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Socio-economic characteristics, attitudes, and values of students enrolled in Georgia area vocational-technical schools in December 1966

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SOCIO-ECONOMIC CHARACTERISTICS, ATTITUDES, AND VALUES
OF STUDENTS ENROLLED IN GEORGIA AREA VOCATIONAL-
TECHNICAL SCHOOLS IN DECEMBER 1966

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CHAPTER I

INTRODUCTION

In the twentieth century, there has been a growing need for concern toward youth in terms of vocational technical education. This is especially true in areas where industrialization and the complexity of society are rapidly increasing and making more demands upon youth and in many instances causing the youth to be denied of a meaningful institutional base for societal participation.

"For more than forty years, vocational education has been a vital part of the educational program in the state of Georgia. Its purpose is the development of skills and the acquisition of knowledge necessary for useful employment on the farm, in business, in industry and for making better homes. Although the curricula in vocational education are terminal in nature, they are not restrictive upon the vocational student who desires to continue his education beyond the high school level."1

Because it is vocational education, its aims should be in accord with the present and future manpower needs of the state and nation. Its programs should be of proper quality and should be provided in proper amount to supply those needs.

In 1917, when Georgia began its first vocational programs, the state's economy was basically agricultural. In a state composed largely of small towns and rural communities with only a few large cities, men made their livelihood on the farm and women were seldom employed outside of the home.

Much activity revolved around producing and preserving foods for the farm family. Agriculture and homemaking education supplied the much needed educational programs to improve farm and home life; their importance grew in proportion to the needs of the state.

"Through the Smith-Hughes (1917) and the George Barden (1948) Acts, federal funds for vocational education were allocated to Georgia on the population formula basis."^2 Federal funds thus used were matched dollar for dollar by state and/or local funds. State funds were provided through the Minimum Foundation Program Act (1951).^3

Although federal funds were made available through the Smith-Hughes Act for training in trade and industrial education as well as in agriculture and homemaking, the state's economy was not geared for industrial development. Thus, trade and industrial education was not promoted at that time.

As the state's economy and the national economy changed, Georgia expanded its vocational education in the fields of trade and industrial education, in distributive education, in business education and in

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^2Formula basis denoted the appropriation in the proportion that the state's farm, rural, non-farm and total population bears to the national farm, rural, non-farm and total population.

industrial arts. However, the economic changes in Georgia have been more extensive and more rapid than has been the expansion of the new vocational programs.

Because certain basic economic conditions existing in the state of Georgia today bear significant implication for Georgia's vocational program, they must be subjected to careful analysis. These conditions are reflected in a substantial increase in the population of Georgia, a dramatic shift of population from rural to urban centers, a decline of the ratio of Negro to white population and a shift from an agricultural to an industrial economy. The impact of these conditions upon every aspect of human activity in the state demands immediate study and analysis. The implications for the training of manpower to meet the needs that have developed as a result of these changes are immediate and imperative.

Population Movement from Rural to Urban Centers.
that employment in 47 of Georgia's 159 counties is more than 75 percent in occupations other than farm operation. In Georgia, the movement of population has been generally to the northern half of the state, away from Central and South Georgia. The exceptions are one section in industrial Southeast Georgia and in the counties whose principal cities are Augusta, Columbus, Albany and Macon.

The consistent loss of population from great areas of the state and the constant shift from agricultural to non-agricultural occupations have exerted a profound influence upon the economy of the state. These conditions carry strong implications regarding the education of this generation of Georgia school children. This movement has placed a high concentration of population in a half dozen centers around Atlanta, Macon, Columbus, Augusta, Savannah and Rome where a majority of Georgia citizens now reside. This shift in population along with change in the general type of employment pose economic and educational problems of the first magnitude.4 (See Figure 1.)

The Changes in the Types of Employment available and increasing Job Diversification requiring more Specialization. The movement of people from the farms to industrial centers creates a number of problems. The fact that much of this farm labor is unskilled industrially magnifies these problems. Georgia, like much of the rest of the nation, is facing an industrial revolution complicated by complex technological and scientific advances. This development has created many new kinds

Fig. 1.--Georgia Population Increase and Decrease by Counties -- July 1, 1950 to July 1, 1960*

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.

Technological development has also created a demand for greater numbers of skilled workers to service utilities and appliances that are coming into almost universal use. And, such services as communication, transportation and distribution of goods call for persons with special training.

Comparison of the 1950 and 1960 United States Census of Georgia's civilian employment reveals that the percentage of workers in agricultural occupations decreased 35 percent within those ten years while non-agricultural occupations increased by 44 percent. These census figures show percentage increases in the following groups: skilled and semi-skilled, 50 percent; clerical and sales workers, 67 percent; service workers, 64 percent; professional and managerial workers, 49 percent.

In 1950, Georgia's work force was one-fourth agricultural. By 1960, this had decreased to about one-eighth. Skilled and semi-skilled workers made up 30 percent of the labor force in 1950; clerical, sales and service, 21 percent; professional and managerial, 13 percent; unskilled labor, 13 percent.\(^5\) (See Figure 2.)

Shortage in the Technical Fields requiring Vocational Training extending beyond the High School.—Technical fields of employment are

\(^5\)Georgia Department of Labor, Farm Labor in Georgia (Atlanta: Georgia Department of Labor, 1963), p. 11.
Fig. 2.—Georgia Employment in Agricultural and Non-Agricultural Occupations*

*Georgia Department of Labor, "Farm Labor in Georgia," Atlanta: Georgia Department of Labor, 1960
increasing to such an extent that concentrated efforts are made to extend vocational training beyond the high school level. "A national survey states that for every one scientist or engineer, industry requires five technicians and 101 skilled craftsmen."6 This would mean that in Georgia's program of vocational education provision must be made, through technical institutes or other types of post high school programs, for the training of special technicians that are required by various types of industry.

The increase in population which places more demands upon all of the State's Educational Facilities.---Georgia's population continues to increase at a substantial rate. Its birth rate has exceeded 100,000 per year for the past four years. "Industrial expansion has attracted a considerable number of workers from other states."7 In order to meet the demands of increased population, education must continue to expand its school facilities.

The educational framework within which vocational education operated in Georgia and its relationship to the total school problem.---At its beginning, vocational education was looked upon as something extra, something added on but apart from the regular course of instruction in the schools. For this reason its introduction into the educational system, even with the impetus of extra funds from state and federal sources, was slow. Thus, from the beginning, vocational


7Governor's Conference on Education, op. cit., p. 10.
education grew as a result of aggressive promotional activities of those who believed in its benefits.

Through such promotional activities and first rate accomplishments by vocational teachers, most of the communities of the state have profited by the presence of one or more of the "services" of the Division of Vocational Education.

The extent to which vocational education has been accepted as a necessary and desirable part of the educational program varies from school system to school system. Some look upon vocational education as an inferior substitute for "real education," something to occupy the time of those who do not possess the mental capacity to complete an academic curriculum. Others see in the various programs of vocational education a means of providing for all young people the education that is best suited to their needs, their aptitudes and their capacities. The recent book, The American High School Today, by Dr. James B. Conant seems to define the proper relationship between the academic and the applied subject in the high schools.

The controlling purpose of vocational education programs at the high school level is to develop skills for useful employment. These programs relate school work to a specific occupational goal but involve more than training for specific job skills.

"Vocational education is not offered in lieu of general academic education, but grows out of it, supplementing and enhancing it. Vocational education is an integral part of the total education program and requires aptitude that students at the lowest academic level do not have. Slow readers, for example, are not able to benefit from
regular vocational programs.\textsuperscript{8}

The attitude of some academic faculty members toward vocational studies is partially the result of activities of those engaged in promoting vocational education. Formerly, the special funds made it possible for vocational teachers to receive larger salaries. Because of certain restrictions and standards set up in the State Plan for Vocational Education, some privileges apparently enjoyed by vocational teachers were not accorded to the "regular teachers." This separateness was reflected in the administration of the State Department of Education and in the state wide organization for supervision. Vocational education is administered by the State Board of Education which sits as the State Board for Vocational Education. Its actions are taken and its minutes recorded as a separate entity.

The situation is further confused by the fact that some of the services in vocational education have the support of special funds from stated federal sources while others do not have such funds. In those school systems where the program of vocational education has been matured under wise leadership and resulted from community study and analysis, the apparent conflicts of interest as between academic and vocational studies have tended to disappear.

Attitudes toward life and ethical judgments play queer tricks with subject matter in secondary school, vocational school and college. Over a half century ago, Thorstein Veblen\textsuperscript{9} wrote a scathing chapter


\footnotesize{\textsuperscript{9}Thorstein Veblen, The Theory of the Leisure Class (New York: The Macmillan Company, 1899).}
11

on "The Higher Learning," pointing out that colleges, even high schools, can be leisure class establishments, or, at least, some people can think them so. It will also be wise to give the vocational school this point of view. Surviving belief in the occult, reverence for form, subservience to precedent, admiration of rank and enjoyment of ritual, all play a part in determining the subject matter of a curriculum. A knowledge of the classics, prowess in sports and precision of speech are obvious evidences of participation in school life and therefore tend to make the curriculum an inflexible medium of social satisfaction.

Since Veblen's day, many educational institutions have become responsive to the more "worthy aims" of education and their subject matter has changed to meet the more "worthy aims," or at least the student has a wider choice. The most recent reactions to change in curriculum has been the vocational-technical school. Effort, direction, purpose constitute a moral code, a plan for society, showing that educational policies are also based upon ethical considerations. Each person, for himself, wants the kind of education that will satisfy his particular urge. The urge determines and is determined reciprocally by the individual's scale of values. "Veblen wrote about 'The Higher Learning' before Freud, Jung and Adler wrote about self-realization; before Gill with his weighty sense of responsibility and Cabot with his diverse ideas on what constitute job satisfaction."10

What knowledges, what skills, what attitudes will enable the

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individual to realize himself and at the same time serve society? What must the state provide through its educational system? What should the individual provide for himself, either through his own efforts or through independent, private schools?

The Area Vocational-Technical schools in Georgia are designed to help fill the educational gap which lies between what a student knows when he leaves high school and what he needs to know to get a good job. These schools offer training in technical, skilled labor, business and health occupations. The following courses are now offered in one or more of the schools in Georgia:

**Business**  
Accounting; clerical training; distributive education; punch card accounting; and secretarial science training.

**Health**  
Dental assistant training; dental technology; medical laboratory assistant training; medical office assistant training; and practical nursing.

**Skilled**  
Air conditioning, refrigeration, and heating; architectural drafting; auto body repair; automobile mechanics; aviation mechanics; barbering; brick, tile and stone masonry; carpentry and cabinet making; commercial art; commercial cooking; cosmetology; diesel mechanics; dry cleaning and laundering; electrical appliance servicing; electrical construction and maintenance; electrical drafting; farm equipment mechanics; industrial electricity; industrial power sewing; machine shop; mechanical drafting; office machine repair; photography; plumbing; printing; radio and television repair; shoe repair; small gas engine repair; upholstery; watch repair and welding.

**Technical**  
Chemical technology; civil technology; data processing technology; drafting and design technology; electronic technology; electrical technology; instrumentation technology; mechanical technology; optional technology; and textile science.
Currently, twenty-one area vocational-technical schools are in operation within the state of Georgia drawing students from the entire state. (See Figure 3.)

The Area Vocational-Technical schools are tuition-free to qualified Georgians and serve three major groups:

1. Regularly enrolled 12th grade students who expect to take jobs in industry or business upon graduation from high school. These students take six consecutive hours of vocational instruction in the area school each day. Required academic work for graduation in the feeder high school must have been completed prior to enrollment in the Area Vocational-Technical School.

