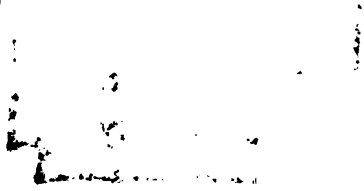


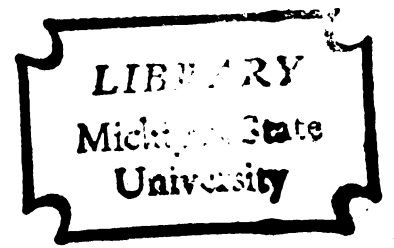
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A STUDY OF THE OCCUPATIONAL PLACEMENT
OF FORMER NEGRO STUDENTS OF VOCATIONAL
AGRICULTURE IN DISTRICT II, GEORGIA
FROM 1948-52

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A STUDY OF THE OCCUPATIONAL PLACEMENT OF FORMER NEGRO
STUDENTS OF VOCATIONAL AGRICULTURE IN DISTRICT II,
GEORGIA FROM 1948-52

A Study
Presented to
the Faculty of the Department of Vocational Education
Michigan State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
John Edward Briggs, Jr.

July, 1953

1-10-58
G. S. H. f

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ACKNOWLEDGEMENT

The writer wishes to express appreciation for the help received in making this study. Useful suggestions and constructive criticism were given by Dr. Harold M. Byram, Professor of Vocational Education, Michigan State College; Mr. T. G. Walters, State Supervisor of Agricultural Education; Mr. J. N. Baker, Supervisor District II; and Mr. McKinley Wilson, Acting Head Itinerant Teacher-Trainer, Georgia. Splendid cooperation was given by the eleven teachers of vocational agriculture who worked very diligently in helping the writer to make the study: Messers T. S. Boles, Jr., H. W. Williams, Roy Rumph, T. R. Maxwell, Earl Farley, B. W. Shinhoster, J. A. Smart, J. H. Flagg, R. R. Butler, Josiah Phelps and John W. Lawton.

CHAPTER I

THE PROBLEMS AND DEFINITIONS OF TERMS USED

A. INTRODUCTION

"Vocational education in agriculture is to train present and prospective farmers for proficiency in farming."¹ Studies have proven that this purpose has been more completely realized where the enrollment process takes into consideration the interest of the student. In most of the rural high-schools in Georgia, vocational agriculture is taught to all boys enrolled in the high-school department. Because of this, the writer would like to show to what extent boys who take vocational agriculture can be expected to farm or work in related occupations.

It has also been found that with no definite guidance program inaugurated, students are not guided into the proper selections of courses. It is the present policy of most Negro high-schools in Georgia to give attention to the desire and interest of the boys by setting up their supervised farming program, so that they will already become established in farming.

This study is based on the present occupations and status in farming of former Negro graduates of vocational agriculture from schools in District II, Georgia.

Teachers of vocational agriculture and others in agricultural education, as well as many people outside of this field, are concerned

¹ Lloyd J. Phipps and Glen Charles Cook, Handbook on Teaching Vocational Agriculture, Sixth Edition, Interstate Printing Co., Danville, Illinois, 1952. p. 13.

with the careers of young men from farms. Information relative to the subsequent careers of farm-reared young men who received instruction in vocational agriculture is of value in determining the extent to which they are engaged in occupations for which the training is most likely to be functional. Furthermore, for purposes of guidance, it is valuable for teachers and others to know some of the factors which are associated with the occupational distribution of farm-reared young men, with advancement in the occupation of farming, and with certain types of educational attainment. As the result of this study, opportunities for improvements are seen more clearly, general impressions are confirmed or disproved, new problems for study are brought into focus, and data and techniques are provided which may be useful in the development of related studies. In these and other ways, this study should in some measure contribute to the development of educational programs which will function more fully in meeting the needs of boys from farms.

The present study was undertaken in view of the fact that no such study has been made for Negroes in Georgia.

Any evaluation of the accomplishments in teaching agriculture in any public school should be (1) in conformity with the stipulations set forth in the Smith-Hughes Act, which aid in financing the program, and (2) upon the philosophy of education held by the schools of the state.

The program of vocational education in Georgia could not function unless it received federal funds for its operation; therefore, Georgia schools must meet the provisions of the Smith-Hughes Act.

Any school program is only as good as the philosophy of education

of those in the school because all the decisions and policies of the school are based upon the philosophy of education held by those who make decisions and determine policies.

What is meant by a philosophy of education? The philosophy of education is what one believes the purpose of the school is, or should be. Tax money is spent to operate our schools because people believe the school performs useful services for society. These useful services make up the philosophy of education of the people.

Vocational education in agriculture, the basis of this study in this state, is a definite part of the public program of education. A statement of the philosophy of vocational education in agriculture must include a statement expressing a philosophy of the whole of education.

The philosophy of education always tends to be about the same as social objectives of the people.

The problem of education assumes one form in ancient Athens in the time of Pericles; another in China during the Tang Dynasty; another in Russia under the communists; and yet another in twentieth century America.²

Americans are proud of their social objective, or of their democratic ideal. Almost within the limits of a generation they have fought the world wars so that they may continue to strive towards the ideals of a democracy. This seems to be ample justification for holding the ideal

² O. C. Aderhold, "A Philosophy of Vocational Education in Agriculture," Bulletin of University of Georgia, College of Education, Series 40: 1, April, 1940.

of democracy as the way of life for the people of this state and this country.

If the ideal of democracy is accepted as the social objective of the people in America, and these people do as the people in other nations have done in the past, then democracy must be accepted as the objective of all education in the school. If democracy is to survive, the school must be concerned with promoting the democratic way of life.

The promotion of reflective thinking, which the School Leader's Manual says is the objective of the school, is analyzed by Bode into four steps:

- "1. Recognition of the problem and a desire to solve it.
2. Drawing inference as to a possible solution.
3. Testing the inference (the application of facts to the guesses).
4. Drawing conclusions and making generalizations."³

These steps include only the mental process of reflective thinking. If anything is to be accomplished by reflective thinking, this process must be followed by the actual carrying out or doing, of the conclusions.

Even when one uses the reflective thought process in arriving at a tentative conclusion this does not assure that the conclusion will be correct. So after the conclusions have been further tested and before putting them into action there must be an evaluation of the success or failure of the solution as reflected by the conclusion. If the conclusion is correct, there is nothing further to do except develop skills involved

³ Educational Panel, Georgia State Department of Education. School Leaders' Manual, March, 1947, pp. 24-25.

in putting the process into action. If, upon evaluation, it is found that the conclusion is not correct, or is only partially correct, it is necessary to go back to the second step of the reflective thought process and continue through the process again. This procedure must be continued until a satisfactory conclusion based upon the latest and the best information that is available has been reached. Also, as the facts upon which the conclusion is based change, the conclusion must be retested in light of the new facts.

The philosophy of vocational agriculture embodies the philosophy of the whole of education. It is also based upon the belief that it is the duty of the school to deal with the problems with which the individual is confronted today and not necessarily the problems that he will encounter in the future. However, to learn how to recognize present problems, and how to analyze and solve them should give the individual a procedure for solving problems in the future.

