

OCCUPATIONAL PATTERNS OF FARM BOYS WHO GRADUATED  
FROM WATERVILLE AND BLUE RAPIDS HIGH SCHOOLS  
BETWEEN THE YEARS 1951 AND 1960

by

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B. S., Kansas State University, 1954

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

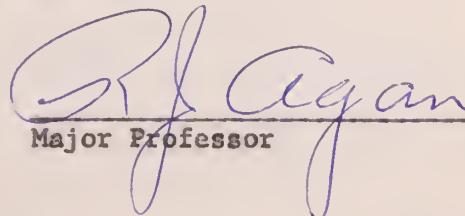
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1967

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## ACKNOWLEDGMENTS

This writer wished to express his sincere appreciation and gratitude to those people whose assistance contributed to this study.

To Dr. Raymond J. Agan for his valuable assistance as major instructor.

To Dr. James Albrect for his helpful suggestions for this study.

To the graduates of Waterville High School and Blue Rapids High School whose cooperation in supplying data made this study possible.

To Mrs. Wendell Moyer for her excellent job of typing this report.

To any other person or persons who directly or indirectly aided in helping to make this study possible.

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## INTRODUCTION

John Rothney<sup>1</sup> indicated that the follow-up study of high school students has been one of the criteria for determining the effectiveness of the high school curriculum and that findings of such studies could assist in the guidance and counseling of youth. Coe and Zanzalari<sup>2</sup> also indicated that follow-up studies were very helpful in providing evidence and direction for future planning.

Ritchie<sup>3</sup> stated that more research is needed to find answers which will enhance effective guidance and orientation.

Numerous follow-up studies of former high school students have been made. This was indicated by Kitts<sup>4</sup> when, in 1957, he reviewed sixty-six studies made in twenty-five different states to determine the occupational status of former students of Vocational Agriculture. This writer reviewed sixty different studies of the follow-up of high

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<sup>1</sup>John W. M. Rothney, "What are High School Graduates Doing Ten Years After High School?" The Vocational Guidance Quarterly, 13:134-6, Winter, 1964-65.

<sup>2</sup>Burr D. Coe and J. Henry Zanzalari, "Vocational Technical School Graduates...Ten Years Later," American Vocational Journal, 40:14-17, April, 1965.

<sup>3</sup>Austin E. Ritchie, "Guidance and Orientation in Agricultural Education," Agricultural Education Magazine, 30:224-227, April, 1958.

<sup>4</sup>Harry W. Kitts, "A Resume of Studies on Occupational Status of Former Students of Vocational Agriculture," Non-thesis study, University of Minnesota, 1957.

school students made in the field of agricultural education. These were reviewed to gain background information for this study.

It was the assumption of this writer that studies made in any one area--geographic, period of time, or subject--could not be made to definitely apply to another area. To have findings that would apply to any specific case a study must be made in that area.

### Statement of the Problem

As was stated by Byram<sup>1</sup> it was a well known fact that the number of farmers necessary to produce food and fiber in this country had steadily decreased for several decades. One change, occupationally, was the emergence and increase of part-time farmers. Another change was that new occupations in agriculture were emerging, and old ones were being radically modified. It appeared quite probable that the decreasing number of farmers in this country was being offset by more and more people in agriculture employed off the farm.

An effort was made in the present study to determine the extent to which farm boys who graduated from Waterville High School, which offers vocational agriculture, and boys who graduated from Blue Rapids High School, which does not offer such work, became established in farming. Also, an effort was made to determine the factors associated with the establishment of graduates in farming or in other occupations.

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<sup>1</sup>Harold M. Byram, Guidance in Agricultural Education (Danville, Illinois: The Interstate, 1959), pp.13-14.



Administrators, state supervisors, and vocational agriculture teachers as well as the general public should be interested in the status of farm-reared graduates of schools offering vocational agriculture.<sup>1</sup>

### Objectives of the Study

Objectives of this study included the following:

1. To survey the factors associated with the establishment in farming or other occupations of farm-reared boys in two communities.
2. To compare the establishment in farming of graduates from a high school with vocational agriculture with a high school without such a course.
3. To survey the occupational patterns of recent high school graduates.
4. To survey who the graduates felt influenced them in the choice of their occupation.

### Background Situation

Blue Rapids and Waterville at the time of the study were towns located five miles apart in Marshall County, Kansas. Agriculture was the main industry in both communities. A major industry, gypsum mining and milling, was also located at Blue Rapids. It was shown in the study

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<sup>1</sup>Ralph Hilbert Herman, "Occupation Status of Farm-Reared Male Graduates of the Winfield High School (1935-1950)," Masters Thesis, 1957, Iowa State College.

that graduates of both Blue Rapids and Waterville High Schools were employed in this industry. In 1950 there were 118 persons employed in gypsum mining and milling. In 1956 there were 81 employees and in 1966 there were 105 employees at the Blue Rapids plant. No other major industries were located in either community.

The population of Blue Rapids was 1,268 and population of Waterville was 649 in 1950.<sup>1</sup> Variations from year to year in either enrollments in the schools or population in the communities have been slight.<sup>2</sup>

The comparative size of the two high schools is indicated in Table I. As is shown in the table, Blue Rapids High School graduated 206 students and Waterville High School graduated 175 students during the ten-year period of 1951 through 1960.

The major differences in the curriculum offerings of the two schools for the purposes of this study were that Waterville High School offered four years of vocational agriculture while Blue Rapids High School had no vocational agriculture. Also, Blue Rapids offered courses in industrial arts and Waterville did not offer such courses.

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<sup>1</sup>State Farm Road Atlas, (Rand McNally and Company, 1958), pp. 78-79.

<sup>2</sup>M. A. McGhehey and O. K. O'Fallon, "School Building Survey--Waterville Public Schools--Blue Rapids Public Schools," Unpublished survey, 1965, p. 2.

TABLE I  
 NUMBER OF GRADUATES FROM BLUE RAPIDS AND  
 WATERVILLE HIGH SCHOOLS  
 1951 TO 1960

Year	BRHS* Graduates	WHS** Graduates
1951	23	14
1952	18	18
1953	24	18
1954	13	17
1955	23	14
1956	21	17
1957	14	25
1958	21	15
1959	27	19
1960	22	18
<b>TOTALS</b>	<b>206</b>	<b>175</b>

\*BRHS - Blue Rapids High School

\*\*WHS - Waterville High School

### Importance of the Study

The patrons of the Waterville and Blue Rapids school districts voted in 1965 to join together in a unified district. In 1966 the two high schools were unified into a single attendance center. It was anticipated that within a few years following completion of this study that a new high school building would be constructed. It was expected that the findings of this study would be useful in the vocational guidance program and in the development of the curriculum of the new high school.

It was expected that this study would give further information as to the occupational patterns of farm boys who studied vocational agriculture in high school and those who did not. Some of the factors that influenced the selection of occupations by the farm boy graduates of Waterville and Blue Rapids High Schools between the years 1951 and 1960 were shown in this study. It has been shown that factors that have an influence on the selection of an occupation vary in diverse situations.<sup>1</sup> The knowledge of these factors have been helpful to vocational guidance counselors in working with high school students.

Cowhig<sup>2</sup> stated that a person's initial job is a good indicator of his subsequent occupational career.

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<sup>1</sup>John E. Bishop, "Factors Influencing High School Vocational Agriculture Graduates' Choice of Occupation," The Agricultural Education Magazine, 36:19, July, 1963.

<sup>2</sup>James D. Cowhig, "Early Occupational Status as Related to Education and Residence," Rural Sociology, 27:19, March, 1962.

The importance that the graduates attach to various subjects they took while in high school was shown in this study. The study further sought the opinions of students regarding subjects they now would like to have had while in high school.

The extent of mobility of the farm-reared graduates was shown in the study. Sociologists have long been interested in the mobility of rural persons.<sup>1</sup>

Also shown in the study is the extent of post-high school education of the farm-reared graduates. Haller and Sewell<sup>2</sup> concluded that farm residence may inhibit a boy's desire for higher education. Research has shown that plans to farm have a depressing effect on the educational and occupational aspiration level of farm-reared males.<sup>3</sup>

Elder,<sup>4</sup> referring to a study conducted by the Bureau of Census and the Economic Research Service of the Department of Agriculture in 1960 involving a large sample of American youth, reported that of the

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<sup>1</sup>Lee G. Burchinal, "Differences in Educational and Occupational Aspirations of Farm, Small-Town, and City Boys," Rural Sociology, 26:107, June, 1961.

<sup>2</sup>A. O. Haller and W. H. Sewell, "Farm Residence and Levels of Educational and Occupational Aspiration," American Journal of Sociology, 62:410, January, 1957.

<sup>3</sup>Burchinal, op. cit., p. 111.

<sup>4</sup>Glen H. Elder, Jr., "Achievement Orientations and Career Patterns of Rural Youth," Sociology of Education, 37:32-33, Fall, 1963.

male graduates from high school in 1960, 53.9 per cent of the urban youth and 32.2 per cent of the rural farm youths enrolled in college.

#### Definitions of Terms Used

Certain terms in this study were felt to have different or special connotations from normal usage. For that reason a few terms were defined so that they had a standard meaning in this study.

Farm Boys. For the purpose of this study a farm boy was defined as a boy who lived on a farm during part of his high school career or whose parents operated a farm. An exception was any case of a boy who lived on a farm, but neither he nor his parents operated, managed, or worked on a farm.

Occupational Patterns. For the purpose of this study the term "occupational patterns" included the change in jobs or occupational status from the time the person graduated from high school until the time of this study.

Established in an Occupation. For the purpose of this study a person was considered as established in an occupation when he had been engaged in the same occupation for three consecutive years. A person in military service or in school was not considered as being in an occupation. Thompson<sup>1</sup> implied that three years is needed to become established in an occupation.

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<sup>1</sup>John F. Thompson, "A Look at Some Who Quit Teaching," Agricultural Education Magazine, 39:158, January, 1967.

Agricultural Occupations. These were considered as the occupations which were basically dependent upon agriculture for their being. The essential factor for determining whether or not a specific occupation or job was classified as an agricultural occupation was a negative answer to this question: "Would this occupation exist were it not for the industry of agriculture?"

