

Pittsburg State University

Pittsburg State University Digital Commons

Research Problems, 1940-1991

Graduate School

5-1950

Vocational Training Opportunities for Negroes in Louisiana

Samuel Jones

Kansas State Teachers College

Follow this and additional works at: <https://digitalcommons.pittstate.edu/problems>

Recommended Citation

Jones, Samuel, "Vocational Training Opportunities for Negroes in Louisiana" (1950). *Research Problems, 1940-1991*. 71.

<https://digitalcommons.pittstate.edu/problems/71>

This Graduate Research is brought to you for free and open access by the Graduate School at Pittsburg State University Digital Commons. It has been accepted for inclusion in Research Problems, 1940-1991 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

VOCATIONAL TRAINING OPPORTUNITIES
FOR NEGROES IN LOUISIANA

A Problem Submitted to the Graduate Division in Partial
Fulfillment of the Requirements for the
Degree of Master of Science

By
Samuel Jones

98

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

May, 1950

PORTER LIBRARY

INDUSTRIAL EDUCATION
and ART DEPT.
Kansas State Teachers College
Pittsburg, Kansas

APPROVED:

Thesis Adviser *A. H. Hankins*

Chairman of Thesis Committee *J. V. Melton*

Chairman of Graduate Council *Ernest Mahan*

ACKNOWLEDGMENTS

The writer wishes to express his appreciation to Dr. Otto A. Hankammer for the services rendered in directing the work to its completion. The writer is also grateful to the principals, directors, and teachers who cooperated by returning letters and questionnaires.

Especially is the writer grateful to his wife, Minnie Belle, for her loyal support, and untiring assistance given in the typing and mailing of all letters and other forms used in this study. To her goes much of the credit in making this study possible.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
Statement of the Problem.....	1
Limitations.....	1
Source of Data.....	2
Method of Procedure.....	2
Background of Education for Negroes in Louisiana.....	4
A Philosophy of Vocational Education....	9
II. REVIEW OF RELATED STUDIES.....	11
III. PERSONAL DATA PERTAINING TO TEACHERS.....	17
Overview.....	17
Colleges from Which Undergraduate Credit Was Received.....	17
Colleges from Which Graduate Credit Was Received.....	20
Teaching Major Subject.....	21
Number of Years Teaching Experience.....	22
Years Taught in Present Position.....	23
Number of Years Employed in the Trade...	24
Teaching Certificate.....	26
Professional Training of Teachers.....	26
Members of a Trade Union.....	28
Hours of Technical Training.....	29
Salaries of Private Trade School Teachers.....	30
IV. THE PUBLIC HIGH SCHOOLS.....	32
Overview.....	32
Public High Schools Offering Vocational Training.....	34
Courses of Training Offered.....	35
The Average Enrollment of the Shops.....	36
Cooperative Part-time and Evening Classes.....	37
Ages Included in Shop Area.....	37
Number of Class Meetings and Length of Classes.....	38
Size of Shop.....	38
Organization of Shop.....	39
Methods of Admitting Students to Voc- ational Industrial Training.....	40
Vocational Guidance Program.....	40
Director of Guidance Program.....	41
Pre-Vocational Training.....	41
Placement Program.....	42
Related Subjects Taught.....	42

CHAPTER

PAGE

Minutes Per Class Period Devoted to Related Subjects.....	43
Type of Projects Used.....	43
Private Office Space.....	44
V. THE COLLEGES AND UNIVERSITIES.....	45
Overview.....	45
Types of Curriculum and Objectives.....	47
Areas Offering Training and Enrollment..	50
Vocational Guidance.....	52
VI. PRIVATE TRADE SCHOOLS.....	54
Overview.....	54
General Objectives and Admission Requirements.....	54
Courses Offered.....	56
Enrollment by Courses Taught.....	57
Average Enrollment of Classes and Number of Class Meetings Per Week....	58
Length of Course.....	58
Type of Building and Location of Shops..	59
Amount of Floor Space.....	60
Value of Equipment.....	61
Related Subjects Taught.....	62
Type of Projects Used.....	63
Placement Bureau.....	64
Number of Graduates Aided in Securing Employment.....	64
VII. SUGGESTED ENRICHMENT OF THE PROGRAM OF VOCATIONAL INDUSTRIAL TRAINING.....	66
Overview.....	66
Increasing Training Facilities.....	66
Vocational Guidance.....	73
Pre-Vocational Training Program.....	75
Placement Bureau.....	76
Teacher Preparation.....	77
Union Members.....	78
VIII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS..	79
Summary.....	79
Conclusions.....	83
Recommendations.....	83
BIBLIOGRAPHY.....	85
APPENDICES.....	89
Appendix A.....	90
Appendix B.....	93

ABSTRACT

The purpose of this study was to secure a comprehensive picture of vocational industrial training facilities available for Negroes in the State of Louisiana. This study involved several minor problems: (1) the nature and extent of opportunities for vocational training in the high schools, colleges, and private trade schools; (2) specific information as to courses and types of programs; (3) to present the status of teacher qualifications and experiences; (4) to offer suggestions for improvement of training opportunities.

The names of the public schools offering vocational industrial courses along with the names of principals were secured from the Director of Vocational Education in the State Department of Education, Baton Rouge, Louisiana. There were twelve schools. The names of the private trade schools along with the director of each were obtained by letter from the coordinator of veterans affairs in the State Department of Education. A letter was sent to the principal or director of the high school or private trade school requesting that the courses they offered and the teachers of these courses be submitted. Eight principals and twenty-two directors responded. The names of the colleges were obtained from the Louisiana School Directory, 1949-1950. A check of the catalogues of these schools revealed which had programs of vocational industrial education. From the catalogues the name of teachers were obtained. All teach-

ers in each type of school were sent a questionnaire which was peculiar to that type school. There was response from 63.63 per cent of the high school teachers; 64.7 per cent of the college teachers; and 17.58 per cent of the private trade school teachers.

The data were tabulated and organized into tables for the convenience of interpretation and comparison. From this study it was found that: (1) Southern University was the first choice of teachers in obtaining undergraduate training; (2) Ohio State University was the first choice of teachers in obtaining graduate training; (3) over 50 per cent of the high school and college teachers had five or more years teaching experience, and 87.5 per cent of the private trade teachers had less than five years teaching experience; (4) all teachers had received training in professional courses; (5) the high schools offered training in carpentry, woodwork, and mechanical drawing most frequently; (6) the colleges offered training in several areas either for teacher preparation or vocational specialization; (7) the private trade schools offered a broader program of terminal education; (8) guidance and placement as an organized program were practically a neglected phase of these schools; (8) on the basis of existing opportunities for training, inadequate facilities exist; (9) no concerted idea exists among the high school and college teachers as to how to overcome this lack of adequate training facilities.

LIST OF TABLES

TABLE	PAGE
I. Response of Teachers.....	3
II. Principals and Directors Replying to Letters.....	3
III. Colleges from Which Undergraduate Credit Was Received.....	19
IV. Colleges from Which Graduate Credit Was Received.....	21
V. Number of Years Teaching Experience According to types of Schools.....	22
VI. Number of Years Taught in Present Position..	24
VII. Number of Years Trade Experience.....	25
VIII. Frequency of Teacher-Training Courses Pursued.....	28
IX. Hours of Technical Training.....	30
X. Salary Range.....	31
XI. Public High Schools.....	35
XII. Vocational Industrial Training Courses.....	36
XIII. Intervals of Average Enrollment.....	37
XIV. Length of Classes in Minutes.....	38
XV. Size of Shops.....	39
XVI. Methods of Admitting Students to Vocational Industrial Training.....	40
XVII. Director of Guidance Program.....	41
XVIII. Related Subjects Taught.....	42

TABLE	PAGE
XIX. Time Devoted to Related Subjects.....	43
XX. Areas of Training at Southern University....	50
XXI. Course Offerings at Grambling College.....	51
XXII. Areas of Training at Xavier University.....	52
XXIII. Methods of Admitting Students to Vocational Industrial Training.....	52
XXIV. Private Trade Schools in Louisiana.....	56
XXV. Courses Taught in Twelve Private Trade Schools.....	57
XXVI. Enrollment by Courses Taught.....	58
XXVII. Length of Course.....	59
XXVIII. Type of Building.....	60
XXIX. Floor Space Occupied by Shop.....	61
XXX. Value of Equipment.....	62
XXXI. Related Subjects Taught.....	63
XXXII. Type of Projects Used.....	64
XXXIII. Suggested Means of Extending Training Facilities.....	68

CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to secure a comprehensive picture of vocational industrial training facilities available for Negroes in the State of Louisiana. This study involved several minor problems: (1) the nature and extent of opportunities for vocational training in the high schools, colleges, and private trade schools; (2) specific information as to courses and type of programs; (3) to present the status of teacher qualifications and experience; (4) to offer suggestions for improvement of training opportunities.

Limitations

The examiner felt that it was impossible to consider all the elements pertaining to vocational education. Therefore, this study will be concerned primarily with the area of trade and industrial training. It is limited to the personal and general information as asked in the information blanks. Some of the teachers did not answer all the questions in the questionnaire, consequently the total for all groups and tables will not be the same.

The study is also limited: (1) to the twelve public high schools offering vocational subjects as certified by the

Louisiana State Department of Education; (2) to twenty-two private trade schools representing by geographical location in every part of the State, and representing parishes (counties) with 40,000 population or more; (3) to the three colleges and universities offering trade and industrial training which are Xavier University, New Orleans, Louisiana; Southern University, Baton Rouge, Louisiana; and Grambling College, Grambling, Louisiana.

Source of Data

The data for this study were derived from primary and secondary sources. Letters and questionnaires were the primary source of material, and the reference books, bulletins, and magazine articles were the secondary source of material.

Method of Procedure

The examiner secured by letter the names and location of the high schools (including the principals) offering vocational training from the Director of Vocational Education in the Louisiana State Department of Education, Baton Rouge, Louisiana. A letter was sent to each principal, requesting him to submit the names of the teachers of vocational industrial subjects and the courses offered. Only eight principals out of twelve answered the letters. They indicated a total of eleven trade and industrial teachers in eight schools. A questionnaire and form letter were sent to each of the teachers in the high schools.

Only seven, or 63.63 per cent, teachers replied, representing seven schools.

TABLE I

RESPONSE OF TEACHERS

Schools According to Type	Questionnaires Sent	Questionnaires Returned	Per Cent
High Schools	11	7	63.63
Colleges	17	11	64.70
Private Trade Schools	91	16	17.58
Read: Eleven teachers sent questionnaires, seven responded or 63.63 per cent.			

TABLE II

PRINCIPALS AND DIRECTORS REPLYING TO LETTER

Schools According to Type	Letters Sent	Replied	Teachers	Per Cent
High Schools	12	8	11	66.66
Private Trade Schools	40	22	91	55.0
Read: Twelve letters sent to principals of high schools, eight replied representing eleven teachers and 66.66 per cent of the high schools.				

To determine the private trade schools in the State, a letter was sent to the coordinator of veterans affairs requesting

the name, location, and name of the Director of the private trade schools. It was only after a second letter that a reply was received.

The writer sent a letter to the Director of forty trade schools asking for the names of trade teachers, courses offered, a statement as to the objectives, year in which the school was established, and enrollment. Only twenty-two directors answered. On the basis of the twenty-two directors answering, a questionnaire and form letter were sent to ninety-one teachers of trade subjects in these schools. Sixteen, or 17.58 per cent, as is revealed in Table I replied. This represented twelve private trade schools, or fifty-five per cent.

The writer obtained the names of teachers in the colleges from the bulletin of the respective school. Courses taught were also obtained from the bulletin. A questionnaire and letter was sent to seventeen teachers of trade and industrial subjects. Eleven, or 64.7 per cent, replied. A glance at Table I and Table II will reveal the response of the teachers, principals, and directors, respectively.

From the returns on each of the questionnaires, the data were tabulated and organized into tables for the convenience of interpretation and comparison. A copy of each questionnaire is included in the Appendix.

Background of Education for Negroes in Louisiana

In the United States there is no federal provision for education in the sense that it is a constitutional function.

It is left to the individual states through authority in the Constitution of the United States. Each state is allowed to develop its own system without coercion from a centralized authority. The educational system of the State of Louisiana consists of all public schools and all institutions of learning supported in whole or in part by appropriation of public funds.

The first effort toward formal education of Negroes in Louisiana

had its beginning in Catholic churches and schools established primarily for the white people of the colony. In 1727, when New Orleans was but nine years old, the Ursuline Nuns....arrived from France..... The three good Sisters immediately began their school duties which were not restricted to the whites.¹

Before the Civil War, there was a law in Louisiana against teaching Negroes which was strictly adhered to. In spite of the law authorities were known to ignore the fact that some private schools existed for educating Negroes. The law which prohibited the teaching of slaves, and enforced a sort of vigilance over the free Negro was known as the "Black Code." Any violation of the "Code" was punishable by heavy fines.

