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Employment and training: A study of the 1965 graduates of Carver Vocational High School in Atlanta, Georgia

Lester E. Walker Jr
Atlanta University

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EMPLOYMENT AND TRAINING: A STUDY OF THE 1965 GRADUATES OF CARVER VOCATIONAL HIGH SCHOOL IN ATLANTA, GEORGIA

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

BY
LESTER E. WALKER, JR.

SCHOOL OF BUSINESS ADMINISTRATION

ATLANTA, GEORGIA
JUNE 1968
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Objectives of the Study</td>
<td></td>
</tr>
<tr>
<td>Scope and Limitations</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Significance of the Study</td>
<td></td>
</tr>
<tr>
<td>II. VOCATIONAL EDUCATION: AN HISTORICAL REVIEW</td>
<td>7</td>
</tr>
<tr>
<td>Importance of Vocational Education</td>
<td></td>
</tr>
<tr>
<td>Vocational Education in the U.S.</td>
<td></td>
</tr>
<tr>
<td>Vocational Education in Georgia</td>
<td></td>
</tr>
<tr>
<td>Carver Vocational High School</td>
<td></td>
</tr>
<tr>
<td>III. METHODOLOGY AND FINDINGS</td>
<td>16</td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>IV. A FEW REFLECTIONS AND CONCLUSIONS</td>
<td>26</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>30</td>
</tr>
<tr>
<td>HIBLIOGRAPHY</td>
<td>36</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.</td>
<td>Areas of Training of Respondents of the 1965 Graduates of Carver Vocational High School</td>
</tr>
<tr>
<td>2.</td>
<td>Time Span Between Graduation and Graduates First Full-time Employment</td>
</tr>
<tr>
<td>3.</td>
<td>The Current Employment Status of the 1965 Graduates of Carver Vocational High School</td>
</tr>
<tr>
<td>4.</td>
<td>Relationship of Job to Training Received</td>
</tr>
<tr>
<td>5.</td>
<td>Job Changes Graduates Have Made Since Graduation</td>
</tr>
<tr>
<td>6.</td>
<td>Satisfaction of Graduates with Present Job</td>
</tr>
<tr>
<td>7.</td>
<td>Weekly Earnings Before Deductions</td>
</tr>
</tbody>
</table>
DEDICATION

This paper is dedicated to my beloved wife, Marion, and my daughters, Gilda and Adriene.
ACKNOWLEDGEMENTS

The writer wishes to express his most sincere appreciation and gratitude to Mr. Ben Trooboff and Dr. K. K. Das for their sympathetic understanding and helpful suggestions given and the assistance rendered during the course of this study.

L.E.W.
CHAPTER I

INTRODUCTION

Vocational education, for nearly a decade, has been the subject of intense interest to educators, legislators, representatives of management and labor, government agencies, and countless other private groups. Vocational education has also been identified as vital to national defense. In the summer of 1940, the nation was thrilled at the response of vocational schools in meeting the needs of our country in the war effort. Vocational education enabled individuals to receive refresher training through which their skills could be replenished and our national defense effort improved.

Vocational education has made it possible for millions of Americans to obtain instruction and training that is supplemental to their daily employment; therefore enabling them to improve themselves and render better service to the community and their country. It has also been considered an avenue for increasing the "holding power" of our schools, and cited as employing successful techniques of educational opportunity for those who have already left school.

Along with vocational education, vocational guidance has arisen in recent years in an attempt to assist youth in making progress in occupational selection, with an eye on both individual success and social well-being. Between 1908 and the first World War, there originated a systematic movement to impart to the young, specific information and counsel as an aid to the solutions of their problems.
in vocational adjustment. Before and during the war, psychologists began to develop tools to aid the counseling process.¹

Vocational education is designed primarily for the purpose of making an individual an efficient producer. One concept of vocational education is involved in the use of such words as utility and practices, which confines vocational education within narrow limits to subject matter looked upon with less favor than studies of a cultural nature. Most vocational educators believe that the basic distinction between general education and vocational education is based on purpose. If an individual undertakes the study of a specific study or activity for the purpose of increasing his vocational efficiency, he is engaged in vocational education. Therefore, vocational education is not designed to replace general education; it is designed to supplement it. It has both cultural and utility values and includes the knowledge, skills and attitudes that fit an individual for entering or progressing in a socially useful vocation.²

Vocational education as defined by the Federal Board of Vocational Education in 1917 is:

To the extent that it is subsidized by the Federal Government under the Smith-Hughes act, vocational training must be vocational training for the common wage earning employments. It may be given to boys and girls who, having selected a vocation, desire preparation for entering it; to boys and girls who having already taken up a wage earning employment, seek greater


efficiency in that employment; or to wage earners established in their trade or occupation, who wish through increase in their efficiency and wage earning capacity to advance to positions of responsibility.¹

The definition points out the purpose of vocational education to the individual and the rationale of vocational education in pre-employment and in-service education.

