

1955

## **A study of 200 negro farm families and its implications to the school program in Jackson County, Florida.**

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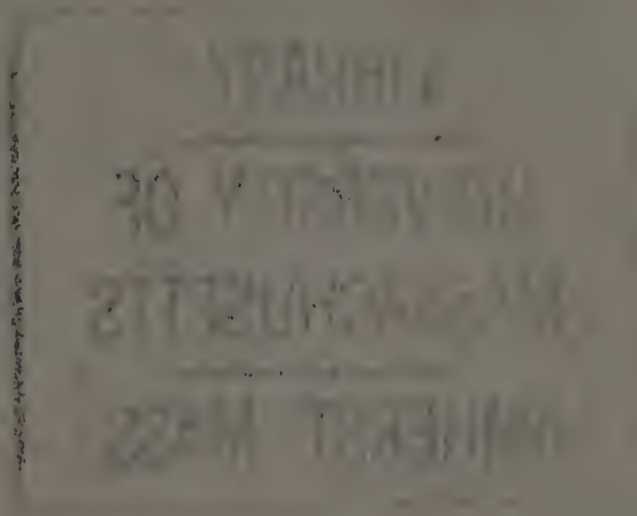
**FIVE COLLEGE  
DEPOSITORY**

A STUDY OF 200 NEGRO FARM FAMILIES  
AND ITS IMPLICATIONS to the SCHOOL PROGRAM  
IN JACKSON COUNTY, FLORIDA

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A STUDY OF 200 NEGRO FARM FAMILIES  
AND ITS IMPLICATIONS TO THE SCHOOL  
PROGRAM IN JACKSON COUNTY, FLORIDA



by

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This problem is submitted in partial fulfillment of  
the requirements of the Master of Science Degree at

UNIVERSITY OF MASSACHUSETTS

1955

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CHAPTER I

INTRODUCTION TO JACKSON COUNTY

CHAPTER I

INTRODUCTION TO JACKSON COUNTY

History -- Jackson is one of the sixty seven counties of Florida. It was established by the territorial council on August 12, 1822. The county was named for General Andrew Jackson, then Governor of Florida and later President of the United States.<sup>1</sup>

Location -- Jackson County is located in the Northwest Section of Florida between Tallahassee and Pensacola. It is bounded on the North by Alabama, on the East by Georgia and Gadsen County, on the South by Calhoun and Bay Counties and on the West by Washington and Holmes Counties.

Temperature -- Owing to the tropical marine exposure, the coastal areas of Florida are warmer in the winter and cooler in summer than the interior where Jackson County is located. Table I shows the average temperatures over a period of 38 years. The lowest temperatures occur during January while the hottest weather is usually in July.

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TABLE I  
AVERAGE TEMPERATURE

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Length of Record -----	38 years
January Average -----	52.8 Fo
July Average -----	81.0 Fo
Maximum -----	106 Fo
Minimum -----	13 Fo

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(1) Allen Morris, Florida Handbook, 1950



The majority of the occasional cold waves of the more severe type in winter bring minimum temperatures ranging from fifteen to twenty degrees in the County. These cold spells, however, are usually of short duration, rarely lasting more than three days.

The average dates of killing frosts are shown in Table II. The last killing frost in the spring is usually around March 3 while the first killing frost in the fall is around November 22.

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TABLE II

AVERAGE DATES OF KILLING FROST

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Length of Record -----	37 years
Last in Spring -----	March 3
First in Fall -----	Nov. 22
Growing Season -----	264 days

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In most years there is a relatively long growing season of approximately 264 days which is long enough to mature the crops adapted to the soil and type of farming in the County.

Rainfall -- The monthly distribution of rainfall for 1950 is recorded in Table III on the following page. The greatest amount falls during July with August and September close behind. Following this period of the heaviest rainfall are two months, October and November, of the least

rainfall. There is a secondary dry month in May following a five month winter period when the average rainfall is about four inches per month.

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TABLE III  
AVERAGE PRECIPITATION BY MONTHS  
1950

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Month	Inches of Rainfall
January -----	4.12
February -----	4.69
March -----	4.42
April -----	4.09
May -----	3.83
June -----	4.92
July -----	7.03
August -----	5.94
September -----	5.30
October -----	2.72
November -----	2.83
December -----	4.02
Annual -----	54.51

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There is considerable variation in rainfall from year to year, and stations with long records show that in the



wetter years the total may be double that for the drier years.<sup>2</sup>

Population -- The population of Jackson County according to the 1950 census was 34,645 with 12,100 Negroes. There are 3,000 farmers in the county with 1200 making up the Negro farming population. In 1940, Jackson County had a total population of 34,428 which indicates a total increase of only 0.6%.

