AN ANALYSIS OF THE PROGRAM OF VOCATIONAL AGRICULTURE IN THE LEAKE COUNTY, MISSISSIPPI, AGRICULTURAL HIGH SCHOOL DURING THE YEARS 1938 TO 1952

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Jesse Anderson Morris

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This is to certify that the

thesis entitled

AN ANALYSIS OF THE PROGRAM OF VOCATIONAL AGRICULTURE IN THE LEAKE COUNTY, MISSISSISSIPPI, AGRICULTURAL HIGH SCHOOL DURING THE YEARS 1938 TO 1952

presented by

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By

Jesse Anderson Morris

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The author wishes to express his sincere thanks and appreciation to the members of his committee for their useful suggestions, and constructive criticisms which have helped to complete this study; to Dr. H. P. Sweany whose lofty inspiration, constant supervision, and kind guidance have influenced the progress of the study; and to his wife, Alpha L. Morris, for her cheerful assistance in the preparation of this manuscript, the results are herewith dedicated.

He is also greatly indebted to all of the former students of vocational agriculture at the Leake County Agricultural High School; to the Mississippi State Department of Public Instruction; and to the Principal, and Teachers of Leake County Agricultural High School, and all other persons, who have provided data used in this study.

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THE PROBLEM AND DEFINITION OF TERMS USED

Introduction

This is a report of a study of the program of vocational agriculture in the Leake County, Mississippi, Agricultural High School during the years 1938 to 1952. The origin of this study grew out of the author's interest in this department of vocational agriculture as a high school student of vocational agriculture there during the years of 1938 to 1944; and from later experiences of the author in graduate courses in agricultural education at Michigan State College, East Lansing, Michigan.

If a department of vocational agriculture is to fulfill its major objective to train present and prospective farmers for proficiency in farming, much planning, studying, and evaluating will have to be done to make sure that this major objective is being carried out, and that as many persons who can profit by training in agricultural education as possible are being reached. It is important also to study any program of education in order to determine if the right persons are being reached; to determine if the right type of program is offered to the persons being served; and to find

out if there are implications in the progress report of the past which will serve as suggestions for future improvement.

Location of the school community. The Leake County Agricultural High School is located in the rural area about two miles north of the town of Walnut Grove, Mississippi, and about one mile due east of Mississippi Highway #35. Leake County is in the central part of the state. The type of farming is predominantly general with cotton as the major cash crop followed by beef cattle and broilers. Figure 1, shows the Leake County Agricultural High School and parts of the beats which are in the school service area.

General information concerning the school. This school, originally a training school, became an agricultural high school in 1942. The average enrollment of students is around 425 for the elementary school and the high school. The school program is arranged on the eight-four plan. Twenty-seven acres of land are owned by the school on which there are six buildings, namely: a high school building; an elementary school building; a vocational agricultural building; a community canning plant; a principal's cottage; and a teachers' home. Seven buses transport the high school children from all parts of the school district which is county wide. Fifteen teachers are employed by the school, for the term of eight months or 160 days.

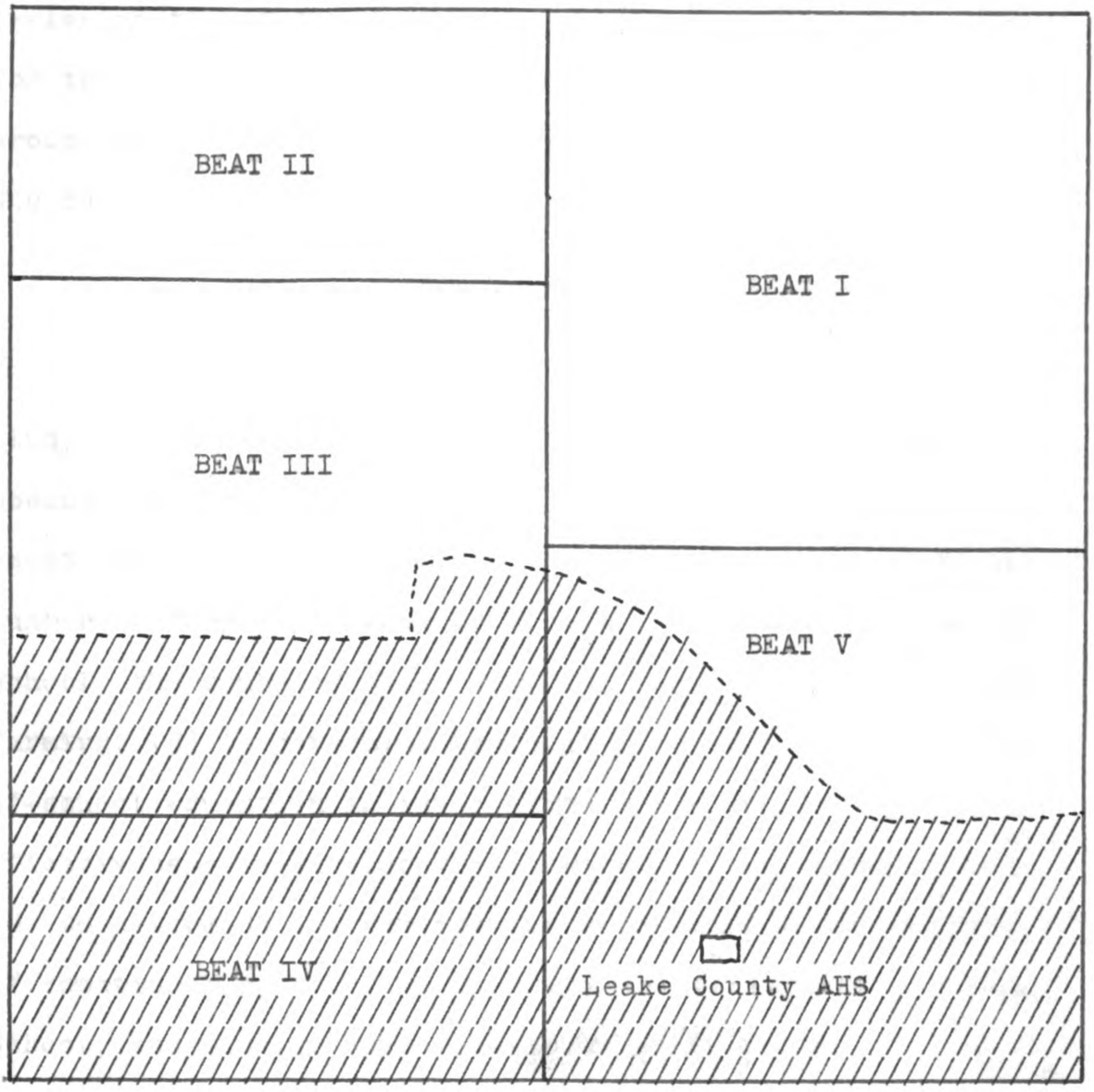

Figure 1. Leake County Agricultural High School and Parts of the Beats Which are in the School Service Area

A teacher of vocational agriculture is employed for twelve months of the year, and a teacher of Home Economics for ten months of the year. The school's curriculum is based around agriculture and home economics, (See appendix "A" for the courses of study).

The Problem

Purpose of the study. It was the purpose of this study (1) to obtain certain personal, sociological, and occupational characteristics of the graduates who studied vocational agriculture in high school; (2) to determine the number of former students of agriculture who dropped out of school, the cause of their dropping out, and the number now farming; (3) to determine the nature and extent of the out-of-school education in agriculture and to determine its effectiveness in serving the farmers of the community; and (4) to determine the implication of such data for programs of vocational agriculture at Leake County Agricultural High School, and similar high schools in Mississippi.

Limitations of the study. The findings, recommendations, and conclusions of the study are applicable to the Leake County Agricultural High School community, Leake County, and may be applicable to other communities which are similar.

No data were obtained to study the drop-out problem in the Institutional-On-Farm-Training Program. No contacts by letter or interview were made with the drop-outs of vocational agriculture to obtain data not found in school records.

Definition of Terms Used

A graduate of Leake County Agricultural High School. A graduate was construed to mean any male student who had completed the four year course of study as prescribed by the board of trustees of the school, and the Mississippi Department of Public Instruction. Such graduation was verified by the records of the school.

A non-graduate or drop-out of the Leake County Agricultural High School. In this study the terms, a non-graduate and a drop-out, are used interchangeably. Either designates a boy who was enrolled in a class in vocational agriculture at the Leake County Agricultural High School, but did not graduate from the high school. Such enrollment might have been in any grade between 7th and 12th.

A student of vocational agriculture. A student of vocational agriculture was defined to mean any male person who was regularly enrolled in a class in vocational agriculture for in-school persons, or out-of-school persons (including veterans in the Institutional-On-Farm Training Program) at Leake County Agricultural High School.

Establishment in farming. Establishment in farming was construed to mean farming as an owner, renter or partner with a definite agreement as to the division of income. It was assumed that such persons had actual control of the farm business and made managerial and operative decisions and assumed major responsibilities for the success of the business.

Procedure Followed

A list of the 80 young men who were former students of vocational agriculture and graduates of Leake County Agricultural High School during the period 1938 to 1952 was secured from the records of the school at Walnut Grove, Mississippi. Additional information was secured from the school concerning the number of years of vocational agriculture that had been studied and the number who were presently farming.

Inasmuch as the group of former students of vocational agriculture who graduated was relatively small, it was decided that no sampling technique would be used.

The writer secured the addresses of the former students from the records of the department of vocational agriculture, from students currently enrolled at the school who were relatives, or neighbors of the former students, and from the agricultural teacher, Mr. Robert A. Gray, and the science

teacher, Miss Minnie Lee Johnson. Other addresses were secured from relatives of the former students whom the writer knew personally or indirectly. Addresses of 68, or 85 per cent of the 80 boys who graduated between the years 1938 to 1952 were obtained. Of the remainder, a member of the class of 1942 was found to be dead, and the addresses of 11 were unknown.

A letter, and a check list, (see appendix B, exhibits 1, 2, and 3) were mailed to each of the graduates, except 21 who were interviewed personally by the writer and asked to fill out the check list. A different check list was sent to the graduates who were farming than to those who were not farming. A self-addressed, stamped envelope was also sent to the former student for convenience in returning the check list.

Three weeks after the check lists were mailed, a follow-up letter, (see appendix B, exhibit 4) was used to encourage those who had not responded to return the check list. In this way, 55, or 81 per cent of the check lists were returned.

Data concerning the adult farmer classes, and the drop-outs from all-day classes in vocational agriculture were obtained from the reports submitted by the department to the state office. These reports were secured from the teacher of

vocational agriculture for those years covered in the study which were available in the school files. Some information concerning the drop-outs from classes in vocational agriculture at the school, was obtained from the office of the County Superintendent of Education, Leake County, Mississippi, and from the office of the State Superintendent of Public Instruction, Jackson, Mississippi.

Interviews were held with the teacher of vocational agriculture, the school principal, members of the faculty, and numerous requests for information were forwarded to the teacher of vocational agriculture.

A review of the literature on related studies is presented in Chapter II. In Chapter III, the data are presented. The findings of related studies are compared with the findings of this study in this chapter. In the final chapter, IV, the summary and conclusions of this study are reported. The needs for further study arising from this problem are listed in this chapter also.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written regarding former students of vocational agriculture, and departments of vocational agriculture. However, only a brief summary of the work of writers whose contribution was closely related to this study was reviewed.

The literature which was reviewed for this study has been divided into two classifications, namely: (1) studies concerning former students of vocational agriculture, and local departments of vocational agriculture, and (2) studies concerning drop-outs from secondary schools.

The writer does not mean to imply that all of the literature written on these two classifications has been reviewed. Many of the representative studies for each classification which were reviewed had been made in the south in Negro schools similar to the Leake County Agricultural High School. This limitation to such studies does not imply that other studies of similar problems are not significant.

Studies of Former Students and Departments of Vocational Agriculture

In a study which was made at the Plain Dealing High School, Louisiana, of the graduates who were former students of vocational agriculture from 1928 to 1950, Oren S. McFatter,[1] found a high percentage of the former students of vocational agriculture were not farming. McFatter wrote:

> This study indicates that an alarming trend away from the farm has been established in this area, but that the trend may be approaching its end.
>
> The problems of vocational agriculture in the Plain Dealing High School will probably be best solved by means of guidance programs, and diversified offerings in other vocational programs.

