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OCCUPATIONAL DISTRIBUTION OF FORMER
NEGRO STUDENTS OF VOCATIONAL
AGRICULTURE IN ALABAMA

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OCCUPATIONAL DISTRIBUTION OF FORMER NEGRO STUDENTS
OF VOCATIONAL AGRICULTURE IN ALABAMA,
FROM 1938 TO 1943

By
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A PROBLEM

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CHAPTER I

INTRODUCTION

I. BACKGROUND OF THE STUDY

Establishment in farming is the main purpose of vocational agriculture, and studies have proven that this purpose has been more completely realized where the enrollment process takes into consideration the interest and aptitude of the student. Vocational agriculture is a required course in the curriculum for all boys enrolled in high school in the majority of the Negro high schools in Alabama. Because of this it should be ascertained to what extent boys who take vocational agriculture can be expected to be farming or working in related occupations. Also, due to the fact that many of the pupils who are taking vocational agriculture are from homes of sharecroppers and tenants, many of the boys will or may have a dislike for farming before and after they enroll in the vocational agriculture course. This attitude may have been developed as a result of the conditions found on the home farm or plantation.

Most people will agree that each American youth regardless of his background or economic status should have the opportunity to pursue the field of study he desires. With

the present policy in most Negro high schools in Alabama little, if any attention is given to the desires or interests of the boys when the curriculum is planned. Too often vocational agriculture is taught as a service to the school and not to the individuals taking the course.

One realistic approach to the evaluation of vocational agriculture now operating under such conditions is to determine the occupational distribution of former pupils from these departments. Therefore, it is in the interest of the pupils now taking vocational agriculture that this study is made, in hopes that it will aid in bringing about better guidance and facilities for the Negro pupils of vocational agriculture in Alabama. Results from this study can also serve the former pupils of these departments, in that such results can be used to show the educational attainment of former pupils now farming and to show the status former pupils are now holding in farming. With such information a better job can be done in planning courses that will meet the needs of former pupils of vocational agriculture in Alabama.

This study is based on the present occupations and status in farming of former Negro pupils of vocational agriculture from certain high schools in Alabama. The former pupils had one or more years in agriculture and

had graduated or had left school without graduating between 1938 and 1943.

II. PURPOSES OF THE STUDY

An effort was made in this investigation to get some indication concerning the proportion of Negro former pupils of vocational agriculture in Alabama who are actually farming, or are in occupations related to agriculture; to get some indication concerning the farming status of former Negro pupils of vocational agriculture in Alabama; and to discover some facts that may aid in setting up guidance programs and curricula for vocational agriculture for the Negro pupils in the high schools in Alabama.

This investigation tested the hypothesis that differences with regard to the length of time the department of agriculture has been established, the time the teacher of vocational agriculture has been working in the department, the size of department, and the educational attainment of pupils at the time of leaving school are associated with difference in the present occupations and status in farming of former Negro pupils of vocational agriculture in Alabama. The hypothesis that the majority of the former pupils are not in farming or related occupations was also tested.

III. DEFINITION OF TERMS USED

Certain terms are used in the pages which follow and the way in which they are interpreted in this study should be understood at the outset.

The terminology for occupational distribution includes "farming", "related", "unrelated", and "others". Those engaged in farming at the time the data were collected as owner-operator, partner, renter or sharecropper, or farm hand were classed as farming. All former pupils who were not farming, but in occupations in which use was being made of knowledge, skills, and/or experience in farming gained in the study of vocational agriculture, were classified as being in occupations related to farming. "Work unrelated to farming" was taken to mean employment in which the knowledge or experiences in farming gained from the study of agriculture was not used or was not essential. The former pupils who were farming as laborers were classified as being farm hands.

IV. PROCEDURE FOLLOWED

On February 12, 1949, a letter was sent out to all 42 Negro teachers of vocational agriculture in Alabama. This letter attempted to explain the purpose and importance of the study. Along with the letter a postal card was sent

to allow the teachers to check their willingness to cooperate in the study.¹ Postal cards were returned from 31 of the 42 teachers of vocational agriculture in Alabama. Thirty of the teachers stated that they would be willing to cooperate in the study. One teacher stated that due to a fire in his department he could not cooperate in the study. A questionnaire was developed and sent to the 30 teachers who had checked their willingness to cooperate in the study.² The teachers who received the questionnaire were asked to secure the names of all pupils with one or more years of vocational agriculture who left school, either by graduating or by quitting school without graduating, between July 1, 1938 and June 30, 1943. Information was requested in the questionnaire concerning the present occupations and status in farming of the pupils found to have left school during the period of the study. Along with the questionnaire a second letter was sent to re-emphasize the importance of the study. A third attempt was made to get a larger percentage of the teachers to cooperate in the study by sending out a follow-up card three weeks after the questionnaire had been mailed out.

1. See Appendix "A" for the copy of letter and postal card mailed to the 42 teachers of vocational agriculture in Alabama.

2. See Appendix "B" for a copy of the questionnaire mailed to 30 Negro teachers of vocational agriculture in Alabama.

The data received in the 11 questionnaires included the occupational distribution and status in farming of 499 former Negro pupils of vocational agriculture in Alabama, and these data were transferred from the questionnaires to IBM cards.

V. LIMITATIONS OF THE STUDY

It was not practical to make personal interviews nor to provide for other means of securing a representative sampling. Hence the findings of this study may apply only to the communities from which adequate data were received.

Also, the findings of this study may not be representative of normal peacetime trends since the last three years of this study, 1941, 1942, and 1943, include data concerning students subject to the abnormal influences prevalent during these war years.

The teachers of vocational agriculture were allowed to determine what occupations should be included as related to farming and unrelated to farming and for that reason there might be a difference as to the classification of each group of former pupils.

CHAPTER II

REVIEW OF LITERATURE

No reports have been made concerning the occupations of former Negro pupils of vocational agriculture in Alabama.³ Many reports of occupations of former students of vocational agriculture have been made, but these deal principally with white pupils of vocational agriculture and have been made for other sections of the country. These reports have been made on occupational distribution, entrance into farming, and opportunities for farming of former pupils of vocational agriculture. The studies have been made independently, so a great lack of uniformity exists as to meaning, terminology, and classification of occupations. Consequently, the results are not directly comparable.

The reports given here are not for comparison, but to call attention to some of the work that has been done and to note some of the conclusions drawn from these studies.