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TABLE IV

GROWTH OF POPULATION IN FLORIDA BY  
COUNTIES 1940-50

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Counties	Population 1940	Population 1950	Percentage Increase
<u>NORTH FLORIDA</u>			
Jackson	34,428	34,645	0.6
Washington	12,302	11,999	3.4
<u>CENTRAL FLORIDA</u>			
Lake	27,255	36,340	33.3
Seminole	22,304	26,883	20.5
<u>SOUTH FLORIDA</u>			
Brevard	39,794	83,933	110.9
Brevard	16,142	23,653	46.5

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(2) Allen Morris, Handbook of Florida, p. 243.



During this same period Alachua County near the center of the State had an increase of 47.7% and Broward County in the southern part of the State has an increase of 110.9%. The population of the State as a whole increased 23.2% from 1940 to 1950.<sup>3</sup>

Soils -- Jackson County as any other community, state or nation, has two very valuable possessions: its people, and its natural resources. Soil to the farmer is his most important resource. In Jackson County, the soil types vary widely. In the north section of the County which is sparsely populated are the poor subsistence farms on infertile sandy soils. To the south and west the low rolling hills contain more clay soils of higher fertility, general farming is predominant.

Farming in the County -- Jackson County was settled much earlier than the central and southern counties of Florida largely by people from near-by Southern States. Therefore, it came very early to resemble the other states of the southeast in many ways.

The population depends largely on agriculture for a livelihood and farming is of a general or subsistence type. A general farm in this study is one on which no one farm product contributes more than 40 percent of the income of the

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(3) Ibid, p. 271.

farmer. If the farmer and his family themselves consume 50 percent or more of the income from the farm, they are engaged in subsistence farming.<sup>4</sup>

Production of farm crops in the county consists of peanuts for hogs and market, corn, some cotton, oats for grazing and grain, velvet beans, sweet potatoes, sugar cane for syrup and winter livestock feeding, and produce is for both market and home use. Vegetables are largely grown for home use, but watermelons, cucumbers and green beans are also grown for market. Livestock, principally hogs and beef cattle, are produced both for market and home consumption. The current trend is toward commercial beef production and there is also a shift toward small farm dairies and away from row crops. Poultry and poultry products are produced primarily for home use.<sup>5</sup>

Crops grown in Jackson County show the usual North Florida variations, but more land is used for corn production than for all others combined. Approximately 52 percent of the total crop land is planted annually in corn, however, about one half of the corn is interplanted with either peanuts, velvet beans, or cow peas or a combination of them. Most of the corn produced is consumed on the farm, but a few farmers have corn to market. Nearly all farms have livestock

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(4) State Department of Education, Florida Wealth and Waste, pp. 142-149.

(5) Department of Vocational Agriculture, Marianna, Florida, 1051.



and about 60 percent of the corn crop is consumed by these animals and other stock.<sup>6</sup> Corn yield range from six bushels per acre on the less fertile soil to fifty bushels on the more fertile soils, with the county average at about sixteen bushels per acre.

Schools -- In Jackson County, as in other counties in Florida, Negro schools range from dilapidated one room shacks to the most modern school plant. In general, however, there is need for much greater expenditure on Negro buildings and equipment in Jackson County. There is no great difference between white and negro schools in regard to length of term. However, the average number of pupils per teacher is 28 white and 32 negro compared with a national average of 28.

The school program is traditional in most schools in the County and very little attention is given to the needs of the pupils.

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(6) Ibid.

CHAPTER II

STATEMENT OF PROBLEM AND PROCEDURE

## CHAPTER II

### STATEMENT OF PROBLEM AND PROCEDURE

Reason for Interest -- After fifteen years as teacher of Vocational Agriculture, traveling daily in different sections of Jackson County, and talking with older citizens of the community the writer has become extremely aware of the gradual movement of people away from their home farms. Many farms and forests that once gave work to many men have become ugly and useless sites along the roadside. When the land became unproductive and the forests destroyed, the young people moved away while the older people stayed with the land and became poorer. Much of the once productive land is now covered with worthless blackjack oak, saw palmettos, and scrubby bushes. Some of the land has been converted to livestock farming and some has been protected from fire and planted to young pines, most of which are, as yet, too small to use. Some of the land has been bought by large companies who bring in men and machines to work the land on a large scale.