Another study, made by Arthur P. Bell,[2] to determine the occupational status of all former students of vocational agriculture who attended the Washington High School of Reidsville, North Carolina, discovered that:

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[1]Oren Shelton McFatter, "A Study of the Occupational Status of Former Graduates of Vocational Agriculture of Plain Dealing High School, 1928-1950". Unpublished Masters Thesis, Louisiana State University, 1951. 66 pp. (in) Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 6, Bul. No. 251, U.S. Office of Education, p. 54.

[2]Arthur P. Bell, "Occupational Status of Former Students of Vocational Agriculture in a North Carolina High School". Unpublished Masters Thesis, The Pennsylvania State College, 1952. 75 pp. (in) Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 6, Bul. No. 251, U.S. Office of Education, p. 6.

A study of the first jobs engaged in by the students after leaving school showed 55 per cent farming; 8.1 per cent in occupations related to farming; and 36.9 per cent in occupations not related to farming.

The present occupations of the former students showed 44.5 per cent farming, 11.1 per cent in related occupations, and 44.4 per cent in unrelated occupations.

Of the 99 former students, 82.8 per cent had farmed at some time since leaving school; 17.2 per cent had not farmed since leaving school. There were 160 former students included in the study and 99, or 61.9 per cent responded to questionnaires.

Factors found to influence the choice of farming as an occupation were: reared on the farm; trained in vocational agriculture; liked farming; and parents occupation. Factors influencing the choice of other occupations were: liked the job; good pay; and only available job.

A similar study was made by L. E. Baker,[3] at the Madison County High School, Alabama. This study was concerned with determining the farming efficiency of graduates of vocational agriculture in the years 1935-1939, and comparing the farming efficiency of this group of former

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[3]L. E. Baker, "Determining the Present Farming Efficiency of Graduates of the Madison County High School Who Had Had Four Years of Vocational Agriculture in the Years 1935 to 1939". Unpublished Masters Problem, The University of Georgia, 1951. 57 pp. (in) Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 6, Bul. No. 251, U.S. Office of Education, p. 5.

students with that of the average farmer of Madison County. The important findings of this study were that only 15 per cent of the boys who had studied vocational agriculture were now farming. The majority of them were owners, but the size of their average farm unit was smaller than that of the average farmer of the county. Their labor income was three times as large as the average farmer in the county.

Morrison,[4] in an occupational follow-up study of former pupils of the Quitman High School, Quitman, Georgia, discovered that out of the pupils of vocational agriculture who graduated during the years 1940, 1941 and 1942, the following occupations were followed. There were 34 former students. The largest group was employed as farmers. Only five had left the state of Georgia, more than two-thirds were living in their home counties. Nine of the 34, or 26.47 per cent of the former students were farming.

Joe D. Lewis,[5] in an occupational study of former students of vocational agriculture who had completed at

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[4]Dorsey D. Morrison, "An Occupational Follow-Up Study of Former Pupils of the Quitman High School, Quitman, Georgia". Unpublished Non-Thesis Study, University of Georgia, 1950. 63 pp. (in) Summaries of Studies in Agricultural Education, Vocational Education Bul. No. 180, Supplement No. 5, Bul. No. 248, U.S. Office of Education, p. 37.

[5]Joe D. Lewis, "An Occupational Study of Former Students of Vocational Agriculture Who Have Completed At Least Three Years of Agriculture, and Who Graduated from Whigham High School 1942-1945". Unpublished Non-Thesis Study, University of Georgia, 1950. 33 pp. (in) Summaries of Studies in Agricultural Education, Vocational Education Bul. No. 180, Supplement No. 5, No. 248, U.S. Office of Education, p. 33.

least three years of vocational agriculture, and who graduated from Whigham High School during the years 1942 to 1945, found the following among 30 former students. Ten, or 33.3 per cent were engaged in farming, none were in college. The thirty had been employed in thirty-one different occupations from 1943 to 1949. During the seven year period covered by the study, 53 per cent had farmed since leaving school.

No changes had been made in employment by five of the group. From one to four changes in employment had been made by 25. An average of 1.9 changes had been made per student. Four, or 13.33 per cent of the group were definitely established in farming.

In a study of young men out-of-school on certain Michigan farms, Byram,[6] found the following. The typical young farmer is not quite 20 years old, has no older brothers, probably has a younger brother, and lives on a general farm of 87 acres. Forty-three per cent of the young men in this study had become established in farming.

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[6]H. M. Byram, Out-of-School Young Men on Farms. Bulletin No. 274, Lansing, Michigan. State Board of Control for Vocational Education, 1941. p. 8-35.

The per cent of young men farming that Byram found was similar to the per cent found farming by Bell,[7] in a North Carolina Study.

L. T. Clark,[8] in a study of fifty young men in Richland County, Illinois, to determine the factors associated with establishment in farming discovered that most young men started out as workers at home on the home farm with or without a definite allowance.

In a study of former students of vocational agriculture, Wright[9], listed the following conclusions concerning factors associated with the students becoming established in farming: (1) boys whose fathers are farmers are most likely to enter farming, and boys from small families, with no brothers, or one brother are likely to farm. Boys who have studied vocational agriculture are most likely to farm, and (2) the longer out of school, the smaller the possibilities of entering farming.

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[7]Bell, loc. cit.

[8]Lloyd T. Clark, "How Fifty Young Men Became Established in Farming", The Agricultural Education Magazine. 12:132-33, January, 1940.

[9]C. E. Wright, "Occupational Distribution, Entrance Into Farming, and Opportunities for Farming of Former Students of Vocational Agriculture", The Agricultural Education Magazine. 16:14-18, July, 1945.

Part of these findings are in agreement with those made by Byram,[10] with reference to the number of brothers of former students of vocational agriculture who are farming.

Deyoe,[11] in a similar study discovered factors similar to those found by Wright,[12] regarding former students of vocational agriculture.

A study of the former students of vocational agriculture in four Negro High Schools in Bienville Parish, Louisiana, from 1948 to 1952, made by Ethelbert Smith,[13] revealed the following facts. Twenty-seven and one-half per cent of the students were engaged in farming. Of those farming, 23.3 per cent were owner operators, 10 per cent were renters, 13.4 per cent were employed as farm laborers, 33.3 per cent in father son partnerships, and 20 per cent were at home with income from one or more enterprises. Reasons given by graduates not farming as to why they were not farming were:

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[10]Byram, loc. cit.

[11]G. P. Deyoe, "A Study of the Association of Certain Factors With the Careers of Young Men From Michigan Farms", The Agricultural Education Magazine, 12:112-113, 118, December, 1939.

[12]Wright, loc. cit.

[13]Ethelbert Smith, "A Follow-Up Study of Graduates of Vocational Agriculture in Four High Schools for Negroes in Bienville Parish, Louisiana, from 1948 to 1952", Unpublished Masters Study, Michigan State College, 1953. p. 33-35.

do not like farming as an occupation; lack of finances; army or draft; in college; the type of farming not suitable; unable to secure land; and physically unfit to farm. Smith recommended that since such a low percentage of the students were engaging in the occupation of farming, the guidance program of the school be re-examined to see if students can be better directed into fields of their choice. Other types of vocational education should be offered by the school for the boys who are not interested in farming.

Hudson,[14] in a study similar to the one made by Smith,[15] found only 25.9 per cent of the former students of agriculture farming at the time his study was made. He found no significant difference in the farming status of the graduates and the farming status of the drop-outs.

He concluded that the majority of the former students of vocational agriculture were not becoming established in farming, and that the school should place more emphasis on guidance in the selection of pupils for vocational agriculture training in order to better fulfill the aims of vocational agriculture as set up by the leaders in the profession.

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[14]Joseph Thomas Hudson, "Occupational Distribution of Former Negro Students of Vocational Agriculture in Alabama, From 1938 to 1943", Unpublished Masters Study, Michigan State College, 1949. p. 49-52.

[15]Smith, loc. cit.

John E. Briggs, Jr.,[16] in a study of the occupational placement of former Negro students of vocational agriculture in Georgia listed the following findings and conclusions. Of the former students, 43.7 per cent were farming. Thirty were owner-operators, 10 were renters, and 5 were share-croppers. There was a greater number farming from local departments of agriculture having teachers with long tenure. Other vocational subjects should be added to the curriculum so that boys not interested in agriculture can study the vocational course of their choice. That guidance programs be inaugurated at all Negro schools in the south to direct students into the proper fields.

Makel,[17] in a follow-up survey of graduates and non-graduates of the Saranac, Michigan, High School, found 9.5 per cent of the graduates who had studied vocational agriculture farming, and 15 per cent of the drop-outs who had studied vocational agriculture farming. Other findings indicated the graduates, in evaluating the program of agriculture rated classroom instruction highest. Other phases

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[16]John E. Briggs, Jr., "A Study of the Occupational Placement of Former Negro Students of Vocational Agriculture in District II, Georgia, From 1948-52", Unpublished Masters Study, Michigan State College, 1953. p. 45-48.

[17]George Makel, "A Follow-Up Survey of Graduates and Non-Graduates From the Saranac, Michigan High School During the Period 1935 to 1949", Unpublished Masters Thesis, Michigan State College, 1952. p. 43, 92, 89, 90, and 117.

of the program evaluated in the order of value were: field trips; supervised farming; F. F. A. contests; Fair exhibits; and contests and teams. Courses desired in agriculture by a majority of graduates were: farm shop; dairying; beef; hogs; sheep; poultry; crops; soils; and farm management. Makel stated that,

> There appears to be a greater need for vocational guidance in curriculum choices, because both graduates and non-graduates listed certain subjects as being of little value to them.

The writer reviewed one study made in Leake County, Mississippi, involving the school used in this study. This study, made by George M. Jones,[18] determined the degree of establishment in farming of the boys enrolled in vocational agriculture classes at the Negro high schools of Leake County, Mississippi, in 1950-51, and the graduates of vocational agriculture in 1950. It was interesting to note such findings as there were 214 boys enrolled in classes in vocational agriculture in the four Negro high schools of Leake County, in 1950-51. Fifty-four of these students were enrolled at the Leake County Agricultural High School.

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[18]George M. Jones, "Establishment in Farming of Present and Former Negro Pupils of Vocational Agriculture in Leake County, Mississippi", Unpublished Masters Thesis, Iowa State College, 1952. p. 14, 17, 94.

Of the parents of these students of vocational agriculture, 66 per cent were owners, 26 per cent were renters, and eight per cent were sharecroppers. The average size of farm operated by these parents was 63 acres.

Of the 38 out-of-school students included in the study, 18, or 47.35 per cent were farming. Their farming status was found to be one owner, one operator, six partners, and 10 renters. Of the 20 not farming, 9 were in military service, 7 were attending college, and 4 were in other occupations. Of the eight out-of-school students of Leake County Agricultural High School, 4 were farming, 4 were in other occupations. One of the farmers was a partner, and three were renters. The more training the boy had had, the larger was his supervised farming program, and the more were crop and livestock production projects included.

Studies of Drop-Outs in Secondary Schools

Few studies have been made specifically dealing with drop-outs from Negro high schools in the south. The writer was handicapped in making the review pertaining to this area of the literature because of this factor.

James Cotter,[19] in an effort to find out why rural boys drop out of school made the following conclusions concerning rural boys in Michigan. Most of the boys dropped out at the age of 16, and in the eighth grade. This was particularly true in the gardening, chicory, and beet raising areas among the boys of foreign ancestry. Parents and teachers have not exhibited particular interest in further education for boys. Both have failed to study the real interests of boys of this age. The rural schools were inadequate, and the teachers were unprepared to do a good job of educating the rural boys. No recreational equipment was present at the school to make it interesting and enjoyable. Courses of study offered by the schools were unadapted to the community.

Warren K. Layton,[20] in citing a study made by the National Child Labor Committee in 1950-51 of the drop-outs in the public schools in Detroit reported the following. The typical drop-out is 16 to 17 years old, usually a boy, in the 10th or 11th grade, a citizen by birth, has a good

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[19]James Cotter, "Why Rural Boys Drop Out of School", Unpublished Masters Thesis, Michigan State College, 1927. p. 85

[20]Warren K. Layton, Special Services for the Drop Outs and the Potential Drop Outs. Publication No. 408, National Child Labor Committee, 419 Fourth Avenue, New York: New York, 1952. p. 4-14.

family background, of average economic status, slightly below average scholastic standing, has unfavorable social relationships, and does not make good progress in school.

Voluntary reasons for leaving school were: loss of interest in school; financial need at home; and emotional disturbance owing to home conditions. Voluntary drop outs in Detroit in 1950 made up 68 per cent of the total drop-out number.

