	21	5	3		3		1	138	
Basketball.....	1	1	9	12	3								16	
Dancing.....	3	1	3	5	2					19			27	
Fishing.....									13			2	15	
Football.....			15	9		3	3						30	
Golf.....				6	2					2			10	
Handball.....			3	2	3		1						9	
Hobbies.....	5		1										6	
Indoor games.....	3		2		1								6	
Mechanical, construction activities.....	22												22	
Music.....	13		1		2					1			17	
Parties and socials.....	4		1		1								6	
Radio.....	14												14	
Reading.....	143			1				1					145	
Riding, auto.....							8	2				2	12	
Shows.....										56			56	
Softball.....	1					4						1	13	
Sports.....	5		2		1								16	
Studying, - educational activities.....	11		4									1	16	
Swimming.....				15	9				74	14		5	117	
Tennis.....	3		8	37	2	1	1		1			1	54	
Walking and hiking.....				2			15	6	1			1	23	
Other.....	33	2	10	12	6	1	6	7	3	1		3	84	
None.....											44		44	
Total.....	266	4	79	184	33	31	38	19	92	90	44	17	897	

PLACE OF SECOND CHOICE ACTIVITY

Type of activity	Home	Church	School	Community cen- ters, parks, and playgrounds	Organization club- houses	Vacant lots	Streets	Woods and fields	Lakes, streams, and beaches	Commercial amusement places	Question does not apply	Not ascertainable	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Baseball.....	3		4	40	2	9	2						63
Basketball.....			7	5	2							2	16
Dancing.....	1				3				1	19			24
Fishing.....									12				14
Football.....			4	13		5						2	24
Golf.....				3	7					4			14
Handball.....			4				1						6
Hobbies.....	0												0
Indoor games.....	2			1	2					3			8
Mechanical, construction activities.....	6						1						7
Music.....	5	1	1		1								8
Parties and socials.....	3	4								1			8
Radio.....	18												18
Reading.....	98												98
Riding, auto.....				2			7	2				1	12
Shows.....	1									62			63

TABLE 20.—Type and place of recreational activities—Continued

MEN—Continued

Type of activity	PLACE OF SECOND CHOICE ACTIVITY												Total
	Home	Church	School	Community center, parks, and playgrounds	Organization club houses	Vacant lots	Streets	Woods and fields	Lakes, streams, and beaches	Commercial amusement places	Question does not apply	Not ascertainable	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Softball			1	2	1								4
Sports		1	4	5	2	1							14
Studying, educational activities	5		1	1								1	9
Swimming			1	5	5				53	4		2	64
Tennis			5	24									29
Walking and hiking			1				16	3				2	22
Other	10	4	7	2	5		2	2	4	5		2	52
None											29		29
Total	167	10	45	107	29	16	29	9	74	103	299	12	897

PLACE OF THIRD CHOICE ACTIVITY

Type of activity	House	Church	School	Community center, parks, and playgrounds	Organization club-houses	Vacant lots	Streets	Woods and fields	Lakes, streams, and beaches	Commercial amusement places	Question does not apply	Not ascertainable	Total	Grand total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Baseball.....			6	14		4	1						25	225
Basketball.....			4	2	4								10	42
Dancing.....	2				2					9			13	64
Fishing.....									4				4	33
Football.....			2	3		1							6	58
Golf.....				2	2								4	28
Handball.....			2	2								1	5	19
Hobbies.....	5												5	17
Indoor games.....	2				2					2			6	20
Mechanical, construction activities.....	3												3	32
Music.....	6				1								7	32
Parties and socials.....	1	1			2								4	18
Radio.....	6												6	38
Reading.....	39												39	282
Riding, auto.....							1						1	23
Shows.....										35			35	154
Softball.....			1	1								1	3	20
Sports.....	1			1		1							4	34
Studying, educational activities.....	2				1								3	28
Swimming.....			3	3	4			10	6		1		27	228
Tennis.....			1	12									13	95
Walking and hiking.....				1			7	4					12	59
Other.....	11	2	4	3	3		2	1		2		2	30	166
None.....											632		632	975
Total.....	58	3	23	44	21	6	11	5	14	54	632	6	897	2,691

TABLE 20.—Type and place of recreational activities—Continued

WOMEN

PLACE OF FIRST CHOICE ACTIVITY													
Type of activity	Home	Church	School	Community cen- ters, parks, and playgrounds	Organization club- houses	Vacant lots	Streets	Woods and fields	Lakes, streams, and beaches	Commercial amusement places	Question does not apply	Not ascertainable	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Baseball			4	3		1	1						9
Basketball		1	2	5	1								9
Card playing	14												14
Dancing	9			10	14				2	49		1	85
Household activities	61												61
Knitting and crocheting	12												12
Music	23	1	1							1			26
Outing activities	1							1	5				7
Parties and socials	9	4	1	1	6					1			22
Radio	17												17
Reading	203			2					1			2	208
Resting	12												12
Riding, auto				2			6	2					10
Sewing	48												48
Shows	1			2						105			108
Studying, educational ac- tivities	13		2		1								16
Swimming	1			13	1				80	10		6	111
Tennis	5		9	43	3	1	1		2	1		3	68
Visiting	17												17
Walking and hiking				9			20	4					33
Other	18	6	6	9	3		5	9	7	11		1	75
None											45		45
Total	554	12	25	99	29	2	33	16	97	178	45	13	1,103

Type of activity	PLACE OF SECOND CHOICE ACTIVITY													Total
	Home	Church	School	Community centers, parks, and playgrounds	Organization club-houses	Vacant lots	Streets	Woods and fields	Lakes, streams, and beaches	Commercial amusement places	Question does not apply	Not ascertainable		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Baseball			1	2		1	1	2				1	8	
Basketball			5	2	2								9	
Card playing	10												10	
Dancing	11	1	1	2	5								20	
Household activities	23									44		3	70	
Knitting and crocheting	15												15	
Music	21	3	1										25	
Outing activities								2	4	0			6	
Parties and socials	8	2	1		2					1			14	
Radio	29												29	
Reading	130												130	
Resting	5											1	6	
Riding, auto							9	2	2			1	14	
Sewing	52												52	
Shows				4						158			162	
Studying, educational activities	4												4	

TABLE 20.—*Type and place of recreational activities*—Continued

WOMEN—Continued

Type of activity	PLACE OF SECOND CHOICE ACTIVITY												
	Home	Church	School	Community centers, parks, and playgrounds	Organization club-houses	Vacant lots	Streets	Woods and fields	Lakes, streams, and beaches	Commercial amusement places	Question does not apply	Not ascertainable	Total
1 -	2	3	4	5	6	7	8	9	10	11	12	13	14
Swimming.....				5	2				43	16		2	68
Tennis.....	1		4	38	2				1	1		1	48
Visiting.....	13												13
Walking and hiking.....				4			20	7				3	34
Other.....	10	4	9	6	1		3	4	2	12		6	57
None.....											303		303
Total	341	10	22	60	14	1	33	17	52	232	303	18	1,103

PLACE OF THIRD CHOICE ACTIVITY

Type of activity	House	Church	School	Community cen- ter, parks, and playgrounds	Organization club- houses	Vacant lots	Streets	Woods and fields	Lakes, streams, and beaches	Commercial amusement places	Question does not apply	Not ascertainable	Total	Grand total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Baseball.....				1	1			1					3	20
Basketball.....			2									1	3	21
Card playing.....	5				2								7	31
Dancing.....	6		1	1	4				1	20		1	34	186
Household activities.....	7												7	91
Knitting and crocheting.....	4												4	31
Music.....	13	4			1							1	19	70
Outing activities.....				1				2	1				4	17
Parties and socials.....	1	2			1					2			6	42
Radio.....	13												13	50
Reading.....	55												55	493
Resting.....														17
Riding, auto.....							6	2					8	32
Sewing.....	16												16	116
Shows.....										56			56	323
Studying, educational ac- tivities.....	2												2	22
Swimming.....				4	2				20	4			30	209
Tennis.....			5	20						1		1	27	143
Visiting.....	3												3	33
Walking and hiking.....	1			5			17	3					26	93
Other.....	8	5	1	1	2		1	4	4	5		4	31	163
None.....											749		749	1,097
Total	134	11	9	33	13		24	8	26	88	749	8	1,103	3,309

Totals at the bottom of each section of table 20 give clues as to the places where young persons spend their spare time. The preeminence of the home as the favored place for recreational activities is significant; its preference by women is probably to

be expected, but it is in pronounced favor also with the men. In part it owes its popularity to the frequency with which reading is engaged in at home; but if all reading were eliminated young people would still pursue most of their recreation in the home. As may be surmised, parks, playgrounds, lakes, streams, and beaches are popular with youth as places for recreation. The school plays a smaller role as a place for recreational activity; commercial amusement places are still further down the list.

It was thought that significant differences might appear in the recreations participated in by young people engaged in various pursuits and having different amounts of money to spend. Consequently, tabulations were made of the frequencies with which the various recreational activities were mentioned by youths in school, youths unemployed, youths employed, and among the employed those securing different rates of pay. The conclusions to be drawn from tabulations of these data were so slight that the tables have been omitted. It was apparent that those employed and receiving remuneration were more likely to engage in recreational activities which can be carried on in the evening and which are likely to call for expenditure of money. Conversely this finding may be interpreted to mean that those in school and those unemployed find enough opportunity for recreation during the day and consequently do not so often attend shows (theaters and motion pictures) and dances which are more generally evening types of amusement for which an admission price is charged. Even with the employed group, shows and dances were less frequently chosen as recreational activities than were reading and swimming.

