

A STUDY OF THE PLACE OF RESIDENCE AND CHOICE OF  
VOCATION OF FORMER VOCATIONAL AGRICULTURE  
STUDENTS IN KANSAS HIGH SCHOOLS

by

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## INTRODUCTION

In 1929 and 1930, as a research problem in agricultural economics, under the direction of Professor Harold Howe of Kansas State College of Agriculture and Applied Science, the author conducted a survey in two Kansas communities to determine whether the pupils who had been given instruction in the elementary and high school still resided in the community. The survey in one community included the pupils enrolled in a twelve-year period and involved 206 pupils. The other survey was of a larger community and over a twenty-year period and involved 870 pupils. The information sought for included where the pupil then resided, when he left the community and what his occupation was.

Being a teacher of vocational agriculture, the author was impressed with how valuable and interesting such a study would be if it were made to include just the vocational agriculture students of a number of departments. He then determined to use such a study for his thesis problem. A complete and authentic survey of former vocational agriculture students should indicate whether this instruction has been given to boys who have become farmers or whether it has gone amiss by being given to boys who have chosen some occupation other than farming and who perhaps had

better have been given some other type of instruction.

Vocational agricultural education is said to be training for farming. The student learns by doing. The teaching is done on the job, as is true of most really vocational instruction. It is more expensive than is true of ordinary academic education. While it is as valuable in many ways as is the academic type of education, its chief value, and the one that justifies it, is its vocational value. It cannot be of much vocational value unless the students become farmers. If they do not, perhaps we should substitute some less expensive form of instruction. But does it actually function in inducing boys to take up farming? How great a per cent of the boys who have received such instruction finally choose farming as their vocation? This study is an attempt to arrive at a true answer to these questions.

Vocational agriculture teachers have claimed that as high as 60 or 70 per cent of their pupils take up farming as a vocation. We need to consider on what basis they estimate this percentage or arrive at this conclusion. Sometimes they consider only the former students who are now in the community, and do not count those who have left the community. Sometimes they fail to consider the transient student who was perhaps the son of a renter and after a year



or two in the department moved into some other community and they have lost trace of him. Such a student would have to be considered in a survey and would lower the percentage of those who are farming.

Sometimes these teachers in estimating the per cent of their former students who are farming count as the student's vocation what he is doing soon after leaving high school, and do not consider the fact that many of them work for a while on their parent's farm and then get a job in some other line of work and follow it for a vocation, and perhaps leave the home community.

The State High School Inspection Office takes what is called a vocational census of high school graduates, by having the superintendents and principals of the high schools send them a statement each year of what the members of the graduating class of the previous year are doing. This is wholly inadequate for it does not consider the student who may take a course and fail to graduate. Neither does it consider the fact that so many students change their occupation after being out of high school several years and thus in the census would be catalogued in a different occupation from the one in which they truly belonged. Most students do not settle into what is to become their life occupation until several years after they are out of school. Especially is this true of students who go

on to college. They usually spend four years in college and do not take up their life vocation until after they graduate from college. In order to get anything like a true census of what the life vocations are of a group of students it would be necessary to wait until at least five years after they were out of school. Even after that there would be many changes, but as the students grow older changes occur less frequently.

Vocational agricultural education is yet young. It was established in Kansas under the Smith-Hughes Act in 1918 and a few schools were approved that year. In 1931 the older departments had been established 13 years and some of the high school seniors who enrolled in the course the first year it was offered had been out of high school for 12 years. There would be in 1931, a large number of students who had been enrolled in these older vocational agriculture departments who had now been out of high school five years or more. Most of them would have become fixed in their vocation and place of residence, and a complete and accurate survey of them ought to be dependable as a guide to what the vocational choice and place of residence of Kansas vocational agriculture students are.

So this study was undertaken. What occupations were these boys following and how long had they been in them? What other occupations had they tried? What kind of

farming do they carry on and how extensive is it? Do they still reside in the community which provided their education? If not, where have they gone and how long have they been away? How many of them received college training and where? How many graduated from high school? How many are now married? If we could answer these questions for this group of students it would be an indication of how vocational agriculture had functioned in Kansas as a farmers' training course, and whether it has in a sense been the course in which those who stay in the community are trained, while the other courses have functioned more in training those who leave the community.

#### PURPOSE

Teachers of agriculture, school board members, and everyone interested in vocational agriculture would like to know definitely and certainly just what proportion of the boys, who have been given special training for farming in the high schools of the state and have been out of school five years or more, have actually engaged in farming, and if not what occupations they have entered. Also it would be worth while to know to what extent these students remain in the community and what per cent of them leave the community. This study is undertaken for the purpose of

furnishing this knowledge.