Involuntary reasons for leaving school were found to be: personal illness; marriage; enlistments in the armed forces; moved; enlisted reserves; and tuition cases.

The study concluded that the cause of students dropping out of school are many. It recommended that the following things be done by the school for the benefit of the drop outs: (1) provide adult education, particularly evening classes to prepare these students for a gainful occupation; (2) provide better counseling facilities to increase the holding power of the school; develop a technique of observation which could help to identify likely drop outs.

Carl A. Ziebarth,[21] made a study of the drop outs in the Alexandria, Minnesota, High School from 1948 to 1952, and

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[21]Carl A. Ziebarth, "A Study of the Elimination of Students from the Alexandria Minnesota High School, 1948 to 1952", Unpublished Masters Problem, University of Minnesota, 1952. 59 pp. (in) Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 6, Bul. No. 251, U.S. Office of Education, p. 96.

found: (1) the majority of the drop outs were in the 10th and 11th grades. Farm boys dropped out of school earlier than farm girls. Eighty per cent of the group received below average grades; and (2) more students failed to return to school at the beginning of the fall term than dropped out during the school term. The majority of the drop outs were capable of doing high school work.

Byram,[22] found the reason why young men on farms left school were: economic, and a lack of interest. His study showed that the drop outs were as interested in young farmer classes as the graduates.

Of the drop outs of the Saranac, Michigan high school, Makel,[23] found: (1) fifteen per cent of the drop outs were farming. Of the number farming, 14.3 per cent were owners, 42.8 per cent were partners, 14.3 per cent were renters, and 14.3 per cent were laborers away from home. (2) There were 155 drop outs during the period 1935 to 1939, distributed in the following manner: pre-war period, 48; war-period, 37; and the post-war period, 70. The highest per cent of the drop outs came from the ninth grade.

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[22]Byram, loc. cit.

[23]Makel, op. cit., p. 46, 89, 90, 92, 106-7, 117-18.

Reasons given by the drop outs for leaving school in the order of frequency were: preferred work to school; to be married; to work at home; lack of interest in course; and no money. Of the drop outs, 87.2 per cent received no further education. A smaller per cent of the drop outs received counseling in school than the graduates. Classes desired by drop outs in agriculture were: farm shop; and mathematics. Interest, need of money, parents, and ability were the factors which influenced drop-outs in the selection of their work.

Summary and the Relationship of the Studies Reviewed to This Study

The studies reviewed have shown that a low per cent of the former students, particularly Negroes, who had studied vocational agriculture were farming. In no case, were over 60 per cent found to be farming. However, it might be noted that most of the occupational and follow up studies were made immediately after the students had left school. Possibly, in some cases former students were farming temporarily, and in other cases they had not had sufficient time to enter the occupation due to such things as non-farm work or further education. In practically all cases, a high percentage of the former students of vocational agriculture had farmed some since leaving school.

Common reasons for dropping out of school found in the drop-out studies were: a lack of interest in school; armed forces or draft; desired to work; needed at home; and got married. The highest per cent of the drop outs occurred in the 9th, 10th, and 11th grades. There was a higher per cent of the drop outs farming than the graduates of vocational agriculture.

This study will differ from the ones reviewed in that it treats the adult education in agriculture program as well as the high school program. Only a few studies reviewed covered 15 year periods.

CHAPTER III

PRESENTATION OF DATA

This is a study of the program of vocational agriculture in the Leake County, Mississippi, Agricultural High School during the years 1938 to 1952.

All of the data have been grouped into six areas in order to facilitate the presentation of the findings. These areas are: trends in education in Leake County; characteristics of boys who graduated from the high school; characteristics of the high school graduates now farming; farming experiences and plans of the graduates not now farming; information concerning the drop-out situation at the high school; and out-of-school education in agriculture.

Trends in Education in Leake County

Schools. Reference to the map of Leake County, Mississippi, in Figure 2, page 26, shows there were 28 Negro schools in 1938. All were elementary schools except two. In 1952, there were 13 elementary schools and four high schools for Negroes in Leake County. The reduced number of elementary schools and the increased number of high

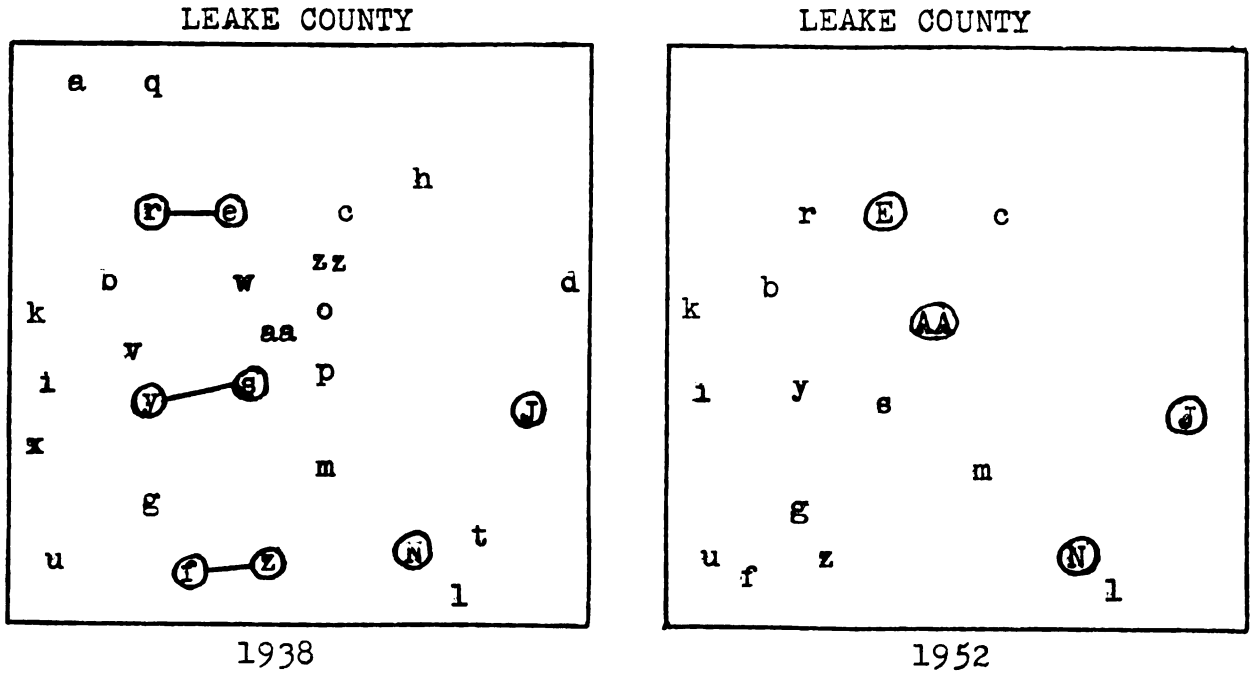

Figure 2. The Location of Negro Schools in Leake County, Mississippi in 1938 and 1952

KEY

a. Balatusha
b. Christian Union
c. Cobb Creek
d. County Line
e. Conway
f. Ealy
g. Goodhope
h. Gray
i. Greenwood Chapel
j. Harmony
k. Jerusalem
l. Johnson
m. Jones Chapel
n. Leake County AHS
o. Mary Bethel
p. Mac Afee Camp
q. Mc Ville
r. Mt. Olive
s. Pilgrim Rest
t. Rocky Hill
u. Six Town
v. Spring Hill
w. Stevens
x. Swamp (Harris)
y. Tribulation
z. Tuscola
aa. Wesley Chapel
zz. Zion Hill

Small letters represent elementary schools.

Capital letters circled represent high schools.

Small letters circled and connected represents elementary schools having joint departments of vocational agriculture.

schools was the result of the consolidation program which went into effect in 1946. At this same time, numerous buses were added to transport children from the areas where elementary schools had been eliminated to the high schools of the county.

Vocational agricultural education. Vocational agriculture was introduced to the Negro schools of Leake County in 1926. The first school to organize a department was Leake County Agricultural High School, followed by Harmony Vocational School in 1930. Figure 2, shows the location of the departments of vocational agriculture in 1938 and 1952. Three joint departments were organized in six elementary schools in 1935. Vocational agriculture was taught to the sixth, seventh, and eighth grade boys in the joint departments of agriculture. The high schools taught agriculture to the boys in the grades seventh through twelfth. Both, high school departments and joint departments of agriculture, taught out-of-school classes for adults.

In 1946, two of the joint departments of vocational agriculture in elementary schools were discontinued. The third was continued in a new high school at Conway, and a department was added at Wesley Chapel School which became a high school in 1946. The high schools discontinued the teaching of vocational agriculture to the seventh, eighth, and

twelfth grades in 1949. Thus, at the present time, vocational agriculture is taught for three years to the ninth, tenth, and eleventh grade boys in the four high schools in Leake County.

Vocational agriculture and vocational home economics are the only types of vocational education available for Negroes in Leake County, Mississippi, at the present time.

Since this study is concerned with the program of vocational agriculture at Leake County Agricultural High School during the years 1938 to 1952, the enrollment of students in vocational agriculture classes at this school during this period is shown in Table I.

TABLE I

THE ENROLLMENT OF STUDENTS IN VOCATIONAL AGRICULTURE CLASSES DURING THE PERIOD 1938 TO 1952 AT LEAKE COUNTY AGRICULTURAL HIGH SCHOOL

Year	All Day Classes	Evening Classes	Total Enrollment
1937-38	22	51	73
1938-39	27	63	90
1939-40	34	54	88
1940-41	33	55	88
1941-42	28	136	164
1942-43	32	400	432
1943-44	31	116	147
1944-45	21	87	108
1945-46	47	86	133
1946-47*	*	*	*
1947-48	59	68	127
1948-49	48	34	82
1949-50	54	66	120
1950-51	54	43	97
1951-52	54	43	97
Average	39	93	132

* No classes were offered this year because the school did not have a teacher of vocational agriculture.

It should be noted that during the period 1938-52, the Leake County Agricultural High School had an average enrollment of 39 in-school students, 93 evening class or out-of-school students, and an average total enrollment of 132 students. During the war year of 1942-43, the enrollment for evening classes affected the picture inasmuch as many of the students were enrolled in War Production Courses. Some persons might have been counted more than once when enrolled in more than one course.

Educational attainments. The writer was unable to secure data specifically relating to the educational attainments of Negro farmers in Leake County, Mississippi. An examination of the census of population for 1940,[24] and 1950,[25] showed information for the non-white rural-farm population. Table II, shows the median years of school completed by non-white rural farm males in Mississippi in 1940, and 1950 25 years of age and older. It was found that the median years of school completed by non-white rural farm

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[24] Sixteenth Census of the United States, 1940. Population Characteristics by Age, Marital Status, Relationship, Education, and Citizenship, Volume IV, Part 3. United States Department of Commerce, Bureau of the Census. Washington, D.C: U.S. Government Printing Office, 1943. p. 331.

[25] United States Census of Population, 1950. Characteristics of the Population, Volume II, Part 24 of 48 parts, Mississippi. United States Department of Commerce, Bureau of the Census. Washington, D.C: United States Government Printing Office, 1952. pp. 138 and 147.

males 25 years of age and older was 4.4 years in 1940, and 4.6 years in 1950.

TABLE II

THE MEDIAN YEARS OF SCHOOL COMPLETED BY NON-WHITE RURAL FARM MALES 25 YEARS OLD AND OVER AS REPORTED BY THE CENSUS OF 1940 AND 1950 IN MISSISSIPPI

Age	Median Years of Schooling Completed	
	1940	1950
25 years and over	4.4	4.6
25 to 29	4.8	5.8
30 to 34	4.6	5.4
35 to 39	4.4	5.1
40 to 44	4.2	4.8
45 to 54	4.0	4.3
55 to 64	3.9	4.0
65 to 74	3.2	3.5
75 years and over	1.4	2.8

It would seem that the majority of the Negro rural farmers of Mississippi have had no high school education. This would imply that most of these farmers have not had training in all-day classes in agriculture. The educational significance of this data will be discussed in Chapter IV.

Personal, Sociological, and Economic Characteristics of Boys Who Graduated From the High School

During the years 1938 to 1952, 80 boys graduated from the Leake County Agricultural High School. Check lists were distributed to 68 whose addresses were known, and 55, or 81 per cent responded. Table III, shows the distribution of graduates receiving and returning the check lists according to the year in which they graduated.

