

A FOLLOW-UP STUDY OF LA CYGNE 'HIGH' SCHOOL MALE GRADUATES
BETWEEN THE YEARS 1960-1969

by 6791

MARVIN CREAGER

B. S., Kansas State University, 1968

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

Approved by:

James Albracht
Major Professor

LD
2668
R 4
1971
C 74
C.2

ACKNOWLEDGMENTS

The author wishes to express appreciation and gratitude to the following persons: Dr. James Albracht, associate professor, Adult and Occupational Education, College of Education, Kansas State University; Professor Howard Bradley, associate professor, Adult and Occupational Education, College of Education and Dr. Orville W. Bidwell, Professor of Agronomy, for their valuable guidance and assistance in the planning and completion of this report.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	1
Objectives of the Study	1
Justification for the Study	2
Limitations of the Study	2
Definitions	3
II. REVIEW OF RELATED RESEARCH	5
III. METHODS AND MATERIALS	11
IV. PRESENTATION OF DATA	13
V. SUMMARY AND CONCLUSIONS	36
BIBLIOGRAPHY	41
APPENDIX A	
Letter of Transmittal	45
APPENDIX B	
Questionnaire	47
APPENDIX C	
Follow-Up Letter	52

LIST OF TABLES

TABLE		PAGE
I.	Number and Percent of High School Graduates Who Returned Questionnaires	14
II.	Responses of 110 Graduates as to the Number of Years of Vocational Agriculture They Had Taken	14
III.	Responses of 42 Graduates Who Had Vo-Ag as to the Agricultural Area of Most Benefit	16
IV.	Twenty Responses of Graduates Who Were Farming as to Their Present Farming Status	17
V.	Responses of 38 Vo-Ag Graduates and 61 Non Vo-Ag Graduates Who Were Not Farming as to Their Working Status	18
VI.	Responses of 47 Vo-Ag Graduates and 61 Non Vo-Ag Graduates Who Indicated Their Annual Salary Range	19
VII.	Responses of 47 Vo-Ag Graduates and 62 Non Vo-Ag Graduates Who Indicated College Degree Attained	20
VIII.	Responses of 41 Vo-Ag Graduates and 57 Non Vo-Ag Graduates as to Who Influenced Them the Most in Their Present Occupation	21
IX.	Responses of 44 Vo-Ag Graduates and 58 Non Vo-Ag Graduates as to Which Course They Considered to be of the Most Benefit	22
X.	Responses of 42 Vo-Ag Graduates and 56 Non Vo-Ag Graduates as to the Most Important Reason For Entering Their Present Occupation	24
XI.	Responses of 46 Vo-Ag Graduates and 61 Non Vo-Ag Graduates Whether They Had Entered the Occupation They Had Planned to Enter While in High School	25

XII.	Responses of 45 Vo-Ag Graduates and 60 Non Vo-Ag Graduates as to the Relationship of Their Present Job to the One Planned to Enter While in High School	27
XIII.	Responses of 43 Vo-Ag Graduates and 63 Non Vo-Ag Graduates as to Their Status While in High School	27
XIV.	Responses of 36 Vo-Ag Graduates and 52 Non Vo-Ag Graduates When Asked to List Subjects They Perceived They Should Have Had in High School That They Did Not Have	28
XV.	Occupations of Vo-Ag Graduates After Leaving High School	30
XVI.	Occupations of Non Vo-Ag Graduates After Leaving High School	33

CHAPTER I

INTRODUCTION

Many follow-up studies of former high school students have been made. It is the opinion of the author that there is a need for more such studies with enough scope to answer some of the questions about youth and their choice of a vocation. According to Ritchie (17), guidance and orientation are functions of teachers of vocational agriculture. The author has chosen this area in which to conduct a study. La Cygne, Kansas was chosen as the site for this study. La Cygne is a small rural town of approximately 1,000 people located in Linn County. The La Cygne high school had an approximate enrollment of 120 students for the years during which this study was conducted.

Statement of the Problem

The primary problem of concern in this study was to conduct a ten year follow-up of the male graduates of La Cygne High School between the years 1960-1969, to determine their occupational status and to assess occupational choice and the relationship of their high school instruction with their present occupational situation.

Objectives of the Study

The following objectives were included in the study:

1. To compare the vocational status of vocational agricultural graduates to non-vocational agricultural graduates;
2. To determine whom the graduates perceived influenced them most in their choice of a vocation; and 3. To determine the area of instruction that the graduates perceived as being the most helpful in their present vocation.

Justification for the Study

It was assumed by the author that a majority of students who took Vo-Ag in high school would eventually choose one of two different vocations, either production agriculture or ag-related occupations. Most high school vocational agricultural courses are oriented along this line. If the above assumption proved to be false then it would appear to this author that there should be some changes made in our methods of teaching or a re-evaluation of the purpose of high school vocational agriculture. In other words, either the goal of the high school Vo-Ag department was wrong or the methods of reaching that goal were wrong.

Limitations of the Study

This study was limited to the male graduates of La Cygne High School of the years 1960 through 1969. It was the understanding of this author that any conclusions reached from the study of this particular school would not necessarily apply to other schools in other areas. The

study was further limited by the use of a written questionnaire from which the information was obtained.

Definitions

It was believed that the following terms had a meaning in this study that might not be according to common usage and are defined as follows:

1. Farm boy - a boy who lived on a farm during his high school career or whose parents operated a farm.
2. Town boy - a boy who lived within the city or rural area but whose parents did not operate a farm.
3. Production agriculture - the business of producing crops or livestock.
4. Vocational agriculture - a course in the high school curriculum in which the major emphasis is given to agriculture and farm mechanics.
5. Vo-Ag graduate - a male graduate who had two or more years of vocational agriculture while in high school.
6. Non Vo-Ag graduate - a male graduate who had one year or less of vocational agriculture while in high school.
7. Military - any branch of the armed services.
8. School - any type of post secondary school or college.
9. Ag-related - those jobs other than farming which were directly related to agriculture or that required the use of farm mechanics skills learned in the high school

vocational agricultural class.

10. Non ag-related - those jobs which were not directly related to agriculture or farming and which did not require skills learned in the high school vocational agricultural class.

CHAPTER II

REVIEW OF RELATED RESEARCH

The author reviewed the following literature as background for the study and has cited only that which was of prime importance.

In 1967, Ringen (16) conducted a study of former students of Waterville and Blue Rapids High Schools who had graduated between the years 1951 and 1960. The graduates from Waterville High School had been enrolled in vocational agriculture while in high school. Blue Rapids High School did not offer vocational agriculture. It was found that 66% of the graduates from Waterville High School were engaged in farming or agricultural related occupations and 16% of the Blue Rapids graduates were farming.

David Thompson (19) sent questionnaires to all of the vocational agricultural students who graduated from Ford High School between the years 1953 and 1968. Of the respondents that had taken one year or more of vocational agriculture, 65.1% were employed either in farming, agribusiness, part-time farming or part-time agribusiness.

In a survey by Green (7), it was found that more than 50% of the former vocational agricultural students in Alabama who had been out of school for five years were engaged in farming or farm related occupations. He also

found that there were more graduates engaged in full-time and part-time farming who were out of school one year than those out of school five years.