All of this has changed the status of the Negro farmer in Jackson County. The character and activities of our schools must vary with the differences in the community. The school cannot afford to concern itself only with the transmission of knowledge, but it should give thought to the preparation of the pupil for living now as well as in the future.



The Problem -- It was the purpose in making this study:

1. To determine the extent of the movement of farm youth away from the farming areas of Jackson County.
2. To study the sociological changes that are taking place in the communities that may have caused this movement.
3. To show how these changes affect the school and the type of educational program to be offered.

Problems of the Communities -- The following problems are typical of most of the communities in the County and taken collectively constitute some of the major problems of the County as a whole.

1. Lack of concern for community and individual welfare.
2. Unwillingness by the majority to accept improved scientific methods of work and scientific knowledge and to make needed changes.
3. Lack of thinking and planning for future welfare of the County through conservation measures.
4. Quality of crops and animals of the lower income farmers.
5. Extent of infertile, depleted, sandy soil.

6. Larger tracts of cut-over unproductive land.
7. Health problems, primarily malnutrition, teeth and sanitation.
8. Predominance of low incomes and poverty.
9. Vocational limitations and lack of opportunities for youths.

Definition of Terms -- Migration of farm youth has been interpreted in this study as the act of any member of a family between the ages of 16 and 24 who has moved from some community in Jackson County to another County or State for the purpose of permanent residence of one or more years.

Farm family has been defined for the purpose of this study as any individual or groups of individuals deriving 50 percent or more of their income from the production and sale of farm products.

Importance of Study -- Authorities in the field of education, philosophy, psychology, and other sciences agree, to some extent, that the main purpose of the school is to make possible for the individual to develop into an acceptable citizen for the benefit of society and himself. In order for the individual to become this acceptable citizen the school must be concerned with functional development of the pupil. The school must not only accept the task of directing the growth of the individual but must also be conscious of the setting in which the personality must be developed;



namely, the school community, the community, the state, the nation, and the world. In other words it is not possible to develop in a school environment an acceptable citizen, one with educational abilities and attitudes, one with wholesome emotional and spiritual maturity without considering the community in which the individual lives. For these reasons it behooves all school administrators to have a very clear picture of the school community and the people that make up its population.

The Approach to the Problem -- This study was made with the cooperation of the entire faculty of the Jackson County Training School of Marianna, Florida, Jackson County. This school is a secondary school, grades 7-12, with 17 teachers. At the time of this study it was one of two high schools located in Jackson County.

The survey blank found as Appendix I of this study was a part of a complete educational survey carried out with the faculty of the above mentioned school. This schedule was made by committees of teachers set up for each section of the blank. Each committee made sample schedules and presented them to the entire faculty for suggestions and final approval. Each section was discussed in light of the purpose for which the survey was being made.

Distribution of Forms -- The schedule forms were distributed equally among all the teachers with the following instructions:

1. That each teacher work in her assigned section of the County.
2. Students may be used to complete schedules provided they were 18 years old or over.
3. Information from family must be obtained from a person 18 years old or over.
4. The head of the family was considered as the one giving most of the financial support to family.
5. Where possible blanks are to be filled out at the family home.
6. Blanks are not to be mailed or sent to family home.
7. All information is to be as accurate as possible.

Tabulation of Results -- After the survey was completed the items on the form were tabulated by the same committees as originally devised the form.

CHAPTER III

SELECTED FINDINGS FROM THE SURVEY



### CHAPTER III

#### SELECTED FINDINGS FROM THE SURVEY

Since the population of Jackson County is largely rural the types of farmers found in this study are particularly significant in that their individual problems taken collectively are the problems which face Jackson County. Table V shows the number and percentages of the five most common types of farmers found by this study.

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TABLE V  
TYPES OF FARMERS

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Type	Number	Percentage
Tenant Farmer	110	55
Farm Owner	42	21
Subsistence Farmer	30	15
Farm Laborers	10	5
Part-Time Farmers	8	4

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Tenant Farmer -- More than half, 55% were found to be in this classification. This type of farming is distinctly the remnants of the old plantation system. The landlord still lives in the "big" house which in spite of its decadent condition shows evidence of what was formerly the residence of a wealthy owner. The tenant family usually consisting of the father, mother and two children live in a poorly construc-

ted and ill kept house. Rent is usually paid by a combination of cash and a share of the crops or animals that are produced. Neither tenant nor landlord is very anxious to improve the soil or the buildings, each hoping to get a little more out of the operation than they put into it. As a result the farms are less able to support more people and the young people are leaving the County to go to the cities with no preparation for the completely new life they are to live. Some significant changes are taking place in this group of farmers which will be discussed later.