TABLE III

THE DISTRIBUTION OF GRADUATES RECEIVING AND RETURNING CHECK LIST BLANKS ACCORDING TO THE YEAR THAT THEY GRADUATED

Year of Graduation	Number* Graduating	Number* Receiving	Number Returning	Per cent Returning
1938	3	3	2	66.6
1939	0			
1940	1	1	1	100.0
1941	8	5	4	80.0
1942	6**	5**	5	100.0
1943	6	6	6	100.0
1944	5	5	5	100.0
1945	1	1	1	100.0
1946	1	1	1	100.0
1947	12	11	9	81.8
1948	7	6	4	66.6
1949	12	7	4	57.1
1950	6	5	4	80.0
1951	7	7	6	85.7
1952	5	5	3	60.0
Totals	80	68	55	80.9

* The difference between these two numbers is because it was not always possible to obtain the address of all graduates.

** One member of the class of 1942 was deceased.

The highest per cent of returns tended to come from the classes that had been out of school the longest. Lowest returns came from the class of 1949. There were no boys in the graduating class of 1939, and the average number of boys graduating each year was approximately six. Three classes had only one boy each to graduate.

Age of the boys who graduated. An analysis of the data concerning the age of the graduates showed the average ages for members of the classes. Table IV also shows the average age of the graduates at graduation.

TABLE IV

THE AVERAGE AGE OF THE GRADUATES AT GRADUATION AND IN 1954

Year of Graduation	Number Reporting	Average age of Graduate in 1954	Average age at Graduation
1938	2	34.5	18.5
1940	1	33.0	19.0
1941	4	33.0	20.0
1942	5	32.6	20.6
1943	6	29.0	18.0
1944	5	27.8	17.8
1945	1	27.0	19.0
1946	1	30.0	22.0
1947	9	26.0	19.0
1948	4	27.0	21.0
1949	4	23.2	18.2
1950	4	23.0	19.0
1951	6	22.6	19.6
1952	3	21.3	19.3
Average			19.4

The average age of the graduates at the time of graduation was found to be 19.4 years. One would think that possibly the graduate in 1946 was a veteran returning to school and graduating.

Where the graduates live now. Approximately two-thirds of the graduates were found to have left the state of Mississippi. Table V, shows where the graduates live now.

TABLE V

THE PRESENT RESIDENCE OF THE GRADUATES OF LEAKE COUNTY AGRICULTURAL HIGH SCHOOL

Place	Number	Per Cent
In the same County	13	23
In Mississippi	10	19
Out of Mississippi	32	58
Totals	55	100

Of the 55 graduates, 13 still lived in Leake County. A total of 23 lived in the state of Mississippi at the time of the study, while 32 had left the state of Mississippi. Most of the graduates who had left Mississippi reported that they were now living in Northern, Northwestern, and Northeastern cities. Over half of the graduates reported that they now lived more than 500 miles from the home they lived in while in high school.

Marital status. It was interesting to note that 27 of the 55 graduates reported in the study were married. A higher percentage of the members of the first seven classes were married than of the members of the last seven classes. Possibly, this is true because of the difference in age.

The number of children reported. Twenty of the graduates, or about three-fourths of those married reported that they had children. Of this twenty, eight reported one child, nine reported two children, and three reported having three children. Only one reported as many as five children. It was interesting to note that the size of the families is still relatively small in number. This may be due to the fact that the families are young or it may represent a trend toward smaller families, particularly for those graduates living now in northern cities.

The number of brothers and sisters reported. The average number of brothers reported by the graduates was 3.3, and the average number of sisters reported was 3.2. It was also found that the average number of brothers and sisters at home when these graduates were in high school was 4.6. The modal position for the graduates in their families was second.

Occupational information concerning the graduates. Of the 55 graduates reporting, 31 reported that they had farmed since leaving high school. The occupations that the

graduates reported that they were following at the time the study was made are shown in Table VI. Only eight of the 55 graduates were found to be farming. This amounted to approximately 15 per cent of the total number reporting. This per cent of boys farming tends to agree with the finding of a similar study made by Baker,[26] reported in Chapter II, who found that only 15 per cent of the boys in Madison County, Alabama, were farming.

TABLE VI

THE OCCUPATIONS THAT THE GRADUATES REPORTING WERE FOLLOWING

Occupations	Number	Per cent
Factory workers	13	23.8
Farming	8	14.5
Attending college	7	12.7
Armed forces	5	9.0
Office workers	5	9.0
Mechanic	4	7.2
Teaching Vocational Agriculture	4	7.2
Teachers (other than Voc. Agr.)	3	5.5
Laborers	2	3.7
Civil Service	2	3.7
Unemployed	2	3.7
Totals	55	100.0

Four of the graduates were found to be teaching vocational agriculture. The largest number of the graduates, 13, were found to be working in factories, seven were attending

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[26]Baker, loc. cit.

college, five were in the armed forces, five were office workers, four were mechanics, and three were teachers other than vocational agriculture teachers. Two of the graduates were unemployed at the time the study was made.

Education of the graduates. All of the graduates included in this study had studied vocational agriculture while in high school. Of the 55 reporting, 10 had studied it for six years, 30 for four years, 12 for three years, and three for only two years.

The graduates were asked to evaluate the program of vocational agriculture in high school as they remembered it. Table VII, shows the evaluation of 55 graduates on phases of the program of vocational agriculture.

TABLE VII

THE VALUE GRADUATES PLACED ON THE PROGRAM OF VOCATIONAL AGRICULTURE

Program	Value							
	Much		Some		Little		None	
	No.	%	No.	%	No.	%	No.	%
Classroom instruction	46	84	7	13	2	4	0	0
N.F.A. program	37	67	13	24	5	9	0	0
Field trips	34	62	19	35	2	4	0	0
Supervised farming	32	58	15	27	8	15	0	0
Contests and teams	29	53	13	24	10	18	3	6
Fairs and exhibits	26	47	20	36	3	6	6	11

A majority of the graduates reported all phases of the program were of much value to them except the area of fairs and exhibits. As many as 15 per cent of the graduates

reported supervised farming, and contests and teams of little value to them. Nine, or 17 per cent of the graduates reporting, reported that contests, teams, fairs, and exhibits were of no value to them. It was significant to note that classroom instruction was rated as being of much value by 46, or 84 per cent of the graduates reporting.

The graduates were asked on the check list if they would want their sons to study vocational agriculture in high school. It was found that 44, or 80 per cent of the graduates reporting wanted their sons to study vocational agriculture in high school.

A variety of educational experiences had been participated in by the graduates since leaving high school. Table VIII, shows these experiences.

TABLE VIII

EDUCATIONAL EXPERIENCES PARTICIPATED IN BY GRADUATES SINCE LEAVING HIGH SCHOOL

Type of educational experiences	Graduates participating	
	Number	Per cent
Attended college	32	58.1
Attended Institutional-on-Farm Training School for Veterans	5	9.0
Attended trade school	4	7.3
Attended business school	2	3.6
Attended graduate school or university	2	3.6
None	20	36.3

Fifty-eight per cent of the graduates had attended college. Twenty of the graduates had not furthered their education, five had attended veteran's farm school, four had attended trade school, two had attended business school, and two had attended graduate school. Of the five who had attended veteran's farm school, three reported that they were still farming.

Occupations of the fathers of the graduates. A study of the occupations of the fathers of the graduates while their sons were in high school showed that fifty fathers were farming, one father was a commercial fisherman, and four fathers were unemployed at the time their sons were in high school.

Of the parents engaged in farming while their sons were in high school, a limited analysis was made of their farming business, and their farming status. It was found that the average size of farm operated was 89 acres. Forty-three, or 86 per cent of these farmers were owners, three were renters, and four were sharecroppers.

Characteristics of the High School Graduates Now Farming

The writer, in attempting to analyze and present the data concerning the characteristics of the high school graduates who reported that they are now farming, was concerned

because only eight or 15 per cent of the graduates were found to be farming. Because this is true, it seems that the out-of-school program of vocational agriculture at the Leake County Agricultural High School is more important for farmer training than the high school program. A report on the out-of-school program of agricultural education is discussed later in this chapter. This section of the thesis is specifically concerned with the graduates who were found to be farming at the time the study was made.

The distribution and farming status. The check lists returned by the graduates now farming were analyzed in an effort to determine the number farming by classes, and the farming status of the graduates by classes. Table IX, shows the distribution and the farming status of the graduates now farming by year of graduation.

TABLE IX

THE DISTRIBUTION AND THE FARMING STATUS OF HIGH SCHOOL GRADUATES WHO REPORTED THAT THEY ARE NOW FARMING BY YEAR OF GRADUATION

Year of* Graduation	Farming status					
	Owners		Renters		Sharecroppers	
	No.	Per cent	No.	Per cent	No.	Per cent
1941	2	25.0	0	0	0	0
1942	1	12.5	0	0	0	0
1947	0	0	1	12.5	0	0
1950	0	0	1	12.5	0	0
1951	0	0	2	25.0	0	0
1952	0	0	0	0	1	12.5
Totals	3	37.5	4	50.0	1	12.5

*Only the classes in which graduates were found to be farming are reported in this table.

It was found that of the eight graduates now farming, five graduated within the past six years, while the other three had farmed more than ten years. These findings are in agreement with the statement made by C. E. Wright,[27] concerning a study that he made which was reported in Chapter II.

Of the eight who were farming, three were owners, four were renters, and one was a sharecropper. All of the owners had been out of school for over ten years.

Personal information concerning the graduates now farming. Three of the graduates now farming reported that they were married. Two of the three who were married reported that they had one child each.

The average age of the graduates now farming was found to be 28. The average number of brothers that the graduates reported was three, and the average number of sisters was also three. An average of three brothers and sisters were at home when the graduates were in high school.

All of their fathers were farmers when these graduates were in high school. The average size of the farm that these fathers operated was 217 acres. Of the eight fathers, seven were farm owners, and one was a sharecropper. According to the Census of Agriculture for 1950,[28] the average size of

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[27]Wright, loc. cit.

[28]U.S. Census of Agriculture for Mississippi, 1950. Washington, D.C: U.S. Government Printing Office, 1952, p. 68-9.

farm operated by non-white farmers in Leake County was: all operators, 47.5 acres; owners, 71.6 acres; croppers, 24 acres. The fathers of graduates not farming were found to be farming 89 acres while their sons were in high school. Thus, it would seem that the graduates of Leake County Agricultural High School whose fathers were farming large acreages while they were in high school are now farming.

Why the graduates are now farming. The reasons given by the graduates now farming as to why they are now farming is reported in Table X. On the check list mailed to the graduates, they were asked to check the reason or reasons which best described why they are farming. Some of them wrote in reasons other than those listed on the check list.

TABLE X

THE REASONS GRADUATES GAVE WHY THEY ARE NOW FARMING

Reasons	Graduates reporting	
	Number	Per cent
Like to farm	6	75.0
Vocational agricultural training	5	62.5
G.I. Bill of Rights, and Veterans' Farm Training School	4	50.0
To care for mother	1	12.5
Trained in farming	1	12.5
Own boss	1	12.5
A future in farming	1	12.5
Influenced by parents	1	12.5

Fifty per cent or more of the graduates reported that they were farming either because they liked to farm, had vocational agricultural training, or because of the G.I. Bill and the Veterans Farm Training School. Other minor reasons were given. Similar findings were made by Arthur P. Bell,[29] which are reviewed in Chapter II, concerning why graduates of high schools who had studied vocational agriculture were now farming.

Size and value of farm operated. The average size of the farm operated by the graduate now farming was found to be 62.5 acres. The graduates were asked on the check list to estimate the value of the farm business that they operated including land, buildings, equipment, and livestock, (particularly in the valuation process). The average gross value of farm business operated was found to be $6,675.00.

Major cash crop. It was found that five, or 62.5 per cent of the graduates now farming reported that they received most of their cash income from the sale of cotton. The other three reported their cash crops to be: beef cattle, corn, and forestry products.

How the first farm operated was secured. The graduates reported that they secured their first farm in various ways. On the check list, they were asked to check

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[29]Bell, loc. cit.

the manner in which they secured the first farm that they operated. Table XI, shows the ways in which the graduates reported that they secured their first farm.

