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A study of the status, interests and opportunities in farming for rural youth in Hillsborough County, New Hampshire

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Boston University
A STUDY OF THE STATUS, INTERESTS AND OPPORTUNITIES IN FARMING FOR RURAL YOUTH IN HILLSBOROUGH COUNTY, NEW HAMPSHIRE

A Thesis

Submitted by
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(B.S., University of Maine, 1923)

In Partial Fulfillment of Requirements for
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Approved by

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These gentlemen have all given counsel and assistance to the author in locating suitable reference material and in checking over the schedule used in this study as well as offering suggestions about the important points to emphasize in the text of this thesis.
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</tbody>
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CHAPTER I
THE PROBLEM AND DEFINITION OF TERMS USED

The problem under investigation is to determine the status, interests and opportunities in farming for rural youth in Hillsborough County, New Hampshire, a county located in the south central part of the state, comprising 29 towns and two cities.

1. SOURCES OF INFORMATION

Data for the thesis were obtained first by the use of a major survey of youth in the county from 16 to 25 years of age. This major survey (Older Youth Survey list) was made throughout Hillsborough County during the fall of 1941. This survey\(^1\) was designed for older youth, those 16 to 25 years of age and over, who were not married or established in a permanent vocation or business. Young married couples were also included if they were definitely interested in a youth program or organization. In many instances the young man or woman, and perhaps both, have been former 4-H club members or have been active in the Youth Extension Club programs and they were known to be decidedly interested in rural life. The survey gave name and address of youth, their age, whether they were in school or out and whether working at home or away.

From the names received from this survey, about 150 were selected by taking the names of farm boys or those living in rural towns and supposed to be most interested in farm life. A questionnaire including 25 questions was sent or taken in person to these young people

\(^1\) A copy of this survey or schedule is to be found in the appendix.
during the months of October, November and December of 1941 and January of 1942. Then 54 persons were selected from those answering this survey and the findings from these schedules have been studied carefully in developing this thesis. The final 54 persons selected for this study were those whose questionnaires were received in time to complete this study and they were the 54 whose questionnaires were filled in fully enough to use. Findings from all of these studies were summarized and narrative reports of all main interests indicated were made. Charts and graphs accompany all main findings.

2. THE PROBLEM

Statement of Problem. This study was made to obtain a better picture of the situation, interests and opportunities for rural youth in Hillsborough County, New Hampshire.

It is the belief of the County Extension Service located at Milford, New Hampshire, and the State Extension Service located at Durham, New Hampshire, that a study of this kind will be helpful both in this county and throughout the State of New Hampshire. In the county it will provide the means of getting a clearer picture of rural farm life of these young people and it will show their education, social and vocational needs.

The study will be valuable to the State Extension Service as a guidepost for state specialists to follow in making plans to aid rural youth with their Extension Service meetings and farm visits.

(1) The situation was studied to determine the educational training of these rural youth, their personal property ownership, the
farm inventory of their home farm, the sources of income for the farm and the youth, and financial need of the youth if he is to go into farming as a business.

(2) Interests include the young man's real vocational desire for the future and if it is agriculture, which farming enterprise he is most interested in.

(3) Opportunities for farming were considered to determine what arrangement could be made for the rural youth to use the home farm for expansion or must he look for another place to expand. The financial arrangement with the parents was considered, hoping that the results of such a study might show how a better partnership could be worked out. An endeavor was made to determine how rural youth's plans have been changed since war was declared.

Importance of the Study. Many people have some idea of the part that rural youth play in the picture of farming in a typical New England County, but studies of this kind point out in a very clear manner what the picture of the situation is in the rural sections of Hillsborough County, New Hampshire.

3. DEFINITIONS OF TERMS USED

Rural Youth. Rural youth, for the purpose of this study, will be limited to young men 16 to 25 years of age, living in Hillsborough County, New Hampshire who may be in or out of school.

Status. Status refers to the educational training of the youth, the property owned, the type of farms he lives on and the financial

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2 An outline map in appendix shows location of the young people studied in the county.
standing of the youth and his family.

**Interest Status.** Interest status refers to the interest of youth in farming, agricultural or other vocations.

**Opportunities.** Opportunities refer to the youth's ability to progress in farming on his home farm. What is his financial arrangement with his parents? How does the present world situation influence his opportunity to carry on in his chosen field of endeavour?

4. **DESCRIPTION OF HILLSBOROUGH COUNTY**

Industrially Hillsborough County ranks first place in the state of New Hampshire. In addition to the many industrial plants located in Manchester and Nashua, cities of 78,000 and 35,000 population respectively, small industries are to be found in over 50 percent of the towns of the county. The payrolls from these industries aid in keeping up the standard of living of the population in these towns and cities; thereby contributing to a healthy marketing situation for agricultural products produced in the surrounding agricultural areas.

Many points in the county are only 50 miles or less from Boston, while extreme points in the county are not over 100 miles from this most important city. New Hampshire and Hillsborough County rank high as centers of summer and winter tourist trade. Many summer camps are to be found which increase the demand for milk, eggs and vegetables during the periods when tourists are residing in the county.

A study of the 1940 United States Census reports shows rural population figures and gives a picture of the agricultural products that are produced in Hillsborough County.
TABLE I

POPULATION IN HILLSBOROUGH COUNTY, N. H.,
SHOWING RURAL STATISTICS

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Male</th>
<th>Female</th>
<th>Total Rural Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15,461</td>
<td>14,888</td>
<td>30,349</td>
</tr>
<tr>
<td>Rural Farm</td>
<td>5,191</td>
<td>4,459</td>
<td>9,650</td>
</tr>
<tr>
<td>15-19</td>
<td>458</td>
<td>386</td>
<td>844</td>
</tr>
<tr>
<td>20-24</td>
<td>319</td>
<td>281</td>
<td>500</td>
</tr>
<tr>
<td>Rural Non-Farm</td>
<td>10,270</td>
<td>10,429</td>
<td>20,699</td>
</tr>
<tr>
<td>15-19</td>
<td>893</td>
<td>885</td>
<td>1,778</td>
</tr>
<tr>
<td>20-24</td>
<td>803</td>
<td>846</td>
<td>1,649</td>
</tr>
</tbody>
</table>

Compiled from 16th Census of the United States, 1940.

The census figures show that there were 9,650 rural farm population as against 20,699 rural non-farm people. The total of these two figures, or 30,349, is less than 14 percent of the total population, 144,888 people, who live in the county. This point alone shows that there is a real opportunity for rural youth to produce agricultural products in an area where there is a large city population living near their homes.

The agricultural production of Hillsborough County ranks among the five leading counties of New Hampshire. The other four counties are Rockingham, Grafton, Merrimack and Coos.

3 Compiled from 16th Census of the United States, 1940.
The raising of livestock in Hillsborough County is a very important occupation. The county, with 3376 horses, ranks second in New Hampshire.

In the cattle population of 15,617 the county ranks third place in the state. The county leads the state with the swine population of 2,643.

Vegetable growing is very important with products raised valued at $89,618. This value is exceeded only by that of Rockingham County which had a value of $110,547.

The county ranks first in New Hampshire in fruit production. Four hundred sixty thousand, six hundred eight bushels of apples were produced in 1939.