Bradley (4), in a study of 869 Kansas high school graduates, found that three years after leaving high school 35.5% were farming or in farm related occupations, 23.4% were in universities and colleges, 17.1% were in the armed forces and .5% were in trade and business schools.

In a survey of former vocational agricultural students graduating from Concordia High School from 1943 to 1961, Rawson (15) found that in 1963, 40% were farming and 20% were working in farm related occupations.

In a 15 year follow-up study by Gibson (6), of former vocational agricultural graduates of Tipton, Missouri, it was reported that 74% were in agriculture or a related industry.

The occupational status of 137 high school agricultural students who graduated between the years 1961 and 1965 was studied by Kastl (11). He found that 35.7% were farming, 27% were in college, 14.7% were in non-agricultural related occupations, 11.7% were in military service and 10.9% were in agricultural related fields.

A study conducted by Skidmore (18) showed the occupational pattern of former students of vocational agriculture at a West Virginia high school for a 30 year period. He reported that 10% of the former students were farming full-

time, 25% were farming part-time and 16% were employed in agricultural related occupations.

In an attempt to determine the vocational plans of high school agricultural students, O. E. Thompson (20) surveyed 439 freshmen and 385 juniors and seniors in 27 California high schools. Only about 62% of the freshmen and 54% of the juniors and seniors intended to enter an agricultural occupation.

While conducting a survey of school administrators, Agan (1) found that most of the administrators were in strong agreement that vocational agriculture should be offered as an elective course and that farm boys should not be enrolled in vocational agriculture merely because they lived on farms.

In a study in Green County, Iowa by Burchinal (5), the differences in educational and occupational aspirations of farm, small town, and city boys were observed. In general, the lowest levels of educational and occupational aspirations were observed for farm boys and highest levels were found for the city boys. Planning to farm had a depressing effect on aspirational levels. It was also found that parental involvement is an important influence on the educational and occupational aspirational levels of the boys. Contrary to popular belief, results revealed that farm parents are not as frequently involved in their

sons' occupational planning as are small-town and urban parents.

A study of 281 senior vocational agricultural students by Martin (12) showed that in terms of grades, agricultural students ranked below the average of their high school classes. It was also determined that seniors who ranked in the first and second quartiles were less likely to enter farming and less likely to follow through on their stated occupational plans than were seniors in the third and fourth quartiles. Newton (13) found that agricultural students that ranked high in their high school class and possessed a high IQ tended to choose occupations not related to farming.

In an effort to obtain the opinions of former students about the effectiveness of the program of instruction in vocational agriculture in meeting the needs of students, Williams (22) conducted a survey in Arizona. The respondents indicated that the vocational agricultural program was most useful in helping them develop the following abilities: working harmoniously with others; exercising leadership; and performing farm mechanics skills effectively. The areas of the program most useful in helping them enter and advance in their present jobs were: FFA activities; record keeping and analysis; and instruction in farm mechanics.

Ottman (14) reported that former vocational agricul-

tural graduates, both city and farm boys, ranked farm mechanics as being most useful. This area was followed by livestock production, record keeping, the FFA and crop production.

Questionnaires were returned by 246 former agricultural students in a follow-up study by Hemp (8). Of the respondents, 69% said that instruction in vocational agriculture had been helpful to them in their present jobs. Those believing that vocational agriculture had been helpful to them in their present jobs were asked to indicate the areas of instruction which had been most helpful. The areas most generally given credit were animal husbandry, soils and crops, farm mechanics and record keeping.

In a follow-up study of former Lakin, Kansas high school vocational agricultural students, Hoppas (9) asked the respondents to indicate which areas of instruction had been of most help to them since graduation. The responses were: 6.6% for livestock production; 9.3% for supervised farming; 2.6% for cropping systems; 8% for FFA; 12% for livestock judging work.

According to Tom (21), the available evidence seems to indicate that vocational agricultural students taken as a group seem generally to do either as well as or better than do non-vocational agricultural students in colleges of agriculture. Vocational agriculture seems to equal

other high school programs as preparation for college.

Jones (10) studied the former graduates of Peabody High School from 1951 to 1966. Of the graduates returning questionnaires, 121 had one or more years of vocational agriculture. Of these graduates 86 had attended schools of higher learning and 37 had completed at least four years of study.

In a master's thesis study, Beneker (2) surveyed the 1957 male high school graduates of five Wisconsin counties. He found that more non-farm graduates had completed or were pursuing college educations and vocational training than the farm graduates.

Bentley (3) collected data from 1,540 agricultural college freshmen in seven midwest universities. Significantly more freshmen were influenced by teachers of agriculture than by any other professional person. In general, the more experience agriculture college freshmen had in vocational agriculture, FFA and 4-H club work, the more influence they attributed to teachers of vocational agriculture, FFA, and 4-H club activities.

There was considerable research available on studies of occupational status. There were several on the follow-up of high school graduates in Kansas. There were no follow-up studies which compared the vocational agricultural and the non-vocational agricultural graduates in East Central Kansas.

CHAPTER III

METHODS AND MATERIALS

All male graduates from La Cygne High School for a ten year period (1960-1969) were included in the study. It was perceived that this length of time was necessary in order to give a sample that was large enough to observe occupational trends and that more graduates would have become settled in their present occupations.

A complete list of graduates was compiled from school records. The addresses were obtained through conversations with the various friends and relatives in the community of the former graduates. A questionnaire was written and mailed to 139 of the 144 male graduates who graduated from La Cygne High School between 1960 and 1969. Five addresses were unknown.

A cover letter and a stamped, self-addressed envelope were sent with the questionnaire. The questionnaire included the following questions: (1) present occupational status (2) number of years in vocational agriculture (3) agricultural area of most benefit (4) school subject of most benefit (5) annual salary range (6) college degrees attained (7) persons who influenced their choice of present occupation (8) relationship of present job to high school plans (9) reason for entering present job (10) farm boy

or town boy (11) subjects they should have taken.

The responses were summarized and presented in tabular form. Two groups of graduates were compared as to occupational status, those who had two or more years of vocational agriculture and those who had one year or less of vocational agriculture. After the results were analyzed, conclusions were made.

CHAPTER IV

PRESENTATION OF DATA

To begin this follow-up study of the male high school graduates of La Cygne High School, a list of the names and addresses of the graduates for a ten year period was compiled. It was found that there were 144 male graduates between the years 1960-1969. At the time of the study the addresses of five graduates were unknown.

Questionnaires were mailed to the 139 graduates for whom their addresses were known. Twenty-nine graduates or 20.1% failed to return their questionnaires and 110 of the 144 male graduates replied giving a 76.4% response as indicated in Table 1.

The respondents were divided into two groups - Vocational Agriculture and non Vocational Agriculture hereafter referred to as Vo-Ag and non Vo-Ag. Vo-Ag was the term used for those high school graduates who had from two to four years of vocational agricultural courses. Non Vo-Ag was the term which was used for those graduates who had one year or less of vocational agriculture.