2. High School graduates and others, 16 years of age or over, who have dropped out of high school and want specific job training. High school dropouts must have been out of high school at least one year before being eligible for admission to the Area Vocational-Technical School. These students take full-time vocational training of six hours per day.

3. Employed adults who want additional job training and adults preparing themselves for employment. If unemployed, these students take full-time vocational training. Part-time training probably in the evening is desirable for those currently employed.

Most students attending the area schools are high school graduates. Applicants must be at least 16 years old. Each applicant is tested for aptitude and is assisted in selecting a program in which he or she shows interest and ability.¹¹

Curricular for the Area Vocational-Technical schools are carefully planned by advisory committees in each locale. These committees work with the State Department of Education and representatives of industry, educators and civic groups. Each committee evaluates

¹¹Redding S. Sugg, Jr., Education Beyond the High School in Georgia (Atlanta: Region Metropolitan Planning Commission, 1963), p. 68.
Fig. 3.—Location of Georgia Area Vocational-Technical Schools*
economic trends in its geographic area to determine which courses should be offered in the local Vocational-Technical school.  

Among the factors that render probable the general adoption of a great system of industrial and technical education are the following: 1) the present difficulty of obtaining skilled labor; 2) the passing of the American frontier; 3) the growing competition between the American and Foreign manufacturers; 4) the dependence of national power upon industrial strength; 5) the general tendency of a civilization to perpetuate what it believes to be most vital in itself, a tendency seemingly exemplified in the value attached by modern society to material well-being with the not impossible crystallization of this point of view in a new type of education.

In order to meet the demand for technicians, currently quite large and becoming progressively greater, a massive effort must be made through the state to change the status image held by young people. It is now firmly fixed on colleges, but many who finish, and perhaps most of the 60 percent who drop out of colleges, would be happier and more successful in technician or skilled type of jobs. Changing the image will require much publicity to parents and intensive counseling with high school pupils. It will help if individuals would work to increase the prestige of such jobs which do command good pay.  

Statement of the Problem.--The major concern and purpose of this investigation is: What are the basic values, attitudes, characteristics

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12Donald Lodge, The Need for an Area Vocational-Technical Institute of Technology (Macon, Georgia: Georgia Institute of Technology, 1967), p. 22.  

13John L. Fulmer and Robert E. Green, Georgia Skill Study (Atlanta: Georgia Department of Labor, 1963), p. 3.
and environments of students enrolled in Georgia Area Vocational-
Technical Schools?\textsuperscript{14}

In Georgia, as elsewhere, there is a need for a reasonably objective analysis of the characteristics of students in vocational schools in terms of their attitudes and values rather than looking at the students as victims of deprivation, as potential delinquents, as incipient rioters or as members of the various categories of "otherness" under which they are usually subsumed.

In view of the above consideration, other concerns of this investigation are:

1. What are the social and background factors of the students including their home and family background?

2. Have the students had any work experiences?

3. Are the work experiences related to the courses that the students are enrolled in at the area vocational-technical schools?

4. What is the educational background of the students including completion of high school, rank in high school and relationship of courses taken in high school to the vocational courses?

5. How is money acquired and housing obtained for attending the area vocational-technical schools?

6. How do the students feel, in general, about the area vocational-technical schools?

\textbf{Hypothesis.--} In view of the foregoing considerations, it may be assumed or hypothesized that, on the average, students enrolled in Georgia Area Vocational-Technical Schools have moderately high

\footnote{The Area Vocational-Technical schools should not be confused with the vocational high school. The latter schools provide training in vocations for students in the 10th through 12th grades.}
attitudes and values toward their life and goals. Other assumptions are:

1. To the extent that the data were collected from students in teenage and unmarried categories, the majority of the students are from considerably lower social backgrounds.

2. To the extent that income is inadequate for persons of low social backgrounds, the majority of the students have had some work experiences.

3. The work experiences are related to the occupations that the students are training for in the area vocational-technical school.

4. To the extent that social background is a factor in determining educational background, a majority of the students have completed high school with an average rank in comparison to other students, but the high school courses will not be related to the vocational-technical school courses.

5. To the extent that social background determines financial status, the majority of the students are attending school by working their way through, or by their own personal savings or through help from other institutions other than the family.

6. To the extent that the purpose of the vocational-technical schools is to train for skilled occupations, the attitudes toward the school are favorable and the majority of the students are satisfied with the area school program.

DEFINITION OF IMPORTANT TERMS

Attitude.--The concept of attitude has had varied careers among psychologists and sociologists. Norman Cameron regards attitudes as an aspect of reaction. The attitude functions, he says, "as behavioral background which prepares for, supports and prolongs certain responses."¹⁵

Kimball Young suggests that an attitude has a certain stability and consistency; it always shows some directionality which is indicated in the like-dislike, approve-disapprove categories; it is learned; it is often related to feeling and emotions; and there is a range of specificity or generality existing. In this investigation, the concept attitude will refer to a readiness to act which implies some kind of stimulating situation, either specific or general.

**Vocational Education.**—"In its broadest sense, it could mean education preparation to the entering of all occupations, both professional and non-professional, and thus encompass the entire educational process. In its narrowest sense, it could assume the meaning given to the term today in educational literature and refer only to those very precise courses of study found in most schools that prepare students for direct entry into a finite group of skilled occupations." In this investigation the term will be used as described above in its narrowest sense.

**Technical Education.**—Technical fields of employment are increasing to such an extent that concentrated efforts must be made to extend vocational training into the technical areas. For the purpose of this investigation it will refer to the training of skilled workers to service utilities and appliances that are coming into almost universal use. Also such services as communication, transportation and distribution


of goods which call for persons with special technical training are
 included.

**Area Schools.**—In July 1958, the State Board of Vocational Edu-
cation adopted policies for the establishment of Area Schools. The
term "area" describes schools which provide training for workers in
the industries of a defined geographic area. The adopted policies
define four types of area schools:

1. A specialized high school used exclusively or almost
so to provide full-time vocational education in
preparation for full time work in industry.

2. A department of a high school used exclusively or
principally to provide training in at least five
different occupational fields to those available for
full-time study prior to their entering the labor
market.

3. A technical or vocational school providing vocational
education predominantly to persons who have completed
or left high school and who are able to study on a
full-time basis before going to work.

4. A department or division of a junior college, community
college or university providing vocational education in
at least five different occupational fields, under the
supervision of the State Board, leading to immediate
employment but not toward a baccalaureate degree.18

**Theoretical Orientation.**—There have been many attitudinal and
characteristic studies written in all areas of American life, includ-
ing Vocational Education. These studies tend to suggest that all
students who are enrolled in Vocational Education are socially and
economically disadvantaged. Kemp (1966),19 in an incisive and

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18Michael Russo, "Area Vocational Schools," *American Education*

19Barbara H. Kemp, *The Youth We Haven't Served: A Challenge
insightful cataloging of the issues and the challenges to vocational education, pointed out that for the socio-economically handicapped youth, the only reliable solution is education and training. To accept Kemp's premise does not imply that the question of what education for which purpose has been resolved satisfactorily. Much of the effort to bring corrective measures to bear on recognized inequities has been straightforward.

There is an abundance of literary evidence to indicate that students enrolled in vocational training constitute the hard core of society, that their mental level is under par and that they are socially, economically and educationally deprived.

Review of Related Literature.—In a study by J. F. VanDerslice concerning the characteristics of technical students, an attempt was made to show the educational, psychological and sociological characteristics of the students. It was found that students enrolled in technical schools had been able to graduate from high school, were definitely above the national average in educational ability and achievement, had an average intelligence level, had completed two years of high school mathematics and science with a "C" average, displayed an active and relatively early interest in the fields that they had entered and were generally from low socio-economic structures; their choice in selecting technical education was influenced by their ability to finance their education; and they were between the ages of 19 and 21.  

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A study by Dorothy Silverman,²¹ concerning attitudes toward a vocational high school, seeking to explore the relevance of the inferior position of the vocational high school to the self-percepts of its students found that, on the social level, vocational students consider themselves to be very much like students in academic high schools. Prominent exceptions to this resemblance pertain to their mental ability which they term as average and to their desire to pursue vocational studies. The students believed that the academic high school is for the bright student and that the vocational school is for the average student.

Subverting the idealistic principles and burgeoning hopes for vocational education as a contributor to the welfare of the nation and its youthful citizens is the dismal reality in which vocational training is mired presently. The term "dumping ground" is often used by those who decry the low level to which vocational education has been relegated. Studies such as those by Wilson and Keugman²² and by Wrightstone²³ have shown that the caliber of students in vocational schools and their learning accomplishments are not on a par with those in the academic high school. Other studies indicate that the deficiencies in vocational education derive from the existence of an occupational prestige ladder which sways parents, teachers and children in the


selection of careers, such as *The Adolescent Views Himself*, by Ruth Strang and *Class, Status and Power* by Reinhard Bendix and Seymour Lipset.

In a study by Sorenson and Morris, concerned with attitudes and beliefs as sources of vocational preferences, a questionnaire was designed to elicit information about the actual work experience of the sample of urban students and their attitudes and beliefs about the jobs they had held and occupations in general. The results were that attitudes, whether engendered by adequate information, misinformation or fancy undoubtedly play a significant part in the career inclination of the students. With only an inadequate picture of the occupational opportunities of their community, they tend to judge occupations fancifully. In addition, with only a partially-formed self-concept, they do not have a realistic picture of their own suitability for the occupations that attract them. When asked to mark definitions of vocational success both boys and girls seemed to pick the same items in almost the same numbers. In this category boys along with girls chose "enjoying the tasks of the job" as a primary consideration. Not far behind in choice was "earning the respect of one's fellow workers and employers." The statement, "getting promoted on the job," was third in preference for both boys and girls, but somewhat down the

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list from the two leading choices. Satisfaction on the job shown in their choice of enjoying work tasks and status in the eyes of others were very adult evaluations about what makes a job satisfactory.

The Sorenson and Morris study reveals some apparent differences in attitudes and beliefs, which may be true sex differences between boys and girls, or, more likely, culturally inspired differences or maturation differences. Children by the age of fourteen have learned the roles culture reserves for them and seldom consider occupations beyond the traditional ones. In addition their considerations are limited extremely with only seventy different occupations being mentioned. Girls seemed more limited than boys in occupations; this is likely a result of cultural influence.

However, in their evaluations of success and promotional opportunity, there is no indication of any true sex differences. It might be possible that differences occur because of the differences in social strata from which the sample comes.

In a study by Powell and Bloom27 which attempted to investigate the development of the vocational plans of adolescents, to determine the objectivity of their choices, to discover the motivational forces operating within vocational outlook and to locate any pattern of problems that is present in this area of adjustment, a questionnaire was administered to approximately one thousand students of varied socio-

economic levels which included students in industrial areas and those in upper-class suburban communities.

Although there is a bias in the sampling toward the upper end of the educational scale, the 50 percent of students who expected to enter professional vocations was higher than was expected. There are significant differences between planned and preferred vocations which show a reality orientation of high school youth. This is an adjustment of objectives with personal resources. There is also a lack of reality orientation depicted by the unskilled, semi-skilled or skilled vocations, although 63 percent of the parents had high school education or less. Since most students planned to enter the vocation they preferred, it may be proposed that they did not feel free to speculate concerning the occupation desired or that they did not respond with objective rationality to vocation.