Since the selection of an occupation is not performed by many boys during their high-school days, vocational agriculture must deal with the farm problems that the farm boy encounters today and not exclusively with the selection and preparation for the occupation of farming.

Vocational agriculture in the twelve schools must be evaluated on (1) how well it is in conformity with the requirements as set forth in the Smith-Hughes Act and (2) the extent to which the teaching has been in conformity with the philosophy of education of the schools of the state, or how well it trains students in the ideal of democracy.

B. THE PURPOSE OF THE STUDY

In 1917 the Smith-Hughes Act was passed by Congress, providing for a federally aided program of vocational education of less than college grade of agriculture and certain other fields. This program has now been in operation throughout the nation for twenty-five years. Considerable sums of money have been expended on it, and many thousands of young men have been enrolled in its classes. For the years 1948-52 there were in the state of Georgia, eighty-five Negro vocational departments with a total enrollment of 4,236⁴ pupils in all-day classes.

Educators have agreed that, when a group or program has been underway for a time, it is well to evaluate what has been accomplished and to re-orient the program for more effective work in the future. Here and there research studies have been and are being carried out to determine pertinent facts regarding former pupils of vocational agriculture.

The purpose for such a study seems to be two-fold: (1) it should answer the question which the Congress and the people might ask as to whether results of the program warrant continued support of it and (2) to discover suggestions for a more effective program of vocational education. Following is a list of the main purposes for such a study:

1. To determine the present status of former vocational agriculture graduates.

⁴ Annual Report of Georgia State Department of Vocational Education, 1951. Atlanta, Georgia, State Department of Education, p. 8.

2. To determine what percent of the graduates were established in farming.
3. To determine the status in farming of former Negro pupils in vocational agriculture of District II, Georgia.
4. To determine how the school could make the present vocational program more helpful and practical.
5. To determine the number of former pupils in related occupations.
6. To determine the number of former pupils in unrelated occupations.

C. DESCRIPTION OF THE COMMUNITY

One county is given as a description, since the other counties are similar in area and farming practices. For this reason, the writer has attempted to give a vivid description of the city of Millen and Jenkins County, the county in which the Jenkins County Training School is located.

Millen, Jenkins County, situated in the east central part of the state of Georgia, 20 miles west of the South Carolina state line and 70 miles northwest of Savannah. It is formed from parts of Burke, Screven, Bulloch, and Emanuel counties. "The total area is 352 square miles or 225,280 acres."⁵

⁵ Earl D. Fowler and J. M. Snyder, Soil Survey of Jenkins County, Georgia. Washington, Government Printing Office, 1926, 122 pp.

The surface of the county is essentially a uniform plain dissected by the Ogeechee River and its tributaries. There are four distinct types of topography, distinguished by their difference in elevation, degree of dissection, and other surface features. The rolling uplands or "Piny Woods" section, the comparatively level plain broken by sink holes and shallow depressions, the terraces or second bottoms of the stream, and the flood plains comprise the four separate topographic divisions.

The rolling uplands constitute the highest part of the county. All of the county lying south of the river terraces and east of Little Buckhead Creek is made up of these uplands. This region is dissected by small creeks and numerous intermittent streams. The slopes are generally gradual and slightly concave, except for saucer-like slopes at the heads of many branches.

East of Little Buckhead Creek and north of the river is a comparatively level plain several feet lower than the rolling upland region.

The terraces' second bottom are comparatively level lands lying from 2 to 10 feet above high water level. They are most extensive along the southern side of the Ogeechee River.

The first bottom or flood plain of the Ogeechee River is almost level, except for low hummocks and secondary channels. The average width is about one mile.

The drainage system of the county is formed by the Ogeechee River and its tributaries. The largest tributaries are Buckhead, Springhead, Little Buckhead, Beverdam, and Horse Creeks on the north, and Bay Branch and Skull Creeks on the south. The river traverses the central part of

the county in a general south easterly direction.

Along the drainage ways are belts of poorly drained land frequently broadening out into ponds or swampy areas known as "bays" and "sloughs." Excepting the Ogeechee River whose waters are muddy, the streams are clear water streams.

Millen is located on U. S. Highway No. 25 leading from Michigan to Florida. Jenkins County was organized in 1905. The very earliest settlers came up the Ogeechee River from points near Savannah and gradually extended their settlement back from the river. Some of the early settlements were made before Revolutionary times under charters granted directly by the English Soverign. Millen, the county seat, is centrally located and is the largest town, having a population of 3100 at the time of the 1950 census. It owes its growth to the central of Georgia Railroad which forms a junction at this point.

Millen has six churches, an accredited twelve-grade school. Other civic assets include the county court house, one bank, good stores, two hotels, several restaurants, one movie house, one coal yard, a lumber yard and planing mill, one Kraft Cheese plant, R.E.A. building, a government Post Office building, an American Legion Center, one well appointed hospital, one clinic, two funeral homes, The Cooper Factory, making Jockey Underwear, the Thompson Company, making trousers and shirts. This is quite a railroad center for making connections for all parts of the United States. Millen is also the home of The Millen News, a paper with a circulation of more than 2500 subscriptions, edited and published by Walter Harrison.

Two miles north of Millen is located a most scenic state park on U. S. Highway No. 25 known as Magnolia State Park, a recreational area for swimming, fishing and picnics.

Agriculture was well established within the territory now included in Jenkins County long before the county was organized; in fact, the outstanding development of the region created the demand for better judicial and commercial facilities and led to the organization of the county.

Shortly before the Civil War, cotton became the leading crop and was more securely established by conditions following the war, which made a cash crop necessary. Now Jenkins County may be regarded as an agriculturally productive area devoted to general farming — cotton, corn, grain, peanuts, dairying and swine. In the southeastern part of the county tobacco is grown on a small scale.

There is a total enrollment of 425 students in the Jenkins County Training School for the term 1952-53.

D. HISTORY OF AGRICULTURAL EDUCATION IN GEORGIA

Georgia has been an agricultural state since the time the early American settlers found that its climate and soil were ideal for the production of farm products.

There has been an attempt by educators of the state to aid in the advancement of agriculture in the state since the establishment of the Ebenezer School, near Savannah, in 1734 and the Bethesda School at Savannah six years later.

The first public schools to teach agriculture in Georgia were

TABLE I
STATISTICAL DATA OF JENKINS COUNTY, GEORGIA⁶

1. Total population	11,843
a. White	5,306
b. Colored	6,537
2. Total number of acres in farm	187,231
3. Average size farm - Total acres	153.9
4. Value of farms - dollar	3,451,386
5. Value of farm buildings	1,054,447
6. Number of farms	1,087
7. Full owners	379
8. Part owners	40
9. Managers	2
10. All tenants	666
11. Cows 2 years old and over	2,851
12. Number gallons milk produced	323,079
13. Hogs and pigs - Farms reporting number	12,036
14. Sows and gilts - Farms reporting number for farrowing	1,668
15. Chickens	36,162
16. Corn for all purposes	27,872
17. Bushels harvested	299,134
18. Cotton - acres	14,676

⁶ Walter Brown, Georgia Agricultural Statistics, Bulletin 543, November 1950, pp. 192-193.