It is not an attempt to measure the value or efficiency of vocational agricultural education, or whether those who receive it become better farmers, but it attempts only to determine what per cent of those who have received farmer training become farmers, and the facts of residence about those so trained.

#### METHOD

The plan evolved for making the survey was to send to the vocational agriculture instructor in a number of high schools having the older departments a questionnaire, and ask him to list on it the names of boys who had received credit for one year or more of vocational agriculture, prior to the school year of 1925-26. Following the names, the teacher was asked to complete the questionnaire by filling in information asked for about the high school record, the occupation, and the residence of each boy.

Next was the selection of schools to which the questionnaire would be sent. The attempt was made to have these schools well distributed over the state so that every section of the state, every different type of farming in the state, and each different size or class of school would be

represented in the survey. Except in a few cases for special reasons no school was chosen unless its vocational agriculture department was nine years old. Since the teachers were not to include the boys who had been in the department since 1925-26, that would insure that each teacher would list the enrollment of a class for each of three or four years at least.

With the advice and assistance of Mr. Lester B. Pollom, State Supervisor of Vocational Agricultural Education, the following list of 42 schools was chosen to be included in the survey. The name of the vocational agriculture instructor in each school at that time is also given.

School	Instructor
Abilene	Fred Allison
Alma	W. F. Hearst
Alton Rural	Fred Schultis
Arkansas City	T. C. Faris
Atchison Co. (Effingham)	D. L. Signor
Beloit	Fred Rees
Bonner Springs	Paul Mize
Burlington	Roy Clegg
Chase Co. (Cottonwood Falls)	A. W. Miller
Clay Co. (Clay Center)	Edwin Hedstrom
Colby Community	R. W. Fort

Crawford Co. (Cherokee)  
Decatur Co. (Oberlin)  
Dickinson Co. (Chapman)  
Ford Rural  
Frankfort  
Garden City  
Goff Rural  
Harper  
Havensville Rural  
Holcomb Consolidated  
Jewell City Rural  
Kingman  
Labette Co. (Altamont)  
Lawrence  
Lincoln  
McDonald Rural  
McLouth Rural  
Manhattan  
Mankato  
Marysville  
Miltonvale Rural  
Mullinville Rural  
Oskaloosa Rural  
Pratt  
Seaman Rural

F. F. Lampton  
S. H. Howard  
A. E. Engle  
C. N. Yapple  
Earl Knepp  
Jap Adams  
Byron Smith  
Dwight Patton  
J. R. Hindle  
A. E. Cook  
H. W. Schaper  
Wm. H. Teas  
O. L. Norton  
Wm. Essick  
O. E. Campbell  
C. K. Fisher  
A. A. Haltom  
H. W. Schmitz  
Galen Quantic  
R. W. Russell  
John Kerr  
H. A. Noyce  
S. U. Case  
Earl Martin  
V. O. Farnsworth



Silver Lake Rural

Blaine Crow

Wakefield

L. J. Schmutz

Washburn Rural

H. A. Stewart

Winfield

Ira Plank

Woodston Rural

Joe H. Greene

Auburn Rural

T. W. Bruner

The questionnaire was then formulated and a letter of instructions for interpreting it and filling it out prepared, together with suggestions on how to obtain the information called for. The questionnaire and letter of instructions were mimeographed and mailed to these 42 instructors from the office of the State Board for Vocational Education, January 19, 1931. Along with the questionnaire was sent a letter from Mr. Lester B. Pollom, State Supervisor of Vocational Agricultural Education, and one from Dr. C. V. Williams of the Teacher Training Department of Kansas State College of Agriculture and Applied Science, both letters urging the help and cooperation of the instructors in securing the information asked for.

There is here inserted a copy of the questionnaire form and a copy of the explanatory letter that accompanied it, and copies of the letters from Mr. Pollom and Dr. Williams just as they were mailed to the instructors.



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[illegible]

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[illegible]

STATE BOARD FOR VOCATIONAL EDUCATION  
TOPEKA, KANSAS

Topeka, Kans.  
Jan. 19, 1931.

Dear Fellow Worker:

This study which Mr. Bruner is making will doubtless be of interest to all vocational agriculture teachers. It affords at least one basis upon which the success of the work in the schools involved might be judged. I trust you will find it convenient to take the time to make as thorough a study as possible. This office is deeply interested in the results of this study and will appreciate as well as Mr. Bruner any help you can give.

Sincerely yours,

LESTER B. POLLOM

Supervisor, Vocational Agriculture.

LP:R  
Encs.