In 1947, Byrd⁴ published a study of the occupational distribution of former Negro pupils of vocational agriculture in Mississippi who had left school between July 1, 1940 and

3. Letter from State of Alabama, Department of Education, dated January 28, 1949.

4. Willie H. Byrd, "Occupations of Negro Former Pupils of Vocational Agriculture in Mississippi." Thesis, M. S. Iowa State College, 1947, pp. 48-53.

and June 30, 1941. It was reported that of 831 former pupils of vocational agriculture 594 or 71.5 per cent of the total number was in farming, 69 or 8.3 per cent of the total number of former students were in occupations related to farming. Only 113 of the total number of former students or 13.6 per cent were reported to be in occupations not related to farming. Byrd also, found it a significant tendency for former pupils from new departments to enter farming in larger proportions and to attain a higher status in farming than former pupils from old departments of vocational agriculture. Former pupils from large high schools and from large departments showed a significant tendency to enter farming in larger proportions and to attain a higher status in farming than students from small high schools and from small departments. No significant difference was found in the tendency of former pupils who were graduates and former pupils who were not graduates to enter farming.

The study reported by Deyoe⁵ in 1943 showed that in the case of the Negro former pupils of vocational agriculture in the South, a larger percentage was in farming than of any other group for which a report was given. The data

⁵ G. P. Deyoe, Supervised Farming in Vocational Agriculture. Interstate Printers and Publishers, Danville, Illinois. 1940. Pp. 368-369.

showed that the total number of Negro pupils in the South who were in farming constituted 55.2 per cent of the total number of Negro pupils who were included in the report.

The report gave data concerning five groups of former pupils of vocational agriculture from four different regions of the country. In the North Atlantic regions, 7,488 former pupils were included in the study, with 47.6 per cent in farming. In the South, 47.0 per cent of 8,473 white pupils and 55.2 per cent of 2,588 Negro pupils were reported to be in farming. In the North Central region, 7,931 former pupils were included in the study, with 51.8 per cent in farming. In the Pacific region, 6,803 pupils were included in the report, with only 42.8 per cent in farming.

From several studies made concerning factors associated with establishment in farming, Deyoe reported the following indications concerning persons most likely to farm:

Boys who conduct average or better than average programs of supervised farming.

Boys from small families, especially those with no brothers or with only one brother.

Boys from average or better than average farms in average or better than average communities.

Boys with parents who are able and willing to render assistance in establishment or boys with other relatives who have farms and are willing to render assistance.

Boys who continue their study of vocational agriculture for two or more years.

Boys who come from medium to large size farms.

Boys who have investments in farming at the time of leaving high school.

Boys who have been given considerable responsibility on the home farm during the high school period.

Deyoe concluded:⁶

"Since studies in certain regions are not in perfect agreement relative to percentages of former students of vocational agriculture who engage in farming and the factors associated therewith, it is important for each teacher of agriculture to note the results of studies in areas where conditions are similar to his community and to make periodic check-ups of these types for former students in his own community."

After making a study of 106 separate investigations, Wright⁷ reported the following findings:

"Great differences exist in the occupational distribution of former students of vocational agriculture in various sections of the country; likewise between specific areas within states. The largest proportions of former students entering farming and all other phases of agriculture are found in the agricultural states of the Central West. The proportion of former students entering farming in the southeastern and the northeastern sections of the country and the entire Atlantic seaboard is relatively small."

"Many factors affect the differences in proportions of former students entering farming in various sections of the country. Where the proportion of all land in farms is great, where farm tenancy is great, where farm tenancy is high, or above the state average, where farms are of medium size or larger, and where the value per farm is high, more former students tend to enter farming than where these conditions do not obtain. On the other hand, present evidence indicates that in some sections where the value of

6. Ibid., p. 369.

7. Carlton E. Wright, "Occupational Distribution, Entrance into Farming, and Opportunities for Farming of Former Students of Vocational Agriculture," Agric. Educ. Mag. 16: 14-15, 17-18. July, 1943.

land and buildings per acre is lower, more former students appear to enter farming; but further study, however, is needed to provide conclusive evidence since other factors, for example, tradition in the South, affect the proportion of students that farm"

"Larger proportions of former students enter farming; who leave school before graduation, who study vocational agriculture, who receive lower grades, who attend fewer years of high school, whose fathers are farmers, who attend small schools, who attend special schools of agriculture, who study more years of vocational agriculture, who have larger and more successful supervised farming programs, and who participate in extra-curricular activities of an agricultural nature, than those who do not meet these conditions"

"Entrance into farming in greater proportions is found among boys who come from farms; from medium-size or larger farms; and from farms of good quality where opportunities for establishment and success are greater"

"Former students who attend smaller schools in rural areas, who drop out before finishing high school, and who receive lower grades regardless of the courses taken in high school, enter farming in greater proportions than those not meeting these conditions"

"The proportion of former students found in farming decreases, but the status of those in farming increases, the longer they have been out of school"

By using a questionnaire form developed and tested in Pennsylvania, Myers,⁸ in cooperation with the Federal Board for Vocational Education, made a random sample of former pupils in departments of vocational agriculture from various high schools to determine the occupational distribution of the persons in this group. Some of the conclusions drawn

8. Charles E. Myers, Effectiveness of Vocational Education in Agriculture. Federal Board for Vocational Education Bulletin, 82, Agric. Series No. 13. Govt. Print. Off. Washington, D. C., 1923, pp. 6.

were as follows:

1. "In general, sixty to seventy per cent of the pupils given vocational training in agriculture will do agricultural work".
2. "Usually high school graduates and those studying agriculture three or four years will have as great or greater tendency to farm than those who drop out of school before graduation after taking agriculture for only one or two years".
3. "The pupils enrolled in vocational agriculture have a significantly lower student mortality rate than high school students in general".
4. "Boys vocationally trained in agriculture who go to college constitute a very small percentage of the total number of boys who are vocationally trained in that field".
5. "A larger proportion of agriculturally trained boys in rural schools go into farming than boys who have not been agriculturally trained."

The same group of former pupils studied by Myers in 1922 was re-checked by Lathrop⁹ in 1933 to determine their present

9. Frank W. Lathrop, Effectiveness of Vocational Education in Agriculture, Federal Board for Vocational Education Bulletin, 82, Agric. Series No. 13. Govt. Print. Off. Washington, D. C., 1933, pp 19.

occupational distribution. In his study Lathrop added a third group of former pupils which was made up of a random selection of 6,229 former students in 47 states. Some of the findings reported were as follows:

1. "The longer former pupils in vocational agriculture have been out of school, the smaller the percentage to be found in farming".
2. "The longer former pupils have been out of school, the greater percentage of boys who are farm owners".
3. "The percentage of boys in farming immediately after leaving high school dropped materially from 1922 to 1932".
4. "The percentage engaged in non-agricultural occupations increased from 1922 to 1932".

