A FOLLOW-UP STUDY OF THE VOCATIONAL AGRICULTURAL GRADUATES FROM THE DEPARTMENT OF AGRICULTURE OF FIFTEEN NEGRO HIGH SCHOOLS IN LOUISIANA OVER A PERIOD OF TEN YEARS, 1925-1935, TO DETERMINE TO WHAT EXTENT THESE GRADUATES HAVE GONE INTO AGRICULTURE AS A VOCATION

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY
ANTOINE HUGO JACKSON

DEPARTMENT OF EDUCATION

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CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this study is to determine the effectiveness of the training in vocational agriculture as may be indicated by the extent to which the graduates of vocational agriculture departments of fifteen Negro high schools in Louisiana over a period of ten years (1925-35) have gone into the pursuits of agriculture as a life's vocation.

Definitions

A graduate of vocational agriculture, as used in this study, may be defined as an individual who has completed a four year course in the department of vocational agriculture of certain specified schools. These departments of vocational agriculture have been established through the provisions of the Smith-Hughes Act (commonly known as the Vocational Education Act) which was passed by the United States Congress in 1917. This act provides for the establishment of vocational agricultural schools or departments of vocational agriculture in existing high schools.

...That such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school, or other farm, for at least six months per year...That the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over 14 years of age who have entered upon, or who are preparing to enter upon the work of the farm, or of the farm home.\(^1\)

Since vocational agricultural education is designed to meet the needs of persons of less than college grade who have entered upon, or who are

preparing to enter upon the work of the farm, the effectiveness of such education should, strictly speaking, be measured only by those graduates who go directly into some agricultural vocation after finishing these agricultural courses. In this study, however, the vocational agricultural courses are given credit for those graduates who continue their agricultural training in college, and who, after said college training, enter into any phase of agricultural activity whether it is farming or of the white-collar type.

Source of Data

The data used in this study were obtained in 1942 from (1) school records, (2) questionnaires, which may be seen in the appendix, (3) personal interviews with graduates, teachers of vocational agriculture and county agents.

Procedure

To secure the data used in this study the names and addresses of all agricultural graduates from 1925 through 1935 were obtained from the records in the office of the principals. Then the questionnaires were either carried to the graduates of vocational agriculture by the writer, or sent to them through the mail. After the questionnaires were returned, the information was compiled and supplemented with personal observations and interviews which the writer had with these graduates, vocational agriculture teachers and agricultural county agents.

Limitations

This problem is concerned with the graduates of vocational agriculture of fifteen Negro high schools in Louisiana, with department of agriculture,

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1Appendix B, p. 37.
over a period of ten years (1925-35). There were 350 graduates of voca-
tional agriculture during this period, but reliable information could be
secured from only 288, which was 82% of the total number of vocational
agricultural graduates. This study, therefore, will be concerned with
288 graduates of vocational agriculture, all boys, from whom reliable
information could be secured.

The effectiveness of agricultural instruction will be measured only
by the number of vocational agricultural graduates who are now pursuing
some phase of agriculture as a life's vocation. No attempt is made to
show the efficiency of these graduates as compared with others in similar
pursuits who have not taken vocational agriculture.

Value of Study

This study may prove to be valuable in two ways. First, it may show
the need for a better vocational guidance program, and a wider range of
vocational offerlings. Second, it may serve as a check on the effective-
ness of the agricultural program in these schools.

Review of Related Literature

In searching for literature in this field, several studies were located
which dealt somewhat with the same problem at hand. Since some of these
are closely related to the problem and give some light upon the factors
involved, excerpts from them are here given.

William M. Garrison\(^1\) made a study of "Some Results from Teaching
Vocational Agriculture in Three West Virginia Schools." His data indicated
that the more vocational agricultural training a boy receives, the more
likely he is to farm.

\(^1\)William H. Garrison, "Some Results from Teaching Vocational Agriculture in Three West Virginia High Schools" (West Virginia, 1933).
The results of Garrison's study seem to imply, further, that regardless of a boy's background, if he has had vocational training in agriculture, he is more likely to engage in agriculture as a life's vocation.

Chester Jonas George's study\(^1\) of "Relationship between Occupational Pursuits of Farm-Reared Young Men and Their Courses in High Schools" included six rural high schools located in Darke and Montgomery Counties, Ohio. He analyzed the records of 476 farm-reared young men who had attended high schools from one to four years to the end of the school year, 1931-32. His data indicate that the vocational agricultural courses are functioning better than any other courses for the young men.

These facts indicate that young men who are farm-reared are more apt to engage in farming than they are in any other vocation. It indicates further that a young man who is not farm-reared is not as apt to engage in farming as a career. Boys who are not farm-reared very seldom take agricultural courses because of interest, but because they are prescribed.

Noel Estel Wilson made a study of the "Factors Affecting the Success of Vocational Agricultural Departments."\(^2\) He finds that personality of teachers, farm experience, type of farming, unity of school districts, equipment used, number of students reached, methods of teaching, cooperation of parents, indifference of pupils, case work done, type of publicity used, and extra-curricular activities have a great deal of influence on the success of departments of agriculture.

Wilson seems to indicate that every factor at school and in the

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1Chester Jonas George, "The Relationship between Occupational Pursuits of Farm-Reared Young Men and Their Courses in High School" (Ohio State University, 1933).

2Noel Estel Wilson, "Factors Affecting the Success of Vocational Agriculture Departments" (Peabody, 1936).
community, which touches the life of the students of vocational agricultural departments, may be used to make vocational agricultural education effective.

J. W. Hulsey\(^1\) finds that "of 933 former students of vocational agriculture, 69.3% were engaged in farming while an additional 10% were in occupations related to agriculture; and that of the students who had graduated 68% were in agriculture, while of the non-graduates 76.3% were in agriculture."

Hulsey's findings seem to indicate that the non-graduates of vocational agriculture tend to enter agriculture more than the graduates.