Strawberries lead the list of small fruits with 82,996 quarts being produced. Blueberries hold second place among small fruits with 75,577 quarts being produced in 1939.

The 1940 Census of the United States Department of Agriculture reports 1441 farms as keeping poultry. This is the largest in New Hampshire. One million, sixty-four thousand, two hundred sixty-five chickens and 11,811 turkeys were raised.

These data on the agriculture of Hillsborough County show that there is a good agricultural setting in this county for the study that has been made.
CHAPTER II

EDUCATIONAL STATUS AND OPPORTUNITIES

In studying the situation of these rural youth, the first five questions of the schedule were analyzed carefully to determine the educational status. (1) Grade in school, (2) Future school plans, (3) Years completed if not in school, (4) Reasons for leaving school, and (5) Are you interested in going on to college or Normal school, Business College or Trade School?

TABLE II

THE EDUCATIONAL STATUS OF 54 RURAL YOUTH
IN HILLSBOROUGH COUNTY, N. H.

<table>
<thead>
<tr>
<th>School Attendance</th>
<th>Number of Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending grammar school</td>
<td>1</td>
</tr>
<tr>
<td>Attending high school</td>
<td>28</td>
</tr>
<tr>
<td>Attending college</td>
<td>1</td>
</tr>
<tr>
<td>Out of school</td>
<td>24</td>
</tr>
<tr>
<td>Total surveyed</td>
<td>54</td>
</tr>
</tbody>
</table>

This part of the study revealed that twenty-eight of the youth were still in high school and only one of the young people was attending grammar school. He was a boy who did not do very well in school. He was, however, well adapted to general work on the farm and is especially interested in training and working oxen. A year ago last winter, he did a lot of lumbering for neighbors with his oxen. He
also took care of nearly two hundred laying hens, keeping a daily egg record and reporting the egg production once a month to the County Club Agent.

During the winter of 1941, this young man divided his flock, puitting the birds into two pens. He used an electric hot water heater to warm the drinking water for the birds in one pen but left the water unheated for the birds in the other pen. This experiment was carried on for six months with the result that the birds that had their drinking water heated laid 30 more eggs per bird during the winter months.

Twenty-six of the youth were interested in college or trade school, and three were interested in short courses.

It was interesting to note that thirteen desired an opportunity to take regular college courses. In talking with these young men, it was discovered that over half of them wished additional training in agriculture while the others were more interested in academic courses.

Six chose trade schools and when they were interviewed, they all indicated that they wanted to train for a defense or war industry. Most of them were interested in welding schools. Of course, these schools have been set up in Manchester, which is the largest city in the county. One school in particular has already sent many of their youthful friends along to defense jobs, several of them at the Fore River plants at Quincy, Mass.

The influence of the present war on the rural boys' future plans seems to be two-fold, at least. In the first place, many rural youth have already left the farms to go into war industries. Many of these
youth will never return to their farm homes again because they will find
new interests elsewhere. There are others who will return or who are
working in towns near enough to their farm homes so that they can
commute and these people are using the extra cash to build up their
farm business to a profitable unit so that they will doubtless be better
off farming when the war ends than they were at its start. Money so
earned in defense industries is being used to pay off mortgages, notes,
and improve the quality and size of the flocks and herds on their home
farms.

Business College was the choice of only four young men. These
were the type who preferred head to hand work and doubtless they felt
that there would be a place for them in business or industry.

Short courses were the choice of three young men. Upon being
interviewed, it was discovered that they were very much interested in
going to these short courses because they came at a time when they
could leave home for a few days to get help that was of real, vital
interest to them in their farming business.

Twenty-four youth were out of school and these have been aided
in the county by having the opportunity to take part in the Youth Ex-
tension program carried on by the University of New Hampshire Extension
Service.

The Youth Extension program\(^1\) which is the part of the educational
work of the Extension Service which deals with older youth, those 16

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\(^1\) See copy of mimeographed circular in appendix on Plan and Or-
genization of 4-H Youth Extension Clubs in New Hampshire.
to 25 years of age, plays an important part in the development of many rural young people in New Hampshire.

Youth Club meetings offer an opportunity for the practice of democratic principles in the business meetings. The educational program deals with problems related to the everyday life of rural youth. Dairying, vegetable gardening, fruit growing, poultry raising, forestry, farm account keeping and farm management problems are considered.

During the social hour, the young people get better acquainted with their friends from neighboring towns as they visit and play games together.

There are six Youth Extension Clubs in Hillsborough County and others will be organized as need for them is found. All interested rural youth in the county are invited to join these groups if and when they wish to do so.

County Extension Agents and State Extension Specialists are available for these groups so that programs may be just as specialized as the group desires them to be.

Another opportunity for education in agriculture in Hillsborough County is to be found in the High School Agricultural Courses which are offered in three of the rural high schools. These schools are located in the towns of Hollis, New Boston and Weare. Regular four-year courses are offered to those attending high school and part-time and evening courses may be taken by out-of-school youth.
CHAPTER III

ECONOMIC STATUS AND SOURCES OF INCOME

In following the schedule used in this study, questions 6 through 12 have to do with the economic status of the rural youth studied.

Question 6. What animals, equipment or properties do you own?

The answers to this question as reported by these youth can best be shown by the use of a table.

TABLE III

ANIMALS, EQUIPMENT, PROPERTIES.

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poultry (hens and chickens)</td>
<td>2583</td>
</tr>
<tr>
<td>Turkeys</td>
<td>275</td>
</tr>
<tr>
<td>Sheep</td>
<td>37</td>
</tr>
<tr>
<td>Rabbits</td>
<td>33</td>
</tr>
<tr>
<td>Cattle</td>
<td>30</td>
</tr>
<tr>
<td>Pigs</td>
<td>15</td>
</tr>
<tr>
<td>Cars</td>
<td>6</td>
</tr>
<tr>
<td>Ducks</td>
<td>5</td>
</tr>
<tr>
<td>Trucks</td>
<td>4</td>
</tr>
<tr>
<td>Horses</td>
<td>2</td>
</tr>
<tr>
<td>Pets</td>
<td>1</td>
</tr>
<tr>
<td>Bicycle</td>
<td>1</td>
</tr>
<tr>
<td>Hen Houses</td>
<td>1</td>
</tr>
<tr>
<td>Home-made Tractor</td>
<td>1</td>
</tr>
<tr>
<td>Farms</td>
<td>1</td>
</tr>
<tr>
<td>Pine Lots</td>
<td>1</td>
</tr>
</tbody>
</table>

It seems that a large percentage of these rural youth did own small amounts of property of their own but in the majority of cases they took part in the family enterprises sharing in the mutual benefits of food, shelter, clothing, schooling and recreation with the other
members of the family.

The majority of those who reported having a sizeable amount of property had developed it through membership in 4-H club work. The total value of $20,085.35 represented an individual property value of approximately $378.97. There seemed to be a very close correlation between their economic status and their choice of agricultural enterprise which they chose to pursue.

There were thirty-seven young people who reported owning personal property and they reported a total value of $20,085.35. Twenty-seven of these youths owned livestock, dairy animals and poultry. Thirteen were the proud owners of thirty dairy cattle and five owned other livestock including thirty-seven head of sheep, two horses and fifteen hogs. Fourteen owned 2583 hens and chickens.