An example to show the importance of vocational education was given by W. F. Whyte,\(^{28}\) who found that, during the early 1950's, companies hiring college graduates reduced their demand for liberal arts graduates; only a small minority of those surveyed said that they would prefer a liberal arts graduate to a specialized one. Thus, although liberal arts programs have more students than ever before and although many applied programs require liberal arts training of their students, two out of three Bachelor of Arts degrees are outside the liberal arts and four out of five of them are entirely vocational in nature.

These studies relate to the present study in that they give an analysis of some of the basic attitudes, values and characteristics of students enrolled in vocational education.

Methodology—This is not a study of all students enrolled in Georgia Area Vocational-Technical Schools; it is only a representative sample. Because of the nature of the Vocational-Technical Schools, individuals used in the study are between the ages of 16 and 30 years and preparing for skilled occupations and trades which are offered in the Georgia schools.

The data used in the investigation were acquired from Dr. Tilman C. Cothran, Chairman of the Department of Sociology at Atlanta University, who received the data from Dr. James E. Bottoms, Chairman of the Georgia State Board of Vocational Education, Atlanta, Georgia.

The study used as respondents 1,678 full-time students enrolled in Georgia Area Vocational-Technical Schools in December 1966, which represents a ten percent stratified random sample of the total number of students enrolled.

The method used in gathering data was a structured questionnaire which represented such factors as personal data, home and family background, work experience, educational background, financial and housing information and general information concerned primarily with the attitude of the students toward the area vocational-technical school.

Every attempt was made to obtain as representative a sample as resources would permit. The relative completeness of questionnaires was an indication that students had very little difficulty in interpreting the questions.
Confidence in the representative nature of the sample is supported by the fact that the sample is stratified according to areas, which means that no area vocational-technical school has a higher percentage of respondents than another. The sex composition of the sample favored males, who comprised sixty-five percent of the total. About 81 percent of the students in the sample were between 16 and 21 years of age; over 70 percent of the students were single.

The procedures used in the analysis of data involve computing the means for each of the questions on all the variables which were summarized by descriptive statistics and profiles of the characteristics of the students enrolled in Georgia Area Vocational-Technical Schools in December 1966. For the purpose of developing the characteristics of the students to determine their attitudes, average percentages were used.
This section treats some of the major social characteristics of the 1,678 students comprising the study group, particularly in terms of personal data, home and family background and work experience.

Personal Data

Age.--In the question relating to age, 37 percent of the students were between 16 and 18 years of age, 44 percent of the sample were between 19 and 22 years of age while the remaining 19 percent were 22 years of age or over. Table 1 gives an analysis of the age breakdown of the sample.

TABLE 1
AGE OF STUDENTS ENROLLED IN GEORGIA AREA VOCATIONAL-TECHNICAL SCHOOLS

<table>
<thead>
<tr>
<th>Age of Students</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 18</td>
<td>621</td>
<td>37</td>
</tr>
<tr>
<td>19 - 21</td>
<td>739</td>
<td>44</td>
</tr>
<tr>
<td>22 - 24</td>
<td>84</td>
<td>5</td>
</tr>
<tr>
<td>25 - 27</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>28 - 30</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>30 or over</td>
<td>134</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Sex.—In response to the question pertaining to sex, the study favored males with 1,091 males to 570 females, 65 and 34 percent, respectively (see Figure 4). It was reported in an article concerning Georgia's Progress in Vocational-Technical education that "because of the nature of the Georgia Area Vocational-Technical Schools in preparing for skilled trades and vocational occupations, the majority of the students enrolled in the Vocational-Technical schools were males."  

It is important to note that correlation exists between this descriptive study and other studies in regard to the sex of students enrolled in Georgia Area Vocational-Technical schools.

Marital Status.—In response to the question relating to marital status, a very high percentage (72) of the students were single; 20

---

percent were married. Other categories were also used to denote marital status such as divorced, separated or engaged, with a very small percentage of the sample falling into each of these categories. Table 2 gives an analysis of percents and numbers of the students falling into each of these categories.

TABLE 2

MARITAL STATUS OF STUDENTS IN GEORGIA AREA VOCATIONAL-TECHNICAL SCHOOLS

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>1,208</td>
<td>72</td>
</tr>
<tr>
<td>Married</td>
<td>335</td>
<td>20</td>
</tr>
<tr>
<td>Divorced</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Separated</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Engaged</td>
<td>84</td>
<td>5</td>
</tr>
<tr>
<td>No Response</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

Military Status.—In responding to the question, "Are you a Veteran?", the majority answered "no," (1,443). This represents 86 percent of the sample; 168 students (10 percent) answered "yes" and 67 students (4 percent) did not respond to the question at all. The large percentage of no's suggests that the majority of the male students still have their military obligations before them. This is probably due to the age of the students enrolled in the Georgia Area Vocational-Technical Schools as shown in Table 1 (see Table 3).
TABLE 3
MILITARY STATUS OF STUDENTS IN GEORGIA AREA
VOCATIONAL-TECHNICAL SCHOOLS

<table>
<thead>
<tr>
<th>Are You a Veteran?</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>168</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>1,443</td>
<td>86</td>
</tr>
<tr>
<td>No Response</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

Home and Family Background

Residence.—In relationship to home and family background, questions were asked concerning where the individual lived while attending high school, one question was, "Did you live on a farm while attending high school?" The majority (1,191) of the students answered "no." This represents 71 percent of the sample; 453 students (27 percent) of the students answered "yes"; 33 students (2 percent) of the sample did not respond (see Table 4). This information can be related to the Urban population centers around which the Georgia Area Vocational-Technical Schools are set up. "The urban population movement has placed a high concentration of population in centers around Atlanta, Macon, Columbus, Augusta, Savannah and Rome.30 (See Figure 1).

What is the size of the town in which you attended high school? Table 5 represents an analysis in relating to size of town. The majority of the students attended high school in towns with at least 20,000

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30op. cit., Yearbook of Vital Statistics.
TABLE 4

FARM RESIDENCE WHILE ATTENDING HIGH SCHOOL

<table>
<thead>
<tr>
<th>Did students live on farm while in high school?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>453</td>
<td>27</td>
</tr>
<tr>
<td>No</td>
<td>1,191</td>
<td>71</td>
</tr>
<tr>
<td>No Response</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

people but less than 50,000 people.

When asked "Where are you living now?" fifty-five percent of the respondents reported residences with parents or guardians, while the remaining 45 percent reported living under the following living arrangements: 6 percent with relatives other than parents; 11 percent in a house that they own; 6 percent in a house they rent; 6 percent in an apartment they rent; 5 percent in a room they rent in a private home; 4 percent in a room or housing owned and operated by the school; and only 1 percent with their primary families. Figure 5 gives an analysis of living arrangements.

Occupations.--In terms of head of household's employment patterns, it was found that a higher percentage of the respondents' household heads were employed in lower and medium status occupations. Seventy-two percent of the parents were employed in lower and medium status occupations compared to 17 percent employed in higher status occupations (see Figure 6). The responses to this question were
Fig. 5.—Residence of Students
TABLE 5

SIZE OF TOWN IN WHICH STUDENTS ATTENDED HIGH SCHOOL

<table>
<thead>
<tr>
<th>Size of Town</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1,000 people</td>
<td>151</td>
<td>9</td>
</tr>
<tr>
<td>At least 1,000 but less than 5,000</td>
<td>386</td>
<td>23</td>
</tr>
<tr>
<td>At least 5,000 but less than 10,000</td>
<td>285</td>
<td>17</td>
</tr>
<tr>
<td>At least 10,000 but less than 20,000</td>
<td>201</td>
<td>12</td>
</tr>
<tr>
<td>At least 20,000 but less than 50,000</td>
<td>470</td>
<td>28</td>
</tr>
<tr>
<td>No Response</td>
<td>185</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

divided into three categories in terms of the classification of jobs by the United States Department of Labor. The categories are lower status occupations in the most general sense including farmers and farm workers, unskilled workers, service workers and semi-skilled workers; medium status occupations including skilled workers, clerical and sales (other than sales managers or administrators); and occupations of a higher status including proprietors, managers and professionals.

31 United States Department of Labor, op. cit.
Fig. 6.—Occupations of the Head of Household of Students
Educational Level.---Table 6 shows the analysis of questions relating to the educational level of the father or male guardian and the mother or female guardian. It was found that a higher percentage of the responding students' mothers than fathers were high school graduates or had had some high school—31 percent versus 19 percent. The data further suggest that for both father or male guardian and mother or female guardian a very low percentage had had some college work and an even lower percentage had had some vocational or technical training.

**TABLE 6**

**EDUCATIONAL LEVEL OF PARENTS OR GUARDIANS OF STUDENTS**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Father or Male Guardian</th>
<th>Mother or Female Guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Elementary School</td>
<td>554</td>
<td>33</td>
</tr>
<tr>
<td>Some High School</td>
<td>520</td>
<td>31</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>319</td>
<td>19</td>
</tr>
<tr>
<td>Vocational-Technical School</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Some College</td>
<td>117</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>34</td>
<td>2</td>
</tr>
</tbody>
</table>

When the students were asked if they knew any persons who were working in the occupations that they were studying, the majority of the respondents answered "friends" over parents, relatives, brothers or sisters. This suggests that friends had a great influence upon the respondents in selecting an occupation. (see Table 7).
TABLE 7
PERSONS WORKING IN THE OCCUPATIONS THE STUDENTS ARE STUDYING

<table>
<thead>
<tr>
<th>Persons</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>117</td>
<td>7</td>
</tr>
<tr>
<td>Relatives</td>
<td>319</td>
<td>19</td>
</tr>
<tr>
<td>Brothers</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Sisters</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Other Adults</td>
<td>117</td>
<td>7</td>
</tr>
<tr>
<td>Friends</td>
<td>605</td>
<td>36</td>
</tr>
<tr>
<td>No Response</td>
<td>420</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Work Experience

This section of the study treats some of the work experiences of the respondents. Usually, wherever you find youth coming from homes with parental education below the high school level and engaged in semi-skilled and unskilled occupations some work experience has occurred among a high percentage of these individuals. This is shown in the question which asked the students the number of previous full-time or part-time jobs they had held. The percentage of no full-time jobs held was 36 compared to 21 percent of no previous part-time jobs held (see Figure 7).

In terms of part-time or full-time jobs related to the courses the respondents were currently taking at the Area Vocational-Technical
school, a total of 1,225 students (75 percent) did not hold such jobs; 420 students (25 percent) of the sample had held a previous job, whether full or part-time.

When asked the question, "Are you currently employed?", 50 percent of the respondents were employed in either full-time or part-time positions, but only 15 percent of the sample were employed in
jobs relating to the course they were enrolled in. An interesting correlation exists in responses to questions concerning employment. Two hundred and fifty-two students (15 percent of the sample) were employed currently in full-time positions that were related to the courses they were enrolled in. Table 8 gives an analysis of the students currently employed.

In an article by J. L. Feirer, concerned with work experiences of vocational students, it was found that because of the nature of the vocational education program, it is necessary for the students to have on-the-job training. This theory is also supported by the United States Department of Health, Education and Welfare, especially in terms of Distributive Education. "In Distributive Education programs, instructions are combined with actual job experience and are developed in cooperation with the business community. Students must be employed part-time in order to qualify for training in distributive occupations."

When the students were asked how many hours a week they worked, 13 percent worked at least 40 hours a week, 12 percent worked at least 20 hours but less than 30 hours a week and 20 percent stated that they worked less than 20 hours a week. Table 9 gives an analysis of the total hours per week worked by the respondents.