KANSAS STATE AGRICULTURAL COLLEGE

Department of Education

Manhattan, Kansas

Jan. 19, 1931

Dear Fellow Worker:

The questionnaire which Mr. T.W. Bruner is sending you is one that has to do with an important problem which we feel from the standpoint of the work of our state that we should have more definite information upon. We have some opinions as to what may have become of vocational agriculture boys after taking the work, but this is an attempt to find out definitely, insofar as possible, just what the real situation is.

Your cooperation with Mr. Bruner in making your replies 100% complete and correct will be greatly appreciated.

Yours in the best interests of Kansas vocational agriculture,

C.V. Williams,

Professor of Vocational Education.

CVW:R



Auburn, Kansas.  
January 19, 1931.

Dear Fellow Worker:

I am sending you a questionnaire and am asking that you take the time and trouble to fill it out as completely and accurately as you can. When you first look it over, it may seem quite formidable but you will notice most of the things called for are supposed to be listed in the Kansas Vocational Agriculture Grade Book and to be a matter of record in our departments. I think in most cases the additional information called for can be easily obtained in the ways that I will suggest later on.

It will be apparent to you how valuable in a professional way a complete and accurate survey of both the occupational choice and the residence of former vocational agriculture students can be made to everyone interested in vocational agricultural education. It is my purpose to make such a survey and use it as the basis of a thesis.

This questionnaire is going to only about forty of the older established departments in the state. You can see how necessary it becomes that I have a report from each of you in order to make the study representative, dependable and worthwhile.

Please include in your report all boys who left your department prior to 1925.

In order that all may interpret the questions alike and to make it less difficult to get the information asked for, I am giving specific directions for filling out the questionnaire, column by column, and am offering suggestions as to how the information may be obtained.

#### DIRECTIONS FOR FILLING IN SURVEY BLANK

Column 2 calls for whether the boy is listed on your class record as a farm boy or town boy. Mark "F" for farm boy and "T" for town boy.

In 3 give the calendar year in which the boy was last enrolled in vocational agriculture as 1929 for the boy who enrolled in the fall of 1929 and completed the year's work in the spring of 1930.

In 4 give total number of years he was enrolled in vocational agriculture in your school.

In 5 give calendar year when he enrolled for his last year in high school. As 1929 for the boy who enrolled in the fall of 1929 and graduated or quit school in the spring of 1930.

In 6, "yes" for those who did graduate; "no" for those who quit school, and a question mark (?) for those who went to some other school after leaving yours.

In 7, initials of college or university attended.

In 8, number of years in college. Please indicate if only a short term. Thus: (1 term).

In 9 to 13, these are to be filled out if the student is engaged in farming but omitted if he is engaged in some other occupation. If he is farming his own farm, list the acres so owned and farmed in Column 9. If he rents, list the size of farm in Column 10. If he owns part and rents part, list the appropriate number of acres in both Columns 9 and 10.

In 11, enter (F. hand) if he is a farm hand working for wages or (helper) if he is simply a helper on his father's farm without a definite contract or partnership agreement.

In 12, if he is working a farm of some relative under definite contract or agreement give terms such as: "? share", "partnership", "prospective owner", "manager", as the case may be.

In 13, give total acres owned and rented of farms worked in 11 and 12.

In 14, please get complete list. Abbreviate as, "Flg.Sta. Att." for Filling Station Attendant, etc.

In 15 and 16, to be filled out if student is working at something other than farming. In 15 what his occupation is, and in 16 the number of years he has been working in that occupation.

In 17, answer "yes" or "no". (Community refers to the territory which your school serves.)

In 18. Self-explanatory.

In 19. Leave blank if student still resides in the community. Give county or city if in Kansas and give state if outside Kansas.

In 20, give date of marriage.

SUGGESTIONS ON HOW TO GET INFORMATION ASKED FOR

The first six columns should be obtainable from your high school records.

For those still in the community you will need only three things to look up:

their college attendance,  
farming status (most all of them will be farmers),  
when married.

Your boys can supply the information for most of them. Telephone calls ought to get the remainder.

For those who have left the community, complete and accurate information is a little harder to obtain. In making a similar survey I have used the following methods:

Some old timer in the community can usually tell you of some relative of the student who still lives there and a talk or call over the phone gets the information needed.

Some classmate of the student still lives in the community and can likely supply the information you need.

Some teacher or school board member often has been in the school system a long time and can supply most of the facts asked for.

\* \* \* \*

This survey was contemplated by a committee of the K.V.A.A. and when they learned that I was working on it, they asked that I go ahead with it. It has the backing of the teacher-training department and of our State Board as the enclosed letters will indicate.

I hope that I may have your fullest cooperation and that the report from your school will be fully made out and will arrive promptly. I will be glad to make the results of this study available to all who help in supplying this information. More blanks will be sent to you if you need them or if you wish to keep a copy for a permanent record in your school.