Euarlee and Temple in 1903.

In analyzing the programs of education that have been operated in Georgia, Dr. Wheeler⁷ points out that the General Assembly passed a law in 1903 that required agriculture to be taught in the public schools of the state and that this law still stands as written.

In 1904 the commissioner of education of Newton County organized a county program of club work. In 1906 the county School Commissioners' Association of Georgia adopted the club method as the means of teaching agriculture in the public schools as required by the legislature. A successful state-wide club program was in operation in the state in 1906 and continued to operate in the schools until it was drawn from the public school auspices in 1914 and later assumed by the Georgia Agricultural Extension Service.

In 1906 the General Assembly enacted legislation for the establishment of Agricultural and Mechanical School in each congressional district, but even though it provided legislation for the establishment of these schools, it failed to provide funds to build and maintain them. The governor of the state, who had sponsored the bill in legislature, asked the United States Senate to provide financial aid in the establishment of these schools. These schools were established and operated for about a quarter of a century.

The same year that the Georgia governor asked for federal aid for

⁷ John T. Wheeler, Methods of Farmer Training, (Atlanta: Turner E. Smith, 1926), Smith-Hughes Act, pp. 318.

agricultural education, Kansas asked for federal aid for agricultural and manual arts, and the National Society for the Promotion of Industrial Education presented a bill for federal aid to industrial education. In 1907 these bills were combined into a vocational education bill.

In 1909 the bill was enlarged to include agricultural extension. A special committee was appointed to make a study of the question of federal aid to education and while the study was being made Congress passed the Agriculture Extension Bill, and it became law in 1914.

"After the above-mentioned attempts at unity in vocational education had failed, federal aid for teaching agriculture, homemaking, and trade and industrial education in the public schools were brought together in the Smith-Hughes Act which became law in February, 1917....

A separate state vocational board was created in Georgia by the General Assembly in the summer of 1917. The State Superintendent of Schools was executive officer of the board and the Chancellor of the University System was chairman.

In 1931 the separate board was abolished and vocational education under the Smith-Hughes Act became an integral part of the public schools under a unified State Board of Education."⁸

The Smith-Hughes Act provided federal aid for teaching agriculture, homemaking, and trade and industrial education in the public schools of the several states.

For a state to receive federal aid for teaching agriculture as set forth in the act, it must meet the following requirements as set forth in

⁸ Agricultural, Industrial Development Board, "Planning Programs of Vocational Education and Forestry," Part II, (Unpublished data, 1946), pp. 65-67.

section ten⁹ of the act:

1. Education which is under public supervision and control.
2. Education for which the controlling purpose is to fit for useful employment.
3. Education of less than college grade.
4. Education designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter the work of the farm or the farm home.

E. VOCATIONAL AGRICULTURE IN JENKINS COUNTY TRAINING SCHOOL

In the summer of 1929 the opening of the 1929-30 school year, a course in vocational agriculture was added to the curriculum of Jenkins County Training School, which is located in Millen, Georgia, Jenkins County.

This course was incorporated in the Jenkins County Training School to meet the needs of the high school boys in that community who had problems relating to their farming experiences.

Since its beginning in 1929 there has been a vocational agriculture course in the Jenkins County Training School until the present time.

Many young men have taken this course in vocational agriculture at the Jenkins County Training School, but until now there has been no attempt by anyone to evaluate this program as to the effect it has and has had on the occupations of those young men after they finished

⁹ John T. Wheeler, Methods of Farmer Training (Atlanta: Turner E. Smith, 1926), Smith-Hughes Act, pp. 332-345.

high-school.

Since the beginning of the department in 1929 there have been six vocational teachers employed at the Jenkins County Training School. The writer who is presently employed as a teacher of vocational agriculture at this school has been employed for 12 years.

F. DEFINITIONS OF TERMS USED

Certain terms are used in the pages which will follow and the ways in which they are to be interpreted in the study should be understood at the outset.

The terminology for occupational distribution includes "farming," "related," and "other." Those engaged in farming at the time the data were collected are classed in the first group. Those engaged in certain occupations related to farming are listed in the second group, and the third category includes a small percentage in attendance at colleges, but for the most part it is composed of those already engaged in non-agricultural occupations.

Reference is made to years of vocational agriculture taken by these young men. Vocational agriculture is here interpreted as the type approved for federal aid, which in the Georgia program begins in the eighth grade.

The young men included in this study are those who graduated from high-schools in District II, Georgia, during the period 1948-1952, inclusive. In most schools represented in the study, all farm-reared young men for whom information was available are included; in some cases,

samplings were made.

Follow-up. Throughout this study "follow-up" shall be interpreted as securing information about former students who have graduated from one of the twelve schools included in the study.

"Owner" throughout this study is interpreted as a person operating directly a farm which he owns wholly or in part.

In this study the term "renter" is interpreted as a farmer who owns his workstock and equipment but hires or rents the land which he farms. Generally renters or tenants are of two kinds -- those who pay cash for the use of the farm, or pay a share of the production of the farm for the use of it.

Throughout this study the term "farm" is given the same interpretation as that given by the Bureau of the Census, which is as follows:

"...All the land on which some agricultural operations are performed by one person, either by his own labor alone or with the assistance of members of his own household, or hired employees. The land operated by a partnership is likewise considered a farm. A 'farm' may consist of a single tract of land, or a number of separate tracts, and the several tracts may be held under different tenures, as when tract is owned by the farmer and another tract is rented by him. When a land owner has one or more tenants, renters, croppers, or managers, the land operated by each is considered a farm. Thus, on a plantation the land operated by each is considered cropper, renter, or tenant should be reported as a separate farm, and the land operated by the owner or manager by means of wage hands should likewise be reported as a separate farm."¹⁰

¹⁰ United States Department of Commerce, Bureau of the Census, Agriculture-Georgia, 1940, p. 3.

CHAPTER II

REVIEW OF THE LITERATURE

In reviewing The Agricultural Education Magazine and Summaries of Studies in Agricultural Education, the writer has noticed that they reveal that many follow-up studies have been made of former students of vocational agriculture. Many of the studies that have been made deal mainly with white pupils of vocational agriculture. In searching the files, the writer has found three recent studies made by Byrd, Hudson, and Palmer dealing with the follow-up of former Negro students in agriculture. These studies were made on occupational distribution, establishment in farming, and determining the opportunities for farming for former pupils of vocational agriculture.

Walters¹¹ believes that proper planning of supervised farming programs may lead toward establishment in farming. In his article he gives an example of a future farmer, Herman White, who started out with a good supervised farming program in the eighth grade, and is now progressively established on a five-hundred acre farm of which 185 acres are in cultivation. This young man is from Moultrie, Georgia.

Byram and Nelson¹² state that follow-up studies of former students

¹¹ T. G. Walters, "A Farming Program Which Led to Establishment," Agricultural Education Magazine, 133:137, No. 7, January, 1947.