TABLE 21.—*Recreational desires, by sex*

Recreational desires	Men	Recreational desires	Women
Swimming.....	200	Swimming.....	249
Basketball.....	161	Tennis.....	193
Tennis.....	82	Reading.....	171
Reading.....	67	Dancing.....	96
Football.....	62	Shows.....	62
Sports.....	59	Sewing.....	46
Baseball.....	45	Sports.....	34
Fishing.....	37	Music.....	26
Golf.....	32	Travel.....	26
Travel.....	25	Riding horseback.....	25
Dancing.....	25	Golf.....	23
Shows.....	19	Basketball.....	20
Other.....	92	Other.....	116
None indicated.....	82	None indicated.....	128
Total.....	988	Total.....	1,232

An effort was made to find out what recreational activities these young people would most like to take part in regardless of the activities in which they actually participated. The responses are most revealing. (See table 21.) Swimming heads the list for both sexes by a good margin. Tennis is second choice with women and third with men. Reading follows tennis in both cases. Basketball and, of course, baseball and football are more in favor with men than with women. Dancing and shows received a much higher rating with women than with men. Since respondents were permitted to name more than one preferred activity, the total choices exceed the number of persons interviewed. A little more than one-tenth of the total number indicated no preference.

A Good Symptom

THE RECREATIONAL activities both engaged in and desired by youth in these communities are most reassuring. The results supply an answer to those who have gained the impression that youth is wholly frivolous and time-wasting in its leisure-time pursuits. It would be interesting to know if a census of adult recreational activities and tastes would measure up very well when compared with the record of young people in this regard. While one is not justified in drawing conclusions for all youth from the reports of these 13 communities, the implication is strong that members of the younger generation when they take their places of leadership in the world of affairs will be more efficient than their fathers and mothers are in finding better health, improved morale, and renewed vigor through their activities during those hours when they are not busy with set tasks.

PART 3

Part III

TECHNICAL ASPECTS OF YOUTH SURVEYS¹

WHAT INFORMATION TO GATHER

The Problem

THE TERM "youth", as used in part II of this publication, refers to persons of ages 16 to 24, inclusive. While these age limits were chosen more or less arbitrarily, some justification for their selection exists in the fact that they include the large majority of those young persons who are leaving full-time schools and colleges to establish themselves in jobs and homes of their own.

There is, first, a notable lack of employment opportunities. A remunerative job is usually considered essential to the boy or girl who is entering upon the normal activities of adult life. Still the youth today too often meets only disappointment when he sets out to find a position in his chosen field of work.

In the second place, the home has become a relatively less powerful influence in engendering socially desirable attitudes and interests. In many cases this is owing to a disintegration of the home, but more frequently it results from the introduction of new features such as radio, motion pictures, and group organizations which attract both the parents and the young boy or girl and thus render it increasingly difficult for home influences to make themselves felt.

Finally, public education has not responded to all of the broader responsibilities of the new age. While much has been done in providing regular school facilities for those who have passed the compulsory school age, much remains to be done for those who are not adequately served by the more conventional school services. Only a few of the millions of children in school

¹ The procedures outlined on the succeeding pages are not designed to conform with the requirements for works projects of the National Youth Administration or of the Works Progress Administration.

have been helped to plan beyond the rigid confines of the curriculum. Equally few have been prepared for making their free time recreational.

Confronted by circumstances of this magnitude, many communities have attempted to examine these problems and, further, to see them from the standpoint of the young people who are immediately affected as well as in the light of the implications to the community and Nation. Some suggestions for community-wide study of the youth problem, gathered largely from the experiences of these communities, are incorporated into the following pages.

Sources of Data

A GREAT deal of valuable data concerning youth can be obtained from public records. Although the facts which can be made available through the local public schools, health centers, employment centers, juvenile courts, and other service agencies are largely quantitative in nature, the very variety of them is sufficient to offset many obvious disadvantages.

The second major source of information is the individual himself. By skillful use of interview methods, many times a person can be led to disclose facts, opinions, and attitudes which can be used to great advantage in planning for the betterment of a social group. While there are numerous variations of the personal approach, the use of a questionnaire or interview schedule in which the questions are standardized provides data that are perhaps most easily usable in the aggregate. On the other hand, a case-study method, used with or without the help of a schedule, will provide extremely valuable data of a more intensive kind for a small number of persons.

Most agencies which have conducted studies of youth have secured data by going directly to the individuals concerned; some have used public records as the source. In a few investigations the case-study method has been employed. For the most part, however, a schedule of questions has been prepared and administered to a large number of youth, either by mail or personal interview; this method is perhaps most easily adaptable for a community-wide survey, although the other sources and methods have greater advantages in some situations.

Types of Data

A GREAT deal of care must be exercised in developing the survey schedule or list of items on which information is sought and in

phrasing the questions designed to secure this information. The problem of how to obtain the data is interrelated with the kind of information wanted, and is, in some degree at least, dependent on it.

One problem to be given early consideration is that of determining the fields of interest to be covered. In surveys of youth several broad classifications are immediately apparent; for example, education, recreation, guidance, and employment-unemployment. Deeper analysis discloses further underlying classifications within which data need to be sought in order to establish a solid foundation for interpretation. The following and possibly other groupings might be considered: Identification items, home environment, health, personal information (e. g., financial resources, etc.), family mobility, and attitudes.

Assuming that the investigation will reach a cross section of the total population to be sampled, two approaches are practically possible.¹ In planning the survey schedule, the questions can be so stated as to obtain a picture of the *present status* of the population in terms of the several fields of interest; for example, a study may involve data on the fact and type of present employment, schooling, etc. Or, the schedule can be framed with a view toward ascertaining the *history* of each individual in each of the fields of interest. This is exemplified by the "work history" in which data are obtained on the type, wages, duration, etc., of all jobs the person has held. These two approaches are not mutually exclusive and probably both can be used to advantage in most schedules. Each approach will perhaps involve also the use of qualitative as well as quantitative data. The historical approach is frequently used on a smaller sampling of the population than the status approach, both because of its greater detail and because of the practical limitations of time and resources encountered in most studies.

Schedule Items

HAVING once established the several major parts into which the survey data are to be divided, the question next arises as to what specific information within each part will be practicable to obtain and will be usable when once made available. The criterion of use of a particular item generally provides the basis for a final decision as to its inclusion or omission.

¹ A third approach—the case-study method—is generally impracticable for survey use where an extended cross section sampling is contemplated. This method is therefore not treated here as a survey method.

In preparing the Youth Census Schedule and Youth Survey Schedule reproduced in the appendixes, the attempt was made to include as significant a body of data as could be obtained by unskilled interviewers. Many desirable questions were therefore omitted but are noted here for the use of communities or agencies wishing to supplement or adapt these schedules to their own needs.

A suggestive list of survey items follows:

Schedule Items for Use in Youth Surveys

*Items included in the Youth Census Schedule or Youth Survey Schedule.
(See Appendixes A and B.)*

Items not included in the Youth Census Schedule or Youth Survey Schedule.

Identification

Date of interview.
Present address.
Age, sex, and color.
Marital status.

Number of children.
Places of residence.
Dwelling place.

Home environment

Relationship to family earner.
Fact of earner's employment.
Family earner's occupation.
Relief status of earner.

Nativity (and race).
Language spoken in home.
Ownership of dwelling.
Family composition.
Home conveniences and facilities.

Education

Highest grade completed.
Present school attendance.
Age on leaving school.
Extent of school participation.
Further education desired.

Reasons for leaving school.
Availability of educational services.
Mental and other test grades.
Subjects of most and least value.
Value of high-school training in present work.
Ways in which school can help dropouts and graduates.

Employment

Occupation and industry.
Wages and hours of work.
Place of work.
Relief status.
Work experience.
Vocational training.
Extent of employment.
Occupational desires.

Detailed record of past employment.
How job was obtained.
Periods of employment.
Reason job ended.

Unemployment

Fact of seeking work.
Months of seeking work.

Reason for not obtaining job.
Means used in seeking job.
How maintaining employability.

Recreation

Free-time activities.
Places of recreation.
Amount of free time.
Best time for leisure activities.
Recreational desires.

Club and organization memberships.
Opportunities for social contacts.
Activities time record.

Health

Medical and dental services available.
Medical and dental services received.
Fact of eye examinations.

Injuries and illnesses during past year.
Reasons for not obtaining medical services.
Fact of vaccinations and immunizations.
Physical or mental handicaps.
General physical condition.

Personal

Total cash income last year.
Cash spent for food and shelter.
Fact of vocational advice.
Number of dependents

Income for personal use.
Savings and insurance.
Contributions to support of dependents.
Source and type of personal guidance.
Attitudes toward home, law, etc.
Personality traits.
Community or civic participation.
Religion and church activities.
Principal present problems.

Rural problems

Size, characteristics, and products of home farm.
Type and extent of part-time farming.
Attitudes toward farm life and farming.