In 1929, Stimson¹⁰ conducted a survey to determine the present occupations of all former students of agricultural education in the high schools of Massachusetts.

The number whose occupational status was known was 6,157. This was 74 per cent of the number sought, leaving 629, or 26 per cent unfound. The group not found was assumed by Stimson to have the same occupational distributions as the group found, so 6,157 was selected as a base number for the

10. Rufus W. Stimson, "The Occupational Status of Vocational Agriculture Graduates in Massachusetts," Agric. Educ. Mag. 1:12. April, 1929.

study. Only the students who had completed one or more years of agriculture were included in this study.

Stimson found that 60 per cent of the former students studied were connected with agriculture. Persons farming full time constituted 40 per cent of the former students who were connected with agriculture, those farming part time constituted five per cent, those in agricultural education constituted one per cent, those in business related to agriculture four per cent, and those in agricultural colleges three per cent of the students studied.

In working with former students of vocational agriculture of Oregon, Adam¹¹ found that 28 per cent went into farming while 41 per cent chose occupations unrelated to agriculture. He says, "We can't stop when boys are through high school". He is implying that the responsibility of the school for encouraging establishment in farming should go beyond the high school age.

Dobervich¹² listed the following factors as being important in getting established in farming:

1. "Farming status of boy's immediate family".
2. "Number of years boy enrolled for project work in vocational agriculture".
3. Experience received in farming on home farm".

11. R. M. Adam, "Follow-up Study of Former Students", Agric. Educ. Mag. 13:95, November, 1940.

12. Sam Dobervich, "Problems Encountered in Becoming Established in Farming," Thesis, M. S. Iowa State College Library, Ames, Iowa, 1940. P. 146.

4. "Possession of about \$600 in cash as capital".

From these studies it is quite evident that there is considerable range in the proportion of vocational students who become established in farming. The exact percentages range from 28.0 to 70.0. At the same time evidence shows that a larger percentage of the former students who graduate will be found in related occupations than of the former students who did not graduate.

Many of the studies present facts to show that the longer the former pupils have been out of school the smaller the percentage to be found in farming, but the percentage found in farming as owner-operators will increase with the length of time out of school.

In several of the studies the importance of vocational agriculture teachers' noting results of studies in areas where conditions are similar to those in their communities was stressed. It was also pointed out that teachers of vocational agriculture should make periodic check-ups of former students of vocational agriculture as an aid in improving the service of their present programs to students.

In many of these studies the writers pointed out the implications of the data for future guidance in the training of prospective farmers. They insist that since establishment in farming is the primary aim of vocational agriculture, every effort should be made to increase the proportion of students entering farming.

CHAPTER III

PRESENTATION OF DATA

This is a study of former Negro pupils in Alabama who received one or more years of vocational agriculture between July 1, 1938 and June, 1943.

A postal card was received from 30 of the 42 Negro teachers of vocational agriculture in Alabama stating their willingness to cooperate in this study. A questionnaire was mailed to the 30 teachers who promised to cooperate in this study. Eleven returned the questionnaire after completing it, giving a return of 36.7 per cent of those who promised their cooperation, or 26.1 per cent of the 42 Negro teachers of vocational agriculture in Alabama.

Table I shows the general characteristics of the eleven departments included in this study. There is a wide range of differences in the schools as to the year in which the department was established, year the present teacher started working in the department, and the occupational distribution of the former pupils. Three of the schools reported as few as three former pupils farming; while some of the schools had as many as twenty-five former pupils farming.

The status in farming by schools is shown in Table II. Three of the eleven schools had no former pupils now farming as owner-operators, and four of the schools had no former

TABLE I

SOME CHARACTERISTICS OF 11 DEPARTMENTS OF
VOCATIONAL AGRICULTURE IN ALABAMA

Schools	Year in which the department was established	Year the present teacher began teaching in the department	No. of boys left school between July 1, 1938 and June 30, 1943	Number of boys now farming	Number in related occupations	No. in unrelated occupations	Number now unemployed	Number deceased	No. present whereabouts are unknown
A	'38	'46	29	18	1	8	1	0	1
B	'41	'41	39	3	6	24	0	1	5
C	'32	'34	60	12	9	38	1	0	0
D	'20	'35	110	25	26	38	18	0	3
E	'32	'47	28	3	3	22	0	0	0
F	'36	'43	30	3	6	20	0	1	0
G	'27	'35	74	20	6	39	3	1	5
H	'32	'32	38	12	0	25	0	1	0
I	'29	'41	30	8	4	15	1	0	2
J	'35	'39	29	16	2	5	0	0	6
K	'38	'38	32	9	9	14	0	0	0
Totals			499	129	72	248	24	4	22

TABLE II

**STATUS IN FARMING OF FORMER NEGRO PUPILS OF
VOCATIONAL AGRICULTURE FROM 11 DEPARTMENTS
OF VOCATIONAL AGRICULTURE IN ALABAMA**

Schools	No. of boys farming	Owner-operator	Partner	Renter or sharecropper	Farm hand
A	18	5	3	7	3
B	3	0	0	2	1
C	12	6	3	0	3
D	25	9	3	3	10
E	3	0	0	3	0
F	3	0	2	0	1
G	20	3	5	5	7
H	12	5	1	3	3
I	8	4	0	2	2
J	16	8	3	2	3
K	9	9	0	0	0
Totals	129	49	20	27	33



pupils farming as partners. Nine of the schools had former pupils working as farm hands, while eight of the eleven schools had former pupils farming as renters or sharecroppers.

Table III gives the occupational distribution of the 499 former pupils reported by the eleven schools as having had one or more years of vocational agriculture and as having left school between July 1, 1938 and June 30, 1943.

Of the 499 former pupils in the study, 129 of the total number were reported to be in farming. (Table III). In occupations related to farming were 72, or 14.4 per cent of the total number of former students. In occupations not related to farming were reported 248, or 49.7 per cent of the former pupils. Only 4.8 per cent of former pupils were unemployed. Four of the former pupils, or 0.8 per cent, were deceased. Of the 499 former pupils reported, only 22, or 4.4 per cent, could not be located or accounted for.