Other Agricultural Occupations. These were considered as the occupations other than farming which were basically dependent upon agriculture for their being.

Non-agricultural Occupations. These were considered as the occupations which were not basically dependent upon agriculture for their being.

Farming. For the purpose of this study a person was considered as being in the occupation for farming if he were engaged in the production of crops and/or livestock as a full-time or a part-time occupation.

Present Occupation. For the purpose of this study "present occupation" referred to the last job reported for 1966 in answering the questionnaire used for this study.

#### LIMITATIONS OF THE STUDY

The study was limited to the farm boy graduates of Waterville High School and Blue Rapids High School of the years 1951 through 1960. It was the assumption of the writer that graduates over a ten year period needed to be surveyed in order to have enough in the population to have

meaningful results.

Hoppas<sup>1</sup> recommended that follow-up studies of this nature be delayed at least six years until after the time the student graduates. This then tended to allow these individuals some time to enter upon an occupation. In his study he encountered the fact that a relatively large number of the former students were either in college or the armed forces.

#### METHOD OF COLLECTING DATA

After discussing the problem with Dr. Raymond Agan and Dr. Russell Drumright of the College of Education at Kansas State University and after reviewing other studies, several questions were designed to be used as a guide in this study. The questions are as follows:

1. What percentage of the farm boys who graduated from Blue Rapids and Waterville High Schools between 1951 and 1960 are now farming or engaged in another agricultural occupation?
2. How long does it take for a boy to become established in an occupation?
3. How often does a recent high school graduate change occupations?
4. Who influences the farm boy in his choice of occupation?

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<sup>1</sup>Charles Dean Hoppas, "A Follow-Up Study of Former Lakin Rural High School Vocational Agriculture Students." Master's Report, 1961, Kansas State University, p. 19.



5. What factors affect the choice of occupation?

6. What high school subjects were of most value to the graduates?

7. How far from their home farms do farm boys locate?

A questionnaire was designed to obtain the information needed for the study. A copy of the questionnaire is included in the Appendix.

A list of all the graduates from Waterville and Blue Rapids High Schools in the years 1951 through 1960 was obtained from school records. It was then determined which of the graduates were farm boys. A total of fifty-four farm boys had graduated from Waterville High School during that period and thirty farm boys had graduated from Blue Rapids High School.

Twenty-five of the Waterville High School graduates were contacted personally and interviewed. The addresses of four were unknown and one was deceased. Questionnaires were mailed to the remaining twenty-four and eighteen of these questionnaires were returned within the specified time. A second copy of the questionnaire was sent to six persons and of these four responded with completed questionnaires. Information was thus gathered from forty-seven of the fifty-four or 87 per cent of the Waterville High School graduates.

Five of the Blue Rapids High School graduates were contacted personally and interviewed. The addresses of two were unknown. Questionnaires were mailed to the remaining twenty-three and fourteen questionnaires were completed and returned within the specified time. A second

copy of the questionnaire was sent to nine persons and of these six returned completed questionnaires. Information was thus gathered from twenty-five of the thirty or 83 per cent of the Blue Rapids High School graduates.

Data was collected on seventy-two of the eighty-four graduates, or 85.7 per cent of the total.

#### REVIEW OF SELECTED LITERATURE

Kitts,<sup>1</sup> in his resume of sixty-six studies on the occupational status of former students of vocational agriculture, found that the average of all studies indicated that approximately 47 per cent of the former students were farming. Approximately 55 per cent of the former students who lived on farms while enrolled in vocational agriculture were farming.

H. R. Bradley,<sup>2</sup> in a study involving 837 former vocational agriculture students found that 38.5 per cent were either farming or in agricultural related occupations five years after their graduation from high school. Of this same group, 16.3 per cent were students and 15.5 per cent were in military service.

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<sup>1</sup>Kitts, loc. cit.

<sup>2</sup>Hoard R. Bradley, "Agriculture in Kansas Area Vocational Schools." Agricultural Education Magazine, 37:241, April, 1965.

A master's thesis study of 392 vocational agriculture graduates of an Iowa high school by Bishop<sup>1</sup> revealed that 25.82 per cent of the graduates were farm operators. The same study revealed that more than 29 per cent of the graduates had attended college and 73 per cent of the graduates were living in their home state. One-third of the graduates reported their occupations were as planned in high school.

Green<sup>2</sup> reported that about 50 per cent of the 2,241 former vocational agriculture students in Alabama included in his study were engaged in agriculture. More students who had been out of school one year were engaged in farming than those who had been out of school five years. A large number of those in non-agricultural occupations indicated they had made good use of abilities acquired in vocational agriculture and FFA.

In a study comparing graduates of vocational agriculture from Winfield, Iowa, and non-vocational agriculture graduates of Morning Sun, Iowa, Herman<sup>3</sup> stated that more of the vocational agriculture graduates were farming and in agricultural related occupations. He

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<sup>1</sup>Bishop, loc. cit.

<sup>2</sup>H. W. Green, "Occupations of Former Vocational Agriculture Students in Alabama," Agricultural Education Magazine, 35:268-9, June, 1963.

<sup>3</sup>Ralph Hilbert Herman, "Occupational Status of Farm-Reared Male Graduates of the Winfield High School (1935-1950)," Thesis, M.S., 1957, Iowa State College.

also stated that more of the vocational agriculture graduates farmed as their first vocation and the vocational agriculture graduates tended to become established in farming at a higher status.

Hoppas<sup>1</sup> in a 1961 study of former Lakin, Kansas, vocational agriculture students found that a total of 45.3 per cent were farming or engaged in agricultural related occupations. He suggested that such a follow-up study would be of more value if the subjects have been out of school for at least five years.

In a 1955 study Gehlbach<sup>2</sup> reported that 48.8 per cent of the 1941 Kansas vocational agriculture graduates were farming. The percentage of the 1948 graduates farming was slightly lower at 42.3 per cent. He also found that 8.6 per cent of the 1941 graduates and 7 per cent of the 1948 graduates were in agricultural related occupations.

Kastl<sup>3</sup> found in a 1966 study of vocational agriculture graduates from Washington County, Kansas, high schools that 35.7 per cent were

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<sup>1</sup>Charles Dean Hoppas, "A Follow-up Study of Former Lakin Rural High School Vocational Agriculture Students." Master's Report, 1961, Kansas State University.

<sup>2</sup>Walter Roy Gehlbach, "A Study of the Present Occupational Status of 1941 and 1948 Kansas High School Graduates Having Completed Two or More Units of Vocational Agriculture." Master's Report, 1955, Kansas State University.

<sup>3</sup>Don L. Kastl, "Occupational Status of Graduates Who Completed All the Vocational Agriculture Offered by Washington County High Schools." Master's Report, 1966, Kansas State University.

engaged in farming and another 10.9 per cent were in agricultural related occupations. The military service accounted for 11.7 per cent of the total, 10.9 per cent were enrolled in universities, and 14.7 per cent were in non-related occupations.

Slater<sup>1</sup> noted that vocational agriculture graduates had been dividing themselves nearly equal into three areas of vocational choice: farming, off-farm agricultural related occupations and careers in technical agriculture with collegiate training.

The data obtained in a study by Henderson<sup>2</sup> indicated that high school vocational agriculture has had considerable influence upon the extent of establishment of the graduate in farming. Significant differences were found in ten of the twenty-eight comparisons made between 160 vocational agriculture graduates and 160 non-vocational agriculture graduates. In each of the comparisons where significant differences were found, the vocational agriculture graduates ranked higher.

Swadley<sup>3</sup> made a study of 407 former students of vocational agriculture in Green Bank, West Virginia, covering the thirty year period

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<sup>1</sup>Larry L. Slater, "Choice of Curriculum Made Possible," Agri-cultural Education Magazine, 39:12, July, 1966.

<sup>2</sup>Earl Maynard Henderson, "Influence of High School Vocational Agriculture on the Establishment of Graduates in Farming." Thesis, M.S., 1956, Iowa State College.

<sup>3</sup>Raymond Lee Swadley, "The Educational and Occupational Status of Former Vocational Agriculture Students of Green Bank High School." Thesis, M.S., 1954, West Virginia University.

from 1920 to 1950. He found that at the time of the study that 15 per cent of the 335 former students not in the armed forces were farming and 59 per cent were in non-agricultural occupations.

A study by Grimes<sup>1</sup> showed that thirteen of 104 former students were farming while fifty-three were in twenty-two non-agricultural occupations. The most frequently stated reasons for the selection of their present occupation were (1) liked the work; (2) need for immediate income; and (3) acceptable wages.

Erickson<sup>2</sup> completed a study of 182 graduates of North Dakota high schools during the period of 1948 to 1954. All of the graduates had vocational agriculture training. He found that 55.4 per cent were in full-time farming, 14.8 per cent were in part-time farming, and 29.8 per cent were nonfarmers. Of the full-time farmers 4 per cent were owner-operators, 17.8 per cent were renters, 22.8 per cent were in partnership, and 20.8 per cent were working at home. He concludes that in general increased vocational agriculture study is associated with the choice of farming as an occupation.

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<sup>1</sup>Melvin W. Grimes, "Occupational Status of Former Students of Vocational Agriculture of Russell Grove School, Amelia, Virginia, From 1951 through 1960." Paper, M. Ed., 1961, The Pennsylvania State University.

<sup>2</sup>Don Erickson, "Factors Affecting Establishment in Farming of Former High School Graduates." Master's Report, M. Ed., 1955, Colorado A & M.

A study to determine the occupational status of former students of vocational agriculture who graduated from Kenton High School in Ohio, Fraker<sup>1</sup> stated that 74 per cent were self-employed in farming. Of the remaining 26 per cent, 7 per cent were in related occupations, 13 per cent were in non-agricultural occupations and 6 per cent were in college.

A Staff Study by the Virginia State Department of Education<sup>2</sup> covered 9,792 former vocational agriculture students in Virginia rural high schools. This study indicated that over 62 per cent of the total were employed in some phase of agriculture or other occupations related directly to the mechanical training they received in vocational agriculture. The occupation of 25.7 per cent of the total was farming.