¹² Harold M. Byram and Kenneth G. Nelson, "Guidance and Placement in Agricultural Education," Agricultural Education Magazine, 24:33, August, 1951.

furnish a wealth of valuable data in making selections of students for classes in vocational agriculture.

Palmer,¹³ in his study of one-hundred boys, lists the following factors that influenced the boys to become established:

1. Teacher of vocational agriculture.
2. Successful farmers and parents.

Difficulties in becoming established were due to:

1. Unable to secure land.
2. Workstock and machinery.
3. Loan.
4. Feed and seed.

Tolbert¹⁴ found in his study that Georgia farmers who had apparently completed their farming careers had farmed for an average of thirty years, a much longer period than had been formerly assumed. It is well known, however, that careers in farming have lengthened. This is one of the factors which have reduced the opportunities of young men trained in farming to become established in that occupation.

¹³ Sidney E. Palmer, "How Have Negro Boys With Vocational Agriculture Training Met Difficulties in Becoming Established in Farming," Special Master's Report. Library, Colorado State College, Fort Collins, Colorado, 1947, 90 pp. Summaries of Studies in Agricultural Extension, Supplement No. 3, Bulletin 242, Office of Education, Washington, D. C.

¹⁴ R. H. Tolbert, "A Study of the Rate of Replacements of Farmers in Georgia," Unpublished Master's Thesis, The University of Georgia, Athens, 1944.

Scott¹⁵ made a study of the farm status of negro boys graduating from high-school with or without training in vocational agriculture in Oklahoma. He made a survey of 250 graduates of sixteen states. It revealed that vocational agriculture graduates were further advanced in farm tenure status than the graduate without training in agriculture.

Farm status in this study included the following items:

1. Number established in farming.
2. Acres of land owned and value.
3. Kind of farm equipment and value.
4. Number and kind of livestock and value.
5. Number and kind of building owned and value.
6. The amount of cash saved.
7. Present financial inventory and net worth.

It was also found that there was a greater number of agriculture graduates established in farming than graduates without training in agriculture, and that the vocational agriculture graduates owned more land of greater value than was reported by the other graduates.

Hudson¹⁶ made a study of some 500 negro students of vocational agriculture in Alabama, from 11 departments in Alabama. His study

¹⁵ Albert L. Scott, "Farming Status of Negro Boys Graduating from High-School With or Without Training in Vocational Agriculture," Master's Report, M. Ed., Library, Colorado Agricultural and Mechanical College, Fort Collins, Colorado, 1949, 59 pp. Summaries of Studies in Agricultural Education, Supplement No. 4, Bulletin 246, p. 38, Office of Education, Washington, D. C.

¹⁶ Joseph T. Hudson, "Occupational Distribution." Agricultural Education Magazine, 22: 236, April, 1950.

revealed that only 25.9 percent of the former students were reported as being in farming. He also found that 49.7 percent of the students were reported in occupations unrelated to farming, while only 40.3 percent were reported in occupations related to farming.

Thomas¹⁷ in a study listed 14 points for becoming established in farming:

1. Supervised farming program.
2. Mechanical phase of farming.
3. Farm financing.
4. Farm business agreement.
5. Other farm business.
6. Advancement of farming status.
7. Participation in home and farm responsibilities.
8. Promoting better farm relationship.
9. Social activities.
10. Recreational activities.
11. Citizenship activities.
12. Educational activities.
13. Religious activities.
14. Home establishment.

Byrd¹⁸ in his study of 30 departments of vocational agriculture in

¹⁷ J. R. Thomas, "Getting Young Men Established in Farming." Agricultural Education Magazine, 231: 238, June, 1947.

¹⁸ William H. Byrd, "Occupations of Negro Former Pupils in Vocational Agriculture in Mississippi," Master's Thesis, Library, Iowa State College, Ames, Iowa, 1947, 53 pp. Summaries of Studies in Agricultural Education, Supplement No. 2, Bulletin 242, Office of Education, Washington, D. C.

Mississippi and 831 former negro pupils of vocational agriculture, revealed that students from new departments of vocational agriculture entered into farming in larger proportions than did the students of older departments. Students from larger departments were more established than those from small departments.

Akin,¹⁹ in his study revealed that out of twenty young men studied, nineteen of them had been in military service. Excepting military services, more men (7) had farmed than had followed any other occupation. Thirty percent of the men had attended school beyond high-school level. Of the four men found farming at the time of the study, two were owners, and two were on the farm with their fathers without farming agreements.

O'Kelly,²⁰ in his study to determine the present occupations of all boys having two units in agriculture and who had graduated or discontinued their schooling, found that of the 37 boys in the study, 10, or 27 percent had left the state; 20, or 54 percent had left Madison County but remained in the state; 7, or 19 percent were living in the county in 1948. More boys followed occupations unrelated to farming than any other.

¹⁹ Leffler Akin, "An Occupational Follow Up Study of Former Students of Vocational Agriculture in Portal High School," Thesis, M. Ed., Library, University of Georgia, Athens, Georgia, 1949, 51 pp. Summaries of Studies in Agricultural Education, Supplement No. 2, Bulletin 242, p. 5, Office of Education, Washington, D. C.

²⁰ Huell B. O'Kelly, "An Occupational Study of Former Vocational Agriculture Pupils Attending the Madison County High School, Danielsville, Georgia," Thesis, M. Ed., Library, University of Georgia, Athens, Georgia, 1949, 44 pp. Summaries of Studies in Agricultural Education, Washington, D. C.

The second highest number of boys were engaged in occupations related to agriculture and the lowest number in farming.

A. Concluding Statement Relative to the Literature Reviewed

Many follow-up studies have been made, but they deal mainly with the white students of vocational agriculture of the combined group. These studies reviewed were made on occupational status of former graduates, establishment in farming and determining the occupational opportunities for farming and related work for former vocational students.

These studies contain some valuable information for counseling, because a knowledge of the factors associated with establishment in farming is of value in helping to predict the likelihood of a given boy becoming established in farming. The studies have shown not only the extremely small proportion of town boys who become established, but also the increasing or cumulative likelihood of farming boys who are from good farms, from medium to large farms, who take more years of vocational agriculture and who do not have many brothers.

In some of the studies the writers point out that establishment of young men in farming is dependent upon guidance and requires counseling of a high order. There were established in farming a greater number of students who had taken vocational agriculture than students who had not taken vocational agriculture.

In some of the studies the writers revealed some of the problems encountered by young farmers in becoming established in farming.

B. Limitations of the Study

The findings of this study may not be representative of normal trends. Some of the students graduating from the high-schools in the area where the study has been carried out have been inducted into the armed forces. Many of them have not returned home.

The fact that the students have to face probable military service is unquestionably a factor in the choice of an occupational decision. Because of this limiting factor, those students who were drafted into the armed forces had no choice in making decisions as to occupations.

The writer wishes to point out that this study deals only with graduates from the 12 schools. In considering the data, the writer would like to point out also that many drop-outs occurred during the four year period 1948-52. They are not included in this study, as the writer is only dealing with those boys who have graduated during the four year period.