The status in farming of the 499 former Negro pupils of vocational agriculture who were found to be in farming is shown in Table IV. Of the total number farming, 49, or 38.0 per cent, were farming as owner-operators. Farming in the status of partner were 20, or 15.5 per cent, of the total number in farming. Farming as renters and sharecroppers were 27 or 20.9 per cent of the 129 former pupils. Farming

TABLE III

OCCUPATIONS OF 499 FORMER NEGRO PUPILS OF
VOCATIONAL AGRICULTURE IN ALABAMA

Occupations	No. of Pupils	Per Cent
Farming	129	25.9
Related occupations	72	14.4
Unrelated occupations	248	49.7
Unemployed	24	4.8
Deceased	4	0.8
Whereabouts unknown	22	4.4
Totals	499	100.0

TABLE IV

STATUS IN FARMING OF 129 FORMER NEGRO PUPILS
OF VOCATIONAL AGRICULTURE IN ALABAMA

Status in Farming	No. of Pupils	Per Cent
Owner-operator	49	38.0
Partner	20	15.5
Renter or sharecropper	27	20.9
Farm Hand	33	25.6
Totals	129	100.0

as farm hands were 33 or 25.6 per cent of the former pupils of vocational agriculture.

1. Former pupils from old and new departments of vocational agriculture

The IBM cards on the 11 departments of vocational agriculture were sorted according to the length of time the department of vocational agriculture had been established. All departments established after 1935 were designated as "New" departments.

The six departments selected as old departments had been in existence from 17 to 29 years. The median age for these departments was 23 years (Table V). Other characteristics of the departments of agriculture selected as old departments included the following:

- a. The average number of boys enrolled in the vocational agriculture departments during the period studied ranged from 31 to 72 with 51.5 the median number of boys enrolled.
- b. Teachers in old departments ranged in tenure from 2 to 15 years, with a median tenure of 8.5 years.

The five departments selected as new departments ranged in age from 8 to 14 years from the time of establishment until 1949. The median age was 11 years. Other characteristics of the new departments were as follows:

TABLE V

SOME CHARACTERISTICS OF THE OLD AND NEW
DEPARTMENTS OF VOCATIONAL AGRICULTURE IN ALABAMA

Characteristics	Old Departments		New Departments	
	Range	Median	Range	Median
No. of years departments had been in existence	17-29	23	8-14	11
Average No. of boys enrolled in the departments, 1938-43	31-72	51.5	20-60	40
No. of years teachers had been employed in the department	2-15	8.5	3-11	7

- a. The average number of boys enrolled in the vocational agriculture departments during the period studied ranged from 20 to 60, with 40 the median number of boys enrolled.
- b. Teachers in the new departments ranged in tenure from 3 to 11 years, with 7 the median number of years spent in the department.

The old departments reported a total of 309 pupils of vocational agriculture who left school between July 1, 1938 and June 30, 1943; the new department reported 190 (Table VI).

Of the 309 former pupils from old departments of vocational agriculture, 70, or 22.7 per cent, were found to be in farming. Of the 190 former pupils from new departments, 59, or 31.0 per cent were in farming. The smaller proportion of former pupils from old departments found in farming was found to be not statistically significant. (Wherever differences have been tested for significance in this study the following formulas have been used: $\sigma_d = \sqrt{\frac{\sigma_1^2}{p_1} + \frac{\sigma_2^2}{p_2}}$ and $\sigma_p = \sqrt{\frac{p \times q}{N}}$.)

Forty-six, or 14.9 per cent, of the 309 pupils from old departments were found in related occupations. The difference between the per cent found in related occupations in

TABLE VI

OCCUPATIONS OF FORMER NEGRO PUPILS
FROM OLD AND NEW DEPARTMENTS

Occupations	Old Departments		New Departments	
	No. of Pupils	Per Cent	No. of Pupils	Per Cent
Farming	70	22.7	59	31.0
Related occupations	46	14.9	26	13.7
Unrelated occupations	164	53.1	84	44.2
Unemployed	22	7.1	2	1.1
Deceased	2	0.6	2	1.1
Whereabouts unknown	5	1.6	17	8.9
Totals	309	100.0	190	100.0

the old and new departments of vocational agriculture was found to be not statistically significant.

One hundred and sixty four or 53.1 per cent of the pupils of vocational agriculture from old departments were in unrelated occupations. Eighty four or 44.2 per cent of 190 former pupils of vocational agriculture from new departments were in unrelated occupations. The difference in the number of former pupils from old departments and the number of former pupils from new departments in unrelated occupations was found to be not statistically significant.

Twenty-two of the former pupils of vocational agriculture from old departments or 7.1 per cent were found to be unemployed. Two or 1.1 per cent of the former pupils of vocational agriculture from the new departments of vocational agriculture were unemployed. The statistical significance was not computed due to the small proportions of former pupils unemployed.

The status in farming of the former pupils of vocational agriculture from old and new departments of vocational agriculture is shown in Table VII. Of the 70 former pupils from old departments who were farming, 26, or 37.1 per cent, were farming as owner-operators. Of the 59 former pupils of vocational agriculture from new departments who were farming, 23, or 39.0 per cent, were farming as owner-operators.

TABLE VII

STATUS IN FARMING OF FORMER NEGRO PUPILS FROM
OLD AND NEW DEPARTMENTS OF VOCATIONAL AGRICULTURE

Status in Farming	Old Departments		New Departments	
	No. of Pupils	%	No. of Pupils	%
Owner-operator	26	37.1	23	39.0
Partner	12	17.1	8	13.6
Renter or sharecropper	16	22.9	11	18.6
Farm hand	16	22.9	17	28.8
Totals	70	100.0	59	100.0

The difference in the proportions of former pupils from old and new departments of vocational agriculture farming as owner-operators was found to be not significant.

Of the 70 pupils from old departments of vocational agriculture 12 former pupils, or 17.1 per cent, were farming as partners. Of the 59 former pupils from new departments of vocational agriculture, eight former pupils, or 13.6 per cent, were farming in status of partner. The difference between the numbers farming as partners from old and new departments of vocational agriculture was not statistically significant.

From the old departments, 16, or 22.9 per cent, of the former pupils were farming in the status of renter or share-cropper, whereas, from the new departments only 18.6 per cent of the former pupils were farming in this status.

Farming in the status of farm hands there were 16, or 22.9 per cent from old departments and 17, or 28.8 per cent, from the new departments. The difference was not statistically significant.

2. Former pupils who graduated or left school without graduating

The former Negro pupils of vocational agriculture from the 11 departments which furnished data for this study were grouped according to whether the persons graduated or left

school without graduating. The total number who graduated was 224. The total number who left school without graduating was 275. The occupations of the two groups are shown in Table VIII.