TABLE XI

HOW GRADUATES REPORTED THAT THEY SECURED THE FIRST FARM THAT THEY OPERATED

Method	Graduates using	
	Number	Per cent
Share rented	4	50.0
Share cropped	2	25.0
Inherited	1	12.5
Bought	1	12.5
Totals	8	100.0

It was found that four of the graduates secured their first farms by share renting, two secured their first farms operated by sharecropping, one inherited his first farm, and one bought his first farm operated. Significant to note was the fact that 50 per cent of the graduates now farming secured their first farm by share renting.

Source of credit used to start farming. The graduates were asked on the check list to indicate the source of credit used to start farming. Five reported using their parents' money and the other three their own money to start farming.

Interest in further training in vocational agriculture. Of the eight graduates now farming, six reported that they were interested in attending agricultural classes and meetings

for out-of-school persons, and two reported that they were already attending such classes and meetings.

The graduates were also asked to check the areas in which they felt that they could profit by further training, in agriculture. Table XII, lists these areas.

TABLE XII

AREAS THAT GRADUATES WHO ARE NOW FARMING REPORTED WOULD BE PROFITABLE FOR FURTHER TRAINING IN AGRICULTURE

Area	Graduates reporting	
	Number	Per cent
Livestock and dairy production	8	100.0
Government programs	7	87.5
Crop production	6	75.0
Farm mechanics	5	62.5
Keeping records	5	62.5
Farm management	5	62.5
Soil testing	4	50.0
Orchards, and fruit production	4	50.0
Poultry production	4	50.0
Forestry	2	25.0
Leadership activities	2	25.0

It was interesting to note the areas where further training would be a benefit to the graduates. At least fifty per cent expressed a need for training in all but two of the areas mentioned in Table XII. Conclusions relative to the educational significance of these data will be presented in Chapter IV.

Farming Experiences, and Plans of the Graduates Not Now Farming

An analysis of the data showed that 47 of the 55 graduates reporting were not engaged in farming at the time the study was made. However, four of these 47 graduates were employed as teachers of vocational agriculture. This section of the thesis is devoted to: the reasons why the graduates were not farming; farming done by these graduates since graduation; and future plans for farming.

Reasons for not now farming. The graduates were asked to check the reasons why they were not now farming. The list given by the writer did not contain all of the possible reasons and many of the graduates added reasons to the list before checking. Table XIII, shows the reasons given by the graduates.

Considering the reasons that at least 15 per cent of the graduates not now farming gave why they were not now farming, the writer summarized the following reasons: didn't like to farm; drafted in military service; not enough money in farming; home farm too small; and not physically able to farm.

TABLE XIII

THE REASONS GIVEN BY THE NON-FARMERS FOR NOT FARMING NOW

Reasons	Graduates reporting	
	Number	Per cent
Don't like to farm	15	32
Drafted in Military Service	14	30
Not enough money in farming	11	23
Home farm too small	7	15
Not physically able to farm	7	15
Profits too low in farming	6	13
No farm equipment	5	11
Too much risk in farming	4	8
Teaching school	4	8
Wife doesn't like to farm	3	6
Tired of the country	3	6
Farm hours too long	3	6
Farm prices too low	3	6
Farm work too hard	2	4
Went to college	2	4
Making a career of the army	1	2
Land prices too high	1	2
Sun too hot	1	2
Don't have any land	1	2

Farming done since graduation. Of the 47 graduates of the high school not now farming, 23, or approximately 50 per cent reported that they had farmed from one to five years since leaving high school. The average number of years they farmed since leaving high school was 2.69. A similar study by Lewis,[30] which is reviewed in Chapter II, in Georgia, shows that 53 per cent of the graduates had farmed since leaving high school.

Future plans for farming. The graduates not now farming were asked if they planned to farm in the future. If they did plan to farm, they were asked to check the plan or plans

[30]Lewis, loc. cit.

being made to achieve this objective. Some were added by the graduates to those in the check list.

Eighteen of the graduates who are not now farming stated that they plan to farm in the future. Table XIV, shows the plans being made by these graduates.

TABLE XIV

THE FUTURE PLANS BEING MADE BY GRADUATES WHO REPORTED THAT THEY PLAN TO FARM IN THE FUTURE

Future Plans	Graduates reporting	
	Number	Per cent
Saving to buy a farm	9	50
Plan to use G.I. Bill (Veteran's Farm School, and Farm Loan)	7	39
Will operate home farm when father retires	3	17
Partner in the home farm	3	17
Buying farm equipment	2	11
Buying a farm	1	6
Have a farm rented out	1	6
Will buy a farm when health is regained	1	6
Paying for home farm	1	6

The Table shows that of the 18 graduates not now farming who are making plans to farm in the future, the following plans are being made by at least 15 per cent of them in the order according to the highest percentage: saving to buy a farm; plan to use the Veteran's Farm School, and the Veteran's Farm Loan; will operate the home farm when the father retires; and a partner in the home farm. Plans being made by one or

two of the graduates are: buying farm equipment; buying a farm; have a farm rented out; will buy a farm when health is regained; and paying for the home farm.

Information Concerning the Drop-Out Situation at the High School

Data concerning the drop-outs from the high school who had studied vocational agriculture were obtained from the records of the department of vocational agriculture. Records reviewed were the annual reports of supervised farming to obtain the probable drop-outs. Some of the drop-outs discovered in the analysis of the reports were boys in the seventh and eighth grades. This is specifically true for all of the drop-outs uncovered prior to 1949, at which time vocational agriculture was no longer taught to these boys.

Rural farm non-white males enrolled in school in Mississippi. From the 1950 Census of Population in Mississippi,[31] the writer determined the number of non-white males from the rural farm population who were enrolled in school by age. Data of this type were not available for Leake County. Table XV, shows these data.

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[31] United States Census of Population for 1950, op. cit., p. 138 and 147.

TABLE XV

THE NUMBER OF RURAL FARM NON-WHITE MALES AND THE PER CENT ENROLLED IN SCHOOL BY AGE IN MISSISSIPPI IN 1950

Age	Total Number of boys	Per cent enrolled in school
6	8,640	57.4
7	8,750	84.2
8	8,755	89.4
9	7,650	92.2
10	8,265	91.1
11	6,960	93.2
12	8,560	91.2
13	7,690	90.6
14	7,145	85.5
15	6,945	78.1
16	6,875	67.6
17	6,590	49.0
18	6,425	32.4

A study of Table XV, shows that the enrollment of rural farm non-white boys in Mississippi starts decreasing at the age of 11, and continues each year. This would imply that the non-white rural farm boys in Mississippi start leaving school at this age. The educational significance of school drop-outs will be discussed in Chapter IV.

Why the former students of vocational agriculture dropped out of school. From the analysis of the school records and information received from the teacher of vocational agriculture, it was found that approximately 100 former students of vocational agriculture dropped out of

school during the period covered by this study. Table XVI, shows the number of these drop-outs by years and the reasons why they dropped out.

TABLE XVI

THE NUMBER OF FORMER STUDENTS OF VOCATIONAL AGRICULTURE WHO LEFT SCHOOL BEFORE GRADUATION, REASONS, AND THE NUMBER NOW FARMING

Year	No. of drop-outs	Reasons for leaving school				Number now farming
		Drafted	To Farm	Moved away	To Marry	
1938-39	3	0	3	0	0	0
1939-40	2	0	1	0	1	0
1940-41	1	1	0	0	0	0
1941-42	2	1	0	1*	0	0
1942-43	8	6	1	1	0	2
1943-44	6	5	1	0	0	3
1944-45	9	6	2	1	0	3
1945-46	6	2	3	1	0	3
1946-47	14	5	6	3	0	4
1947-48	2	0	1	0	1	2
1948-49	17	0	6	11	0	6
1949-50	1	0	0	1	0	0
1950-51	17	8	3	6	0	3
1951-52	12	2	4	6	0	4
Totals	100	36	31	31	2	30

* One died at the end of the school year.

Of the 100 former students of vocational agriculture who left school before graduation, 36 were drafted, 31 quit school to farm, 31 moved from the community, and two got married. Most of these school leavers did not return at the beginning of the next school year except the draftees, some

of which were drafted during the school year. Some of the boys who farmed after leaving school dropped out during the school term. Thirty of the drop-outs are now farming in the community. These 30 constituting 30 per cent of the total drop-outs is twice the per cent of the graduates who had studied vocational agriculture that were found to be farming. Makel,[32] found a similar condition at Saranac, Michigan, where one and one-half times as many drop-outs were farming as graduates.

From the enrollment figures of the boys in high school by years obtained from the state department of public instruction, the writer followed specific classes through high school to obtain the percentage or rate of drop-out by classes over the period followed by this study. Table XVII, shows these figures.

TABLE XVII

THE NUMBER OF BOYS ENROLLED IN SPECIFIC CLASSES BY YEARS AT LEAKE COUNTY AGRICULTURAL HIGH SCHOOL DURING THE YEARS 1941 to 1952

Class of	Grades				Number graduating
	9th	10th	11th	12th	
1944-45	8	7	8	2	1
1945-46	10	2	2	3	1
1946-47	20	9	9	12	12
1947-48	5	3	7	8	7
1948-49	20	16	12	12	12
1949-50	19	15	12	7	6
1950-51	25	19	8	7	7
1951-52	24	13	10	5	5
Averages	16	11	8	7	6
Per cent of decrease		31	50	56	62

[32]Makel, loc. cit.

It was found that of an average ninth grade class of 16, 31 per cent dropped out in the 10th grade, 50 per cent had dropped out by the time they reached the eleventh grade, and 56 per cent had dropped out at the twelfth grade level.

Some of these drop-outs left school during the school term, but a majority of them did not return at the beginning of the following school term. Only 38 per cent of the boys of the average ninth grade class graduated from high school. The highest rate of dropping out occurred between the ninth and tenth grades. Second highest rate of dropping out was between the tenth and eleventh grades.

Out-of-School Education in Agriculture

This section of the thesis is primarily concerned with the program of the adult or evening classes held for out-of-school farmers at the Leake County Agricultural High School. No young farmer classes were held during the period covered by this study. Limited data are presented concerning the Institutional-on-Farm-Training Program which the school has operated. The writer has referred to this phase of the program as a possible area of further study in Chapter IV.

Source of the data. Data for this section were secured from the "Annual Report of Evening Class Instruction" submitted to the state office by the school. These reports

were not available for four years covered by this study, and no adult classes were held during the school year 1946-47 because the school did not have a teacher of vocational agriculture. The writer was able to obtain data for the school year 1952-53, which originally was not included in the study.

The enrollment in adult classes. It was found that the school had held evening classes for adult farmers at three centers during the period covered by this study. Table I, of Chapter III, shows the total number of farmers enrolled in adult classes for each year covered by this study. The annual reports were not available for all the years shown in Table I, page 28, but in Table XVIII, the enrollment by years and by centers is for years for which data were available.

It was found that the total enrollment in adult classes per year ranged from a low of 28 to a high of 155. The average enrollment per year was found to be 79.

An analysis of evening class reports showed that 219 different farmers had attended adult classes, at one of the three centers sponsored by the Leake County Agricultural High School, at various times during the period covered by this study. The regularity of attendance by these farmers at these classes will be discussed in another section of this chapter.

TABLE XVIII

THE ENROLLMENT IN THE ADULT CLASSES FOR FARMERS AT LEAKE COUNTY AGRICULTURAL HIGH SCHOOL BY CENTERS, AND BY YEARS

Year	Centers reporting			Total Enrollment
	Rocky Hill	Johnson	Leake Co.AHS	
1938-39*				
1939-40		20	34	54
1940-41		21	34	55
1941-42		68	68	136
1942-43	19	68	68	155
1943-44	19	34	63	116
1944-45	19	34	34	87
1945-46	19	33	34	86
1946-47**				
1947-48*				
1948-49*				
1949-50		32	34	66
1950-51		20	23	43
1951-52		19	24	43
1952-53		11	17	28
Average enrollment per year				79

* Records not available.

** No teacher.

The number of meetings, and the length of meetings held at each evening class center. A large number of meetings were found to have been held at each center each year. Table XIX, shows the number and length of these meetings.

All of the evening class meetings were two hours in length. The total number of meetings held per year ranged from 28 to 118 for the three centers. None of the centers held less than 13 meetings in any one year that was reported. By centers, as many as 50 meetings were held in a given center,

during a given year. The following section of this chapter discusses the number of these meetings attended by individual farmers by centers and according to the years for which reports were available.