Hayles<sup>3</sup> surveyed 1,015 graduates of Louisiana high schools who had four years of vocational agriculture and graduated during the years of 1950 to 1959. He found that 30 per cent of the total were farming or employed in related occupations. The remaining 70 per cent were in occupations not related to farming. Many graduates returned to the farm

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<sup>1</sup>John William Fraker, "A Follow-up Study of Former Students of Vocational Agriculture in Kenton High School, 1942-1952." Thesis, M.S., 1954, Ohio State University.

<sup>2</sup>J. M. Campbell and Staff, "A Follow-up Study of Former Students of Vocational Agriculture in Virginia." Staff Study, 1963, Virginia State Department of Education.

<sup>3</sup>Jasper Asberry Hayles, Jr., "Occupational Experiences of High School Graduates Who Complete Four Years of Vocational Agriculture in Louisiana." Dissertation, Ph. D., 1963, Louisiana State University.

immediately after graduation, but as they became older they tended to move away from the farm.

The occupational status of 159 former vocational agriculture students who graduated during the period of 1945 to 1954 in Clark County, Nevada, was reported by Reid.<sup>1</sup> He reported that 10.7 per cent of the total were farming. He conducted personal interviews with forty-six persons engaged in occupations other than farming to obtain their reasons for not farming for selecting their present occupation. The main reasons for not farming were (1) lack of capital; (2) inadequate size of home farm; and (3) not interested. The main reasons for selecting their occupation were (1) liked the type of work; (2) better working conditions; (3) more income; and (4) opportunity for advancement. The report indicates that wives and parents had the most influence as to occupational choice.

Ritchie<sup>2</sup> found that data from selected studies showed that about one-half to four-fifths of the graduates are engaged in farming or related occupations.

A study of 148 graduates of five Jones County, Texas, high schools by Stenholm<sup>3</sup> showed that 64 per cent of the graduates had attended college

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<sup>1</sup>Richard A. Reid, "Occupational Status and Values of Vocational Agriculture Training." Master's Report, M. Ed., 1960, Colorado State University.

<sup>2</sup>Ritchie, loc. cit.

<sup>3</sup>Charles W. Stenholm, "Evaluation of High School Curriculum and



at least one semester. Degrees had been earned by 40 per cent. More non-vocational agriculture students had gone to college and more had graduated. The persons included in the study indicated that mathematics was their most important high school subject, followed in importance by English, science, and vocational agriculture. Agriculture occupations, including farming, accounted for 13 per cent of the population of the study.

Aldinger<sup>1</sup> conducted a study to determine the extent to which male students from farms who were graduates of high schools offering vocational agriculture entered farming as compared with the extent to which those from farms who were graduates from high schools not offering such work entered farming. The study included five schools in Central Iowa offering vocational agriculture and five paired schools not offering vocational agriculture. Information was secured concerning 625 graduates of the years 1938 to 1947. The findings of the study indicated some difference favoring the graduates from schools offering vocational agriculture as to farming status. However, the differences failed to meet the 5 per cent level of significance. This failure may be due to the small number of schools or to unsatisfactory basis of pairing the schools.

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Occupational Status of Jones County Male High School Graduates--1952, 1953, and 1954." Thesis, M.S., 1962, Texas Technological College.

<sup>1</sup>Stanley Merle Aldinger, "Occupations of Farm-reared Graduates of High Schools Offering Vocational Agriculture in Central Iowa." Thesis, M.S., 1954, Iowa State College.

In his study involving 123 graduates of Hebron, Nebraska, High School, Albracht<sup>1</sup> found that 47 per cent of the vocational agriculture graduates and 34 per cent of the non-vocational agriculture graduates were in the occupations they had planned to follow while in high school.

According to Stipe<sup>2</sup> about one-half of the boys had definite ideas about a vocational choice while in high school. He also found that the value placed on subject matter areas was directly related to employment responsibilities.

A study of 128 former students of vocational agriculture in North Carolina by Cassidy<sup>3</sup> showed that 38.1 per cent started farming immediately after leaving school and were farming at the time of his study; 6.6 per cent entered other occupations but later went into farming; 17.2 per cent entered farming and went into other occupations; and 38.1 per cent went into other occupations and had not farmed. At the time of the study 44.7 per cent were farming, 3.8 per cent were in farm related occupations, and 40 per cent were in non-farm related occupations.

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<sup>1</sup>James J. Albracht, "Types of Problems of Hebron High School Graduates 1946-1953, Inclusive." Thesis, M. S., 1954, University of Nebraska.

<sup>2</sup>Charles L. Stipe, "Teachers Must Work With Counselors," Agri-cultural Education Magazine, 38:57, September, 1965.

<sup>3</sup>John Franklin Cassidy, "An Occupational Study of Former Students of Vocational Agriculture of Wilton High School from 1936 to 1952." Research Problem, M. of Ag. Ed., 1954, North Carolina State College.

Westfall<sup>1</sup> made a study that included 121 students over a twenty-five year period. Nineteen had attended college and nine had received college degrees. Of the 36 per cent of the group established in farming, 55 per cent still live on their boyhood home farm and 22 per cent live within ten miles of their home farm.

A survey of 124 vocational agriculture graduates of the Holdrege, Nebraska, High School by Bachmann<sup>2</sup> showed that the graduates had entered a total of 266 jobs, an average of 2.1 per person. Nearly three-fourths of the graduates remained within twenty-five miles of their home town.

A Labor Department report issued in January, 1967, indicated that American workers were switching jobs faster than ever.<sup>3</sup> The report said a recent survey showed that the average length of time at the current job was 4.2 years, compared with 4.6 years in 1964. However, workers under the age of thirty-five averaged only about 1.5 years on their current job. Men under the age of thirty-five had been on their current job 2.8 years. The survey showed that over one-half of total of United workers had started their present jobs after 1961.

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<sup>1</sup>Frank N. Westfall, "A Study of the Occupational Status of Former Vocational Agriculture Students at Powell County High School, Deer Lodge, Montana, 1929-1953." Special Problem, M.S. Plan B, 1954, Montana State College.

<sup>2</sup>Vernon W. Bachmann, "Factors Influencing Occupational Choices of Vocational Agriculture Graduates of Holdrege High School." Thesis, M.S., 1956, University of Nebraska, pp. 43-44.

<sup>3</sup>Associated Press dispatch, The Topeka [Kansas] State Journal, January 13, 1967.

Frazier<sup>1</sup> obtained data from 398 students who took vocational agriculture at Adrian, Georgia, High School during the period of 1926 to 1952. At the time of his study fifty-seven of the former students were farming and 89.5 per cent of those farming were within a twenty-five mile radius of the school. Of those farming 63 per cent had farmed continuously since school, excluding periods of military service. Considering the total group, 58.8 per cent had farmed at some time after graduation and of these 68.7 per cent had entered farming as their first occupation.

In a sample of 453 farm boy high school graduates from seventy Minnesota high schools, Nelson<sup>2</sup> studied their employment patterns. He reported that six years after high school graduation three-fourths of the sample were in non-farm occupations including military service and educational programs. Less than one-fourth were in the occupation they had planned on entering while in high school. Less than one in three attended some form of post high school education. Nelson also reported that those farming tend to remain in their home communities.

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<sup>1</sup>David A. Frazier, "A Study of Occupations Engaged in by Persons Who Have Been Enrolled One or More Years in the Department of Vocational Agriculture, from 1926-52 in the Adrian High School, Adrian, Ga." Research Project, M. Ed., 1955, University of Georgia.

<sup>2</sup>Theodore M. Nelson, "The Occupational Status of Minnesota Farm Male High School Graduates." Thesis, Ph. D., 1961, University of Minnesota.

In a study of 144 graduates of vocational agriculture in Mercer County, Ohio, from 1951 to 1960, Jones<sup>1</sup> found that 56 per cent were in farming or agricultural related occupations. The main reasons given for farming were (1) an interest in farming, and (2) a desire for rural living. The main reasons given for not farming were (1) lack of capital, (2) no opportunity at home to farm, and (3) other good job opportunity.

### ANALYSIS OF DATA

#### Present Occupational Status

Information concerning the occupations of seventy-two graduates at the time of the study is presented in Table II. There were twenty-two (30.6 per cent) engaged in farming and thirteen (18 per cent) in other agricultural occupations. A total of thirty-five (48.6 per cent) were in agricultural occupations. There were forty-five (62.5 per cent) of the group in non-agricultural occupations. Two persons were students. A total of over 100 per cent was given due to the fact that ten of the respondents reported two occupations.

These findings compare with those of Kastl<sup>2</sup> which indicated that 46.6 per cent of the vocational agriculture graduates in Washington

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<sup>1</sup>Clair Sterling Jones, "A Follow-up Study of Graduates in Vocational Agriculture in Mercer County." Thesis, M. Sc., 1962, The Ohio State University.

TABLE II  
OCCUPATIONS OF GRADUATES

Occupation	Number*	Total	Per cent*
Farming	22	72	30.6
Other agricultural	13	72	18.0
Total agricultural	35	72	48.6
Non-agricultural	45	72	62.5
Student	2	72	2.8

\*Ten persons listed two occupations.

County, Kansas, were in agricultural occupations and those of Hoppas<sup>1</sup> which indicated that 45.3 per cent of former Lakin, Kansas, students were in agricultural occupations. Bradley's study of former Kansas vocational agriculture students showed that 38.5 per cent were in agricultural occupations.<sup>2</sup>

Of the seventy-two graduates, twenty-three (32 per cent) were self-employed. The occupation of eighteen (77.4 per cent) of the self-employed graduates was farming. Two were custom combiners, one was a plumber, one was a motel operator, and one was in banking and insurance.

Four of the twenty-five (16 per cent) of the Blue Rapids High School graduates included in this study were self-employed. All four were farming.

<sup>1</sup>Hoppas, loc. cit.

<sup>2</sup>Bradley, loc. cit.

Nineteen of the forty-seven (40.4 per cent) of the Waterville High School graduates were self-employed. Fourteen of these were farming.

Comparison of Occupations of Waterville High School Graduates with Blue Rapids High School Graduates

Information comparing the present occupations of the fifty-four graduates of Waterville High School with the thirty graduates of Blue Rapids High Schools is presented in Table III. There were six Waterville graduates whose occupations were unknown and one was deceased. Of the remaining forty-seven graduates eighteen (38.3 per cent) were farming and thirteen (27.7 per cent) were in other agricultural occupations making a total of thirty-one (66 per cent) of the Waterville graduates in agricultural occupations. A total of over 100 per cent was reported due to the fact that ten respondents reported two occupations.