Of the 224 former pupils of vocational agriculture who graduated, 38 or 17.0 per cent, were farming. Of the 275 former pupils of vocational agriculture who left school without graduating, 91 or 33.0 per cent, were farming. The difference between the two groups was not found to be statistically significant.

In occupations related to agriculture were 50, or 22.3 per cent, of the former pupils who graduated from the schools, and 22, or 8.0 per cent, of the former pupils of vocational agriculture who left school without graduating. The difference between the two groups was statistically significant.

In occupations unrelated to farming were 111, or 49.6 per cent, of the former pupils of vocational agriculture who graduated, and 137, or 50.0 per cent of the former pupils of vocational agriculture who left school without graduating. Yet, the difference between the two groups was not statistically significant.

Of the 224 former pupils of vocational agriculture who graduated, six or 2.6 per cent, were reported unemployed.

TABLE VIII

OCCUPATIONS OF 499 FORMER NEGRO PUPILS OF
VOCATIONAL AGRICULTURE WHO GRADUATED
OR LEFT SCHOOL WITHOUT GRADUATING

Occupations	Graduated		Did not Graduate	
	No. of Pupils	%	No. of Pupils	%
Farming	38	17.0	91	33.0
Related occupations	50	22.3	22	8.0
Unrelated occupations	111	49.6	137	50.0
Unemployed	6	2.6	18	6.5
Deceased	2	0.9	2	0.7
Whereabouts unknown	17	7.6	5	1.8
Totals	224	100.0	275	100.0

Of the 275 former pupils of vocational agriculture who left school without graduating, 18 or 16.7 per cent, were unemployed.

The status in farming of the former pupils of vocational agriculture who graduated or left school without graduating are shown in Table IX.

Of the 38 former pupils of vocational agriculture who graduated and were farming, 18 or 47.4 per cent, were farming as owner-operators. Of the 91 former pupils who left school without graduating, 31 or 34.1 per cent, were farming. The difference between the two groups farming as owner-operators was not statistically significant.

Farming in the status of partner were seven, or 18.4 per cent, of the former pupils who graduated, and 13, or 14.3 per cent, of the pupils who left school without graduating. The difference between the groups was not statistically significant.

Farming as renters or sharecroppers were four, or 10.5 per cent, of the former pupils who graduated, and 23, or 25.2 per cent, of the pupils who left school without graduating. The difference was not statistically significant.

Of the 38 former pupils of vocational agriculture who graduated, nine, or 23.7 per cent, were found in the status

TABLE IX

STATUS IN FARMING OF FORMER NEGRO PUPILS OF
VOCATIONAL AGRICULTURE WHO GRADUATED OR
LEFT SCHOOL WITHOUT GRADUATING

Status in farming	Graduated		Did not Graduate	
	No. of Pupils	%	No. of Pupils	%
Owner-operator	18	47.4	31	34.1
Partner	7	18.4	13	14.3
Renter or sharecropper	4	10.5	23	25.2
Farm hand	9	23.7	24	26.4
Totals	38	100.0	91	100.0

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation		
$f(x) = \int_0^x \frac{1}{1+t^2} dt$		
2. It is shown that the function $f(x)$ is increasing and concave down on the interval $(-\infty, \infty)$.		
3. The function $f(x)$ has a horizontal asymptote at $y = \frac{\pi}{2}$ as $x \rightarrow \infty$ and a vertical asymptote at $x = 0$ as $y \rightarrow -\infty$.		
4. The function $f(x)$ is continuous and differentiable on the interval $(-\infty, \infty)$.		
5. The function $f(x)$ is bounded on the interval $(-\infty, \infty)$.		
6. The function $f(x)$ is periodic with period π .		
7. The function $f(x)$ is symmetric about the line $y = \frac{\pi}{2}$.		
8. The function $f(x)$ is symmetric about the line $x = 0$.		
9. The function $f(x)$ is symmetric about the line $y = 0$.		
10. The function $f(x)$ is symmetric about the line $x = \frac{\pi}{2}$.		

of farm hands. Of the 91 former pupils of vocational agriculture who left school without graduating, 24, or 26.4 per cent, were found in the status of farm hands. The difference found between the two groups was not statistically significant.

3. Former pupils from departments of vocational agriculture with teachers of long and short tenure

The IBM cards on the 11 departments of vocational agriculture were sorted according to the length of time the teacher had worked in the department. All departments that had a teacher that had been in the department for eleven or more years were designated as departments with teachers of long tenure. All departments where the teacher had been in the department less than eleven years were designated as departments with teachers of short tenure.

The six long-tenure teacher departments had teacher-tenure ranges from 11 to 17 years, with 14 years as the median (Table X). Other characteristics of the long-tenure teacher departments were as follows:

- a. The number of years the department had existed ranged from 11 to 29 years, with 20 years as the median length of time of existence.
- b. The number of boys reported ranged from 32 to 100, with 71 boys as the median for the period studied.

TABLE X

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

Characteristics	Departments with Long-Tenure Teachers		Departments with Short-Tenure Teachers	
	Range	Median	Range	Median
No. years teachers have been working in dept.	11-17	14	2-10	6
No. years depts. were in existence	11-29	20	8-20	14
No. of boys reported	32-110	71	28-39	33.5

The vocational agriculture departments with teachers of long tenure reported a total of 342 pupils who had left school between July 1, 1938 and June 30, 1943; the departments with teachers of short tenure reported 157 (Table XI).

Of the 342 former pupils from departments with teachers of long tenure, 91, or 26.6 per cent, were found to be in farming. Of the 157 former pupils from departments with teachers of short tenure, 38, or 24.2 per cent, were found to be in farming. The difference in percentages found to be farming from the departments with teachers of long and short tenure was not statistically significant.

From departments of vocational agriculture with teachers of long tenure, 54, or 15.8 per cent, were found to be in occupations related to farming. From departments with teachers of short tenure, 18, or 11.5 per cent were found in such occupations. The difference was found not to be statistically significant.

In occupations unrelated to farming were 159 or 46.5 per cent, of the former pupils from the departments with teachers of long tenure; and 89, or 56.7 per cent, of the former pupils from departments with teachers of short tenure. The difference was found not to be significant.