A device which is commonly used in schedule making is illustrated in questions 32-35 through 41 of the Youth Survey Schedule. (See appendix B.) This tabular form can frequently be used to advantage where two or more variables are common to a series of questions or items. Schedule data such as are obtained

in a work history or activities time record can be condensed, with the use of this device, into a very small space. There are some difficulties involved in the tabulation of such data, however, and this is particularly true when coding and machine tabulation are used.

A "family card" to be filled in for every family where a youth is interviewed is often helpful. On such a card the names and certain information for every member of the family can easily be obtained. Much of the data noted under *Home Environment* in the foregoing can best be obtained with the use of this device.

The phrasing of questions is always a matter deserving most careful consideration. Short, simple, and direct questions provide concise, clearly defined data. Double questions (e.g., Can you and do you ...?) and questions preceded by a conditional clause (e.g., If not employed, how many ...?) are likely to be confusing and should be avoided wherever possible because of their ambiguity.

HOW TO OBTAIN DATA

Essentials of Staff Organization

RESPONSIBILITY for the direction of a survey should be assigned to some individual capable of caring for the details of organization. The director would be charged with the selection and assignment of workers, the development of a plan of sampling, the supervision of the staff, and the tabulation of the findings. The size and complexity of the community situation must necessarily determine the extent of the supporting staff of supervisors, interviewers, schedule editors, and other workers. The success or failure of an investigation hinges largely on the caliber of the persons charged with its administration.

Groups To Be Studied

THROUGHOUT the surveys the viewpoint has consistently been maintained that the so-called "youth problem" is essentially an educational problem. The several aspects of the problem, namely, employment, education, recreation, and personal adjustment are all broadly educational by nature. While specific studies of unemployed youth, out-of-school youth, or high-school graduates all have their values in particular circumstances, it is nevertheless felt that a cross section of the

youth in a given community should be reached in a survey, in order that the status of one group can be seen in relation to that of the total youth population. This means that a plan of sampling should be so organized that all elements of the youth population in a community are represented in their true proportion or as nearly so as is possible. In only the smallest communities will it be necessary to reach all young persons in order to secure an adequate picture of their circumstances.

The survey director and his consultants must, then, first of all determine the rate of sampling, i.e., whether one-half, one-tenth, etc., or all the resident young people are to be interviewed. There are no set standards for determining the proper rate of sampling for a community of given size except that the rate increases in inverse proportion to the population, generally speaking. A 50-percent sampling of youth in any rural or urban place up to about 100,000 population would not involve an excessive number of cases, would be simple to administer, and could be defended statistically.

Having agreed on a 50-percent sampling, for example, a means must next be found for reaching a true cross section consisting of one-half of all resident youth. A sampling which is scattered over the entire area of a place, whether rural or urban, will be more representative than the same number of cases taken in several so-called "typical" areas within the whole. It can perhaps be safely assumed that a true sampling of one-half of the family units will reflect a one-half sampling of youth. The logical method, then, would be to use residence data from some reasonably accurate survey already made or else a community directory, and to refer an interviewer to every second family listed. All youth 16-24 years of age living in or with these families would be interviewed.

Administration of the Schedule

THE *Youth Survey Schedule* (Appendix B) has been so planned as to be usable either by an interviewer in conversation with a young person, or by the young person himself without the help of an interviewer. The schedule, therefore, may be administered by interviewers going to the homes of young people; or it may be passed out in assemblies where representative groups of youth have been gathered; or it may be sent through the mail or by brothers, sisters, and friends to selected persons.

When use of the interview method is contemplated the interviewers must be selected with great care if the survey is to provide accurate information. Mature young people who understand and are in sympathy with the purposes of the survey are most desirable.

In some circumstances, part-time teachers, college students in sociology classes, Federal college-aid students, volunteer adults or even paid social workers can be employed. Many times the backing of community clubs will provide the means or medium for securing workers.

The training of interviewers is a matter which should not be neglected. One or two conferences during which the schedule items and instructions are explained and discussed should provide the necessary preliminary background. A practice interview with another trainee followed by one or two actual experiences in field interviewing and then a further discussion will be adequate preparation for most interviewers. The schedules turned in during the first few days of the survey should have careful editing and in some cases will need to be sent back for reinterview.

Spot-checking will often be necessary, particularly in large community surveys where an interview method is used. It consists of sending a supervisor to homes where young persons have been interviewed for the purpose of checking on the accuracy of the data obtained by the interviewer. With judicious use of this method a careful check can be had on the efficiency and thoroughness with which each interviewer is approaching his task.

A second method of reaching a fairly good cross section of youth for the purpose of filling out survey schedules is described in the following paragraphs. This method will prove suggestive where schools assume major responsibility for the survey. By the use of this means the need for interviewers and house-to-house canvassing is obviated. This method assumes a complete sampling of youth but variations can be introduced in order to reduce the rate of sampling. The plan follows:

(1) *The school group*

Have schedules filled in under instructions by all youths 16 to 24 years of age, inclusive, in grades up to and including the last year of high school in all schools, public and private, technical and academic, in the community.

(2) *The older brother and older sister group*

- (a) In all the schools included in (1) ascertain which children in grades up to 12 have older brothers, sisters, half-brothers, or half-sisters living in the community who have passed their sixteenth but have not yet reached their twenty-fifth birthday. These children will constitute the *gross base list* from which to obtain the first referral group of youth.
- (b) From the *gross base list* check off all but the oldest brother or sister in any given family so as to leave only one child representing each family. This reduced list will constitute the *net base list*. The children on this list will be asked to act as the schools' representatives in getting the schedules filled in by all older brothers and sisters, 16 to 24 years of age, who are not in the public, private, or parochial schools.
- (c) Each child on the *net base list*, defined in (b) will be requested to fill out a *referral card*² for each older brother, sister, half-brother or half-sister, 16 to 24 years old, regardless of whether he or she is married or single, living at home or in some other part of the community, employed or not employed, except that no card will be filled out for older brothers, sisters, half-brothers or half-sisters who are enrolled in the schools of the community. Children will verify the information on the cards at their homes, if necessary.
- (d) Each child on the *net base list* will be requested to carry a schedule with accompanying letter and instructions to each out-of-school older brother, sister, half-brother or half-sister on the referral cards filled out by him. These schedules will be filled out at home and then returned by the child.

(3) *The friends group*

- (a) Request each child in schools (2-a) to fill out referral cards for several friends in the community who are of ages 16 to 24, inclusive. These friends shall be only those to whose homes these children are accustomed to go and shall exclude as far as practicable those in the older-brother-and-sister group obtained under (2).
- (b) Collect these cards and remove duplicates. Those remaining will constitute the *friends group list*.
- (c) Request each child to take a schedule to each of the friends on this list whose name he supplied, ordinarily using the relative or the older child as the carrier where two children report the same name.
- (d) If the child who fills out the referral card cannot visit the home of the friend, he should write "Please mail" across the top of the card. Such schedules will be sent by mail from the central office to any such friend living within the survey area.
- (e) With this schedule will be included a sheet of explanations and instructions, and a stamped return envelope in which to mail the filled-in schedule to the school or central office.

² The *referral card* contains the following items: Name of person referred to, address, relationship to pupil reporting, name of pupil reporting and his school, grade, and room.

.. It will be seen upon analysis of this plan that the principal weakness lies in its tendency to reach a disproportionately small number of persons in the older age range. In other words, children in public schools are more likely to have brothers and sisters and friends who are under 20 years of age, for example, than over that age.

A third method of securing data directly from young people would be to have institutions such as the schools, Y. M. C. A.'s, girls clubs, settlement houses, and other organizations serve as agencies for gathering their 16- to 24-year-old constituents together at appointed times and places for the purpose of getting schedules filled in. With careful planning so as to insure representation of all the major elements of the youth population, this scheme many times can be used to good advantage and with small financial outlay. It is, however, less likely to secure a representative sampling of youth than either of the other two methods.

Whatever method is used as a means of securing schedule data, there exists the need for carefully prepared publicity for the survey in order that the efforts may be adequately supported by public opinion. Generally speaking, all publicity should emanate from one responsible source and all available outlets such as newspapers, radio, school papers, and public announcements should be utilized.

A second general suggestion concerns simple cumulative tallies which should be made on all schedules as they are turned in to the central office. Using United States Census data as a basis of reference, a cumulative tally of the age and sex (and possibly other items) of all persons interviewed or reached to date can be compared with the census data and a general index of the representativeness of the sampling can be had at any given time. Thus the sampling can be corrected before the survey is ended and the workers released.

WHAT TO DO WITH THE DATA

Editing Schedules

A FEW of the most capable and efficient persons on the survey staff should be assigned the task of editing each filled-in schedule. This is necessary for two reasons: First, to check on the completeness and consistency of the information noted; and, second, where machine tabulations are to be made, to place a code number

beside each answer which was not precoded when the schedule was printed. No matter how carefully a schedule has been prepared for machine tabulation, there are always a few questions which cannot be precoded—questions to which the answers cannot be anticipated or which require codes too long to be printed on the schedule.

Often sampling here and there in a pile of schedules will enable the editor to identify typical errors and thus speed up his work. The examination of each schedule for completeness and consistency should be carried on as the interviewing progresses in order that necessary reinterviews may be obtained while the staff is available. In most cases these editors can make the simple cumulative tallies mentioned in the foregoing as they go along. The editing for coding purposes should not be delayed until all the schedules are in the central office. This procedure can be begun as soon as a few schedules have been through the first editing process.