Statement of the Problem

It is fully recognized in this study that vocational education is a unique and ever-changing kind of education. Contributing to this recognition is the fact that vocational school content has changed considerably with a changing nation and world. More emphasis is placed upon skills through instruction, supervised work experiences, and other related components of a quality vocational education, such as counselors, examiners of aptitudes and job analysts.

People of all walks of life have found it necessary to make adjustments and changes to new occupational situations resulting from new developments in science and technology. Although Negroes have shown exceptional capacity in the past to adapt to the American social and economic order, they have found it difficult to adjust to the changing modern industrial society. As simple manual occupations become mechanized, white persons seek jobs formerly held by Negroes. These jobs demand new skills and knowledge and higher wages and, in many cases, Negroes are not prepared to meet the new demands of these jobs, nor do they have the opportunity to prepare

¹Ibid., p. 10.
themselves for the change. In addition to losing jobs formerly held, Negroes have found few opportunities in the new occupations resulting from recent technological progress because of a lack of knowledge of current technology.

Incidentally, the discrimination issue also plays a vital part in the inability of Negroes to obtain certain jobs. In 1965, the unemployment rate of Negroes was more than twice that of whites, and Negro teenagers were unemployed at a rate of over 25 percent. Approximately 50 percent of the Negroes gainfully employed were employed in occupations requiring little or no skill. These occupations are usually the first to be affected by any economic upheaval. Therefore, Negro unskilled and semiskilled workers are the first to be affected during a period of occupational readjustment.1 A fair portion of this can well be explained in terms of discrimination. Even more, in the South, there have been strong traditions with reference to manual labor. Many whites have scorned it as being beneath their dignity for generations; however, since World War II, this attitude has softened and whites have accepted jobs requiring manual labor because of higher wages. Thus, rapid advances in our technology have left fewer jobs for Negroes in the manual labor market and to this must be added the factors of discrimination and white workers competing for these jobs.

Objectives of the Study

Focused on appraising the effectiveness of vocational training

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for Negroes, the objectives of this study are to determine:
1. How successful the 1965 graduates of Carver Vocational School, a Negro vocational high school, have been in obtaining employment in their areas of training?
2. What has been the time span between their graduation and first job?
3. What has been the number of job changes on their part since graduation?
4. What are the present weekly earnings of these graduates?
5. What is the degree of job satisfaction that these graduates evince?

Scope and Limitations

It should be pointed out here that the realization of the importance of a quality vocational education is most important; however, no attempt will be made to predetermine the quality of the vocational program at Carver Vocational School. It is assumed that, having met the criteria of state requirements, the program is a satisfactory one. This study is limited to the 1965 graduates of Carver Vocational School.

Definition of Terms

Area of training -- the graduates' own consideration that he is employed in the area or trade for which he was trained in school.
Job Changes -- the number of times the graduate has changed employment from one employee to another.
Employment Success -- the ability of the graduate to obtain employment in the area for which he was trained.
Job Satisfaction -- satisfaction as expressed by the graduate in regard to his employment on his present job.

Significance of the Study

Information provided by this study may be of some value to persons interested in determining the policies and procedures used to improve vocational training and the use of placement procedures in the city of Atlanta and the state of Georgia. With the foregoing goals in mind, this research will, in some small measure, attempt to:

1. Provide insight into the employment patterns of Negroes.
2. Provide policy guidelines for vocational education programs.
3. Uncover needs for additional research.
4. Provide ways to help school administrators establish programs that will meet the technological demands of the job market in our times.
CHAPTER II

VOCATIONAL EDUCATION: AN HISTORICAL REVIEW

Importance of Vocational Education

In a dynamic economy wherein changes in taste and technology continually alter the qualitative forms and the relative importance of individual commodities and services, even when aggregate demand is quantitatively stable, the level of employment must also be profoundly affected by the supply conditions of labor. No market economy, be it free or directed, can guarantee a worker a working place, unless he is willing and able to adjust his technical performance, as well as his place of residence, to such qualitative variations in demand. The willingness and ability to adjust to change are influenced by many factors, both personal and social. In industrialism the skill and versatility of a large part of the working population play a predominant role in determining the mobility of the labor force due to the elasticity of the labor supply. Thus the achievements of employment stability have become an educational problem. In light of this, vocational education and training gain new significance.