The occupations of five of the Blue Rapids graduates were unknown and two were students. Of the remaining twenty-three there were four (16 per cent) engaged in farming. The other nineteen (76 per cent) were in non-agricultural occupations.

The data in Table III indicated that 50 per cent more of the vocational agriculture graduates from Waterville were in agricultural occupations than non-vocational agricultural graduates from Blue Rapids.

TABLE III  
COMPARISON OF OCCUPATIONS OF WATERVILLE  
AND BLUE RAPIDS GRADUATES

Occupation	Waterville			Blue Rapids		
	N*	Total	Per cent*	N	Total	Per cent
Farming	18	47	38.3	4	25	16
Other agricultural	13	47	27.7	--	25	--
Total agricultural	31	47	66.0	4	25	16
Non-agricultural	26	47	55.3	19	25	76
Student	--	47	--	2	25	8
Unknown	6	54	11.1	5	30	16.7
Deceased	1	54	1.8	--	30	--

\*Ten persons listed two occupations.

#### When the Graduates Became Established in an Occupation

When a person had been in the same occupation for three consecutive years he was considered as established in the occupation. (See page 8.)

Table IV shows the length of time from graduation from high school until the graduate became established in an occupation. More graduates from both Waterville High School and Blue Rapids High School became established in an occupation three years after graduation than at any other time. Ten Waterville High School graduates and five Blue Rapids High School graduates became established in an occupation three years after graduation. At seven years after graduation one-half of the



TABLE IV  
YEARS AFTER GRADUATION TO BECOME ESTABLISHED  
IN AN OCCUPATION

Years	WHS*	BRHS**	Total
	Graduates	Graduates	
	No.	No.	No.
3	10	5	15
4	5	0	5
5	3	0	3
6	3	1	4
7	2	3	5
8	5	3	8
9	9	4	13
10	3	1	4
11	1	2	3
12 or more	0	3	3
Not established	6	3	9
<b>TOTAL</b>	<b>47</b>	<b>25</b>	<b>72</b>

\*Waterville High School

\*\*Blue Rapids High School

Waterville High School graduates had been established in an occupation. At eight years after graduation one-half of the Blue Rapids High School graduates had become established in an occupation.

Of the Waterville High School graduates, 6 (12.3 per cent) had not become established in an occupation at the time of the study. At the same time three (12 per cent) of the Blue Rapids High School graduates had not become established in an occupation.

The occupational patterns of the nine persons who had not become established in an occupation were as follows:

One had a combined total of eleven years in college and military service after graduation.

Two had been in military service all except two years after graduation.

Two were college students at the time of study.

Two had been in military service several years then had held several jobs.

One 1960 graduate had changed his occupational status eleven times since graduation.

Another graduate had been in five occupations in ten years without being in the same occupation three consecutive years.

Of the total of sixty-four persons who had become established in an occupation, forty-nine (76.5 per cent) were still in the occupation in which they first became established. Of the Waterville High School graduates thirty-three of forty-one (80.5 per cent) were in the occupation

in which they first became established.

Three graduates had become established in a second occupation.

#### Changes in Occupational Status

The basic occupational data on the Waterville High School graduates is presented in Table V. From these data it can be seen that one year after graduation fourteen of the graduates were farming, seven were in other occupations in agriculture, nine were in some form of post high school education, and fourteen were in military service. Six years after graduation twenty-one were farming, seven were in other agricultural occupations, nineteen were in non-agricultural occupations, and four were in military service. These data seemed to indicate that through the years one-half of the Waterville High School graduates were in agricultural occupations.

The basic occupational data on the Blue Rapids High School graduates is presented in Table VI. From these data it was noted that one year after graduation five were farming, four were in non-agricultural occupations, eleven were in some form of post high school education, and five were in military service. Six years after graduation one was farming, one was in another agricultural occupation, fourteen were in non-agricultural occupations, three were in post high school education, and six were in military service. From these data it was noted that at no time was over 30 per cent of the Blue Rapids High School graduates engaged in agricultural occupations.

TABLE V

## BASIC OCCUPATIONAL DATA ON WATERVILLE HIGH SCHOOL GRADUATES

Disposition	Years After Graduation														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Farming	14	13	13	16	16	21	15	13	11	8	6	5	3	1	1
Other agricultural occupation	7	6	7	8	8	7	10	11	8	8	6	3	2	2	0
Non-agricultural	6	7	11	11	12	19	22	18	16	14	9	7	3	2	1
Post high school education	9	10	5	4	2	0	0	1	1	1	1	0	0	0	0
Military	14	15	14	9	9	4	3	3	2	0	0	0	0	0	0
<b>TOTAL</b>	<b>50</b>	<b>51</b>	<b>50</b>	<b>48</b>	<b>47</b>	<b>51</b>	<b>50</b>	<b>46</b>	<b>38</b>	<b>31</b>	<b>22</b>	<b>15</b>	<b>8</b>	<b>5</b>	<b>2</b>

TABLE VI  
 BASIC OCCUPATIONAL DATA ON BLUE RAPIDS HIGH SCHOOL GRADUATES

Disposition	Years After Graduation														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Farming	5	5	4	5	1	1	2	1	1	3	3	3	3	1	0
Other agricultural occupations	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0
Non-agricultural	4	6	7	6	10	14	14	13	15	11	9	7	7	5	4
Post high school education	11	8	7	6	5	3	1	0	0	0	0	0	0	0	0
Military	5	6	7	8	9	6	3	3	2	0	0	0	0	0	0
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>22</b>	<b>18</b>	<b>18</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>10</b>	<b>6</b>	<b>4</b>

Table VII shows the first jobs engaged in by the graduates. More of the farm boy graduates entered farming as their first occupation than any other occupation. Of the Waterville High School graduates 34 per cent entered farming as their first occupation while 28 per cent of the Blue Rapids High School graduates entered farming as their first occupation. Ten graduates of each high school went directly into post high school education. This accounted for 40 per cent of the Blue Rapids High School graduates and 21.3 per cent of the Waterville High School graduates, or 27.8 per cent of the total.

TABLE VII  
FIRST OCCUPATIONS OF GRADUATES

Occupation	WHS*		BRHS**		Total	
	No.	%	No.	%	No.	%
Farming	16	34.0	7	28.0	23	32.0
Other agricultural occupations	6	12.8	--	--	6	8.3
Non-agricultural	4	8.5	5	20.0	9	12.5
Post high school education	10	21.3	10	40.0	20	27.8
Military	11	23.4	3	12.0	14	19.4
<b>TOTAL</b>	<b>47</b>	<b>100.0</b>	<b>25</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>

\*Waterville High School

\*\*Blue Rapids High School

Twenty-seven of the Waterville High School graduates indicated that they had been in more than two occupations since graduation from high school. This accounted for 57.4 per cent of the total. Eight of the graduates had had only one occupation, and seven of the eight were farming.

Thirty (63.8 per cent) of the Waterville High School graduates indicated that farming had been one of their occupations at some time since high school graduation. An additional eight had been in some other agricultural occupation, making a total of thirty-eight, (81 per cent) of the Waterville High School graduates having been in an agricultural occupation at some time since graduation. Nine of the sixteen graduates who entered farming as their first occupation were still farming. Also three of the six who entered agricultural occupations other than farming as their first occupation were still engaged in farming or other agricultural occupations.

Eleven of the twenty-five (44 per cent) Blue Rapids High School graduates indicated that farming had been one of their occupations at some time since high school graduation. None of the others had been engaged in other agricultural occupations. Two of the seven who entered farming as their first occupation were still farming, although not continuously.

Occupational patterns of Waterville High School graduates are presented in Table XXII in the Appendix. Occupational patterns of the Blue Rapids High School graduates are presented in Table XXIII in the Appendix.

The length of time spent in the present occupation will, with certain exceptions, give some indication of the stability in the occupation.<sup>1</sup> Data presented in Table VIII indicated that Waterville High School graduates had been in their present occupations slightly longer than Blue Rapids High School graduates. More than one-third (36.2 per cent) of the Waterville High School graduates had been in their present occupation eight or more years. Less than one-fourth (24 per cent) of the Blue Rapids High School graduates had been in the present occupation eight or more years. Forty per cent of the Blue Rapids High School graduates had been in their present occupation less than four years while 29.8 per cent of the Waterville High School graduates had been in their present occupation less than four years.

It was noted from the data presented in Table IX that the seventy-two graduates had a total of 183 occupations. That was an average of 2.5 occupations per person.

This compares with Bachmann's study<sup>2</sup> which showed that the graduates of Holdrege, Nebraska, High School had entered an average of 2.1 jobs per person.

The data in Table IX also showed that an average of 3.5 years had been spent in each occupation. The average time in the present

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<sup>1</sup>Ray Brewer Sizemore, "An Occupational Distribution Study of Former Students of Vocational Agriculture of the Chapel Hill High School, Chapel Hill, N.C." Thesis, M. S., 1956, University of North Carolina.

<sup>2</sup>Bachmann, loc. cit.



TABLE VIII  
YEARS ENGAGED IN PRESENT OCCUPATION

Years	WHS*		BRHS*		Total	
	Graduates		Graduates			
	No.	%	No.	%	No.	%
0-3	14	29.8	10	40.0	24	33.3
4-7	16	34.0	9	36.0	25	34.7
8-11	15	31.9	6	24.0	21	29.2
12-15	2	4.3	0	--	2	2.8

\*Waterville High School

\*\*Blue Rapids High School

TABLE IX  
OCCUPATIONAL CHANGES OF GRADUATES

	Blue Rapids High School	Waterville High School	Total
Number of graduates	25	47	72
Total number of occupations	55	128	183
Average occupations per person	2.2	2.7	2.5
Average years in each occupation	3.4	3.5	3.5
Average years in present occupation	5.5	5.7	5.6

occupation was 5.6 years. This is a longer period of time than was reported by the Labor Department<sup>1</sup> regarding the length of time in their current jobs by American workers. The Labor Department report stated that 4.2 years was the average length of time at the current job for all workers, and only 2.8 years on the current job for men under the age of thirty-five.