CHAPTER III

PRESENTATION OF DATA

This is a study of former negro pupils in Georgia who graduated from 1948-52 from one of the 12 schools included in this study.

A letter was mailed to the 12 vocational teachers and principals asking if they were willing to cooperate with the writer in this study. A postal card was received from 12 of the 12 negro departments of agriculture in Georgia stating their willingness to cooperate with the study. A questionnaire was mailed to the 12 teachers who had promised their cooperation in the study. Twelve returned the questionnaire after completing it, giving a return of 100 percent of those who had promised their cooperation.

Data on the 12 Departments of Vocational Agriculture in Georgia

Table II shows the same data of the 12 departments included in the study. There is a wide range of difference in the schools as to the year in which the department was established, as to the year the present teacher started working in the department, and as to the occupational distribution of former pupils. One school reported none as farming, and three of the schools reported as few as three former pupils farming, while some of the schools reported as many as 11 former pupils farming. Table II also shows that between the years 1948-52 inclusive there was a total of 162 pupils graduating from the 12 schools. One feasible reason for the low number of 162 is that in 1950 the high-schools in

TABLE II

DATA ON THE 12 DEPARTMENTS OF VOCATIONAL AGRICULTURE IN GEORGIA

Schools	Year department was established	Year present teach- er started working in department	Number boys grad- uated from 1948-1952	Number boys farming	Number in related occupations	Number in unrelated occupations	Number unemployed	Number deceased	Military service	Number unable to account for	College	Total
1	1937	1938	8	6	0	0	0	2	0	0	0	8
2	1937	1938	12	6	2	3	0	0	1	0	0	6
3	1930	1949	20	4	1	1	0	0	8	1	5	20
4	1929	1939	20	1	0	8	0	1	8	2	0	20
5	1937	1937	6	1	0	3	0	0	1	0	1	6
6	1929	1939	28	5	0	7	0	2	10	0	4	28
7	1929	1942	10	3	0	0	0	0	4	0	3	10
8	1929	1946	9	1	0	1	0	0	4	1	2	9
9	1929	1947	12	5	0	2	0	0	5	0	0	12
10	1925	1950	12	0	1	0	0	0	7	0	4	12
11	1925	1948	13	2	0	0	1	0	5	1	4	13
12	1937	1937	12	11	0	0	0	0	1	0	0	12
Totals				45	4	25	1	5	54	5	23	162

Georgia were going into a transitional period. Inasmuch as the twelfth grade, a development of this transitional period, was added in 1950, there were no graduates for that year.

It is also revealed in Table I that several departments were organized in 1925 and 1929. Some as late as 1937-38.

Geographical Location of Former Graduates Established in Farming

The questionnaires from the 12 schools were sorted and tabulated as to the geographical location of the 45 former pupils established in farming. Figure 1 shows a map of the State of Georgia. In this map the red dots denote the counties that are included in the study. It is interesting to note that of the 12 schools studied 9 counties are represented in the study. The blue dots will show the number of former students established in farming and their geographical location. The counties included in the study are: Burke, Bulloch, Candler, Effingham, Emanuel, Jefferson, Jenkins, Screven and Toombs; Table III.

It is of significance to note that of the 45 young men established in farming, Jenkins County has 17, Burke had 2, Bulloch had 11, Candler has 4, Effingham had 1, Screven had 5 and Toombs had 1. It is further significant to note that Jenkins County is one of the smallest counties in the state of Georgia; however, it is also included in the study. Yet there are a larger number of former students from Jenkins County established in farming than in larger counties. Burke County is the largest county in the state of Georgia yet there were only 2 former students established in farming between the period 1948-52 inclusive.

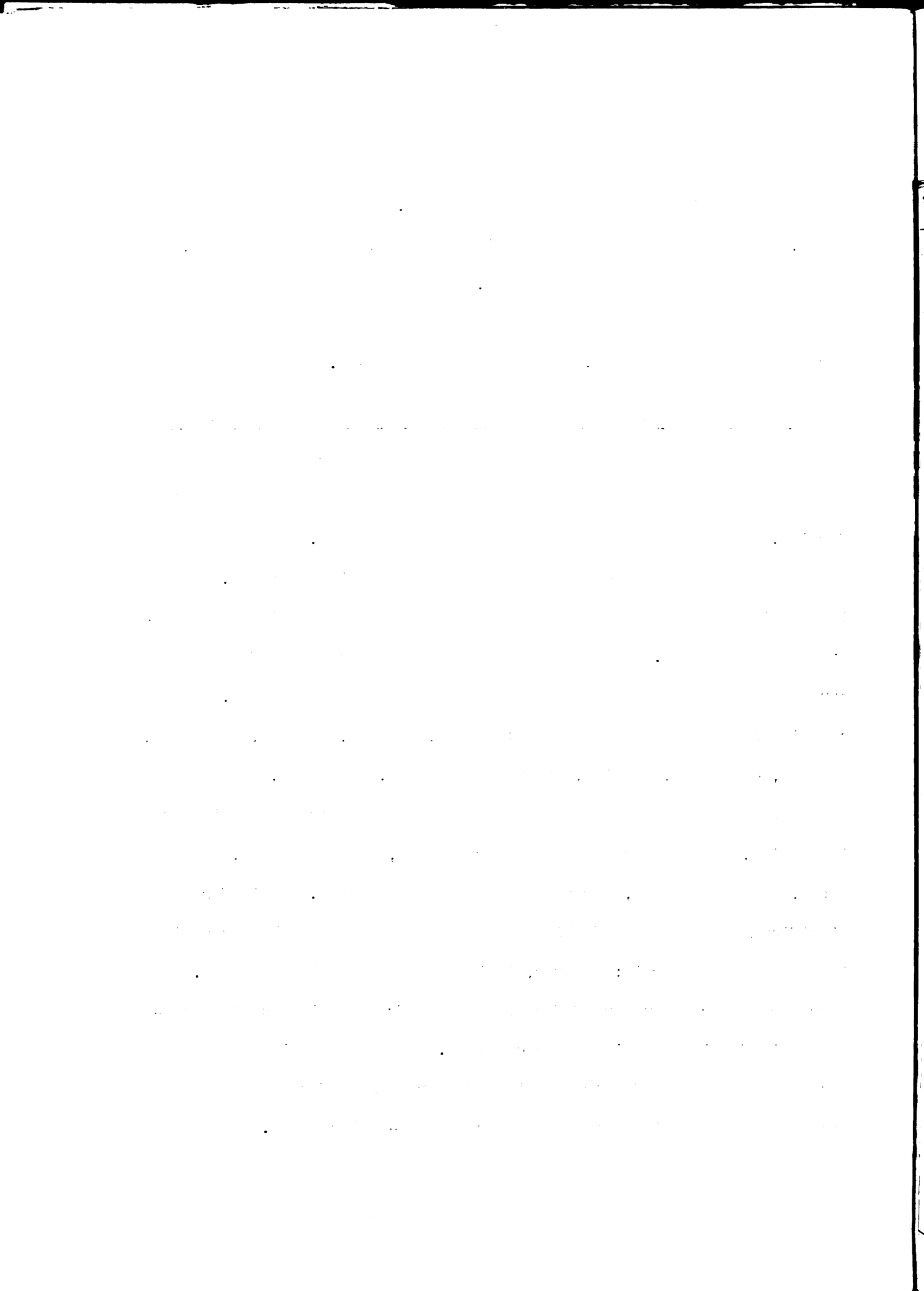


TABLE III

ESTABLISHMENT OF FORMER STUDENTS BY COUNTIES 1948-52, GEORGIA

County	Number boys graduated	Number in military	Number de- ceased	Number civil- lian (boys)	Number es- tablished	Total
Burke	13	5	0	6	2	13
Bulloch	24	8	0	5	11	24
Candler	20	8	0	8	4	20
Effingham	6	1	0	4	1	6
Emanuel	9	4	0	4	1	9
Jefferson	10	4	0	3	3	10
Jenkins	48	11	4	16	17	48
Screven	12	5	0	2	5	12
Toombs	20	8	1	10	1	20
Totals		54	5	58	45	162