TABLE XIX

THE NUMBER OF MEETINGS HELD AT EACH EVENING CLASS CENTER BY YEARS AND THE LENGTH OF THESE MEETINGS

Year	Centers reporting						Totals	
	Rocky Hill		Johnson		Leake Co. AHS		Number of Meetings	Average Length
	No.	Hrs. Lgth.	No.	Hrs. Lgth.	No.	Hrs. Lgth.		
1938-39*								
1939-40			32	2	36	2	68	2
1940-41			36	2	36	2	72	2
1941-42			50	2	50	2	100	2
1942-43	21	2	43	2	46	2	110	2
1943-44	20	2	48	2	50	2	118	2
1944-45	16	2	17	2	22	2	55	2
1945-46	16	2	22	2	22	2	60	2
1946-47**								
1947-48*								
1948-49*								
1949-50			26	2	32	2	58	2
1950-51			18	2	19	2	37	2
1951-52			14	2	14	2	28	2
1952-53			13	2	20	2	33	2

* No records available.

** No teacher.

The attendance of the farmers of the community at evening class meetings. An examination of the evening class reports showed that 219 different farmers had attended classes during the 11 years reported. Table XX shows the number of farmers attending classes a given number of years by centers.

TABLE XX

THE NUMBER OF YEARS THAT 219 FARMERS ATTENDED ADULT EVENING CLASSES AT THREE CENTERS

No. of years	Number per center attending			Total	Per cent of total
	Rocky Hill	Johnson	Leake AHS		
1	1	10	16	27	12.3
2		36	15	51	23.3
3	2	15	23	40	18.3
4	17	11	8	36	16.5
5		11	3	14	6.7
6		4	4	8	3.7
7		3	15	18	8.2
8		4	5	9	4.1
9		4		4	1.5
10		1	5	6	2.7
11		1	5	6	2.7
Totals	20	100	99	219	100.0

Of the 11 years of adult evening classes reported and of the 219 farmers who attended these classes, the highest per cent had attended classes two years. Thirty per cent of the farmers attended classes five or more years. Approximately six per cent of the farmers attended classes at least 10 years.

Probably, it should be mentioned here that some of the farmers did not attend classes in consecutive years. In some cases a farmer missed one or two years, and then re-enrolled. In most centers, new members were enrolled each year. Only six, of the 219 farmers were enrolled by the teacher each year for 11 years.

It was interesting to note the numbers of the members of the evening classes who attended a specified per cent of the meetings. Table XXI, shows these figures.

TABLE XXI

THE NUMBER OF MEMBERS BY PER CENT ATTENDANCE OF THE TOTAL MEETINGS OF THE ADULT CLASSES IN AGRICULTURE CONDUCTED BY THE LEAKE COUNTY AGRICULTURAL HIGH SCHOOL

Year	Per cent of meetings attended*				Total enrollment
	0 to 25	26 to 50	51 to 75	over 75	
1939-40	11	28	8	7	54
1940-41	39	15	1		55
1941-42	84	52			136
1942-43	89	62	4		155
1943-44	58	46	12		116
1944-45	10	42	19	16	87
1945-46	15	45	24	2	86
1949-50	25	25	11	5	66
1950-51	2	17	16	8	43
1951-52	1	16	13	13	43
1952-53	1	7	7	13	28
Sub totals	335	355	115	64	869
Per cent of total enrollment	38	41	14	7	100

* A farmer had to attend at least 3 meetings to be considered as enrolled.

Thirty-eight per cent of the farmers attended up to 25 per cent of the meetings; 41 per cent of the farmers attended between 26 and 50 per cent of the meetings; 14 per cent of the farmers attended between 51 and 75 per cent of the meetings; and only seven per cent of the farmers attended over seventy-five per cent of the meetings. These figures were computed on the basis of the number of meetings held per year and the per cent attended by an individual farmer by years.

The number of practices carried out by evening class members as a result of instruction. Many practices were carried out each year by the evening class members as a result of instruction in agriculture in these classes. Table XXII, shows the number of practices carried out each year.

TABLE XXII

THE AVERAGE NUMBER OF PRACTICES CARRIED OUT YEARLY BY 219 FARMERS ENROLLED IN ADULT CLASSES OVER AN ELEVEN YEAR PERIOD AS A RESULT OF THE INSTRUCTION IN THE ADULT CLASSES

Year	Total number enrolled in classes	Total number practices carried out	Average number of practices carried out per farmer
1939-40	54	788	14.6
1940-41	55	850	15.4
1941-42	136	2355	16.6
1942-43	136	3330	24.5
1943-44	116	8048	69.3
1944-45	87	1915	22.0
1945-46	86	2076	24.1
1949-50	66	1724	26.1
1950-51	43	837	19.5
1951-52	43	537	12.5
1952-53	28	743	26.5
Averages	79	2109	26.0

It was found that an average of 79 farmers were enrolled in evening classes each year for the eleven year period studied. These 79 farmers carried out an average of 2109 improved practices in connection with or as a result of the evening class instruction. This was an average of 26 practices per farmer per year (see Appendix C for an example of some of these practices).

The Institutional on farm training program. It was found that a class was organized June 1, 1947. Sixty-two veterans, including four currently in training, have been in training at this school since the program was organized. Of this number, 17, or 27.4 per cent are now farming.

Summary

This was a study of the program of vocational agriculture in the Leake County, Mississippi, Agricultural High School during the years 1938 to 1952. The more important findings resulting from the presentation of the data are listed below, and they are summarized in the same order and arrangement as they appear in the presentation.

Trends in education in Leake County. The number of elementary schools decreased from 26 to 13, and the number of high schools increased from two to four during the years 1938 to 1952. In 1938, vocational agriculture was taught to boys in the grades 6th through 12th, and to adult farmers in two high schools and six elementary schools. In 1952, it was only taught to boys in grades 9th through 11th and adult farmers in four high schools of the county.

Vocational agriculture and vocational home economics were the only types of vocational education available for Negroes in Leake County in 1952. The average enrollment of

students in vocational agriculture for the period 1938 to 1952 at Leake County Agricultural High School was: 39 all-day students; 93 adult students; or a total of 132.

Median years of schooling completed by non-white rural-farm males in Mississippi in 1950 was less than eighth grade for age 25 and over.

Personal, sociological, and economic characteristics of boys who graduated from the high school. Eighty boys graduated from the high school during the years 1938-52. Check lists were distributed to 68, or 85 per cent who could be located; and 55, or 81 per cent responded to the check lists. Present age of the graduates was found to range from 21 to 34, and age at the time of graduation ranged from 17 to 22. Modal family position of these graduates was second, and they were found to have an average of 3 brothers and 3 sisters, and 5 of which were at home when the graduates were in high school.

At the time the data were secured, sixty per cent of the graduates lived outside of Mississippi mostly in northern cities. Twenty per cent lived in the same county as when in high school. Twenty-one of the 28 married graduates reported the following number of children: eight, 1; nine, 2; three, 3; and one, 5.

Percentages of the graduates engaged in the following occupations were: industry, 34; professional, 18; farming, 15; attending college, 13; armed forces, 9; related agriculture, 7; and unemployed, 4. Thirty-five of the graduates had furthered their education by attending schools in the following order: college; institutional-on-farm training; trade and business schools.

Fathers of the graduates pursued the following occupations while their sons were in high school: farming, 50; unemployed, 4; and commercial fishermen, 1. Of the farming fathers, 43 were owners, three were renters, and four were sharecroppers. They operated an average of 89 acres while their sons were in high school.

Characteristics of the high school graduates now farming. Eight, or 15 per cent of the graduates reported in the study were farming. Of the 8, three were owners, four were renters, and one was a sharecropper. The average size farm was found to be 62.5 acres, and the farming business investment was estimated to average about $6,675.00. Most of the graduates reported cotton as their major cash crop. Most of them used their parents' money to share rent or share crop the first farm that they operated.

Significant reasons the graduates gave as why they chose farming as an occupation were: like to farm; vocational

agriculture training; and the Institutional-on-Farm-Training Program. All of the graduates were reared on farms which averaged 217 acres in size; and all of their fathers were owners except one who was a sharecropper. There was no significant difference in the age, number of brothers and sisters, and modal position of the graduates farming and the graduates not farming.

All of the graduates farming when the data were secured expressed an interest in attending classes in agriculture. Areas of instruction desired were: livestock and dairy; government programs; crop production; farm mechanics; keeping records; farm management; soil testing; orchards; and poultry production.

Farming experiences and plans of the graduates not now farming. Fifteen per cent or more of the 47 graduates not now farming gave the following reasons why they were not now farming: don't like to farm; drafted into military service; not enough money in farming; home farm too small; not physically able to farm; and profits too low in farming.

Eighteen of the graduates not now farming reported that they are making the following plans to farm in the future: saving to buy a farm; plan to use the Veterans' Farm Loan; plan to attend Institutional-on-Farm-Training School; will operate home farm when father retires; and a partner in

the home farm business. Fifty per cent of the graduates not now farming had farmed from one to five years since leaving high school.

Information concerning the drop-out situation at the high school. The highest per cent of rural farm boys in Mississippi tend to start dropping out of school at the age of 11. Approximately 100 boys who were former students of vocational agriculture at the Leake County Agricultural High School dropped out during the period 1938-52. Of this number, 36 were drafted into military service; 31 quit school and farmed; 31 moved from the community; and two got married. Thirty per cent of these boys were now farming in the community.

During the period 1941 to 1952, it was found that only 38 per cent of the boys who enrolled in the ninth grade graduated from high school. The highest per cent of school leavers left in the ninth grade, followed by the tenth, and 11th grade.

Out-of-school education in agriculture. A total of 219 different farmers were reached through three evening class centers during 11 of the 15 years covered by this study. An average of 93 attended classes for the 15 year period. The number of meetings held at each center ranged from 13 to 50, and the length of these meetings was two hours. Of the 219 different farmers attending classes during the 11 year

period: 27 attended one year; 51 attended two years; 40 attended three years; 36 attended four years; 14 attended five years; and 51 attended more than five years.

The 219 farmers attended the following per cent of the meetings held in a given year: 38 per cent attended up to 25 per cent of the meetings; 41 per cent attended up to 50 per cent of the meetings; 14 per cent attended up to 75 per cent of the meetings; and seven per cent attended over 75 per cent of the meetings. An average of 2109, or 26 improved practices per farmer were carried out each year as a result of the evening class instruction during the 11 year period analyzed.

Sixty-two veterans had trained in the Institutional-on-Farm-Training program at the Leake County Agricultural High School. Of the 62, 17 or 27.4 per cent were farming in the community.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

This was a study of the program of vocational agriculture in the Leake County, Mississippi, Agricultural High School during the years 1938 to 1952. The purposes of the study were (1) to obtain certain personal, sociological, and occupational characteristics of the graduates who studied vocational agriculture in high school; (2) to determine the number of former students of agriculture who dropped out of school, the cause of their dropping out, and the number now farming; (3) to determine the nature and extent of the out-of-school education in agriculture and to determine its effectiveness in serving the farmers of the community; and (4) to determine the implication of such data for programs of vocational agriculture at Leake County Agricultural High School, and similar high schools in Mississippi.

Procedure followed. A list of the graduates who had studied vocational agriculture during the period 1938-52 was secured from the records of the school. Data were obtained from the graduates by interviewing and mailing check lists to those who could be located. Data concerning the drop-outs

of vocational agriculture, and the adult education program in agriculture were obtained from the office of the State Department of Public Instruction, the office of the County Superintendent of Education, and the records of the Principal's Office and the department of vocational agriculture. Some data were obtained from United States Census Reports.

A Summary of the Findings.

Trends in education in Leake County. The number of elementary schools decreased and the number of high schools increased. The number of high schools offering vocational agriculture increased, while the number of years of vocational agriculture offered in the high schools decreased. Vocational agriculture and vocational home economics were the only types of vocational education available to Negroes in Leake County in 1952. Median years of schooling completed by rural farm males in Mississippi in 1950, 25 years and over, was less than eighth grade.

Certain Personal, sociological, and economic characteristics of boys who graduated from the high school. Check list responses were received from 55, or 81 per cent of the 68 graduates included in the study. The average graduate in this study ranged in age from 21 to 34; had 3 brothers, 3 sisters; 5 brothers and sisters at home when in

high school; and was second in the family. Sixty-three per cent had furthered their education by attending college; Institutional-on-Farm Training, trade, and business schools. Most of the graduates now lived in northern cities more than 500 miles away.

Only 15 per cent of the graduates were farming, and seven per cent were in related agricultural work. Other occupations in which individuals were engaged included: industry, the professions, college students, armed forces, some were unemployed. The highest per cent of the graduates were employed in industry. Most of the fathers of the graduates were farming when their sons were in high school.