The consequences of this state of society has been that....private schools for colored people have long existed and prospered. The law has tolerated them by a significant silence on the subject. Public opinion has also tolerated them by a "quasi" encouragement and patronage. Under the old regime this was one of the delicate subjects which the people did not think it best to interfere with in advance.....So the law held

¹Betty Porter, "The History of Negro Education in Louisiana", (unpublished master's thesis, Louisiana State University, 1938), pp. 2-3.

its powers in reserve, and while it placed heavy fines and punishments on those who taught the slave population, and kept a strict watch over the movements of the colored people, especially their religious meetings and social gatherings, it refrained from going any further.²

Thus education for the Negro in Louisiana was provided by private agencies. The free Negro usually hired private tutors to instruct his children if he were a rich man of wealth and influence. Some would be sent to the best private schools in New Orleans to be educated.

With the eruption of the Civil War many slaves were set free by the advancing Union armies. The plight of the freed slave became a major problem to the armies of the Union. Many of the commanding generals met this problem, as they were the authority at the time, by issuing orders of their own to care for the ex-slaves. Among these Generals was one N. P. Banks who was stationed in New Orleans. He issued on March 22, 1864, an order for the establishing in Louisiana of a system of public schools for the freedmen. This was to be a tax supported system, and probably represents the first attempt to support schools in the South by public taxation.³ This tax was collected by a board created by the order issued by General Banks. The tax amounted to one and one-half mills upon real property and personal property, including crops of plantations.

²Nathan Willey, "Education of the Colored Population of Louisiana", Harper's New Monthly Magazine, XXXIII, (August, 1866), p. 246.

³Porter, op. cit., p. 15.

Education of the free Negro was not regulated by the order of General Banks, and, in fact, these free Negroes did not recognize it as having any application to them. What private schools existed in New Orleans, were open "to all pupils who were born free, and whose parents can afford to pay the monthly stipend required."⁴

The Federal Government took over the affairs of aiding the freedmen by establishing a Bureau of Refugees, Freedmen and Abandoned Lands. This Bureau was to have among other things particular interest in the educational and moral welfare of the Negro. Lasting only five years, the Bureau spent \$6,513,955 in total expenditures, and "became the basis if not the inspiration of the public school system of the Southern States."⁵ The schools as maintained by the Freedmen's Bureau were not incorporated under the State laws of Louisiana. It was obligatory by law, up until 1867, to provide education only for white children. Several cities took the initiative and passed ordinances establishing public schools for the education of colored children. New Orleans promulgated an ordinance of the Common Council October 3, 1867, establishing public schools for the education of colored children.⁶

⁴Willey, op. cit., p. 247.

⁵B. T. Washington, "Education of the Negro," (N. M. Butler, editor, Education in the United States. New York: American Book Company, 1910), p. 915.

⁶G. A. Huff, "Public Education in Louisiana During the Reconstruction Period 1866-1876," (unpublished master's thesis, Louisiana State University, 1939), p. 25.

Education during and following the Civil War had many peculiar happenings. By constitutional authority all races were to be educated without restriction to creed or color (1868).⁷ However, both white parents and Negro parents failed to cooperate in sending their children to the same school, thus establishing a tradition of separate schools. It was evident that such a lack of cooperation between these races was indicative of dissatisfaction with the law. By 1888 the public schools in Louisiana had begun to be better organized and administered. This was brought about by the bitterly contested election of 1876 which opposed the principles established during the Reconstruction.

Early public schools in Louisiana were only of elementary grade level. What secondary schools existed were mainly under private auspices. No State approved public high schools existed in Louisiana until about 1915.

In 1940 there were 345,924 Negroes in Louisiana between the ages of five and twenty-four. Of this number, 172,233 were attending school, representing about 49.8 per cent.⁸ Compared to 1878, there were 33,632 pupils enrolled in public schools. In 1949-1950, there were 175,777 pupils enrolled in 1,402 elementary and high school departments under public

⁷U. S. Bureau of Education. Report of Commissioner of Education, 1881, (Washington: Government Printing Office, 1883), p. 118.

⁸U. S. Department of Commerce. "Population, Characteristics by Age," (Sixteenth Census of the United States, 1940, Vol. IV, Part 2. Washington: Government Printing Office, 1943), Table 15.

control. Of the 1,402 departments, 135 were high school departments. None of the elementary schools are State approved or accredited. Forty-seven of the high schools are State approved and accredited. It must be recognized, however, that many of the high schools have elementary departments in them. In this relationship, there are 124 high schools with elementary departments and only 42 are State approved and accredited; 16,924 pupils were enrolled in high school.⁹

A Philosophy of Vocational Education

Education should provide the type of experiences and training which will enable all citizens to contribute mutually to the common welfare of each other. It is through the medium of education that many have been able to raise their level and standard of living. Since society is made up of individuals then all individuals must be able to contribute to the success of that society. No one citizen can be neglected at the expense of another.

To thoroughly prepare a man for useful participation in society, the educative process should include a well-planned program of industrial education. Industrial education makes an important contribution to the growth of the individual by leading to new fields of inquiry and study. Our society is becoming increasingly technological. New inventions and pro-

⁹Louisiana Department of Education, "Louisiana School Directory, Session 1949-1950," Bulletin No. 678. (Baton Rouge, State Department of Education, 1949), p. 116.

cesses have increased the demand for trained and skilled workers. Occupational intelligence is required on all jobs. In order for the individual to assume his rightful place in the vast labor market, he must know about occupations and how to work. He must know what occupations exist and which is the best for him. He must know the technological processes involved in occupations so as to know how to work. He must be trained for work.

It is with this idea or philosophy in mind that the following chapters are presented--to reveal: the extent to which Louisiana has gone to prepare its Negro citizens to be useful, economic efficient individuals enabling them to get started as workers, the various areas in which trade and industrial training are being offered, the location of the training facilities, the qualifications of the instructors.

CHAPTER II

REVIEW OF RELATED STUDIES

In making a survey of literature pertaining to education for Negroes and vocational education, several studies were found which were either directly related or closely related to the subject under study. Their relationship is given in this chapter.

A questionnaire study of a nature corresponding to this study was made in 1940 by Samuel Cooper Smith at the University of Michigan which had as its purpose the determination of the extent of trade and industrial education in relation to courses offered and number and age of individuals reached, and suggestions for the betterment of the program. The study is concerned with trade and industrial education for Negroes in the public schools of North Carolina for which Federal aid is received. Also it was concerned with the status of the teacher. Fifty-three per cent of the teachers had been in the field not more than three years. Eighty-two per cent had earned degrees. Four were without degrees.

Smith states that there were only twenty-five trade and industrial teachers (Smith-Hughes) in the public schools of North Carolina and is probably related to the possibility that "the schools are not receiving full benefit of the Federal aid for this type of training."¹ It is concluded that "the data

¹S. C. Smith, "A Survey of the Teachers and Teaching of Trade and Industrial Subjects in the Public Schools for Negroes in North Carolina," (unpublished master's thesis, University of Michigan, August, 1940), p. 20.

show that....there are only eleven different trades being taught with emphasis placed on carpentry and bricklaying....."²

In this study it is recommended that more courses be made available based on a survey of the needs of the community; that guidance and placement service be established to aid youths; and that an extension of training to include evening classes and diversified occupations be considered.

Directly related to this study is a study as reported in the Educational Conference Edition of the Bulletin, Southern University and Agricultural and Mechanical College, February, 1943. The study was done by means of questionnaires and personal interviews. The purpose of this study was to determine the extent to which training along vocational lines is made available to Negroes. The material in this study indicated that:

The more important agencies providing education of this type are as listed below:

Public High Schools

National Defense Schools

Civilian Conservation Corps

The National Youth Administration

Federal and State Department of Vocational
Industrial Education

The Private Trade Schools, including one
commercial school, the Y. M. C. A. School
of Commerce, New Orleans, Louisiana

Four Schools for Beauty Culture:

La-Henri-Anna Beauty School, Monroe, Louisiana

Henrietta's Beauty School, Shreveport, Louisiana

Porc Beauty College, New Orleans, Louisiana

Neola Beauty Culture School, New Orleans, Louisiana

The Shreveport Trade School, Shreveport, Louisiana³

²Ibid., p. 60.

³W. W. Stewart, "The Availability of Vocational Education for Negroes in Louisiana," (Bulletin, Southern University and A. and M. College, XXIX, No. 2, February, 1943), pp. 67-68.

It is well to note

From reports of 61 or 60.0 per cent of the 98 high schools, quite the majority offer courses in vocational education, although major emphasis is placed upon general education..... Little work is required on real jobs, and the average graduate does not feel that his training is adequate. Vocational classes are housed in separate buildings and are provided with minimum essential equipment. Courses are limited to agriculture or mechanic arts, rarely both, and home economics for girls..... Agriculture, carpentry, and domestic service are the most frequent jobs trained for, yet communities are reflecting in increasingly large variety of job opportunities.⁴

A study was made of technical education for Negroes in Missouri on the college level by G. Robert Cotton.⁵ The study was limited to the development of a proposed program for Lincoln University. It was explained by Mr. Cotton that the study was limited to Lincoln University because that school was the only institution of higher learning in the State having any type of technical program and therefore if any program was to be proposed for Missouri it should be centered at Lincoln University.

Mr. Cotton limited the scope of this study to include five areas: (1) semi-engineering (technical courses), (2) building engineering, (3) basic engineering, (4) industrial arts, and (5) industrial terminal courses. The main emphasis was placed on the first three.

There were seven definite points used by which the pro-

⁴Ibid., p. 68.

⁵G. R. Cotton, "Collegiate Technical Education for Negroes in Missouri," Journal of Negro Education, XV, (April, 1946), pp. 172-180.

posed program was developed. The author used the interview technique, and counsel technique with individuals of prominence and distinction in engineering education. A group of interested faculty and administrative members of Lincoln University were invited to review and clarify some of the issues involved. These individuals were selected "because of their interest in technical education and because of the expected cooperative part they may play in putting this program into operation."⁶

At the time of the study, there existed four major areas of technical education at Lincoln University: (1) mechanical construction (a four-year semi-engineering course); (2) teacher-education for preparation of industrial arts and industrial-vocational teachers; (3) vocational trade training; and (4) building engineering.

In proposing a program of basic engineering the curriculum was based upon the later trends of engineering education which lean toward broader fundamental training. Three options were proposed for curriculum choice.

The first would offer four years of basic engineering including sciences, mathematics, technical courses, industrial economics and management, and selected courses in the humanities. This option would lead to the Bachelor of Science degree awarded by Lincoln University.

The second option would offer a five-year co-operative plan with selected engineering institutions. Three

⁶Ibid., p. 175.

years of basic engineering including courses similar to those in the first option will be offered at Lincoln. In the fourth year, opportunities would be given to pursue courses prerequisite for either the specialized civil, electrical, or mechanical engineering curriculum as a basis for further specialized work in a co-operating institution. The selection of prerequisite courses would be influenced strongly by the required courses of the co-operating institution that the student intends to enter.....

The third option would offer a five-year cooperative plan with industry. Three years of basic engineering and one year of prerequisite specialized engineering will be offered at Lincoln University as in the second option. At the successful completion of the four years the student would be awarded the Bachelor of Science degree in basic engineering. The fifth year would be spent in an approved industry where the work and experiences would be chiefly in the area of the fourth-year preparation. After having spent profitably one year (twelve months) in this industry under careful supervision and with periodical conferences with a representative of the technical education staff of Lincoln University, the student would receive a Bachelor of Science degree in the specialized engineering awarded by Lincoln University.⁷

The proposed program of industrial terminal courses had six features. All were aimed at turning out a qualified artisan and technician. These features were (1) a laboratory course of the choice of the student would be concentrated on; (2) only courses directly related to and supporting the technical course would be taken; (3) qualified tradesman would be used to supervise certain phases of technical or laboratory courses; (4) no college credit would be given; (5) a student may enter at any time and training would be declared complete when the instructor believed that he met industrial requirements; and, (6) admission requirements would be based only on the desire of a mature person.

⁷ Ibid., pp. 177-8.

A questionnaire study of vocational education in Negro high schools in Texas was made by Ira B. Bryant. The purposes of the study were to survey a representative number of high schools and evaluate the offerings in the light of socio-economic conditions faced by Negroes, and offer constructive suggestions toward a new vocational educational program.