The forty-seven Waterville High School graduates had been in 128 occupations, or an average of 2.7 per person. This compares with the Blue Rapids High School graduates who had been in fifty-five occupations, or an average of 2.2 per person.

The Waterville High School graduates averaged a slightly longer period of time in each occupation (3.5 years to 3.4 years) than did the Blue Rapids High School graduates. The Waterville High School graduates had been in their present occupations an average of 5.7 years. The Blue Rapids High School graduates had been in their present occupations 5.5 years.

Military service and the time they were students were not included in these statistics.

Twelve of the Waterville High School graduates who had farmed at some time since graduation were no longer farming at the time of the study.

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<sup>1</sup>Associated Press dispatch, The Topeka [Kansas] State Journal, January 13, 1967.

Eight of the twelve indicated that the lack of capital was their first or second reason for not farming. Five of the twelve listed "income too low" as their first or second reason for not farming. Five persons indicated that they preferred another occupation. Four graduates indicated that they were no longer farming because land was too difficult to obtain.

Of the seven Blue Rapids High School graduates who had farmed since graduation and were not farming at the time of the study, four indicated that the lack of capital was one of their major reasons for not farming. Two of the seven listed "health" as their only reason for not farming.

The reasons given for leaving farming for other occupation are shown in Table X. Scoring was done on the basis of eight points for the first ranked reason, seven points for the second ranked reason, six points for the third, and continuing to one point for the eighth ranked reason. As many as eight reasons were indicated. The graduates were asked to rank all reasons for leaving farming in order of importance.

#### Factors Affecting Choice of Occupation

The persons surveyed were asked to give their reasons for entering their present occupation. (See question number five in the questionnaire in the Appendix.)

The reasons given by the Waterville High School graduates are presented in Table XI. The reason most often given for entrance into their present occupation was that they "liked the work."

TABLE X  
REASONS FOR LEAVING FARMING

Reason	WHS* Graduates Score	BRHS* Graduates Score	Total Score
Lack of capital	80	31	111
Income too low	56	12	68
Preferred another occupation	48	13	61
Land too hard to obtain	39	15	54
Others discouraged me	23	16	39
Poor working conditions	6	13	19
Health	--	16	16
Too many bothers	7	6	13
Work too hard	4	8	12

\*Waterville High School

\*\*Blue Rapids High School

Reasons given that were not included in the questionnaire were "due to experience received in service" given by two respondents, "opportunity arose," and "liked to work with livestock."

The reasons given by the Blue Rapids High School graduates for entering their present occupations are presented in Table XII. The reason most often given was that they liked the work. Three persons did not answer the question.

TABLE XI  
REASONS GIVEN BY WATERVILLE HIGH SCHOOL GRADUATES  
FOR ENTERING PRESENT OCCUPATIONS

Reason	Importance of Reason						Total*
	1st	2nd	3rd	4th	5th	6th	
Like the work	21	7	7	3	3	0	41
Acceptable wages	5	14	2	7	0	0	28
Opportunities for advancement	3	4	11	7	1	1	27
Occupation trained for	7	4	5	3	0	1	20
Good working conditions	1	2	8	5	2	2	20
Related to agriculture	3	6	3	1	2	1	16
Need for immediate income	4	7	1	0	2	1	15
Couldn't find anything else	2	0	1	0	0	0	3

\*The only reason given by one person was "opportunity arose."

Of the total of sixty-nine who answered this question, fifty-eight (84 per cent) indicated that "liked the work" was one of their reasons for entering their present occupation. It was the first reason given by thirty-six persons (52.2 per cent).

"Acceptable wages" was given as a reason for occupational entry by forty-two persons (61 per cent). "Opportunities for advancement" was

TABLE XII  
REASONS GIVEN BY BLUE RAPIDS HIGH SCHOOL GRADUATES  
FOR ENTERING THEIR PRESENT OCCUPATIONS

Reason	Importance of Reason						Total*
	1st	2nd	3rd	4th	5th	6th	
Liked the work	15	2	2	0	0	0	19
Acceptable wages	1	5	5	1	2	0	14
Occupation trained for	2	5	3	3	0	0	13
Good working conditions	0	3	3	6	1	0	13
Opportunities for advancement	3	2	3	2	2	0	11
Need for immediate income	1	1	0	0	1	0	3
Related to agriculture	0	2	1	0	0	0	3
Couldn't find anything else	0	1	0	0	0	0	1

\*Three persons did not answer.

One person indicated that the first reason for entering his present occupation was due to his health.

listed by thirty-eight persons (55 per cent). Thirty-three persons (47.8 per cent) listed "good working conditions" as a reason, and the same number indicated "occupation trained for."

In a study by Melvin W. Grimes<sup>1</sup> the most frequently stated reasons

<sup>1</sup>Grimes, loc. cit.

for the selection of the present occupation were (1) liked the work; (2) need for immediate income; and (3) acceptable wages. In comparison, in this study "liked the work" rated first and "acceptable wages" rated second. However, "need for immediate income" rated seventh of the eight reasons. In a study by Richard A. Reid<sup>1</sup> the main reasons for selecting the present occupation were (1) liked the type of work; (2) better working conditions; (3) more income; and (4) opportunity for advancement.

#### Persons Influencing Choice of Occupation

The graduates were asked to indicate who influenced them the most in the selection of their present occupation. A summary of their indications is presented in Table XIII. While "Self" was not listed in the questionnaire as a choice, nineteen indicated that this was the one who influenced them as to their choice of occupation.

More persons indicated that their parents influenced them the most in the selection of their present occupation than any other person. Parents were indicated as having the most influence by 38.5 per cent of the Blue Rapids High School graduates and by 26.4 per cent of the Waterville High School graduates. Parents were indicated as having the most influence on twenty-four (30.4 per cent) of the replies.

Of the twenty-four who indicated that they were most influenced by their parents as to occupational choice, fourteen (58.3 per cent) were farming.

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<sup>1</sup>Reid, loc. cit.

TABLE XIII  
PERSONS INFLUENCING CHOICE OF OCCUPATION

	WHS*		BRHS**		Total	
	No.	%	No.	%	No.	%
Parents	14	26.4	10	38.5	24	30.4
Self	14	26.4	5	19.2	19	22.7
Others	8	15.1	3	11.5	11	14.0
Friends	5	9.4	2	7.7	7	8.9
Wife	4	7.6	2	7.7	6	7.6
Other relatives	4	7.6	2	7.7	6	7.6
No one	1	1.9	--	--	1	1.3
No answer	1	1.9	1	3.8	2	2.5

\* Waterville High School

\*\* Blue Rapids High School

Several persons indicated more than one choice.

#### Value of High School Subjects

The value of the high school subjects is shown in Table XIV, Table XV, Table XVI, Table XVII, and Table XVIII. The persons surveyed were asked to rate their high school subjects as to which had been of the most value to them since high school graduation. (See question eleven in the questionnaire in the Appendix).



Stenholm,<sup>1</sup> in his study, stated that the high school graduates indicated that the most important subjects were mathematics, English, science, and vocational agriculture in that order. Mathematics, vocational agriculture, physical science, and English were indicated as the most important in that order in this study.

Data presented in Table XIV shows the value of various high school subjects as indicated by the Waterville High School graduates. Forty-six of the forty-seven graduates rated the importance of as many as eight subjects. However, two persons indicated only one subject as being the most helpful since graduation. It was indicated that mathematics and vocational agriculture had been the most helpful, followed by English, commerce, and physical science.

The average rating for each subject was determined by assigning one point for a first rating, two points for a second rating, and so on, then adding the ratings and dividing the total by the number of persons rating the subjects. The average rating for mathematics was 2.0, followed very closely by vocational agriculture with a rating of 2.1. Forty-three of the forty-six persons (93.5 per cent) replying to this question indicated that vocational agriculture was one of the subjects that was of most value. Of those forty-three, twenty-two (51 per cent) indicated that vocational agriculture had been of more value than any other subject. Forty-two persons indicated that mathematics

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<sup>1</sup>Stenholm, loc. cit.

TABLE XIV  
 VALUE OF HIGH SCHOOL SUBJECTS INDICATED BY  
 WATERVILLE HIGH SCHOOL GRADUATES

Subject area	Rating as to value								Total	Average rating
	1st	2nd	3rd	4th	5th	6th	7th	8th		
Mathematics	11	25	3	3	0	0	0	0	42	2.0
Vocational Agriculture	22	9	5	4	0	1	2	0	43	2.1
English	9	5	9	4	1	1	0	0	29	2.5
Commerce	2	3	5	3	5	1	0	0	19	3.5
Physical Science	0	1	4	2	3	3	0	0	13	4.2
Physical Education	0	3	6	2	0	1	5	1	18	4.5
Social Science	0	2	1	2	2	2	3	0	12	4.8
Music	0	0	0	1	1	0	1	8	11	7.3

was one of the subjects that was of most value. Eleven persons (23.4 per cent) indicated mathematics was of most value and twenty-five (52.6 per cent) indicated it was the second most valuable subject. Twenty-nine persons (63 per cent) indicated that English was one of their most valuable subjects.

Data presented in Table XV indicates the value of various high school subjects as given by the responses of the Blue Rapids High School graduates. The question was answered by twenty-three of the twenty-five

TABLE XV  
 VALUE OF HIGH SCHOOL SUBJECTS INDICATED BY  
 BLUE RAPIDS HIGH SCHOOL GRADUATES

Subject area	Rating as to value								Total	Average rating
	1st	2nd	3rd	4th	5th	6th	7th	8th		
Mathematics	12	7	1	0	0	0	0	0	20	1.4
English	3	5	5	1	0	0	0	1	15	2.7
Physical Science	1	6	5	0	1	0	0	0	13	2.5
Industrial Arts (General Shop)	3	3	4	2	2	0	1	0	15	3.1
Social Science	0	2	2	4	2	1	0	0	11	4.2
Commerce	0	2	2	2	2	1	0	2	11	4.5
Physical Education	2	0	0	2	1	1	2	1	9	4.8
Music	0	0	1	0	0	3	1	0	5	5.6

from whom information was obtained. Several persons rated as many as eight subjects, and several persons rated only two subjects.