Tabulation of Data

PLANNING the list of tabulations to be made from data procured with a given schedule is one of the most difficult tasks faced by the survey director. The plans must be predicated primarily on the objectives of the study and secondarily on what the data indicate. This planning can and should be begun soon after the schedule has been put in final form. In fact, it will probably seem wise to make notes regarding the tabulation of specific questions as the schedule is being prepared.

Most tabulations of schedule data can be classified according to three general types: *Frequency tallies*, in which merely the frequency of occurrence of the several possible answers to a given question is noted; *simple breakdowns*, in which schedule data are classified, for example, by sex, or age and sex; and *cross-tabulations*, in which each table indicates the relationship of two or more facts about the same group of individuals; for example, a cross-tabulation of the data on highest school grade completed and wages received the preceding week will show whether those persons who graduated from high school are receiving more pay than those who left school at the end of the eighth grade.

The problem of tabulation can be approached from either of two directions. Most frequently research originates as a problem

demanding solution. The problem contains many inherent questions which ordinarily are expressed in the schedule of data sought. The first approach to tabulations, then, is to make frequency tallies or cross-tabulations of those schedule items which contain the data needed to answer specific questions. A second approach involves what is sometimes referred to as "squeezing the data", i. e., securing all possible valuable information from the schedule data by means of cross-tabulations. Careful planning is necessitated by this method, inasmuch as the number of possible combinations among 40 or more items in a given schedule is almost limitless.

Expressed in the simplest and most comprehensive terms, planning the cross-tabulations means making a separate decision as to the usefulness of each possible combination of any two items in the schedule. Obviously, the decisions would be most soundly based if all possible combinations of items could be tabulated and the findings from a given body of data be set before the survey director for decision. Since this is impracticable, however, the next best way is to have several responsible persons make independent judgments and then to discuss the usefulness or values of each table contemplated.

A short cut to planning cross-tabulations lies in selecting several of the most important codes (questions) in the schedule as "breakdowns" and then determining the most useful cross-tabulations of other items with each "breakdown." By grouping the tabulations in this way, considerable expense can be saved, using either machine or hand tabulation.

As an illustration of the last-mentioned method, a list of tabulations used in connection with the *Youth Census Schedule* is given here:

Plan for Tabulation of Youth Census Data from 13 Communities

Tables by sex and color

1. Studies preferred (25-28)^{*}
2. Present occupation—listed items (34-35).
3. Experience (38-39).
4. Vocational training (36-37).
5. Occupational desires (40-41).
6. Recreational activities (50-55).
7. Place of recreational activities (56-61).
8. Recreational desires (62-65).

^{*} Numbers in parentheses refer to codes in the *Youth Census Schedule* reproduced in Appendix A.

Tables by age, sex, and color

9. Grade completed (19-20).
10. Type of school attending (23-24).
11. Place of employment (29).
12. Months of unemployment (44-45).
13. Status summary (48).

Tables by sex, color, and marital status

14. Remuneration (42).
15. Relief status (43).

Tables by sex and grade completed

16. Occupation (34-35).
17. Remuneration (42).
18. Months of unemployment (44-45).

Tables by sex and remuneration

19. Occupation (34-35).
20. Recreational activities (50-55).

Tables by sex and status summary

21. Employment desired (47).
22. Recreational activities (50-55).

Ordinarily it is impracticable to use hand-tabulation methods for treating more than a few thousand schedules even as extensively as suggested in the foregoing list. Under the most auspicious circumstances and leadership it would probably be unwise to attempt tabulations involving extensive "breakdowns" of more than 10,000 schedules by hand. A point of diminishing returns is reached at which the cost of hand labor begins to exceed the expense of punching and running cards in tabulating machines.

ANNOTATED BIBLIOGRAPHY OF SURVEYS OF YOUTH

1. COLORADO, DENVER. Kaplan, A. D. Occupational distribution of Denver's high-school graduates. Denver Public Schools. 1934. 8 p. (University of Denver Reports, vol. 10, no. 3.) Price 15 cents.

The occupational distribution of 1,957 students graduated from the Denver high schools in 1933 is compared with that of 1,171 students graduated in 1929.

2. CONNECTICUT (STATE). Survey of recent high-school graduates in Connecticut. (1931-34, inclusive.) Hartford, State Department of education, 1936. 105 p.

More than 10,000 graduates from 28 Connecticut high schools responded to questionnaires covering their education, employment, recreation, affiliations, and ambitions.

3. * ———. Youth in search of jobs. Hartford, Connecticut State employment service, 1935. 36, xxxiii p. mimeographed.

Through examination of registration cards filed with the Connecticut State employment service from November 1, 1933, to November 1, 1934, the attempt was made to discover what qualifications for employment were lacking among 43,000 young people under 25 years of age.

4. * INDIANA, INDIANAPOLIS. Indianapolis Youth survey. Education division, Governor's commission on unemployment relief, 1935. 96 p. mimeographed.

A representative sampling (5,457) of Indianapolis youth between the ages of 16 and 25 responded to the *Youth census schedule*; the data collected are given in numerous tables and there is some discussion of results.

5. * INDIANA, JASPER COUNTY. Jasper County youth survey. Indianapolis, Education division, Governor's commission on unemployment relief, 1935. 20 p. mimeographed.

This report is a summary of the activities and findings of the Jasper County youth census, in which 1,058 rural young people were interviewed.

6. INDIANA, LAFAYETTE. ELLIOTT, EDWARD C.; HOCKEMA, FRANK C.; and WALTERS, JACK E. Occupational opportunities and the economic status of recent graduates (1928-34) of Purdue university. Lafayette, Purdue university.

A report based on 2,140 answers to questions regarding the nature and duration of employment and annual salaries.

* Copies available. The reader is referred to educational libraries for copies of those surveys not marked with an asterisk.

7. IOWA (STATE). STARRAK, J. A. A survey of out-of-school rural youth in Iowa. Des Moines, Iowa State planning board, 1935. 52 p. mimeographed.

An investigation into the educational, economic, vocational, and social status of "young people of both sexes between the ages of 15 and 24, inclusive, living on farms and in towns of less than 2,500, who were not attending school." Thirteen communities and 1,107 individuals were included in the survey.

8. KENTUCKY, BREATHITT COUNTY. What high-school boys and girls in "Breathitt County (Kentucky) "Want to be" and "Want to know." Richmond, Va., Southern women's educational alliance, 1934. 14 p. mimeographed.

The occupational interests and choices of 318 high-school students are presented in tabular form following a general introduction.

9. MARYLAND, BALTIMORE. Report of follow-up of graduates, Senior high schools, 1933-1934. Baltimore, Department of education, 1934. 7 p. mimeographed.

——— Report on follow up of graduates, Junior high schools, 1934. Baltimore, Department of education, 1934. 3 p. mimeographed.

——— Report on follow-up of graduates, colored junior high schools, 1934. Baltimore, Department of education, 1934. 2 p. mimeographed.

——— Follow-up of withdrawals, junior and senior high schools, 1933-1934. Baltimore, Department of education, 1934. 5 p. mimeographed.

Groups of tables showing the further education, employment status, and remuneration of 6,084 graduates and 1,495 withdrawals.

10. MASSACHUSETTS (STATE). Report on the census of unemployment in Massachusetts as of January 2, 1934. Boston, Massachusetts Department of labor and industries, 1935. 202 p. (Labor bulletin, no. 171.)

A significant and authoritative contribution to the study of the unemployment problem. The findings of the Massachusetts census are subjected to detailed analysis in 64 tables, followed by a brief report on the Boston health census. Data for younger age groups can be segregated from the general findings.

11. *MASSACHUSETTS, NORWOOD. Status of June 1934 high-school graduates. Norwood public schools, 1935. 1 p. mimeographed.

The educational and employment status of 233 young persons 10 months after graduation from high school.

12. MICHIGAN, DETROIT. STUTSMAN, RACHAL. What of youth today? Detroit, Department of public welfare, 1935. 198, xxvii p. mimeographed.

Economic, educational, social, and psychological factors are carefully analyzed in this comprehensive study of the effects of the depression on 500 relief and nonrelief youth residing in a large industrial city.

13. MINNESOTA (STATE). The status of the June 1934 high-school graduates one year after their graduation, June 1935. St. Paul, State department of education, 1935. (Minnesota schools, 2: 22-27, September-October 1935.)

* See footnote, p. 75.

A report on the educational, occupational, and employment status of 18,847 young persons graduated from Minnesota high schools in June 1934. Similar reports are available for the youth graduated in June 1932 and June 1933.

14. MINNESOTA, MINNEAPOLIS. A follow-up study of the graduating class of June 1934. Minneapolis public schools, Counseling department, 1935. 6 p. mimeographed.

A follow-up study of 2,511 youth graduated from the Minneapolis high schools in 1934, showing the types of school attended and kinds of jobs obtained. Similar reports have been made on the classes of 1926, 1929, 1932, and 1933.

15. *MISSOURI (STATE). Study of unemployment among high-school graduates, college students, and college graduates. Teachers college of Kansas city, 1935. 6 p. reproduced.

Twenty-six colleges and 440 high schools reported on the known employment status of 64,028 students leaving college or graduating from secondary school or college during the school years 1930-31 and 1933-34, inclusive.