Mason H. Pulley\(^2\) studied the occupations of 432 men and women who studied vocational agriculture between 1918 and 1938. He found that 60% of those trained to teach agriculture are now engaged in that occupation, and that most of the others are in occupations related to agriculture or to teaching. The writer finds no statement regarding those who entered farming.

Pulley's findings seem to indicate that a large percent of those who are trained to teach agriculture engage either in that occupation or in occupations that are related to agriculture.

Gevera R. Little\(^3\) made a study "to determine the effectiveness of vocational agriculture and to what extent the boys who studied vocational agriculture"

\(^1\)J. W. Hulsey, "Occupational Status of Former Vocational Agriculture Students from 23 Schools of the Plains Area of Texas" (Colorado State College, 1938).

\(^2\)Mason H. Pulley, "A Follow-Up Study of Graduates, Post-Graduates and Those Qualified to Teach Agriculture by Taking Certain Classes in Agriculture in Agricultural Education at Virginia Polytechnic Institute (Virginia Polytechnic Institute, 1940).

\(^3\)Gevera R. Little, "Facts Concerning Vocational Agricultural Students" (Agricultural and Technical College, Greensboro, North Carolina, 1928-1929).
agriculture are engaged in farming after leaving school." Twenty-six departments of agriculture were studied. The results show that the students are gradually learning the importance of vocational agricultural education and that a small percentage of boys trained in agriculture go to college.

Little's findings indicate here that vocational agricultural education is beginning to function in the light of its original purpose—to train farmers, that most of the students enter agriculture after high school and that a small percentage go to college.

T. L. Leach\(^1\) made a study of the "Occupational Status of Former Vocational Students of Texas High Schools." Leach finds that approximately 58% of former students of vocational agriculture were engaged in occupations directly related to farming; and that 22% were in non-agricultural pursuits, deceased or unreported.

William H. Porter\(^2\) made a study of "The Occupational Status of Vocational Agricultural Graduates from Five California High Schools." When he analyzed his data on 3,113 graduates, he found that 31% were employed in farming and that 14.3% were in occupations related to farming; that 2.2% entered college; and that 33.2% were in occupations in no way related to agriculture.

Porter found that the largest number of graduates entered vocations that were not at all related to agriculture; that the second largest number of graduates entered farming as a career; that the third largest number of graduates entered vocations that were related to farming; and that the least

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\(^1\)T. L. Leach, "Occupational Status of Former Vocational Agricultural Students of Texas High Schools" (Texas Technical College, 1939).

\(^2\)William H. Porter, "The Occupational Status of Vocational Agricultural Graduates from Five California High Schools " (Colorado State College, 1939).
number of graduates attended college.

This review of the literature has given some of the findings of similar studies regarding vocational agricultural graduates and may serve as a basis for comparison of the findings of this study. It should be kept in mind, however, that these studies are primarily concerned with white students of vocational agriculture. Only one study was found directly concerned with the Negro students of vocational agriculture.
CHAPTER II

FINDINGS

The purpose of this chapter is to state the findings which have been compiled as a result of the analysis of the school records of fifteen Negro high schools in Louisiana, the 288 questionnaires returned by the vocational agricultural graduates, and the personal interviews and observations of the writer.

Table 1 shows that of the 288 graduates of vocational agriculture on whom data could be secured, 174 or 60% did not attend college; while 114 or 40% did attend college.

<table>
<thead>
<tr>
<th>TABLE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATES OF VOCATIONAL AGRICULTURE</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>288</td>
</tr>
</tbody>
</table>

It may be seen from Table 2 that of the 174 graduates of vocational agriculture who did not attend college, 25 or 14% were engaged in farming; while 149 or 86% were engaged in vocations other than farming. Of these 149, 73 or 48.9% were engaged as common laborers and grocery store porters; 55 or 36.9% were engaged as elementary teachers; ten or 6.8% were engaged as carpenters; five or 3.3% were engaged in the restaurant business; five or 3.3% were engaged as insurance agents; and one was engaged in the ministry.

Of the 114 graduates of vocational agriculture who attended college as shown in Table 3, 52 or 46% continued their studies in agriculture; 62 or 54% selected courses other than agriculture.
TABLE 2
GRADUATES OF VOCATIONAL AGRICULTURE WHO DID NOT ATTEND COLLEGE

<table>
<thead>
<tr>
<th>Total</th>
<th>Entered Farming</th>
<th>Entered Other Vocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>174</td>
<td>25</td>
<td>14.</td>
</tr>
</tbody>
</table>

TABLE 3
GRADUATES OF VOCATIONAL AGRICULTURE WHO ATTENDED COLLEGE

<table>
<thead>
<tr>
<th>Total</th>
<th>Continued Agriculture in College</th>
<th>Stood Other Courses in College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>114</td>
<td>52</td>
<td>46.</td>
</tr>
</tbody>
</table>

TABLE 4
GRADUATES OF VOCATIONAL AGRICULTURE WHO CONTINUED AGRICULTURE COURSES IN COLLEGE

<table>
<thead>
<tr>
<th>Total</th>
<th>Entered Some Phase of Agriculture</th>
<th>Entered Other Vocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>52</td>
<td>32</td>
<td>62.</td>
</tr>
</tbody>
</table>
Table 4 shows that of the 52 graduates of vocational agriculture who continued the study of agriculture in college, 32 or 62% were engaged in some phase of agriculture; while 20 or 38% were engaged in vocations other than agriculture. Of these 20 graduates who were engaged in vocations other than agriculture, four or 20% were engaged as common laborers and grocery store porters; six or 30% were engaged as academic teachers; two or 10% were engaged as carpenters; four or 20% were in the Army; and four or 20% were in the grocery business.