Of the eight graduates farming, three were owners, four renters, and one a sharecropper. Cotton was the major cash crop. A farm business of 62.5 acres, estimated to be worth $6,675.00, was operated by the graduates who were farming. All eight were reared on larger than average farms, and all were interested in attending adult classes in agriculture. Important reasons why these graduates were farming were interest and previous vocational training in agriculture.

Important reasons why 47 graduates were not now farming were: lack of interest, military or draft, financial, and physical reasons. Fifty per cent of the graduates not now

farming had farmed some since leaving school. Thirty-eight per cent planned to farm in the future.

Information concerning the drop-out situation at the high school. A larger percentage of the drop-outs were farming than the graduates. Most of the drop-outs left school during or at the end of the ninth grade. Many of the school leavers were drafted into military service, or moved from the community. The holding power of the high school for grades 9 through 12 during the period 1941 to 1952 was 38 per cent of the boys. Census data reveal that the non-white rural farm boys in Mississippi start leaving school at the age of 11.

Out-of-school education in agriculture. A large number of different farmers had been reached through the adult evening class program. An average of 79 farmers were reached through this program. On an average they carried out 26 improved practices each year as a result of the instruction. Much interest was expressed in the adult classes inasmuch as a large percentage of the farmers attended each year for most of the years studied. Adult classes have been held in as many as three centers in the community. The number of meetings per year ranged from 13 to 50.

Sixty-two different veterans had been enrolled in the Institutional-on-Farm Training program, and 17, or 27.4 per cent were now farming.

Conclusions

The following conclusions have been drawn based on an analysis of the findings of this study.

1. A low percentage of the boys who study vocational agriculture at Leake County Agricultural High School enter the occupation of farming. Likewise, only a low percentage of the Negro farmers had attended high school and, consequently had not had training in vocational agriculture in all-day classes. Therefore, the main way that the Negro farmer in this school district has been trained in vocational agriculture is through the out-of-school program. No classes have ever been offered to young farmers so that the only educational program has been through adult classes.

2. A high percentage of the boys who enroll in high school drop out before graduation. A higher proportion of the drop-outs of the high school who have studied vocational agriculture seem to farm than do the graduates who have had similar training. Possibly, this is true because at the time the drop-outs leave school farming is the only type of work available to them in this community. Most of these drop-outs are too young to migrate to northern cities for work in industries at the time of leaving school and since they make some kind of a start in farming, they may tend to remain and follow up any advantage that they may have gained in these early years.

3. Since such a high percentage of the boys who were enrolled in classes in vocational agriculture at the Leake County Agricultural High School entered occupations other than farming, and since there are no vocational education programs for these occupations, it would seem logical to assume that some of these former students could likely have profited more had they been guided into these other types of vocational education while in school. One reason possibly for these students not being guided into such programs is that this high school, like others in Mississippi, does not offer such programs in vocational education. Such enriched curricula in high school particularly the addition of vocational education subjects would likely increase the holding power of the schools. Even it might increase the percentage of students enrolling in high school.

4. The average size of farm operated by graduates now farming who had studied vocational agriculture was not quite as large as the average farm operated by non-white owner operators in Leake County in 1950. However, the size of the farms of fathers of graduates who are now farming was much larger than the average farm operated by non-white farmers. Graduates of vocational agriculture now farming expressed a definite need for further training in agriculture.

5. A large number of rural boys from the Leake County Agricultural High School Community migrated to northern cities. It would seem that this would help to justify federal aid for vocational education. By providing federal aid for vocational education, a citizen could be trained in one section of the country to do proficient work in another section of the country. This training would also prepare the citizen for the pursuit of a gainful occupation in Mississippi if the vocational opportunities were available. However, this is not the case for many of the occupations.

6. All boys are required to study vocational agriculture in high school, and the curriculum does not provide for elective courses (see page 81 in the appendix). Also, the school does not have a counseling and guidance program for its students other than that provided by busy teachers. Such a program, if available, might help to discover students with problems who for the lack of guidance drop out of school. These two conditions are probably the principal factors contributing to the number of drop-outs from the Leake County Agricultural High School.

7. In addition, a high percentage of the rural-farm male pupils in the Leake County Agricultural High School area do not attend school beyond the eighth grade and thus vocational agriculture at the high school level has no opportunity to influence these persons who never attend high school.

Recommendations

The writer would suggest these recommendations for the consideration of persons responsible for the administration of the Leake County Agricultural High School. Recommendations might be applicable to similar rural Negro schools in Mississippi.

1. It would seem that if vocational agriculture is to reach the Negro farmer in Leake County, the out-of-school program of agricultural education should be expanded. More emphasis should be placed on young farmer classes and adult farmer classes. More adult farmer class centers should be organized in sections of the school district not now being reached. Young farmer classes should be organized to provide vocational agriculture instruction for drop-outs from high school, and for graduates of vocational agriculture who farm. Rural farm boys who have never attended high school, but who have entered the occupation of farming should be encouraged to enroll in young farmer classes.

2. The possibility for offering vocational agriculture to boys in the seventh and eighth grades who are desirous of entering the occupation of farming should be considered again. Many of the boys who drop-out of school early could be reached through an in-school program in this way. This does not mean that less emphasis should be placed

on the high school program of vocational agriculture. It would seem, however, that boys for these classes should be screened, and only those boys who were sincerely interested, who had home situations that were conducive to carrying out supervised farming programs, and who possessed other characteristics which are usually associated with establishment in farming, should be enrolled in classes in vocational agriculture in the high school program.

3. A program of vocational guidance should be organized and staffed by trained personnel to assist the students in planning their careers, to improve the curriculum of the school, and to improve the holding power of the school. At the time the study was made, no organized guidance program in the school was available for the students.

4. The school should evaluate and reorganize its curriculum to make needed courses of study available to the students. There is a need for diversified offerings in vocational education and industrial arts courses. Much thought and planning should be done by administrators, teachers, lay leaders, and citizens committees to make sure that the right type of courses are placed in the curriculum of the school. Only those courses which will fulfill a definite need for the student in the community, or for the student in the world of work and society should be included

in the curriculum. It would seem that if the Leake County Agricultural High School is to fulfill its role as an institution of learning, its objectives and goals could be well set on preparing citizens for the world inasmuch as the data have shown that most of the boys who graduate from this school scatter widely geographically. Every effort should be made to provide for the needs of the Negro children of the Leake County Agricultural High School Community.

Suggestions for Further Study

This study has suggested to the writer the following areas for further study.

1. A follow-up study of the former students of vocational agriculture of Leake County Agricultural High School for the period 1926 to 1938 should be made. Commencing from 1953, a follow-up study of the former students of vocational agriculture should be made every five years. Every ten years, a case study of the students who were followed up and found to be farming the past five years should be made.

2. The Institutional On-Farm-Training Program should be studied to determine the effect it has had on the community, and the benefits that Negro Veterans have derived from it.

3. The student-personnel files of the school should be improved so that the teaching staff could more effectively

counsel students. These records should help to identify students in need of counseling before they drop out of school.

4. An occupational study should be made to determine the number and kind of job opportunities available for Negroes in Leake County, Mississippi.

5. The availability of vocational education for Negroes in Mississippi should be studied. After the availability of vocational education for Negroes is determined, a long time plan should be made which would assure adequate vocational education for every Negro in Mississippi who desired it and could profit by it.

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APPENDIX

APPENDIX A

COURSES OF STUDY OFFERED BY THE LEAKE COUNTY AGRICULTURAL HIGH SCHOOL

Grades 9-12

Ninth Grade	Units or Credits	Tenth Grade	Units or Credits
Agriculture I	1	Agriculture II	1
Home Economics I	1	Home Economics II	1
English I	1	English II	1
Algebra I	1	Algebra II	1
Biology	1	History, U.S.	1
Total	5	Total	5

Eleventh Grade		Twelfth Grade	
Agriculture III	1	English IV	1
Home Economics III	1	Mathematics, gen.	1
English III	1	Civics	½
Geometry, plane	1	Government	½
History, world	1	Geography	1
Total	5	General Science	1
		Total	5

1. Seventeen credits or units are required for graduation. No electives are offered by the school.

2. Only boys study vocational agriculture, and only girls study vocational home economics.

APPENDIX B, EXHIBIT 1

LETTER SENT WITH THE CHECK LIST TO THE GRADUATES

Michigan State College
809 F Birch Road,
East Lansing, Michigan
December 21, 1953

Dear

Did you ever stop and think about the many students who studied vocational agriculture at Leake County (Training) Agricultural High School? Have you ever wondered where these students are, and what they are doing now?

I am now making a study of the former students of vocational agriculture at Leake County Agricultural High School for the past fifteen years as a part of my school work in Agricultural Education at Michigan State College. I hope to use the information obtained from the study to write a thesis for my Master of Arts Degree. The information will also help the school to develop a better program for future students.

Will you please fill out the attached check list and return it to me in the enclosed (stamped self-addressed) envelope as soon as possible? It will take you about ten or fifteen minutes and the results will enable me to complete the study.

During the past few days, I have personally contacted some of the members of your class and they have responded wholeheartedly. Due to the fact that you lived quite a distance, this appeal is being made by mail. I will gladly send you a copy of the results of the study if you so desire it.

Thanks in advance for your cooperation. Please accept my sincerest wishes for a very enjoyable holiday season, and a prosperous and happy new year.

Sincerely yours,

Jesse A. Morris
Graduate Student in
Agricultural Education.

APPENDIX B, EXHIBIT 2

INFORMATIONAL SURVEY OF FORMER STUDENTS OF VOCATIONAL AGRICULTURE, LEAKE COUNTY AGRICULTURAL HIGH SCHOOL, WALNUT GROVE, MISSISSIPPI WHO ARE NOT NOW FARMING

1. Name_____Age____Address_____
city state

2. Distance from your home when in high school. (Check one)
__Under 5 miles __26 to 50 miles __501 to 1000 miles
__6 to 10 miles __51 to 100 miles __Over 1000 miles
__11 to 25 miles __101 to 500 miles

3. Are you Married? Yes___ No___ Number of children_____

4. What is your present job?_____
(Example: Mechanic,student,teacher)

5. Number of brothers_____ Number of sisters_____
Your position among them_____(1st, 2nd, 3rd, etc.)

6. Number of brothers and sisters at home when you were in high school_____

7. How much education have your received? Please circle the highest number of years received in each group below.

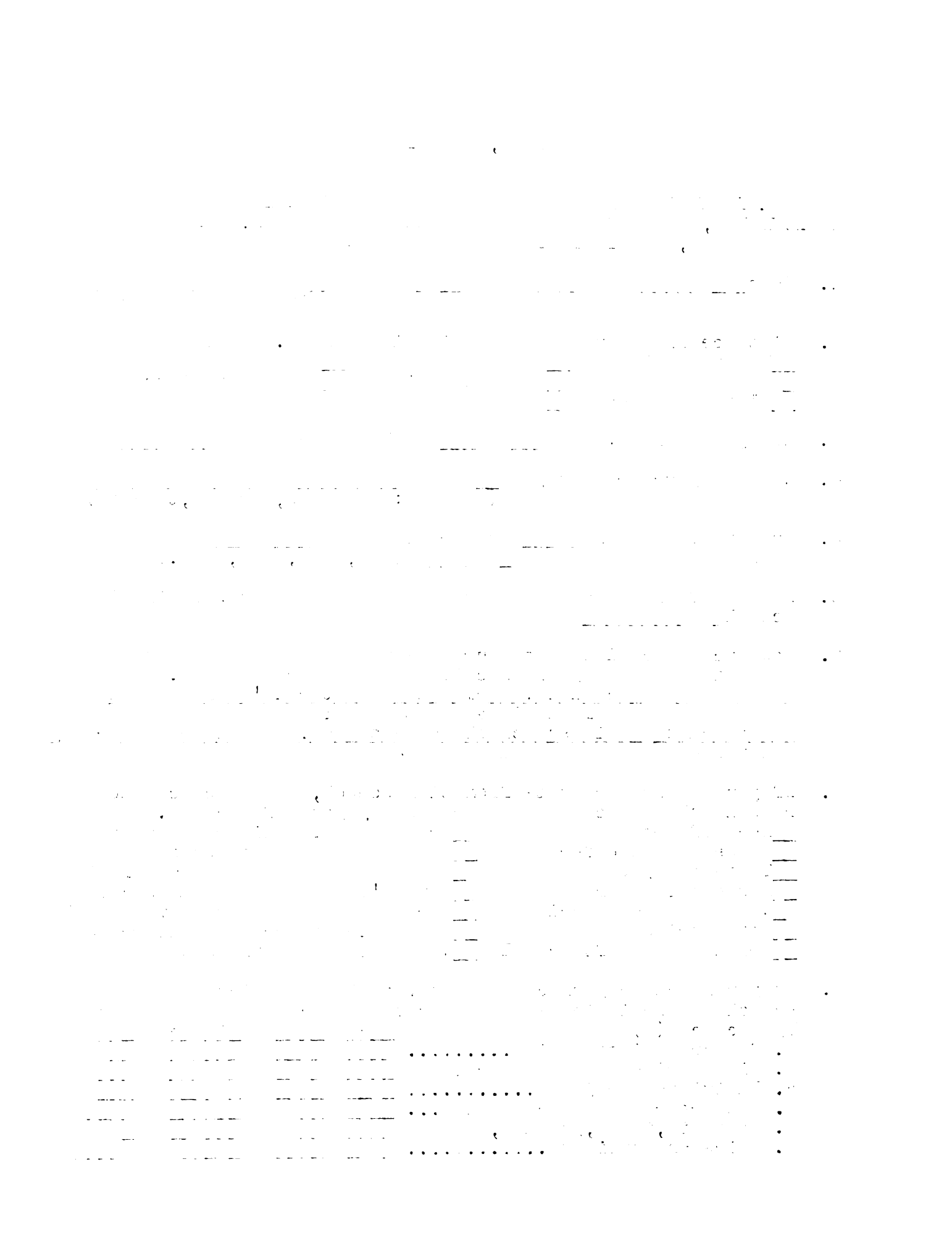
High School	Vocational Agriculture	Veterans' Farm School
1 2 3 4	1 2 3 4 5 6	1 2 3 4