---


<table>
<thead>
<tr>
<th>Students Currently Employed</th>
<th>Number</th>
<th>Percentage</th>
<th>Students Employed in Jobs</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, full-time</td>
<td>252</td>
<td>15</td>
<td>Yes</td>
<td>252</td>
<td>15</td>
</tr>
<tr>
<td>Yes, part-time</td>
<td>587</td>
<td>35</td>
<td>No</td>
<td>889</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>789</td>
<td>47</td>
<td>No response</td>
<td>537</td>
<td>32</td>
</tr>
<tr>
<td>No response</td>
<td>50</td>
<td>3</td>
<td>No response</td>
<td>537</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>1,678</td>
<td>100</td>
<td></td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 9
NUMBER OF HOURS WorkED PER WEEK FOR STUDENTS

<table>
<thead>
<tr>
<th>Hours Worked per Week</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 hours a week</td>
<td>168</td>
<td>10</td>
</tr>
<tr>
<td>At least 10 but less than 20 hours a week</td>
<td>168</td>
<td>10</td>
</tr>
<tr>
<td>At least 20 but less than 30 hours a week</td>
<td>201</td>
<td>12</td>
</tr>
<tr>
<td>At least 30 but less than 40 hours a week</td>
<td>101</td>
<td>6</td>
</tr>
<tr>
<td>At least 40 hours a week</td>
<td>218</td>
<td>13</td>
</tr>
<tr>
<td>No response</td>
<td>882</td>
<td>49</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In reference to Table 9, a large percentage of the students failed to respond to the question, which could possibly suggest that a large percentage of students enrolled in Georgia Area Vocational-Technical Schools are not working.

When asked "How much do you make a week on your job?", it is interesting to note that 15 percent of the sample or 252 students responded to making less than $20 a week and 12 percent made at least $30 a week but less than $50 a week. This shows an adequate correlation of the data because of the high percentage of the students who are employed in part-time jobs (see Table 8). These data also show that only 4 percent of the sample made at least $100 a week (see Table 10).
<table>
<thead>
<tr>
<th>Salary</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20 a week</td>
<td>252</td>
<td>15</td>
</tr>
<tr>
<td>At least $20 but less than $30 a week</td>
<td>168</td>
<td>10</td>
</tr>
<tr>
<td>At least $30 but less than $50 a week</td>
<td>201</td>
<td>12</td>
</tr>
<tr>
<td>At least $50 but less than $100 a week</td>
<td>185</td>
<td>11</td>
</tr>
<tr>
<td>At least $100 a week</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>No response</td>
<td>805</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>
CHAPTER III

EDUCATIONAL, FINANCIAL AND HOUSING BACKGROUND

**Educational Background.**—Commonly assumed but frequently questioned, is the notion that Vocational-Technical School youth have low attitudinal levels in terms of educational orientation. Several studies have focused on the educational levels most appropriate for students enrolled in various kinds of vocational training institutions. Most of the students would tend to suggest that the educational level most appropriate for students depends upon the area of training that the students are interested in.

It was reported by the Department of Health, Education and Welfare that over 75 percent of students enrolled in Vocational-Technical Schools across the country were high school graduates. The major implications of this study correlate with other studies on vocational education; first, that the majority of students are high school graduates, and second, that students usually enter vocational-technical schools from one to four years after high school graduation.

When asked 'How many years has it been since you graduated or left high school?" 53 percent of the respondents answered one year.

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*ibid., p. 5.*
or less whereas only 4 percent stated that they had left high school 20 years or more. Table 11 gives an analysis of the number of years since the students left high school.

TABLE 11

<table>
<thead>
<tr>
<th>HOW LONG SINCE STUDENTS LEFT OR GRADUATED FROM HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Years</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>1 year or less</td>
</tr>
<tr>
<td>2-4 years</td>
</tr>
<tr>
<td>5-9 years</td>
</tr>
<tr>
<td>10-14 years</td>
</tr>
<tr>
<td>15-19 years</td>
</tr>
<tr>
<td>20 years or more</td>
</tr>
<tr>
<td>No response</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

A large majority of the students considered enrolling in the Area Vocational-Technical School while they were in high school. Forty-two percent of the students considered enrolling in the Vocational-Technical School while they were in their senior year in high school; 8 percent were in their junior year; 2 percent were in their sophomore year; and one percent was in their freshman year or earlier; only 29 percent considered enrolling in the Vocational-Technical School after they left high school.

The Level of Education completed showed 92 percent of the sample (1,535 students) had completed high school; 8 percent of the sample
did not complete high school; 8 percent of the sample had had some vocational training; and only 117 students had completed college. An analysis of completion of high school is shown in Table 12.

### TABLE 12

**LEVEL OF EDUCATION COMPLETED**

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th></th>
<th>College or Vocational School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num- Per</td>
<td></td>
<td>Num- Per</td>
</tr>
<tr>
<td></td>
<td>ber Cent.</td>
<td></td>
<td>ber Cent.</td>
</tr>
<tr>
<td>Did not complete</td>
<td>134  8</td>
<td>Had some vocational</td>
<td>124  8</td>
</tr>
<tr>
<td>high school</td>
<td></td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>Completed high</td>
<td>1,535 92</td>
<td>College</td>
<td>117  7</td>
</tr>
<tr>
<td>school</td>
<td></td>
<td>No response</td>
<td>252 15</td>
</tr>
</tbody>
</table>

**Vocational-Technical School Curriculum.**--A great deal of research in secondary education indicated a continuing interest in curriculum development. These descriptive efforts report the needs, problems and values of local communities. Curriculum development research has had a considerable influence in shaping and directing the curriculum in vocational, technical and practical arts education.35

In analyzing socio-economic trends to aid curriculum planning, Beam (1961) found that local requirements were important and needed to be considered by curriculum developers. The recent non-research literature in vocational and technical education, however, has emphasized the

---

importance of regional, national and international social and economic trends in curriculum development. Vocational Education may often be influenced unduly by local needs and trends, but Beam's study indicated that local needs and trends cannot be ignored completely.  

This particular part of the study analyzes the high school courses completed by the students enrolled in the Georgia Area Vocational-Technical Schools and the number of years the students were enrolled in the course. Within the high school curriculum the least amount of courses taken included Foreign Languages; Vocational Agriculture; Industrial Arts which included drafting, woods, metals, electricity, graphic arts and power mechanics; Diversified Cooperative Training and Home-making, while the courses taken most included Mathematics, English, General Science, Social Science and Business Education which included typing, shorthand and office practices; and Vocational Office Practices. These data would tend to suggest that the high schools that the students attended were not in any way directed toward a vocational, technical or practical arts curriculum, but rather toward a general education curriculum. Table 13 gives an analysis of the courses taken in high school.

High School Rank of Students.--In an attempt to assess the Vocational-Technical Schools, questions were used concerning the number of students who were graduated from high school with the respondents; where did the respondents rank in grades; and how hard was the work in high school as compared to the vocational-technical school training

---

<table>
<thead>
<tr>
<th>Courses Completed</th>
<th>Percent of Respondents Who Answered</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>One</td>
</tr>
<tr>
<td>Math. (including General Math, Algebra, etc.)</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>English (including Literature)</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Social Science (including History, civics, Geography)</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>60</td>
<td>21</td>
</tr>
<tr>
<td>Vocational Agriculture</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td>Industrial Arts (including drafting, woods, metals, electric-</td>
<td>54</td>
<td>17</td>
</tr>
<tr>
<td>city, graphic arts and power mechanics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversified Cooperative Training</td>
<td>83</td>
<td>5</td>
</tr>
<tr>
<td>Homemaking</td>
<td>58</td>
<td>12</td>
</tr>
<tr>
<td>Business Education (including typing, shorthand, office practice and Vocational Office Training)</td>
<td>31</td>
<td>35</td>
</tr>
</tbody>
</table>
In response to the question, "How many students were in your grade who graduated with you?", at least 50 but less than 300 were cited more frequently. (See Table 14.) These were followed in frequency by less than 50, at least 300 but less than 500 and finally at least 500. These data suggest that a higher percentage of the respondents were from relatively small high schools.

TABLE 14

NUMBER OF STUDENTS WHO GRADUATED WITH RESPONDENTS

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 50</td>
<td>268</td>
<td>16</td>
</tr>
<tr>
<td>At least 50 but less than 100</td>
<td>286</td>
<td>23</td>
</tr>
<tr>
<td>At least 100 but less than 300</td>
<td>537</td>
<td>32</td>
</tr>
<tr>
<td>At least 300 but less than 500</td>
<td>185</td>
<td>11</td>
</tr>
<tr>
<td>At least 500</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>No Response</td>
<td>218</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

In responses to questions concerning the rank of students in grades, the data suggest that students have a relatively high to moderate attitude toward education and success orientation, and suggest a high level of personal values among the respondents; 15 percent indicated that their rank was in the top quarter of high school graduates; 34 percent were in the second quarter of high school graduates; 31
percent were in the third quarter of high school graduates; while only 4 percent were in the bottom quarter of the school graduates (see Table 15).

**TABLE 15**

**RANK IN GRADES OF STUDENTS**

<table>
<thead>
<tr>
<th>Rank in Grades</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Quarter of High School Graduates</td>
<td>252</td>
<td>15</td>
</tr>
<tr>
<td>Second Quarter of High School Graduates</td>
<td>571</td>
<td>34</td>
</tr>
<tr>
<td>Third Quarter of High School Graduates</td>
<td>520</td>
<td>31</td>
</tr>
<tr>
<td>Bottom Quarter of High School Graduates</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>Graduated by taking a Correspondence Course or G.E.D. Test so I can't say</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>218</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The majority of the students had been enrolled in the Area Vocational-Technical School for one trimester. This represented 1,040 students (62 percent) while only 2 percent of the sample had been in the vocational-technical school longer than six trimesters; 10 percent had been enrolled at least 2 trimesters; 4 percent for 3 trimesters; 15 percent for 4 trimesters; 4 percent for 5 trimesters; and 1 percent for 6 trimesters. "The length of time spent in training for
occupations would depend upon the nature of the occupations being trained for, which would make it necessary for some students to spend more time in vocational-technical schools than others.\textsuperscript{37}

The areas of training that the students are enrolled in are Skilled Trade, Health Occupations, Office Occupations and Technical Occupations. Skilled Trade and Industrial Education in Georgia serve both high school and adult groups. It is designed for persons over 14 years of age who are either still in school or who have left school. They may be employed, unemployed, underemployed or preparing for first-time employment. Programs cover countless trade and industrial occupational categories and train people for skilled or semi-skilled work relating to design, production, processing, assembly, maintenance and repair of machinery, appliances, craft products and the like.\textsuperscript{38} Within the sample, 38 percent of the respondents were enrolled in Skilled Trade and Industrial occupations.

Health Occupations include the general area of study with practical nurse education in preparation for licensing; medical, dental and operating room technologies; and training for other types of assistants for the health fields. Programs of practical nursing are usually one year in duration and are carried out in cooperation with hospitals or other health agencies in local communities. Programs of training for other health occupations range from a few weeks to two years in length.

\textsuperscript{37}Governor's Conference on Education, \textit{op. cit.}, p. 16.

\textsuperscript{38}United States Department of Health, Education and Welfare, \textit{op. cit.}, p. 36.
depending upon the nature of the occupation. These programs make use of medical, dental or other laboratory facilities when appropriate. Only 8 percent of the sample of students used in the study were enrolled in training relating to health occupations.

Office Occupations provide for the students any one of three objectives: (1) Vocational skills and knowledge for beginning workers in office occupations; (2) personal proficiency in the use of one or more office skills and non-vocational personal needs; or (3) social-economic for a better understanding of the American system of office practices. Eighteen percent of the respondents used in this investigation were enrolled in training for office occupations.