Of the 110 male graduates of La Cygne High School for the ten year period 1960-69 who returned questionnaires, 47 had two or more years of Vo-Ag and 63 had one year or less of vocational agriculture as indicated in Table II. For the

TABLE I

NUMBER AND PERCENT OF HIGH SCHOOL GRADUATES
WHO RETURNED QUESTIONNAIRES

	Number	Percent
Graduates returning questionnaires	110	76.4
Graduates not returning questionnaires	29	20.1
Address of graduate unknown	5	3.5
Total male graduates	144	100.0

TABLE II

RESPONSES OF 110 GRADUATES AS TO THE NUMBER OF YEARS
OF VOCATIONAL AGRICULTURE THEY HAD TAKEN

Number of Years in Vo-Ag	Number	Percent
Four	39	35.5
Three	3	2.7
Two	5	4.5
One	1	.9
None	62	56.4
Total	110	100.0

purposes of this study 63 or 57.3% were classified as non Vo-Ag graduates because they had one year or less of vocational agriculture. Sixty-two of the 63 in the non Vo-Ag group did not have vocational agriculture in high school.

Thirty-nine or 35.5% of the graduates had four years of vocational agriculture, three or 2.7% had three years,

and five or 4.5% had two years of vocational agriculture. Forty-seven or 42.7% were classified as Vo-Ag graduates because they had two or more years of vocational agriculture. Thirty-nine or 81.3% of the graduates who had vocational agriculture in high school had four years in the course.

In Table III, 42 of the 47 Vo-Ag graduates indicated which agricultural area was the most beneficial to them since graduation. Nineteen or 45.2% replied that farm mechanics was the most valuable area. Three areas: live-stock production, record keeping, and farm management were each indicated by six or 14.3% as being most helpful to them. One or 2.4% replied that crops and soils was the most helpful area in vocational agriculture. Five of the vocational agricultural graduates did not respond or give a usable response to this item on the questionnaire.

When asked what their working status was if they were not farming, 38 of the 47 Vo-Ag and 61 of the 63 non Vo-Ag graduates responded. Of the 38 Vo-Ag respondents, 14 or 36.8% replied they were laborers, nine or 23.7% responded to professionals, seven or 18.4% managers or supervisors, four or 10.5% technicians and four or 10.5% indicated they were unemployed. The four Vo-Ag graduates that marked unemployed did so because they were full-time students and worked only part-time during the summer.

Of the 61 non Vo-Ag graduates, 17 or 28.0% stated

TABLE III

RESPONSE OF 42 GRADUATES WHO HAD VO-AG AS TO
THE AGRICULTURAL AREA OF MOST BENEFIT

Area	Number	Percent
Livestock production	6	14.3
Crops and soils	1	2.4
Farm mechanics	19	45.2
Record keeping	6	14.3
Farm management	6	14.3
FFA	2	4.8
None were of benefit	2	4.8
Total	42*	100.1**

*Five Vo-Ag graduates did not respond.

**The percentages were rounded off to the nearest tenth and may not add to 100%.

they were laborers, 14 or 23.0% marked unemployed, 13 or 21.3% checked professionals, 10 or 16.4% technicians and seven or 11.5% indicated managers or supervisors. The 14 non Vo-Ag graduates who replied they were unemployed did so because they were students working only part-time. In the Vo-Ag group there was a higher percentage of laborers and managers while in the non Vo-Ag group there was a higher percentage of technicians and unemployed. It should be noted that most of those who indicated that they were unemployed also indicated they were students. It was the author's observation that the unemployed were students.

Graduates who were farming were asked to indicate

their farming status. Information in Table IV indicated eighteen Vo-Ag graduates replied they were farming. Nine or 50.0% were in a partnership, four or 22.2% were farm owners and operators, two or 11.1% were hired men, one or 5.6% was a day laborer, one or 5.6% was a hired manager and one or 5.6% was a renter.

TABLE IV

TWENTY RESPONSES OF GRADUATES WHO WERE FARMING
AS TO THEIR PRESENT FARMING STATUS

Status	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
Farm owner and operator	4	22.2	1	50.0
Partnership	9	50.0	-	--
Renter	1	5.6	1	50.0
Hired manager	1	5.6	-	--
Hired man	2	11.1	-	--
Day laborer	1	5.6	-	--
Total	18*	100.1	2	100.0

*There were seven full-time farmers, four were farming and going to school, seven were farming part-time and held another job.

Of the 18 Vo-Ag graduates indicating they were farmers only seven were full-time farmers and 11 were farming part-time. Three of the farm owners and operators, two of those in a partnership, one hired manager and one hired man had no other source of income. One graduate who responded as a day laborer, two of those with partnership responses, and one who responded as a hired man were also students at the

time of this survey. Five graduates who responded as a partner, one as a farm owner and operator, and one as a renter held other jobs in addition to farming. Only two non Vo-Ag students indicated they were farming. One replied he was a farm owner and operator and the other responded that he was a renter, as given in Table V.

TABLE V

RESPONSES OF 38 VO-AG GRADUATES AND 61 NON VO-AG GRADUATES WHO WERE NOT FARMING AS TO THEIR OCCUPATIONAL STATUS

Status	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
Professional	9	23.7	13	21.3
Technician	4	10.5	10	16.4
Laborer	14	36.8	17	28.0
Manager or supervisor	7	18.4	7	11.5
Unemployed	4	10.5	14	23.0
Total	38*	99.9	61**	100.2

*Nine of the Vo-Ag graduates who were farming did not respond.

**Two of the non Vo-Ag graduates did not respond.

Forty-seven Vo-Ag and 61 of the 63 non Vo-Ag graduates replied as to the range in which their annual salaries occurred. Six or 12.8% of the Vo-Ag students replied that their annual salary was between zero and \$2000. Ten or 16.4% of the non Vo-Ag students indicated the same. In the \$2000-\$4000 range five or 10.6% of the Vo-Ag graduates and

eight or 13.1% of the non Vo-Ag graduates responded. In the \$4000-\$6000 range 14 or 29.8% of the Vo-Ag and seven or 11.5% of the non Vo-Ag students replied. In the \$6000-\$8000 range 12 or 25.6% of the Vo-Ag and 13 or 21.3% of the non Vo-Ag graduates checked the \$8000-\$10,000 range. The over \$10,000 column was marked by five or 10.6% of the Vo-Ag and 11 or 18.0% of the non Vo-Ag graduates as reported in Table VI.

There appeared to be more Vo-Ag graduates in the \$4000-\$6000 and \$6000-\$8000 salary range than non Vo-Ag graduates. However, there were more non Vo-Ag graduates than Vo-Ag graduates in the \$8000-\$10,000 and over \$10,000 salary range. The author did not attempt to adjust the income of those farming who may have had all or part of their housing and subsistence furnished as part of their salary.

TABLE VI

RESPONSES OF 47 VO-AG GRADUATES AND 61 NON VO-AG GRADUATES WHO INDICATED THEIR ANNUAL SALARY

Salary	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
0-2,000	6	12.8	10	16.4
2,000-4,000	5	10.6	8	13.1
4,000-6,000	14	29.8	7	11.5
6,000-8,000	12	25.6	13	21.3
8,000-10,000	5	10.6	12	19.7
Over 10,000	5	10.6	11	18.0
Total	47	100.0	61*	100.0

*Two non Vo-Ag graduates did not respond.

The information in Table VII indicated that seven or 14.9% of the 47 Vo-Ag respondents and ten or 16.1% of the 62 non Vo-Ag respondents were college graduates. Forty or 85.1% of the Vo-Ag graduates were non college graduates and 52 or 83.9% of the non Vo-Ag graduates were non college graduates. Very little difference was noted between the two groups when the percentages were compared.