The status in farming of former Negro pupils from departments of vocational agriculture who were found in farming are

TABLE XI

OCCUPATIONS OF FORMER NEGRO PUPILS FROM
DEPARTMENTS OF VOCATIONAL AGRICULTURE
WITH TEACHERS OF LONG AND OF SHORT
TENURE

Occupations	Departments with Long-Tenure Teachers		Departments with Short-Tenure Teachers	
	No. of Pupils	Per Cent	No. of Pupils	Per Cent
Farming	91	26.6	38	24.2
Related occupations	54	15.8	18	11.5
Unrelated occupations	159	46.5	89	56.7
Unemployed	22	6.4	2	1.3
Deceased	2	0.6	2	1.3
Whereabouts unknown	14	4.1	8	5.0
Totals	342	100.0	157	100.0

shown in Table XII. Of the 91 former pupils from departments with teachers of long tenure, 40, or 44.0 per cent, were owner-operators. Of the 38 former pupils from departments with teachers of short tenure, nine, or 23.7 per cent were owner-operators. The difference was not statistically significant.

From departments of vocational agriculture with teachers of long tenure, 15, or 16.5 per cent, of the 91 former pupils were farming as partners, whereas only five, or 13.1 per cent of the 38 former pupils from departments with teachers of short tenure were farming as partners. The difference was not statistically significant.

Farming as renters or sharecroppers were 15, or 16.5 per cent, of the former pupils from departments with long-tenure teachers; and 12, or 31.6 per cent of the former pupils from departments with teachers of short tenure. The difference was not statistically significant because of the small number of cases.

The percentage differences were not statistically significant between the former pupils who are farming as farm hands from the departments with long or short-tenure teachers.

4. Former pupils of vocational agriculture with three or more years of vocational agriculture contrasted with those of less than three years of vocational agriculture.

The IBM cards were separated according to the number of years the former pupils had taken vocational agriculture.

TABLE XII

STATUS IN FARMING OF FORMER NEGRO PUPILS FROM
DEPARTMENTS OF VOCATIONAL AGRICULTURE WITH
TEACHERS OF LONG AND OF SHORT TENURE

Status in Farming	Departments with Long-Tenure Teachers		Departments with Short-Tenure Teachers	
	No. of Pupils	%	No. of Pupils	%
Owner-operator	40	44.0	9	23.7
Partner	15	16.5	5	13.1
Renter or sharecropper	15	16.5	12	31.6
Farm hand	21	23.0	12	31.6
Totals	91	100.0	38	100.0

All former pupils with three years or more of vocational agriculture were separated from the group that had had less than three years of vocational agriculture before leaving school.

Of the 499 pupils included in this study 207 former pupils were found to have left school with two years or less in vocational agriculture. Of the 207 former pupils 64, or 30.9 per cent were found to be farming (Table XIII). Of the 292 former pupils with three years or more of vocational agriculture only 65, or 22.3 per cent, were reported to be farming. The percentage difference was significant.

From the group with two years or less of vocational agriculture 14, or 6.8 per cent, were in occupations related to agriculture. From the group with three years or more of vocational agriculture 58, or 19.9 per cent, were in occupations related to agriculture. The difference was statistically significant.

Former pupils with three years or more of vocational agriculture included 292 of the 499 pupils reported in the study. Of this group 147 or 50.3 per cent were reported in unrelated occupations, while only 101 or 48.3 per cent of the group with two years or less of vocational agriculture were reported in this occupation. The difference was not statistically significant.

TABLE XIII

OCCUPATIONS OF FORMER NEGRO PUPILS OF VOCATIONAL
 AGRICULTURE WITH THREE OR MORE YEARS OF VOCATIONAL
 AGRICULTURE AND LESS THAN THREE YEARS OF VOCATIONAL
 AGRICULTURE

Occupations	Two years or less of vocational agriculture		Three years or more of vocational agriculture	
	No. of Pupils	%	No. of Pupils	%
Farming	64	30.9	65	22.3
Related occupations	14	6.8	58	19.9
Unrelated occupations	101	48.8	147	50.3
Unemployed	15	7.3	9	3.1
Deceased	3	1.4	1	0.3
Whereabouts unknown	10	4.8	12	4.1
Totals	207	100.0	292	100.0

The difference found between the group that had three or more years of vocational agriculture over the group that had had only two years or less of vocational agriculture and is now unemployed, deceased or whereabouts unknown did not prove to be significant.

Of the 64 former students with two years or less of vocational agriculture, 16, or 25.0 per cent, were owner-operators (Table XIV). Of the 65 former pupils in farming with three years or more of vocational agriculture 33 or 50.8 per cent were farming as owner-operators. The difference is significant.

Farming as partners were 11, or 17.2 per cent, from the group that had two years or less of vocational agriculture; and 9, or 13.8 per cent, from the group that had three years or more of vocational agriculture. The difference was not statistically significant.

Farming as renters or sharecroppers were 16, or 25.0 per cent, of the group that had two years or less of vocational agriculture and from the group with three years or more there were only 11, or 16.9 per cent. The difference was significant.

Of the 64 former students with two years or less of vocational agriculture farming, 21, or 32.8 per cent, was in the status of farm hands. Of the 65 former pupils in

TABLE XIV

STATUS IN FARMING OF FORMER NEGRO PUPILS OF
 VOCATIONAL AGRICULTURE WITH THREE OR MORE
 YEARS OF VOCATIONAL AGRICULTURE AND LESS
 THAN THREE YEARS OF VOCATIONAL
 AGRICULTURE

Status in Farming	Two years or less of vocational agriculture		Three years or more of vocational agriculture	
	No. of Pupils	%	No. of Pupils	%
Owner-operator	16	25.0	33	50.8
Partner	11	17.2	9	13.8
Renter or sharecropper	16	25.0	11	16.9
Farm hand	21	32.8	12	18.5
Totals	64	100.0	65	100.0

farming 12, or 18.5 per cent, were farming in the status of farm hand. The difference was significant.

5. Occupations of former Negro pupils of vocational agriculture from large and small departments of vocational agriculture.

The questionnaires from the 11 departments of vocational agriculture were arranged in a frequency distribution according to the size of the departments of vocational agriculture. All departments reporting 43 or more as the average enrollment over the five years studied were designated as large departments of vocational agriculture. The departments with an average enrollment of 40 or below were designated as small departments.

The five large departments of vocational agriculture ranged in size from 43 to 72 boys (Table XV). The median size for the large departments was 57.5. Other characteristics of these departments were as follows:

- a. The number of years these departments had been in existence ranged from 8 to 29. The median number of years was 18.5
- b. The tenure of teachers in these departments ranged from 3 to 17 years. The median number of years was 10.