The evidence disclosed that the range of vocational offerings of the secondary schools is small and narrow, consisting very largely of vocational agriculture, trades, sewing, trades cooking, typing and shorthand, bookkeeping, and auto-mechanics. It was also brought to light that with the exception of welding, which is offered in one rural school, and radio engineering, which is offered in two urban schools, there seems to be complete agreement between the two classes of schools as to the type of vocational courses offered.There was evidence also that the scope of training for skilled occupational areas in the above mentioned schools covers auto mechanics, sheet metal work, and radio engineering only.⁸

⁸I. B. Bryant, "Vocational Education in Negro High Schools in Texas," Journal of Negro Education, XVIII, (Winter 1949), p. 10.

CHAPTER III

PERSONAL DATA PERTAINING TO TEACHERS

Overview

A means of determining the relative value of any program is to evaluate the qualifications of the personnel who must promote that program. In analyzing vocational training opportunities for Negroes in Louisiana, the qualifications of vocational industrial education teachers were studied. These qualifications were analyzed according to professional training, teaching experience, trade experience, and other factors. This portion of the study gives the results of this analysis.

Colleges from Which Undergraduate Credit Was Received

The results of the questionnaire indicated that there were eleven college teachers of trade and industrial subjects who indicated they had been to college. Some of the teachers had been to more than one college in order to receive undergraduate training. Upon examination of Table III, it is revealed that nine cases, or 69.2 per cent of the trade and industrial teachers had attended four colleges or universities. The institutions with the highest number of frequencies were (1) Southern University, Baton Rouge, Louisiana, with a frequency of four (2) Xavier University, New Orleans, Louisiana, with a frequency of two cases; (3) Hampton Institute, Hampton, Virginia, with a frequency of two cases. Four cases, or 30.8 per cent, of

the trade and industrial teachers attended four different institutions for undergraduate work. Six of the eight institutions were located in other states. One teacher indicated that he had not received an undergraduate degree while ten, or ninety-one per cent, indicated that the undergraduate degree had been awarded.

Two different colleges were attended by the high school teachers to receive undergraduate training in trade and industrial subjects. Observation of Table III will reveal that six cases, or 85.7 per cent of the high school teachers, attended Southern University, Baton Rouge, Louisiana, and one case, or 14.3 per cent attended Wiley College, Marshall, Texas. Only six persons, or 85.7 per cent, held an earned college degree. In one case, or 14.3 per cent, it is reported that no college degree is held although some work toward a degree has been completed.

Teachers in the private trade schools revealed a variety of situations in reply to the question from what college or university undergraduate credit was received. Two teachers, or 12.5 per cent, replied that no college training had been received. A glance at Table III will reveal that fourteen teachers had attended four different colleges. However, only twelve had attended a school in which trade and industrial subjects were taught. Eleven cases studied indicated that they had attended Southern University, Baton Rouge, Louisiana, either for the four-year training course leading to the Bache-

TABLE III

COLLEGES FROM WHICH UNDERGRADUATE CREDIT WAS RECEIVED

Colleges Attended	Frequency
College Teachers	
Southern University, Baton Rouge, La.	4
Xavier University, New Orleans, La.	2
Hampton Institute, Hampton, Va.	2
Alabama State College, Birmingham, Ala.	1
Lincoln University, Jefferson City, Mo.	1
Wilberforce University, Xenia, Ohio	1
Miner Normal College, Washington, D. C.	1
Milwaukee School of Engineering, Milwaukee, Wis.	1
High School Teachers	
Southern University, Baton Rouge, La.	6
Wiley College, Marshall, Texas	1
Private Trade School Teachers	
Southern University, Baton Rouge, La.	11
Hampton Institute, Hampton, Va.	1
Loyola University, New Orleans, La.	1
Leland College, Baker, La.	1

lor of Science degree, or the two-year trade course. This represented 68.7 per cent of the total cases studied. The frequencies were (1) Southern University, Baton Rouge, Louisiana, with eleven cases; (2) Hampton Institute, Hampton, Virginia, with one case; (3) Loyola University, New Orleans, Louisiana, with one case; and, (4) Leland College, Baker, Louisiana, with one case. Loyola University and Leland College are the colleges in which no trade and industrial subjects are

taught. Four of the cases who attended Southern University, or 36.4 per cent, had attended the 2-year trade course.

Three private trade school teachers had attended private trade schools for their work beyond high school graduation. Four college teachers indicated that they had attended seven different trade schools in addition to work they had completed in undergraduate schools. One of the teachers had attended three trade schools alone. Only one high school teacher had received training in a trade school, in addition to the work he had received in undergraduate school.

Colleges from Which Graduate Credit Was Received

An examination of Table IV will reveal that five colleges were attended by nine of the cases of college teachers studied to receive graduate credit. Five of the cases, or 54.4 per cent, attended Ohio State University, Columbus, Ohio. Ohio State University represented the colleges with the highest frequency. Seven, or 77.8 per cent, of the college teachers had received the master's degree. Three of the teachers had done work beyond the master's degree and one had received the doctor's degree.

Only two high school teachers had received any graduate credit, or 33.3 per cent. The time spent in graduate work ranged from one summer to three summers. Each one of the cases indicated that he had attended different schools. Only one person in private trade schools indicated the college in which he had received graduate training. Two others had done graduate work,

but no school was indicated. Only 17.6 per cent of the private trade school teachers had attempted any graduate work. One had received the master's degree.

TABLE IV

COLLEGES FROM WHICH GRADUATE CREDIT WAS RECEIVED

College Attended	Frequency
College Teachers	
Ohio State University, Columbus, Ohio	5
University of Illinois, Urbana, Illinois	1
Colorado A. and M., Ft. Collins, Colorado	1
Kansas State Teachers College, Pittsburg, Kan.	1
Wayne University, Detroit, Michigan	1
High School Teachers	
Colorado A. and M., Ft. Collins, Colorado	1
Wayne University, Detroit, Michigan	1
Private Trade School Teachers	
Hampton Institute, Hampton, Virginia	1

Teaching Major Subject

All of the college trade and industrial teachers replied to the question which requested information concerning their major subjects and if they were teaching that subject now. Ten of these teachers, or 90.9 per cent, indicated that their major had been in Industrial Education subjects. One teacher had majored in vocational agricultural education and was teaching a trade and industrial subject. Another had majored in

architectural engineering but was not teaching that course as such. He was teaching the drafting courses. One teacher had majored in education. Only seven teachers replied in the affirmative that they were teaching their major subject. All high school and private trade school teachers were teaching trades in which special training had been received. In addition, one high school teacher was teaching commercial art.

Number of Years Teaching Experience

The number of years taught, as reported by the college teachers ranged from 0-4 years to 20-24 years inclusive. Observation of Table V reveals that seven men, or 63.6 per cent of eleven college teachers in this study have taught more than four years. The total number of years taught is 94, and the arithmetical mean is 8.54 years teaching experience.

TABLE V

NUMBER OF YEARS TEACHING EXPERIENCE
ACCORDING TO TYPES OF SCHOOLS

Interval of Years	Frequency		
	Colleges	High Schools	Private
0-4	4	3	14
5-9	2	2	1
10-14	3	2	1
15-19	1	0	0
20-24	1	0	0

Seven teachers of trade and industrial subjects in the high schools had been teaching from 0-4 years to 10-14 years. Table V reveals that four teachers, or 57.1 per cent, have taught between 5-14 years inclusive. Four, or 42.9 per cent, have taught less than four years. The total number of years taught is 47. The arithmetical mean is 6.7 years experience.

The number of years teaching experience among the sixteen teachers in private trade schools ranged from 0-4 years to 10-14 years. Fourteen men, or 87.5 per cent had taught between 0-4 years.

Years Taught in Present Position

The number of years taught in present position as found in this study extends from 0-4 years to 15-19 years inclusive. There is extreme variation in the number of years taught; however, Table VI reveals that seven, or 63.6 per cent, concerning tenure in present position, had from 0-4 years taught in present position. Four teachers had taught from 5-9 to 15-19 years, with two, or 18.2 per cent, having taught from 5 to 9 years inclusive. The lowest number of years taught in present position was one, and the highest number taught in present position was nineteen years.

TABLE VI

NUMBER OF YEARS TAUGHT IN PRESENT POSITION

Interval of Years	Frequency		
	Colleges	High Schools	Private
0-4	7	4	15
5-9	2	2	0
10-14	1	1	0
15-19	0	0	0
20-24	0	0	0

The majority of the high school teachers represented in this report have taught in present position from 0-4 years. Four teachers, or 57.1 per cent, stated that they were in this range. Two teachers, or 28.5 per cent, had taught between 5-9 years. The lowest number of years taught in present position was two, and the highest number years taught in present position was twelve.

Only a slight variation existed among the sixteen private trade school teachers in regards to tenure in their present position. Fifteen teachers, or 93.7 per cent, had taught in present position from 0-4 years. One teacher did not respond to the question as to the number of years in present position.

Number of Years Employed in the Trade

One of the questions in this study was: "How many years

of experience do you have in your trade field outside of teaching?" The number of years reported range from 0-4 years to 15-19 years inclusive. An examination of Table VII shows that seven persons teaching trade and industrial subjects in college, or 63.6 per cent, regarding the number of years experience in the trade outside of teaching, reported they had from 5-9 years of trade experience, inclusive. Only one teacher, or nine per cent of the eleven persons, did not possess any trade experience. One person, or nine per cent, had sixteen years experience.

The variation among the high school teachers ranged from 0-4 years to 10-14 years experience in the trade field outside of teaching. Four persons, or 57.1 per cent, had experience ranging from 5-9 years to 10-14 years. The lowest number of years experience in the trade field was three, and the highest number of years experience in the trade field was eleven.

TABLE VII

NUMBER OF YEARS TRADE EXPERIENCE

Interval of Years	Frequency		
	Colleges	High Schools	Private
0-4	2	3	6
5-9	7	2	6
10-14	1	2	4
15-19	1	0	0

Teaching Certificate

One of the questions asked was: "Are you certified by the State Board to teach?" To this question seven persons replied in the affirmative, representing 100 per cent of the high school teachers participating in this study.

Eight persons, or 72.8 per cent, in the colleges replied that they were certified by the State Board to teach. One person, or nine per cent, held a life certificate in four states. Three persons, or 27.2 per cent, replied in the negative to this question.

All of the teachers of trade and industrial subjects in private trade schools who participated in this study replied that they were certified as teachers.

Professional Training of Teachers

All of the college teachers had pursued one or more teacher-training and professional courses. A glance at Table VIII will reveal that the highest frequency for a course as pursued by college teachers was seven, or 63.7 per cent of the persons participating in this study had pursued Job and Trade Analysis. The second highest frequency was five which represented a course in practice teaching and history of industrial and vocational education. 45.4 per cent of the persons participating in this study had completed training in these courses.

All seven of the high school teachers had pursued one or more teacher-training or professional courses. Six, or 85.7

per cent, had received training in methods of industrial education, job and trade analysis, and shop management. Only one person, or 14.2 per cent, indicated that he had taken a course in lesson planning.

Ten of the sixteen persons representing teachers in private trade schools, or 62.5 per cent, indicated they had pursued training in job and trade analysis. Six, or 37.5 per cent, had special training in guidance. All of the persons had undertaken some type of professional training, either on the college level, or as special courses in the trade schools attended. One person indicated that he had 500 clock hours in industrial teaching taken in one of the private trade schools represented in this study.

TABLE VIII

FREQUENCY OF TEACHER-TRAINING COURSES PURSUED

Courses	College	High School	Private
Administration of Industrial Education	4	0	0
Administrative Programs in Distributive Occupations	1	0	0
Contents of Procedure	0	0	4
Curriculum Construction	4	0	0
Guidance Through Vocational Education	4	4	6
History of Industrial Education	5	2	3
How To Teach	0	0	1
Industrial Teaching	0	0	1
Job and Trade Analysis	7	6	10
Job Estimating	1	0	1
Laboratory Planning	3	0	2
Methods of Industrial Education	3	6	5
Observation and Lesson Planning	0	1	4
Practice Teaching	5	0	5
Principles of Industrial and Vocational Education	3	0	0
Selection and Organization of Industrial Education Subject Matter	2	0	0
Shop Methods	1	1	0
Shop Management	1	6	4
Shop Planning	1	0	3
Teaching of Industrial Arts	4	0	0
Teaching Photography	1	0	0

Member of a Trade Union

Two persons, or 18.2 per cent, of the teachers of trade and industrial subjects in the colleges, replied in the affirmative in respect to whether they were a member of a trade union.

Nine, or 81.8 per cent, replied in the negative.

Only one person teaching trade and industrial subjects in the high schools, or 14.2 per cent, was a member of a trade union.

Two persons teaching trade and industrial subjects in private trade schools, or 12.5 per cent, were members of a trade union.

Hours of Technical Training

A question peculiar to the teachers in private trade schools was: "How many college hours do you have in your trade field? (If you attended a trade school, please indicate the total clock hours)." Ten persons, or 62.5 per cent, indicated that they had accumulated from eight to eighty-two semester hours in their particular trade. There was a total of 487 semester hours taken in the trade field. The median number of hours was 48.7 semester hours.