The statement was made "that there seemed to be a very close correlation between the economic status and their choice of agricultural enterprise." This fact was verified when the results of Question 14 (What phase of agriculture would you like to prepare for?) were studied and the following results were disclosed.

Forty-four of these young people checked an interest in different agricultural enterprises. Thirty-three were especially interested in dairying, thirteen in poultry, twelve in vegetable growing, five in other livestock and five in forestry.
Question 7. Farm Inventory.

This topic furnished a very interesting part of the study for it showed the size of farm, number of animals and crops that were being handled by these rural youth and the other members of their families.

TABLE IV
FARM INVENTORY—LAND

<table>
<thead>
<tr>
<th>Item</th>
<th>Acres</th>
<th>Total Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total area</td>
<td>5948</td>
<td></td>
</tr>
<tr>
<td>Hay and tillage land</td>
<td>1345</td>
<td>1345</td>
</tr>
<tr>
<td>Mature apple trees</td>
<td>1479</td>
<td></td>
</tr>
<tr>
<td>Non-bearing fruit trees</td>
<td>322</td>
<td></td>
</tr>
<tr>
<td>Small fruit</td>
<td>1½</td>
<td></td>
</tr>
<tr>
<td>Market garden</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>Home garden</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

This table shows a total farm acreage of 5948 acres in the farms of the 54 youth surveyed. This gave an average of 118 acres per farm. The smallest acreage reported was 2 acres and the largest 1000. There were 6 farms of less than 50 acres, 12 farms with an average of 51 to 100 acres, and 35 farms with acreages over 100.
TABLE V.
FARM INVENTORY--LIVESTOCK

<table>
<thead>
<tr>
<th>Kind of Animal or Birds</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy</td>
<td>643</td>
</tr>
<tr>
<td>Poultry</td>
<td>8342</td>
</tr>
<tr>
<td>Horses</td>
<td>34</td>
</tr>
<tr>
<td>Other livestock: Hogs, sheep, rabbits, goats</td>
<td>105</td>
</tr>
</tbody>
</table>

This table shows the number of dairy cattle, poultry and other livestock (hogs, sheep, rabbits and goats) that were cared for by these 54 rural youth and other members of their families.

Question 8. Does most of the family income come from the farm?

The answer to this question was 26 "yes" and 28 "no" out of 54.

This question led to some real interesting situations. Those who reported getting all of the income from the farms had good-sized farms which were well-stocked with livestock and poultry, while those who reported getting only part of their income from the farm kept very few livestock and poultry and worked away from home most of the time.

The youth from these latter farms were the ones, for the most part, who did not have a very keen interest in continuing farming as a life's work even though many of them had relatively good opportunities to expand the farming business.
Question 9. From what sources do you get most of your spending money during the year and how much?

<table>
<thead>
<tr>
<th>Table VI.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOURCES AND AMOUNTS OF SPENDING MONEY OBTAINED BY YOUTH DURING A YEAR</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Farm and home wages</td>
</tr>
<tr>
<td>4-H projects</td>
</tr>
<tr>
<td>Outside work</td>
</tr>
<tr>
<td>Regular allowance from parents</td>
</tr>
<tr>
<td>Gifts</td>
</tr>
<tr>
<td>Other sources (Inheritance, incomes, stocks &amp; bonds, special crops)</td>
</tr>
</tbody>
</table>

Thirteen youth reported receiving farm and home wages. In studying this situation, there did not seem to be any definite rule or plan that was used universally by rural families in handling this situation.

Six youth reported income from 4-H projects. These young men had continued to enlarge their farming enterprises which they had started as standard 4-H club projects. 4-H club work has taught good business principles to rural youth and on many farms the young person's real ownership has started with his or her 4-H project. The start thus made has often led to the life's work for the rural youth.

Twenty-eight youth worked out and reported earning $7721.75. Many of these had journeyed to nearby towns or cities and had worked on shifts in some industrial plant. A large percentage of those reporting such jobs were employed in defense industries.
Only six youth reported receiving regular allowances from their parents and these allowances were relatively low in amounts. It has been a feeling among rural youth for a long time that they should do their part to help keep the rural farm and home going without pay for their individual labor. They have been told at a young age about the expense in the country and have been made to think that they should help the family earn the necessary funds to meet these expenses.

Gifts were reported by eight youth. The amount of these gifts was small, however.

Other sources, such as inheritance income, stocks and bonds, and special crops were reported by ten persons. The amount of money, $1956.00, held third place as a source of income.

TABLE VII.

RELATIVE IMPORTANCE OF SOURCES OF SPENDING MONEY

<table>
<thead>
<tr>
<th>Sources</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside work</td>
<td>30</td>
</tr>
<tr>
<td>Farm and home wages</td>
<td>12</td>
</tr>
<tr>
<td>4-H projects</td>
<td>6</td>
</tr>
<tr>
<td>Regular allowance from parents</td>
<td>3</td>
</tr>
<tr>
<td>Other sources</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
</tr>
</tbody>
</table>

The table shows that thirty youth worked away from home for their spending money. Twelve got money from farm and home wages. This is a relatively small number but the reason is that most of these were in school and got extra money for working on the farm Saturdays and holi-
days. The six who reported getting most of their money from 4-H projects had developed their 4-H project to a good paying size.

One boy in particular has 400 layers and starts with nearly 1000 baby chickens in the spring. He has taken over an egg route in a nearby city which his grandfather used to run. He had to file an income tax return for 1941.

Regular allowance from parents was reported by only three youths. This practice does not seem to be very common in the country, principally because all members of the family work for the common interest about the farm and if they want spending money they work out.

Only three reported money from other sources, one of these was inheritance and one from income on bonds.

Question 10. Are there things you need or would like to do (in relation to agriculture) that you cannot do for lack of money? If so, what?

Twenty-four youth answered this question in the affirmative. The other thirty answered in the negative or did not answer at all. Twenty of those expressed desires for agricultural improvements, three for education and one for recreation.

Desires for money for agricultural improvement included a desire to increase the poultry business, build a greenhouse, raise vegetables, raise beef animals, to build a barn, set out an orchard and repair buildings; rubber tires for tractor and equipment to start a milk route, to increase the size of the milking herd, to improve home furnishings, to raise potatoes to sell, to improve hayland and buy pure-
bred stock, to buy a dairy farm, fence more land to pasture sheep and improve the farm machinery.

It was very interesting to note that all of these different things which these twenty youth wished extra money for, would improve the situation for the whole family. These were truly very unselfish wishes.

Now comes the question of where these young men could get the much-needed money for making the desired improvements.

The sources that might be recommended by the County Extension Agent would include the local bank or Building and Loan Association, the Federal Land Bank, the Production Credit Association, or the Farm Security Administration.

Question 11. Would you be able to borrow money at home or from relatives to purchase livestock or equipment if necessary or advisable?

Only twenty-one thought that they could get additional money from this source and thirty-three did not answer or knew that the family could not afford to spend more money for them to get started with a better paying farm unit.

Question 12. Do you have a bank account?

Thirty-one of the fifty-four answered "yes" to this question but the other twenty-three replied "no" or made no answer at all.