The six small departments of vocational agriculture ranged in size from 20 to 40 boys. The median size was 30

TABLE XV

SOME CHARACTERISTICS OF THE SMALL AND
LARGE DEPARTMENTS OF VOCATIONAL AGRICULTURE

Characteristics	Large Departments		Small Departments	
	Range	Median	Range	Median
Average No. of boys enrolled in Voc. Agriculture (1938-43)	43-72	57.5	20-40	30
No. of years depts. had been established	8-29	18.5	11-20	15.5
No. of years teachers had been employed in the departments	3-17	10	2-15	8.5

boys. Other characteristics of these departments were as follows:

- a. The number of years these departments had been in existence ranged from 11 to 20 years. The median number of years was 15.5.
- b. The tenure of the teachers in these departments ranged from 2 to 15 years, with 8.5 as the median number of years.

The large departments of vocational agriculture gave data on a total of 289 pupils of vocational agriculture who left school between July 1, 1938 and June 30, 1943; the small departments of vocational agriculture gave data on 210 (Table XVI).

Of the 189 former pupils from the large departments of vocational agriculture 72, or 24.9 per cent, were farming. Of the 210, 57 or 27.1 per cent, were farming. The difference between the numbers farming from large and small departments of vocational agriculture was not significant.

In occupations related to farming were 41, or 14.2 per cent, of the former pupils from large departments of vocational agriculture and 31, or 14.8 per cent, of the former pupils from small departments of vocational agriculture. The difference between the two groups was not statistically significant.

TABLE XVI

OCCUPATIONS OF FORMER NEGRO PUPILS FROM LARGE
AND SMALL DEPARTMENTS OF VOCATIONAL AGRICULTURE

Occupations	Large Departments		Small Departments	
	No. of Pupils	%	No. of Pupils	%
Farming	72	24.9	57	27.1
Related occupations	41	14.2	31	14.8
Unrelated occupations	132	45.7	116	55.2
Unemployed	21	7.3	3	1.4
Deceased	3	1.0	1	0.5
Whereabouts unknown	20	6.9	2	1.0
Totals	289	100.0	210	100.0

From the large departments of vocational agriculture, 132 or 45.7 per cent, were in unrelated occupations. From small departments of vocational agriculture 116, or 55.2 per cent, of the former pupils were in such occupations. The difference between the two groups was significant.

The status in farming of the Negro former pupils from large and small departments of vocational agriculture are shown in Table XVII.

Of the 72 former pupils of vocational agriculture from large departments who were farming 25, or 34.7 per cent, were farming as owner-operators. Of the 57 former pupils of vocational agriculture 24, or 42.1 per cent, were farming as owner-operators. The difference between the two groups was not statistically significant.

There was no significant difference between the groups of former Negro pupils from large and small departments of vocational agriculture with regard to their status of partner, renter or sharecropper, or farm hand.

TABLE XVII

STATUS IN FARMING OF FORMER NEGRO PUPILS FROM LARGE
AND SMALL DEPARTMENTS OF VOCATIONAL AGRICULTURE

Status in Farming	Large Departments		Small Departments	
	No. of Pupils	%	No. of Pupils	%
Owner-operator	25	34.7	24	42.1
Partner	12	16.7	8	14.0
Renter or sharecropper	17	23.6	10	17.5
Farm hand	18	25.0	15	26.4
Totals	72	100.0	57	100.0

CHAPTER IV

SUMMARY AND CONCLUSIONS

This is a study of 499 former Negro pupils from 11 departments of vocational agriculture in Alabama who left school between July 1, 1938 and June 30, 1943.

1. Only 25.9 per cent of the former pupils were reported to be farming.
2. A total of 49.7 per cent of the former students were reported in occupations unrelated to farming. While, only 40.3 per cent were reported to be in farming and related occupations.
3. Thirty-eight per cent of the former pupils reported to be farming were farming as owner-operators.
4. The difference between the former pupils farming who came from old departments and the former pupils farming who came from new departments was not significant.
5. The difference between the former pupils farming who did graduate and the former pupils farming who did not graduate was not significant.
6. There was no significant difference in status in farming, between the former pupils who graduated and those who did not graduate.

7. With regard to pupils engaged in farming there was no significant difference between the pupils coming from departments with long-tenure teachers and those coming from departments with short-tenure teachers.
8. A significant tendency was found for former pupils to enter related occupations in larger proportions if they graduated, than if they did not graduate.
9. A significant tendency was found for more former pupils with two years or less of vocational agriculture to be farming than the former pupils with three years or more of vocational agriculture.
10. It was found to be a significant tendency for former pupils with three or more years of vocational agriculture to be farming in a higher status than the former pupils with less than three years of vocational agriculture.
11. With regard to pupils engaged in farming there was no significant difference between the former pupils from large departments and those coming from small departments.

CONCLUSIONS

The majority of the pupils from the 11 departments of vocational agriculture in Alabama are not becoming established in farming. The evidence suggests that the present program

being used in Alabama might be studied to see if more emphasis can be placed on guidance and the selection of pupils, in order to better fulfill the aims of vocational agriculture as set up by the leaders in the profession.

If the results found in this study are due to the fact that teachers are not concerned with the problem of helping students of agriculture to secure capital, equipment, and the necessary land to become established in farming, to improve this condition the teacher should concentrate on dealing with this problem.

Since the statistical evidence gathered indicates that the size of the department, length of time the department has been established, and the length of time the teacher has been in the department had no effect on the proportion of pupils entering farming, all departments should be examined to determine ways and means of increasing the proportion of students going into farming.

If the results found in this study are due to the fact that some of the schools require every boy to take vocational agriculture when he enrolls in high school, then the schools are failing to fulfill the purpose of vocational agriculture as set up by the leaders in the profession.

If the schools that failed to cooperate in this study were those that had insufficient records on former students, and if the actual data on the former students from these schools were

known and included in this study, the results might have been even worse than those reported here.

RECOMMENDATIONS

The recommendations include the following: (1) Various ways in which the findings of this study may be used and (2) suggestions which may be of value to persons or groups desiring to repeat the same study or to plan related ones.

Suggestions for using the findings

It would seem that the picture drawn in this study has many implications for the pre-service and the in-service program of teacher education. The study should serve as a valuable aid in the pre-service education of teachers by establishing a clear picture of the results of the vocational agriculture program for Negroes in Alabama. Such a picture should furnish a basis for placing emphasis on guidance and selection in vocational agriculture. The findings might be used to acquaint the future teachers with the conditions at present in vocational schools, and both the teacher of college classes and students can plan cooperatively ways and means by which such conditions can be improved.

With reference to Alabama, the findings indicate that the program of vocational agriculture for Negroes might be checked to see if it is fulfilling, as far as possible, the aims of

vocational agriculture. The findings also should cause the teachers of vocational agriculture to re-examine their educational program to find ways and means of better realizing the aims of vocational agriculture.