Farm Owner -- This type of farmer represents 21% or 42 persons of the 200 families surveyed. This is a relatively new development in Jackson County growing out of the veterans on-the-farm training program which followed World War II. Most of these farmers are young men between the ages of twenty-two and thirty-five. The subsistence money that was paid them while they were in training and the easy credit that was extended to them to purchase land, livestock and equipment enabled many of them to become owners who would otherwise not have been able to do so. This ready cash and the instruction and supervision that they received while they were in training have made it possible for them to develop small productive farms that will give them a satisfactory livelihood. However, these are small farm units and will only support one family so that the children when they have grown up will probably have to find a living somewhere else except



in some cases where the farm may be handed down to a son when the father becomes too old to operate the farm.

Subsistence Farmer -- This type was classified as such not from the standpoint as renters or owners, as a large percentage are, but rather on the basis that their operations give them only a bare existence. There are 30 subsistence farmers in this group comprising 15% of those studied. This type of farmer usually lived on the most unproductive land in the north section of the County. The average yield per acre is 15 bushels of corn and enough potatoes, sugar cane, and meat animals for the use of the family. The land used by this type of family averaged 40 acres with the greater portion being land owners. Heavy cropping in the past with market peanuts has destroyed the fertility of the land and a very poor grade of livestock is maintained on grass alone for the most part. About every three or four years a crop failure would cause the family to suffer. Because of the low educational status of the head of the family, the size of the family, and the fertility of the soil, it is felt that very little change could be brought about with this type of farmer but the children offer a definite challenge to the schools. The migration of children of this type of farmer is greatest of all the families studied. The movement of the population is greatest in the age group from 17-45. Thus the subsistence type families mostly were made up of old people and young children.



Farm credit was not available to these farmers in most cases because of their limited assets. Loans from the production credit were available on their peanut crop when planted for market. Although information was available to these farmers through the teacher of Vocational Agriculture, the Home Demonstration Agent, and the Extension Service little use was made of their services.

Each year the landlord seems to be turning more and more acreage into pasture which soon will mean less work for tenants and increased migration of young farmers. The share-cropper is in some cases being used to absorb some of the loss by the landlord in making the change from fow cropping to livestock farming.

The average cash income of each family in this group was \$540.25. In 62% of the cases, the families received income from allotments from sons in the service or from children that had migrated to the cities to work. Subsistence payments to veterans enrolled in on-the-farm training programs furnished 12% of the families with some cash income.

Farm Laborers -- This type of farmer is taking the place of the tenant farmer. While at the present time this group composes only 5% of the 200 families studied, this group will probably become increasingly greater in the near future. Several large corporations are moving in and buying many of the large plantations and small tenant farms and converting them into highly mechanized crop farms, largely peanuts.



The farm families contacted in this group are no longer land owners but laborers on mechanized farms. The men are used as tractor drivers and machine operators while the women and children are used for hoeing and harvesting the crops. For young men properly trained in the care, maintenance and operation of tractors and other kinds of farm machinery this seems to offer a fine opportunity for profitable employment.

Part-Time Farmers -- Of the families contacted only 4% of the farmers were part-time. The part-time farmer is considered as one who spent less than six months of the year on the farm and worked with some other occupation for the remaining part of the year. Although this group is very small at the present time, the increased activities of the large growing corporations and the greater demand for labor by industry may make this group much larger in the years immediately ahead.

Education of Adults -- If a school wishes to adapt its program to meet the needs of the people in the community, it must know something of the educational background of these people. Table VI shows the number of school completed by all persons over twenty-five years of age in terms of per cent of the population in that age group.



TABLE VI

NUMBER OF SCHOOL GRADES COMPLETED BY  
ALL PERSONS OVER 25 YEARS OF AGE

School Year Completed	United States	Florida	Florida White	Florida Negro	Jackson County Negro Survey
None	4*	4	1	10	3
1-4	10	15	7	36	62
5-6	11	14	10	24	25
7-8	35	25	28	17	10
High School	14	15	20	2	0

\*Per Cent

The last column in this table shows the figures for the negro families surveyed in this study. The extremely low educational level of these people is shown by the fact that 65% of those surveyed over twenty-five years have completed four years or less of school. The other thirty-five percent have completed grades five through eight while none of them have completed high school.