The United States has long cherished a belief in education as a means of heightening productive power and conviction on all sides has never been stronger than it is today. The mere extension of our existing academic education is not a solution. The traditional system

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has failed to meet the needs of a vastly augmented school population, as evident from the increasing number of school dropouts. At the same time, the intensity of technological change is making more and more demand for skilled personnel. It is no wonder that in periods when new social and occupational groups have come forward to claim a significant place in a highly industrialized nation approximately only 55 percent of the gainfully employed are engaged in work requiring manual skills and technical knowledge,\(^1\) as against a much larger percentage in earlier times.\(^2\) An ever-increasing portion of the labor force is shifting to skilled occupations and professions in industry.

Modern industry requires a constantly increasing number of organizational and clerical services, engineering, designing, drafting and other technical knowledge. The semiskilled worker is gaining a more important position in production lines at the expense of the unskilled worker. Skilled labor on the other hand holds a relative position to the economy as a whole, but requires an increasing amount of technical knowledge. The need for occupational education and training therefore has been intensified and the task of vocational education and training is a challenging one.

It is evident from the occupational structure of this country that no single institution of occupational training can serve our entire economy. The range of jobs is so great and training requirements are so varied that only by utilizing the full resources of both

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\(^2\)It was 70 percent in 1948.
in-school education and in-employment training can the demands of the economy be met adequately.

**Vocational Education in the U.S.**

In 1859, Representative Justin A. Morrill of Vermont introduced and secured passage through Congress of the first bill creating state agriculture and mechanical colleges. It was vetoed by President Buchanan. The bill was reintroduced again to Congress and passed and signed by President Abraham Lincoln and became law in 1862.

This law gave each state 30,000 acres of land for each senator and representative in Congress for the support of at least one college in each state. The principal objective of this plan was to teach agriculture and the mechanical arts. This was the first aid granted by the nation for vocational education.¹

In 1890, the Second Morrill Act was passed giving colleges granted land by the first Morrill Act, $25,000 annually for their support.

In 1906, the Adams Act was passed granting an additional $15,000 annually to each state for conducting research and experiments in the agricultural industry. 1907 brought the Nelson Amendment, granting more funds and introducing the mechanical arts into vocational education and its expansion to city schools. In the years between 1906 and 1916, numerous bills and amendments were introduced and passed, but it was not until 1917 that our nation had a fully comprehensive vocational education bill, namely the Smith-Hughes Bill.

On February 23, 1917, the Smith-Hughes Act was passed in order to "provide for the promotion of Vocational Education," including agriculture, trades, industries and home economics. The training provided by this act was to be less than college level for persons over 16 years of age and specifically to aid persons toward competency in their occupational pursuits. As stated by Herbert Hoover:

The essential purpose of the Smith-Hughes Act is to provide for the needs of our youths who do not enter our higher technical and professional educational institutions. Vocational training for the commoner wage-earnings pursuit and skilled trades is equally as essential as is our training for the professions. The humblest worker, equally with the youth who proposes to enter the professions, has a right to the sort of training he needs for the occupation by which he proposes to earn his livelihood and support his family, and through which he will render his service to the community in getting the Community's work done. We cannot in fairness continue to provide specialized education free to the few who propose to enter the professions, while denying education to many for the commoner vocations.

There is in fact no better economy than the economy of adequate training for the pursuits of agriculture, commerce, industry and the home. Our youth must enter into these pursuits and it is on all counts in the public interest that they be well trained for them. To provide such training is clearly a public responsibility. Education in general, including vocational education of our youth, is democracy's most important business. Democracy in education means that in the field of education, opportunity should be extended equally to all -- to give all a fair start. This is the educational ideal inspiring those who are administering the Federal Vocational Education Act; it is the ideal which inspired Congress in passing the act; and it is traditionally the ideal of education in our democracy.¹

In 1916, the George-Barden Act was passed, which provided an additional appropriation of $29 million for agricultural training.

trade, industrial, home economics, teacher training and distributive occupations. Originally the bill was to include funds for training in office occupations but this part was killed by lobbyists.

In 1956, Congress added two new areas of federally aided vocational training by authorizing an annual expenditure of $5 million dollars for instruction in practical nurse training and $375,000 for the fishery trades and industries. Two years later, the National Defense Education Act authorized an appropriation of $15 million annually to train highly skilled technicians in occupations necessary for national defense.¹

In 1961, President Kennedy, in his message to Congress, pointed out that technological changes in all occupations called for a review and re-evaluation of the existing vocational programs.² A panel of consultants was appointed and after much intensive study and research, they found that opportunities for vocational education were far from sufficient either to serve the youths or adults currently in need of training to meet the needs of the labor force. The panel also found that vocational education had not been sufficiently realistic in terms of current and prospective labor requirements and should be carefully correlated with these requirements. The outcome of this study was the passage of the New Vocational Education Act of 1963.