16. MISSOURI, SPRINGFIELD. A study of the graduates of the Springfield, Missouri, Senior high school for the years 1929, 1931, and 1933. Springfield, Southwest Missouri State teachers college, 1935. 15 p. ms.

Nearly 1,500 graduates responded to a questionnaire covering such points as marital status, occupation, remuneration, recreation, and community service.

17. NEBRASKA (STATE). Summary of the 1935 State study of the educational needs of the out-of-school group of farm boys in Nebraska. Lincoln, Nebraska vocational agriculture association, 1935. 15 p. mimeographed.

A report on the school attainment, vocational training, and status in farming of 6,232 out-of-school farm boys in 69 Nebraska communities, together with a detailed list of educational needs.

18. NEW JERSEY, ELIZABETH. Report on a survey of graduates of the Elizabeth Vocational school for boys. Trenton, State department of public instruction, Vocational division, 1934. 128 p. mimeographed

In a follow-up of boys graduated from the Elizabeth Vocational school from 1919 to 1933, 485 of 582 graduates furnished information on social status, employment records, earnings records, health, post-graduate education, and significant achievement.

19. NEW YORK, GENESEE COUNTY. THUROW, MILDRED B. Interests, activities, and problems of rural young folk. I. Women 15 to 29 years of age. Ithaca, N. Y. 1934. 57 p. (Cornell university agricultural experiment station bulletin, no. 617.)

— ANDERSON, W. A., and KERNS, WILLIS. Interests, activities, and problems of rural young folk. II. Men 15 to 29 years of age. Ithaca, N. Y. 1935. 43 p. (Cornell university agricultural experiment station bulletin, no. 631.)

Careful analyses of the interests, activities, and problems of 300 girls and 307 boys between the ages of 15 and 29 years, living in the rural areas of Genesee County.

* See footnote, p. 75.

20. *NEW YORK, MOUNT VERNON. Survey of youth. Mount Vernon Department of public instruction, 1935. 2 p. mimeographed.

A summary of a survey covering the educational and employment status of 676 young men between the ages of 17 and 23.

21. NEW YORK, NEW YORK. MATTHEWS, ELLEN N. The unemployed youth of New York City. New York City, Welfare council, 1936. (Better times, vol. 17, no. 14.)

This article presents a preliminary report on the educational and employment findings of the youth survey conducted by the Welfare council of New York.

22. NEW YORK, TOMPKINS COUNTY. ANDERSON, W. A. Rural youth, their activities, interests, and problems. I. Married young men and women 15 to 29 years of age. Ithaca, N. Y. 1936. 36 p. (Cornell university agricultural experiment station bulletin, no. 649.)

————— Rural youth, their activities, interests, and problems. II. Single young men and women 15 to 29 years of age, Ithaca, N. Y. 1936. 36 p. (Cornell university agricultural experiment station bulletin.)

Studies of 347 married and 758 single young men and women of ages 15 to 29 residing in rural areas of Tompkins County. The Youth Census Schedule of the U. S. Office of Education supplemented by additional questions especially applicable to rural youth, formed the basis for interviews.

23. OHIO (STATE). LIVELY, C. E., and MILLER, L. J. A survey of the status and activities of 300 unmarried individuals in nine Ohio townships. Columbus, Department of rural economics, Ohio State university and Ohio agricultural experiment station, 1935. 27 p. (Bulletin 73.) mimeographed.

Interviews with 300 rural young people 16 to 24 years of age disclose their family background, school status, occupational activity, and leisure-time interests.

24. *OHIO, DAYTON. Youth census; Preliminary recapitulation. Dayton. Board of education, 1935. 32 p. mimeographed.

A tabular presentation of the information obtained from more than 6,000 young people who responded to the *Youth Census Schedule*.

25. PENNSYLVANIA, LYCOMING COUNTY. A study of unemployment among high-school and college graduates in Lycoming county, Pennsylvania. Williamsport, Pennsylvania State employment service, 1935. 31 p. mimeographed.

An investigation into the occupational status and vocational and recreational choices of 2,161 individuals graduated from high school, technical school, and university within the years 1929 to 1934.

* See footnote, p. 75.

26. PENNSYLVANIA, WILLIAMSPORT. A study of the class of 1924 of the Williamsport high school. Williamsport, Emergency relief administration, 1934. 11 p. mimeographed.

The present economic and social conditions of 140 persons who were graduated from Williamsport High school in 1924 are compared with those of 69 nongraduates who would have finished at that time had they remained in school.

27. *TEXAS, HOUSTON. A report of a survey of youth not in school. Houston, Public schools, 1934. 20, x p. mimeographed. (Research bulletin of the Houston public schools, no. 8605.)

Data were collected on the interests, attitudes, and educational status of 3,412 young people between 12 and 21 years of age.

28. *WEST VIRGINIA (STATE). Survey of out-of-school farm boys. Charleston, State department of education, Vocational division, 1934. 5 p. mimeographed.

A tabular presentation of the education, employment, and age distribution of 783 out-of-school farm boys.

29. *WISCONSIN, DOUGLAS COUNTY. Rural youth survey. Madison, rural sociology department, Agricultural extension service, College of agriculture, University of Wisconsin, 1935. 53 p. mimeographed.

WISCONSIN, WOOD COUNTY. Rural youth survey. Madison, Rural sociology department, Agricultural extension service, College of agriculture, University of Wisconsin, 1936. 12 p. mimeographed.

Two inquiries into the home conditions, employment, education, recreation, and organizational affiliations of rural young people 15 to 29 years of age.

* See footnote, p. 75.

APPENDIX A

THE 13 community surveys for which results are reported in part II used the so-called Youth Census Schedule as a basis for their interviews of youth. The schedule is reproduced here. This form was developed in the United States Office of Education after consultation with numerous persons experienced in making youth surveys. Important advice in its preparation was given by staff members of various governmental agencies. Especial obligation is acknowledged to the following persons who, as an advisory committee appointed by the American Sociological Society, gave detailed attention to the items proposed for inclusion:

W. A. ANDERSON, Cornell University.
ERNEST M. BURGESS, University of Chicago.
RUTH S. CAVAN, Rockford College.
F. STUART CHAPIN, University of Minnesota.
ROBERT C. FOSTER, Merrill-Palmer School.
E. FRANKLIN FRAZIER, Howard University.
E. L. KIRKPATRICK, University of Wisconsin.
WALTER C. RECKLESS, Vanderbilt University.
E. B. REUTER, University of Iowa.

After being drawn up in tentative form the schedule was tried out in interviews with approximately 1,000 young men and women in four communities; it was again revised, and was then printed in the form reported here.

Use of the schedule in actual surveys revealed many points at which improvement might be made. Some of the weaknesses showed up in interviewing the young people, and others appeared when tabulation was made of the returns. Moreover, it was felt desirable that the schedule should allow of administration direct to the young person from whom information was desired without any need for an interviewer to sit down with him and supervise his responses. For assistance in making modifications in keeping with these demands and experiences, the Office of Education

invited a group of advisers to come in and make suggestions for revision of the schedule. These advisers were:

WILLIAM J. CARR, National Education Association.

W. W. CHAMBERS, American Youth Commission of the American Council on Education.

RICHARD FUNKHOUSER, Central Statistical Board.

O. L. HARVEY, National Youth Administration.

JOHN LANG, CCC Camp Education.

BEATRICE MCCONNELL, Children's Bureau of the Department of Labor.

BRUCE MELVIN, Agricultural Adjustment Administration of the Department of Agriculture.

In selecting the personnel of this group it was natural that the representation should be drawn from the staffs of various agencies interested in the problems of youth. The agencies in which these persons are employed were most helpful in allowing members of their staffs to give time and attention to the problem of revision, but these agencies are, of course, not officially responsible for the schedule which resulted. It is reproduced as Appendix B.

Following is the Youth Census Schedule used in the 13 communities reported on in part II of this publication:

COMMITTEE ON YOUTH PROBLEMS

YOUTH CENSUS SCHEDULE

Directions to Interviewers

April 1935.

All survey information is being secured on the basis of family groups by means of personal interviews. Every young person in the family or living with the family who has passed his sixteenth birthday but has not reached his twenty-fifth birthday should be interviewed. A separate schedule should be used for each individual. Questions should be read by the interviewer and reaction answers secured, the interviewer circling the proper code number on the schedule. The schedule is not to be handed over and filled out by person being interviewed. All information is confidential and each individual should be so informed.

When interviewing an individual all codes in the schedule are to be filled out. The information is of no value unless this rule is carefully observed and the responsibility rests on the interviewer. An item is provided in each code for use when informa-

tion is not obtainable or the question does not apply. In no case should more than one item be checked in any code.

On the following pages two types of questions are found. One type is answered by inserting the information requested in the space provided. The other type is answered by encircling the ONE code number to the left of the item which best represents the individual's response to a question asked, e. g. in Code No. 12, ① Male.

Use preferably a red or soft pencil. Draw the circle neatly around the ONE code number representing the correct response.

Your cooperation in securing accurate information will be greatly appreciated.

The information in this schedule concerns:

Name.....

Street and number.....

Community.....

State..... Community code.....

Interviewer..... Section.....

10-11 AGE AT LAST BIRTHDAY.....