Children in School -- A school should know the percent of each age group it is serving since it is probably a reflection of how well it is serving the young people in the community. Table VII shows the percent of children of various age groups in school at the time the survey was made. The last column in the table shows the figures for the Jackson County Negroes.

TABLE VII

PER CENT OF CHILDREN OF VARIOUS AGE GROUPS  
IN SCHOOL

Age Group	United States	Florida	Florida White	Florida Negro	Jackson County Negroes Surveyed
5 Years	18	7	5	10	0
6 "	69	64	64	64	72
7-9 "	94	93	94	90	95
10-13"	95	94	95	91	80
14 "	93	89	92	83	65
15 "	87	83	83	73	35
16-17"	69	62	68	48	9

Through age nine, the figures for Jackson County compare very favorably with the rest of Florida and the United States as a whole. However, from that point on the percentage of Negro pupils attending school falls off very sharply and by the time the pupils reach sixteen or seventeen there is only nine percent of them left in school.

Reasons for Migrating -- If a school can learn why its young people are leaving the community, it may adapt its program to their needs which may influence them in staying or may assist them in adjusting themselves to their new environment. Table VIII shows the reasons given for the migration of 114 Negro farm youths covered by this survey. While there are



eight different reasons given by those questioned, they are all closely interrelated.

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TABLE VIII  
REASONS FOR MIGRATING  
JACKSON COUNTY  
NEGRO FARM YOUTH

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Reasons	Farm Children
Wanted to work at trade other than farming	31
Lack of employment	17
Did not like farm life	16
Farm too small for two families	16
Did not return after military service	12
Did not like working conditions	11
No reason given	8
Wanted to become independent of father	3
TOTAL	114

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By the far the greatest reasons, 31 out of 114, was that they wanted to work at some trade other than farming. The next most numerous reasons were lack of employment, did not return after military service and the farm was too small to support more than one family.



Generalizations -- From the study three broad generalizations are apparent:

1. That there is a functional change taking place with each type of Negro farmer in Jackson County.
2. That this change is largely responsible for the migration of a large number of Negro farm youth between the ages of 17-45 from the County into the city.
3. The school must change its program to meet the needs of the youth it is to serve. If the school is to help to move the people of the County from one level of farm operation to another and from one level of living to another we must build a school program to fit the ever changing situation in their every day life.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

## CHAPTER IV

### CONCLUSION AND RECOMMENDATIONS

Social Changes Involved -- The most significant social change as a result of our last two wars has been the distribution of the Negro population all over America. Therefore, problems involving the Negro are no longer problems of the South but problems of the total American society with international significance. What happens to the Negro farm youth leaving Jackson County is not just a local problem but should be the concern of the American people.

During World War II the South gained over two million whites while the population of the Negro decreased over six hundred thousand. It is said that the main export of the South is its Negro people. There are two schools of thought in regard to the movement of the Negro from the South. Some say that it is a sad story. They say that the South is losing its most valuable resource--people--all because it is not giving them a chance to make a decent living. The schools are not training them to meet the changing conditions in the County. They are becoming mis-fits in the urban centers of the North. They are becoming men and women of lamentation and not of action. They loiter on the avenues and streets and lock-step with the crowd, while the economy of the South is decreasing because the potential buyers are leaving.

Others call this migration of the Negro from the South an economic blessing. They point to the lightening of the



burden on the over worked land. They see better balance between our natural wealth and the people who depend on it for their daily bread. It gives all American people an incite into the race problem instead of just one section of the country.

Our school curriculum can no longer ignore the situation which has been mentioned above. The rapid and far-reaching changes must be interpreted in our process of education. It therefore can no longer be patterned after what the author of some subject matter textbook has written, but rather the start must be made from those situations involving social relations which the child is or will be meeting, and how he can be helped to meet them more effectively.

From this study it developed that each teacher should:

1. Consider their school as the training ground for all Negro youth in Jackson County.
2. Depart from the classical or traditional curriculum and base their teaching on the sociological condition under which the child must live.
3. Teach the fundamentals according to the new concept of education.
4. Formulate clearly his or her purpose.
5. Consider the school as a part of the community.