It was indicated that mathematics was the most valuable subject. Following mathematics in ranking was physical science, English, and industrial arts. Twenty persons (87 per cent) indicated that mathematics was one of the subjects of most value since graduation from high school. Of those, twelve (60 per cent) rated mathematics first.

The value of high school subjects as indicated by the forty-four persons who graduated from both high schools and are now employed in non-agricultural occupations is shown in Table XVI. This group rated mathematics first, English second, and vocational agriculture third.

TABLE XVI

VALUE OF HIGH SCHOOL SUBJECTS INDICATED BY FORTY-FOUR  
PERSONS IN NON-AGRICULTURAL OCCUPATIONS

Subject area	Rating as to value								Total	Average rating
	1st	2nd	3rd	4th	5th	6th	7th	8th		
Mathematics	18	17	1	4	0	0	0	0	40	1.8
English	10	8	10	2	1	0	0	0	31	2.2
Vocational Agriculture	9	4	6	1	0	2	1	0	23	2.5
Commerce	1	4	4	3	4	1	1	1	19	2.8
Industrial Arts	2	3	2	2	2	0	0	0	11	2.9
Physical Science	0	6	5	1	4	3	0	0	19	3.6
Social Science	0	2	3	5	3	3	1	0	17	4.3
Physical Education	2	2	4	2	0	2	5	1	18	4.5
Music	0	0	1	0	0	2	1	6	10	7.0

The data presented in Table XVII shows the value of high school subjects as indicated by the twenty-two persons who were farming. Vocational agriculture was rated first followed by mathematics and physical science. Commerce and English, in a very close rating, were rated fourth and fifth.

TABLE XVII

VALUE OF HIGH SCHOOL SUBJECTS INDICATED BY TWENTY-TWO PERSONS WHO WERE FARMING

Subject area	Rating as to value								Total	Average rating
	1st	2nd	3rd	4th	5th	6th	7th	8th		
Vocational Agriculture	15	2	1	0	0	0	0	0	18	1.2
Mathematics	3	14	1	0	0	0	0	0	18	1.9
Physical Science	1	2	3	0	0	0	0	0	6	2.2
Commerce	0	1	3	2	2	0	0	0	8	3.6
English	1	0	4	2	1	0	0	1	9	3.7
Industrial Arts	1	0	1	0	1	0	0	0	3	3.7
Physical Education	0	2	2	2	1	0	0	1	8	3.9
Social Science	0	1	0	1	0	1	0	0	3	4.0
Music	0	0	0	1	1	1	1	0	4	5.5

The value placed on high school subjects as indicated by the thirteen persons who were in other agricultural occupations is shown in Table XVIII. This group rated vocational agriculture first followed very closely by mathematics. English was rated third and physical science was fourth.

TABLE XVIII

VALUE OF HIGH SCHOOL SUBJECTS INDICATED BY THIRTEEN  
PERSONS IN OTHER AGRICULTURAL OCCUPATIONS

Subject area	Rating as to Value								Total	Average rating
	1st	2nd	3rd	4th	5th	6th	7th	8th		
Vocational Agriculture	6	4	1	1	0	0	0	0	12	1.75
Mathematics	3	8	1	0	0	0	0	0	12	1.8
English	2	2	3	1	1	0	0	0	9	2.7
Physical Science	0	0	1	1	0	0	0	0	2	3.5
Commerce	1	0	1	1	1	1	0	0	5	3.8
Physical Education	0	0	2	1	0	0	2	0	5	4.8
Social Science	0	0	0	0	1	1	0	0	2	5.5
Music	0	0	0	0	1	0	0	2	3	7.0

It was noted that all groups rated music lower than all other subjects. It was also noted that those who were farming indicated they felt English was of less value than those in other occupations. Those who were farming tended to rate physical science higher than those who were in non-agricultural occupations. All groups rated physical education and social science low.

These findings tended to bear out findings made by Stipe<sup>1</sup> which indicated that the value placed on subject matter area was directly related to employment.

Eighteen of the twenty-five (72 per cent) of the Blue Rapids High School graduates and thirty-eight of the forty-seven (81 per cent) of the Waterville High School graduates listed subjects that they felt they should have had in high school but did not. In some cases the subjects were offered, and in other cases they were not.

The subjects most frequently mentioned were more advance mathematics and more physical science. Twenty persons, eight Blue Rapids High School graduates and twelve Waterville High School graduates, listed advanced mathematics. Sixteen graduates, three from Blue Rapids and thirteen from Waterville, listed more physical science, particularly physics and chemistry as subjects they would like to have taken. Vocational agriculture was listed by five Blue Rapids High School graduates. Two Waterville High School graduates indicated that they would like to have

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<sup>1</sup>Stipe, loc. cit.

had more vocational agriculture.

Other subjects listed five or more times were mechanical drawing, bookkeeping, foreign language, and foreign literature. Subjects listed more than once were art, typing, machine shop, psychology, economics, more English, industrial arts, and public speaking. Several subjects were listed once. These subjects include world history, world government, political science, sociology, music theory, speed reading and writing, electrical engineering, military history, and business law.

#### Post High School Education

As is shown by the data presented in Table XIX twelve of the twenty-five Blue Rapids farm boys included in the study received some post high school education. This represented 48 per cent of the total. College degrees were received by seven or 28 per cent of the total. Two others were students in their fourth year of college. One individual had received a Master's degree.

Eighteen of the forty-seven Waterville graduates (38 per cent) had some post high school education. College degrees had been earned by three of them, or 6.4 per cent of the total. One individual had received two degrees.

Of the twenty-two persons engaged in farming, four (18.2 per cent) had some post high school education. None of those farming had earned college degrees.

Six of the thirteen (46 per cent) who were in other agricultural



TABLE XIX  
 POST HIGH SCHOOL EDUCATION OF BLUE RAPIDS AND  
 WATERVILLE HIGH SCHOOL GRADUATES

Year of graduation	BRHS*		WHS**	
	No.	%	No.	%
1951	0	--	1	50
1952	3	75	1	33
1953	1	25	1	25
1954	1	100	2	29
1955	1	100	1	25
1956	1	50	3	43
1957	0	--	4	50
1958	0	--	2	50
1959	2	50	1	20
1960	2	67	2	67
TOTAL	12	48	18	38

\*Blue Rapids High School

\*\*Waterville High School

occupations had some post high school education and two had college degrees.

Twenty of the forty-five (44.4 per cent) persons who were employed in non-agricultural occupations had some post high school education. Eight of these had received college degrees.

The occupations of the Waterville High School graduates who had earned college degrees were as follows:

Veterinarian  
 Management Consultant  
 Manager for Ralston Purina

Occupations of the Waterville High School graduates who had some post high school education, but did not receive college degrees were as follows:

Motel operator  
 Railroad telegrapher and agent  
 Banking and insurance and farming  
 Meat cutter  
 Plumbing and part time farming  
 Farming and custom combining  
 Santa Fe Shops employee  
 Policeman  
 Airlines Pilot  
 Custom combining and ASC employee  
 Railroad signalman  
 Two Bestwall gypsum mill employees  
 Two full time farmers

Occupations of the Blue Rapids High School graduates who had received college degrees were as follows:

Two electrical engineers  
 College teacher  
 High school teacher  
 Civil engineer  
 Process engineer, aircraft company  
 Electrical technician.

The occupations of the Blue Rapids High School graduates who had some post high school education but did not receive college degrees were as follows:

Bestwall gypsum mill superintendent  
Bestwall gypsum mill employee  
Santa Fe Shops employee  
Two students

These results indicated that a greater percentage of the Blue Rapids High School farm boy graduates attended college or received some form of post high school education than did their counterparts from Waterville High School. Also it was indicated that a greater percentage of the Blue Rapids graduates who had some post high school education earned college degrees.

These results showed that those engaged in farming had less post high school education than those in other agricultural occupations or those in non-agricultural occupations.

A study made by Charles W. Stenholm<sup>1</sup> also showed that more non-vocational agriculture students had gone to college and that more had graduated. Stenholm found in his study, which included graduates from five Jones County, Texas, high schools, that 64 per cent of the graduates had some post high school education. This study indicated that 41.6 per cent of the Waterville High School and Blue Rapids High School graduates had received some post high school education.

This study tends to agree with the observations made by Haller and Sewell<sup>2</sup> which indicated that farm residence may inhibit a boy's

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<sup>1</sup>Stenholm, loc. cit.

<sup>2</sup>Haller and Sewell, loc. cit.

desire for higher education and by Burchinal<sup>1</sup> which stated that research has shown that plans to farm have a depressing effect on the educational aspiration level of farm boys.

Nelson<sup>2</sup> reported that the results of his study of farm boy graduates from Minnesota high schools showed that less than one-third had some form of post high school education. The results of this study show a higher percentage (41.6 per cent) than was indicated in Nelson's study.

#### Relationship Between Vocational Plans Made in High School and Present Occupation

Of the seventy-two persons included in this study, twenty-two (30.5 per cent) were in the occupation they had planned to enter while in high school. Twenty-one (29.2 per cent) were not in the occupation they had planned to enter while in high school. Twenty-seven (37.5 per cent) had made no vocational plans while in high school. The other two persons did not answer the question. In comparing the results with other studies, Nelson<sup>3</sup> indicated that less than one-fourth of farm boy high school graduates in Minnesota high schools were in the occupation they had planned to enter upon leaving high school. Stipe<sup>4</sup> indicated that

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<sup>1</sup>Lee G. Burchinal, "Differences in Educational and Occupational Aspirations of Farm, Small-Town, and City Boys," Rural Sociology, 26:111, June, 1961.

<sup>2</sup>Nelson, loc. cit.

<sup>3</sup>Nelson, loc. cit.

<sup>4</sup>Stipe, loc. cit.

about one-half of the boys had definite ideas about a vocational choice while in high school.

The Waterville High School graduates were nearly equally divided as to being in the occupation planned for, not in the occupation planned for, or having no plans while in high school. Fifteen (32 per cent) were in the occupation they had planned to enter, sixteen (34 per cent) were not in the occupation they had planned to enter, and sixteen had no vocational plans while in high school.