The Vocational Education Act of 1963 authorized increased federal

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aid for programs designed to meet the needs of four groups -- boys and girls in high school; those who have completed or dropped out of high school and are available for full-time study; workers who need training or retraining to hold their jobs or quality for advancement; and disadvantaged people needing special training programs. In addition, the funds provided could be used for construction of area vocational schools and special services such as teacher training and vocational guidance.¹

Another important provision of the Act was the requirement that 10 percent of the funds appropriated for permanent programs be used for research and training programs for experimental and demonstration projects designed to meet the special vocational needs of youth, especially those in depressed areas with academic or other handicaps. It also provided that vocational education programs be closely geared to changing manpower needs due to the expansion and reorientation of vocational education in this nation.

Vocational Education in Georgia

Vocational education in Georgia had its beginning in 1917. The state's economy at that time was basically agricultural, composed largely of small towns and rural communities with only a few large cities. Most of the men made their livelihood on the farm and women were seldom employed outside of the home.

Through the Smith-Hughes Act of 1917 and the George-Barden Act of 1948, federal funds were allocated to Georgia on a population basis.

¹Ibid., p. 105.
Federal funds thus used were matched dollar for dollar by the state and/or local funds. State funds are provided through the Minimum Foundation Program Act of 1951.¹

As the state's economy along with the national economy changed, Georgia expanded its vocational education in the fields of trade and industrial education, in distribution and business education. However, the economic changes in Georgia have been more extensive and more rapid than has been the expansion of its new vocational programs.²

For fifty years vocational education has been a vital part of the educational program in Georgia. Its purpose is the development of the skills and knowledge necessary for useful employment on the farm, in business, industry and for the making of better homes.

Because of stepped up farm mechanization and the increase in farm size, the small farmer and many others from agricultural areas have moved to larger population centers to seek employment. This movement of population has placed a high concentration of new workers in a half dozen areas around Atlanta, Macon, Columbus, Augusta, Savannah and Rome, where a majority of Georgia citizens now live.³ This movement of people from the farms to the industrial centers of the state creates a number of problems, and the fact that most of this farm labor is unskilled magnifies these problems. Georgia, similar to much of the nation, is facing an industrial revolution complicated by complex


²Ibid., p. 10.

³Ibid.
technological and scientific advances. This development has created many new kinds of employment requiring specific training. At the same time the need for unskilled workers is diminishing. Industry must have skilled workers trained in specific jobs. Although vocational education has existed in Georgia since 1917, it was not until 1948 that the state saw fit to give this training to its Negro citizens.

Carver Vocational High School

The rapid emergence of the city of Atlanta, Georgia, as a major distribution center of the Southeastern region has contributed much to its phenomenal growth. Changes in the demographic structure and its subsequent citizen mobility, along with the increase in school age population have exerted an influence of great magnitude on the educational enterprise of the city of Atlanta and the state of Georgia.

Carver Vocational School was opened as an adult school in September, 1948, for Atlanta-Fulton County Negro residents. The physical plant consisted of Clark University's Administration Building and two clapboard bungalow residences, of which one has been removed. The present school site consists of approximately 9.4 acres of land, bounded by Slater Elementary School on the southeast, Jessie Mae Jones Elementary on the north, and Lena Jean Campbell Elementary on the southwest.

The existing physical plant has spaces provided for fifteen vocational trade and industrial shops; two mechanical drawing rooms; one library (40 pupil capacity); one auditorium; twenty-two classrooms; six offices; four teachers' lounges; one home economics laboratory;
one practical nursing room; three general science demonstration rooms
with a total of forty-four teaching spaces.

In 1965, Carver graduated one hundred and twelve young men and
women from its portals to enter into the labor force.
CHAPTER III

METHODOLOGY AND FINDINGS

Methodology

Letters were mailed to the 112 1965 graduates of Carver Vocational High School advising them that a questionnaire would be mailed to them within a few days. It stated the purpose and the value of the questionnaire (see Appendix). Approximately one week later, the questionnaires were mailed to the graduates together with a covering letter asking them to complete the questionnaires and return them in the pre-addressed stamped envelopes (see Appendix). Follow-up letters were mailed during the proceeding three weeks (see Appendix). Questionnaires returned were tabulated according to job placement, related job placement, job stability, job satisfaction, earnings and job mobility. Of the questionnaires mailed, 37 were returned because the addressee was unknown and the mail was not forwardable. The available population sample was, therefore, 75 persons, or 66.9 percent, of the initial contact. Thirty-five of the 75 graduates contacted responded to the questionnaire.