A Brief Summary and Pictures of Boys Establishment in Farming

These pictures presented in this study represent the average found in these communities, giving an idea of the establishment of some of the individuals included within this study.

Figure 2 shows Harry Williams and his family as well as part of his farm home. Williams was graduated from the Jenkins County Training School in 1948. Figure 3 shows Williams looking over his 40 acres of cotton. He plans making a bale of cotton per acre. At the present time he rents 100 acres of land on which he does general farming. Williams is a member of the church, a member of the Perkins Adult Class, the school P.T.A. and the Farm Bureau. He is always willing to aid in rural community development.

Figures 4 and 5 show Richard Jackson, a graduate of the Jenkins County Training School in 1949. He operates a 185 acre farm. He has a tractor and is planning to get a combine this fall. He is active in community affairs and is secretary of the Farm Bureau.

Figure 6 shows Charlie Clark, a graduate of the Aaron High School in 1949. At the present time he operates the 150 acre farm which he inherited from his father. On his farm he grows corn, cotton, peanuts, sweet potatoes and raises livestock and poultry. He has a tractor, a peanut picker, combine and corn puller. In 1950 he received the Superior Farmer Degree, awarded by the National New Farmers of American from the F.F.A. Foundation at the N.F.A. convention which was held in Atlanta, Georgia, October, 1950. In 1950 he exhibited the Grand Champion Steer for the State of Georgia, which sold for \$1,200.00. He was also awarded a



FIGURE 2

HARRY WILLIAMS AND FAMILY



FIGURE 3

HARRY WILLIAMS LOOKING OVER COTTON



FIGURE 4

RICHARD JACKSON ON THE FRONT PORCH OF HIS HOME



FIGURE 5

RICHARD JACKSON ON TRACTOR



FIGURE 6

CHARLIE CLARK

trip to Chicago to the National Livestock Show.

Figure 7 shows Charlie Jones, a graduate of the Aaron High-School, 1951. He owns and operates a 192 acre farm. He specializes in livestock and grain. He is married and has a wife and two children. He is a member and vice-president of the Farm Bureau, a member of the Advisory Council of the Aaron School. Figure 7 shows Jones along with his vocational teacher and the principal of the school who are giving assistance to him in demolishing his old home and making plans for the construction of a new one. Figure 8 shows a picture of Jones' new home after it has been constructed.

Figure 9 shows Unice Lassiter, a graduate of the Cousins Community School, 1949. He is now renting a 60 acre farm from his father on which he plants cotton, corn, and peanuts. He has served as vice-president of the National New Farmers of America organization. He is a member of the Farm Bureau and of the adult class of the Cousins School. He is very active in civic affairs of the community in which he lives.

Figure 10 shows John Hall, a graduate of the Willow Hill High School, Bulloch County, 1948. He owns and operates a 95 acre farm. He devotes his time to grain and livestock. The picture shows Hall cultivating his 12 acres of cotton. He is a member of the Willow Hill Advisory Council.

Figure 11 shows Nesbitt Mobley, a graduate of the Screven County Training School, Sylvania, Georgia, 1951. From his well planned supervised farming program he has been able to net enough cash to make a down payment on a 50 acre farm and tractor. He plans expanding his farming program.



FIGURE 7

CHARLIE JONES WITH PRINCIPAL OF SCHOOL AND VOCATIONAL TEACHER



FIGURE 8

CHARLIE JONES' NEW FARM HOME



FIGURE 9

UNICE LASSITER STANDING BY HIS NEWLY PURCHASED TRUCK WHICH WILL BE USED
TO HELP IN HIS FARMING PROGRAM. IN THE BACKGROUND
IS HIS 15 ACRE COTTON FIELD



FIGURE 10

JOHN HALL CULTIVATING HIS 12 ACRES OF COTTON



FIGURE 11

NESBITT MOBLEY OF SCREVEN COUNTY

Status in Farming of Former Pupils in Vocational Agriculture
in District II, Georgia

The status in farming of the former pupils of vocational agriculture is shown in Table IV. Of the 45 former pupils who were farming, 30, or 66.6 percent were farming as owner-operators. Of the 45 former pupils farming 10, or 22.2 percent were farming as renters. Farming as share-croppers were 5, or 11.1 percent. The difference in the proportion of former pupils farming as owner-operators and renters is very significant. There were no former students reported as farm hands or partners. It is quite important to observe that of the 45 former students farming or established as farmers, 30, or 66.6 percent are farming as owner-operators.

Occupational Status of Former Graduates in Vocational Agriculture
in District II, Georgia

The questionnaires from the 12 departments of vocational agriculture were arranged and the occupational status of the former graduates was tabulated. From the year 1948-52 there was a total of 162 pupils graduated from the 12 schools. Of the 162 former pupils the study reveals that 45, or 43.7 percent of the former graduates were farming (Table V).

In related occupations there were 4, or 3.9 percent; in unrelated occupations, 25, or 24.3 percent. This study revealed that only 1, or 1 percent of the total number was unemployed between the years 1948-52 inclusive; 5, or 3.1 percent were reported as having whereabouts unknown. There were 23, or 22.3 percent in college (Table V).

TABLE IV

STATUS IN FARMING OF FORMER NEGRO PUPILS OF VOCATIONAL AGRICULTURE
FROM 12 DEPARTMENTS OF VOCATIONAL AGRICULTURE IN GEORGIA

Schools	Number boys farming	Owners	Renters	Share- croppers	Totals
A	6	5	1	0	6
B	6	2	2	2	6
C	4	3	1	0	4
D	1	1	0	0	1
E	1	0	1	0	1
F	5	4	1	0	5
G	3	2	1	0	3
H	1	1	0	0	1
I	5	3	1	1	5
J	0	0	0	0	0
K	2	1	1	0	2
L	11	8	1	2	11
Totals		30	10	5	45

TABLE V
OCCUPATIONS OF FORMER GRADUATES OF VOCATIONAL
AGRICULTURE IN 12 SCHOOLS - GEORGIA

Occupation	Number pupils	Percent
Farming	45	43.7
Related occupations	4	3.9
Unrelated occupations	25	24.3
Unemployed	1	1
Whereabouts unknown	5	3.1
In college	23	22.3

Record of Marital Status

Of the 162 former graduates from the 12 schools from 1948-52 inclusive the record shows that of the 45 former graduates now established as farming, 18, or 40 percent, are married. Of the 18 reported as being married, 13 reported having children. In 1948 six were reported as married; in 1949, eight; in 1950 there was no record of marriage.