Trade School	Business School	College	Grad. School or University
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3

8. If you did not graduate from high school, please check the reason below which best describes why you left school.
__Lack of money __Drafted into Military Service
__Needed at home for work __Lost interest in classes
__To take a job __To help support mother and family
__Lessons too hard __Couldn't get along with teachers
__Wanted to get married __Parents wanted me to leave school
__Got married __Failed to get promoted in grade
__Friends had left school __Wanted to go to the city

9. As you remember your classes in vocational agriculture in school please indicate below the value each part was to you by a check (✓)

	Much	Some	Little	None
a. Classroom instruction.....	____	____	_____	____
b. Field trips and demonstrations	____	____	_____	____
c. Individual projects.....	____	____	_____	____
d. NFA programs and activities...	____	____	_____	____
e. Contests,teams,judging,speaking	____	____	_____	____
f. Fairs and exhibits.....	____	____	_____	_____



10. Would you want your son to study vocational agriculture in school?_____

11. Your fathers' occupation while you were in high school _____(Farmer, mechanic, etc.)

12. If your father was a farmer while you were in high school, please give the following information: Size of farm_____ (acres)
Status_____
(Owner, renter, cropper)

13. How many years have you farmed since leaving high school?
_____

14. If you have farmed since leaving high school, please fill out the chart below indicating your experience.

	Year Or Years
a. Worked on family farm with or without pay	_____
b. Farmed at home growing 1 or 2 crops for cash.....	_____
c. Partner in the farm business at home.....	_____
d. Farm worker for pay on the home farm.....	_____
e. Farm worker for pay, away from the home farm.....	_____
f. Partner in a farm away from home.....	_____
g. Renter and operator of a farm.....	_____
h. Owner and operator of a farm.....	_____

15. Please check the reasons below which best describes why you are not now farming.

__Tired of the country
__Don't like to farm
__Farm work too hard
__Hours too long
__No farm equipment
__Farm prices too low
__Drafted in the Army
__Not enough money
__Too much risk
__Land too high
__Wife doesn't like to farm
__Sun too hot
__Profits too low
__Home farm too small
__Not physically able to farm

Others:

__ _____
__ _____

16. Do you plan to farm at some future date?_____(yes or no)
If you plan to farm in the future, have you made any of the following plans towards getting started? Please check the ones below that you have done.

__Bought a farm
__Inherited a farm
__Buying a farm
__Wife has a farm
__Buying equipment
__Paying for home farm
__Have farm rented out
__Saving to buy farm
__Partner in home farm
__Will return to farm when discharged from military service
__Plan to operate home farm when father retires
__Plan to use G.I. Loan and G.I. schooling to get established

Others:

__ _____
__ _____

17. Would you like to receive a copy of the summary of this study?_____

THANK YOU FOR ANSWERING THESE QUESTIONS. NOW, PLEASE PUT THIS BLANK IN THE STAMPED SELF ADDRESSED ENVELOPE WHICH IS ENCLOSED AND MAIL TO ME IMMEDIATELY.

APPENDIX B, EXHIBIT 3

INFORMATIONAL SURVEY OF FORMER STUDENTS OF VOCATIONAL AGRICULTURE, LEAKE COUNTY AGRICULTURAL HIGH SCHOOL, WALNUT GROVE, MISSISSIPPI, WHO ARE NOW FARMING

1. Name_____Age____Address_____
   city state

2. Distance from your home when in high school. Check ( ) one.
   ___Under 5 miles ___26 to 50 miles ___501 to 1000 miles
   ___6 to 10 miles ___51 to 100 miles ___Over 1000 miles
   ___11 to 25 miles ___101 to 500 miles

3. Are you married? Yes___ No___ Number of children_____

4. Number of brothers_____ Number of sisters_____
   Your position among them _____(1st., 2nd., 3rd., etc.)

5. Number of brothers and sisters at home when you were in high school_____

6. How much education have you received? Please circle the highest number of years received in each group below.

High School	Vocational Agriculture	Veterans' Farm School
1 2 3 4	1 2 3 4 5 6	1 2 3 4

Trade School	Business School	College	Grad. School or Univ.
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3

7. If you did not graduate from high school, please check the reason below which best describes why you left school.
   ___Lack of money ___Drafted into Military Service
   ___Needed at home for work ___Lost interest in classes
   ___To take a job ___To help support mother & family
   ___Lessons too hard ___Couldn't get along with teachers
   ___Wanted to get married ___Parents wanted me to leave school
   ___Got married ___Failed to get promoted in grade
   ___Friends had left school ___Wanted to go to the city

8. As you remember the class in vocational agriculture in school, please indicate below the value each part was to you by a check (✓).

	Much	Some	Little	None
a. Classroom instruction.....	____	____	_____	____
b. Field trips and demonstrations	____	____	_____	____
c. Individual projects.....	____	____	_____	____
d. NFA programs and activities.	____	____	_____	____
e. Contests, teams, judging, speaking.....	____	____	_____	____
f. Fairs and exhibits.....	____	____	_____	____

9. Would you want your son to study vocational agriculture in school?_____

10. Your fathers' occupation while you were in high school _____
(farmer, mechanic,)

11. If your father was a farmer while you were in high school, please give the following information: Size of farm ____
(The no. of acres)
Status_____
(Owner, renter, cropper, etc.)

12. How many years have you farmed since leaving high school? _____ Please list the year or years when you farmed under any of the below listed conditions.

	Year or Years
a. Worked on father's farm with or without pay	_____
b. Farmed at home growing 1 or 2 crops for money	_____
c. Partner in the farm business at home	_____
d. Farm worker for pay, on the home farm	_____
e. Farm worker for pay, away from the home farm	_____
f. Partner in a farm away from home	_____
g. Renter and operator of a farm	_____
h. Owner and operator of a farm	_____

13. What is your present farming status?_____(Owner, renter, etc.,)

14. What is the size of the farm you operate?_____(No. of acres)

15. What is the estimated value of the farm business you operate?_____ (Please include land, buildings, equipment, livestock, etc.,)

16. Please list the number of the following animals that you own.
Sows___ Milk Cows___ Beef cattle___ Work Stock___ Hens___
Bulls___ Meat Hogs___ Boars___ Sheep___ Goats___ Ducks___
Turkeys___ Geese___

17. Please list the number of the following pieces of equipment owned.
Car___ Truck___ Tractor___ Mower___ Planter___ Wagon___
Trailer___ Hay rake___ Syrup mill___ Disc Harrow___
Listing plow___ Middle Buster___ Georgia Stock___
Cultivator___ Harrow___ Stalk cutter___

18. Please check (✓) the crop which you receive most of your cash income from.
Cotton___ Milk___ Syrup___ Hay___ Poultry & Eggs___
Forestry (lumber, pulpwood, etc.)___ Corn___ Hogs___
Oats___ Beef Cattle___ Truck crops___

19. Please check (✓) the reasons which best describe why you are farming.
__Like to farm
__A future in
__Trained in
__Healthy life
__Inherited land
__Own boss
__Wife likes to farm
__Voc. Agr. training
__Farm work satisfying
__To care for mother
__Hard work as laborer
__Grocery bill low
__Unable to get a job in the city
__G.I. Bill & Vet. Farm Schooling
__Other:_____
__Not skilled at other jobs
__Influenced by parents
__Ideal place to raise a family

20. Please check (✓) the areas below that you could profit by further training in.
__Dairying
__Livestock
__Farm shop
__Terracing
__Leadership
__Soil testing
__Machinery repair
__Seed Treatment
__Crop production
__Pruning Orchards
__Spraying Orchards
__Castrating pigs
__Poultry production
__Farm management
__Forestry
__Keeping records
__Butchering, curing, pork
__Government programs
__Other:_____

21. Are you attending any type of school meetings, discussions, or classes for farmers?_____ (Yes or No)

22. If you are not, would you be willing to attend such meetings?_____

23. Please check the source or sources of credit you used to start farming. (✓)
__Own money
__Parent's money
__Wife's money
__Landlords money
__Local bank
__In-laws money
__Farm Security Adm.
__Federal Land Bank
__Production Credit Loan Association

24. Please check the manner you secured the first farm that you operated. (✓) __Inherited __Bought __Cash Rented __Share Rented __Share cropped

25. Please check the problems listed below that you think confront most young men who would like to become established in farming. (✓)

__Lack of money	__Land too high	__No situations for sharecroppers
__Lack of credit	__Wives do not like farming	__Machinery too high
__Lack of training and experience	__No situations for renters	__Army or Draft
__No land for sale		
__Others:_____	__Others:_____	__Others:_____

26. Would you like to receive a copy of the results of this study?_____

THANK YOU FOR ANSWERING THESE QUESTIONS. NOW, PLEASE PUT THIS BLANK IN THE STAMPED SELF ADDRESSED ENVELOPE WHICH IS ENCLOSED AND MAIL TO ME IMMEDIATELY.

APPENDIX B, EXHIBIT 4

A COPY OF THE FOLLOW-UP LETTER SENT TO THE GRADUATES

Michigan State College
809F Birch Road
East Lansing, Michigan
January 11, 1954

Dear

On December 21, 1953, I mailed you a check list to fill out. As of now, I have not heard from you. This same check list was mailed to other men who were former students of Leake County (Training) Agricultural High School between the years 1938 to 1952.

Over sixty per cent of your classmates and schoolmates have responded by returning to me their check lists filled out. In order for the study that I am making to be more complete and more accurate, information concerning you is needed.

Perhaps you did not get my first letter, or perhaps you just misplaced it. I am enclosing another check list and another (stamped, self-addressed) envelope for your convenience. Will you please fill out the check list and return to me at once?

Thanking you in advance for your cooperation, I am

Very truly yours,

Jesse A. Morris
Graduate Student in
Agricultural Education

APPENDIX C

PRACTICES CARRIED OUT BY EVENING CLASS FARMERS IN THE YEARS 1939-40 AND 1940-41

SOIL CONSERVATION
- Planting cover crops
- Terracing
- Gully control
- Crop rotation
- Home mixing fertilizer
- Using A. A. A. Assistance

CROP PRODUCTION
- Fertilizing corn
- Fertilizing cotton
- Cultivating cotton
- Spacing cotton
- Selecting a variety of cotton
- Producing hay
- Producing home gardens
- Producing home orchards

LIVESTOCK PRODUCTION
- The care of poultry
- The care of livestock
- Growing baby chicks
- Selecting a breed of hogs

FARM MACHINERY, BUILDINGS, AND EQUIPMENT
- Repairing farm tools
- Housing farm tools
- Repairing farm buildings

PLANNING FAMILY FOOD AND FEED BUDGETS