Table 5 shows that of the 62 graduates of vocational agriculture who chose other courses than agriculture in college, 61 or 99% were engaged in vocations other than agriculture; while one or 2% was engaged in agriculture. Of the 61 who were engaged in vocations other than agriculture, 11 or 18% were engaged as common laborers and grocery store porters; nine or 14.7% were engaged as academic teachers; ten or 16.3% were engaged as carpenters; 15 or 24.5% were in the Army; two or 3.3% were in the grocery business; three or 5% were in the restaurant business; five or 8.2% were engaged as insurance agents; and six or 10% were engaged as ministers.

It may be seen in Table 6 that of the 288 graduates of vocational agriculture on whom data could be secured 25 entered farming after high school; 32 entered some phase of agriculture after taking further courses in agriculture while they were in college; and one of the graduates who took other courses than agriculture in college entered some phase of agriculture after finishing the college course. This makes a total of 58 of these agricultural graduates who were engaged in some phase of agriculture at the time of this study. Therefore, of the 288 graduates of vocational agriculture included in this study, 58 or 20.1% were engaged in some phase of agriculture; while 230 or 79.9% were engaged in vocations other than agriculture.
TABLE 5
GRADUATES OF VOCATIONAL AGRICULTURE WHO TOOK OTHER COURSES IN COLLEGE

<table>
<thead>
<tr>
<th>Total</th>
<th>Entered Agriculture</th>
<th>Entered Other Vocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>1</td>
</tr>
</tbody>
</table>
### TABLE 6

**Final Location of Graduates of Vocational Agriculture**

<table>
<thead>
<tr>
<th>Total</th>
<th>Engaged in Agriculture</th>
<th>Engaged in Other Vocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Total</td>
<td>288</td>
<td>58.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entered Farming after High School</td>
<td>230</td>
<td>79.6</td>
</tr>
<tr>
<td>Entered Some Phase of Agriculture after College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entered Farming after College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Laborers and Porters</td>
<td>50</td>
<td>10.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>1.4</td>
</tr>
<tr>
<td>Carpenters</td>
<td>24</td>
<td>8.5</td>
</tr>
<tr>
<td>In Army</td>
<td>22</td>
<td>7.8</td>
</tr>
<tr>
<td>Grocery Business</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Restaurant Business</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>Insurance Agents</td>
<td>10</td>
<td>3.5</td>
</tr>
<tr>
<td>Ministers</td>
<td>3</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Of the 230 graduates of vocational agriculture who were engaged in vocations other than agriculture, 88 or 38.4% were engaged as common laborers and grocery store porters; 70 or 30.4% were engaged as teachers; 19 or 8.2% were in the Army; 22 or 9.6% were engaged as carpenters; 6 or 2.6% were engaged in the grocery business; 8 or 3.5% were engaged in restaurant business; 10 or 4.3% were engaged as insurance agents; and 7 or 3% were engaged as ministers.

TABLE 7
BACKGROUND OF GRADUATES OF VOCATIONAL AGRICULTURE ENGAGED IN FARMING AFTER HIGH SCHOOL

<table>
<thead>
<tr>
<th>Total</th>
<th>Not Farm-Reared</th>
<th>Farm-Reared</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>Sons of Farm Owners</td>
<td>Sons of Renters</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
<td>4.</td>
<td>24</td>
<td>96.</td>
<td>18</td>
<td>75.</td>
</tr>
</tbody>
</table>

Table 7 shows that of the 25 graduates of vocational agriculture who entered farming after high school graduation, 24 or 96% were farm-reared; while only one or 4% was not farm-reared.

Of these 24 graduates of vocational agriculture who were farm-reared, 18 or 75% were sons of farm owners; 5 or 21% were sons of renters; and one or 4% was the son of a manager.

From Table 8, it seems that of the 149 graduates of vocational agriculture who entered vocations other than agriculture after high school graduation, 88 or 60% were farm-reared; while 61 or 40% were not farm-reared. Of these 88 who were farm-reared, 58 or 66% were sons of farm owners; 23 or 26% were sons of renters; 6 or 7% were sons of sharecroppers; and one was the son
of a day laborer. There were no sons of farm managers in this group.

### TABLE 8

**BACKGROUND OF GRADUATES OF VOCATIONAL AGRICULTURE ENGAGED IN OTHER VOCATIONS AFTER HIGH SCHOOL GRADUATION**

<table>
<thead>
<tr>
<th>Total</th>
<th>Not Farm-Reared</th>
<th>Farm-Reared</th>
<th>Sons of Farm Owners</th>
<th>Sons of Renters</th>
<th>Sons of Sharecroppers</th>
<th>Sons of Day Laborers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>149</td>
<td>61</td>
<td>40.</td>
<td>88</td>
<td>60.</td>
<td>58</td>
<td>66.</td>
</tr>
</tbody>
</table>

As may be seen in Table 9, of the 52 graduates of vocational agriculture who took college courses in agriculture, 37 or 71% were farm-reared; while 15 or 29% were not farm-reared. Of the 37 who were farm-reared 27 or 73% were sons of farm owners; 8 or 21% were sons of renters; and one was the son of a sharecropper and day laborer respectively. There were no sons of farm managers in this group.

### TABLE 9

**BACKGROUND OF GRADUATES OF VOCATIONAL AGRICULTURE WHO TOOK AGRICULTURE IN COLLEGE**

<table>
<thead>
<tr>
<th>Total</th>
<th>Not Farm-Reared</th>
<th>Farm-Reared</th>
<th>Sons of Farm Owners</th>
<th>Sons of Renters</th>
<th>Sons of Sharecroppers</th>
<th>Sons of Day Laborers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>52</td>
<td>15</td>
<td>29.</td>
<td>37</td>
<td>71.</td>
<td>27</td>
<td>73.</td>
</tr>
</tbody>
</table>

Table 10 shows that of the 62 graduates of vocational agriculture who took other courses in college, 28 or 45% were farm-reared; while 34 or 55%
were not farm-reared. Of these 28 who were farm-reared, 17 or 60\% were sons of farm owners; 10 or 36\% were sons of farm renters; and one or 4\% was the son of a sharecropper. There were no sons of day laborers or managers in this group.