TABLE VII

RESPONSES OF 47 VO-AG GRADUATES AND 62 NON VO-AG GRADUATES WHO INDICATED COLLEGE DEGREE ATTAINED

	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
College graduates	7	14.9	10	16.1
Non college graduates	40	85.1	52	83.9
Total	47	100.0	62*	100.0

*One non Vo-Ag graduate did not respond.

Responses of 41 of the 47 Vo-Ag and 57 of the 63 non Vo-Ag graduates indicated the person who influenced them the most in the selection of their present occupation. Fifteen or 36.6% of the Vo-Ag and 25 or 43.9% of the non Vo-Ag responses as indicated in Table VIII chose the person as the most influential in the choice of their present occupations. Parents received 10 or 24.4% of the Vo-Ag and 10 or 17.5% of the non Vo-Ag replies. Four or 9.8% of

TABLE VIII

RESPONSES OF 41 VO-AG GRADUATES AND 57 NON VO-AG
GRADUATES AS TO WHO INFLUENCED THEM THE MOST
IN THEIR PRESENT OCCUPATION

	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
Parents	10	24.4	10	17.5
Other relatives	4	9.8	6	10.5
Wife	2	4.9	2	3.5
Friends	9	22.0	12	21.1
Vo-Ag teachers	0	--	0	--
Other teachers	1	2.4	2	3.5
Others	15	36.6	25	43.9
Total	41*	100.1	57*	100.0

*Six Vo-Ag and six non Vo-Ag graduates failed to reply.

Vo-Ag and six or 10.5% of the non Vo-Ag graduates marked other relatives. Wives received two or 4.9% of the Vo-Ag responses and two or 3.5% of the non Vo-Ag responses. Other teachers received one or 2.4% of the Vo-Ag and two or 3.5% of the non Vo-Ag replies.

No one indicated that the Vo-Ag teacher had been the most influential in the selection of their present occupation. There was little difference in the reaction of the Vo-Ag and non Vo-Ag graduates as to who was the most influential in helping them choose an occupation. Six of the Vo-Ag and six of the non Vo-Ag graduates failed to respond.

Forty-four of the 47 Vo-Ag and 58 of the 63 non Vo-Ag students replied when asked which high school course had been of the most benefit to them since graduation. The replies and percentages in Table IX of the Vo-Ag graduates as to which course was the most beneficial in rank order were: mathematics, 20 (45.5%); vocational agriculture, 15 (34.1%); commerce, three (6.8%); English, three (6.8%); physical science, two (4.6%); social science, one (2.3%); industrial arts and music were not indicated as being the most beneficial by any of the Vo-Ag graduates.

TABLE IX

RESPONSES OF 44 VO-AG GRADUATES AND 58 NON VO-AG GRADUATES AS TO WHICH COURSE THEY CONSIDERED TO BE OF THE MOST BENEFIT

	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
English (written and oral)	3	6.8	12	20.7
Social science, history, government	1	2.3	4	6.9
Mathematics	20	45.5	26	44.8
Industrial arts	--	--	6	10.3
Vocational agriculture	15	34.1	--	--
Commerce (typing, bookkeeping)	3	6.8	5	8.6
Physical science	2	4.6	1	1.7
Music	--	--	--	--
None were of benefit	--	--	4	6.9
Total	44*	100.1	58*	99.9

*Three Vo-Ag and five non Vo-Ag graduates failed to respond.

The non Vo-Ag graduates replies as to the most important course were: mathematics, 26 (44.8%); English, 12 (20.7%); industrial arts, six (10.3%); commerce, five (8.6%); social science, four (6.9%); physical science, one (1.7%); vocational agriculture, 0; music, 0; and four (6.9%) stated that none of the courses were most beneficial.

Both groups noted math as the most beneficial course. The Vo-Ag graduates rated vocational agriculture higher than the non Vo-Ag graduates and the non Vo-Ag graduates rated English, social science and industrial arts higher than the Vo-Ag graduates. Three Vo-Ag and five non Vo-Ag graduates failed to reply. Neither group chose music as a most beneficial course.

Forty-two of the 47 Vo-Ag graduates replied when asked to indicate the most important reason for entering their present occupation. Eighteen or 42.9% as indicated in Table X stated they liked the work. Two reasons, acceptable wages and occupation trained for each received six (14.3%) of the replies. Two other reasons, good working conditions, and need for immediate income each received three (7.1%) of the replies. Opportunities for advancement was indicated by five (11.9%) of the respondents and one (2.4%) stated he couldn't find anything else.

Fifty-six of the 63 non Vo-Ag graduates replied as to the most important reason for entering their occupations

TABLE X

RESPONSES OF 42 VO-AG GRADUATES AND 56 NON VO-AG
GRADUATES AS TO THE MOST IMPORTANT REASON FOR
ENTERING THEIR PRESENT OCCUPATION

	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
Liked the work	18	42.9	20	35.7
Acceptable wages	6	14.3	10	17.9
Good working conditions	3	7.1	4	7.1
Related to agriculture	--	--	1	1.8
Couldn't find anything else	1	2.4	2	2.6
Need for immediate income	3	7.1	7	12.5
Occupation trained for	6	14.3	8	14.2
Opportunities for advancement	5	11.9	4	7.1
Total	42*	100.0	56*	99.9

*Five Vo-Ag and seven Non Vo-Ag graduates failed to reply.

as follows: liked the work, 20 (35.7%); acceptable wages, 10 (17.9%); occupation trained for, eight (14.2%); need for immediate income, seven (12.5%); good working conditions, four (7.1%); opportunities for advancement, four (7.1%); couldn't find anything else, two (2.6%); and related to agriculture, one (1.8%). Vo-Ag graduates selected the responses liked the work, and opportunities for advancement more often than non Vo-Ag graduates. Non Vo-Ag graduates selected acceptable wages, need for immediate income, and related to agriculture more often than the Vo-Ag graduates. Five of the Vo-Ag and seven of the non Vo-Ag graduates failed to reply.

Responses of 46 of the 47 Vo-Ag graduates indicated in Table XI that 24 or 52.2% were not in the occupation they had planned to enter while in high school, 12 or 26.1% were in the occupation they had planned to enter and 10 or 21.7% had no plans while in high school.

Twenty-six or 42.5% of the 61 non Vo-Ag graduates responded they were not in the occupation they had planned to enter while in high school, 17 or 28% were in the occupation they had planned to enter and 18 or 29.5% had no plans while in high school. There appeared to be little difference in the responses of the two groups relative to the degree that their high school education was related to their present job.

TABLE XI

RESPONSES OF 46 VO-AG GRADUATES AND 61 NON VO-AG GRADUATES WHETHER THEY HAD ENTERED THE OCCUPATION THEY HAD PLANNED TO ENTER WHILE IN HIGH SCHOOL

	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
Yes	12	26.1	17	28.0
No	24	52.2	26	42.5
Had no plans	10	21.7	18	29.5
Total	46*	100.0	61*	100.0

*One Vo-Ag and two non Vo-Ag graduates failed to reply.