Technical Occupations include programs to train highly skilled technicians in occupations necessary for the national defense. Programs are of two types: (1) Preparatory curriculums which qualify youth and adults for entrance into recognized technical occupations; and (2) extension courses which provide opportunities for persons employed in technical occupations to keep pace with technological developments. Occupational fields for which training is offered in Georgia include data processing, and computer programming; electronics, instrumentation, aeronautics; chemical, civil, electrical and mechanical design and production technologies. Of the 1,678 students used

39 Ibid., p. 48.
40 Ibid., p. 53.
41 Ibid., p. 44.
in the sample, 520 were enrolled in Technical Occupations.

Four percent of the sample were training in other fields or occupations. These fields include Vocational Agriculture, Distributive Education and Homemaking Education (see Table 16).

**TABLE 16**

<table>
<thead>
<tr>
<th>Area of Training</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled Trade</td>
<td>638</td>
<td>38</td>
</tr>
<tr>
<td>Health Occupation</td>
<td>134</td>
<td>8</td>
</tr>
<tr>
<td>Office Occupation</td>
<td>302</td>
<td>18</td>
</tr>
<tr>
<td>Technical Occupation</td>
<td>520</td>
<td>31</td>
</tr>
<tr>
<td>Others</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>No Response</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The students were asked to rate high school subjects on the basis of whether they have been most helpful, very helpful, somewhat helpful or least helpful to them at the Area Vocational-Technical School (see Table 17). Within the high school curriculum, a larger percentage of the sample thought that General Mathematics had been a more helpful subject than was any of the other subjects; Algebra I was listed as very helpful, General Science as somewhat helpful and Biology as the least helpful.

A question was asked concerning those individuals who had quit high school before graduation to determine why they had quit school.
<table>
<thead>
<tr>
<th>High School Courses</th>
<th>Most Helpful</th>
<th>Very Helpful</th>
<th>Somewhat Helpful</th>
<th>Least Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Math.</td>
<td>24</td>
<td>11</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Business Math.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Algebra I</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Algebra II</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Algebra Trig.</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Anal. Geom. Calculus</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Mech. Drawing I</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mech. Drawing II</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>General Science</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Typing I</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Typing II</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Shorthand I</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Shorthand II</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No Response</td>
<td>13</td>
<td>19</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
A very large percentage of the respondents did not respond to the question because of the high percentage who had graduated from high school (see Table 12). Concerning reasons for quitting high school, 50 students (3 percent of the sample) stated that high school subjects were not interesting to them; another 3 percent of the sample responded that "I had to quit in order to earn money"; 34 students (2 percent) said they ran into arguments with teachers or other school officials and thus they quit; 1 percent of the sample (17 students) said they quit school because their grades were too low, while another 1 percent of the sample said that they had quit school for health reasons; 84 students (5 percent) said that they quit school for various reasons other than those previously mentioned.

**Financial and Housing Background.**—An analysis of financial and housing background will be used to show the socio-economic background of students preparing for schooling and housing while enrolled in the Georgia Area Vocational-Technical Schools. The question asked was: "How are you paying your way through school?" Responses to this question would suggest that even though the majority of students have had work experiences, they are, as far as their school is concerned, still relying on their parents for financial support. Six hundred and eighty-eight students (44 percent) stated that their parents are paying their way through the Area Vocational-Technical School; only 352 students (21 percent) are paying their way through with their own personal savings; and 18 percent are working their way through. Other sources of educational means are: The Manpower Development and Training Act, Vocational Rehabilitation Division Work Study and borrowed money.
Table 18 shows the analysis of the ways that students are paying their way through school.

**TABLE 18**

WAYS FOR PAYING FOR SCHOOLING

<table>
<thead>
<tr>
<th>Ways of Paying</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Personal Savings</td>
<td>352</td>
<td>21</td>
</tr>
<tr>
<td>Your parents are paying your way</td>
<td>488</td>
<td>41</td>
</tr>
<tr>
<td>The Manpower Development Training Act</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Vocational Rehabilitation Division is paying my way</td>
<td>84</td>
<td>5</td>
</tr>
<tr>
<td>Work Study is paying for my schooling</td>
<td>84</td>
<td>5</td>
</tr>
<tr>
<td>Borrowed Money</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Working my way through</td>
<td>302</td>
<td>18</td>
</tr>
<tr>
<td>No Response</td>
<td>134</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

"Are your school costs taken care of, in part, by some kind of scholarship received from the school?" In response to this question 1,527 students (91 percent) answered "No," even though scholarship funds are set up by the Area Vocational-Technical schools; only 4 percent of the sample or 67 students reported that part of their school costs are taken care of by the Area Vocational-Technical schools. Students were asked to estimate the entire cost for completion of training in the Area Vocational-Technical School. Fifty-seven percent of
the respondents thought that the cost for the entire training was less than $500; only 2 percent of the respondents thought that it would take at least $3,000 for the completion of their training (see Table 19). Here the cost of education included everything necessary for the completion of their education at the vocational-technical school.

TABLE 19
ESTIMATED COST OF VOCATIONAL TRAINING

<table>
<thead>
<tr>
<th>Cost of Education</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $500</td>
<td>956</td>
<td>67</td>
</tr>
<tr>
<td>At least $500 but less than 1,000</td>
<td>386</td>
<td>23</td>
</tr>
<tr>
<td>At least 1,000 but less than 1,500</td>
<td>151</td>
<td>9</td>
</tr>
<tr>
<td>At least 1,500 but less than 2,000</td>
<td>84</td>
<td>5</td>
</tr>
<tr>
<td>At least 2,000 but less than 3,000</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>At least 3,000</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>No Response</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

"How much trouble are you having getting enough money to make it through school?" From the socio-economic and family background of the students, it could easily be assumed that a large majority of the students find it very difficult to acquire enough money to complete their vocational-technical training, but it is not true for the respondents used in this study (see Table 20). Forty-eight percent of the
TABLE 20
TROUBLE GETTING MONEY TO COMPLETE TRAINING

<table>
<thead>
<tr>
<th>Trouble Getting Money</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Trouble at all</td>
<td>805</td>
<td>48</td>
</tr>
<tr>
<td>It's a little hard but I'm making it O.K.</td>
<td>621</td>
<td>37</td>
</tr>
<tr>
<td>It's very hard but I can do it</td>
<td>168</td>
<td>10</td>
</tr>
<tr>
<td>It's so hard I may not be able to finish</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>It's so hard I think I'm definitely going to have to quit</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Sample stated that they had no trouble at all acquiring enough money to make it through school; 37 percent found it a little hard acquiring enough money; 10 percent found it so hard that they may not be able to finish; no students said that it was so hard acquiring money that they thought they were definitely going to have to quit; and, only 3 percent of the sample found it so hard that they might not be able to finish their training. In response to the questions, "How did you find a place to live when you came to this school?" and "How much trouble did you have finding a place to live?", 75 percent of the sample stated that they already had a place to live; only 117 students (7 percent) stated that people at the area vocational-technical schools helped them to find a place to live (see Table 21).
TABLE 21
RESPONSES TO THE QUESTION, "HOW DID YOU FIND A PLACE TO LIVE WHEN YOU CAME TO THIS SCHOOL?"

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I already had a place to live</td>
<td>1,259</td>
<td>75</td>
</tr>
<tr>
<td>People here at the school helped me find a place to live</td>
<td>117</td>
<td>7</td>
</tr>
<tr>
<td>Some other students at the school helped me find a place to live</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Friends in town here helped me find a place to live</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>I just looked around myself until I found a place to live</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>No Response</td>
<td>218</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority (58 percent) of the respondents stated that they had no trouble at all trying to find a place to live. Four percent of the sample stated that they did not have much trouble finding a place to live but rather they found a place in less than one-half day. One percent of the sample said that they had some trouble or they had to look around a day or so to find a place to live; another one percent of the sample reported that they had quite a bit of trouble and thought that for a while they might not find a place to live.
It might be interesting to note that, in regards to transportation to and from the area vocational-technical school, 51 percent of the sample drove their own personal cars; 19 percent rode with someone else and only eight percent reported that they walked to school every day.
CHAPTER IV

ATTITUDES OF STUDENTS TOWARD VOCATIONAL-TECHNICAL SCHOOL

This chapter assesses the basic attitudes of the vocational-technical students in relationship to the school. The attitudes of the youth in Georgia as well as in America might turn out to be a most crucial predictor for the nature and direction of social change. Many of the recent reform and revolutionary movements in the world today have involved heavily the youth, who have often been among the principal architects and initiators of change. Youth are now receiving a type of exposure and recognition which has no direct counterpart in earlier periods of history. They are being heard in popular art, the "hippie" movement, peace politics, civil rights and vocational-technical education. The latter aspect of contemporary change and the attitudes of the vocational-technical school youth are the principal concerns of this study, for it is within the context of attitudes that progress can be made in the curriculum of the vocational-technical school.

In an article by Bottoms and Swain (1967), on "The Effects of Program Development on Area Vocational-Technical School Enrollment," it was stated that the cooperative efforts by several groups and many individuals in education in Georgia have resulted in action designed to bring together the facilities of the Vocational-Technical schools.
and the young men and women for whom these programs represent suitable opportunities. It was felt that this could be accomplished through improved communication and understanding between vocational-technical school officials and high school counselors and that this would assure that high school students would have more accurate information upon which to base their post high school decisions. More students, particularly dropouts and non-college bound students, have integrated this information into their vocational decisions. High school officials reinforce the idea of respect for and dignity of every individual worker who is making a positive contribution in society, particularly through job performance.42

Students were asked if there was a guidance counselor in the high school they attended. This was answered positively by 1,326 students (79 percent) and negatively by 18 percent. These data suggest that the majority of the students had come into contact with a high school counselor.

The growth of the Georgia Area Vocational-Technical schools, recognized as an acceptable program of post-secondary education, attributes much of the acceptance to the high school counselor who has taken as much pride in assisting students to enter the vocational-technical schools as they take in assisting students to enroll in other kinds of post-secondary education programs. Counselors' attitudes toward the

vocational-technical schools have enabled the vocationally oriented student to choose the vocational-technical school because they feel that this is the best decision for them. Respondents were asked from whom they found out about the area vocational-technical school. High school counselors were listed most (see Table 22). This correlates with the effectiveness of the high school counselor on the progress of the Georgia Area Vocational-Technical schools.

TABLE 22
SOURCE OF INFORMATION ABOUT AREA VOCATIONAL-TECHNICAL SCHOOL

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>151</td>
<td>9</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>436</td>
<td>26</td>
</tr>
<tr>
<td>Teacher</td>
<td>101</td>
<td>6</td>
</tr>
<tr>
<td>Friend</td>
<td>420</td>
<td>25</td>
</tr>
<tr>
<td>Former Student</td>
<td>168</td>
<td>10</td>
</tr>
<tr>
<td>Area School Representative</td>
<td>168</td>
<td>10</td>
</tr>
<tr>
<td>Radio</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Television</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Newspapers</td>
<td>84</td>
<td>5</td>
</tr>
<tr>
<td>Others</td>
<td>101</td>
<td>6</td>
</tr>
<tr>
<td>No Response</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,678</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

43 Ibid., p. 272.
It is interesting to note that the Vocational Education Division worked closely with Educational Television Division of the State Department of Education in developing ten television and radio spots on the Vocational-Technical School Program. They were developed and distributed to all television and radio stations throughout the state of Georgia. These spots were designed primarily to acquaint prospective vocational students with the opportunities available to them in the Vocational-Technical school program.\textsuperscript{44} In an analysis of the data used in the present study, it can be seen from Table 22 that only one percent of the sample had found out about the vocational-technical school from both radio and television.