TABLE 10

BACKGROUND OF GRADUATES OF VOCATIONAL AGRICULTURE WHO TOOK OTHER COURSES IN COLLEGE

<table>
<thead>
<tr>
<th>Total</th>
<th>Not Farm-Reared</th>
<th>Farm-Reared</th>
<th>Total</th>
<th>Sons of Farm Owners</th>
<th>Sons of Renters</th>
<th>Sons of Share Croppers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>62</td>
<td>34</td>
<td>55</td>
<td>28</td>
<td>45</td>
<td>17</td>
<td>60</td>
</tr>
</tbody>
</table>

Note: One graduate who took other college courses entered agriculture after graduation.

TABLE 11

BACKGROUND OF GRADUATES OF VOCATIONAL AGRICULTURE ENGAGED IN AGRICULTURE AFTER THEIR COLLEGE COURSES

<table>
<thead>
<tr>
<th>Total</th>
<th>Not Farm-Reared</th>
<th>Farm-Reared</th>
<th>Total</th>
<th>Sons of Farm Owners</th>
<th>Sons of Renters</th>
<th>Sons of Share Croppers</th>
<th>Sons of Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>32</td>
<td>6</td>
<td>19</td>
<td>26</td>
<td>81</td>
<td>19</td>
<td>73</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 11 reveals the fact that of the 32 graduates of vocational agriculture who entered into some phase of agriculture after their college courses, 26 or 81\% were farm-reared, while 6 or 19\% were not farm-reared. Of this 26 who were farm-reared, 19 or 73\% were sons of farm owners; 5 or 19\% were sons of renters; 1 was the son of a share-cropper; and 1 was the
son of a manager. There were no sons of day laborers in this group.

**TABLE 12**

BACKGROUND OF GRADUATES OF VOCATIONAL AGRICULTURE WHO DID NOT ENGAGE IN AGRICULTURE AFTER COLLEGE COURSES IN AGRICULTURE

<table>
<thead>
<tr>
<th>Total</th>
<th>Not Farm-Reared</th>
<th>Farm-Reared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>20</td>
<td>9</td>
<td>45</td>
</tr>
</tbody>
</table>

In Table 12, of the 52 graduates of vocational agriculture who took college courses in agriculture, 20 did not enter any phase of agriculture after leaving college. Of these 20 graduates, 11 or 55% were farm-reared; while 9 or 45% were not farm-reared. Of these 11 who were farm-reared, 8 or 73% were sons of farm owners; 3 or 27% were sons of renters. There were no sons of share-croppers, day laborers or managers in this group.

**TABLE 13**

BACKGROUND OF GRADUATES OF VOCATIONAL AGRICULTURE WHO TOOK OTHER COURSES IN COLLEGE AND DID NOT ENGAGE IN AGRICULTURE AFTER COLLEGE

<table>
<thead>
<tr>
<th>Total</th>
<th>Not Farm-Reared</th>
<th>Farm-Reared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>61</td>
<td>23</td>
<td>54</td>
</tr>
</tbody>
</table>

Table 13 reveals that of the 62 graduates of vocational agriculture who took other courses in college, 61 did not enter any phase of agriculture; while 1 did enter the farming vocation after leaving college. Of
the 61 who did not engage in agriculture after college, 28 or 46\% were farm-reared; while 23 or 54\% were not farm-reared. Of the 28 who were farm-reared, 17 or 60\% were sons of farm owners; 10 or 36\% were sons of renters; and one or 4\% was the son of a sharecropper. There were no sons of day laborers or managers in this group.

**TABLE 14**

**TYPES OF JOBS DONE WHILE IN HIGH SCHOOL BY GRADUATES OF VOCATIONAL AGRICULTURE**

<table>
<thead>
<tr>
<th>Farmed after</th>
<th>Other Vocations</th>
<th>Took Agriculture</th>
<th>Took Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.S. in Jobs</td>
<td>H.S. in Jobs</td>
<td>in College</td>
<td>Subjects in College</td>
</tr>
<tr>
<td>H.S. in Jobs</td>
<td>H.S. in Jobs</td>
<td>H.S. in Jobs</td>
<td>H.S. in Jobs</td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>25</td>
<td>24</td>
<td>96.1</td>
<td>4</td>
</tr>
</tbody>
</table>

It may be seen in Table 14 that of the 25 graduates of vocational agriculture who entered farming after high school, 24 or 96\% worked on the farm while they were in high school; while one did some other type of work while in school. Of the 149 graduates of vocational agriculture who entered other vocations after high school, 85 or 57\% worked on the farm while they were in high school, and 64 or 43\% did some other type of work while in high school. Of the 52 graduates of vocational agriculture who continued agricultural studies in college, 35 or 69\% worked on the farm while they were in high school, and 17 or 31\% did some other kind of work while they were in high school. Of the 62 graduates of vocational agriculture who selected courses other than agriculture in college, 26 or 42\% worked on the farm while they were in high school, and 36 or 58\% did some other type of work while they were in high school.
<table>
<thead>
<tr>
<th>Total</th>
<th>One Year College</th>
<th></th>
<th>Two Year College</th>
<th></th>
<th>Three Year College</th>
<th></th>
<th>Completed Four Year College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>%</td>
<td>Entered Other Vocations</td>
<td>%</td>
<td>Entered Farming</td>
<td>%</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>52</td>
<td>6</td>
<td>12%</td>
<td>5</td>
<td>83%</td>
<td>1</td>
<td>17%</td>
<td>11</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 15 shows that of the 52 graduates of vocational agriculture who continued agriculture in college, 6 or 12% dropped out of college at the end of the first year. Of this 6, 1 or 17% entered farming as a vocation; while 5 or 83% went into vocations other than agriculture. Eleven or 20% of these 52 graduates who took college courses in agriculture dropped out of college at the end of the second year. Of these 11, 5 or 46% were engaged in farming as a vocation; while 6 or 54% were engaged in vocations other than agriculture. Five or 10% of the 52 graduates who continued agriculture in college dropped out of college at the end of the third year. Of these 5, 2 or 40% entered some phase of agriculture as a vocation; 3 or 60% entered vocations other than agriculture. Thirty or 58% of the 52 graduates who continued agriculture in college completed the four-year course. Of the 30 graduates, 24 or 80% were engaged in agricultural leadership—18 vocational agriculture teachers, 5 farm agents, and 1 F. S. A. worker; while 6 or 20% were engaged as academic teachers.