In this chapter, which has dealt with the economic status and source of income of these rural youth, the property of the youth and the home inventory has been considered. It has been shown that substantial property and livestock is owned. The sources of income for the youth and the family were considered, showing sources about evenly
divided between farm as a chief source and supplementing earnings. Also
the improvements that the youth desired to make were enumerated. And
last of all, possible sources of money to make improvements with were
considered and savings accounts of the youth themselves.
CHAPTER IV
INTERESTS OF RURAL YOUTH

The interests of rural youth were studied in questions 13 through 19 of the schedule.

Question 13. Would you be interested to be a farmer if you could have a corresponding income and similar conveniences as in the village or city? If not, what do you dislike most about farming or living in the country?

Answers to this question showed that forty-one prefer to be farmers. Thirteen were definitely negative in their reply or made no reply at all. One young man liked to be a farmer best but he admitted that he had 365 days of hard work per year. Another youth had observed that most farmers around where he lived seemed to have most all of the conveniences that could be had in the city.

Of those who gave a negative answer to this question, most of them were not interested in farming but liked to live in the country.

Question 14. What phase of agriculture would you like to prepare for?

The replies to this question can be shown best by the use of a table.
TABLE VIII.

AGRICULTURAL PHASE YOUTH IS INTERESTED IN

<table>
<thead>
<tr>
<th>Phase</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairying</td>
<td>33</td>
</tr>
<tr>
<td>Other livestock</td>
<td>12</td>
</tr>
<tr>
<td>Forestry</td>
<td>5</td>
</tr>
<tr>
<td>Poultry</td>
<td>17</td>
</tr>
<tr>
<td>Fruit</td>
<td>8</td>
</tr>
<tr>
<td>Vegetables</td>
<td>12</td>
</tr>
</tbody>
</table>

Dairy farms in the county are among the most profitable enterprises and this accounts for the fact that thirty-three chose to prepare to be dairymen. Other livestock such as horses, sheep and swine are often found in conjunction with dairying which accounts for most of the interest in this phases of agriculture. Horses are especially used on many of the large dairy farms to do haying and for power to haul the tools used in tilling the soil.

Forestry had an interest for five youth. These cases were traced to families where lumbering has been practiced for many years.

Seventeen youth, or over one-third studied, were interested in preparing for poultry work. Some of these started as 4-H poultry club members while most of the others grew up on large poultry farms.

Seven desired help with fruit and these were located on fruit farms or had worked on such farms at some time so they became interested in this agricultural enterprise.

Twelve youth who lived in the vegetable growing area of the county were much interested in learning how to be better gardeners. Two of
these young men wished to expand in the greenhouse business.

Question 15. Would you be interested in an agricultural vocation other than farming (such as agricultural teacher, Extension worker, farm advisor, etc.?)

Ten answered this question in the affirmative. The interest in such agricultural vocations was about evenly divided between agricultural teaching, Extension work and other agricultural vocations.

Question 15. What other vocations are you interested in?

The following table will show a rather varied interest.

TABLE IX

VOCATIONAL INTERESTS OF YOUTH

<table>
<thead>
<tr>
<th>Vocation</th>
<th>Number Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture</td>
<td>3</td>
</tr>
<tr>
<td>Farm machinery</td>
<td>1</td>
</tr>
<tr>
<td>Dramatics</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>7</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Printing</td>
<td>1</td>
</tr>
<tr>
<td>Drawing</td>
<td>4</td>
</tr>
<tr>
<td>Garage</td>
<td>1</td>
</tr>
<tr>
<td>Marines</td>
<td>1</td>
</tr>
<tr>
<td>Baseball</td>
<td>1</td>
</tr>
<tr>
<td>Airplane mechanics</td>
<td>5</td>
</tr>
<tr>
<td>Welding</td>
<td>3</td>
</tr>
<tr>
<td>Electricity</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>
Of the 54 rural youth surveyed, 35 indicated other vocational interests in addition to their agricultural interest. This would indicate that there is much more opportunity for rural youth to work at other jobs at this present time and this is truly so because of the war situation and the great industrial expansion of plants turning out supplies for the war.

Question 17. Would you prefer to live on a farm rather than in the village or city?

Forty-seven youth answered this question in the affirmative which would indicate that the young men who were surveyed must be enjoying their life in the country.

Question 18. Are you or have you ever been a 4-H club member or leader? Has 4-H club work aided you in your choice of farming for life work? How?

Forty-eight of the 54 youth surveyed have been 4-H club members and the other six have taken or are taking a course in agriculture in high school. Forty-eight out of the 54 youth surveyed reported that they had been either 4-H club members or leaders and many were both, which proves that their interest in the 4-H program has contributed much toward their continued interest in agriculture and rural life.

Here are some of the ways in which 4-H club work has aided at least sixteen of these rural youth in their choice of farming for life work.

"Have become experienced in raising poultry and livestock."

"Has taught me new ideas about farming."

"Has taught me how to raise, harvest and store vegetables."
"Has started me in the sheep industry."

"Has taught me record keeping."

"Has given me a clearer picture of farm life."

"Has taught me proper methods of blueberry culture."

"Has taught me democracy in 4-H club meeting."

"Has taught me to be a good follower as well as a good leader."

All of these quotations indicate that these young people have received much benefit from their membership in 4-H clubs. As members of 4-H clubs they were taught better practices in agriculture including the importance of record keeping. They were taught democratic principles at club meetings where they discussed their group problems and made plans to carry out interesting club programs. Some members were officers and learned to be leaders of their groups while the other members were taught how to be good followers.

The results of this study regarding 4-H membership or leadership were gratifying since one always hopes that these youth do get out of 4-H club work some of the things which the program teaches.

Question 19. Are you interested and able to do some advanced farm work that will give you instruction and practice in agriculture? Explain what this is.

Thirty-three answered this question in the affirmative and some of their ideas follow:

"I am able to work among poultry and dairy cows on a farm."

"I would like to work for a greenhouse owner to get better trained in that work."
"I am interested in getting into the hatching egg business."

"More training in livestock raising, also auto and tractor repair-ing."

"Running a mowing machine."

"Experimenting with alfalfa on my farm."

"Selecting squash seed and mixing fertilizers."

"Culling home flock."

"Improving farm buildings."

All of these advanced jobs would make these youth better able to become farm operators.

Throughout this section of the report it has been noted that these youth have had certain definite agricultural interests. They have interests in other vocations, many of them stimulated by the war situation. They have expressed a strong desire to live in the country. They have stated that 4-H club work has helped them in many ways and they have become skilled enough in many agricultural enterprises to wish to undertake more difficult jobs.
CHAPTER V

OPPORTUNITIES OF THESE RURAL YOUTH IN FARMING

Question 20. What are your problems in connection with starting or continuing in farming?

These rural youth were rather modest in stating their problems connected with getting started or continuing in farming, but here are a few different ones that were mentioned.

"Limited capital."

"Cannot find suitable property."

"Need more farm labor."

"High cost of getting started."

"Need a new barn but father too busy on defense work to stop to build one."

"Not enough pasture."

"Expect to be called into the army."

"Support of mother who has a large family."

"Lack of proper equipment."

A lack of money, equipment, shortage of farm labor and uncertainty about the war conditions seemed to have the greatest influence on the youth in this situation.