The report reveals that of the 13 children born, seven were boys and six were girls.

Of the 117 that were in occupations other than farming, 52 are married, as revealed in Table VI. Of the 52 non-farmers, 38 were reported as having children. The record shows that of the 38 born, 18 are boys and 20 are girls.

It is of significance to observe that of the 18 farm boys married, 13 have children. Of the 162 boys studied, 70, or 43.2 percent, are married.

Teacher Tenure and Its Relationship to Occupational Distribution of Students of Vocational Agriculture

The IBM cards of the 12 departments of vocational agriculture were sorted with respect to the length of time the teacher had worked in the department. All departments having a teacher that had been in the department for five or more years are designated as departments with teachers of long tenure. All departments where the teacher had been in the department less than five years are designated as departments with teachers of short tenure.

TABLE VI
RECORD OF MARITAL STATUS OF THE NON-FARMERS

Year married	Number married	1 yr.	2 yrs.	3 yrs.	4 yrs.	No. boys	No. girls
1948	5	1	3	1		2	3
1949	9	2	4	3		5	3
1950	16	6	4			4	6
1951	12	8	3			6	5
1952	10	4				1	3

The nine long-tenure, teacher departments had teacher tenure ranges from 7-15 years, with 11 as a median (Table VII). Another characteristic of the long tenure teacher departments is as follows:

The number of years the department had existed ranged from 16-28 years, with 22 as the average length of time existence.

Of the 117 former graduates from departments with teachers of long tenure, the study reveals that 34 of this number were in the military service and 5 deceased. The number in the military service and deceased will be omitted. Of the 78 former graduates from departments with teachers of long tenure, 39, or 50 percent, were found to be in farming. Of the 45 former graduates from departments with teachers of short tenure, 6, or 24 percent were found to be in farming. The differences in percentage found as regards farming, among the departments with teachers of long and short tenure were significant.

From departments of vocational agriculture with teachers of long tenure, 2, or 2.5 percent, were found to be in occupations related to farming. From departments of short tenure, the report shows 2, or 8 percent. The differences here were also significant.

In occupations unrelated to farming were 24, or 30.7 percent, of the former pupils from the departments with teachers of long tenure; and 1, or 4 percent, of the former pupils from departments with teachers of short tenure. The difference found here was significant.

The status in farming of former negro pupils from departments of vocational agriculture who were found in farming are shown. Of the former graduates from departments with teachers of long tenure, 26, or 33.3

TABLE VII

SOME CHARACTERISTICS OF DEPARTMENTS OF VOCATIONAL AGRICULTURE
WITH TEACHERS OF LONG AND SHORT TENURE

Characteristics	Departments with long tenure teachers		Departments with short tenure	
	Range	Median	Range	Median
No. years teachers have been working in department	7-15	11	3-5	4
No. years departments were in existence	16-28	22	15	15

percent, were owner-operators.

From departments of vocational agriculture with teachers of long tenure, 8, or 12.5 of the former graduates were farming as renters, whereas only 2, or 8 percent of the former students from departments with teachers of short tenure were farming as renters. The difference was minimum.

Farming as share-cropper were 5, or 6.4 percent of the former pupils from departments with long tenure; and none reported from departments with teachers of short tenure.

There were no former graduates reported farming as farm hands or partners in either long tenure or short tenure departments.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This is a study of former negro pupils from 12 departments of vocational agriculture in South East Georgia between 1948 and 1952.

The boys who graduated from the 12 schools included in the study entered many different occupations. At the time of this study 43.7 percent of those living and not in military service were farming; 3.9 percent were in related occupations; 24.3 percent were in unrelated occupations; 1 percent were unemployed; 3.1 percent whereabouts were unknown; and 22.3 percent were in college.

Of the 45 former pupils farming, 30 were owner-operators, 10 farming as renters, 5 as sharecroppers. It was found to be a significant tendency to find no former graduates farming as farm hands or partners.

The difference between the former pupils farming who came from departments with teachers of long tenure and the former pupils farming who came from departments with teachers of short tenure was significant. There was a greater number farming from departments with teachers of long tenure as compared with departments with teachers of short tenure.

The philosophy of agricultural education, as previously stated in this study, says that the purpose of agricultural education is to deal with the problems with which the pupil is faced at the time that he is in high-school, or at any time that agricultural education is responsible for the growth and development of him as an individual.

The Smith-Hughes Act states that only those boys who have entered

upon the work of the farm or are entering upon the work of the farm home, shall take vocational agriculture. All of these boys had projects of some type, with respect to some kind of agricultural production; therefore, they had already entered upon the work of the farm. Vocational agriculture in Georgia is under public supervision and control; it is limited to persons fourteen years of age and is of less than college grade. According to the law as set up in the Smith-Hughes Act, these boys could take agriculture in the high-schools in southeast Georgia.

According to the occupational survey, only 45 of these boys now pursue farming as their vocation. Can the 12 schools justify teaching vocational agriculture to 162 boys when only 45 actually enter the vocation of farming?

Theodore H. Eaton says:

"Socially regarding as man's vocation is that specialized activity, or group of activities, whereby in commodity or service he produces a surplus of utilities beyond his needs in that particular field of wants, and through that surplus by exchange, formal or informal, commands the surplus of utilities produced by others necessary to the satisfaction of other wants of his own, is not completely, yet in part."²²

By this definition a vocation is any activity where a person produces more of a commodity than he needs and sells it or exchanges it for some other commodity that he needs. All of these boys had farm projects

²² Theodore H. Eaton, Vocational Education in Farming Occupations. Philadelphia: J. P. Lippincott Company, 1935, p. 22.

and produced farm goods for sale; therefore, all these boys were actually engaged in the vocation of farming when they were taking vocational agriculture in one of the 12 schools included in the study.

According to the stated philosophy of education and agricultural education and in particular, and according to the law as set forth in the Smith-Hughes Act; and according to the definition of a vocation, each of these young men, by taking vocational agriculture in one of the 12 schools included in the study, was in conformity with the philosophy and the law in taking the course. Based upon these three criteria, the program of the school was justified in teaching vocational agriculture to these boys.

Recommendations

The recommendations of the writer include the following:

1. That a study of similar nature be made of the students who had dropped out between the grades 8, 9, 10, 11 and 12, in the same schools, to determine the number of boys established in farming as compared with those who graduated and are established.
2. That another follow-up study be repeated in the same 12 schools in 1957 in order to reveal the number of former graduates established in farming between 1952-1957.
3. That similar studies be made in all schools teaching vocational agriculture in Georgia.
4. That other vocational subjects be added to the curriculum so those boys who are enrolled in agriculture and who do not want it will have a choice of other courses.

5. That a guidance program be inaugurated at all of the 12 schools studied so that students will directed into the proper fields.