It may be seen in Table 16 that, of the 288 graduates of vocational
TABLE 16

BACKGROUND ANALYSIS AND FINAL LOCATION OF ALL GRADUATES OF VOCATIONAL AGRICULTURE

<table>
<thead>
<tr>
<th></th>
<th>Not Farm-Reared</th>
<th>Farm-Reared</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Graduates</td>
<td></td>
<td>Sons of Farm Owners</td>
<td>Sons of Renters</td>
<td>Sons of Share Croppers</td>
<td>Sons of Day Laborers</td>
<td>Sons of Managers</td>
</tr>
<tr>
<td></td>
<td>% No.</td>
<td>%</td>
<td>% No.</td>
<td>%</td>
<td>% No.</td>
<td>%</td>
<td>% No.</td>
</tr>
<tr>
<td>Total</td>
<td>183</td>
<td>69.3</td>
<td>15</td>
<td>62.1</td>
<td>38</td>
<td>70.9</td>
<td>10</td>
</tr>
<tr>
<td>Entered Agriculture</td>
<td>105</td>
<td>67.7</td>
<td>15</td>
<td>66.7</td>
<td>38</td>
<td>70.2</td>
<td>10</td>
</tr>
<tr>
<td>Entered Other Vocations</td>
<td>78</td>
<td>42.3</td>
<td>15</td>
<td>53.3</td>
<td>38</td>
<td>30.1</td>
<td>10</td>
</tr>
<tr>
<td>% Enter Agriculture</td>
<td>54.3</td>
<td>6.7%</td>
<td>50.0</td>
<td>6.7%</td>
<td>50.0</td>
<td>6.7%</td>
<td>50.0</td>
</tr>
<tr>
<td>% Total Agriculture</td>
<td>45.7</td>
<td>28.8%</td>
<td>38.5</td>
<td>28.8%</td>
<td>42.1</td>
<td>28.8%</td>
<td>40.3</td>
</tr>
</tbody>
</table>
agriculture, 183 or 64% were farm-reared; while 105 or 36% were not farm-reared.

Of the 183 who were farm-reared, 127 or 69.3% were sons of farm owners; 48 or 26.2% were sons of renters; 5 or 2.7% were sons of sharecroppers; 2 or 1% were sons of day laborers; and 1 or .5% was the son of a manager. This son entered some phase of agriculture.

Of the 127 sons of farm owners, 38 or 30% were engaged in some phase of agriculture; while 89 or 70% were engaged in vocations other than agriculture. Of the 48 sons of renters, 10 or 21% were engaged in some phase of agriculture; while 38 or 79% were engaged in vocations other than agriculture. Of the 5 sons of sharecroppers, 1 or 20% entered some phase of agriculture. Of the 2 sons of day laborers, 1 was engaged in some phase of agriculture and 1 was engaged in a vocation other than agriculture.

Of the 105 graduates of vocational agriculture who were not farm-reared, 7 or 6.7% were engaged in some phase of agriculture; while 98 or 93.3% were engaged in vocations other than agriculture.
CHAPTER III

INTERPRETATIONS AND RECOMMENDATIONS

The purpose of this chapter is to discuss and interpret the findings of this study and to bring out more clearly the facts presented in the tables, and to make such recommendations as may be warranted in the light of the interpretations. For convenience and clarity, the findings will be classified into three groups: First, those graduates of vocational agriculture who did not attend college; second, those graduates of vocational agriculture who attended college; and third, the background analysis and final location of all graduates of vocational agriculture. The information in each table will be used in connection with each of the three groups to which it refers.

In Table 1 it is shown that of the 288 graduates of vocational agriculture included in this study, 174 or 60% did not attend college; while 114 or 40% attended college.

This means that a very large percentage of graduates were seeking higher training instead of becoming farmers. This does not seem to be in keeping with the original purpose of vocational agricultural education "...which is designed to meet the needs of persons over 14 years of age who have entered upon, or are preparing to enter upon the work of the farm, or of the farm home..." ¹

Graduates of Vocational Agriculture Who Did Not Attend College

When the data of the 174 graduates of vocational agriculture who did


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not attend college was analyzed, it was seen in Table 2 that only 25 or 14% entered farming; while 149 or 86% entered vocations other than farming. This fact seems to show further that the purpose of vocational agriculture is not being realized by these schools, only 14% of those who did not go to college, or 8.6% of the total graduates, having entered upon a farming vocation.

The background of the 25 graduates who entered farming was compared with that of the 149 graduates who entered vocations other than farming. It is shown in Table 7 that of the 25 graduates who entered farming, 24 or 96% were farm-reared and one or 4% was not farm-reared. It is shown in Table 8 that of the 149 graduates who entered other vocations, 88 or 60% were farm-reared and 61 or 40% were not farm-reared. Even though a very large per cent of those who entered other vocations was farm-reared, a much larger per cent of those who did enter the farming vocation was farm-reared. On the other hand, practically all of the non-farm-reared entered vocations other than farming. This would seem to indicate that being reared on the farm is a factor that has some influence upon the choice of farming as a life's vocation.

These tables show, further, that of the 24 graduates who were farm-reared, 18 or 75% were sons of farm owners; while of the 88 who were farm-reared in the non-farming group, only 58 or 66% were sons of farm owners. Thus a larger per cent of those who entered the farming vocation were sons of farm owners than were those who entered other vocations. This seems to indicate that tenure is also a factor which influences the choice of farming as a vocation.