12 SEX.

- 1 Male.
- 2 Female.

13 COLOR OR RACE.

- 1 White.
- 2 Negro.
- 3 Other (specify).....
- 4 Not ascertainable.

14 MARITAL STATUS.

- 1 Married.
- 2 Single.
- 3 Widowed.
- 4 Divorced.
- 5 Separated.
- 6 Not ascertainable.

15 PLACE OF RESIDENCE (COMMUNITY).

- 1 Open country farm (3 acres or more).
- 2 Open country nonfarm (less than 3 acres).

- 3 Under 2,500 population.
- 4 2,500 to 4,999.
- 5 5,000 to 24,999.
- 6 25,000 to 99,999.
- 7 100,000 to 249,999.
- 8 250,000 to 999,999.
- 9 1,000,000 and over.
- X Not ascertainable.

16 WHAT TYPE OF DWELLING PLACE DO YOU LIVE IN?

- 1 Own home (with wife or husband).
- 2 Home of parents.
- 3 Home of relatives (N. O. S.).*
- 4 Bachelor apartment.
- 5 Hotel, club, Y. M. C. A., etc.
- 6 Rooming house (N. O. S.).*
- 7 Other (specify).....
- 8 Not ascertainable.

*N. O. S. indicates Not Otherwise Specified.

17-18 ARE THERE ANY PERSONS FULLY OR PARTIALLY DEPENDENT ON YOU FOR FINANCIAL SUPPORT? Circle one number under a), b) or c).

- a) Full (financial) dependents.
 - 01 Wife or husband.
 - 02 One child.
 - 03 Two or more children.
 - 04 One parent.
 - 05 Two parents.
 - 06 One person other than child or parent.
 - 07 Two or more persons other than child or parent.
- b) Partial (financial) dependents.
 - 08 One person.
 - 09 Two or more persons.
- c) Combinations.
 - 10 One child and other full dependents.
 - 11 Two children and other full dependents.
 - 12 One child and other partial dependents.
 - 13 Two children and other partial dependents.
 - 14 No dependents.
 - 15 Not ascertainable.

EDUCATION

19. WHAT IS THE HIGHEST GRADE OF ELEMENTARY AND HIGH SCHOOL (or academy) WHICH YOU HAVE COMPLETED?

- 1 One, two or three.
- 2 Four or five.
- 3 Six.
- 4 Seven.
- 5 Eight.
- 6 Nine.
- 7 Ten.
- 8 Eleven.
- 9 Twelve.
- X None.
- Y Not ascertainable.

20 HOW MANY YEARS OF SCHOOL OR COLLEGE TRAINING HAVE YOU HAD OTHER THAN THAT JUST INDICATED?

- 1 One.
- 2 Two.
- 3 Three.

- 4 Four (nongraduate).
- 5 Four (college graduate).
- 6 Five.
- 7 Six.
- 8 Seven or more.
- 9 None.
- X Not ascertainable.

21-22 ARE YOU NOW ATTENDING SCHOOL? (check best description)

- 01 Full time only.
- 02 Full time with part time employment.
- 03 Full time with full time employment.
- 04 Full time with part home responsibility (less than 4 hours).
- 05 Full time with full home responsibility (more than 4 hours).
- 06 Part time only.
- 07 Part time with part time employment.
- 08 Part time with full time employment.
- 09 Part time with part home responsibility (less than 4 hours).
- 10 Part time with full home responsibility (more than 4 hours).
- 11 Not at all.
- 12 Not ascertainable.

23-24 WHAT TYPE OF SCHOOL ARE YOU ATTENDING NOW?

- 01 None.
- 02 Day school (grades 1 thru 8).
- 03 Day school (grades 9 thru 12).
- 04 Normal school or junior college.
- 05 College or university (includes teachers college).
- 06 Trade school (vocational).
- 07 Special school (music, etc.).
- 08 Business school or business college.
- 09 Evening school (night school).
- 10 Correspondence or extension courses.
- 11 Other (specify)
- 12 Not ascertainable.

25-28 WHAT WOULD YOU LIKE TO STUDY IF YOU HAD THE OPPORTUNITY?

Specify in order of preference.

.....

No choice (underline).

EMPLOYMENT

29 IS YOUR EMPLOYMENT PRIMARILY.

- 1 At home with pay.
- 2 At home without pay (N. O. S.).
- 3 Household duties without pay.
- 4 Away from home with pay.
- 5 Away from home without pay.
- 6 Other (specify)
- 7 Not employed.
- 8 Not ascertainable.

30 ARE YOU EMPLOYED FOR PAY.

- 1 Full time.
- 2 Part time.
- 3 Occasionally.
- 4 Not at all.
- 5 Not ascertainable.

31 WHO IS THE CHIEF BREADWINNER (wage-earner) OF YOUR IMMEDIATE FAMILY?

- 1 Father.
- 2 Mother
- 3 Husband or wife.
- 4 Self.
- 5 Sister or brother.
- 6 Other relative.
- 7 Other (specify)
- 8 Not ascertainable.

32-33 WHAT IS THE PRESENT OCCUPATION OF YOUR FATHER OR THE CHIEF BREADWINNER OF YOUR IMMEDIATE FAMILY?

REFER TO MANUAL IN USING THIS CODE

Group A

- 11 Large owner or proprietor (more than 50 workers).
- 12 The professions.
- 13 Executive (more than 100 workers).
- 14 Large farm owner or manager (more than 10 workers).

Group B

- 21 Middle owner or proprietor (6 to 50 workers).
- 22 Semiprofessional worker.
- 23 Managerial worker (11 to 100 workers).

Group C

- 31 Skilled small owner (0 to 5 workers).
- 32 Supervisory worker (1 to 10 workers).
- 33 Commercial worker.
- 34 Clerical worker.
- 35 Building trades.
- 36 Machine or related trades.
- 37 Printing trades.
- 38 Transportation or communication worker (skilled).
- 39 Small farm owner or renter (0 to 10 workers).

Group D

- 41 Manufacturing, mechanical, or production worker.
- 42 Transportation or communication worker (semiskilled).
- 43 Semiskilled owner or proprietor (0 to 5 workers).
- 44 Small agent or manager (1 to 10 workers).
- 45 Public Service (N. O. S.).
- 46 Personal Service.
- 47 Farm share-cropper

Group E

- 51 Manual laborer (nonfarm)
- 52 Farm laborer.

Miscellaneous

- 61 Not employed.
- 62 Housewife.
- 63 Employed at work-relief.
- 64 Student.
- 65 Occupation unknown or unclassified.

Specify father's present occupation:

.....

**34-35 WHAT IS YOUR
PRESENT OCCUPA-
TION?**

REFER TO MANUAL IN USING
THIS CODE

Group A

- 11 Large owner or proprietor (more than 50 workers).
- 12 The professions.
- 13 Executive (more than 100 workers).
- 14 Large farm owner or manager (more than 10 workers).

Group B

- 21 Middle owner or proprietor (6 to 50 workers).
- 22 Semiprofessional worker.
- 23 Managerial worker (11 to 100 workers).

Group C

- 31 Skilled small owner (0 to 5 workers).
- 32 Supervisory worker (1 to 10 workers).
- 33 Commercial worker.
- 34 Clerical worker.
- 35 Building trades.
- 36 Machine or related trades.
- 37 Printing trades.
- 38 Transportation or Communication worker (skilled).
- 39 Small farm owner or renter (0 to 10 workers).

Group D

- 41 Mfg., mechanical or production worker.
- 42 Transportation or communication worker (semiskilled).
- 43 Semiskilled owner or proprietor (0 to 5 workers).
- 44 Small agent or manager (1 to 10 workers).
- 45 Public Service (N. O. S.).
- 46 Personal Service.
- 47 Farm share-cropper.

Group E

- 51 Manual laborer (nonfarm).
- 52 Farm laborer.

Miscellaneous

- 61 Not employed.
- 62 Housewife.
- 63 Employed at work-relief.
- 64 Student.
- 65 Occupation unknown or unclassified.

Specify your own occupation:

**36-37 FOR WHAT OCCUPA-
TION HAVE YOU SPE-
CIFICALLY PREPARED
BY VOCATIONAL
TRAINING?**

Length of preparation... months.

**38-39 FOR WHAT OCCUPA-
TION HAVE YOU SPE-
CIFICALLY PREPARED
BY EXPERIENCE?**

Length of experience... months.

**40-41 WHAT OCCUPATION
WOULD YOU LIKE
MOST TO FOLLOW?**

Give your first choice only.

No choice (underline).

**42 HOW MUCH PAY DO
YOU RECEIVE PER
WEEK? Include the dollar
equivalent of other re-
muneration such as room
and board except in case of
housewives.**

- 1 No pay.
- 2 0 to \$4.
- 3 \$5 to \$9.
- 4 \$10 to \$14.
- 5 \$15 to \$19.
- 6 \$20 to \$24.
- 7 \$25 to \$34.
- 8 \$35 to \$44.
- 9 \$45 to \$54.
- X \$55 and more.
- Y Not ascertainable.

43 ARE YOU AS AN INDIVIDUAL UNEMPLOYED AND PRIMARILY DEPENDENT ON

- 1 Family (parents, brothers, etc.).
- 2 Husband or wife.
- 3 Your friends.
- 4 Personal resources (savings, etc.).
- 5 Work for room and board.
- 6 Work relief.
- 7 Direct relief.