In comparison, eleven of the twenty-five Blue Rapids High School graduates (44 per cent) had no vocational plans while in high school. Seven (28 per cent) were in the occupation they had planned to enter and five (20 per cent) were not in the occupation they had planned to enter. Two Blue Rapids High School graduates (8 per cent) did not answer the question.

The data presented in Table XX indicates the occupational plans while in high school and the relation to the present occupation of the following: the Waterville High School graduates; the Blue Rapids High School graduates; those in non-agricultural occupations; those in farming; and those in other agricultural occupations.

Of the forty-five persons in non-agricultural occupations twenty-nine (64.4 per cent) had no vocational plans while in high school. Fourteen (31.1 per cent) were not in the occupations they had planned to enter and five (11.1 per cent) were in the occupation they had planned to enter. Two (4.4 per cent) did not answer the question.

TABLE XX  
OCCUPATIONAL PLANS

Are graduates in occupation planned for in high school?	High school from which graduated				Occupational status					
	WHS*		BRHS**		Farming		Other ag- riculture		Non- agri- cultural	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	15	32	7	28	17	77.3	6	46.2	5	11.1
No	16	34	5	20	2	9.1	5	38.5	14	31.1
No plans	16	34	11	44	3	13.6	2	15.4	29	64.4
No answer	0	--	2	8	0	--	0	--	2	4.4

\* Waterville High School

\*\* Blue Rapids High School

Of the twenty-two who were farming, seventeen (77.3 per cent) were in the occupation they had planned to enter. Three (13.6 per cent) had no plans and two (9.1 per cent) were not in the occupation they had planned to enter. The two who were farming and not in the occupation they had planned to enter were part-time farmers deriving more than 40 per cent of their income off the farm.

Six of the thirteen persons engaged in other agricultural occupations (46.2 per cent) were in the occupation they had planned to enter; five (38.5 per cent) were not in the occupation they had planned to enter. Two (15.4 per cent) had no plans while in high school.

How Far Graduates Located From Their Home Farms

Data pertaining to the distance that the graduates of Waterville and Blue Rapids High Schools lived from their home farms is presented in Table XXI. It was ascertained that twenty-six (55.3 per cent) of the Waterville High School graduates and nine (36 per cent) of the Blue Rapids High School graduates lived within ten miles of their home farms.

TABLE XXI

## DISTANCE GRADUATES LIVED FROM THEIR HOME FARM

Miles from home farm	High school from which graduated				Occupational status					
	WHS*		BRHS**		Farming		Other ag- riculture		Non- agri- cultural	
	No.	%	No.	%	No.	%	No.	%	No.	%
0 to 10	26	55.3	9	36	19	86.4	9	69.2	12	26.7
11 to 25	0	--	1	4	0	--	0	--	1	2.2
26 to 50	2	4.3	2	8	1	4.5	2	15.4	2	4.4
51 to 100	3	6.4	3	12	0	--	0	--	6	13.3
101 to 250	9	19.2	6	24	2	9.1	1	7.7	14	31.1
251 to 1000	5	10.6	2	8	0	--	1	7.7	6	13.3
over 1000	2	4.3	2	8	0	--	0	--	4	8.9

\*Waterville High School

\*\*Blue Rapids High School

Of those who were farming, nineteen (86.4 per cent) lived within ten miles of their home farms. Only three who were farming lived more than ten miles from their home farm and all three of those were part-time farmers and were also included in another occupation.

Nine (69.2 per cent) of those engaged in other agricultural occupations were located within ten miles of their home farms. Twelve (26.7 per cent) of those in non-agricultural occupations were within ten miles of their home farms. Twenty-four (53.3 per cent) of those in non-agricultural occupations lived over one hundred miles from their home farms.

Results of this study showed that farm boy graduates from Waterville High School tended to be located nearer to their home than did those from Blue Rapids High School. It also indicated that those who were engaged in agricultural occupations remained in their home community in greater numbers than those who were in non-agricultural occupations.

The results of this study support the results of studies made by Frazier<sup>1</sup> and Nelson<sup>2</sup>. Frazier found that 89.5 per cent of those farming were within a twenty-five mile radius of their high school. Nelson reported that those in farming tended to remain in their home communities.

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<sup>1</sup>Frazier, loc. cit.

<sup>2</sup>Nelson, loc. cit.



## SUMMARY

The study was designed to survey the occupational patterns of farm boys who graduated from the Waterville and Blue Rapids High Schools between the years 1951 and 1960, and to determine factors influencing their occupational choices.

Data was collected by both the interview and the questionnaire methods. The interview method was used with all subjects who could be personally contacted. Questionnaires were mailed to those who could not be personally contacted. Data was obtained from forty-seven of the fifty-four farm boys who had graduated from Waterville High School from 1951 through 1960. Data was obtained from twenty-five of the thirty Blue Rapids High School graduates. Thus data was obtained from 85.7 per cent of the total.

All of 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 per cent of the Waterville High School graduates were engaged in agricultural occupations at the time of the study. Thirty-eight per cent were farming and 27.7 per cent were engaged in other agricultural occupations. Slightly over one-half (55.3 per cent) of the Waterville High School graduates were engaged in non-agricultural occupations. Ten graduates reported two occupations making the total over one hundred per cent.

It was found that 16 per cent of the Blue Rapids High School graduates were farming, 76 per cent were in non-agricultural occupations, and 8 per cent were students at the time of the study.

The Waterville High School graduates had been in a total of 128 occupations or an average of 2.7 occupations per person since graduation. They had spent an average of 3.5 years in each occupation and had been engaged in their present occupation an average of 5.7 years.

Comparative data obtained from the Blue Rapids High School graduates indicated that they had been engaged in an average of 2.2 occupations per person. The average time in each occupation was 3.4 years with an average of 5.5 years in their present occupation.

Farming had been an occupation of 63.8 per cent of the Waterville High School graduates and of 44 per cent of the Blue Rapids High School graduates at some time since high school graduation.

Seven years after graduation from high school one-half of the Waterville High School graduates had become established in an occupation. Eight years after graduation one-half of the Blue Rapids High School graduates had become established in an occupation. Of the persons who had become established in an occupation, 76.5 per cent were still in the occupation in which they first became established.

Data indicated that through the years an average of one-half of the Waterville High School graduates were in agricultural occupations while at no time was there over one-third of the Blue Rapids High School graduates engaged in agricultural occupation.

Thirty-four per cent of the Waterville High School graduates and 28 per cent of the Blue Rapids High School graduates entered farming as their first occupation. Forty per cent of the Blue Rapids High School graduates and 21.3 per cent of the Waterville High School graduates went directly into post high school education.

The reason most often given for leaving farming for other occupations was "lack of capital." Other major reasons were "income too low," "preferred another occupation," and "land too hard to obtain."

The graduates indicated that their major reasons for entering their present occupation were (1) "liked the work," (2) "acceptable wages," (3) "opportunities for advancement," and (4) "occupation trained for."

Parents were indicated as the persons who had the most influence on the choice of occupation. Parents were indicated as being most influential by 30.4 per cent of the graduates. The second most popular reply as to who was most influential was "myself."

Graduates of Waterville High School indicated that the most valuable subjects were (1) mathematics, (2) vocational agriculture, (3) English, and (4) commerce. The Blue Rapids High School graduates indicated the most valuable subjects were (1) mathematics (2) English, (3) physical science, and (4) industrial arts.

The graduates engaged in agricultural occupations at the time of the study indicated the most valuable subjects were (1) vocational agriculture, (2) mathematics, (3) physical science, and (4) English.

The most valuable subjects as indicated by those engaged in non-agricultural occupations were (1) mathematics, (2) English, (3) vocational agriculture, and (4) commerce.

The graduates indicated that the subjects of least value to them since graduation from high school were social science, physical education, and music.

The graduates indicated that 30.5 per cent were in the occupation they had planned to enter while in high school; 29.2 per cent were not in the occupations they had planned to enter; and 37.5 per cent had made no vocational plans while in high school.

Thirty-two per cent of the Waterville High School graduates and 28 per cent of the Blue Rapids High School graduates were in the occupation they had planned to enter. Thirty-four per cent of the Waterville High School graduates and 44 per cent of the Blue Rapids High School graduates had made no vocational plans while in high school. Of those farming, 77.3 per cent were in the occupation they planned to enter while of those in non-agricultural occupations 11.1 per cent were in the occupation they had planned to enter.

Thirty-six per cent of the Blue Rapids High School graduates and 55.3 per cent of the Waterville High School graduates were located within ten miles of their home farms. One hundred per cent of those whose only occupation was farming were located within ten miles of their home farm. Sixty-nine per cent of those in other agricultural occupations and 26.7 per cent of those in non-agricultural occupations were located within ten miles of their home farm.

## CONCLUSIONS

The following conclusions were made as a result of the findings in this study and within the limitations of this study.

1. More of the students who had vocational agriculture in high school are farming than those who did not have vocational agriculture.
2. In comparing Waterville High School graduates and Blue Rapids High School graduates, there was no significant difference as to the time spent in an occupation nor to the number of occupations per person.
3. Those included in this study showed less mobility than the average American worker.
4. Twenty per cent more Waterville High School graduates had farmed at some time since graduation than did the Blue Rapids High School graduates.
5. Waterville High School graduates became established in an occupation one year sooner after graduation than did the Blue Rapids High School graduates.
6. The factors "liked the work" and "acceptable wages" were rated as the main reasons for entering the present occupation.
7. The number one reason for leaving farming was "lack of capital."
8. Parents had much influence on the persons choosing their occupation.
9. Mathematics, vocational agriculture, physical science and English were rated as the most valuable subjects.

10. Shifting from job to job by the high school graduates was observed. Fifty-seven per cent of the Waterville High School graduates and 44 per cent of the Blue Rapids High School graduates had more than two occupations since graduation.

11. Ten per cent more Blue Rapids High School graduates went into post high school education than did Waterville High School graduates.

12. Those engaged in farming had less post high school education than did those in other occupational areas.

13. Approximately one-third of the graduates were in the occupation they planned to enter and 37.5 per cent of the graduates had no vocational plans.

14. Most of those farming (77.3 per cent) were in the occupation planned for while few (11.1 per cent) of those in non-agricultural occupations were in the occupation they had planned to enter.

15. Those entering agricultural occupations tended to remain in the community while those entering non-agricultural occupations tended to move away.