In the tables mentioned above, of the 24 graduates who were farm-reared and entered farming, five or 21% were sons of renters. One was the
son of a manager. Of the 88 who were farm-reared and did not enter farming, 23 or 26% were sons of renters. This shows that a smaller per cent of those who entered farming were sons of renters than of those who entered other vocations; which is a further indication that tenure is a factor influencing the choice of farming as a vocation.

It is noticed that among the 25 graduates of vocational agriculture who entered farming after high school, there was not a single son of a share-cropper or day laborer; while among the 149 graduates who entered vocations other than agriculture, there were six sons of share-croppers and one son of a day laborer. This is a still further indication that tenure is a factor which has some influence upon the choice of farming as a vocation.

There was one son of a manager among the 25 graduates who entered farming. This was the only son of a manager in the group.

When Table 2 was studied, the data showed that the 149 graduates of vocational agriculture who did not enter farming were engaged in several vocations other than farming. Of these 149 graduates 73 or 42% were engaged as common laborers and grocery store porters.

Fourteen of these schools listed in Appendix A were located near small towns. Ten of these schools were near saw mills. In one of these ten communities, two paper mills were located. The graduates from the schools of these communities had access to steady employment either at the saw mills and paper mills as common laborers, or in the grocery stores as porters. This probably accounts for the 73 graduates who entered the vocation of common laborers and porters instead of farming.

Fifty-five or 31.6% of these 149 graduates were engaged as elementary teachers. All of the high schools referred to above at one time offered teacher-training along with agriculture. Several of the vocational
agricultural students graduated from the department of agriculture and from the department of teacher-training. These graduates were preferred as elementary teachers by local superintendents to those teachers who had not received such training. Therefore, many of these graduates were able to secure positions as elementary teachers. This may throw some light on the fact that such a large number of these graduates entered the teaching vocation.

Ten or 5.7% of these 159 graduates were engaged as carpenters. All of the vocational agricultural students are required, by the Louisiana State Department of Agriculture, to do some farm shop practice under the direction of the vocational agricultural teachers to take care of the ordinary farm buildings and repairs. Several of these students developed into excellent carpenters. After they graduated, they were either employed by more experienced carpenters as helpers, or by some plantation owners to do the carpentry work around the farm and farm houses. These ten were employed in such capacities which may account for their failure to enter farming as a vocation.

In most saw mill towns several of the employees are away from their families and usually obtain accommodations in boarding houses. A goodly number of them, also, carry some type of sick and accident insurance. These two necessities furnish splendid opportunities for a few qualified persons to earn a profitable living operating boarding houses and collecting insurance. This evidently accounts for five graduates who entered the cafe business and for five who became insurance agents after high school.

Graduates of Vocational Agriculture Who Attended College

To interpret the data found in Chapter II pertaining to those graduates of vocational agriculture who attended college, Table 3 is considered
first. Of the 114 graduates who attended college, 52 or 46% continued their studies in agriculture; while 62 or 54% chose subjects other than agriculture. If the vocational agricultural courses may be accepted as preparatory for college courses in agriculture, these schools have made a very poor showing since less than half of those who went to college continued their studies in the field of agriculture.

To compare the background of the 52 graduates who continued their studies in agriculture with that of the 62 who did not, the writer begins with Table 9. Of the 52 graduates who selected agriculture in college, 37 or 71% were farm-reared while 15 or 29% were not farm-reared. Of the 62 graduates who chose subjects other than agriculture in college, according to Table 10, 34 or 55% were not farm-reared and 28 or 45% were farm-reared. A larger per cent of those graduates who continued their agricultural studies in college were farm-reared than of those who selected other courses in college. Thus, as in the case of those graduates who did not enter college, being reared on the farm seems to have some influence upon their choice of agriculture in college. Of the 37 graduates who selected agriculture in college and were farm-reared, 27 or 73% were sons of farm owners; while of the 28 graduates who selected other subjects in college and were farm-reared, 17 or 60% were sons of farm owners. Thus a larger per cent of those graduates who continued the study of agriculture in college were the sons of farm owners than those who took other courses in college.

On the other hand, of these 37 graduates of vocational agriculture who selected agriculture in college and were farm-reared, eight or 21% were sons of renters; while of the 28 who were farm-reared and chose other subjects in college, ten or 36% were sons of renters. And so a larger per cent of those agricultural graduates who chose other courses in
college were sons of farm renters than of those who continued their agricultural studies in college.

Here again, as in the case of those graduates who did not enter college, tenure seems to be an influential factor in the choice of an agricultural career.

Going further with these graduates of vocational agriculture who attended college, Table 14 shows that of the 52 graduates who selected agriculture in college, 35 or 69% worked on the farm while they were in high school; whereas 17 or 31% worked on jobs other than the farm. Of the 62 graduates who selected college courses other than agriculture, 26 or 42% worked on the farm while they were in high school; whereas 36 or 58% worked on jobs other than the farm. Among those who chose agriculture in college, a large per cent worked on the farm while they were in high school. Among those who chose college courses other than agriculture, a small per cent worked on the farm while they were in high school. This is a further indication of the possible influence that one's background and experience have upon one's choice of a career.

Table 9 reveals, also, that of the 52 graduates of vocational agriculture who chose agriculture in college, one was the son of a share-cropper and one was the son of a day laborer. Table 10 reveals the fact that of the 62 graduates of vocational agriculture who selected courses other than agriculture in college, there was one son of a share-cropper. Since of the share-croppers and day laborers only one son each is found, the writer felt that the number was not sufficient to make a reliable comparison.