8 Other (specify)

- 9 Not unemployed.
X Not ascertainable.

44-45 HOW MANY MONTHS HAVE YOU BEEN UNEMPLOYED?

Answer either a) or b)

a) Since last regular job of one month or more duration.

- 01 Less than 5 months.
- 02 5 to 8 months.
- 03 9 to 12 months.
- 04 One to two years.
- 05 More than two years.

b) Since leaving school or college (if you have never been regularly employed).

- 06 Less than 5 months.
- 07 5 to 8 months.
- X 08 9 to 12 months.
- 09 One to two years.
- 10 More than two years.
- 11 Question does not apply.
- 12 Not ascertainable.

46 ARE YOU REGISTERED IN YOUR LOCAL FEDERAL OR STATE EMPLOYMENT OFFICE?

- 1 Yes.
- 2 No.
- 3 Not ascertainable.

47 DO YOU DESIRE EMPLOYMENT?

- 1 Full time
- 2 Part time.
- 3 Not at all (though able to work).
- 4 Totally disabled.
- 5 Not ascertainable.

48 STATUS SUMMARY

Check the item which best describes the person's situation.

- 1 In school full time (only).
- 2 In school part time (only).
- 3 Gainfully employed full time.
- 4 Gainfully employed part time.
- 5 Full time school—part time employment.
- 6 Part time school—part time employment.
- 7 Full time employment—part time school.
- 8 Housewife or occupied at home.
- 9 Unemployed and out of school.
- X Totally unable to work.
- Y Not ascertainable.

RECREATION

49 HOW MUCH TIME DO YOU HAVE FREE FOR DOING JUST WHAT YOU WANT TO DO?

- 1 About 1 hour a day (1-6 hrs. a week).
- 2 About 2 hours a day (7-12 hrs. a week).
- 3 About 3 hours a day (13-18 hrs. a week).
- 4 4 to 6 hours a day (19-36 hrs. a week).
- 5 6 to 8 hrs. a day (37-48 hrs. a week).
- 6 All the time.
- 7 None.
- 8 Not ascertainable.

50-55 WHAT LEISURE TIME ACTIVITIES DID YOU ENGAGE IN MOST FREQUENTLY DURING THE PAST WEEK? List activities (played baseball, etc.) in order of importance, then check the appropriate code items, placing beside each check the number indicating rank 1, 2, or 3.

Specify: 1.....
2.....
3.....

- 01 () Indoor games—sports.
- 02 () Indoor passive activities (N. O. S.).
- 03 () Educational, cultural activities.
- 04 () Parties, socials.
- 05 () Hobbies (not otherwise specified).
- 06 () Arts and Crafts.
- 07 () Mechanical, construction activities.
- 08 () Household activities.
- 09 () Outdoor games — sports.
- 10 () Outing activities.
- 11 () Dramatics.
- 12 () Music.
- 13 () Commercial amusements.
- 14 () None.
- 15 () Not ascertainable.

56-61 WHERE WERE YOUR LEISURE TIME ACTIVITIES CENTERED DURING THE PAST WEEK?
List places (Y. M. C. A., Grange Hall, etc.) in order of importance, then check appropriate code items, placing beside each check the number indicating rank 1, 2, or 3.

Specify: 1

2

3

- 01 () Home.
- 02 () Church.
- 03 () School.
- 04 () Community centers, parks, playgrounds.
- 05 () Organization clubhouse.
- 06 () Vacant lots.
- 07 () Streets.
- 08 () Woods and fields.
- 09 () Lakes, streams, beaches.
- 10 () Commercial amusement places.
- 11 () Question does not apply.
- 12 () Not ascertainable.

62-65 WHAT LEISURE TIME ACTIVITIES WOULD YOU MOST LIKE TO TAKE PART IN? Specify in order of preference.

.....

No choice (underline).

66 WHAT IS THE BEST TIME FOR YOU TO TAKE PART IN EDUCATIONAL AND LEISURE TIME ACTIVITIES ON WEEKDAYS?

- 1 Morning.
- 2 Early afternoon.
- 3 Late afternoon.
- 4 Early evening.
- 5 Late evening.
- 6 All afternoon.
- 7 All evening.
- 8 Late afternoon and early evening.
- 9 No choice.
- X Not ascertainable.

67 WHAT IS THE BEST TIME FOR YOU TO TAKE PART IN EDUCATIONAL AND LEISURE TIME ACTIVITIES ON SATURDAYS?

- 1 Morning.
- 2 Early afternoon.
- 3 Late afternoon.
- 4 Early evening.
- 5 Late evening.
- 6 All afternoon.
- 7 All evening.
- 8 Late afternoon and early evening.
- 9 No choice.
- X Not ascertainable.

68-69 WHAT ARE THE MOST IMPORTANT THINGS YOU FEEL YOUR COMMUNITY CAN DO TO HELP ITS YOUNG PEOPLE?

.....

.....

No choice (underline).

INTERVIEWER: Kindly characterize briefly person's attitude toward his present situation.

*Please add here any notes which will aid in the interpretation of particular items
Refer to items by number.*

APPENDIX B

Form SP4

**UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON**

YOUTH SURVEY SCHEDULE

NAME DATE

(Last name) (First name) (Middle name)

ADDRESS
(Number and street)

(City, town or village) (State)

(County)

**DIRECTIONS.—CIRCLE THE NUMBER OPPOSITE THE
APPROPRIATE RESPONSE IN ANSWER TO EACH CODED
QUESTION**

All information noted on the schedule will be treated as confidential and used for statistical purposes only. Every question should be answered either by circling a code number or by writing the answer in the proper space. *Only one code number should be circled in answer to any coded question.*

An item is included in every coded question for use when information is not obtainable or the question does not apply. In uncoded questions (for example, Question 14) the person should record a dash (—) if the question does not apply, or note "NA" (which means Not Ascertainable) in the proper space if the information is not known.

10. AGE AT LAST BIRTH-
DAY.....

11. ARE YOU—

1 Male.

2 Female.

12. ARE YOU—

1 White.

2 Negro.

3 Other. (specify

X NA (NA means Not Ascertainable).

13. ARE YOU—

1 Single.

2 Divorced.

3 Separated.

4 Widowed.

5 Married.

X NA.

14. IF MARRIED, NUMBER
OF YEARS MARRIED

.....

15. NUMBER OF CHILDREN

16. WHERE DO YOU LIVE?

- 1 City (over 10,000 pop.).
- 2 City (2,500 to 10,000 pop.).
- 3 Village (50 to 2,500 pop.).
- 4 Open country farm territory.
- 5 Open country, neither village nor farm territory.

X NA.

17. IN WHICH OF THE FOLLOWING TYPES OF COMMUNITY HAVE YOU LIVED THE GREATEST NUMBER OF YEARS SINCE YOU WERE 10 YEARS OLD?

- 1 City (over 10,000 pop.).
- 2 City (2,500 to 10,000 pop.).
- 3 Village (50 to 2,500 pop.).
- 4 Open country farm territory.
- 5 Open country, neither village nor farm territory.

18. DO YOU LIVE WITH YOUR OWN PARENT(S) OR GUARDIAN OR WITH THE PARENT(S) OF YOUR WIFE (HUSBAND)?

- 1 Yes.
- 2 No.

19. ARE YOU THE CHIEF EARNER FOR YOUR FAMILY?

- 1 Yes.
- 2 No.

X NA.

NOTE: Questions 20 through 26 need not be answered if the answer to question 19 is "Yes."

20. IF NOT, WHAT RELATIONSHIP TO YOU IS THE PERSON YOU USUALLY LOOK UPON AS CHIEF EARNER FOR THE FAMILY?

- 1 No relation.
- 2 Father.
- 3 Mother.
- 4 Husband.
- 5 Wife.
- 6 Other (specify).

X NA.

21-24. WHAT IS THIS PERSON'S USUAL OCCUPATION?.....

IN WHAT INDUSTRY OR BUSINESS IS THIS OCCUPATION?.....

25. WAS THIS PERSON GAINFULLY OCCUPIED LAST CALENDAR WEEK?

- 1 Yes.
- 2 No.

26. WAS THIS PERSON'S WORK LAST CALENDAR WEEK WITH WPA, NYA, OR CCC?

- 1 Yes.
- 2 No.

X NA.

27. WERE YOU EVER ENROLLED IN THE CCC?

- 1 Yes.
- 2 No.

CAMP ADDRESS:.....
.....NUMBER.....

28. FOR HOW MANY MONTHS WERE YOU ENROLLED IN THE CCC?

- 1 None.
- 2 1-6 months.
- 3 7-12 months.
- 4 13-18 months.
- 5 19-24 months.
- 6 More than 2 years.

X NA.

29-30. WHAT IS THE HIGHEST SCHOOL GRADE OR COLLEGE YEAR YOU HAVE COMPLETED?