Very sincerely,

Thos. W. Bruner,

TWB:R

Teacher of Vocational Agriculture.

### Follow-up Work

Two or three completed questionnaires came in very promptly. In order to keep the teachers reminded, and to make sure that they did not forget or postpone the filling out of the questionnaires, a follow-up letter was sent out on May 19, asking them to reply and state what progress they had made on the questionnaire. Then the author met many of these instructors at conferences and at judging contests and talked with them about the survey each time he had the opportunity. Other follow-up letters were sent out where it seemed necessary. Finally four of the schools were visited in order to speed up the work on the survey and set the instructor straight as to what was wanted.

### Questionnaires Returned

Finally 25 completed questionnaires that could be used were returned. The last one came in on July 6, 1932. The earliest had been returned by Mr. Hearst from Alma in February, 1931. Two questionnaires were sent in that could not be used. One was too incomplete, and the other had listed pupils since 1925 instead of before. Both were sent back for correction but were never returned. Several

teachers reported that the records in their school were in such a jumble that they could not determine who had received credit for vocational agriculture in those years, and so were unable to fill out the questionnaire. A good many teachers failed to answer the questionnaire or make any explanation in regard to it. Some complained that it involved an excessive amount of work. If the questionnaire was completely and accurately filled out it did require a lot of time and work on the part of the instructor, and as a whole, the teachers deserve to be complimented on the type of work done. Several of them listed over 100 students and had quite complete follow-up information on the whole list.

### Completeness and Accuracy of Survey

Such questions as the following might arise as to the validity of this survey. Could the results as indicated by this survey be depended upon as representing the true conditions in regard to the vocational agriculture students over the state? First, do the schools that sent in surveys truly represent the distribution of vocational agriculture instruction over the state? A map of Kansas is inserted which shows the distribution of high schools which offer vocational agriculture, and also the distribution of those which sent in surveys for this study.