The findings of this study indicate that more emphasis should be placed on guidance and selection of pupils in schools where such is practiced, and schools which do not include this in their program should give serious consideration to its incorporation.

The study further indicates that an in-service training program should be organized for all Negro teachers of vocational agriculture in Alabama.

Also more emphasis should be placed on productive supervised farming programs by each of the local and state departments of vocational agriculture.

Suggestions for further studies

In view of the fact that such a study could serve as one means of evaluating the program of vocational agriculture for Negroes in Alabama, it would seem that a similar study should be made to include other states with similar programs.

Since such a wide range was found between the 11 schools studied in the number of former pupils farming, it would be interesting to find the outstanding characteristics of the schools with a high per cent of former pupils farming. The

picture could be made even more nearly complete if a comparison could be made between the quality of teachers and home background of former pupils from schools with a high per cent of student farming and the quality of teachers and home background of former pupils where only a small per cent of former pupils were reported to be farming.

The writer believes that further related studies might prove to be very worthwhile and might contribute to a better understanding of the problems Negro pupils of vocational agriculture face in becoming established in farming. Another desirable study might be the comparison of students from departments where student selection is practiced against an equated group from departments where agriculture is required of all boys enrolled in high school.

It also seems that all teachers of vocational agriculture should make a related study of the former pupils of their department to see to what extent it has developed the aims of vocational agriculture. Such a study should prove worthwhile to ~~him~~ and to the pupils now taking vocational agriculture.

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APPENDIX

332 Abbot Hall
Michigan State College
East Lansing, Michigan

February 12, 1949

Dear Teacher of Vocational Agriculture:

I am writing to ask your cooperation in the solution of a problem that is significant to the vocational agriculture program in Alabama. As a graduate student at Michigan State College and a prospective teacher of vocational agriculture, I am deeply interested in what is happening to former pupils of vocational agriculture in Alabama. How many of these students go into farming? How successful are they as farmers?

With the endorsement of Mr. J. C. Cannon and the aid and encouragement of Mr. A. Floyd, I am attempting to make a study of a group of former pupils in vocational agriculture in Alabama, so that we can get some answers for the State as a whole. Reports from individual schools will, of course, be kept strictly confidential. The study will not be complete or truly representative unless I can get your cooperation. Therefore, I am asking you to check the enclosed postal card to indicate your willingness to cooperate in the study by filling out a questionnaire which will be mailed to you upon the receipt of the enclosed postal card. Also, your indication of the number of pupils that are shown by your records to have dropped out or graduated between July 1, 1938 and June 30, 1943 will be greatly appreciated.

I realize that this will take some of your very valuable time; but you will be doing it for the very good cause of improving the vocational agriculture program for the Negro pupils in Alabama. So please fill out the postal card today, or if not convenient today, will you try to get it in the mails as soon as possible? I thank you in advance for your prompt response.

Very sincerely yours,

Joseph T. Hudson

Would you be willing to cooperate in this study?

Yes _____ No _____

There were _____ boys who dropped out or graduated
between July 1, 1938 and June 30, 1943.

Remarks:

Name _____

School _____

332 Abbot Hall
Michigan State College
East Lansing, Michigan

March 17, 1949

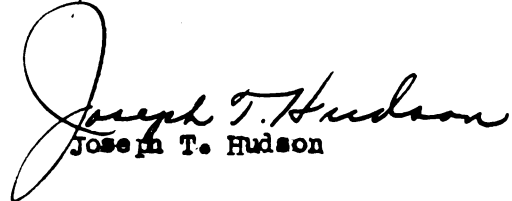
Dear Teacher of Vocational Agriculture:

On February 12, 1949, you were mailed a letter attempting to explain the importance of our knowing what is happening to former Negro pupils of vocational agriculture in Alabama. I am now attempting to make such information available on the group who left school between July 1, 1938 and June 30, 1943. Of course, I am aware that it is impossible unless I receive your hardy cooperation. Therefore, I am asking you to kindly fill out the enclosed questionnaire and return it to me. The first glance at the questionnaire might give the impression that it will take a lot of your time, but I am sure that it will take less than thirty minutes of your time.

May I again assure you that in no way will the names of individuals or the names of individual schools be used in the final report. All information from individual schools will be handled strictly confidential.

In order for me to complete this study and make a summary available to you before the school term is over, it is very very important that your report be returned in the very near future. If you would kindly fill out the questionnaire today, if not today, as soon as possible, I shall be very grateful.

Very sincerely yours,


Joseph T. Hudson

1. The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

2. The second part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

3. The third part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

4. The fourth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

5. The fifth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

6. The sixth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

7. The seventh part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

8. The eighth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

Return to:
Joseph T. Hudson
332 Abbot Hall
East Lansing, Mich.

School _____
Address _____

OCCUPATIONAL STATUS OF FORMER
PUPILS IN VOCATIONAL AGRICULTURE

General Information

Year in which your school's Agricultural Department was established 19____.

Year you became teacher here 19____.

Average number of boys enrolled in the Agricultural department _____.

Instruction for filling out page two (2)

1. Use your vocational agriculture records to make a list of all the students who left school with one or more years in agriculture during the period of July 1, 1938 to June 30, 1943. Place this list of names on page two of the questionnaire in the space provided for the name of students.
2. Fill in column one, two, three and four for each student whose name is listed on the questionnaire.
3. Check only one (1) of the columns between column five (5) and column fourteen (14) showing the present status of former pupils listed on the left side of page two (for example: John Brown's name is listed with columns one, two, three and four filled out on him and if Brown is now working as a partner on his home farm you will check number seven (7) to show Brown status, and all the other columns will be left blank). See sample on line one page two.
4. In column 9, "work closely related to farming" means employment in which use is made of the knowledge and abilities gained in the study of agriculture though the person is not now farming (for example; in college studying agriculture, working in a dairy, teaching agriculture etc.)
5. In column 10, "work not related to farming" means employment in which the knowledge gained in the study of agriculture is not used (for example; working in a steel plant, construction work etc.)

Signed _____
Vocational Agriculture Instructor

NAME

No. of yrs. studied Vocational Agric.
No. of years in high school
Date left high school
Did he graduate?
At home with definite or indef. allow.
Home with income from one or more enter.
Partner in a farm business
Manager and operator of farm
Farm labor with specific wages
Farming as renter or sharecropper
Now engaged in wk. closely rel. to farm
In work not related to farming
Unemployed
Deceased
Present whereabouts are unknown

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