- | | |
|----------------------|-----------------------|
| <i>School grades</i> | 12 Twelve. |
| 01 One. | 13 Postgraduate. |
| 02 Two. | <i>College years.</i> |
| 03 Three. | 14 First year. |
| 04 Four. | 15 Second year. |
| 05 Five. | 16 Third year. |
| 06 Six. | 17 Fourth year. |
| 07 Seven. | 18 Fifth year. |
| 08 Eight. | 19 Six or more. |
| 09 Nine. | 20 No schooling. |
| 10 Ten. | X NA. |
| 11 Eleven. | |

31. DURING THE PAST MONTH, IN WHAT KIND OF SCHOOL WERE YOU ENROLLED?

- 1 Not attending school.
- 2 Elementary.
- 3 High school.
- 4 Postgraduate high.
- 5 Normal school or Junior college.
- 6 College, teacher's college or university.

7 Correspondence or extension courses.

8 Adult classes under WPA.

9 Part-time classes with apprenticeship.

X NA.

Y Specialized schools other than the above (specify kind of specialized school, such as trade, art, business, agriculture, music, etc).

IF YOU WERE WORKING DURING LAST CALENDAR WEEK, ANSWER QUESTIONS 32-35 THROUGH 41 ABOUT (A) YOUR CHIEF WORK AND (B) ANY OTHER WORK THAT YOU WERE ENGAGED IN:

A. Chief work

B. Any other work

32-35. IN WHAT OCCUPATION WERE YOU ENGAGED?

IN WHAT INDUSTRY OR BUSINESS WAS THIS?

36-37. HOW MANY HOURS WERE YOU ENGAGED IN THIS WORK LAST CALENDAR WEEK?

38-39. HOW MUCH DID YOU RECEIVE FOR THIS WORK LAST CALENDAR WEEK?

(Include wages and tips.) \$..... \$.....

40. WAS THIS WORK AT HOME OR ON HOME FARM OR IN FAMILY BUSINESS?

1 Yes.
2 No.
X NA.

1 Yes.
2 No.
X NA.

41. WAS THIS WORK ON A WPA, NYA, OR CCC PROJECT?

1 Yes.
2 No.
X NA.

1 Yes.
2 No.
X NA.

43-45. FOR WHAT OCCUPATION, IF ANY, ARE YOU BEST PREPARED BY WORKING EXPERIENCE?..

No. months of such experience..

46-48. FOR WHAT OCCUPATION, IF ANY, ARE YOU BEST PREPARED BY VOCATIONAL TRAINING OTHER THAN WORKING EXPERIENCE?.....

No. months of such training..

49. IF NOT GAINFULLY OCCUPIED LAST CALENDAR WEEK, WERE YOU SEEKING WORK?

1 Yes.

2 No.

50. IF NOT GAINFULLY OCCUPIED LAST CALENDAR WEEK, HOW MANY MONTHS HAVE YOU BEEN SEEKING FULL-TIME EMPLOYMENT?

1 None.

2 1-6 months.

3 7-12 months.

4 13-18 months.

5 19-24 months.

6 More than 2 years.

X NA.

51-52. IF NOT ATTENDING FULL - TIME DAY SCHOOL OR COLLEGE, HOW OLD WERE YOU WHEN YOU LEFT FULL TIME DAY SCHOOL OR COLLEGE?.....

53. WHAT WAS YOUR TOTAL CASH INCOME FROM ALL SOURCES FOR THE CALENDAR YEAR 1935? \$.....

54. FROM YOUR TOTAL CASH INCOME IN 1935 HOW MUCH DID YOU SPEND FOR FOOD AND SHELTER? \$....

55. HAVE YOU EVER HAD YOUR EYES EXAMINED TO SEE WHETHER YOU NEED GLASSES?

1 Yes.

2 No.

56. ARE CONDITIONS SUCH THAT YOU GENERALLY HAVE THE SERVICES, WHEN NEEDED, OF A PHYSICIAN OR SURGEON?

1 Yes.

2 No.

57. ARE CONDITIONS SUCH THAT YOU GENERALLY HAVE THE SERVICES, WHEN NEEDED, OF A DENTIST?

1 Yes.

2 No.

58. DURING THE LAST 12 MONTHS TO DATE HAVE YOU HAD THE SERVICES OF A PHYSICIAN OR SURGEON?

1 Yes.

2 No.

59. DURING THE LAST 12 MONTHS TO DATE HAVE YOU HAD THE SERVICES OF A DENTIST?

1 Yes.

2 No.

60. HAVE YOU EVER HAD ADVICE REGARDING YOUR VOCATION FROM AN ADVISER IN SCHOOL OR ANY OTHER ORGANIZED AGENCY OUTSIDE THE HOME?

1 Yes.

2 No.

61-62. WHAT THREE FORMS OF RECREATION DID YOU SPEND THE MOST TIME ON DURING THE CALENDAR YEAR 1935 EITHER AS OBSERVER OR PARTICIPANT? (Be sure to report *three* forms of recreation if you engaged in that many.)

63-64. REGARDLESS OF AVAILABLE OPPORTUNITIES, WHAT ONE RECREATIONAL ACTIVITY WOULD YOU MOST LIKE TO ENGAGE IN? (Include, if you like, an activity in which you now engage.)

65-67. REGARDLESS OF AVAILABLE OPPORTUNITIES, WHAT ONE OCCUPATION WOULD YOU MOST LIKE? (Include, if you wish, your present work.)

68-69. REGARDLESS OF AVAILABLE OPPORTUNITIES, WHAT ONE THING WOULD YOU MOST LIKE TO LEARN ABOUT THAT IS NOT DIRECTLY RELATED TO THE WORK YOU WOULD LIKE TO DO?

INSTRUCTIONS FOR FILLING OUT YOUTH SURVEY SCHEDULE

10. If today is birthday, record age today.
12. If not White nor Negro, circle figure 3 and write in the parentheses the actual race, such as: Mexican, etc.
13. "Separated" includes both legal separation (not divorce) and separation by agreement. "Single" means "never married." "Married" means "married and living with husband or wife."
14. If married more than once, indicate number of years married during last marriage.
15. Include children by all marriages; foster children; adopted children; illegitimate children; and children who, though not legally adopted, are nevertheless looked upon as members of the family. Do not include children who are living with and economically dependent on some other family, person, or organization.

16. If you do not know the population of your community, ask the person in charge. "Village" includes unincorporated as well as incorporated villages. "Farm" is defined as (a) an area of 3 acres or more in size or (b) if smaller than 3 acres, producing farm products of more than \$250 during the past year.
17. If you are not sure of the population size of any community in which you have lived, record in the margin the State and the city, town, or village in which you lived. Note that places of 2,500 or more have reference to the smallest civil unit involved: For example, the town of Roxbury, which is a part of metropolitan Boston, should be considered as a town in itself, and not as a part of the city of Boston.
18. "Parents" may include foster parents.

19. "Chief earner" is that person looked upon by other members of the family as the principal person on whom the family is dependent for income. "Family" may mean either a person's own wife (husband) and children, or his parents.
- 21-24. "Usual occupation" is that which the chief earner considers his principal occupation over a long period of time. If you have any doubt concerning the exact nature of the occupation and industry, record in the margin a detailed description of the duties performed.
25. By "gainfully occupied" is meant in receipt of cash wages or business income of any amount for work done or services rendered. "Calendar week" refers to the period from Sunday morning to Saturday night.
26. WPA, NYA, and CCC mean, respectively, Works Progress Administration, National Youth Administration, and Civilian Conservation Corps.
- 29-30. This includes both full-time and part-time school. Note that elementary and high-school data are reported as "grades completed"; and college and university data are reported as "years of study." "Postgraduate" refers to post-graduate high-school years. "High school" means both public and private secondary schools.
31. This question refers either to full-time or part-time schooling.
- 32-35 through 41. In introductory statement preceding these questions, "work" is to be defined as any type employment even if not for cash wages or business income. "Chief work" is to be distinguished from "other work" by the fact that you look upon it as such. It is not necessarily the work for which you receive the most pay or at which you work the longest period of time. If you cannot identify your "chief work", record as "chief work" that at which you spend the most time for pay. If engaged in more than one kind of other work, record only that which you consider the most important "other work."
- 32-35. If you have any doubt concerning the exact name of the occupation and industry, record in the margin a detailed description of the duties performed.
- 38-39. In the case of agricultural workers or persons paid only seasonally or over long periods of time, divide the amount received for the total period of time by the number of weeks in that period of time.
40. If work was either "at home", "on home farm", or "in family business", the answer is "Yes."
41. Same instructions as number 26.
- 43-45. Apprenticeships under written contract should be included here as actual working experience.
49. For definition of "gainfully occupied" see instructions to question 25.
50. Months of seeking work includes only that period of time since you left full-time day school or college or since your last regular employment of 1 month or more duration.
53. Give the most accurate estimate possible based on weekly or monthly unit estimates. This question refers only to cash income of the individual filling out the schedule.
54. In cases where your wife (or husband) ~~also~~ earned a part of the family income, only a proportionate share of the family's yearly expenditures for food and shelter should be credited to you, and the remainder to the other earner.
55. Answer "Yes" for any regular examinations given by physician, oculist, optometrist, nurse, or teacher of health or physical education.

56. "Conditions" refers to financial reasons for distance and difficulty of travel which might make such services not available.
57. Same instructions as number 56.
58. Include here visits for examination as well as for diagnosis or treatment.
59. Same instructions as number 58.
60. "Other organized agency" might include a public employment office, boys' club, Y. W. C. A., etc., and private institutions or practicing psychologists.
- 61-62. The term "forms of recreation" includes all free-time or leisure-time activities, both active and passive.