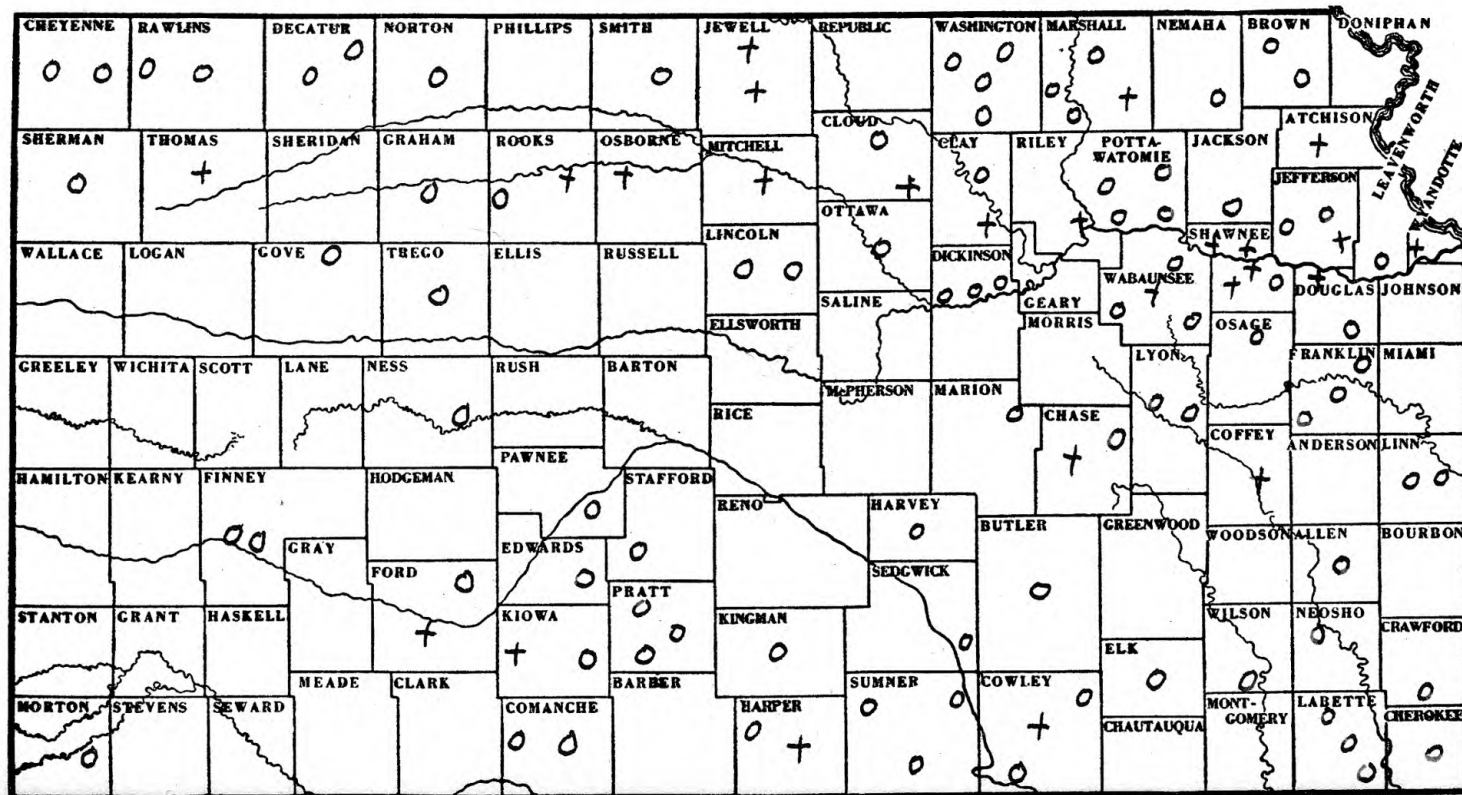


Figure 1. Map of Kansas Showing High School Vocational Agriculture Departments

+ - Departments surveyed in this study

o - Departments not surveyed

Of the 25 schools that have returned questionnaires, four are in the southern part of the state, one in the northwest, two in the east central, and the other 18 rather closely bunched in the north central and northeast portion of the state. At first it may seem this section is rather over-represented, but we should notice that the high schools with vocational agriculture departments are much more numerous here, and that there is a dearth of them in the central and western part of the state, so the representation is fairly balanced. Also all types of schools are represented from the city school like Lawrence on down to the smallest rural high schools. Some are wealthy with large well equipped departments, and others are poor with meager equipment.

Next, did the teachers in the surveys give a full and true report of their schools? A check was made to determine whether the teachers in the different schools had listed all the boys who had credit in vocational agriculture prior to 1925. Mr. Pollom, State Supervisor, was asked to give the enrollment of vocational agriculture students for the years from 1918 to 1925 in each of these schools that made the survey. In the following table is shown the total enrollment from each school for the period covered in its survey compared with the number of students listed in the survey from that school.



Table I. Enrollment in Vocational Agriculture Departments of Schools Surveyed Compared with Number of Students Listed on the Surveys.

Name of school	Enrollment in voc. agri. for years 1919-1925	Number of stu- dents reported in survey	Percentage of sur- vey list to en- rollment
Alma	100	62	62
Auburn	59	38	64
Alton	68	35	52
Beloit	66	15	23
Bonner Springs	93	64	69
Burlington	153	92	60
Colby	35	17	49
Cottonwood Falls	73	53	72
Effingham	108	42	39
Ford	60	38	63
Frankfort	51	23	46
Harper	108	64	59
Jewell	30	31	100+
Lawrence	237	109	46
Manhattan	89	42	47
Mankato	83	27	33
McLouth	75	58	77
Miltonvale	100	84	84
Mullinville	37	20	54
Seaman	139	53	38
Silver Lake	59	29	49
Wakefield	104	53	51
Washburn	149	102	69
Winfield	225	23	10
Woodston	89	60	67
Total	2390	1234	51+

The percentage listed in the survey would be variable but would be only 1/3 to 2/3 those enrolled for two reasons. First, the student is counted in the enrollment for each year he takes vocational agriculture, but is counted in the survey but once. Thus a student who takes three years of vocational agriculture would be counted in the enrollment three times, but in the survey only once. Then second, the boys who enroll in vocational agriculture in the fall but do not finish the year's work would be counted in the enrollment but not listed in the survey.

By examining the table we see that most of the schools run about as would be expected with the number in the survey list, about 40 to 70% of the number enrolled. The evidence is that in most cases the survey lists included all the students who had received credit in vocational agriculture. A few exceptions should be noticed and explanations sought.

The percentage for Jewell shows very large because the survey included 1924, 1925 and 1926 students while the enrollment included only 1924 and 1925. Also the Miltonvale survey had included several 1926 students, and these were not counted in the enrollment, thus showing a larger percentage than should be.

Seaman and Mankato list no students on the survey for the first two years they offered vocational

agriculture. This makes their survey list a low percentage of the enrollment but would not effect the accuracy of their surveys because all the students were listed for the years that were included in the surveys. Seaman reported that no record could be found of the enrollment for the first two years.