When asked to describe the relationship of their present job to the one they planned to enter while in high school 45 of the 47 Vo-Ag and 60 of the 63 non Vo-Ag graduates replied. The data in Table XII stated 18 or 40% of the Vo-Ag graduates and 20 or 33.3% of the non Vo-Ag graduates replied there was little relationship between their present job and the one they had planned to enter when in high school. Eleven or 24.4% of the Vo-Ag and 17 or 28.3% of the non Vo-Ag graduates indicated they had no occupational plans while in high school. Ten or 22.2% of the Vo-Ag graduates and 17 or 28.3% of the non Vo-Ag graduates stated that there was a very close relationship between their present job and what they had planned to enter. Six or 13.3% of the Vo-Ag and six or 10.0% of the non Vo-Ag graduates replied there was some relationship. Little difference was noted in the responses of the two groups as to the relationship of their present occupation and what they planned to enter when in high school.

Responses of the 47 Vo-Ag and 63 non Vo-Ag graduates as to their status while in high school stated in Table XIII that 44 or 93.6% of the Vo-Ag graduates had been farm boys while three or 6.4% had been town boys. Twenty or 31.7% of the non Vo-Ag graduates had been farm boys while 43 or 68.3% had been town boys. The percentage of Vo-Ag students who were town boys was lower than the state average. In Kansas,

TABLE XII

RESPONSES OF 45 VO-AG GRADUATES AND 60 NON VO-AG GRADUATES
AS TO THE RELATIONSHIP OF THEIR PRESENT JOB TO THE ONE
PLANNED TO ENTER WHILE IN HIGH SCHOOL

	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
Very close	10	22.2	17	28.3
Somewhat	6	13.3	6	10.0
Little	18	40.0	20	33.3
Had no plans	11	24.4	17	28.3
Total	45	99.9	60	99.9

TABLE XIII

RESPONSES OF 47 VO-AG GRADUATES AND 63 NON VO-AG GRADUATES
AS TO THEIR STATUS WHILE IN HIGH SCHOOL

	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
Farm boy	44	93.6	20	31.7
Town boy	3	6.4	43	68.3
Total	47	100.0	63	100.0

approximately 19% of the high school Vo-Ag students are reported to be from towns.

Responses from 36 of the 47 Vo-Ag and 52 of the 63 non Vo-Ag graduates were obtained when the graduates were asked to list subjects they thought they should have had in

high school that they did not have. Responses in Table XIV of the Vo-Ag graduates for courses they should have had were: vocational or technical, 14 (38.9%); math, five (13.9%); social science, four (11.1%); business, five (13.9%); English, three (8.3%); foreign language, three (8.3%); and natural science, two (5.6%).

TABLE XIV

RESPONSES OF 36 VO-AG GRADUATES AND 52 NON VO-AG GRADUATES
WHEN ASKED TO LIST SUBJECTS THEY FELT THEY SHOULD HAVE
HAD IN HIGH SCHOOL THAT THEY DID NOT HAVE

	Graduates			
	Vo-Ag		Non Vo-Ag	
	Number	Percent	Number	Percent
Vocational or technical	14	38.9	18	34.6
Math courses	5	13.9	6	11.5
Social science	4	11.1	6	11.5
Business	5	13.9	4	7.7
English	3	8.3	5	9.6
Foreign language	3	8.3	5	9.6
Natural science	2	5.6	6	11.5
Health	--	--	1	1.9
Photography	--	--	1	1.9
Total	36*	100.0	52*	99.8

*Some respondents did not list any subjects and some may have listed more than one which they perceived they should have had.

Responses of the non Vo-Ag graduates for courses they should have had were: vocational or technical, 18 (34.6%); math, six (11.5%); social science, six (11.5%); business,

four (7.7%); English, five (9.6%); foreign language, five (9.6%); natural science, six (11.5%); health, one (1.9%); and photography, one (1.9%). Some respondents did not list any subject and some may have listed more than one which they perceived they should have had.

A greater number of the Vo-Ag graduates who responded expressed a wish to have taken more vocational or technical and more business courses. More of the non Vo-Ag graduates wished they had taken more natural science courses than their Vo-Ag counterparts.

The information in Table XV indicated the occupational categories of the 47 Vo-Ag graduates from one to 10 years after graduation. The following occupational categories were included: military, school, farming, unemployed, ag-related and non ag-related. The author defined ag-related occupations as those jobs other than farming which were directly related to agriculture or that required the use of farm mechanics skills learned in the high school vocational agricultural class. The author defined non ag-related as those jobs which were not directly related to agriculture or farming and which did not require skills learned in the high school vocational agriculture class.

In the first year following graduation, the 47 Vo-Ag graduates were in occupations as follows: school, 18 (38.3%); farming, nine (19.1%); both military and non ag-related had seven (14.9%); ag-related, six (12.8%). In

TABLE XV

OCCUPATIONS OF VO-AG GRADUATES
AFTER LEAVING HIGH SCHOOL

Year Out of School	Military		School		Farming		Unemployed		Ag-Related*		Non Ag- Related**		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	7	14.9	18	38.3	9	19.1	--	--	6	12.8	7	14.9	47	100.0
2	7	15.5	15	33.3	9	20.0	--	--	4	8.9	10	22.2	45	100.1
3	8	20.5	12	30.8	6	15.4	--	--	4	10.1	9	23.1	39	99.9
4	7	23.3	7	23.3	5	16.7	--	--	5	16.7	6	20.0	30	100.0
5	5	19.2	3	11.5	6	23.0	--	--	4	15.4	8	30.8	26	99.9
6	3	11.5	1	3.8	6	23.1	--	--	5	19.2	11	42.3	26	99.9
7	2	9.1	--	--	5	22.7	--	--	4	18.2	11	50.0	22	100.0
8	2	11.1	1	5.6	5	27.8	--	--	2	11.1	8	44.5	18	100.1
9	1	8.3	1	8.3	5	41.7	1	8.3	--	--	4	33.3	12	99.9
10	--	--	1	33.3	2	66.7	--	--	--	--	--	--	3	100.0

*Ag-related--The author used this term to refer to those jobs other than farming which were directly related to agriculture or that required the use of farm mechanics skills learned in the high school vocational agricultural class.

**Non Ag-related--The author used this term to refer to jobs which were not directly related to agriculture or farming and which did not require skills learned in the high school vocational agriculture class.

the second year following graduation the 45 Vo-Ag graduates were in occupations as follows: school, 15 (33.3%); non ag-related, 10 (22.2%); farming, nine (20.0%); military, seven (15.5%); and ag-related, four (8.9%).

There was little change in the percentages in each occupational category until the fifth year following graduation when the 26 Vo-Ag graduates were in occupations as follows: non ag-related, eight (30.8%); farming, six (23.0%); military, five (19.2%); and school, three (11.5%). In the sixth year following graduation the number in the military and school decreased considerably with the 26 Vo-Ag graduates in occupations as follows: non ag-related, 11 (42.3%); farming, six (23.1%); ag-related, five (19.2%); military, three (11.5%); and school, one (3.8%).

During the seventh year following graduation, the number in the military and school dropped further and the number in non ag-related jobs increased with the 22 Vo-Ag graduates in occupations as follows: non ag-related, 11 (50.0%); farming, five (22.7%); ag-related, four (18.2%); and military, two (9.1%). In the ninth year following graduation, the percentage in the military decreased and the percentage in farming increased with the 12 Vo-Ag graduates in occupations as follows: farming, five (41.7%); non ag-related, four (33.3%); military, one (8.3%); and school, one (8.3%).