Here is a case report of a rural youth who did not have an opportunity to expand at home. Jim, brother of Fred, has been out of school two years but thinks he wants to go to college. He likes farming but there is not enough opportunity on the home place for more than one or two of the brothers. He has no special choice but likes all kinds of
farming. Under the circumstances it seems best to suggest that he attend farmers' meetings when held and encouraged to take either a two or four-year course in agriculture at the state college. He took a two-year course later and now has a good job in a creamery.

Another case follows which finally worked out very well. Jerry Jones of Newcastle is 19 years of age, 4-H club member, graduate of the four-year high school agricultural course at Newcastle. He lives on a small, 60-acre farm, 15 acres of which is tillage. The principal farm business is poultry. They also raise a few market crops and have some cows. Jerry appears to be somewhat lost as he is at present simply working at home for his board without much interest or plans for the future. At present he has 1000 chickens which is a sizeable project but he has been planning to market all of these as broilers. Since this will leave him with no project of his own for the rest of the year, it was suggested that he keep as many laying hens as he can house and develop a year-round poultry business. Jerry is a boy who needs help and apparently his father and mother will appreciate having someone give him this help.

This study was made about five years ago and since then, Jerry has been married, bought a small poultry farm near a large city, and keeps over 2000 laying birds and raises 5000 chickens each year.

Results like these are gratifying to County and State Extension workers.
Question 21. What assistance would you like?

Here again the requests were rather modest but a few of the wishes will be given.

"Would like information on growing vegetables."

"Help financially."

"Stable is too small."

"Plans for building a dairy barn."

"Help in choosing a farm."

"Need more land and better buildings."

Question 22. Is there an opportunity at home for you to start and expand this enterprise? If not, why not?

Twenty-seven youth gave "yes" as their answer to this question. Those who said "no" gave a few interesting reasons which are listed below.

"Lack of land, buildings and capital."

"Lack of source of good purebred Holstein calves at reasonable prices."

"Too many animals on farm now for its size."

"Only work as a hired man."

There are a few good examples of opportunity to expand at home. Here is the case of Joe, a negro boy.

Joe is a negro boy, 16 years of age, living on a farm of 200 acres, only 60 of which are tillable. His father runs a general farm—dairy, poultry, fruit, market gardening, etc., and derive their entire living from the farm. Joe is the fourth child of the Smith family to grow up

...
In club work and all of them have done good work and shown leadership ability. Joe is now leading a club of small boys. His mother is anxious that he should do things just right and his father, too, wants him to be successful but he is a little more conservative.

Joe is now in his second year in high school. He plans to finish high and will probably go to college and study agriculture. He is a capable lad who can be helped by having him keep farm account or dairy production records, also by attending young farmers' meetings held in the county and state. It does not seem wise to develop very large projects with him as long as he is in school.

After leaving school, Joe attended short courses at the University of New Hampshire and is now managing the home farm. He is active in the Grange, Farm Bureau and all Extension Service activities.

Question 23. Check the following economic problems with numerals 1, 2, 3, 4, etc., in the order of importance or difficulty to you: (a) Choice of a vocation, (b) Money for clothing, recreation, education, personal property or equipment, (c) Opportunity to earn money, (d) Opportunity to start farming for self, (e) Choice of kind of farming to start, (f) Choice of location of farm, (g) Other.

This question deals with the economic problems of the youth and replies can best be shown by the use of a table.
### TABLE X

**ECONOMIC PROBLEMS OF RURAL YOUTH**  
**IN HILLSBOROUGH COUNTY, N. H.**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Order of Importance to Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of vocation</td>
<td>12  3  4  7</td>
</tr>
<tr>
<td>Personal property and equipment</td>
<td>7   10 9  5</td>
</tr>
<tr>
<td>Opportunity to start farming for self</td>
<td>6   11 6  3</td>
</tr>
<tr>
<td>Opportunity to earn money</td>
<td>9   4  6  5</td>
</tr>
<tr>
<td>Choice of location</td>
<td>3   3  5  4</td>
</tr>
<tr>
<td>Choice of kind of farming to start</td>
<td>3   5  5  9</td>
</tr>
<tr>
<td>Education</td>
<td>12  15 4  7</td>
</tr>
<tr>
<td>Money for clothing</td>
<td>4   5  5  10</td>
</tr>
<tr>
<td>Recreation</td>
<td>9   5  3  6</td>
</tr>
</tbody>
</table>

By following the table, it can be seen that choice of vocation and education both had twelve first choices. Opportunity to earn money and recreation each had nine first choices. Personal property and equipment were the primary needs of seven youths. The opportunity to start farming for self were problems for six young people.

Money for clothing presented a problem to only four. Choice of location and choice of the kind of farming to start were concerns of three youths each.

**Question 24. What is your financial relationship with your parents?**

*Do you work for pay? How much weekly? Or are you a partner in the business? If so, describe the plan followed.*

Ten reported that they had some sort of a partnership in business with their parents. Seventeen reported that they worked for pay but very
definite indefinite amounts were stated. Four reported that they worked for no pay at all and three had their own business.

In making the study of this question, it was very interesting to note some of the replies. These follow:

"Sole support of mother who is a widow."

"Depend on my poultry project for my money."

"Help in purchasing my clothing."

"Work for my board."

"Attend school and help as much as possible in the farm work."

"Live with my parents. Try to earn enough for clothing and spending money."

"Most of the year when I am at home I work for my father for $10.00 a week."

"We have no written agreement as to the division of the profits as everything has to be turned back into the farm. We manage to get a fairly good living, however."

"Our partnership is on a mutual basis after expenses are paid."

"I do work on the farm in exchange for feed for my animals."

"My parents help me a little with school expenses."

"I work for my board and carry on my own poultry business."

"Mother earns most of the money and I work around the place as much as possible."

"I own my poultry business and earn all of the money which I use."

"I obtain necessary money plus $4.00 a week for spending money."

"Father is ill and my parents depend on me. Most of what we make we put right back into the business except for a small amount of spend-
"I get the income from my chickens and some outside work."

"I pay for my clothing and recreation."

The foregoing quotations substantiate the fact which was stated earlier that rural youth are quite accustomed to work for the good of the farm and family until such time as they become of age or go into business for themselves.

There are a few examples of good opportunities to have partnerships worked out with parents.

Frank Brown is an 18-year old boy who has finished high school in June, 1930, and been home working with his father the past year. He has a brother, Ralph, who is a junior in high school.

Frank is somewhat unsettled in regard to his plans. He likes farming, particularly forestry. The home farm is principally a dairy farm of 107 acres, 40 acres of tillage is intervale river land which is very easy to work and productive in normal years.

It seems that Frank should have some more definite relationship with the home farm business, if he is going to stay at home. It was suggested that he keep a farm account book, which no doubt his father would be willing to have him do, and from a study of this, develop a partnership with his father on the home place.

Frank and his brother have been doing the bulk of the farm work during the past few weeks and Frank appears to like the work. He has no definite rating on the farm business and doesn't appear to feel the need of one. It appears that Mr. Brown would be very willing to work
out some kind of partnership arrangement as soon as Frank has made up his mind whether he is to remain home or leave for school.

Ralph, brother of Frank, is still in school and although he likes farming, so long as brother Frank is out of school and home, it seems best to develop some definite plans with Frank before doing much with Ralph until he gets out of school.