Three persons, or 18.7 per cent, indicated that they had received from 1500 clock hours to 3000 clock hours in their trade from private trade schools. Three persons did not reply to this question. The total clock hours was 6450. The median number of hours was 2150 clock hours.

TABLE IX

HOURS OF TECHNICAL TRAINING

Interval of Semester Hours	Frequency
0-29	1
30-59	7
60-89	2
Interval of Clock Hours	Frequency
1000-1500	1
1501-2000	1
2001-2500	0
2501-3000	1

Salaries of Private Trade School Teachers

The yearly salary reported, ranged from 2400-3000 dollars to 4500-5000 dollars inclusive. Table X discloses that seven persons, or 43.7 per cent, of the sixteen trade and industrial teachers in private trade schools reporting, concerning their salary, had salaries between 2400-3000 dollars inclusive. Seven cases, or 43.7 per cent, were found to have salaries between 3100-3700 dollars and 3800-4400 dollars. One person did not reply to this question. The lowest salary was 2400 dollars, and the highest was 4800 dollars. The total yearly salary is 50,520 dollars, and the arithmetical mean is 3,368 dollars.

TABLE X

SALARY RANGE

Range	Frequency
2400-3000	7
3100-3700	3
3800-4400	4
4500-5000	1
Total Salary 50,520 dollars	
Mean 3,368 dollars	

CHAPTER IV

THE PUBLIC HIGH SCHOOLS

Overview

The program of vocational industrial training had its beginning in the Louisiana Schools for Negroes in 1936.¹ The work began in what was known as parish or county training schools because these schools already had some facilities upon which the program could be built. The parish training school, or county training school as it is known in other states, started out as a philanthropic movement, having its first school in Louisiana.

The John F. Slater Fund, a philanthropic fund set up by Mr. J. F. Slater, of Norwich, Connecticut, is credit with having given early financial stimulus to such schools. Money was made available to sources which were interested in furthering Negro education if a like sum was raised by the parties concerned. It seems that Mr. A. M. Strange of the Kentwood A. and I. Institute of Kentwood, Louisiana, had contacted the general agent of the Slater Fund concerning the establishment of a school at Kentwood with the idea of "having boys learn scientific agriculture, dairying, and horticulture; for girls sewing, domestic economy, cooking, dairying, and poultry

¹W. W. Stewart, "The Availability of Vocational Education for Negroes in Louisiana," (Bulletin, Southern University and A. and M. College, XXIX, No. 2 (February, 1943), 67-68.

raising."² Details were successfully completed with Mr. Strange and Mr. Dillard, the general agent, concerning the type of school that should be set up. It was "to be a high school, the property was deeded to the parish board of education, and A. C. Lewis, the local Superintendent of Education approved the project."³

In 1911 the local superintendent of education and the interested parties worked out plans concerning Kentwood Agricultural and Industrial High School and its name was changed to Tangipahoa Parish Training School for Colored Children. Another school was established in Sabine Parish, Louisiana, out of a community school known as the Sabine Normal and Industrial Institute.

Early purposes of this type of school centered around training young men and women to become rural and elementary school teachers. However, as to its relation to industrial education, these schools intended to give industrial training with emphasis on subjects pertaining to the home and farm, for

the varied practical uses of the corn shuck....and the repair of shoes and harness, etc., the use of native products such as split oak and fibrous material for making baskets, chair bottoms, etc., are to be commended as an important phase of handicraft and home art for boys and girls.⁴

Most of the boys in these schools spent from 180 to 750 minutes per week in industrial pursuits.

²E. E. Redcay, County Training Schools and Public Education for Negroes, (Washington: John F. Slater Fund, 1935), p. 27.

³Ibid., p. 28.

⁴Leo M. Favrot, A Study of County Training Schools for Negroes in the South, (Charlottesville: John F. Slater Fund, 1923), p. 35.

These schools were not high schools at first, but the agreement was that they should be gradually extended to include two more years, or become schools for training through the tenth year at least. Louisiana from the beginning utilized these schools to provide secondary work for the Negro youth, for before 1915 no public secondary schools existed.

In the 1932-1933 school year Slater Fund requirements were modified so that any school which had extended its program to include a four-year high school could no longer be considered as eligible for further aid from the funds.

This portion of the study is concerned with the public high schools offering vocational industrial training and their curriculum in general.

Public High Schools Offering
Vocational Industrial Training

Table XI shows the public high schools participating in this report that offered vocational industrial training. The data show under four headings: name of school, parish, accredited, and enrollment. These schools represent approximately 63.63 per cent of the high schools in the State that have such offerings. This program at all schools is reimbursable under the George-Barden Act.

TABLE XI

PUBLIC HIGH SCHOOLS

Name of School	Parish	Accredited	Enrollment
B. T. Washington	Caddo	Yes	1448
East Carroll Parish*	East Carroll	Yes	1148
Natchitoches Parish*	Natchitoches	Yes	249
Webster Parish*	Webster	Yes	162
Paul Breaux*	Lafayette	Yes	129
Tensas Parish*	Tensas	Yes	164
Homer Negro	Claiborne	Yes	158

*indicates formerly established as a parish training school

Courses of Training Offered

A careful examination was made of the completed forms returned by the seven high school teachers of trade and industrial subjects to ascertain the areas which offered vocational industrial training. Table XII reveals the results of this examination. Woodwork and carpentry had the highest frequency, and one or the other was taught in all schools. Only four persons indicated that mechanical drawing was offered. These persons taught this course in addition to their shop. It was evident from the returned forms that these areas were a part of the general curriculum, for all persons indicated that high school diplomas were awarded on completion of training.

TABLE XII
VOCATIONAL INDUSTRIAL TRAINING
COURSES

Courses	Frequency
Woodwork	5
Carpentry	5
Mechanical Drawing	4

The Average Enrollment of the Shops

The average enrollment of shop classes reported, extend from 10-14 average enrollment to 40 and above average enrollment. Each one of the seven teachers reported a different average enrollment. One teacher reported as high as seventy-eight enrolled. However, the examiner assumed this indicated a total enrollment rather than an average enrollment. The enrollment for that particular school is indicated in the 40 and above interval as no explanation was received in the case studied as to what the figure indicated. Table XIII shows the average enrollment intervals, with their frequency, for the all-day trade and industrial courses offered. Two teachers indicated that their enrollment represented more than one class. The total enrollment in the shops was 307, and the arithmetical mean is 43.85 average enrollment. The enrollment in trade and industrial subjects represents 12.4 per cent

of the total enrollment of the high schools participating in this research.

TABLE XIII
INTERVALS OF AVERAGE ENROLLMENT

Interval	Frequency
10-14	1
15-19	1
20-24	1
25-29	1
30-34	1
35-39	1
40 and above	1
Total enrollment 307	
Mean 43.85 average enrollment	

Cooperative Part-time and Evening Classes

Only one school studied in this research indicated that a part-time class was being held. The person reporting this case indicated that the enrollment was eighteen. No evening classes were in operation.

Ages Included in Shop Area

Six cases in this study, or 85.7 per cent, indicated that the beginning age of students enrolled in their shop area was fourteen. The age extended to nineteen or twenty in five cases. Two cases indicated that the age was probably above that, with one specifically indicating forty-nine years of age as the upper limit.

Number of Class Meetings
and Length of Classes

Table XIV reveals that five persons, or 71.4 per cent, reported that the average length of their class was from 180-230 minutes. Two cases, or 28.6 per cent, indicated that the average length was 0-59 minutes. The shortest class was an average of fifty minutes, and the longest class was 180 minutes. The total minutes was 1005 average minutes, and the arithmetical mean was 143.55 average minutes.

The number of class meetings per week was reported by all persons to be five daily classes. The part-time class met four days per week.

TABLE XIV

LENGTH OF CLASSES IN MINUTES

Average Minutes	Frequency
0-59	2
60-119	0
120-179	0
180-230	5
Total minutes 1005	
Mean 143.55 average minutes	

Size of Shop

The size of the shops reported extend from 1000-1400 square feet of floor space to 3000-3400 square feet of floor

space. There seemed to be wide variation in the amount of floor space in the trade and industrial shops. An examination of Table XV will indicate that five persons, or 71.4 per cent, said that their shop had from 1000-1400 to 1500-1900 square feet of floor space available. One teacher, or 14.2 per cent, had a shop with over 2400 square feet of floor space available. The total square feet for seven shops is 12,526 square feet, and the airthmetical mean is 1,789.4 square feet.

Organization of Shop

The reply to question eighteen on the information blanks revealed that each school had its shop organized on the unit trade basis.

TABLE XV

SIZE OF SHOPS

Floor Space Interval in Square Feet	Frequency
1000-1400	2
1500-1900	3
2000-2400	1
2500-2900	0
3000-3400	1
Total square feet 12,526	
Mean Square feet 1,789.4	

Methods of Admitting Students to
Vocational Industrial Training

Table XVI shows the methods of admitting students to vocational industrial training. There was some variation as is revealed by the frequency rating in the table. Of seven cases reporting, four, or 57.1 per cent stated that their method of admitting students to vocational industrial was "random choice of individual." Two persons, or 28.5 per cent, replied that admittance was based on "counseling and guidance."

TABLE XVI

METHODS OF ADMITTING STUDENTS TO
VOCATIONAL INDUSTRIAL TRAINING

Basis of Admitting	Frequency
Failure in academic work	0
Random choice of individual	4
Counseling and guidance	2

Vocational Guidance Program

In reply to the question "Do you have a vocational guidance program in your school?", five persons, or 71.4 per cent, replied in the affirmative, and one, or 14.3 per cent replied in the negative.

Director of Guidance Program

"Who directs your guidance program?" Table XVII shows that four cases, or 57.2 per cent, indicated that their guidance program was directed by one of the teachers. One person replied that the guidance program was directed by one hired specifically for guidance work, representing only 14.3 per cent of the high schools participating in this study.

TABLE XVII

DIRECTOR OF GUIDANCE PROGRAM

Person Who Directs	Frequency
One of Teachers	4
One Hired Specifically for Guidance Work	1

Pre-Vocational Training

Six persons, or 85.7 per cent, considering the question of whether a pre-vocational plan existed whereby the student may experience several shops before specializing in a particular shop, replied in the negative. One person, or 14.3 per cent, replied in the affirmative. Pre-vocational training was given in the seventh and eighth grades.

Placement Program

Two persons, or 28.6 per cent, replied in the affirmative in considering whether a placement program was functioning to aid graduates to obtain jobs on completion of trade training. Three persons, or 42.85 per cent, replied in the negative.

Related Subjects Taught

The persons participating in this study were asked to check what related subjects were taught in their school. An examination of Table XVIII will reveal that the related subjects with the highest frequency were Shop Mathematics and Blue Print Reading and Drawing with a frequency of seven each. This represented 100 per cent of the participating persons. History of the trade as a related subject was not taught by any school. Four persons, or 57.1 per cent, indicated that Shop Science, Art and Design, and Occupational Information were taught as related subjects.

TABLE XVIII

RELATED SUBJECTS TAUGHT

Subject	Frequency
Shop Mathematics	7
Blue Print Reading and Drawing	7
Shop Science	4
Art and Design	4
Occupational Information	4
History of Trade	0

Minutes Per Class Period
Devoted to Related Subjects

There was wide variation in the number of minutes per class period devoted to related subjects. Examination of Table XIX indicates that the minutes per class period devoted to related subjects range from 15-30 minutes to 75-90 minutes. Two cases, or 28.6 per cent, indicated that 15-30 minutes were allowed for each related subject taught. Two cases, or 28.6 per cent, indicated that 75-90 minutes were allowed for each subject taught. The number of class meetings per week extended from twice weekly to daily for each subject taught.

TABLE XIX

TIME DEVOTED TO RELATED SUBJECTS

Minutes Per Class	Frequency
15-30	2
35-50	1
55-70	1
75-90	2

Type of Projects Used

One of the questions asked was: "Are entire work projects made use of as a basis for giving work experience?" Seven persons, or 100 per cent, replied in the affirmative.

Private Office Space

Five persons, or 71.4 per cent, replied in the affirmative to the question concerning a private office from which the entire shop is visible. Two persons replied in the negative.

CHAPTER V

THE COLLEGES AND UNIVERSITIES

Overview

Southern University was established by an Act of the Louisiana legislature passed in 1880 which provided that "a university for the education of persons of color" be established in New Orleans.¹ This school was originally named "Southern University for Colored Students" and was to receive an annual appropriation of \$10,000.² The school operated only the first year and was closed. After re-organization it was re-opened and remained essentially the same until it was removed to Scotlandville, Louisiana, a community eighty-nine miles from New Orleans on the Mississippi River. Authorization for the removal was by an Act of 1912.³ Under this same Act the establishment at Southern University of a department known as "The Industrial Agriculture Normal School" was provided in order to train teachers of industrial and agricultural subjects.⁴

At present Southern University and Agricultural and Mechanical College has an enrollment of about 1,854. It is

¹See Appendix A, p. 90

²U. S. Bureau of Education. Report of Commissioner of Education, 1881. (Washington: Government Printing Office, 1883), p. 89.