In the tabulation of the questionnaires, the questions were grouped into the broad descriptive area of occupational history since graduation. Under occupational history six objectives were defined.

1. Job Placement — How soon after graduation was the graduate employed?

2. Related Job Placement — Did the graduate find employment in
his area of training?

3. **Job Stability** -- How many job changes has the graduate made since graduation?

4. **Job Satisfaction** -- How satisfied has the graduate been with the jobs or jobs held since graduation?

5. **Earnings** -- What are the graduates' present weekly earnings?

6. **Job Mobility** -- How many miles did the graduate have to travel to get employment or improve his employment status?

**Findings**

Occupational history also encompassed scope for notation on any additional education received since graduation. This included college, private trade schools and correspondence courses.

In terms of sex differentiation, 57.1 percent of the males responded and 42.9 percent of the females answered the questionnaire.

Tabulation of the questionnaires showed that graduates were trained in ten areas. Most of the male graduates were trained in brick masonry and most of the female graduates in power sewing (see Table 1). It is significant to mention that one male graduate was trained in commercial cooking. This is an occupation one considers as appealing to females only.

**Job Placement**

The amount of time required to find employment depends upon the general economic level of the country and the geographic location of the individuals seeking employment.

The time required to find full-time employment for Carver graduates is shown in Table 2. It can be seen that 40.0 percent of the
<table>
<thead>
<tr>
<th>Area of Training</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Cooking</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Brick Masonry</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Beauty Culture</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Radio and TV Repair</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Business Education</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Power Sewing</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Furniture Repair</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
TABLE 2

TIME SPAN BETWEEN GRADUATION AND GRADUATES' FIRST FULL-TIME EMPLOYMENT

<table>
<thead>
<tr>
<th>Time Span</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No waiting period</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>1 day but less than 2 weeks</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>2 weeks but less than 5 weeks</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>5 weeks or more</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>No job since graduation</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>30*</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Five Armed Forces personnel not included in the aggregate and percentages.

graduates took five weeks or more to find employment after graduation. At the time of the survey, 16.7 percent still had not been able to obtain full-time employment. Five of the male graduates were in the Armed Forces and are not included in this table.

The amount of time required for the graduates of Carver to obtain employment compares favorably with the findings of Dr. Eninger. In his study of trade and industrial schools, the time required for graduates to obtain employment was 1.7 months.\(^1\) He found that Negro graduates took about twice as long to get their first jobs as it did

white graduates. Compared to this finding, Table 2 showing the time span for employment among Carver graduates is significant, especially since the South is not as developed industrially as the other areas of the country, namely the New England and Rocky Mountain areas. Also the South has not as yet completely accepted Negroes as equals for job placement. In spite of this, 85.7 percent found employment without counting those in the Armed Forces.

It is also significant to note from Table 3 that, at the time of the survey, 15.0 percent of the male graduates were continuing their education as full-time college enrollees and none of the female graduates was continuing her education. Two of the five females unemployed are married and expecting a second child.

**TABLE 3**

THE CURRENT EMPLOYMENT STATUS OF THE 1965 GRADUATES OF CARVER VOCATIONAL HIGH SCHOOL

<table>
<thead>
<tr>
<th>Status</th>
<th>100.0% Male</th>
<th>Percentage</th>
<th>100.0% Female</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed Forces</td>
<td>5</td>
<td>25.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unemployed</td>
<td>2</td>
<td>10.0</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Employed Full-time</td>
<td>9</td>
<td>45.0</td>
<td>9</td>
<td>60.0</td>
</tr>
<tr>
<td>Employed Part-time</td>
<td>1</td>
<td>5.0</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>3</td>
<td>15.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>15</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Related Job Placement

A panel of consultants appointed by President Kennedy reported a dearth of statistics on vocational placement. Their study showed that 81.0 percent of the 91.0 percent that responded went to work in trained or related occupations in 1953, and 61.0 percent remained at this level until 1965.¹ In contrast, none of the Carver graduates was employed in their areas of training. Eighty-five percent of the graduates were employed were employed in totally different areas. Employed in somewhat related areas were 15.0 percent, as may be seen in Table 4. Whether jobs were training related or somewhat related was determined by the graduates themselves.