Beloit and Winfield each listed very few students on their surveys and a very small percentage of their enrollment, evidently listing only a fraction of those who had received credit in vocational agriculture. No explanation was given and evidently the instructors listed only a representative sampling of their students and not the whole list as was given by the other schools. In both cases the students seem to have been picked at random from those who farmed, and those who did not, and those who remained in the community, and those who did not, so that the ratios are probably near the same as they would be had all students been reported.

The schools surveyed are truly representative of all those in the state, and the surveys are on the whole complete and accurate so that the ratios indicated in the tabulation of these surveys is very likely not far different from the true ratios that would be shown if we had a complete census of all the vocational agriculture students of the state.

A few items on the questionnaire that might lead to inaccurate conclusions because of the failure of many teachers to report on them will be noted as the report on these items is made. Every effort has been made to make this survey accurate, authentic and representative, and it is the belief of the author that it is.

### Tabulation of Material

More than 1300 students were listed in the surveys. A total of 1264 were tabulated. In several surveys groups of students were listed who were enrolled in the department in 1926 or later. These were not tabulated. Many individual students who were included in the 1925 enrollment but who were still in the departments in 1926 were tabulated. All students who had left the departments in 1925 or before were tabulated, and in no case was a student omitted from the tabulation because incomplete data about him was given.

In tabulating the students were divided into groups according to whether they were farm or town boys, whether or not they were now farming, and whether or not they still resided in the community. This gave eight groups of students as follows:

- I. Farm boys who are now farming and reside in the community.

- II. Town boys now farming and in the community.
- III. Farm boys now farming, but not in the community.
- IV. Town boys now farming, but not in the community.
- V. Farm boys not farming and in the community.
- VI. Town boys not farming and in the community.
- VII. Farm boys not farming and not in the community.
- VIII. Town boys not farming and not in the community.

Then there were found on some surveys several students about whom no vocational or residential information was given, nothing beyond their high school record. These were put in a separate group and numbered Group IX. There were 123 students in Group IX. Deceased students of which there were 20 were placed in Group X. This left 1121 students in Groups I to VIII about whom either vocational or residential information was given.

#### Findings Shown by the Tabulation of Material in the Surveys

Farm Boys vs. Town Boys. In Table II the percentage of farm boys as found in the surveys from the 25 schools is given in the first three columns following the name of the school, while in the last three columns is shown the percentage of farm boys in the enrollment in these same schools for the five years 1927-1931.



Table II. Percentage of Farm Boys Listed in the  
Surveys from the Schools and the Percentage  
in the Enrollment 1927-31

Name of school	Number in Survey			Number in 1927-31 Enrollment		
	Total boys	Town boys	Per cent farm boys	Total boys	Town boys	Per cent farm boys
Alma	62	29	53.2	130	56	57
Auburn	51	3	94.1	95	7	92.6
Alton	35	5	82.8	113	13	88.5
Beloit	16	5	68.7	137	5	94.4
Bonner Springs	64	16	75	80	15	83.3
Burlington	92	11	88	159	9	94.3
Colby	17	4	76.5	95	20	70
Cottonwood Falls	53	10	81.1	89	14	84.3
Effingham	37	4	89.2	128	9	93
Ford	38	0	100	87	7	92
Frankfort	23	3	87	140	11	92
Harper	64	7	89	131	19	85.5
Jewell	31	8	74.2	56	5	91
Lawrence	109	21	80.7	212	5	97.7
Manhattan	42	10	76.1	165	43	74
Mankato	27	10	63	96	27	72
McLouth	58	23	60.3	59	9	84.8
Miltonvale	84	15	82.1	150	13	91.4
Mullinville	20	3	85	76	20	73.7
Seaman	73	16	78.1	187	26	86
Silver Lake	29	4	86.2	45	9	80
Wakefield	53	10	81.1	148	17	88.5
Washburn	102	29	71.5	93	6	93.6
Winfield	23	5	78.3	183	17	90.8
Woodston	60	3	95	52	9	83
Total	1264	256	79.8	2816	391	86.2

Four-fifths of the boys in the surveys were listed as farm boys and one-fifth as town boys. There is a tendency on the part of instructors to weed out the town boys from their departments because they are not vocationally minded and they have difficulty in carrying worth while projects. The percentage of farm boys in the total enrollments of these same schools for the last five years 1927 to 1931 is 86.2, an increase of 6.4 over what is shown by the survey. All but seven of the 25 schools show an increase. The percentage of farm boys in the total vocational agriculture enrollment of the state last year (1931) was 87.9.

The high schools in the larger cities do not show a higher percentage of town boys as might be expected, except in the case of Manhattan where about one-fourth of them are from the town. It is a few of the small high schools like Alma, Mankato and McLouth that show the highest percentage of town boys. One reason perhaps is that due to the difficulty of keeping up the enrollment in their departments, they induce boys to take vocational agriculture who should perhaps take some other course.