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**APPENDIX**

## COVER LETTER

Unified District No. 498

Waterville-Blue Rapids

Superintendent:

Leslie Weaver

Board of Education:

Lowell Blaser, V. Ch.  
Edwin Kittner  
Luin D. Larson  
Merle Reitzel  
Gerald Strader  
Floyd Stryker, Ch.

Sir:

You have been chosen to be a part of a study being made by this writer. The study will help determine the occupational patterns of you and your fellow graduates of the Blue Rapids and Waterville High Schools.

Please answer fully the enclosed questionnaire. Please give honest and complete answers. Your answers will be handled in strict confidence and used only in arriving at totals and summaries. Your name will not be used in this study.

Please return your answered questionnaire in the enclosed addressed stamped envelop by December 20, 1966.

Thank you for your time and cooperation.

Sincerely,

Willis E. Ringen

QUESTIONNAIRE

Number \_\_\_\_\_

A Survey to Determine the Occupational Patterns of Farm Boys who Graduated from Waterville and Blue Rapids High Schools Between the years 1951 and 1960.

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 the occupation. Enter more than one answer in the same year if necessary. You need not include short periods of employemnt of three months or less.

1952 \_\_\_\_\_

1953 \_\_\_\_\_

1954 \_\_\_\_\_

1955 \_\_\_\_\_

1956 \_\_\_\_\_

1957 \_\_\_\_\_

1958 \_\_\_\_\_

1959 \_\_\_\_\_

1960 \_\_\_\_\_

1961 \_\_\_\_\_

1962 \_\_\_\_\_

1963 \_\_\_\_\_

1964 \_\_\_\_\_

1965 \_\_\_\_\_

1966 \_\_\_\_\_

1. Are you now self-employed?

Yes \_\_\_\_\_

No \_\_\_\_\_

2. If "no" list name and address of your employer: \_\_\_\_\_

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Please answer all the following questions except those that do not apply to your situation.

3. Are you a college graduate?

Yes \_\_\_\_\_, What degree? \_\_\_\_\_

No \_\_\_\_\_

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

Yes \_\_\_\_\_

No \_\_\_\_\_

Had no plans \_\_\_\_\_

5. What were the reasons for you entering your present occupation? (Rate your reasons "1" for the strongest reason, "2" for the next, and so on. Please rate all reasons that were factors.)

\_\_\_\_\_ Liked the work

\_\_\_\_\_ Need for immediate income

\_\_\_\_\_ Acceptable wages

\_\_\_\_\_ Occupation trained for

\_\_\_\_\_ Good working conditions

\_\_\_\_\_ Opportunities for advancement

\_\_\_\_\_ Related to agriculture

\_\_\_\_\_ Couldn't find anything else

Other: (Please specify)

\_\_\_\_\_

\_\_\_\_\_

6. How far do you live from your home farm? (Home farm is where lived during high school.)

\_\_\_\_\_ Live on the farm

\_\_\_\_\_ 50 to 100 miles

\_\_\_\_\_ 0 to 10 miles

\_\_\_\_\_ 100 to 250 miles

\_\_\_\_\_ 11 to 25 miles

\_\_\_\_\_ 250 to 1000 miles

\_\_\_\_\_ 26 to 50 miles

\_\_\_\_\_ over 1000 miles

7. If you are not now farming, what are your reasons for not farming? (Rank 1, 2, 3, and so on)

Preferred another occupation  
 Income too low  
 Work too hard  
 Poor working conditions  
 Didn't have enough capital to start farming  
 Land to farm too hard to obtain  
 Others discouraged me  
 Too many brothers  
 Others: (Please specify)  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Farm owner and operator  
 Partnership  
 Renter  
 Hired Manager  
 Hired Man (full-time)  
 Day laborer

9. If you are farming, what part of your income is derived from off-farm work? (Do not consider wife's income.)

Less than 10%                       26% to 40%  
 10% to 25%                          over 40%

10. Who influenced you the most in the selection of your present occupation?

Parents                                       Wife  
 Other relatives                             Teacher  
 Friends                                        Others

11. Which high school subjects have helped you the most since your graduation from high school? (Rate 1, 2, 3, and so on).

English (written and oral)  
 Social science, history, government  
 Mathematics  
 Industrial arts, general shop  
 Vocational Agriculture  
 Commerce (Typing, Bookkeeping)  
 Physical science (Biology, chemistry, physics)  
 Physical education, Athletics  
 Music

12. List subjects you feel you should have had in high school that you did not have.





TABLE XXII (continued)

Year of Graduation	Jobs of Graduates										
	1	2	3	4	5	6	7	8	9	10	11
1955	F	NA	M	NA	NA						
1955	AO	AO	AO								
1955	F	NA	F	NA	AO	AO	NA	NA			
1956	NA	F	NA	AO,F							
1956	S	AO	AO								
1956	M	F,NA	NA								
1956	M	NA	NA	NA	NA						
1956	S,F	M	F,AO								
1956	M	NA	NA								
1957	M	NA									
1957	S	NA	NA	NA	NA						
1957	F										
1957	F										
1957	F	S	F	M	NA						
1957	S,F	F									
1957	S	NA	NA	NA							
1957	F,NA	M	NA	NA,F							
1957	M	NA	NA								
1958	AO	S	NA,O	S,AO	NA,AO	AO					
1958	F	M	F,AO								
1958	S	M	F	NA							

TABLE XXII (continued)

Year of Graduation	Jobs of Graduates										
	1	2	3	4	5	6	7	8	9	10	11
1958	F	NA	NA	NA	NA						
1959	S	M	NA								
1959	M	NA	M	NA	F	NA	NA	NA			
1959	M	F	M	F							
1959	M	F	AO	F							
1960	M	F	NA								
1959	M	F									
1960	AO	S	AO	AO	M	AO	AO	NA	AO	AO	NA
1960	F	S	F								

F - Farming

M - Military

S - Student

NA - Non-agricultural occupation

AO - Agricultural occupation other than farming

TABLE XXIII  
 CAREERS OF TWENTY-FIVE BLUE RAPIDS  
 HIGH SCHOOL GRADUATES

Year of Graduation	Jobs of Graduates								
	1	2	3	4	5	6	7	8	9
1951	M	F	NA	NA					
1951	S	M	NA	NA					
1952	S	NA							
1952	S	M	NA						
1952	S	M	NA						
1953	NA	F	M	NA	AO	NA	F		
1953	F	M	F	NA	NA				
1953	NA	F							
1953	F	AO	NA	M	NA	F			
1953	S	NA	S	NA	NA	NA	NA		
1954	S	M	NA	NA	NA	NA			
1955	S	NA	NA						
1956	S	F	M	NA					
1956	F	M	F						
1957	NA								
1957	F	M	AO	NA					
1957	F	NA	NA	AO	NA	NA	NA	NA	NA
1957	F	M	NA	NA	M	NA	NA		
1959	M	NA							
1959	M	NA	S						

TABLE XXIII (continued)

Year of Graduation	Jobs of Graduates								
	1	2	3	4	5	6	7	8	9
1959	F	M	NA						
1959	NA	S	NA	M	NA				
1960	S	NA							
1960	NA	NA	M	NA					
1960	S	NA	S						

F - Farming

M - Military

S - Student

NA - Non-agricultural occupation

AO - Agricultural occupation other than farming

OCCUPATIONAL PATTERNS OF FARM BOYS WHO GRADUATED  
FROM WATERVILLE AND BLUE RAPIDS HIGH SCHOOLS  
BETWEEN THE YEARS 1951 AND 1960

by

WILLIS EUGENE RINGEN

B. S., Kansas State University, 1954

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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

1967

The study was designed to survey the occupational patterns of farm boys who graduated from the Waterville and Blue Rapids High Schools between the years 1951 and 1960, and to determine factors influencing their occupational choices.

Data was collected by both the interview and the questionnaire methods. Data was obtained from forty-seven of the fifty-four Waterville graduates and from twenty-five of the thirty Blue Rapids graduates. Thus data was obtained from 85.7 per cent of the total.

It was found that 38.3 per cent of the Waterville High School graduates were farming and 27.7 per cent were engaged in other agricultural occupations, making a total of 66 per cent of the Waterville High School graduates in agricultural occupations. It was found that 16 per cent of the Blue Rapids High School graduates were farming and none were in other agricultural occupations.

The Waterville High School graduates had been in an average of 2.7 occupations per person and Blue Rapids High School graduates had been in an average of 2.2 occupations per person since graduation from high school.

The Waterville High School graduates had been in each occupation an average of 3.5 years and had been engaged in their present occupation an average of 5.7 years. The Blue Rapids High School graduates had been in each occupation an average of 3.4 years and had been in their present occupation an average of 5.5 years.

Farming had been an occupation of 63.8 per cent of the Waterville High School graduates at some time since high school graduation and had been an occupation of 44 per cent of the Blue Rapids High School graduates.

On the average it took seven to eight years after high school graduation to become established in an occupation.

Data indicated that through the years an average of one-half of the Waterville High School graduates were in agricultural occupations while at no time was over one-third of the Blue Rapids High School graduates engaged in agricultural occupations.

The principal reason given for leaving farming for other occupations was "lack of capital."

The principal reasons given for entering present occupations was "like the work," "acceptable wages," "opportunities for advancement," and "occupation trained for."

Parents were found to have more influence on the persons choice of occupation than anyone else.

Mathematics, vocational agriculture, physical science and English were rated as the most valuable subjects.

More Blue Rapids High School graduates went into some post high school education than did Waterville High School graduates (48 per cent as compared to 38 per cent) and more Blue Rapids High School graduates earned college degrees (28 per cent as compared to 6.4 per cent) than did Waterville High School graduates.

It was found that 30.5 per cent of all those included in the study were in the occupation they had planned to enter while in high school and 37.5 per cent had made no vocational plans while in high school. Of those farming 77.3 per cent were in the occupation they had planned



to enter while of those in non-agricultural occupations 11.1 per cent were in the occupation they had planned to enter.

All of those engaged in full-time farming were located within ten miles of their home farm. Only 26.7 per cent of those in non-agricultural occupations were located within ten miles of their home farm. Of those who had vocational agriculture 55.3 per cent were located within ten miles of their home farm.