Of the 62 graduates of vocational agriculture who chose subjects other than agriculture in college, one entered agriculture after college graduation. (Note under Table 10.) There is no data available to throw any light on this case.
All of the graduates of vocational agriculture who chose agricultural courses in college did not enter agriculture after leaving college. Of these 52 graduates who studied agriculture in college, only 32 entered some phase of agriculture; while 20 entered vocations other than agriculture. Table 11 shows that of the 32 graduates who entered some phase of agriculture after college, 26 or 81% were farm-reared and six or 19% were not farm-reared. Table 12 shows that of the 20 graduates who did not enter any phase of agriculture after college, 11 or 55% were farm-reared and nine or 45% were not farm-reared. These facts further emphasize the possible influence that the background has upon the choice of agriculture as a vocation.

Of the 26 graduates who were farm-reared and entered some phase of agriculture after college, 73% were sons of farm owners; while of the 11 who were farm-reared and did not enter any phase of agriculture after college, 73% were sons of farm owners. Here the per cent of sons of farm owners is the same for those who entered some phase of agriculture after college as for those who did not. In this case it would seem that tenure has no particular influence upon the choice of an agricultural career. Of the 26 who were farm-reared, and entered some phase of agriculture after college, 19% were sons of renters; while of the 11 graduates who were farm-reared and did not follow any phase of agriculture after college, 27% were sons of renters. Here again it would seem that tenure has some influence in the choice of agriculture as a career.

In Table 11 it is shown that one son of a share-cropper and one son of a manager entered some phase of agriculture after college. There is no reason to suggest that the background of these two graduates had any particular influence on their choice of an agricultural vocation.

A further analysis of these 52 graduates of vocational agriculture
who selected agriculture in college is shown in Table 15. Of these 52 graduates, 22 dropped out of college during the first three years. Eight of these 22 who dropped out of college entered the vocation of farming; while 14 entered vocations not related to agriculture.

Of these 52 graduates who selected agriculture in college, 30 or 58% completed the four-year course. Of this number 24, or 80%, entered agricultural leadership jobs and six, or 20%, entered vocations other than agriculture. These 24 who entered the agricultural leadership jobs were distributed as follows: 18 vocational agricultural teachers, five county agents and one Federal Security Administration worker.

It is significant to note that, on the one hand, all of the agricultural students who dropped out of college before completing the four-year course and entered some phase of agricultural work, entered the vocation of farming. While on the other hand, all of those students who completed the four-year college course in agriculture, and entered some phase of agricultural work, entered the white-collar or leadership type. To throw some light on this situation, it might be pointed out that one must have completed a standard four-year college course in agriculture to qualify for any one of these leadership types of jobs in Louisiana. It is reasonable, therefore, to assume that those college students who dropped out before completing the four-year college courses entered the farming vocation because they could not qualify for any of the leadership jobs in their chosen field, although other factors probably had their influence.

There seems to be nothing in our findings that would suggest why six of the graduates from the four-year college course in agriculture did not enter some type of leadership job in this field; especially since they did enter the teaching profession and since these agricultural leadership jobs usually pay a better salary than other teaching positions.
The Background Analysis and Final Location of All Graduates of Vocational Agriculture

Table 16 shows that of the 288 graduates of vocational agriculture on whom data were secured, 183 or 64% were farm-reared and 105 or 36% were not farm-reared. It is further shown that of the 105 non-farm-reared only seven or 6.7% entered any phase of agriculture; while 51 or 27.8% of the 183 who were farm-reared entered some phase of agriculture as a vocation.

A further analysis of the 183 graduates who were farm-reared reveals the fact that 127 or 69.3% were sons of farm owners; 48 or 26.2% were sons of farm renters; five or 2.7% were sons of share-croppers; two or 1.08% were sons of farm day laborers; and only one or .54% was the son of a farm manager. It also shows that 30% of the sons of farm owners as compared with 21% of the sons of farm renters finally entered some phase of agriculture as a vocation. The numbers in the other tenure groups are too small to make comparisons.

The facts revealed in this table seem to give further indications: first, that farm-reared boys are more apt to enter agriculture as a vocation than those who are not reared on the farm; and second, that the sons of farm owners are more apt to enter agriculture as a vocation than the sons of farm tenants.

Recommendations

1. In view of the fact that there are several other open-country and small-town vocations than the vocations of agriculture, it is recommended that the rural high schools make a careful study of the vocational opportunities of their communities and offer such vocational courses, other than agriculture, that would prepare students to take advantage of these opportunities. This recommendation is strengthened by the further fact that of the 288 graduates of vocational agriculture studied here,
230 or approximately 79% went into other vocations than agriculture.

2. In view of the fact that a larger per cent of the sons of farm owners go into agriculture as a vocation than do the sons of farm tenants, it is recommended that emphasis, in these vocational agricultural departments, be put on that type of guidance and instruction that would lead to a larger per cent of farm owners.

3. In view of the fact that such a small per cent of the graduates of these vocational agricultural departments (approximately 20%), even of the sons of farm owners (approximately 30%), have entered any phase of agriculture as a career, it is recommended that an investigation be made to determine why these departments are not any more effective in fulfilling the purpose of the Vocational Agricultural Act as stated in the introduction of this study.
CHAPTER IV

SUMMARY AND CONCLUSIONS

This is a follow-up study of 288 graduates of vocational agriculture of fifteen Negro high schools in Louisiana over a period of ten years (1925-1935) to determine the effectiveness of the training in vocational agriculture as may be indicated by the extent to which these graduates have gone into the pursuits of agriculture as a life's vocation.¹

To secure the data for this study, the names and addresses of the graduates of vocational agriculture were obtained, in 1942, from the principal of each school. Then the questionnaires,² a sample of which may be seen in Appendix B, were either carried by the writer to the graduates of vocational agriculture, or sent to them through the mail. This information was supplemented by personal interviews and observations the writer had with graduates of vocational agriculture, vocational agricultural teachers and county agents.

Of the 288 graduates of vocational agriculture, 174 or 60% did not attend college; while 114 or 40% did attend college.

Of the 174 graduates who did not attend college, 25 or 14% entered farming; while 149 or 86% entered vocations other than agriculture.