³See Appendix A, p. 90

⁴See Appendix A, p. 90

a four-year college offering courses of study leading to the Bachelor of Arts or Bachelor of Science degrees. The school is maintained by State appropriation and Federal funds under the Land-Grant Acts.

Grambling College was established in 1901 as a school emphasizing agricultural instruction and the development of scientific farm information and skills. Located in North Louisiana, it was known as the North Louisiana Agricultural and Industrial Institute. In 1912 the school was accepted as part of the parish (county) training movement and became known as the Lincoln Parish Training School, and was under the control of the Parish School Board until 1928.

In 1928, by an Act of the State Legislature,⁵ the school became State supported and was known as the Louisiana Negro Normal, established to train teachers for small rural schools in a two-year college period. The school operated in this capacity up to its re-organization several years ago when its curriculum was extended to include a four-year program leading to a Bachelor of Science degree in Elementary Education. The first degrees were issued in 1946.⁶

Xavier University was established in 1915 in the City of New Orleans by the Sisters of the Blessed Sacrament on the site of "Old Southern" or Southern University which was re-

⁵ See Appendix A, p. 90

⁶ Grambling College of Louisiana (Bulletin, 1949-1950), p. 11.

organized and moved to Scotlandville, Louisiana. Authorization to conduct colleges and confer degrees was approved by an Act passed by the General Assembly in 1918.⁷ The aim in conducting Xavier University "is to offer to young men and women of the colored race an opportunity of receiving a thorough, liberal education."⁸

Chapter V of this study is concerned with the curriculum and objectives of the schools pertaining to trade and industrial subjects; areas offering training, and their enrollment; and, vocational guidance at these schools.

Types of Curriculum and Objectives

The program of vocational industrial education at Southern University is centered in the division of industrial and technical education and is designed toward the preparation of leaders and citizens able to participate in the economic phase of American culture. The division provides

opportunities for individuals to acquire the necessary technical knowledge and skills for participation in some technical vocation or occupation and to be able to help others to acquire similar competency.⁹

⁷Xavier University Bulletin (General Catalogue Number, XXV, No. 4, July 1949), p. 16.

⁸Ibid., p. 17.

⁹Southern University and Agricultural and Mechanical College Bulletin (Southern University, Baton Rouge, La., XXXVI, No. 1, 1949), p. 94.

In meeting these opportunities described above, there are four phases¹⁰ of the program in the division of industrial and technical education. The first phase is Vocational Education. The objective of this phase is to prepare persons to meet the certification requirements for the teaching of vocational industrial education and industrial arts in the public schools of the State of Louisiana. Approximately forty semester hours of technical work are required in addition to at least twenty-two semester hours of professional courses. Successful completion of requirements in this phase of the program will entitle one to a Bachelor of Science Degree in Industrial Education.

The second phase of the program is called vocational technical training. Instead of leading toward a certificate to teach, the curriculum is designed to give those who desire to enter production and commercial work broader technical training.

The third phase is that of industrial arts and is concerned with providing general training in the field of industrial education. No vocational specialization is given.

The fourth phase, that of a two-year technical nature, is designed for those desiring training for immediate employment in industrial pursuits. This program is designed for

1. Individuals who are not financially able to devote four years to study.

¹⁰Ibid., pp. 94-5.

2. Individuals who need further specialized training in a special technical area.
3. Individuals who, because of their abilities, will profit more from the two-year curriculum than from the degree curriculum.¹¹

Admittance to any one of the phases of industrial and technical education is subject to the same requirements as admission to any other division of the university.

A four-year course in vocational industrial education is not offered at Grambling College, Grambling, Louisiana. The program as set up is terminal in nature and includes

vocational trade courses in carpentry and cabinet-making....having as a purpose the preparation of the individuals for gainful employment. The objective is specifically economic but the courses are designed also to improve students intellectually, socially, and physically. Such courses are open to students whom the college sees fit to recommend.¹²

The curriculum of Xavier University is designed for the preparation of teachers of industrial arts education in elementary and secondary schools. Forty semester hours of professional education are required. For those who plan to teach on a vocational basis, two years of trade experience on a journeyman basis is required. For those students who do not wish to work toward a degree, they may register for courses designed to lead toward "professional and vocational improvement."¹³ Completion of the required subjects will result in

¹¹ Ibid., p. 95.

¹² Grambling College of Louisiana (Bulletin, 1949-1950), p. 67.

¹³ Xavier University Bulletin (General Catalogue Number, XXV, No. 4, July 1949), p. 120.

the awarding of the degree of Bachelor of Science in Industrial Arts Education.

Areas Offering Training and Enrollment

Table XX shows the technical course available at Southern University. This table reveals the enrollment in four areas. The figures represent the enrollment in all four phases of the industrial and technical education program at Southern University. It also includes figures for majors, minors, and the special veterans program not described by the catalogue bulletin of the university.

TABLE XX

AREAS OF TRAINING AT SOUTHERN UNIVERSITY

Areas	Enrollment
Automotive Industries	No Report
Electrical Industries	68
Printing	23
Photography	12
Drafting	100
Building Construction	No Report
Machine Shop and Welding	No Report
Textiles and Tailoring	No Report

Table XXI shows the course offerings and enrollment in each course of vocational industrial education at Grambling College, Grambling, Louisiana. There is no four-year program at this school, so the figures for carpentry, and cabinet-

making represent enrollments in the terminal program offered at that school. The Household Mechanics course, taught by the two teachers of vocational subjects at Grambling College, is open to and required of all senior students in the college. This course is designed to give students an understanding of skills which are needed to do simple jobs in the home.

TABLE XXI

COURSE OFFERINGS AT GRAMBLING COLLEGE

Courses	Enrollment
Carpentry and Woodwork	42
Household Mechanics	108

At Xavier University the areas offering training are classed under the broad heading of industrial arts and include woodworking, cabinet making, metal work, machine shop, welding, mechanical drawing, and a laboratories of industries. Indication was given by one person teaching Industrial Arts Education at Xavier University that there was a trade school. However, what courses were offered are not carried by the university bulletin. Two courses were listed by one person as being offered in the trade school. These courses were electricity and refrigeration. Table XXII shows the total enrollment in industrial arts and the trade school.

TABLE XXII

AREAS OF TRAINING AT XAVIER UNIVERSITY

Areas	Enrollment
Industrial Arts	62
Trade School	128

Vocational Guidance

Of the eleven teachers, six, or 54.5 per cent, replied that the method of admitting students to vocational industrial training was based on counseling and guidance. This is shown in Table XXIII. Five, or 45.5 per cent, teachers replied that the method of admitting students to vocational industrial training was based merely on random choice of the individual.

TABLE XXIII

METHODS OF ADMITTING STUDENTS TO
VOCATIONAL INDUSTRIAL TRAINING

Methods	Frequency
Counseling and Guidance	6
Random Choice of Individual	5
Failure in Academic Work	0

The college teachers were asked if a vocational guidance program existed in their school, and if so, who directed it. In reply to the first part, nine, or 81.8 per cent, replied in the affirmative. One, or 9.1 per cent, replied in the negative. In reply to who directed the program, seven persons, or 63.6 per cent, replied that it was directed by one of the regular teachers in the department. These seven persons represented the teachers in two schools. Two others stated that a person was hired to direct the vocational guidance program.

CHAPTER VI

PRIVATE TRADE SCHOOLS

Overview

The private trade schools examined in connection with this study are schools approved by the State Department of Education of Louisiana. It was revealed that the only private trade schools approved were those that came under the Coordinator of Veterans Affairs in the Louisiana State Department of Education. He stated that there were over ninety approved schools for colored citizens.

These schools were mainly established out of the demand by veterans for some facilities for trade training since very few high schools in the State had facilities for the type of training desired. Of the twelve schools represented in this study, one was established in 1946; four were established in 1947; three were established in 1948; and, four were established in 1949.

This chapter shows the general objectives and admission requirements for these schools; some of the courses offered and enrollment in these courses; a general picture of the type of building the shop is in; the value of equipment; and, what arrangements are made for placement.

General Objectives and Admission Requirements

An examination of the letters and bulletins received

from the several directors of schools represented in this study revealed a rather striking similarity in purpose and admission requirements. It was the general consensus of these directors that the schools were established to give training in practical trade courses so that one may be better prepared to earn a livelihood, become better citizens, and improve their living standards. All schools are approved for veteran trainees.

The admission requirements are based on the amount of academic, elementary education an applicant has received. The amount of elementary education extends from a fourth grade level to the seventh grade. Identical courses in different schools show different educational requirements. In some cases achievement tests are given to determine the applicant's aptitude for admittance.

The age requirement for admittance begins as low as fourteen and may extend to any age. Table XXIV shows the name, location, and enrollment of these schools.

Fourteen, or 85.7 per cent, of these schools require comprehensive examinations in their courses before requirements of the school are satisfied. All schools award a trade certificate upon satisfactory completion of requirements.

TABLE XXIV

PRIVATE TRADE SCHOOLS IN LOUISIANA

Name	Location	Enrollment
Cayette-Collier Training School, Inc.	New Orleans	600
Belle Alliance Training Center	Belle Alliance	156
Franklin Trades, Inc.	Lafayette	227
Central Louisiana Trade School	Alexandria	338
Algiers Vocational School	New Orleans	143
Louisiana School of Watchmaking	New Orleans	102
Capital City School of Tailoring and Designing	Baton Rouge	90
White's Tailoring School	Monroe	79
East End Trade School	Baton Rouge	100
Lincoln Vocational Institute, Inc.	Lawtell	230
Harrison's School of Tailoring and Designing	Scotlandville	148
Crescent City Trade	New Orleans	100
Total Enrollment		2213
Arithmetical Mean		184

Courses Offered

Table XXV shows the courses offered and the frequency of such courses at twelve private trade schools. The course with the highest frequency is tailoring, with a frequency of seven. Shoe repair, masonry, automotive upholstery and watchmaking had a frequency of one each.

TABLE XXV

COURSES TAUGHT IN TWELVE PRIVATE TRADE SCHOOLS

Course	Frequency
Tailoring	7
Auto Mechanics	4
Furniture Repair and Upholstery	3
Carpentry	3
Radio	3
Tractor Mechanics	2
Automotive Body, Fender Repair and Painting	2
Shoe Repair	1
Masonry	1
Automotive Upholstery	1
Watchmaking	1

Enrollment By Courses Taught

Table XXVI shows that among sixteen teachers, six courses were taught. The enrollments for each of these courses is also given. The enrollment figures represent in some cases the total enrollment in the three shifts the schools operate. The course with the highest enrollment is auto mechanics with an enrollment of 292. The course with the lowest enrollment is masonry with an enrollment of sixty-nine.

TABLE XXVI

ENROLLMENT BY COURSES TAUGHT

Course	Enrollment
Auto Mechanics	292
Tailoring	285
Carpentry	257
Watchmaking	100
Radio	100
Masonry	69

Average Enrollment of Classes and Number
of Class Meetings Per Week

By regulations and standards set by the authorities approving trade schools for veteran training, the average enrollment for each class is limited to twenty-five students per teacher.

The number of times that each class met per week as indicated by the returned forms was daily classes, five days per week.

Length of Course

Table XXVII shows the frequency of the length of the courses in weeks as indicated by sixteen teachers. Eleven teachers indicated that their course could be completed in seventy-eight weeks. Four teachers indicated that 104 weeks was required to complete the course. One teacher indicated

that sixty-eight weeks was required. The total number of weeks spent in training were 1,342. Before completion of courses, an examination was required by all schools.

TABLE XXVII

LENGTH OF COURSE

Number of Weeks	Frequency
78 Weeks	11
104 Weeks	4
68 Weeks	1

Type of Building and Location of Shops

The type of buildings in which these schools were housed are indicated in Table XXVIII. There was wide variation in the type of building. Some were constructed in concrete, iron, wood, and brick. Six persons indicated that their building was of wood and was one story in size. Four indicated that their building was a one story brick building. Only one mentioned that the building in which his shop was housed was a one story concrete building. Two persons replied that their building was a three story brick building.

The location of the shops in these various type buildings showed a wide variation also. Thirteen persons in-

dicated that their shop was located on the first floor. Two indicated that their shop was on the second or third floor. Only one shop was located in the basement. In addition to a regular shop room, one person indicated that two acres of open space for laying out projects in carpentry was provided. Also one person indicated that the related subjects room was separated from the shop.