Respondents were asked if they ever visited a counselor about the possibilities of attending their area vocational-technical schools and if so, where? "Activities carried on with the high school counselor have sought to broaden their understandings of the area school program by providing them with experiences, materials and information that would enable them to work more effectively with high school students interested in vocational training."\textsuperscript{45} The percentage of respondents who stated that they had visited a counselor about the possibility of attending the Area Vocational-Technical school was a relatively high 76 percent, which represents 1,275 students; only 22 percent of the respondents said "no," that they had never visited with a counselor about the possibility of attending an area vocational-technical school. Out of

\textsuperscript{44}Ibid., p. 272.
\textsuperscript{45}Ibid., p. 270.
the percentage of students who had visited with a counselor, 49 percent stated that they had visited with their high school counselor (see Table 23). Other students visited with counselors from the United States Employment Service, The Vocational Rehabilitation Center, the Veterans Administration and The Area Vocational-Technical School. Although high school and other counselors have played a very important role in trying to get students interested in the vocational-technical

### TABLE 23
COUNSELORS VISITED BY THE STUDENTS

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I visited with a high school counselor</td>
<td>882</td>
<td>49</td>
</tr>
<tr>
<td>Yes, I visited with a U.S. Employment Service Counselor</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Yes, I visited with a Vocational-Rehabilitation Counselor</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>Yes, I visited with a Veterans Administration Counselor</td>
<td>285</td>
<td>17</td>
</tr>
<tr>
<td>Yes, I visited with a counselor from the area school</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>No, I never visited with a counselor</td>
<td>369</td>
<td>22</td>
</tr>
<tr>
<td>No Response</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>
school curriculums, the majority of the students listed their friends as the first choice, as the person who influenced them most to attend the area vocational-technical school (see Table 24). This was followed in frequency by parents, others, counselors, teachers and finally area school representatives.

TABLE 24
SOURCE OF INFLUENCE FOR ATTENDING SCHOOL

<table>
<thead>
<tr>
<th>Source of Influence</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>688</td>
<td>41</td>
</tr>
<tr>
<td>Teachers</td>
<td>101</td>
<td>6</td>
</tr>
<tr>
<td>Parents</td>
<td>336</td>
<td>20</td>
</tr>
<tr>
<td>Counselor</td>
<td>185</td>
<td>11</td>
</tr>
<tr>
<td>Area School Representative</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>268</td>
<td>16</td>
</tr>
<tr>
<td>No Response</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,678</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In an attempt to assess the time that the individual became interested in enrolling in the Georgia Area Vocational-Technical schools and the occupations they selected, the respondents were asked: "How long before entering the school did you decide to go into the occupation for which you are training now?" Table 25 shows the responses to this question. Twenty-eight percent of the students said that they had decided at least one year before they came to the school on one extreme, while on the other extreme, 11 percent of the sample said that
**TABLE 25**

**TIME OF DECISION FOR OCCUPATIONAL TRAINING**

<table>
<thead>
<tr>
<th>Time of Decision</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really didn't decide until I had been in school here for a while</td>
<td>185</td>
<td>11</td>
</tr>
<tr>
<td>I decided just before coming here to school</td>
<td>319</td>
<td>19</td>
</tr>
<tr>
<td>I decided more than one month but less than six months before I came here</td>
<td>420</td>
<td>25</td>
</tr>
<tr>
<td>I decided more than six months but less than one year before I came here</td>
<td>235</td>
<td>14</td>
</tr>
<tr>
<td>I decided at least one year before I came here</td>
<td>470</td>
<td>28</td>
</tr>
<tr>
<td>No response</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

they really didn't decide upon their occupational training until they had been in the school for a while. The data tend to suggest that the Area Vocational-Technical school students had prepared in some way for their occupational training. The students were asked if they had ever visited the vocational-technical school before they decided to attend. The responses were split equally to this question. About as many students visited the school as those who did not visit the school. Nine hundred and twenty-three students (55 percent) had visited the school; 705 students (42 percent) had not visited the school before they decided to attend. Many activities have been carried on by the
vocational-technical schools that have had and will continue to have an influence on attracting prospective students, that have bridged the gap between the potential skilled worker and his eventual employment.\(^{46}\)

Table 26 gives an analysis of the awareness of the opportunities in the fields for which the students are training, such as the number of jobs available in the field, the salary and working conditions. A very high percentage of the sample stated that they were aware of the abilities required and the opportunities available in their chosen occupational fields, whereas only 10 percent stated that they were not sure or uncertain of both the abilities needed and the opportunities available to them.

### TABLE 26

**AWARENESS OF ABILITIES NEEDED AND OPPORTUNITIES AVAILABLE**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Percent of Respondents Who Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know what abilities are needed for a person to be trained in the area in which you are now enrolled?</td>
<td>Yes 82  No 6  Uncertain 10</td>
</tr>
<tr>
<td>Do you feel that before enrolling you were aware of the opportunities in the occupation that you are studying in the area school?</td>
<td>Yes 72  No 14  Uncertain 10</td>
</tr>
</tbody>
</table>

In questions relating directly to the students' satisfaction with the Area Vocational-Technical school, correlation can be made with a

\(^{46}\)Ibid., p. 270.
group of data published by the Georgia Department of Vocational Education, concerned with the 1965 graduates of Georgia Area Vocational-Technical School.\textsuperscript{47} In the report the majority of the graduates rated their vocational school very good (61 percent); only 1 percent of the graduates looked at the school as very poor.

When the students used in this study were asked how satisfied were they with the area school program, 873 said they were very satisfied; only 17 students reported that they were very dissatisfied with the area school program. (See Table 27).

\begin{table}
\centering
\caption{SATISFACTION WITH THE AREA SCHOOL PROGRAM}
\begin{tabular}{l|c|c}
\hline
Satisfaction & Number & Percentage \\
\hline
Very Satisfied & 873 & 52 \\
Satisfied & 738 & 44 \\
Quite Dissatisfied & 50 & 3 \\
\hline
Total & 1,678 & 100 \\
\hline
\end{tabular}
\end{table}

In the opinion of the students before and after attending the area school, a fairly high percentage (57 percent) thought that the school was better than they had expected it to be. Thirty-five percent of the sample or 587 students thought that the school was about what they had expected and only 101 students (6 percent) thought the school

was not as good as they had expected it to be.

The students were asked "How would you rate the school to potential students?" Table 28 shows that 86 percent of the sample said they would rate the school from good to very good to potential students; only 11 percent of the sample stated that they would rate the school from poor to fair because most other schools would probably be better.

**TABLE 28**

**RATING OF SCHOOL TO POTENTIAL STUDENTS**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good, I think it is among the best in the country</td>
<td>772</td>
<td>46</td>
</tr>
<tr>
<td>Good, it is better than most</td>
<td>705</td>
<td>42</td>
</tr>
<tr>
<td>Fair, it is probably no better nor worse than most</td>
<td>134</td>
<td>8</td>
</tr>
<tr>
<td>Poor, most others would probably be better</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Respondents were asked if they had to work hard to get along in the area vocational-technical school. Thirty-six percent said that they keep busy but none of the work was really hard, 27 percent said that they had to work hard at least half of the time to get along, 25 percent said they had to work hard almost all of the time to get along and 9 percent said that the work was not hard at all. A large percentage of
the students said that they had to study after school in order to keep up (see Table 29). This is probably due to the fact that a large percentage stated that most of the information that they learned at the school is new information (45 percent). Three hundred thirty-six students (20 percent) said that about half of the information is new to them, 6 percent said that less than half of the information is new and only 1 percent stated that hardly any information is new, because they knew it before they came to the area school.

TABLE 29
STUDY HABITS FOR STUDENTS

<table>
<thead>
<tr>
<th>Study Habits</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, we do all our work here at school</td>
<td>151</td>
<td>9</td>
</tr>
<tr>
<td>Sometimes, but not often</td>
<td>420</td>
<td>25</td>
</tr>
<tr>
<td>I usually study for a while but not as much as an hour</td>
<td>201</td>
<td>12</td>
</tr>
<tr>
<td>I usually study for at least an hour after school</td>
<td>319</td>
<td>19</td>
</tr>
<tr>
<td>Yes, I always have to study after school to be ready for the next day</td>
<td>587</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

Within the Georgia Area Vocational-Technical school specific standards of performance in the course work must be maintained along with regular class attendance. This is shown in responses of the

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48 Redding S. Sugg, Jr., *op. cit.*, p. 68.
students concerning what would happen to them if they were late or skipped a day out of school. Seven hundred and fifty-five students (45 percent) stated that, if they are late for school, they would have to make up the time that they missed, 13 percent said that they didn't know just what would happen and 3 percent said that nothing would happen.

The best attitude toward any activity is expressed if individuals are interested in that activity. The students were asked to express their interest in the occupations for which they were training. It is of interest to note that 62 percent of the students were very interested in their occupational training and that it was exactly what they wanted to do for a living; none of the students stated that they were not interested in their occupational training (see Table 30).

A very high correlation exists between the previous analysis of interest in occupational training and the students' opinions of their chances of finishing the entire course of the vocational training. Because of the high percentage of students who responded to very interested in the training for their occupational choice, there is also a relatively high percentage of respondents who think that their chances of finishing the occupational training are good. When respondents were asked to consider their chances of finishing the entire vocational course, 42 percent thought their chances were excellent and they were sure that they would finish; none of the students said that their chances were very poor and they had made definite plans to quit as soon as they found a job (see Table 31).

The respondents were asked to give their opinion on their chances
### TABLE 30

**INTEREST IN OCCUPATIONAL TRAINING**

<table>
<thead>
<tr>
<th>Interest Expressed</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested, it is exactly what I want to do for a living</td>
<td>1,040</td>
<td>62</td>
</tr>
<tr>
<td>Interested, I think I will like it more than most things I do</td>
<td>554</td>
<td>33</td>
</tr>
<tr>
<td>Mildly interested, I think it will be O.K., but this is no more so than many other things</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Little interested, there are other things I would rather be learning but this was all that was available to me</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Not interested, I don't like it but there isn't much else for me to do</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>

### TABLE 31

**CHANCES OF COMPLETING OCCUPATIONAL TRAINING**

<table>
<thead>
<tr>
<th>Chances of Completing</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent, I'm sure I will finish</td>
<td>705</td>
<td>42</td>
</tr>
<tr>
<td>Good, I think I will probably finish</td>
<td>722</td>
<td>43</td>
</tr>
<tr>
<td>Fair, I may or may not finish depending on what comes up</td>
<td>218</td>
<td>13</td>
</tr>
<tr>
<td>I probably will not finish</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Very poor, I definitely plan to quit as soon as I find a job</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,678</td>
<td>100</td>
</tr>
</tbody>
</table>
of getting a job when they finish training at the area vocational-technical school. The responses from this section would tend to suggest that the respondents were very sure of their occupational training in preparing for an occupation. Eighty-six percent of the respondents stated that their chances of getting a job when they finished were from good to excellent, placing an emphasis upon the fact that the Georgia Area Vocational-Technical schools are interested in placing their graduates with little or no trouble at all. One percent of the sample thought that their chances were very poor and that it was strictly up to the individuals to find their own jobs after their occupational training is completed.