<table>
<thead>
<tr>
<th>Job Same As Trained</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, the kind of work for which I was trained</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yes, related to area of training</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No, in different occupation</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>*<em>10</em></td>
<td><strong>10</strong>*</td>
</tr>
</tbody>
</table>

* Of the 35 respondents, 5 were in the Armed Forces, 5 were unemployed and 5 were out of the labor force.

Job Stability

The proportion of graduates in full-time employment and still working for their first employer was 20.0 percent. The other 80.0 percent had changed jobs one or more times as shown in Table 5. Their high job turnover rate, which was much higher than that reported by the panel of consultants in 1965, may be attributed to their failure to obtain training related employment. The panel of consultants reported that the job turnover rate was 2.2 percent in 10 years in related jobs and 3.2 percent in unrelated jobs.\textsuperscript{1}

The ease with which persons can move from one occupation to another is a vital factor in the complex problems of unemployment, job training needs and economic growth, of economic dynamics. About five and one half million of the seventy million Americans employed in 1966 were working in occupations different from the ones they were working in 1965. Sixty percent of those who changed occupations were under 35 years of age and generally the rates were higher for men than for women. The mobility rates were higher for Negro men than for white men but there was no significant difference between Negro and white women.\textsuperscript{2}

Job Satisfaction

The degree of satisfaction in relation to the areas in which the graduates were trained and currently employed ranged from

\textsuperscript{1}Ibid., p.27.

very satisfied to not quite satisfied. It should be pointed out here that the female graduates were more satisfied with their employment than the male graduates (see Table 6).

Job satisfaction, expressed as the median satisfaction rating by the graduates indicated that for the most part they were satisfied with their present employment.

Earnings

Weekly earnings of the graduates ranged from a low of less than $60.00 per week to a high of $161.00 or more before deductions. The distribution of earnings is shown in Table 7.

The earnings of the graduates in terms of areas of training could not be compared with those of their trades because they were
### TABLE 6

**SATISFACTION OF GRADUATES WITH PRESENT JOB**

<table>
<thead>
<tr>
<th>Degree of Satisfaction</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Well satisfied</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Satisfied</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Not Quite Satisfied</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### TABLE 7

**WEEKLY EARNINGS BEFORE DEDUCTIONS**

<table>
<thead>
<tr>
<th>Weekly Earning Range (per week)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $60.00</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>$61.00 to $80.00</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>$81.00 to $100.00</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>$101.00 to $120.00</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>$121.00 to $140.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$141.00 to $160.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$160.00 and over</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
not employed in their areas of training; however, it is clear that 60 percent were earning about or the minimum wage earnings level.

Job Mobility

The mobility of the graduates was very limited. The percentage that had to move away from Atlanta to obtain employment was negligible; of those that moved only two moved more than one hundred miles.

Summary

It took five weeks or more for most of the graduates of Carver Vocational School to obtain gainful employment, but 15.0 percent had not been able to obtain full-time employment at the time of the survey. None of the graduates found employment in their areas of training but 15.0 percent did consider themselves to be in somewhat related employment. Only 20.0 percent of the graduates were still working for their first employer, the remainder had changed jobs at least once. However, approximately one half of the graduates working said they were satisfied with their employment. Earnings of the graduates for the most part were at minimum or less than minimum wage rates. Very few of the graduates had to travel. All in all, the achievement of Carver's Vocational Education does not seem to be indisputable.
CHAPTER IV

A FEW REFLECTIONS AND CONCLUSIONS

At the conclusion of the study, a few reflections and conclusions may be made even though the study comprised a relatively small group.

First, as the study indicated, trainees did get jobs but never in the areas in which they had been trained. This raises some doubts concerning the educational program and its achievement of its objectives. It may well be that programs offered at Carver Vocational School are being developed without proper perspective -- namely, are the changing job opportunities in the state being given adequate attention. Is the school in touch with the realities of the dynamics of Georgia's labor market? In short, are Carver's current academic programs realistic? Further examination of the questions should be undertaken.

Secondly, short of being completely unrealistic, the current programs could well be inadequate in their respective spheres. It may well be that the programs offered are lacking in depth, to the extent that the trainees do not gain sufficiently marketable skills in their respective fields. Not knowing how the school develops its curricula, the question might be asked: what effort is being made to keep the curricula up to date? The issue is obviously not academic, in view of the rapidly changing technology of the industrial system. In our times, the time lage between technological
discovery and commercial application has almost faded away. To take a few examples, the nuclear reactor was discovered in 1932, but its commercial application came only in 1942; for radar, discovered in 1935, the time lag for commercial application was five years. However, when we come to more recent instances, such as the solar battery, discovered in 1953, the time lag for commercial application was reduced to two years. It is surely important to realize how fast the industrial system has become application-oriented in our times. Along side of the growth of the computers, the computer software industry has been growing, apparently as fast. In the last three or four years computer software's growth has been nearly 50 percent; if it is true that the time lag between discovery and application has been reduced, then it is reasonable to emphasize that the course offerings in our vocational schools -- both in terms of the specific vocations and in-depth coverage, need to be examined. The school should take a discerning look at its curriculum and work more closely with industry in developing course content.