There was one (8.3%) unemployed during the ninth year following graduation. In the tenth year following graduation of the three Vo-Ag graduates who responded, two (66.7%) were farming and one was in school. It is interesting to note that the percentage of graduates farming remained fairly constant and was the highest in the ninth and tenth years following graduation.

The responses of the 63 non Vo-Ag graduates as to their occupational categories from one to ten years following graduation are compiled in Table XVI. In the first year following graduation the 63 non Vo-Ag graduates were in occupations as follows: school, 21 (33.3%); non ag-related, 18 (28.6%); military, 17 (27.0%); and ag-related, seven (11.1%).

There was little change in the percentages in each occupational category until the third year following graduation when the 53 non Vo-Ag graduates were in occupations as follows: non ag-related, 21 (39.6%); military, 17 (32.1%); school, nine (17.0%); ag-related, five (9.4%); and farming, one (1.9%). In the fifth year following graduation, a decrease was noted in the number in the military and school while an increase was noted in the number in non ag-related with the 44 non Vo-Ag graduates in occupations as follows: non ag-related, 26 (59.1%); military, nine (20.5%); both school and ag-related had four (9.1%); and farming, one (2.3%).

TABLE XVI

OCCUPATIONS OF NON VO-AG GRADUATES
AFTER LEAVING HIGH SCHOOL

Year Out of School	Military		School		Farming		Unemployed		Ag-Related		Non Ag- Related		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	17	27.0	21	33.3	--	--	--	--	7	11.1	18	28.6	63	100.0
2	19	33.3	16	28.1	--	--	--	--	5	8.8	17	29.8	57	100.0
3	17	32.1	9	17.0	1	1.9	--	--	5	9.4	21	39.6	53	100.0
4	13	27.1	8	16.7	1	2.1	--	--	4	8.3	22	45.7	48	99.9
5	9	20.5	4	9.1	1	2.3	--	--	4	9.1	26	59.1	44	100.1
6	6	17.1	2	5.7	1	2.9	--	--	3	8.6	23	65.6	35	99.9
7	5	16.7	2	6.7	1	3.3	--	--	3	10.0	19	63.3	30	100.0
8	--	--	--	--	1	4.0	--	--	4	16.0	20	80.0	25	100.0
9	--	--	--	--	--	--	--	--	2	13.3	13	86.7	15	100.0
10	--	--	1	12.5	--	--	--	--	1	12.5	6	75.0	8	100.0

Further decreases were noted in the percentages of non Vo-Ag graduates in the sixth through tenth years following graduation for all occupational categories with the exception of the non ag-related area which in fact increased. In the tenth year following graduation the eight non Vo-Ag graduates were in occupations as follows: non ag-related, six (75.0%); school, one (12.5%); and ag-related, one (12.5%).

In comparing the two groups, the non Vo-Ag group had a greater percentage of graduates who were in the military service, considerably smaller percentage in farming, slightly larger percentage in ag-related occupations and a considerably higher percentage in non ag-related occupations. Two of the 63 non Vo-Ag graduates were engaged in farming. About the same percentage in each group of graduates attended school or college.

The results of this study indicated that of the 110 graduates who responded 42.7% had two or more years of Vo-Ag and 57.3% had one year or less of Vo-Ag. Of the Vo-Ag graduates who responded 45.2% considered that farm mechanics had been the agricultural area of most benefit. Eighteen or 38.3% of the 47 Vo-Ag graduates who replied were in some phase of farming as compared to 3.1% for the non Vo-Ag graduates. About one-half of the Vo-Ag graduates were in farming and ag-related jobs and about one-half were in non ag-related jobs. Only about one-fifth of the non Vo-Ag graduates were

in ag-related jobs and approximately four-fifths were in non ag-related jobs.

Fourteen of the non farming Vo-Ag graduates or 36.8% considered themselves to be laborers while nine or 23.7% perceived themselves as professionals. The highest percentage of Vo-Ag graduates (29.8%) were in the \$4000-\$6000 annual salary range while the highest percentage of non Vo-Ag graduates (21.3%) were in the \$6000-\$8000 annual salary range. Approximately the same percentage in each group had attained a college degree.

The highest percentage of both Vo-Ag (45.5%) and non Vo-Ag (44.8%) graduates selected mathematics as the high school course which they considered to be the most beneficial. Vocational agriculture received the second highest percentage of responses for the Vo-Ag group (34.1%). A greater number of both the Vo-Ag (14) and the non Vo-Ag (18) graduates expressed a desire to have taken more vocational or technical courses when they were in high school.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify the vocational status of the male graduates of La Cygne High School for the years 1960-69. There were two groups of graduates, those who had two or more years of vocational agriculture and those who had one year or less of vocational agriculture.

Specific objectives of the study were: (1) to compare the vocational status of the Vo-Ag and the non Vo-Ag graduates, (2) to determine whom the graduates perceived to have influenced them the most in their choice of a vocation, and (3) to determine the area of instruction that the graduates perceived as being the most beneficial in their present vocation.

The sample used in this survey was the 47 male graduates who had two or more years of Vo-Ag and the 63 graduates who had one year or less of Vo-Ag for a ten year period, 1960-69. It was noted that a majority, 39 or 81.3% of the students who entered vocational agriculture as freshmen remained for four years. Evidently one of the important factors in this holding power can be attributed to a strong farm mechanics program. When asked to indicate the agricultural area of most benefit to them after graduation, 45.2% replied farm mechanics.

It is assumed that the purpose of a vocational agricultural program is to aid students in preparing for an agricultural career.

Both groups answered that mathematics had been the most beneficial course to them after leaving high school with 45.5% for Vo-Ag and 44.8% for non Vo-Ag. Vocational agriculture received the second highest number of responses for the Vo-Ag group (34.1%) while English (20.7%) rated second as the most beneficial high school course by the non Vo-Ag group. The non Vo-Ag graduates also rated social science (6.9%) and industrial arts (10.3%) higher than did the Vo-Ag graduates.

Liked the work (42.9%) and opportunities for advancement (11.9%) were selected more often by Vo-Ag graduates than non Vo-Ag graduates (35.7% and 7.1%) as the most important reasons for entering their present occupation. Acceptable wages and need for immediate income were indicated more often by the non Vo-Ag (17.9% and 12.5%) than by the Vo-Ag graduates (14.3% and 7.1%).

Information in Tables XI and XII reflected little difference in the responses of the two groups relative to the degree that their high school education was related to their present job.

Most (93.6%) of the boys who took Vo-Ag at La Cygne High School were farm boys. However, it is interesting to

note that nearly one-third (31.7%) of the farm boys did not take Vo-Ag.

When listing courses they should have had in high school but did not, a greater number of the non Vo-Ag graduates (11.5%) selected natural science courses than the Vo-Ag group (9.1%). The Vo-Ag group showed more preference for vocational or technical (38.9%) and business (13.9%) courses than did the non Vo-Ag group (34.5% and 7.7%).

During the first four years following graduation, there was little difference in the percentages of the Vo-Ag graduates in the various occupational categories. In the fifth year, the percentage of those in the military, schools and colleges decreased. The percentages of those in farming and in non ag-related jobs increased.

The lowest percentage for those in military occurred during the ninth year (8.3%) following graduation compared to the fourth year percentage of 23.3%. For school or college there were none in attendance the seventh year following graduation compared to a percentage of 38.3% during the first year following graduation. The lowest percentage in farming occurred the fourth year following graduation and the highest was in the tenth year (66.7%). Only one of the 110 graduates had been unemployed and this occurred during the ninth year following graduation.