TABLE XXVIII

TYPE OF BUILDING

Type and Size	Frequency
One Story Wood	6
One Story Brick	4
Three Story Brick	2
One Story Iron	2
Two Story Brick	1
One Story Concrete	1

Amount of Floor Space

The teachers were asked to indicate how much floor space the shop occupied. In reply to this question, there was wide variation. Table XXIX shows this variation and the frequency which these variations occur. Five, or 31.3 per cent, indicated that their shop occupied all of the floor space on a particular floor. Eight indicated that from one-fourth to one-half of the floor was occupied by their shop.

TABLE XXIX

FLOOR SPACE OCCUPIED BY SHOP

Amount	Frequency
All	5
Three-fourths	3
One-half	4
One-fourth	4

Value of Equipment

The value of the equipment in shops ranged from \$400 to \$15,000. A glance at Table XXX will show that the value of equipment as reported by ten persons ranged from 3000-3400 dollars to 6500 and above dollars. The lowest value placed on equipment was 400 dollars. The total value was 49,900 dollars. The arithmetical mean is 4,544.54 dollars.

TABLE XXX

VALUE OF EQUIPMENT

Range	Frequency
0-400	1
500-900	0
1000-1400	1
1500-1900	1
2000-2400	0
2500-2900	0
3000-3400	5
3500-3900	0
4000-4400	1
4500-4900	1
5000-5400	1
5500-5900	0
6000-6400	1
6500 and above	1
Total value 49,900 dollars	
Mean value 4,544.54 dollars	

Related Subjects Taught

Table XXXI shows the related subjects taught and the frequency of such courses. Fifteen persons, or 93.8 per cent, indicated that shop mathematics was taught as a related subject. Occupational information was indicated as taught as a related subject by eleven, or 68.7 per cent, of the persons reporting. The highest frequency was for shop mathematics, having a frequency of fifteen. The subject with the lowest frequency was art and design, having a frequency of four.

TABLE XXXI

RELATED SUBJECTS TAUGHT

Course	Frequency
Shop Mathematics	15
Occupational Information	11
Shop Science	9
Blue Print Reading and Drawing	8
History of the Trade	7
Art and Design	4

Type of Projects Used

Table XXXII shows the type of work projects used in the private trade schools as indicated by the returns from sixteen teachers. The frequency of these projects are also indicated. The type of project used most frequently by any one teacher was the small exhibition project. Eight teachers indicated that they used this type. Production projects selected in cooperation with officials or industrial groups showed the next highest frequency of use. Seven teachers indicated that they used this type. Only one person indicated that construction projects supplied by the school, and personal projects supplied by students was used as work projects.

TABLE XXXI I

TYPE OF PROJECTS USED

Type	Frequency
Small Exhibition Projects	8
Production Projects selected in cooperation with officials or industrial groups	7
Useful objects and projects supplied by teachers or friends	4
Construction projects supplied by school and personal projects supplied by students	1

Placement Bureau

One of the questions asked was "Does the school maintain a placement bureau?" Two persons, or 12.5 per cent, replied in the affirmative. Twelve persons, or seventy-five per cent, replied in the negative.

Number of Graduates Aided
in Securing Employment

The teachers in private trade schools were asked to indicate the number of graduates they had aided in securing employment between 1947 and 1949. Eleven, or 68.7 per cent, replied that they had not aided any graduates to secure employment. Only four teachers had aided fifty-six graduates in auto mechanics, tailoring, and carpentry in securing em-

ployment. The lack of aid to graduates was due to the lack of graduates, since some of the schools have not been in operation a long enough time to have a graduating class. The trade in which the most graduates had been placed was carpentry. Thirty-six graduates, or 64.2 per cent, had been placed in this field.

CHAPTER VII

SUGGESTED ENRICHMENT OF THE PROGRAM OF VOCATIONAL INDUSTRIAL TRAINING

Overview

In this chapter suggested improvements will be offered that were revealed as a result of this study. Some of the suggestions extend directly from the results of the survey made. The main suggestion, that of increasing or extending training facilities, is based upon the results of an opinion question asked the teachers of trade and industrial subjects in high schools and colleges.

Increasing Training Facilities

One important thing this study has revealed is that there is inadequate vocational industrial training facilities below the college level supported by public funds. In addition, the majority of the facilities that exist are offering training opportunities only in two trades and those are carpentry and woodwork. Eighty-three per cent of the high schools that are classed as schools qualified as vocational do not teach any trade and industrial subject other than the two mentioned above. The 1940 census reveals that there are some 221,135 persons employed in trade and industrial occupations in Louisiana. Over eighty occupations are classed in this category. In addition there are those technical occu-

pations classed under the heading of "professional" by the 1940 census, among which are the architects, designers, draftsmen, engineers, photographers, radio men, and laboratory technicians. No facilities exist in the state whereby an individual can receive training in any of these "professional" occupations unless he enters college. Training facilities are needed that will be available for the individual who can not afford a college education. It has been said¹ from fifty to seventy-five per cent of the high school population does not get beyond a high school education. The high school has become the terminal institution for the training of the vast majority of pupils.

In that one of the needs of every individual is to learn how to work, was the opinion of these high school and college teachers requested to determine what type of facilities should exist to train individuals for work. They were specifically asked to check the type of facility they felt was better in increasing training facilities. The results of this check are shown in Table XXXIII. A wide variation in methods was indicated. There was 100 per cent reply to this question.

¹H. B. Silsbee, "Need for Change in the Secondary School Curriculum," Journal of Educational Sociology, XXII (December, 1948), p. 311.

TABLE XXXIII
SUGGESTED MEANS OF EXTENDING
TRAINING FACILITIES

Suggested Methods	Frequency
Area or State Supported Schools	7
A technical Program to be Known as Grades 13 and 14	5
Addition of Courses to Existing Schools	4
General Industrial Arts Shop	1
Better Shops	1

An examination of the above table will indicate that area or state supported schools were favored by seven, or 38.9 per cent, persons out of eighteen represented among college and high school teachers. Five persons felt that a technical program to be known as grades thirteen and fourteen should be provided.

In order to comprehend the need for more training facilities, it would be well to view a program that was offered by the colleges of Louisiana, and particularly the program at Southern University, Baton Rouge, Louisiana.

This program was begun at Southern University in 1943,² and was popularly known as the "special veterans program." It was to provide training of sub-collegiate nature to veterans who

²See letter, Appendix B, p. 93

had a sufficient amount of eligibility left in order to pursue the courses for twenty-four months. The program was for veterans who had not received a high school diploma. Only veterans were admitted to this special program. No facilities were provided whereby a citizen who was not a veteran could enter training.

This program, starting in 1943 with the fall session of the university with an enrollment of 19 and increasing to 780 by 1947-1948, was to train veterans in special trades in order that they might secure employment in their chosen occupations. The enrollment for the school year 1949-1950 was 465.

Many problems arose in connection with this program. Chief among those indicated was that they did not have the necessary comprehension to meet requirements of the instructional program. The program has operated under that problem for seven years and at present has been closed to further enrollments. Other difficulties were stated by several of the teachers in the colleges. The following comments will illustrate a few:

"Veterans for the most part were interested in remuneration and did not apply themselves."

"In many cases the major interest of the student was in the subsistence allowance. This did not contribute to a willingness to do the needed work."

"Lack of good trade teachers. In most cases it was a good tradesman and poor teacher, or good teacher and poor tradesman."

It is assumed that the extension by Southern University of its facilities to train sub-collegiate veterans, and also by Xavier University and Grambling College, indicates that school administrators were aware of the needs of the citizens for trade training opportunities that were unavailable in local communities. The majority of Louisiana communities are rural and therefore are unable to handle a program of trade and industrial training on a wide range. A program that would be of great benefit to the colored citizens of the State of Louisiana would be the area or state supported trade schools which was suggested by seven of the teachers in public high schools and colleges.

State supported schools would be set up in areas centrally located after a careful and thorough investigation has been made as to where to locate them, the courses to be made available, the needs of the area of establishment and the state as a whole. State supported schools on an area basis should be considered on the basis of extending educational opportunity to persons located in areas too poor to support a broad program of technical training.

The State of Louisiana, and no state for that matter, can long afford to overlook the matter of equal educational opportunity for all citizens. To ignore the needs of one group

while the other receives the maximum in opportunities does no more than accentuate the problem of social parasites. Social parasitism is what will result if every individual is not prepared to contribute to the welfare of the society. Caliver³ made a study in 1940 and found that about 43.24 per cent of the high school graduates and non-graduates of Louisiana had received no special vocational training. In addition he reveals that of the number who stated that they had received some type of vocational training, 93.91 per cent believed that such training was an aid to their securing employment. In the light of those facts, it is obvious that vocational training facilities should be provided so as to prepare all individuals to be useful working members of society.

The need for vocational education and practical trade courses especially, is much greater than is being practiced. The vocational equipment of individuals is a major factor in the economic life of the community. Economic security depends upon the individual being trained in the techniques of job competition, understandings, and skills which are the objectives of vocational education. It is felt that

Louisiana youth should be equipped with the proper background, training, experience and skill so that they may function with workers in any state or section of the nation. The vocational problems are ones of teaching skills and

³U. S. Office of Education. "Negro High-School Graduates and Non-Graduates." Pamphlet, No. 87, (Washington: Government Printing Office, 1940), p. 9.

background. Students ought to learn something of the dominant industries--the qualities and processing of its raw materials, the design and uses of its products, the requirements of the industry, the problems of the industry, and it would be of the best assistance to know something about the actual operation of machinery.⁴

Some comments of persons replying to the question of methods of extending training facilities were:

"Area or state supported trade schools conveniently located where all may attend would improve present inadequate, and non-existing training facilities in Louisiana for our colored Americans."

"At present there is not a state supported trade or vocational school in the State of Louisiana for Negroes. The two state supported institutions for Negroes, Southern University and Grambling College, have accepted the opportunity of training individuals above high school level. In the two schools stress has been placed on academic achievement, therefore, vocational education has lagged behind. Several trades are being offered in high schools but the general curriculum is too demanding for students to spend the required time in the shop."

"In this city (New Orleans) there is only one school for Negroes that tend to be a trade school. It is known as a comprehensive school. For most of our youth to achieve or learn a trade, he must study with his relatives or friends. There is no school in this locality that will train an individual for a trade."

⁴Carleton Washburne and E. A. McLellan, "Survey of Elementary and Secondary Education," Louisiana Educational Survey, V (Baton Rouge: Louisiana State University, 1942), p. 98.

"Area schools would give the state an opportunity to develop strong vocational programs in each area adapted more or less to the more pronounced needs of that area. Students in another area desiring training in a vocational program not offered in their immediate area would have a state supported program in another area of the state which could meet their needs. This would, I think, tend to reduce duplication of effort and expense."

Louisiana, in assuming a program of area or state supported trade schools, not only would be recognizing the value of equalizing educational opportunity, but would also be providing a labor pool for the industry which her great resources are demanding. It is an established fact that industry goes where there is ample labor supply and good training facilities. The approach to the problem should be made from the needs of the individual and the needs of industry in the area based upon occupational analysis. Morrison⁵, in discussing the character of a program of state supported vocational schools, says

The program should be designed to prepare for occupations which are of importance to agriculture, business, home administration, industry, and other fields for which adequate facilities for training are not now available.⁶

Vocational Guidance

The modern school has the responsibility for preparing

⁵J. C. Morrison, "State Supported Vocational Schools," The Nation's Schools, XXXVII (February, 1946), pp. 41-2.

⁶Ibid., p. 41.

its students to be useful, well-adjusted working members of society. In addition to providing the necessary training facilities whereby the youth can get the educational experiences desired, the educational system must aid youth in the selection of a suitable employment objective so that they can meet one of the basic requirements in adjusting to social life. Concerning the teachers in high schools, 71.4 per cent replied that a guidance program existed in their school. 57.2 per cent reported that the guidance program in their school was directed by one of the teachers. The college teachers reported that the guidance program in their school was also directed by one of the teachers. It is felt that a good basis for providing guidance is for the program to be a separate division or department of the school, under one specially trained in the principles of guidance. Often it is found that teachers are over loaded from the beginning. In addition to large classes they are called upon to participate in and direct numerous extra-curricula activities; take part in community activities; and, offer special help to their students. Traxler⁷ says: "If participation in a guidance program seems to be just another routine responsibility added to an already heavy load, enthusiasm for the program will naturally be lacking among the teaching staff."

⁷A. E. Traxler, Techniques of Guidance, (New York: Harper and Brothers, 1945), p. 308.

In addition to having a person specifically designated as a guidance director in both the high schools and colleges, it is believed that the major emphasis on guidance should be placed in the secondary schools. In discussing vocational education and guidance one writer says

the great need of the secondary school, which supplies by far the major number of Negroes working above the class of laborers, is to be about the business of preparing its students to adjust themselves more quickly to work which they might be able to secure. Such an adjustment would necessitate an intelligent choice of work and basic training in their basic skills.