At this stage, it is necessary to make one further observation. This is that vocational education is fundamentally an utilitarian education. If the trainees cannot use their training in job-related work -- and they surely cannot do this when they take jobs other than those for which they were trained -- vocational education has lost its rationale. More than that, when this happens the social investment represented in dollars spent to operate vocational schools is wasted. To the extent that Carver's trainees do not find a livelihood in their trained fields there is social waste, in real and money
money terms. In real terms, the trainees could have used their
time to learn something more useful. In money terms, the school's
expenditures did not yield proportionate results.

Thirdly, it would also be pertinent to raise the question:
how adequate is the selective process of trainees and what are the
standards of graduation for the trainees? It may be that laxity in
the selection process brought about by the environmental constraints
in which the school operates, and/or liberal graduation policies,
cause the trainees to not learn the skills of their trades. It may
well be that, for the very same reasons, they did not measure up to the
standards of employers in those markets. These are relevant questions
that need to be considered. No attempt was made to study the school's
curriculum and/or the faculty. This should be another area of study.
However, the questions raised here need to be considered by the school
administration. No criticism is intended or implied concerning the
quality of the curriculum or training facilities. Without adequate
study, evaluations are meaningless.

It should be noted that the field study revealed considerable
job turnover on the part of the respondent trainees. It may be added
that such a high rate of job turnover may well be due to deficiencies
in the job placement. Had the trainees been properly matched to
jobs, perhaps such a high rate of job changes would not have occurred.
Again, this needs to be studied further before any judgment can be
made.

Finally, as the study showed, there was a high degree of job
success, though not in the trained fields. How may this be ex-
plained? It seems that the training did improve the employability of the students. It may have motivated them and improved their work habits generally. It is the improvement of employability and improvement in work attitudes and habits that may well explain the general success that the trainees reported in the survey.

This brings us to make the concluding observation. In our age and time, maximum human development is a must -- an imperative. For one thing, the youth of today must be helped to find a useful and productive way of life. The other is that the nation is concerned to utilize its human resources to maximum potential. Failure to develop our young people to their maximum potential creates not only economic loss but social loss as well. And, more than ever before, the way to productive employment should be found through our educational institutions, more specifically and directly through our vocational schools. Indeed, what Alfred North Whitehead said in 1917 on education generally would appear to be appropriate, even at this distance of time, generally and for vocational education in particular:

In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed.
Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea, can move back the finger of fate.
Today we maintain ourselves. Tomorrow science will have moved forward one more step and there will be no appeal from the judgement which will then be pronounced on the uneducated.¹

Dear Friend:

In the next few days you will be receiving a questionnaire that is being mailed to all of the graduates of 1965 of Carver Vocational High School. As soon as you get it, answer the questions and return it in the stamped, self-address envelope. It will take you less than five minutes to answer the questions.

The information is being used to help the school know what has happened to you since graduation. It will also serve to improve the program in the future.

Please look for the questionnaire and fill it out as soon as you get it.

Your cooperation will be appreciated.

Sincerely yours,

Ben Trooboff
Dear Friend:

Enclosed is the follow-up questionnaire we wrote you about last week. It is being sent to all of the 1965 graduates of Carver Vocational High School.

By taking just five minutes of your time to mark the enclosed form you will be assisting in planning a better program for future students, and this will also help provide better job placement for current and former students. We must know what has happened to every individual who has completed a course at your school; then we will know the value of the training you have received.

Please complete this questionnaire NOW so that it is not mislaid, place it in the enclosed pre-addressed and stamped envelope, and drop it in the mail to us immediately.

Let me express my personal appreciation to you for completing this questionnaire. We value highly your contributions as a student and hope that your school will continue to be an important influence in your future endeavors.