Of the 25 who entered farming after high school, 24 or 96% were farm-reared; while one or 4% was not farm-reared.

Of the 114 graduates who attended college, 52 or 46% studied agriculture; while 62 or 54% chose courses other than agriculture.

Of the 52 graduates who selected agriculture in college, 37 or 71%  

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¹Appendix A, p. 36.
²Appendix B, p. 37.
were farm-reared; while 15 or 29% were not farm-reared.

Of the 62 graduates who chose subjects other than agriculture in college, 28 or 45% were farm-reared, while 34 or 55% were not farm-reared.

Of the 52 graduates who studied agriculture in college, 32 or 62% entered some phase of agriculture: 18 vocational agriculture teachers, five county agents and one F. S. A. worker. Only eight entered actual farm production.

Of the 62 graduates who selected courses other than agriculture in college, one or 2% entered some phase of agriculture; while 61 or 98% entered vocations other than agriculture.

Of the 288 graduates of vocational agriculture, 58 or 20.1% entered some phase of agriculture; while 230 or 79.9% entered vocations other than agriculture.

Of the 288 graduates, 183 or 64% were farm-reared; while 105 or 36% were not farm-reared.

Of those who were farm-reared, 51 or 27.8% entered some phase of agriculture; while of the 105 who were not farm-reared, only seven or 6.7% entered some phase of agriculture.

Of the 183 graduates who were farm-reared, 127 or 69.3% were sons of farm owners; while 53 or 28.9% were sons of farm tenants-renters and share-croppers.

Of the 127 sons of farm owners, 38 or 30% entered some phase of agriculture; while 89 or 70% entered vocations other than agriculture.

Of the 53 graduates who were sons of farm tenants, 11 or 20.8% entered some phase of agriculture; while 42 or 79.2% entered vocations other than agriculture.

From the findings of this study, it is rather clear that the purpose of the Vocational Education Act as set forth in the introduction is not
being achieved by these vocational agricultural departments of the
fifteen high schools in a very satisfactory manner:

1. Of the total number of graduates 40% attended college.

2. Of these vocational agricultural graduates who attended
college, less than half (46%) continued their studies in
this field, and of those who continued their studies in
agriculture only 62% entered some phase of agricultural
work after their college courses.

3. Of those who did not attend college, only 14% entered
farming as a vocation.

4. Of the total (238) vocational agricultural graduates,
only 58 or 20.1% finally entered some phase of agricul-
tural activity as a vocation.

The findings of this study also seem to indicate that farm-reared
boys who study vocational agriculture are more likely to enter farming
as a vocation than those who are not farm-reared; and that the sons of
farm owners who study vocational agriculture are more likely to enter
some phase of agriculture as a career than are the sons of farm tenants.

The data of related literature indicated that:

1. Graduates of vocational agriculture who are trained to
teach agriculture usually teach that subject or enter
some related vocation. This finding agrees with the find-
ing in this study with one exception. Six graduates who
were trained to teach agriculture were engaged as academic
teachers.

2. A small per cent of graduates of vocational agriculture
attended college. This finding differs from the finding in
34

this study. A large per cent (40%) attended college.

3. The largest per cent of graduates of vocational agriculture entered vocations that are not related to agriculture. This finding concurs with the finding in this study. More than 79% entered vocations other than agriculture.
APPENDIX
APPENDIX A

LIST OF SCHOOLS

1. Allen Parish Training School, Oakdale, Louisiana.
2. Beauregard Parish Training School, DeRidder, Louisiana.
4. Bernice Agricultural School, Bernice, Louisiana.
5. Claiborne Parish Training School, Homer, Louisiana.
7. Grant Parish Training School, Colfax, Louisiana.
9. Richland Parish Training School, Delhi, Louisiana.
10. Sabine Parish Training School, Many, Louisiana.
11. St. Landry Parish Training School, Opelousas, Louisiana.
14. Webster Parish Training School, Minden, Louisiana.
APPENDIX B

SURVEY BLANK FOR FIFTEEN VOCATIONAL AGRICULTURE SCHOOLS IN LOUISIANA

School ___________________________ Survey Made: ___________________________

Location ___________________________ By ___________________________

Name ___________________________ Date ___________________________

Age ___________________________

1. What year did you graduate from high school? ___________________________

2. After you graduated from high school, what did you do? (check)
   a. Worked ___________________________
   b. Went to college ___________________________

3. If you worked instead of attending college, what type of work did you do? (check)
   a. Railroad work __________
   b. Farm ______
   c. Hotel work ______
   d. Cafe work ______
   e. House work ______
   f. Paper mill ______
   g. Saw mill ______
   h. Chauffeur ______
   i. Joined Army ______
   j. List others ___________________________

4. If you attended college, what year did you enter? ___________________________

5. What was your major interest? (check)
   a. Teacher training in agriculture ______
   b. Liberal arts ______
   c. Music ______
   d. Tailoring ______
   e. Mechanical arts ______
   f. Home economics ______
   g. Typing ______
   h. Plumbing ______
   i. Brick masonry ______
   j. Physical education ______
   k. Foundry work ______
   l. Aircraft ______
   m. Principles of radio ______
   n. Telephone communication ______
   o. Elementary navigation ______
   p. List others ___________________________

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6. What year did you graduate from college? ____________

7. If you did not graduate: a. What year did you leave college? __

b. What was your classification? __

8. What are you now doing? ______________________________________________________________________

9. Do you plan to make this your life's work? __________________________

a. If not, what are your plans for getting started in the thing you plan to do? __________________________

________________________________________________________________________________________

Background

10. Were you reared on a farm? __________________________________________

11. If so, were your parents: a. Owners ___ b. Managers ___

c. Renters ___ d. Share-croppers ___ e. Day laborers ___

12. If not, what kind of work did your parents do for a living? ______

________________________________________________________________________________________

13. What kind of work did you do while you were in (a) grammar school

____________________ (b) high school ______________________
BIBLIOGRAPHY

Unpublished Material