Both of these boys are 4-H club members. Frank is also doing junior leadership work.

Here is the case of Fred Keith of Melville. Graduating from high school this year, Fred expects to be at home next year and probably will not attend school any more.

Fred's father is not very well. They live on a 75-acre fruit and poultry farm. Fred likes farming. Apparently would do well to take over his father's business or at least go in partnership with him. It is doubtful whether he knows much about the farm business except the work connected with it. As a means of getting him acquainted with the facts, it was suggested that he keep a poultry record on the 1000 hens and 4500 chickens which they have on the home place.

This last case was reported to the County Extension Office a few years ago and Fred has been married. He lives at home and has formed a partnership with his father. It would seem best to insert a partnership pattern here which could be used as a guide in working out a partnership agreement and also show the kind of counseling which is given to 4-H club members.
SHARE CONTRACT BASIS

The following is a suggested form and method of determining the percentage of sharing in the farm business. The method consists of listing the financial contribution of each party which is totaled and the percentage determined therefrom.

CASE I. Father furnishing farm, stock and equipment, and dividing labor with son.

<table>
<thead>
<tr>
<th>Items Furnished</th>
<th>By Father</th>
<th>By Son</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm -- Value $5000. Int. @ 5%</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Upkeep of buildings</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Cattle -- 15 head, $900. Int. @ 5%</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Taxes</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Equipment -- $1000 @ 5%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Depreciation of machinery</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Horses -- $200. Int. @ 5%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Estimated labor</td>
<td>550</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>1200</td>
<td>300</td>
</tr>
</tbody>
</table>

Total contribution by father and son 1500
Father's share 1200 or 80%
Son's share 300 or 20%

CASE II. Father furnishing farm, portion of equipment but no labor. Son furnishing stock, portion of equipment and all labor.

<table>
<thead>
<tr>
<th>Items Furnished</th>
<th>By Father</th>
<th>By Son</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Value -- $8000. Int. @ 5%</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Upkeep of buildings</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Poultry--1200 hens, value $1800 @ 5%</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Taxes</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Equipment -- $1000 @ 5%</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Depreciation of machinery</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Horses $100. Interest @ 5%</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Labor hired</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>Own labor</td>
<td>815</td>
<td>1200</td>
</tr>
<tr>
<td></td>
<td>1890</td>
<td></td>
</tr>
</tbody>
</table>

Total contribution by father and son 2705
Father's share 815 or 30%
Son's share 1890 or 70%
CHAPTER VI

THE WORLD SITUATION AND RURAL YOUTH
IN HILLSBOROUGH COUNTY, N. H.

Question 25. What changes are you making in your vocational plans because of the present world situation? Have you changed your plans in relation to a vocation since war was declared? If so, how?

This question seemed to be rather difficult for the young men in rural areas to answer since the world situation has been so changed as a result of the war. Since this question has two parts, it would seem best to answer these by quotations from some of the outstanding reports that were received. Quotations follow:

"Stopped plans for a market garden due to world conditions."

"Hope to be able to get established in farming enterprise which will be stable after the war."

"Expect to have to work a little longer and a little harder."

"Plan to obtain defense work."

"Producing farm feeds for national defense."

"Expect to increase tillage land because of change in world conditions."

"Have changed my plans about a college education and will probably go to work instead of going to college."

"Plan to raise a bigger and better garden."

"Hope to work on some farm to help with the Food for Freedom Program."

"Will raise more cash crops and work out."

"I am going to business college but expect to start farming soon."

"Hope to have a larger flock of hens."
The second part of the question which deals with the changing of plans since the declaration of war was answered by several young men who seemed rather unsettled in their plans. For example:

"I may be called for service so decided to stay at home until then."

"Do not feel sure about the Selective Service."

"If I do not join the army I shall certainly take a defense job."

"I plan to work on a farm."

"I was going to join the army but have decided to work on the farm this summer to produce more agricultural products."

"I wish to join the armed service as soon as I am old enough."

"I will probably stay at home."

"I have always planned to farm and hope that the war will not make it necessary for me to change because I can help my country by raising food."

"I shall take an evening course and study some machinist's work as well as do farming."

"The war has made me more determined to succeed with my vocation."

"We will have a larger garden with more varieties of vegetables."

In interviewing the young men, there seemed to be a great deal of uncertainty about the future situation regarding their farm and home enterprise.
CHAPTER VII
THE SUMMARY

In this study, rural youth were surveyed in 22 towns of Hillsborough County, New Hampshire, during the months of October, November and December of 1941 and January of 1942, to determine their situation, interests and opportunities. To carry out the study, a major survey of youth of the county 16 to 25 years of age was made and over 500 youth were surveyed. From this survey, 150 names were selected from the rural areas of the county. Schedules used in this study were obtained by individual visits to youth, visits to youth at meetings and a few were obtained by mail.

These 150 names were selected by taking the names of farm boys or those living in rural towns and supposed to be most interested in farm life. Then the final 54 persons selected for this study were those whose questionnaires were received in time to complete this study and they were the 54 whose questionnaires were filled in completely enough to use.

These 54 schedules were analyzed very carefully to determine the interests, situation and opportunities for farming of these young men. Of these, 30 were attending school and 24 were out of school. Those in school seemed to be interested in a greater variety of vocations than those who were out of school. This was due to the fact that those out of school were quite well settled on the farms where they were located either as members of the family or farm laborers.

These youth had a good opportunity to get real experience in farming as the average acreage of the farms surveyed was 116 acres. Many of
the youths owned poultry or dairy animals. These two agricultural enterprises seemed to hold first place.

The study revealed that about one-half of the family income comes from the farms. This would indicate that there is a very good opportunity for those who are definitely interested in farming to continue to farm in the rural areas of Hillsborough County.

Another interesting discovery was that nearly all of the farm youth were following the practice of contributing their labor to the well-being of the family group. This would tend to make for better family unity.

A SELECTED CASE

A selected case is being discussed here for it is quite typical of other rural youth and it should give the reader a clearer picture of the home surroundings of these youth and the problems that they are faced with at this present time as they try to plan their future. Other cases are very similar to this one.

In this case we have a rural youth, Harry Emmett, Jr., age 18, of North Whitman, New Hampshire. His father is a farmer who works part-time in a box shop. Harry is a senior in high school and plans to go to a vocational training school upon the completion of his high school education.

He lives on a farm of 80 acres of land, 27 of which are tillable. He and his father care for six dairy animals and 2200 hens. Harry is especially interested in registered Holstein calves and for his other vocational interest he chooses airplane mechanics. If he were to advance in the farming business, he would choose dairying for his enter-
prise supplemented with poultry.

His farm is rather rocky and the pasture land is poor. Harry does not have a financial agreement with his father regarding the work which he does at home.

It is interesting to quote the following which was written by Harry when he made out his schedule.

I like living on the farm better than I would anywhere else. We have as many conveniences as the average family. Going to a village school I have found out that our farm family have and expect a better daily living than the average village family in the same circumstances. For instance, we expect to have all the milk, cream, butter, eggs, bacon, hams, chickens and fresh meat we want. Home-made ice cream is a regular affair.

Each one has their work and we all like our home. I have as much as the average boy.