Sincerely yours,

Ben Trooboff

P.S. Dear Parent:

If your son or daughter is not at this address, you you kindly forward this letter and questionnaire to him or her.
FOLLOW-UP FORM FOR ________________________________ (Name school)

1. Name __________________________________________

Date

2. Complete mailing address

_____________________________________________________

3. Name of the course in which enrolled

________________________________________________________________________________________

4. Sex: Male ______ Female ______

5. Did you graduate? Yes ______ No ______

6. Date last attended: Month ______ Year ______

7. Number of months attended: __________________________

8. Are you currently (check all that apply to you)
   a. In armed forces
   b. Unemployed
   c. Employed full-time
   d. Employed part-time
   e. Continuing education at ________________________________

   (Name school)

   (Location) (Course)

9. If unemployed, are you currently seeking employment?
   Yes ______ No ______

10. Is your current job related to the training you received? (check one)
    a. Yes, the kind of work for which I am trained
    b. Yes, related to my area of training
    c. No, in a different occupation

11. Title of present job ___________________________________

12. Tasks ______________________________________________

13. Current weekly salary before deductions (check one)
    a. Under $60
    b. $61 to $80
    c. $81 to $100
    d. $101 to $120
    e. $121 to $140
    f. $141 to $160
    g. $161 or more

14. Name and address of firm employing you

15. Length of time in present job: ______ years ______ months

16. How satisfied are you with the job? (check one)
    a. Very satisfied
    b. Well satisfied
    c. Satisfied
    d. Not quite satisfied
    e. Very dissatisfied

17. Do the things you learned in school help you on your present job? (check one)
    a. Yes, they help a lot.
    b. Yes, they are of some definite help.
    c. No, they don't help much if at all.

18. How many major job changes have you had since graduation? (circle one)
    0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More

19. If you are unemployed or if you are not employed in the field for which trained or related field, why?

________________________________________________________________________________________

20. I was assisted most in obtaining my first job after leaving school by (check one)
    a. Someone working for the school
    b. Friends or relatives
    c. An ad in a newspaper or magazine
    d. An employment agency
    e. A previous employer of mine
    f. Other (Explain): ________________________________

21. How long after leaving the school did you actually begin work on your first job? (check one)
    a. There was no wait; I went to work the next day.
    b. More than one day but less than two weeks
    c. At least 2 weeks but less than 5 weeks
    d. Five weeks or more
    e. I haven't had a job since leaving the school.

22. My first job is (or was) (check one)
    a. Within my hometown or community
    b. Not more than 25 miles from my hometown
    c. Between 26 and 100 miles of my hometown
    d. More than 100 miles from my hometown

23. How many job offers were received before you accepted your first job?
    1, 2, 3, 4, 5, 6, 7, 8, 9, ______

24. How would you rate this school? (check one)
    a. Very good
    b. Good
    c. Fair
    d. Poor

25. Should the school have given more instruction time to (check one)
    a. Laboratory
    b. Theory
    c. Neither lab nor theory, both adequate
    d. Other (Specify): ________________________________

26. To what extent did the school prepare you to work with your supervisors, co-workers, and subordinates? (check one)
    a. Excellent preparation
    b. Adequate preparation
    c. Some preparation
    d. Little preparation
    e. No preparation
Atlanta University Graduate School of
Business Administration

Atlanta, Georgia, 30314

Center for Manpower Studies

June 9, 1967

Dear Friend:

We have not yet received your answer questionnaire we sent you last week, along with a self-addressed stamped envelope.

If you have not already done so, will you please fill it out now and return it in the stamped envelope we sent you. We need to have everyone of these forms returned to us, so that we can arrive at meaningful information. You can be assured that all of the information you give us will be held strictly confidential. No names will be used when we compile the information.

Please take the time NOW to fill out the form and drop it in the mail in the stamped, self-addressed envelope we sent you.

Thank you for your cooperation.

Sincerely yours,

Ben Trooboff
Dear Friend:

To date we have not yet received your answer to the form we sent to all of the 1965 graduates of Carver High School. Most of the forms have been returned and we are waiting for yours to complete the study.

In case you have mislaid the original form, we are enclosing another with another stamped, self-addressed envelope for your convenience.

Please fill out the form NOW. It will take you less than five minutes. Then mail it back to us in the stamped envelope before it slips your mind.

By doing this right away you will be helping us to help others who come after you in the vocational program. Any information you give us will be strictly confidential.

We appreciate your cooperation.

Sincerely yours,

Ben Trooboff
Dear Friend:

On two different occasions we have sent you STAMPED envelopes so that you could return the form concerning your experiences since graduating from Carver Vocational High School. It is most important that we receive this at the earliest possible time, so that the others we have already received can be compiled.

Please take the few minutes needed to complete the form and mail it back to us. The answers will be handled in the strictest confidence and no names will be used in the report which we are preparing.

If you need another form we will be glad to send you one, if you call 523-6431, extension 249.

Thank you for your cooperation.

Sincerely yours,

Ben Trooboff
BIBLIOGRAPHY

Books


Periodicals