6. Transform the school into a place where students come to get help in solving of their own problems instead of a place where lessons are learned.
7. Place more stress on personality and character development than on book learning.

Community Structure -- The five types of farming in Jackson County differ in relation to function. Each however, very definitely affect the movement of the population and the School Program.

For example:

1. Children under five years of age make up the largest age group with the mechanized farming group.
2. With the subsistence farmer there are few children under five.
3. The greatest migration is of those between the ages of 17 and 24.
4. The subsistence farmers are largely made up of older people.
5. The largest factor in the change seems to be the transition from row cropping to livestock farming.

Recommendations -- It seems impossible to raise the income of most of these farmers under there present condition.



To write them off as a welfare problem would not be in keeping with our democratic principles. The following program would help these people up the ladder to economic independence.

1. Extend the vocational program in our school to include trades that would help these people get jobs who must migrate to the city.
2. Agriculture workers should make a study and bring to the farmer information concerning farm credit. The school should include such a program in its curriculum.
3. Farming for these people should be more intensive and better practices used.
4. Encourage home and farm ownership in young farmers. This can best be done by Vocational Agriculture Teachers and their long-time farming program.
5. Written contracts for those who must still live as tenant farmers.
6. Increase services to tenant farmers by farm agencies.
7. Encourage cooperation among skilled workers in order to maintain sufficient wages.



CHAPTER V

RECOMMENDED SCHOOL PROGRAM

## CHAPTER V

### RECOMMENDED SCHOOL PROGRAM

Introduction -- "The reorientation in education which is required if we are to remain loyal to our tradition of democracy, is still in a large part a task for the future. In education at least, there is still a frontier. The general mode of approach to be made, however, has already become apparent. The social interpretation of democracy, as applied to education, makes the school, first of all, an extension of the community, but it is oriented specifically with reference to the life outside the school. That is to say, it is a community which provides more favorable conditions for participation in the wider life of the community than is the case outside. Its task, therefore, is to simplify the conditions of communication and cooperation as needed, to cultivate the attitudes and habits required for democratic living, and to assume a special responsibility for the discovery and cultivation of the aptitudes and capacities of individual pupils, so as to ensure more satisfying and more effective participation in a common life. With reference to these purposes the school becomes a model community, the character and activities of which naturally vary with differences in communities. In Dewey's phrase, 'education is not preparation for future living, but a form of present living,' the school is a place where pupils go, not to accumulate detached information and skills, but to carry on a way of life."<sup>1</sup>

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(1) Boyd H. Bode, Reorientation in Education, 1946 (mimeographed pamphlet), p. 8.



The school should not be merely concerned with the transmission of knowledge, but it should give thought to the preparation of the pupil for living now as well as in the future. It is important that the learner acquire knowledge and develop skills which will enable him to become proficient in a trade or occupation but, at the same time, he should acquire and develop characteristics which will enable him to live a fuller life as an individual and as a participating, contributing member of society. The individual, to take his place in society, needs those personal characteristics essential to democratic living, such as social sensitivity, esthetic appreciation, tolerance, cooperativeness, self direction, and creativeness.

It is felt by the writer that the Community School offers the best channel in which to develop traits and characteristics which will enable persons to live a rich full life for themselves and for society. Olsen states that the Community School seeks to:<sup>2</sup>

1. "Evolve its purposes out of the interests and needs of the people.
2. Utilize a wide variety of community resources in its program.
3. Practice and promote democracy in all activities of school and community.
4. Build the curriculum core around the major processes and problems of human living.

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(2) Edward G. Olsen, School and Community, 1945, p. 11.



5. Exercise definite leadership for the planned and cooperative improvement of group living in the community and larger areas.
6. Enlist children and adults in cooperative group projects of common interest and mutual concern."

In order to conduct a Community School it is first necessary to understand the outstanding liabilities, assets, and problems peculiar to a given area. On the basis of such information, school experiences, well developed, would set up a vitalized program, and a functional curriculum could be provided.