We receive no pay for work done on the farm, but any money we earn outside is our own. We have the car for school and pleasure. I work out summers and put the money in the bank for my clothes, spending money, etc. Since I've been in high school, I've taken care of my own teeth, etc.

There is no chance to enlarge farming operations here. The land is good when you can find it. It's mostly rocks. We have no pasture and have to buy a lot of hay. Summers I help with the haying.

Because of my age and the fact that I will soon have to go in the army anyway, I want to study aeroplane mechanics and maybe get into the branch I would prefer. It seems to me the War has changed everything for the young man.

How I'll like farm life without an automobile, I cannot guess.

The concluding chapter of this study had to deal with the world situation at the present time. Many youth in Hillsborough County and probably throughout the rural areas of the whole United States are much
disturbed about their future because of the World War. A few years ago, if they had been surveyed, the results would have shown that many of them planned to go into business with their fathers, or go on to college and get advanced training in agriculture. At present, however, they are dubious about the future; do not feel like expanding too much, because they are not sure about how long they will be able to continue on the home place.

The results of this study will be helpful to the author in the future as he considers the status, interests, and opportunities of these and other rural youth who may be considering farming as a business. Much more time, if available, could be spent in writing up a case history on each of these rural youth who filled out questionnaires and when or if they were worked with in the future, this material would be very valuable as background information. If Specialists from the State College should come to the county to work, this study could be used to help them in determining the type of program best fitted to fulfill the needs of these rural youth.

It has been especially pleasing to the author to find that many of these rural youth are continuing to expand their favorite 4-H project and vocational interest which they started when they belonged to a 4-H club a few years ago.
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APPENDIX
1. Introduction and General Information

The 4-H club program with its many opportunities for rural youth and groups of youths has proved to be very popular ever since it was started in New Hampshire in 1914. This program is for youth from 10 to 21 years of age and has a number of activities especially for older youth or senior 4-H members over 16 years of age. Ten or more years ago the need was realized for a separate division of the program especially for youth 16 to 25 years of age. Such a program was developed and named 4-H Youth Extension.

Although this program had different objectives and standards from the original 4-H program and although it is not necessary for a youth to have had any previous connection with 4-H work to become a Youth Extension member, all "Qualified Members" of Youth Extension clubs are considered senior 4-H members and may, if they wish, qualify for regular 4-H awards.

The material in this circular describes the plan of organization and program procedure for Youth Extension Clubs. This material is given to youth who wish to form a new group or club. Officers and advisors will find it helpful as a guidebook.

II. Explanation of 4-H Youth Extension Clubs

Youth Extension Clubs are organized on town, district or countywide basis according to the number of young people available, their special interests and the type of program planned. Each club should have two adult advisors or sponsors who serve as contact persons with the County and State Extension Service.

Meetings may be held weekly, bimonthly or monthly, according to the circumstances and need. It is recommended that all regular meetings have three parts, business, education and recreation. The most satisfactory club maintains an adequate balance and gives special thought and attention to each part.

For instance, the business part of the club meeting provides leadership experience and training for the officers. Furthermore, the permanency and the quality of the club as an organization depends upon the adequacy of the business meeting and the extent to which membership is maintained.

The educational part of the meeting justifies an organization and provides information that helps youth to take his proper place in the affairs of today.
The social part of the meetings provides the members of the club with an opportunity for wholesome recreation that also helps in the development of personality and leadership.

III. Purpose and Objectives

The purpose of the 4-H Youth Extension Club is to provide an organization to make possible for young people programs and opportunities which they cannot have if unorganized.

The objectives are:

1. To provide an opportunity for individual leadership, responsibility and citizenship training.

2. To study and discuss topics related to the social and economic life of young people, and local and national issues of general public interest and importance.

3. To furnish interesting and worthwhile recreational and social activities for the young people.

4. To bring information concerning progressive farm, home and community practices to the members and through them to their respective communities.

5. To provide an opportunity for community service and a share in the responsibilities of citizenship.

IV. Organization of Youth Extension Clubs

4-H Youth Extension Clubs are organized in counties or districts of counties where there are enough young people interested in establishing such a club.

The authority for establishing Youth Extension Clubs is vested in the county extension agents. The controlling body responsible for the organization and program after it is established is an Executive Board. This board consists of the officers, one woman and one man adult advisor and one county extension agent. The officers consist of a president, vice-president, secretary, treasurer, and social chairman.

The following is the division of responsibility suggested for the different members of the Executive Board:

1. Officers - The duties usually ascribed to each and certain additional duties as given in other places in this circular.
2. **Woman Advisor** - (a) Assist in selecting topics for the educational part of the club meetings that will be particularly interesting and profitable for the young women. (b) Assist the young women to select personal projects and approve the same. (c) Assist in the selection of a group project. (d) Advise officers as to their duties and endeavor to improve the parliamentary form of the meetings.

3. **Man Advisor** - The same duties as listed above for the woman advisor as they would apply to the young men.

4. **Cooperative arrangements between all adult advisors** - It is necessary that at least one of the adult advisors attend each meeting of the club. It can be decided between the two advisors, who will assist with the business part of the meeting, who will assist with the educational part, and who will assist with the social or recreational part of the meeting.

5. **County Extension Agent** - Assist the club with its organization, constitution, group projects, and with personal projects if requested or necessary.

V. **Membership in Youth Extension Clubs**

All young men and young women 16 years of age and over who are interested in the 4-H Youth Extension program and who would profit by participating in the activities and meetings of a Youth Extension Club should be encouraged to attend three or more meetings and apply for membership.

Before one is accepted as a member, it is suggested that this procedure be followed:

1. Attend three meetings of the club.

2. Select some personal project (with the advisor's approval.)

3. Fill out an "Application for Membership" card. This card indicates what the personal project is to be and states that the applicant agrees to participate in the meetings and activities of the club.

The above prerequisites for membership are suggested for the guidance of the prospective member and the protection of the club. For instance, no youth is expected to become a member until he has attended at least three meetings and is familiar with the program and activities of the club. On the other hand, a club is not expected to accept anyone as a member unless and until he has shown an interest in the club and agrees to participate in its program.
The Executive Board has the right to discontinue membership of any person under any one of the following conditions:

1. Failure to participate in the meetings and activities of the club.
2. Failure to display proper conduct.
3. Absence from three successive meetings without giving a satisfactory reason to a member of the executive board.

Anyone who is discontinued from membership may be reinstated after he has satisfied the executive board that he intends to participate satisfactorily in the program and activities of the club.

VI. Meetings

1. The business part includes roll call and any business that may come before the club. Usually the important items of business need to be first considered by the Executive Committee. This committee may find it a good plan to come early to regular meetings and to hold a short conference just before starting the main meeting.

2. The educational program of the Youth Club meetings should be the most important contribution of the organization to the members.

The vice-president acts as chairman of the program committee. He may appoint his committee members or ask the president to do so. The committee should plan the educational program for the meetings well in advance or even for a full year.

As a basis for planning these programs, the interests, needs, and circumstances of the group should be surveyed and considered.

Suggested topics are supplied the program committee. These may be used to choose from and others will be suggested by the committee. Care should be taken to select topics which will be of most value and interest to the group.