## Occupational Choice

Table III shows the number of former students that were following the different occupations as reported on the surveys.

Table III. Occupations Followed by Former Vocational Agriculture Students.

Name of occupation	Number engaged in it
Farming	519
Mercantile: grocery store, elevator, etc.	56
Professional: attorney, barber, baker, doctor, etc.	52
Filling station attendant, garage worker, etc.	49
Day laborers	45
Teachers	44
Railroad employees, section men, etc.	36
Truck drivers, oil wagons, etc.	35
Mechanics, electricians, engineers	27
Clerical and office work, stenographers	25
Business managers, bankers, etc.	20
Factory workers, packing plants	20
Miscellaneous salesmen	17
Government work: professional and civil service	13
Unemployed	11
Mail carriers, post office work	10
Auto salesmen	8
Miscellaneous	67
Total listed with occupations	1054

Besides the 1054 listed with jobs, there were 22 listed as students, and 45 with no occupation given, making a total of 1121, the number listed in Groups I to VIII. Of these 1121 former students 46.3% were farming, 47.7% were following some other known occupation, and 6% were of undetermined occupation. Counting only the 1054 with known occupations, 49.2% were farmers and 50.8% were other than farmers.

The claim is often made by vocational agriculture instructors that 60 to 70% of their former vocational students become farmers. The percentage shown in this survey is very much lower. One reason for the teachers getting a higher per cent is that they make this observation soon after the student leaves school while he is still working on his father's farm, and before he has taken up his real vocation. The students included in this survey had been out of high school an average of seven years. Another reason is that often the instructor forgets to consider the transient student who moved into the community and was in the department a year or two and then moved out, and the instructor has lost trace of him.

Since the item of chief interest is the per cent of boys who take up farming, Table IV is inserted which shows the percentage for the different schools.

Table IV. Number of Pupils and the Per Cent Farming in Each School.

Name of school	Number of students on survey list	% of total boys from school who are now farmers	% of boys in groups 1-8 who are now farming	% groups 1-8 still farming in community	% groups 1-8 farming in other communities	% of total farm boys, groups 1-8, now farming	% of total town boys, groups 1-8, now farming
Alma	62	29	30	30		58	
Burlington	92	42.3	47.5	30.5	17	47.2	50
Alton	35	42.8	51.6	48.2	3.4	62.5	
Beloit	16	43.7	53.8	53.8		77.8	
Jewell	31	45.3	45.3	35.5	9.8	56.5	12.5
Effingham	37	43.2	45.7	37.1	8.6	46.8	33.3
Miltonvale	84	54.8	56.8	43.2	13.6	68.6	
Frankfort	23	60.9	70	65	5	82.4	
Mankato	27	37	38.4	23	15.4	56.2	10
Silver Lake	29	44.7	46.4	39.2	7.2	50.2	25
Winfield	23	65.1	78.7	52.4	26.3	74.9	100
Mullinville	20	60	66.7	55.6	11.1	80	
McLouth	58	36.1	42.8	36.7	6.1	58.6	20
Woodston	60	26.6	34.8	26.1	8.7	34.9	33.3
Harper	64	40.6	48.1	44.4	3.7	53.1	
Cottonwood Falls	53	49.1	49.9	46.1	3.8	61.9	
Auburn	51	52.9	52.9	45.1	7.8	56.3	
Ford	38	50.1	50.1	42.1	8	50.1	
Manhattan	42	40.4	41.4	29.2	12.2	54.8	
Lawrence	109	35.7	54.5	44.6	9.9	66.1	
Seaman	73	39.7	41.3	35.7	5.6	47.2	20
Wakefield	53	52.8	56	48	8	65	20
Bonner Springs	64	26.6	28.3	18.3	10	38.6	
Colby	17	41.2	46.7	46.7		54.5	25
Washburn	102	27.4	34.6	28.4	6.2	43.7	
Total	1264	40.9	46.3	37.7	8.5	55	10.3

Of the total 1264 students tabulated, 40.9% were farming, 42.3% were in occupations other than farming, 5.4% were listed as occupations undetermined, and 9.7% were in Groups IX and X with no occupation or residence data given.

We observe from Table IV that 37.7% of the boys were farming in the same community, and that 8.5% had moved to other communities to farm. That is about one out of five who became farmers had moved out of the community.

We note also that 55% of the farm boys became farmers and only 10.3% of the town boys, or the farm boys are five times as apt to take up farming as are the town boys.

In the column which gives the per cent of Groups I to VIII now farming, we find only three schools having higher than 60% instead of an average of 60 to 70% as claimed.