There is probably no other subject area in the secondary schools which as a greater opportunity than the Vocational Agriculture Department to help develop a Community School in rural north Florida. It provides many opportunities in items of skills, attitudes, and basic democratic philosophy. The following values may be derived from such a program:<sup>3</sup>

1. "Vocational Agriculture provides for many activities through individual farming programs. The Future Farmers of America, field trips and numerous other outdoor activities which contribute to the health of the student.
2. Vocational Agriculture instruction develops abilities in constructive thinking and problems solving which enable the student to have a better command of the fundamental processes.
3. Vocational Agriculture provides desirable training for worthy home membership in that the instruction includes many problems closely related to the home and farm-family living.
4. Vocational Agriculture provides for a vocation by affording the student an opportunity to become es-

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(3) Glen Charles Cook, Handbook on Teaching Vocational Agriculture, 1947, p. 5.



tablished in farming and to apply through his farming program the knowledge and skills taught at school - to learn by doing.

5. Vocational Agriculture provides for many activities through the Future Farmers of America, and individual farming programs to develop abilities essential to desirable citizenship.
6. Vocational Agriculture through the activities of the Future Farmers of America and New Farmers of America provides for the development of many abilities essential to worthy use of leisure time.
7. Vocational Agriculture contributes to the development of an ethical character through the pattern set by the teacher who spends considerable time with the students in many activities, such as those in leadership, cooperation, savings, recreation, character development, worthy use of leisure time, and individual supervised farming programs."

Program of Studies -- The faculty of the Jackson County Training School has worked vigorously on a program for the improvement of instruction. As a result a program of studies for the school has been developed which will meet the requirements of the State Department of Education as well as the needs of the Negro youth of our County. This program of studies is not complete and can be called only the beginning of a continuous effort to meet the needs of the pupils attending our school. Each year this program should be re-examined for the purpose of meeting the changing needs of the children.

The program of studies which follows, as desirable as it may be, is only the first step in the improvement of instruction in the school that is interested in the welfare of the individual.



SUGGESTED PROGRAM OF STUDIES

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	English	English	English	English	English	English <sup>1</sup>
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies Effective Living
Mathematics	Mathematics	Mathematics	Mathematics Algebra Functional Mathematics Business Math.	Biology	Phys. Ed.	Phys. Ed. Health Effective Living
Art Music	Science Health Everyday Living	Science Homemaking	Science Homemaking	Elective Homemaking Business Language	Elective Phys. Sc. Music Business Math. Chemistry	Math. Consumer Math. Higher Bookkeeping
Phy. Ed.	Phy. Ed.	Phy. Ed.	Phy. Ed.	Phy. Ed.	Elective	Elective
Homemaking Science Typing Crafts Ind. Arts	Same as 7th	Electives <sup>2</sup> Art Music Language Business Typing	Electives Library	Electives Library	Electives Library	Electives Library

<sup>1</sup>Journalism, Speech, Drama, Creative Writing may be substituted.

<sup>2</sup>Agriculture and Shop offered as an elective in Grades 9-12.

An extra curricular program will be offered in all grades.

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APPENDIX

AN EDUCATIONAL SURVEY OF JACKSON COUNTY, FLORIDA  
on  
THE NEGRO AND HIS RESOURCES

Sheet -1-  
Study Number: 49-7  
Schedule Number \_\_\_\_\_

Home Number: \_\_\_\_\_ Date \_\_\_\_\_ Survey by: \_\_\_\_\_

A. IDENTIFICATION AND CENSUS

1. Name of Head of Family: \_\_\_\_\_
2. Address: \_\_\_\_\_
3. Community: \_\_\_\_\_
4. Present Occupation: \_\_\_\_\_
5. Years at Present Occupation: \_\_\_\_\_
6. What else qualified to do \_\_\_\_\_
7. Do you want to change jobs: Yes \_\_\_\_\_; No \_\_\_\_\_.
8. Persons living in household now:

Relationship to Head of Family	Sex	Age	Marital Status	Mar. Yrs.	Months Employed in last 12			Annual Income	Veteran Status	Retired	
					Sch.	Farm	Other			Disabled	Disabled How
Head of Family											

9. Migration and Residence of Children of Head of Family:

Relationship to Head of Family	Age	Present Residence				Reason for Migrating	Present Occupation
		Pre-sent	County	State	Farm City		

10. Are any children at home qualified for Skilled Work in which they are not now engaged: Yes: \_\_\_\_\_; No: \_\_\_\_\_.
- Would they like to follow their trades: Yes \_\_\_\_\_; No \_\_\_\_\_.
- What are their skills: \_\_\_\_\_



Problem Approved by:

Chas. J. Oliver

Albert W. Purvis  
(Problem Committee)

Date: Sept. 20, 1954