The educational part of each meeting should provide an opportunity for the members to discuss the topic covered. The vice-president or some other member should prepare himself to lead the discussion. Youth members will gain more from a talk and a discussion than from a talk alone. When speakers are engaged, they should be informed of this procedure.
Some programs do not require a speaker. Current events, a discussion of etiquette or a debate are things that could be handled very satisfactorily by the members themselves.

3. The social or recreation program for the meeting should be more than a chance to have a good time. It should provide the opportunity for learning new types of recreation such as games, music and drama, and should give the members practice in leadership.

The programs planned should emphasize different types of recreation. The object of the social programs should be three-fold: First, to have a good time; second, to learn new games and new social programs; third, to help young people to get ideas about social programs which they can take to other organizations to which they belong, such as Scouts, Grange, Church and School.

The social chairman should be elected or appointed for the year and be directly responsible for the social or recreational part of each meeting.

It is suggested that he appoint other members of the club to serve with him as the social committee. This committee may function together for the full year or divide the responsibility at different meetings or in a series of meetings. In either case the chairman should work with the committee members and be sure that satisfactory programs are planned.

The committee planning the social or recreational part of each meeting will want to see the list of available material at the County Extension office. They may also have the assistance of members of the County Extension staff in planning programs.

VII. Projects

1. **Personal projects** are a desirable requirement for all qualified members. This also helps to keep the membership limited to those who have personal ambition to improve themselves instead of having the organization drift into a social club. The range of choice of personal projects is very broad and may include almost anything in which the member is interested providing some study or work is going to be put upon it during the year. As a rule it is desirable to have the personal project relate to something to be studied or discussed by the club. This is sometimes considered the group project of the club.
Possible personal projects include the following:

(a) An advanced phase of any 4-H project.

(b) Specialized work in agriculture or home economics which is suited to the situation and need of the member.

(c) Some study or reading project.

(d) Work in handicraft or related field.

(e) A leadership project, such as leading a club, organization of a recreation group, discussion leadership.

(f) Personal improvement related to manners, dress, speech or appearance.

2. Group projects are those things done by the club members together, either for their personal improvement or for a community service. The community service type of a project increases the public regard for the club and all group projects help to unite the members.

All personal as well as group projects should be approved by the adult advisor.

The following are possible group projects:

(a) Conduct a landscape improvement project.

(b) Promote the organization of junior 4-H clubs and furnish the necessary leadership.

(c) Provide committees to sponsor, or assist with, some county extension meeting, such as a county fair, tour, field day, county camp, day camping, round-up or rally.

(d) Sponsor the organization of a dramatic club, glee club, athletic club, band, orchestra, etc.

(e) Develop and promote some program during Fire Prevention Week, National Youth Week, Safety Week, Health Week, etc.

(f) Encourage more communities to have a decorated Christmas tree.
(g) Arrange for groups (junior 4-H clubs and others) to sing Christmas Carols in communities.

(h) Have a systematic program or plan to cheer the sick and unfortunate.

(i) Develop recreation leaders and make it known that their services are available for Extension, Farm Bureau, Grange, church and other community organizations.

VIII. Procedure in Organizing a Youth Extension Club

There is no required procedure for the organization of 4-H Youth Extension Clubs. On the other hand there are certain items in a procedure which need to be completed before a satisfactory organization can be expected.

First - There needs to be local sponsorship for a youth club. This may be provided by (1) a group of young people (possibly former or senior 4-H members) (2) a local committee of adults (3) one or two parents or (4) a committee from some other organization.

Second - A survey or tabulation should be made to determine the number of young people available and their interests or needs.

Third - In cooperation with representatives of the County Extension Service one or a series of youth meetings should be held to show the type of programs which are possible for a Youth Club.

Fourth - If and when there is sufficient interest to organize a Youth Extension Club one or two local advisors must be selected and appointed to be responsible, with the officers, for the organization and programs of the club.

Fifth - Having an advisor and the interest of a sufficient number of youths to warrant a club, the next step is the formal election of officers.

Sixth - It is desirable to have a meeting of the Executive Committee (advisors, officers and extension agent) as soon as possible after formal organization. At this committee meeting the matters relating to a permanent organization and to programs for regular meetings will be discussed and planned with the County Extension Agent in accordance with the objectives and plan described in this circular.
OLDER YOUTH SURVEY LIST

For the town of _________________________________, _________________________________ County

Date _________________________________ Obtained by _________________________________

NOTE: Older youth in this survey are those youth 16 to 25 years of age and over, who are not married or established in a permanent vocation or business. Young married couples may also be included if they are definitely interested in a youth program and organization.

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RURAL YOUTH FARMING OPPORTUNITY SURVEY RECORD

Information relative to the status, interests and opportunities in farming for rural youth.

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(1) Grade in school (2) Future school plans

(3) Years completed if not in school (4) Reason for leaving school

(5) Are you interested in going on to college or Normal school? Business College or Trade School?

(6) What animals, equipment or properties do you own? Total Value $_$

(7) Farm Inventory (a) Total acreage (b) Tillage and hay area

Animals (c) Dairy (d) Poultry (e) Other farm animals

Orchard (f) Mature trees (g) Young, non-bearing trees

(h) Area of other fruit (i) Area of home garden

Market garden

(8) Does most of the family income come from the farm?

(9) From what sources do you get most of your spending money during the year and how much? (a) Farm or home wages? $ (b) W-H Projects? $ (c) Outside work? $ (d) Regular allowance from parents? $ (e) Gifts? $ (f) Other sources? $

(10) Are there things you need or would like to do (in relation to agriculture) that you cannot do for lack of money? If so, what?

(11) What are the other things for which you need money?

(12) Would you be able to borrow money at home or from relatives to purchase livestock or equipment if necessary or advisable?

(13) Would you be interested to be a farmer if you could have a corresponding income and similar conveniences as in the village or city? If not, what do you dislike most about farming or living in the country?
(14) What phase of agriculture would you like to prepare for? (a) Dairy     (b) Other livestock     (c) Forestry     (d) Poultry     (e) Fruit     (f) Vegetables.

(15) Would you be interested in an agricultural vocation other than farming (such as agricultural teacher, Extension Worker, farm advisor, etc.)

(16) What other vocations are you interested in?

(17) Would you prefer to live on a farm rather than in the village or city?

(18) Are you or have you ever been a 4-H club member or leader? Has 4-H club work aided you in your choice of farming for life work? How?

(19) Are you interested and able to do some advanced farm work that will give you instruction and practice in agriculture? Explain what this is.

(20) What are your problems in connection with starting or continuing in farming?

(21) What assistance would you like?

(22) Is there an opportunity at home for you to start and expand this enterprise? If not, why not?

(23) Check the following economic problems with numerals 1, 2, 3, 4, etc., in the order of importance or difficulty to you: (a) Choice of a vocation (b) Money for clothing, recreation, education, personal property or equipment (c) Opportunity to earn money (d) Opportunity to start farming for self (e) Choice of kind of farming to start (f) Choice of location of farm

(24) What is your financial relationship with your parents? Do you work for pay? How much weekly? Or are you a partner in the business? If so, describe the plan followed.

(25) What changes are you making in your vocational plans because of the present world situation? Have you changed your plans in relation to a vocation since war was declared? If so, how?
The number which appears within the boundaries of each town on the outline map indicates the number of rural youth who were surveyed in the respective towns. Total rural youth surveyed - 54.