Table 32 gives an analysis of the students' chances of finding a job after the occupational training is completed. Students were asked to estimate the amount of money that they expected to earn a week on their first job after leaving the vocational school. Sixteen percent of the students responded that they didn't have any idea at all about their salary; 2 percent said less than $50 per week; 18 percent said at least $50 but less than $75 a week; 28 percent said at least $75 but less than $100 a week; 28 percent said at least $100 but less than $150 a week; 4 percent said at least $150 but less than $200 a week; and, 2 percent said they would expect to make at least $200 a week. These data tend to suggest that upon completion of occupational training, students expect an increase in salary and status due to the completion of vocational training.

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49 John L. Fulmer and Robert E. Green, op. cit., p. 14
TABLE 32
CHANCES OF GETTING A JOB AFTER COMPLETION OF OCCUPATIONAL TRAINING

<table>
<thead>
<tr>
<th>Chances of Getting Job</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent, I already know where I will be working</td>
<td>436</td>
<td>26</td>
</tr>
<tr>
<td>Good, this school places its graduates with little or no trouble</td>
<td>990</td>
<td>59</td>
</tr>
<tr>
<td>Fair, it seems that some graduates get jobs but others don't</td>
<td>101</td>
<td>6</td>
</tr>
<tr>
<td>Poor, I guess it's strictly up to me to find my own job</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>I don't know, nobody has said anything about it</td>
<td>84</td>
<td>5</td>
</tr>
<tr>
<td>No Response</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,678</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The respondents were asked to list some of the subjects that were not offered in their high school that would have been helpful to them in the Georgia Area Vocational-Technical School. The courses of Business Machines and Mechanical Drawing were mentioned most often; it was suggested that they be added to the high school curriculum.
CHAPTER V

SUMMARY AND CONCLUSION

What are the basic attitudes, values and characteristics of the students enrolled in Georgia Area Vocational-Technical Schools in December 1966, especially in terms of home and family background, work experience, educational, financial, housing backgrounds and opinions toward the vocational-technical schools? It was assumed that the majority of the students were from lower social class backgrounds; that the majority of the students in the vocational-technical schools had some work experiences which are related to the occupations for which they were training; that the majority of the students have completed high school with an average rank, but their high school courses were not related to the vocational-technical school courses; that the majority of the students work their way through school, or receive help from institutions other than the family; and that the majority of the students have a favorable attitude toward the school and were satisfied with the Area Vocational-Technical program.

The method used in analyzing the data was a structured questionnaire. This technique provided graphic illustrations and percentages on the characteristics of the 1,678 sample students enrolled in Georgia Area Vocational-Technical Schools in December 1966.
The respondents used in the sample were between 16 and 21 years of age, male and single with no veteran preference.

None of the students lived on a farm while attending high school, but lived in towns with from 1,000 to over 50,000 persons. This is related to the location of the Area Vocational-Technical Schools which are set up in areas which are somewhat heavily populated. It was also found that the majority of students were living with their parents who are of lower class status, engaged primarily in skilled, semi-skilled and service occupations, with very little education beyond the high school level. It was found that students in training for occupations were not training for an occupation that their parents were employed in, but rather they were in occupations that their friends were employed in, which suggests that their friends have a significant influence on the students' occupational training.

The respondents' perception of their work experience, in terms of both related and not related to the occupational training, reflects a considerable degree of job training. Two-thirds of the students had held full-time or part-time jobs, but these jobs were not related to their occupational training. One-half of the students were employed but not in positions relating to their occupational training. Students were employed various hours during the week; 13 percent were employed at least 40 hours a week. The majority of the students had jobs before enrolling in the Area Vocational-Technical School or found jobs through their own effort. They were making less than $100 per week from these jobs.

The majority of the students had completed high school, and had
The respondents used in the sample were between 16 and 21 years of age, male and single with no veteran preference.

None of the students lived on a farm while attending high school, but lived in towns with from 1,000 to over 50,000 persons. This is related to the location of the Area Vocational-Technical Schools which are set up in areas which are somewhat heavily populated. It was also found that the majority of students were living with their parents who are of lower class status, engaged primarily in skilled, semi-skilled and service occupations, with very little education beyond the high school level. It was found that students in training for occupations were not training for an occupation that their parents were employed in, but rather they were in occupations that their friends were employed in, which suggests that their friends have a significant influence on the students' occupational training.

The respondents' perception of their work experience, in terms of both related and not related to the occupational training, reflects a considerable degree of job training. Two-thirds of the students had held full-time or part-time jobs, but these jobs were not related to their occupational training. One-half of the students were employed but not in positions relating to their occupational training. Students were employed various hours during the week; 13 percent were employed at least 40 hours a week. The majority of the students had jobs before enrolling in the Area Vocational-Technical School or found jobs through their own effort. They were making less than $100 per week from these jobs.

The majority of the students had completed high school, and had
enrolled in the Area Vocational-Technical School immediately after completing high school. Their course content in high school included Mathematics, English, General Science and Social Science. They graduated with from 50 to 299 other students and ranked within the second and third quarters of the high school graduates. This tended to show that their educational level was comparable to other individuals. They had been enrolled in the Georgia Area Vocational-Technical school for at least 1 trimester and were training for Skilled Trade and Technical Occupations for which they thought was more complicated than their high school work. They listed General Mathematics as the most helpful subject; Biology and Typing I were the least helpful.

The majority of the respondents were paying their way through school or their parents were paying their way through. The students thought it would cost them less than $1,000 to get through school but they had no trouble at all trying to secure enough money to make it through.

In a series of questions concerning attitudes toward the vocational-technical school, the majority of the students stated that their high school had a counselor and that they had visited with a counselor about the possibility of attending the vocational-technical school but they were not influenced directly by the high school counselor. The most influence came from parents and friends. Most of the students visited the area school before they decided to attend.

The majority of the students were satisfied with the area school program and rated the school from good to very good, listing it among the best in the country, despite the fact that the students kept busy.
all the time and had to study after school to be ready for the next day. Most of the respondents reported that most of the information they were learning was new to them.

A large percentage of the students were sure that they would finish the occupational training related to their occupational interest. Sixty-two percent of the students stated that their interest was very high in occupational training and it was exactly what they wanted to do for a living. They thought that their chances were very good for getting a job paying at least $100 a week after the completion of the occupational training, because the vocational-technical school would place its graduates with little or no trouble.

From the analysis of data, it can be concluded that the attitudes, values and characteristics are average and comparable to students in all walks of education. The vocational-technical schools are thus, at least, as selective, although on different lines, as most of the academic colleges. A different but not necessarily inferior order of talent is being accommodated, so the common notion that the area schools are the answer to the high school dropout problem is erroneous. Effectively publicizing the quality and the respectability of the school is seen as a major need in order to improve the public image of the Area Vocational-Technical Schools.
APPENDIX I

QUESTIONNAIRE

Check (x) correct space.

A. Personal Data

1. Age
   ______ 16-18
   ______ 19-21
   ______ 22-24
   ______ 25-27
   ______ 28-30
   ______ 30 or over

2. Sex
   ______ Male
   ______ Female

3. Marital Status
   ______ Single
   ______ Married
   ______ Divorced
   ______ Separated
   ______ Engaged

4. Are you a veteran?
   ______ Yes
   ______ No

5. Did you live on a farm while attending school?
   ______ Yes
   ______ No

6. Where are you living now?
   ______ with my parents or guardians
   ______ with relatives other than my parents
   ______ in a house I own
   ______ in an apartment I rent
   ______ I rent a room in a private home
   ______ in a hotel or motel in a YMCA or YWCA
   ______ in some housing owned and operated by school
   ______ family living in community with you

7. What is the size of the town in which you attended high school?
   ______ Less than 1,000 people
   ______ At least 1,000 but less than 5,000
   ______ At least 5,000 but less than 10,000
   ______ At least 10,000 but less than 20,000
   ______ At least 20,000 but less than 50,000

8. Which of the following categories best describes the occupation of the head of your family?
   ______ Professional
   ______ Proprietor or Manager
   ______ Sales (other than Sales Manager or Administrator
   ______ Clerical
   ______ Skilled Worker
   ______ Semi-skilled Worker
   ______ Service Worker
   ______ Unskilled Worker
   ______ Farmer or Farm Worker
   ______ Others (specify)
9. What is/was (if deceased or separated) the educational level of your father or male guardian?
   ☐ No father or male guardian.
   ☐ Elementary school
   ☐ Some high school
   ☐ High school graduate
   ☐ Vocational-technical school
   ☐ Others (specify).

10. What is/was (if deceased or separated) the educational level of your mother or female guardian?
    ☐ No mother or female guardian
    ☐ Elementary school
    ☐ Some high school
    ☐ High school graduate
    ☐ Vocational-technical school
    ☐ Some college
    ☐ Others (specify).

11. Were any of the following persons working in the occupation that you are studying?
    ☐ Parents
    ☐ Relatives
    ☐ Brothers
    ☐ Sisters
    ☐ Other Adults
    ☐ Friends

C. Work Experience

12. Number of previous full-time jobs.
    ☐ None
    ☐ One
    ☐ Two
    ☐ Three
    ☐ Four
    ☐ Five
    ☐ More

13. Number of previous part-time jobs.
    ☐ None
    ☐ One

14. Have you held a previous full-time job related to the course you are currently taking at this school?
    ☐ Yes
    ☐ No

15. Are you currently employed?
    ☐ Yes, full-time
    ☐ Yes, part-time
    ☐ No

16. If you are currently employed is your job related to the course you are enrolled in?
    ☐ Yes
    ☐ No

17. If you have a paid job now, how many hours a week do you work?
    ☐ Less than 10 hrs. a week
    ☐ At least 10 but less than 20 hrs. a week
    ☐ At least 20 but less than 30 hrs. a week
    ☐ At least 30 but less than 40 hrs. a week
    ☐ At least 40 hrs. a week

18. If you have a paid job now, how did you get it?
    ☐ I had it before starting at this school
    ☐ People running the school helped me get this job
    ☐ Friends going to school here helped me get this job.
    ☐ I found this job by myself after I started to school
    ☐ Friends outside of the school helped me get this job.
19. If you have a job now, about how much do you make a week?
___ Less than $20 a week
___ At least $20 but less than $30 a week
___ At least $30 but less than $50 a week
___ At least $50 but less than $100 a week
___ At least $100 a week

D. Educational Background

20. How many years has it been since you graduated from or left high school?
___ 1 year or less
___ 2-4 years
___ 5-9 years
___ 10-14 years
___ 15-19 years
___ 20 years or more

21. Level of education completed (Check one and circle only the highest grade completed).
___ Did not complete high school
___ Completed high school
___ Had some vocational school
___ College

22. Was there a guidance counselor in the high school you attended?
___ Yes  ___ No

23. Math. (including general math., algebra, etc.)
___ None
___ One
___ Two
___ Three
___ Four
___ More

24. English (including literature)
___ None
___ One
___ Two
___ Three
___ Four
___ More

25. Science courses (Check the following completed in high school)
___ General Science
___ Chemistry
___ Physics
___ Biology
___ General Health

26. Social Science (including history, civics, geography, etc.)
___ None
___ One
___ Two
___ Three
___ Four
___ More

27. Foreign Language
___ None
___ One
___ Two
___ Three
___ Four
___ More

28. Vocational Agriculture
___ None
___ One
___ Two
___ Three
___ Four
___ More

29. Industrial Arts (drafting woods, metals, electricity, graphic arts, and power mechanics)
___ None
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30. Diversified Cooperative Training

   None
   One
   Two
   Three
   Four
   More

31. Homemaking

   None
   One
   Two
   Three
   Four
   More

32. Business Education (including typing, shorthand, office practice, V.O.T.)

   None
   One
   Two
   Three
   Four
   More

33. If you graduated from high school, about how many students were in your grade who graduated with you?

   Less than 50
   At least 50 but less than 100
   At least 100 but less than 300
   At least 300 but less than 500
   At least 500.