Pre-Vocational Training Program

Over eighty-five per cent of the high schools represented in this study were revealed to have no type of pre-vocational training program whereby the pupil might explore several industrial areas before making a choice. This is more significant when it is recalled that most of these schools lack an adequate guidance program. A pre-vocational program should be a part of the organization of these schools since the majority of them carry grades eight through twelve. Such a try-out or pre-vocational program would tend to alleviate wrong vocational choices of pupils and reduce the number of misfits and unsuccessful persons who stay in a particular industrial area rather than suffer the embarrassment of changing.

⁸ T. E. Davis, "Vocational Education and Guidance in the Negro Secondary School," Journal of Negro Education, IX (July, 1940), p. 502.

Lipsitz,⁹ in discussing exploratory programs as a factor in pupil choice, reports that "The proportion of change between the initial tentative choice and the last day of theexperience varies each term from fifty to sixty per cent."

Placement Bureau

Forty-three per cent of the high schools did not have a placement program to aid graduates in obtaining employment in the trades which they had completed. It is an important function of a guidance program that placement of the graduates in their field of specialty be accomplished, for "placement is not only essential to the vocational guidance program but is also a vital means of keeping the schools abreast of current requirements."¹⁰ Bell¹¹ says there seems to be no agreement as to what would constitute adequate personnel for placement services in the schools. However, it is felt that school agencies should exist, and that there should be cooperation between that agency and others in aiding in the placement of youth. Organized placement agencies and schools are superior to such informal agencies as friends and relatives in assisting the prospective worker to find employment for which he is best fitted. It is becoming generally recognized

⁹H. J. Lipsitz, "The Exploratory Program as a Factor in Student Choice," Occupations, XXIV (November, 1945), p. 93.

¹⁰F. T. Struck, Vocational Education for a Changing World, (New York: John Wiley and Sons, Inc., 1946), p. 334.

¹¹H. M. Bell, Matching Youths and Jobs, (Washington: American Council on Education, 1940), p. 72.

that definite and planned assistance in obtaining a job is an essential function of a guidance program.

Teacher Preparation

None of the teachers in public high schools had received the master's degree. However, two had attended graduate school. One of the teachers had not received a college degree, but had been studying during the summer for his degree. Yet, this teacher had more than fourteen years of teaching experience.

In taking care of the needs of the student, one of the requirements should be satisfactory evidence of proper professional preparation on the part of all teachers. It would be wise for this teacher to complete his requirements for the bachelor degree as soon as possible. It would be wise for as many teachers as possible to get graduate hours in the profession so as to raise the standards of the profession, and also to insure their being better teachers. Ericson¹² suggests that shop teachers should take advantage of upgrading techniques because of the ratings which go with the profession. He states further that

Qualifications governing the entrance into the profession are gradually being raised. Persons already in the field with less than those qualifications will find more serious competition, and usually wish to consider the problem of attaining an equal rating in point of credits.¹³

¹²E. E. Ericson, Teaching Problems in Industrial Arts, (Peoria: The Manual Arts Press, 1930), p. 386.

¹³Ibid., p. 386.

Union Members

It is possible for trade and industrial subjects teachers to further improve their program by being members of local trade unions. This study has revealed that 18.2 per cent of the college teachers held membership in a union; 14.2 per cent of the high school teachers held membership in a union; and, 12.5 per cent of the private school teachers held membership in a union. Membership in a union will strengthen the relationship of schools and labor. It will enhance the program of vocational industrial education. The usual procedure in establishing vocational industrial education programs is to get the support of organized labor. If trade and industrial teachers were union members they would be in position to aid substantially the vocational industrial program in their community.

CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

From the results of this study, it was found that:

1. Ninety-one per cent of the college teachers had earned the undergraduate degree; eighty-six per cent of the high school teachers had earned the undergraduate degree; and, eighty-seven per cent of the private trade school teachers had earned the undergraduate degree.
2. The majority of the high school, college, and private trade school teachers received their undergraduate training at Southern University.
3. No high school teacher had received the master's degree; only two had undertaken graduate training. Seven college teachers had received the master's degree; one had received the doctor of philosophy degree. One private trade school teacher had received the master's degree.
4. The majority of all teachers had attended Ohio State University for graduate training. Other schools attended were Hampton Institute, Wayne University, Kansas State Teachers College, University of Illinois, and Colorado A. and M. College.
5. Sixty-three and six-tenths per cent of the college teachers had taught between five and twenty-four years; 57.1

per cent of the high school teachers had taught between five and fourteen years; and, 87.5 per cent of the private trade school teachers had taught between zero and four years.

6. Sixty-three and six-tenths per cent of the college teachers had zero to four years tenure in present position; 57.1 per cent of the high school teachers had zero to four years tenure in present position; 93.7 per cent of the private trade school teachers had zero to four years tenure in present position.

7. Sixty-three and six-tenths per cent of the college teachers had from five to nine years trade experience; 57.1 per cent of the high school teachers had from five to nine years to ten to fourteen years trade experience; 62.5 per cent of the private trade school teachers had from five to nine years to ten to fourteen years trade experience.

8. The majority of the college, high school, and private trade school teachers had taken at least two courses in professional training.

9. More than eighty-five per cent of the teachers were not members of a trade union.

In the high schools it was found that:

1. Vocational industrial training was offered mainly in carpentry, woodwork, and mechanical drawing.

2. The average enrollment for these courses was 43.85.

3. The beginning age of enrollees was fourteen years of age.

4. The average minutes length for each class was 143.55 average minutes.

5. The average size of the shops was 1,789.4 square feet.

6. The most frequent basis of admitting students to training was based on random choice of the individual.

7. The director of the guidance program was mainly one of the teachers in the school.

8. No adequate pre-vocational training program existed. Only one school reported such a program was a part of its organization.

9. Forty-two and eighty-five hundredths per cent of the schools did not offer placement services to aid graduates of the trade in securing employment.

In the colleges and universities it was found that:

1. There were two state supported institutions maintaining programs of vocational industrial training. They were Southern University, and Grambling College. Grambling College had a terminal program.

2. The private institution was mainly interested in industrial arts, although they had a plan whereby vocational specialization is permitted.

3. All three institutions offered a program of terminal education for veterans.

4. The guidance program was directed by one of the teachers of the department. Grambling College was the only school with a person hired specifically to supervise the guidance program.

It was found in the private trade schools that:

1. Although schools were opened to all citizens, only veterans were enrolled. There were more than ninety such schools. Only twelve are represented in this study.

2. Eleven trade and industrial subjects were taught. The courses most frequently taught were tailoring, auto mechanics, carpentry, and radio.

3. The average enrollment of classes was twenty-five students per teacher. They met five days a week.

4. The average number of weeks required to complete training was eighty-three weeks.

5. Most schools were of the one-story type, either built of wood or brick. Seventy-five per cent had shops occupying more than one-half of their respective floor.

6. The value of equipment averaged about 4,544.54 dollars.

7. Seventy-five per cent did not have a placement service to aid their trainees in obtaining jobs.

In regards to improvement of the vocational industrial training program, it was suggested that the following points be considered:

1. Increase the training facilities based on area or state supported plans.

2. Vocational guidance, including a pre-vocational plan and placement, be based on the best methods.

3. Teachers should take advantage of up-grading techniques.

Conclusions

The percentage of returns in this study were limited. However, the following conclusions are evident:

Public schools for Negroes in Louisiana offer an inadequate program in vocational industrial education.

The average non-veteran student below college level is able to get training in only two areas--carpentry, and woodwork--in public schools.

Private trade schools in Louisiana provide greater variety of courses. Some of the courses are auto mechanics, tailoring, watchmaking, upholstery, farm mechanics, radio, shoe repair, and masonry. These schools are opened to all citizens, but only veterans are enrolled.

The average trade and industrial subjects teacher is a college graduate with five to nine years trade experience.

Greater effort should be made to maintain a better vocational industrial education program by school administrators in Louisiana in order to give youth the minimum training necessary to making them occupationally intelligent.

Recommendations

It is recommended that the trade and industrial education teachers in the schools of Louisiana organize themselves so as to be in position to develop a concerted plan which would be a minimum program for the public schools. It is further recommended that such organization be done in connection

with the official teachers association of the state. By being a committee of that association instead of a separate organization, the trade and industrial teachers will gain the support of the larger body which would be necessary when proposals to the local and state authorities are made. In addition, the position of trade and industrial education will be enhanced instead of drawing the too often heard criticism that it is something special, and should be apart from the ordinary needs of the individual.

It is also recommended that in this organization committees be set up which will undertake surveys to determine individual needs, Community needs, and industrial needs for the state. The organization should provide a guidance program of its own to function as a community service, informing citizens of the benefits available under Federal statutes, and to aid such communities in promoting programs desired.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Bell, H. M., Matching Youths and Jobs. Washington: American Council on Education, 1940, 277 pp.
- Ericson, E. E., Teaching Problems in Industrial Arts. Peoria: The Manual Arts Press, 1930, 433 pp.
- Favrot, L. M., A Study of County Training Schools for Negroes in the South. Charlottesville: John F. Slater Fund, 1923, 85 pp.
- Redcay, E. E., County Training Schools and Public Secondary Education for Negroes in the South. Washington: John F. Slater Fund, 1935. 168, pp.
- Struck, F. T., Vocational Education for a Changing World. New York: John Wiley and Sons, Inc., 1946. 550, pp.
- Traxler, A. E., Techniques of Guidance. New York: Harper and Brothers, 1945. 394, pp.
- Washburne, Carleton and E. A. McLellan, "Survey of Elementary and Secondary Education." Louisiana Educational Survey, V, Baton Rouge: Louisiana State University, 1942.

Periodicals

- Bryant, I. B., "Vocational Education in Negro High Schools in Texas," The Journal of Negro Education, XVIII (Winter, 1949), 9-15.
- Cotton, G. R., "Collegiate Technical Education for Negroes in Missouri," Journal of Negro Education, XV (April, 1946), 172-80.
- Davis, T. E., "Vocational Education and Guidance in the Negro Secondary School," Journal of Negro Education, IX (July, 1940), 498-503.
- Lipsitz, H. J., "The Exploratory Program As a Factor in Student Choice," Occupations, XXIV (November, 1945), 92-4.

Morrison, J. C., "State Supported Vocational Schools," The Nation's Schools, XXVII (February, 1946), 41-2.

Silsbee, H. B., "Need for Change in the Secondary School Curriculum," Journal of Educational Sociology, XXII, (December, 1948), 311-16.

Willey, Nathan, "Education of the Colored Population of Louisiana," Harper's New Monthly Magazine, XXXIII (August, 1866).

Bulletins

Grambling College of Louisiana Bulletin, 1949, Grambling, Louisiana.

Louisiana. Department of Education, Bulletin No. 678, "Louisiana School Directory, Session 1949-1950," Baton Rouge, State Department of Education, 1949.

Southern University and Agricultural and Mechanical College Bulletin, XXXVI, No. 1, July, 1949, Baton Rouge, Louisiana.

Stewart, W. W., "The Availability of Vocational Education for Negroes in Louisiana." Southern University and Agricultural and Mechanical College Bulletin, XXIX, No. 2, February, 1943, Baton Rouge, Louisiana.

Xavier University Bulletin, XXV, No. 4, July, 1949, New Orleans, Louisiana.

Unpublished Material

Huff, G. A., "Public Education in Louisiana During the Reconstruction Period 1866-1876." Unpublished master's thesis, Louisiana State University, Baton Rouge, Louisiana, 1939.

Porter, Betty, "The History of Negro Education in Louisiana." Unpublished master's thesis, Louisiana State University, Baton Rouge, Louisiana, 1938.

Smith, S. C., "A Survey of the Teachers and Teaching of Trade and Industrial Subjects in the Public Schools for Negroes in North Carolina." Unpublished master's thesis, University of Michigan, Ann Arbor, Michigan, 1940.

Government Documents

- U. S. Bureau of Education. Report of Commissioner of Education, 1881. Washington: Government Printing Office, 1883.
- U. S. Department of Commerce. "Population, Characteristics by Age," Sixteenth Census of the United States, 1940. Volume IV, Part 2. Washington: Government Printing Office, 1943.
- U. S. Office of Education. "Negro High School Graduates and Non-Graduates," Pamphlet, No. 87, Washington: Government Printing Office, 1940.

APPENDICES

APPENDIX A

SOME STATUTORY AND CONSTITUTIONAL LAWS AFFECTING LOUISIANA NEGRO EDUCATION

Kindergarten, Elementary and High Schools

Article 12, Section 1 of the Louisiana Constitution of 1921 provides for: Separation of Races, Schools, Ages, and Kindergartens.