The vocational status of the Vo-Ag and non Vo-Ag

graduates were compared in this study. Nearly one-half of the Vo-Ag graduates were in farming and ag-related jobs and about one-half were in non ag-related jobs. Most (four-fifths) of the non Vo-Ag graduates were in non ag-related jobs with one-fifth in ag-related jobs. It was noted that 18 (38.3%) of the former Vo-Ag graduates were in some phase of farming at the time of this survey compared to two non Vo-Ag graduates.

In response to a question about their working status, 14 (36.8%) of the Vo-Ag graduates indicated they were laborers and nine (23.7%) were professionals. The percentages for laborers and professionals were larger for the Vo-Ag graduates than the non Vo-Ag graduates. However, the non Vo-Ag group gave a higher response for technicians, 10 (16.4%) for non Vo-Ag compared to four (10.5%) for Vo-Ag, and unemployed, 14 or 23% for non Vo-Ag, compared to four (10.5%) for Vo-Ag. It was the author's observation that all of the respondents who checked unemployed were full-time students and may have been working part-time.

The information in Table VI indicated a larger percentage of non Vo-Ag graduates who received higher salaries. In the \$8000 to \$10,000 salary range there were 12 (19.7%) of the non Vo-Ag respondents compared to five (10.6%) of the Vo-Ag respondents. In the over \$10,000 salary range there were 11 (18%) of the non Vo-Ag respondents compared to five

(10.6%) of the Vo-Ag respondents. No attempt was made by the author to adjust the farm wages to include the lodging and subsistence which may have been included.

There was little difference in the two groups as to the percentages who held college degrees indicating that education was as important to the farm boys as it was to the town boys. When asked who influenced them the most in the choice of their present occupation, 10 (24.4%) of the Vo-Ag graduates replied parents. Ten (17.5%) of the non Vo-Ag graduates had the same reply.

It appeared that the graduates of La Cygne High School were successful and that the high school programs were helpful in the successful employment of the graduates. It appeared that nearly all programs and all teachers assisted in the choice and adjustment to the occupations of the graduates.

Flexible programs for La Cygne High School were recommended which would help all students in the selection of, preparation for, and adjustment to the occupations of their choice.

BIBLIOGRAPHY

- Agan, R. J. "School Administrators Look at Vocational Agriculture," The Agricultural Education Magazine, 32:268-70, June, 1960.
- Atherton, J. C., and Anthony Mumphrey. Essential Aspects of Career Planning and Development. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1969.
- Beneker, Floyd D. "The Realization of Plans by 1957 Male High School Graduates in Five Wisconsin Counties as Measured by a Comparison of Residential, Occupational and Educational Classification" (Master's Thesis, University of Wisconsin, 1964), Summaries of Studies in Agricultural Education, 1963-1965, (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968), p. 105.
- Bentley, Ralph R. "Factors Influencing the Vocational Choices of Agriculture College Freshmen" (Staff Study, Purdue University, 1963), Summaries of Studies in Agricultural Education, 1963-1965, (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968), p. 51.
- Bradley, Howard R. "The Status of Kansas High School Graduates Who Majored in Vocational Agriculture," The Agricultural Education Magazine, 35:100, November, 1962.
- Burchinal, Lee G. "Differences in Educational and Occupational Aspirations of Farm, Small-Town, and City Boys," Rural Sociology, 26:107-21, June, 1961.
- Drawbaugh, Charles C. and William L. Hull. Agricultural Education: Approaches to Learning and Teaching. Columbus, Ohio: Charles E. Merrill Publishing Co., 1971.
- Gibson, Roscoe R. "What Happens to Farm Boys Who Have Finished Vocational Agriculture?," The Agricultural Education Magazine, 34:130-31, December, 1961.
- Green, H. W. "Occupations of Former Agriculture Students in Alabama," The Agricultural Education Magazine, 35:268-9, June, 1963.
- Hemp, Paul E. "What 246 Former Students Think About Vocational Agriculture Training," The Agricultural Education Magazine, 34:114-15, November, 1961.

- Hoppas, Charles D. "A Follow-Up Study of Former Lakin Rural High School Vocational Agriculture Students," Master's Report, Kansas State University, 1961.
- Hoppock, Robert. Occupational Information. New York: McGraw-Hill Book Co., 1967.
- Jones, Gary L. "A Follow-Up Study of the Male Graduates of the Peabody High School From 1951 to 1966." Master's Report, Kansas State University, 1967.
- Kastl, Don L. "Occupational Status of Graduates Who Completed All the Vocational Agriculture Offered by Washington County High Schools," Master's Report, Kansas State University, 1966.
- Martin, W. Howard. "Abilities and Careers of Connecticut High School Graduates in Vocational Agriculture," The Agricultural Education Magazine, 35:266-67, June, 1963.
- Newton, Melvin F. "Factors Influencing Occupational Choices of Farm Reared Male Graduates of Newton High School," The Agricultural Education Magazine, 34:235-36, April, 1962.
- Ohlsen, Merle M. Guidance Services in the Modern School. New York: Harcourt, Brace and World, 1964.
- Ottman, Leonard R. "A Twenty Year Follow-Up of Vocational Agriculture Boys at Onaga Rural High School." Master's Report, Kansas State University, 1967.
- Parsons, Frank. Choosing a Vocation. Boston: Houghton Mifflin Co., 1909.
- Phipps, Loyd J. Handbook on Agricultural Education in Public Schools. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965.
- Rawson, W. A. "An Eighteen-Year Study of Graduates of a Kansas Vocational Agriculture Department," The Agricultural Education Magazine, 35:147-48, January, 1963.
- Ringgen, Willis E. "Occupational Patterns of Farm Boys Who Graduated From Waterville and Blue Rapids High Schools Between the Years 1951 and 1960." Master's Report, Kansas State University, 1967.

- Ritchie, Austin E. "Guidance and Orientation in Agricultural Education," The Agricultural Education Magazine, 30:224, April, 1958.
- Skidmore, Harold K. A Follow-Up Study of Vocational Agriculture at Sutton High School From 1930-1960, Master's Report, West Virginia University, 1967, (ERIC ED-024-834).
- Thompson, David F. "A Follow-Up Study of the Vocational Agriculture Graduates of Ford High School From 1953-1968." Master's Report, Kansas State University, 1969.
- Thompson, O. E. "What are the Plans of Vocational Agriculture Students?," The Agricultural Education Magazine, 34:276-78, June, 1962.
- Tom, Frederick K. T. "College Success of Former Students of Vocational Agriculture," The Agricultural Education Magazine, 32:174, February, 1960.
- Williams, John R. "Occupations and Post-High School Education of Former Students of Vocational Agriculture in Arizona and Their Opinions About Selected Phases of the Program" (Staff Study, University of Arizona, 1964), Summaries of Studies in Agricultural Education, 1963-1965, (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968), p. 12.

APPENDIX A

January 15, 1971

Dear former graduate:

As part of my master's report from Kansas State University, I am conducting a ten year follow-up study of male graduates from La Cygne High School. I need your cooperation by completing the enclosed questionnaire. The purpose of this study is to evaluate the usefulness of your high school courses in your present occupation.