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APPENDIX

P. O. Box 646
Millen, Georgia
Sept. 15, 1952

Mr. T. G. Walters
State Supervisor of Agricultural Education
227 State Office Building
Atlanta, Georgia

Dear Mr. Walters:

I talked with you about conducting a study on the "Occupational Placement of Former Negro Vocational Agricultural Students in District II, Georgia from 1948-1952". You suggested that I write you giving you the names of the schools and the teachers I would like to work with. May I state that this study is in connection with my Master's problem I am working on at Michigan State College in order to complete my work next summer.

I would appreciate your endorsement of this study and your written approval for me to conduct the study as I must have it to attach with my study.

There are the schools I would like for you to write for me asking them to cooperate with me in this matter please.

Teacher	School	Place
Prof. H. W. Williams	Cousins Community School	Millen, Georgia
Prof. T. S. Boles, Jr.	Aaron Ind. School	Millen, Georgia
Prof. Joseph Glagg	Screven Co. Trg.	Sylvania, Georgia
Prof. James Smart	Swainsboro H. & I.	Swainsboro, Georgia
Prof. John W. Lawton	Willow Hill School	Statesboro, Georgia
Prof. Josiah Phelps	Waynesboro High School	Waynesboro, Georgia
Prof. E. J. Farley	Effingham Co. Training	Guyton, Georgia
Prof. B. W. Shinhoster	Jefferson Co. Trg.	Louisville, Georgia
Prof. R. R. Butler	Statesboro H. and I.	Statesboro, Georgia
Prof. T. R. Maxwell	Dickerson Co. Trg.	Vidalia, Georgia
Prof. Roy Rumph	Candler Co. Trg.	Metter, Georgia

I shall appreciate very much endorsing the study as I must have it attached with my problem when it is completed and also a copy of the form letter you are mailing to the teachers.

I shall be very grateful to you in permitting me to conduct this study as I would like to start collecting data as soon as it is cleared through your office.

Thanking you for your assistance given me in his undertaking.

Respectfully,

John E. Briggs, Jr.

STATE DEPARTMENT OF EDUCATION

Swainsboro, Georgia

September 19, 1952

(This letter was sent to the following teachers:

Prof. T. S. Boles, Millen
Prof. H. W. Williams, Millen
Prof. Joseph Flagg, Sylvania
Prof. James Smart, Swainsboro
Prof. John W. Lawton, Statesboro
Prof. Josiah Phelps, Waynesboro

Prof. E. J. Farley, Guyton
Prof. B. W. Shinhoster, Louisville
Prof. R. R. Butler, Statesboro
Prof. T. R. Maxwell, Vidalia
Prof. Roy Rumph, Metter

It is my understanding that Prof. J. E. Briggs, teacher of vocational agriculture at Jenkins County Training School, Millen, Georgia, is conducting a study on the "Occupational Placement of Former Negro Vocational Agricultural Students in our District". He is using the period of 1948-52. He has selected your department to use in making this survey and study. I am sure you know Prof. Briggs personally and will be glad to cooperate with him in making this worthwhile study.

Let me assure you that I shall appreciate your full cooperation in helping Prof. Briggs.

Very truly yours,

J. N. Baker, Assistant
Supervisor Agr'l Education

JNB:mbs.

Cc: Prof. J. E. Briggs
Prof. S. P. Fugate

A letter was sent to each principal of the 12 high-schools for negroes where the study was conducted.

Jenkins County Training School
Millen, Georgia
September 20, 1952

Dear Mr. _____:

I am attempting to conduct a study on the "Occupational Placement of Former Negro Students of Vocational Agriculture in District II, Georgia From 1948-52." I am soliciting the use of your school records for making the study. The teacher of vocational agriculture in your school has been asked to cooperate with me in conducting the study in getting certain information needed for the study.

I would like to visit your school and the agricultural department in the near future for the purpose of orientating you with the study.

Thanking you for your cooperation in this matter.

Sincerely,

John E. Briggs, Jr.
Teacher of Agriculture

P. O. Box 646
Millen, Georgia
October 17, 1952

Dear Co-worker:

As a requirement of advance study for the master's degree, information is needed from 12 selected schools of Georgia and your school has been chosen as one of the 12. It is therefore requested that you cooperate in giving the necessary correct answers needed in completing the enclosed forms for collecting information. This information requested in the study has been approved by our state officials of Vocational Education.

The nature of the study is "An Occupational Placement of Former Negro Vocational Agriculture Students in District II, Georgia from 1948-52."

From your school records please find out the number of students who have graduated from your school from 1948-52 inclusive. I am enclosing a sample form of the questionnaire which I would like for you to use a set for each student who graduated from 1948-52. Check and let me know the additional number you will need to complete the study for your school. We are only concerned with the graduates from 1948-52.

Please select one young man who has become established during the period 1948-52 and get a picture of him along with a write-up of him as I would like to get any worthwhile snapshots of the boys in action with projects of productive or improvement in nature.

Your cooperation will certainly be appreciated in helping me to complete this study as this will be a definite contribution since no other such study for negroes has been made in Georgia.

I will like to have you fill the enclosed postal card for the number of forms you will need.

Enclosed see form which needs no explanation. Your promptness in answering will be greatly appreciated.

Very truly yours,

J. E. Briggs, Jr.

QUESTIONNAIRE OF FORMER STUDENTS OF AGRICULTURE
OF THE _____
SCHOOL TO DETERMINE THE OCCUPATIONAL STATUS SINCE
GRADUATION

A. TO BE TAKEN FROM SCHOOL RECORDS

Name of student _____

Place of birth _____

Year graduated _____ Town _____ State _____

Name of home community _____

Number of years high-school vocational agriculture _____

Present whereabouts are unknown _____

Deceased _____

QUESTIONNAIRE OF FORMER STUDENT OF AGRICULTURE
OF THE _____
SCHOOL TO DETERMINE THE OCCUPATIONAL STATUS SINCE
GRADUATION

PART B.

Name of student _____

Married: Yes _____ No _____

How many miles from school is your present home? _____

Were you living on a farm when you studied vocational
agriculture? Yes _____ No _____

PART C.

1. What is your present occupational status?

(If you are farming check the blank which applies.)

FARMING:

1. _____ Own and operate farm.
2. _____ Manage a farm of another party.
3. _____ Father-Son partnership in a farm business.
4. _____ Rent a farm.
5. _____ Share-cropper
6. _____ Farm laborer.
7. _____ At home with definite or indefinite allowance.
8. _____ At home with one or more enterprise.
9. _____ Farming away from home.

(If not farming check the one that applies.)

1. _____ Employed for wages.
2. _____ In agricultural college.
3. _____ In other college.
4. _____ In other business: What kind? _____
5. _____ Unemployed.

Whether you are farming or not are you satisfied with your

occupation? Yes _____ No _____

If you are not farming check one of the reasons listed below:

1. _____ Lack of finance.
2. _____ Unable to secure land.
3. _____ Do not like farming.
4. _____ Others: List below
 - a. _____
 - b. _____
 - c. _____
5. _____ Wife is not interested in farming.

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