Paraphrase of Article

The educational system of the state shall consist of all public schools and all institutions of learning, supported in whole or in part by appropriation of public funds. Separate public schools shall be maintained for the education of white and colored children between the ages of six and eighteen years; provided, that children attaining the age of six within four months after the beginning of any public school term or session, may enter such schools at the beginning of the school term or session, and provided further, kindergartens may be authorized for children between four and six years.

As amended by Acts 1932, No. 141 Section 1; adopted Nov. 8, 1932; 1944, No. 320 Section 1, Adopted Nov. 7, 1944, proclaimed by Governor Nov. 20, 1944.

Louisiana Negro Normal and Industrial School
Acceptance by State of Certain Property in Lincoln Parish

Dart's statutes, Section 2465 provided for the acceptance of lands, buildings, equipment and other property offered by Lincoln Parish Training School at Grambling. Acts 1928, No. 161, Section 1.

Establishment of Institution

Dart's statutes, Section 2466 provided for the establishment of a state normal and industrial school for the training of Negro youth on the site noted supra Dart's statute, Section 2465. Acts 1928, No. 161, Section 1.

Name of Institution

Originally the name was Louisiana Negro Normal. Presently it is Grambling College. Dart's Statutes, Section 2467, Acts 1928, No. 161, Section 3 as Amended by Acts 1946, No. 33, Section 1.

Negro Institutions of Higher Learning
Establishment

Dart's Statutes Section 2453 provide for the establishment of a school for persons of color at New Orleans. Acts 1880, No. 87, Section 1.

Acquisition of New Site

Dart's Statutes, Section 2461 authorized the acquisition of the new present site at Scotlandville, Louisiana. Acts 1912, No. 118, Section 2.

Industrial and Agriculture Normal School

Dart's Statutes, Section 2462 provided for the establishment of a Department at Southern University known as "The Industrial Agriculture Normal School" to instruct colored students to be teachers of industrial and agricultural subjects.

APPENDIX B

NEGRO PUBLIC SCHOOLS IN LOUISIANA

TEACHING INDUSTRIAL SHOP COURSES

1949-1950

School	Address	Principal
Booker T. Washington	1200 South Roman Street	Lawrence D. Crocker
	New Orleans, Louisiana	
Central Memorial High School	Bogalusa, Louisiana	A. L. Jordan
East Carroll Parish Training School	Lake Providence	Henry O. Simmons
Homer Negro High School	Homer	John S. Davis
Booker T. Washington	Shreveport	
Lincoln Parish Training School	Ruston	J. K. Haynes
Lowery Training School	Donaldsonville	E. C. Land
Natchitoches Parish Training School	Box 372 Natchitoches	F. M. Richardson
Paul Breaux High School	Lafayette	W. D. Smith
Tensas Parish High School	St. Joseph	E. V. Jones
Webster Parish Training School	Box 229 Minden	W. L. Hayes
Grambling High School	Grambling	A. D. Smith

COPY

SOUTHERN UNIVERSITY
Southern Branch Post Office
Baton Rouge, La.

Registrar's Office

April 20, 1950

Mr. Samuel Jones
1008 North Joplin
Pittsburg, Kansas

Dear Sir:

The special program organized for training sub-collegiate veterans was organized at Southern University in the fall of 1943. The enrollment was:

1943-1944	19
1944-1945	41
1945-1946	336
1946-1947	629
1947-1948	780
1948-1949	589
1949-1950	465

The requirements for admission for the special courses are that the veteran must have a sufficient amount of eligibility left in order to pursue the courses for 24 months.

The objectives of the program is to train veterans in special trades in order that they might secure employment in their chosen occupation.

From an instructional point of view, there were several problems that arose in terms of adjusting our program in order to meet the needs of sub-collegiate veterans. This did not prove satisfactory for the reason that, the sub-collegiate veteran lacked the necessary comprehension to meet the requirements of our instructional program.

Social problems were numerous in that the special veteran could not meet the adjustments according to his educational background on the college campus, satisfactory to train college people.

Very truly yours,

J. J. Hedgemon, Registrar

Dear Sir:

In order to fullfill the requirements for the Master's Degree at Kansas State Teachers College, and with the approval of the Head of the Department of Industrial Education, I have chosen to make a survey of vocational industrial training opportunities for Negroes in Louisiana. This subject was chosen because of my life's teaching experience spent in Louisiana and the deep interest which developed from that experience. You, too, must have this same interest in the Negro youth of Louisiana.

You will find enclosed a form which is attempting to get a comprehensive picture of the vocational teacher and his shop. It is desired that you complete this form and return it by _____. Your cooperation is highly desirable. Without it this study can not be successfully completed.

If you would like a copy of the results of this study, please sign your name in the blank space and send it back with the enclosed form filled out as completely as possible.

(Signature)

Enclosed is a return stamped envelope for your convenience in replying--for which reply I would be greatly indebted to you.

Very truly yours,

Samuel Jones

PERSONAL

1. Name of school _____ Enrollment _____
2. Highest grade completed:
High School _____ College _____
Graduate Work _____ Post Graduate _____
Trade School _____
3. Name of Degree _____
4. Major subject _____
Are you teaching this subject now? _____ If not, what are you
teaching? _____
5. Name of college or university (or trade school) attended and
location: Undergraduate _____
Graduate _____
Trade School _____
6. Please list the subjects taken in trade and industrial teacher-
training; for instance, Job Analysis, Teaching Methods, etc.

[illegible]

7. Do you teach any subject other than trade and industrial _____
8. How many years of experience in teaching? _____ In present position? _____
9. How many years of experience in your trade field outside of teaching? _____
10. Do you teach any subject other than your major subject? _____
11. What are they?

12. Are you certified by the State Board as a teacher? _____
13. Are you a union member? _____

GENERAL

14. What is the average enrollment of your shop area? All day classes _____ evening _____ cooperative part-time _____
15. What are the ages included in
all day classes _____ evening _____
cooperative part-time _____
16. Number of class meetings per week: _____
all day classes _____ evening _____ cooperative part-time _____
17. What is the length in minutes of each: all day classes _____
evening _____ cooperative part-time _____
18. Is the training set up on a unit shop basis _____ or composite shop _____ (answer only one, yes or no)
19. What is the approximate size of your shop? _____ ft. x _____ ft.
20. What units are included in your composite shop?
1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

21. On the completion of trade training, which of the following is given? Trade certificate _____ High School Diploma _____
Nothing _____ Other recognition _____
22. On what basis are students admitted to vocational industrial training? (check only one)
- a. Failure in academic work _____
 - b. Random choice of individual _____
 - c. Counseling and guidance _____
23. Do you have a vocational guidance program in your school? _____
24. Who directs your guidance program? One of the teachers _____
One hired specifically for guidance work _____
25. Is a pre-vocational plan offered whereby the student may experience several shops before entering one to specialize?
_____ (yes or no) At what grade level _____
26. Is some type of placement program functioning to aid graduates to obtain jobs in the trade they complete? _____
27. How many graduates between 1947 and 1949 have you aided in securing placement? _____
28. Do you have a private office from which the entire shop is visible? _____
29. Check the following related subjects taught in your school
- | | |
|--|-----------------------------------|
| a. Shop Science _____ | e. Occupational Information _____ |
| b. Shop Mathematics _____ | f. History of Trade _____ |
| c. Blueprint Reading and Drawing _____ | g. Other _____ |
| d. Art and Design _____ | |
30. How many minutes per day, per class period are allowed in each related subject checked above? _____
31. Are entire work projects made use of as a basis for giving work experiences? _____

OPINION

What suggestions have you to offer to extend training facilities for Negroes in the State of Louisiana? Check only one:

- a. Area or State supported schools _____
- b. Addition of courses to existing schools _____
- c. Private schools be established _____
- d. A technical program to be known as grades 13 and 14 to be added to the twelve-year high school programs _____
- e. None _____
- f. Other _____

Please explain or give reasons why you favor the one you checked. Use the reverse side if you need more space.

TOTEACHERS OF TRADE AND INDUSTRIAL SUBJECTS
IN COLLEGES AND UNIVERSITIES OF LOUISIANA

Please answer the following questions as briefly as possible. Your name is not required on the questionnaire. Return this form to Samuel Jones, 1008 North Joplin Street, Pittsburg, Kansas.

PERSONAL

1. Name of School _____ Enrollment _____
2. Highest grade completed:

High School _____	College _____
Graduate Work _____	Post Graduate _____
Trade School _____	
3. Name of Degree _____
4. Major Subject _____
Are you teaching this subject now? If, not, what are you teaching? _____
5. Name of college or university (or trade school) attended and location:

Undergraduate _____	
Graduate _____	
Trade School _____	
6. Please list the subjects taken in trade and industrial teacher training; for instance, Job Analysis, Teaching Methods, etc.

Year	School	Name of Course	Hrs. Cr.
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

7. Do you teach any subject other than trade and industrial?_____ (yes or no)
8. How many years of experience in teaching?_____ In present position?_____
9. How many years of experience do you have in your trade field outside of teaching?_____
10. Do you teach any subject other than your major subject?_____ (yes or no)
11. What are they?

12. Are you certified by the State Board as a teacher?_____
13. Are you a union member?_____

GENERAL

14. What is the average enrollment of your shop area?
Four-year College: Majors_____ Minors_____
Two-years Trade_____ Other(indicate)_____
15. On completion of four year training, which of the following is given?
Trade Certificate_____ Degree_____
- What is given for the two-year trade training?
16. On what basis are students admitted to Industrial vocational training (check only one)
- Failure in academic work_____
 - Random choice of individual_____
 - Counseling and guidance_____
17. Is there a vocational guidance program in your school?_____
18. Who directs it? One of teachers_____
- One hired specifically for guidance work_____
19. Did you teach any Special Veterans class while the program was in operation?_____
20. In your opinion, what were some of the contributing factors to its failure as an adequate system of providing industrial and trade training below the college level?

PORTER LIBRARY

21. What suggestions have you to offer to extend training facilities for Negroes in the State of Louisiana? (Check only one):

a. Area or State supported trade schools _____

b. Addition of courses to existing schools _____

c. Private schools be established _____

d. A technical program to be known as grades 13 and 14 to be added to the twelve-year high school program _____

Please explain or give reasons why you favor the one you checked

(Use the reverse side of the page.)

TO TEACHERS OF TRADE AND INDUSTRIAL SUBJECTS
IN PRIVATE TRADE SCHOOLS
IN LOUISIANA

Please answer the following questions as briefly as possible. No name is being required on the questionnaire. Return this form to Samuel Jones, 1008 North Joplin Street, Pittsburg, Kansas.

PERSONAL

1. Highest grade completed:

High School _____

College_____

Graduate Work_____

Post Graduate_____

Trade School

2. What is the name of your degree or diploma _____

3. What is your major? _____

Are you teaching this subject now? _____

4. Name of college or University attended and location:

Undergraduate _____

Graduate _____

Trade School _____

5. How many college hours do you have in your trade field? (If you attended a trade school, please indicate the total clock hours). _____

6. Please list the subjects taken in trade and industrial teacher training; for instance, Methods of Teaching, Job Analysis, etc.

[illegible]

7. How many years of experience do you have in teaching? _____

In present position? _____

8. How many years of experience do you have in your trade field outside of teaching? _____

9. What is your approximate yearly salary? _____

10. Are you certified by any State to teach? _____

What State? _____

11. Are you a union member? _____

GENERAL

12. What type and size of building is the school in?

a. Brick _____

c. One story (with basement) _____

b. Wood _____

d. One story _____

e. Other (indicate) _____

13. Is your shop located

a. On the basement floor _____

c. Other _____

b. On the first floor _____

14. What is the approximate value of the equipment in your shop? _____

15. Please indicate the amount of floor space you have in the building:

a. All _____

b. $\frac{3}{4}$ _____

c. $\frac{1}{2}$ _____

d. $\frac{1}{4}$ _____

16. What is the title of the course you are teaching? _____

17. What is the average enrollment of your shop area?

day class _____ night class _____ other _____

18. What number of the enrollment represents veterans? _____
day class _____ night class _____ other _____
19. How many class meetings are held per week? Day class _____
night class _____ other _____
20. How much time is required to complete the course? _____
21. Is an examination given before requirements are satisfied for completion of course? _____
22. Does the school maintain a placement bureau? _____
23. Is a trade certificate given on completion of the course? _____
24. How many of the graduates have you aided since 1947 to 1949 in obtaining placement in his field? _____
25. Check the following related subjects taught in your school
- a. Shop Science _____
 - b. Shop Mathematics _____
 - c. Blueprint Reading and Drawing _____
 - d. Art and Design _____
 - e. Occupational information _____
 - f. History of the trade _____
26. What type of work projects are used
- a. Small exhibition projects _____
 - b. Useful objects and projects supplied by teachers or friends _____
 - c. Production projects selected in cooperation with officials or industrial groups _____.