34. If you graduated from high school, where did you rank in your grades?

   Top quarter of high school graduates
   Second quarter of high school graduates
   Third quarter of high school graduates
   Bottom of high school graduates
   I graduated by taking a correspondence course or GED tests, so I can't say.

35. If you went to high school, do you think you have to work harder here?

   Yes, I have to work harder here.
   No, I had to work harder in high school.
   No, this is about the same as high school.

36. How long have you been a student in this school?

   1 trimester
   2 trimesters
   3 trimesters
   4 trimesters
   5 trimesters
   6 trimesters
   Longer, how long?

37. In which area of training are you enrolled?

   Skilled Trade
   Health Occupation
   Office Occupation
   Technical Occupations
   Other course enrolled in

38. In which type of program are you enrolled?

   Full-time preparatory (Day student).
   Part-time preparatory (Night student).
   Extension course for employed personnel
   Full-time seniors

39. In general, which three high school subjects have been the greatest help for you in this

   [Continue]

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[Note: The document appears to be an educational assessment form with multiple choice questions related to the student's background, school enrollment status, and general educational preparedness. The questions are designed to gather information about the student's experience and performance.]
school? From the list of subjects below, indicate the order of their importance by writing the letter of the subject in the appropriate blank.

2. Business Math
3. Algebra I
4. Algebra II
5. Geometry
7. Anal. Geom., Calculus
8. Industrial Arts
10. Mech. Drawing II
11. General Science
12. Chemistry
13. Biology
14. Physics
15. Typing I
16. Typing II
17. Bookkeeping
18. Accounting
19. Shorthand I
20. Shorthand II

40. Using the above list, indicate by letter the subjects that have been least helpful to you in this school.

41. If you quit school before high school graduation, what is the most important reason why you quit?
   1. School subjects were not interesting to me
   2. I ran into arguments with teachers and/or other school officials
   3. My grades were too low
   4. My friends weren't in school and I wanted to be with them
   5. I had to quit in order to earn money
   6. I had to quit for health reasons
   7. I was expelled from school

___ My main reason for quitting was__________

E. Financial and Housing Information

42. How are you paying your way through school?
   1. Your personal saving
   2. Your parents are paying your way
   3. The Manpower Development and Training Act
   4. Vocational Rehabilitation Division is paying for my schooling
   5. Borrowed money
   6. Working my way through.

43. Are your school costs taken care of, in part, by some kind of scholarship received from the school?
   1. Yes
   2. No

44. About how much do you think it is going to cost you (including everything) to get through this school?
   1. Less than $500
   2. At least $500 but less than $1,000
   3. At least $1,000 but less than $1,500
   4. At least $1,500 but less than $2,000
   5. At least $2,000 but less than $3,000
   6. At least $3,000

45. How much trouble are you having getting enough money to make it through this school?
   1. No trouble
   2. It's a little hard but I'm making it O.K.
   3. It's very hard but I can do it.
It's so hard I may not be able to finish.
It's so hard I think I'm definitely going to have to quit.

46. How did you find a place to live when you came to this school?
   ___ I already had a place to live.
   ___ People here at the school helped me find a place to live.
   ___ Some other student at the school helped me find a place to live.
   ___ Friends in town here helped me find a place to live.
   ___ I just looked around myself until I found a place to live.

47. How much trouble did you have finding a place to live?
   ___ No trouble at all
   ___ Not much; I found a place in just a little while (less than one-half day)
   ___ Some trouble; I had to look around a day or so to find a place to live
   ___ Quite a bit of trouble; I thought for a while I might not find a place.

48. How is transportation arranged to school?
   ___ Drive personal car
   ___ Ride with someone else
   ___ Walk

F. General Information

49. Did you ever visit a counselor about possibilities of attending this school?
   ___ Yes, I visited with a high school counselor
   ___ Yes, I visited with a U.S. Employment Service Counselor
   ___ Yes, I visited with a Vocational Rehabilitation counselor
   ___ Yes, I visited with a Veterans Administration Counselor
   ___ Yes, I visited with a counselor from the area school
   ___ No, I never visited with a counselor.

50. Who do you think influenced you most to attend the area school?
   ___ Friends
   ___ Teachers
   ___ Parents
   ___ Counselor
   ___ Area school representative
   ___ Others (Please list)

51. How long before entering high school did you decide to go into the occupation for which you are now training?
   ___ I really didn't decide until I had been in school here for a while.
   ___ I decided just before coming here to school (within a month)
   ___ I decided more than one month but less than six months before I came here.
   ___ I decided more than six months but less than one year before I came here.
   ___ I decided at least one year before I came here.
52. Did you ever visit the area school before you decided to attend?  
   Yes  No  Uncertain

53. Do you know what abilities are needed for a person to be trained in the area in which you are enrolled?  
   Yes  No  Uncertain

54. Do you feel that before enrolling you were aware of the opportunities in the occupation that you are studying at this area school (such as number of jobs available in the field, salary, working conditions, etc.)?  
   Yes  No  Uncertain

55. When did you first consider enrolling in the area vocational-technical school?  
   After leaving high school  
   Senior Year, second half  
   Senior Year, first half  
   Junior year  
   Sophomore year  
   Freshman year or earlier  
   Other

56. How satisfied are you with the area school program?  
   Very satisfied  
   Satisfied  
   Quite dissatisfied  
   Very dissatisfied

57. Now that you are here, what do you think of this school?  
   It's better than I thought it would be  
   It's about what I expected  
   It's not as good as I thought it would be.

58. How would you rate this school to a potential student?  
   Very good; I think it is among the best in the country  
   Good; it is better than most  
   Fair; it is probably no better nor worse than most  
   Poor; most others would probably be better.

59. How hard do you have to work in this school in order to get along?  
   Not hard at all; if you show up for classes you are O.K.  
   We keep busy but none of the work is really hard  
   You have to work hard at least half of the time to get along  
   You have to work hard almost all the time to get along.

60. Do you have to study after school in order to keep up here?  
   No, we do all our work here at school  
   Sometimes, but not often  
   I usually study for a while but not as much as an hour  
   I usually study for at least an hour after school.
   Yes, I always have to study after school to be ready for the next day.
61. How much of what you are learning here is new information to you?

- All of it is new. I didn't know anything about it before coming here.
- Most of it is new information.
- About half of it is new information and about half of it isn't.
- Less than half of it is new information.
- Hardly any of it is new. I knew it before I came here.

62. What happens here if you are late for school?

- I don't know.
- Nothing, you just go to class.
- They make record of it but do nothing.
- You must make up the time you miss.
- Your grades are lowered.
- Other (explain).

63. If you are often late, what happens here?

- I don't know.
- Nothing.
- They make a record of it but do nothing.
- You may be put out of school.
- You will be put out of school.
- Other (explain).

64. What happens here if you are sick and can't come to school?

- I don't know.
- You are excused without having to make up work.
- You have to make up the work you missed but get instructor's help in doing so.

- You have to make up the work you missed on your own.

65. What happens here if you skip a day and just don't come to school?

- I don't know.
- Nothing.
- They make a record but do nothing.
- You may be put out of school.
- You will be put out of school.
- You have to make up the work you missed.
- Other (explain).

66. What do you think your chances are of finishing the whole course?

- Excellent; I'm sure I will finish.
- Good; I think I will probably finish.
- Fair; I may or may not finish depending on what comes up.

67. How interested are you in the occupation for which you are now training?

- Very interested; it is exactly what I want to do for a living.
- Interested; I think I will like it more than most things I might do.
- Middly interested; I think it will be O.K. but no more so than many other things.
- Little interested; there are some things I would rather be learning but this was all that was available to me.
- Not interested; I don't like it but there isn't much else for me to do.
68. What are your chances of getting a job when you finish?
   - Excellent; I already know where I will be working
   - Good; this school places its graduates with little or no trouble.
   - Fair; it seems some graduates get jobs but others don't.
   - Poor; I guess it's strictly up to me to find my own job
   - I don't know; nobody has said anything about it.

69. About how much money do you expect to earn a week on your first job after leaving this school?
   - I don't have any idea
   - Less than $50 a week
   - At least $50 but less than $75 a week
   - At least $75 but less than $100 a week
   - At least $100 but less than $150 a week
   - At least $150 but less than $200 a week
   - At least $200 a week

70. From whom did you find out about the area vocational-technical school? (Check the one that applies to you).
   - Parents
   - High School counselor
   - Teacher
   - Friend
   - Former student
   - Area school representative
   - Radio
   - Television
   - Newspaper
   - Other (please list).

The questions below can be answered with a few words. Write in the answers.

71. What subjects do you think would be a help to you in this school that were not offered in your high school?
   (1) __________________________
   (2) __________________________
   (3) __________________________

72. If you did visit the area school, who sponsored your visit? __________________________
APPENDIX II

THE FEDERAL VOCATIONAL EDUCATION ACTS

The Smith-Hughes Act of 1917 provided for the promotion of vocational education by a permanent appropriation of $7,161,455 annually. It appropriates allotments to the States for agricultural education, trade, home economics, industrial education and the training of teachers of these subjects. The act has served as the basis for the cooperative Federal-State-local program of vocational education.

The Act of March 3, 1931, extended the provisions of the Smith-Hughes Act to Puerto Rico and authorized an annual appropriation of $105,000.

The Vocational Education Act of 1946, usually referred to as the George-Barden Act, provided for the further development of vocational education and authorized an annual appropriation of $29,310,823. This act authorized increased appropriations, use of funds for administration, vocational guidance and training in the distributive occupations.

The Act of March 18, 1950, extended the benefits of the George-Barden Act to the Virgin Islands and authorized an annual appropriation of $40,000.

The Health Amendment Act of 1956, Title III which amended The Vocational Education Act of 1946 added Title II to extend and improve training in practical nursing and other health occupations. It authorized a sum not to exceed $5,000,000 annually until June 30, 1961. This Act provided earmarked funds for training in practical
nursing and other health occupations and to extend the program that had been started with trade and industrial funds.

The Act of August 8, 1956, amended the Vocational Education Act of 1946 by providing an authorization of $375,000 for vocational education in the fishery trades, industry and distributive occupations therein. This act added another category of funds to Title I of the George-Barden Act.

The Act of August 1, 1956, extended the benefits of the George-Barden Act to Guam and authorized an annual appropriation of $80,000.

The Act of September 2, 1958, usually referred to as the National Defense Education Act of 1958, Title VIII, amended the Vocational Education Act of 1946 by adding Title III which provided for area vocational education programs to meet national defense needs for highly skilled technicians and authorized $15,000,000 annually until June 30, 1962. This Act gave legal recognition to the area vocational school, training in the technologies and the contribution of vocational education to national defense.

The Act of May 1, 1961, which is cited as the Area Redevelopment Act, authorizes assistance to State vocational education agencies to meet occupational training and retraining needs of individuals residing in redevelopment areas and authorizes $4,500,000 annually until June 30, 1965. The appropriation is made to the United States Department of Labor; the amounts necessary for training are transferred to the Department of Health, Education and Welfare for payment to States for the cost of training programs.

The Manpower Development and Training Act, approved March 15,
1962, authorized $97 million to carry out the provisions of the Act for the fiscal year 1963 and $61 million for the two succeeding fiscal years. One of the features of the Act is the occupational training and retraining of unemployed and other persons. The Act provides for the Secretary of Health, Education and Welfare to enter into agreements with the several State vocational education agencies to provide such occupational training found to be necessary by the Secretary of Labor.
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