Your name will not be used in any way in this report and your responses will be held confidential. Please take the few minutes that are required to fill out the questionnaire as completely as possible.

In order to finish my report, I need to have the surveys returned in the enclosed self-addressed envelope by January 30, 1971. I sincerely appreciate your help in this matter.

Yours truly,

Marvin Creager

APPENDIX B

QUESTIONNAIRE

To all male graduates of La Cygne High School between the years 1960-1969: I am working on my Master's report from Kansas State University on a ten year follow-up of male graduates from La Cygne High School and I would like to have your cooperation on the following subjects. All information will be kept confidential and will be used only as statistics. Please fill out all information pertaining to you.

DIRECTIONS:

Please list your occupation for each year after your high school graduation. If in military service mark "M"; college or trade school, "S"; farming, "F"; unemployed, "U"; other, write in occupation. Enter more than one answer in the same year if necessary. You need not include short periods of employment of three months or less.

1961 _____
1962 _____
1963 _____
1964 _____
1965 _____
1966 _____
1967 _____
1968 _____
1969 _____
1970 _____

1. How many years of vocational agriculture did you take in high school?

_____ 1 year
_____ 2 years
_____ 3 years
_____ 4 years
_____ none

2. If you took vocational agriculture in high school, which of the following areas do you feel have been of the most benefit to you since graduation? (Rank all of the areas, giving a "1" to the most useful, "2" to the next most useful, and so on.)

_____ Livestock production
_____ Crops and soils
_____ Farm mechanics
_____ Record keeping
_____ Farm management
_____ FFA
_____ None were of benefit

3. If you are farming, which best describes your status?

_____ Farm owner and operator, _____ acres
_____ Partnership
_____ Renter, _____ acres
_____ Hired manager
_____ Hired man (full-time)
_____ Day laborer

4. If you are not farming, which best describes your status?

_____ Professional
_____ Technician
_____ Laborer
_____ Manager or supervisor
_____ Unemployed

5. Please estimate your annual salary.

_____ 0 - 2000
_____ 2000 - 4000
_____ 4000 - 6000
_____ 6000 - 8000
_____ 8000 - 10,000
_____ over 10,000

6. Are you a college graduate?

_____ Yes What degree? _____
_____ No

7. Who influenced you the most in the selection of your present occupation? (Rank importance)

☐ Parents
☐ Other relatives
☐ Wife
☐ Friends
☐ Vo-Ag teachers
☐ Other teachers
☐ Others

8. Which of your high school courses do you feel have been of the most benefit to you since graduation? (Rank all of the courses, giving a "1" to the most useful, "2" to the next most useful, and so on.)

☐ English (written and oral)
☐ Social science, history, government
☐ Mathematics
☐ Industrial arts
☐ Vocational agriculture
☐ Commerce (typing, bookkeeping)
☐ Physical science (biology, chemistry, physics)
☐ Music
☐ None were of benefit

9. What are the reasons for you entering your present occupation? (Rank your reasons; "1" for the strongest reason, "2" for the next, and so on. Please rank all reasons that apply to you.)

☐ Liked the work
☐ Acceptable wages
☐ Good working conditions
☐ Related to agriculture
☐ Couldn't find anything else
☐ Need for immediate income
☐ Occupation trained for
☐ Opportunities for advancement
☐ Other (please specify): _____

10. Are you in the occupation that you had planned to enter while in high school?

☐ Yes
☐ No
☐ Had no plans

11. What is the relationship of your present job to the one you planned to enter while in high school?

☐ Very close
☐ Somewhat
☐ Little
☐ Had no plans

12. Please indicate your status while you were in high school. (Farm boy means that you either lived on a farm or your parents operated a farm. City boy means that you lived in the city or rural area but your parents did not operate a farm.)

_____ Farm boy
_____ City boy

13. List subjects you felt you should have had in high school that you did not have.

APPENDIX C

FOLLOW-UP LETTER

Dear former graduate,

If you have already returned the questionnaire that I mailed to you then please disregard this letter. If, however, you were busy at the time and misplaced by first letter please take the few minutes necessary to fill out the enclosed questionnaire. Your help will be greatly appreciated.

Yours truly,

Marvin Creager

A FOLLOW-UP STUDY OF LA CYGNE HIGH SCHOOL MALE
GRADUATES BETWEEN THE YEARS 1960-69

by

MARVIN W. CREAGER

B. S., Kansas State University, 1968

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

The purpose of this study was to identify the occupational status of vocational agricultural and non vocational agricultural graduates of La Cygne High School for the years 1960-69. A questionnaire was developed and mailed to the 139 male graduates for whom addresses could be obtained. Questionnaires were returned by 110 of the 144 graduates for a 76.4% return.

The results indicated that 93.3% of the boys who had vocational agriculture were from the farm and 6.3% were from town. Eighteen or 38.3% of the Vo-Ag graduates were in some phase of farming with seven being full-time farmers.

The results indicated that 45.2% of the Vo-Ag graduates considered farm mechanics as the agricultural area of most benefit after graduation. It was found that both Vo-Ag and non Vo-Ag groups perceived their math courses as being the most beneficial to them after graduation. When asked to list the courses they perceived they should have had while in high school, but did not have, vocational or technical courses were indicated most often with math and social science also ranking high.

The earnings of the Vo-Ag graduates tended to be clustered more in the center of the earnings distribution while the non Vo-Ag graduates had a higher frequency of earnings in the lower and upper ranges. Although the average earnings were nearly equal, responses indicated

37.7% of the non Vo-Ag graduates were earning over \$8000 annually, while only 21.2% of the Vo-Ag graduates were earning over this much. Little difference was found in the number of Vo-Ag graduates who held college degrees. Parents were found to be a strong influence on the graduate's choice of occupation.

The results of the study indicated that the holding power of the vocational agriculture department was strong with 81.3% of the Vo-Ag students completing all four years. Forty-three percent of the male graduates completed two or more years of Vo-Ag and 38.3% of the Vo-Ag graduates were in some phase of farming as compared to 3.1% for the non Vo-Ag graduates.

In the first three years following graduation the highest percentage of Vo-Ag graduates had obtained some form of post secondary education. The percentage of graduates going into farming remained fairly constant for the first eight years after graduation but increased in the ninth and tenth years. In the ninth year following graduation 41.7% of the 12 Vo-Ag graduates were farming. In the tenth year following graduation, 66.7% or two of the three Vo-Ag graduates were farming.

In the non Vo-Ag group there was a greater percentage of graduates who were in the military service, a considerably smaller percentage in farming, a slightly larger percentage

in ag-related occupations. Two of the 63 non Vo-Ag graduates were engaged in farming. About the same percentage in each group of graduates attended school or college.

The results of this study indicated that graduates of La Cygne High School were successful with an unemployment rate of less than 1%. One of the 110 graduates who responded was unemployed for as much as one year, although fourteen indicated that they did not work while attending school or college. Approximately one-half of the Vo-Ag graduates were in farming and ag-related jobs, and about one-half were in non ag-related jobs. About one-fifth of the non Vo-Ag graduates were in ag-related jobs and approximately four-fifths were in non ag-related jobs.

It appeared that the educational programs at La Cygne High School were flexible and successful. Programs were recommended which would continue this flexibility and emphasize agricultural occupations and to include the development of competencies for occupations other than those of an agricultural nature.