We will now consider the percentages from some individual schools with either high or low per cents. Winfield has the highest percentage of students now farming, but there were so few listed in its survey and such a small fraction of those who have received vocational agriculture credit, that the survey is probably not representative of what the true condition is.

Miltonvale, Frankfort, Mullinville and Wakefield all have high scores and all have complete surveys with occupational data filled in. All are in rural farming

communities and conditions seem good for vocational agriculture to function as it should. None of these schools report a high percentage of town boys.

Mankato, McLouth and Alma all have low scores, and all have a high percentage of town boys which is probably the chief reason for the low per cent farmers showing. They all have a good per cent of their farm boys now farming.

Woodston and Lawrence are both low. Lawrence is low only in per cent of total enrollment, but is well up in the other percentages. This is explained by the fact that the Lawrence survey gave no vocational data on over one-third the boys reported. Woodston also had 14 out of its 60 boys in Group IX. It also had 13 boys reported as laborers, and it may be that some of them should have been reported as farm hands or helpers.

Bonner Springs competed with Woodston for the lowest score. It has a high per cent of town boys, and perhaps being so close to Kansas City loses many of its graduates there.

Seaman and Washburn are low in most scores, but only moderately low in per cent of farm boys farming. Both are in the suburbs of Topeka and both have many town boys, and have the competition of town jobs to draw their students.



Table V shows the farming status of the 519 former students who were listed as farmers.

Table V. Farming Status of Students Tabulated as Farmers.

Group	Number	Per Cent
Land owners	44	8.5
Those who rent land, tenants	183	35
Those farming with father	175	34
Hired men and farm hands	44	8.5
Partnership or contract	45	8.5
Status not given	67	13

Often the same student was listed in two of the above groups, as for example he might own some land and also rent some, or he might farm with his father and rent in addition.

The question arises, are these farmers as shown by these status groups rather definitely settled in the occupation of farming, or may they change to some other occupation. Probably most of those who are owners or renters, or in partnership will continue farming. A number of those who are listed as hired men or father's helper may take up some other vocation, but there is a bigger chance that they will become tenants or owners, or finally operate the father's farm. There is a probability then that the ranks of these farmers may be diminished by some of their number going into some other occupation, but there is a chance

also that their ranks will be augmented by some of the students who now follow other occupations, such as laborer or filling station attendant, taking up farming.

For one-half the students who have received farmer training to finally take up farming is not a bad showing. The author in 1929 made a survey of 850 students who had been enrolled in the Jewell, Kansas, schools from 1899 to 1923 and found that only one boy out of four became a farmer. He found the same proportion in a survey of 200 students who had been enrolled in the Auburn elementary school from 1888 to 1900.

#### Choice of Residence

The most important fact to be ascertained about residence is whether the boys continue to reside in the same community after finishing high school. Table VI shows the percentage from the different schools who still reside in the community.

Table VI. Percentage of Boys Still Residing in the Community.

Name of school	Number of students on survey list	% of all boys who are still in community	% Groups 1-8 who are still in community	% of farm boys in Groups 1-8 still in community	% of town boys in Groups 1-8 still in community
Alma	62	48.2	50	67.6	31
Burlington	92	45.6	51.2	50	60
Alton	35	62.8	76.2	75	80
Beloit	16	80.2	84.5	88.9	75
Jewell	31	61.3	61.3	65.2	50
Effingham	37	43.2	45.5	43.7	67
Miltonvale	84	57.2	58.2	56.7	71.4
Frankfort	23	82.5	95	94.2	100
Mankato	27	55.5	57.6	68.7	43.3
Silver Lake	29	51.7	53.5	62.7	
Winfield	23	56.4	68.2	74.9	33.3
Mullinville	20	60	66.7	80	
McLouth	58	55.1	65.2	65.5	65
Woodston	60	43.2	57	51.2	100
Harper	64	54.6	65.2	63.3	80
Cottonwood Falls	53	75.4	76.8	80.9	60
Auburn	51	68.6	68.6	66.7	100
Ford	38	65.8	65.8	65.8	
Manhattan	42	42.7	43.7	43.1	40
Lawrence	109	47.6	72.8	74.6	66.7
Seaman	73	70	72.8	76.3	60
Wakefield	53	60.3	64	67.5	50
Bonner Springs	64	42.1	45	52.3	25
Colby	17	88.2	100	100	100
Washburn	102	72	75.3	74.9	76.5
Total	1264	56.1	63.3	65.3	55.1

Of the 1121 students in Groups I to VIII, 63.3% are still in the community. As is shown on a later page the students in this survey had been out of high school an average of seven years. That means that seven years after

leaving high school 63.3% were still in the same community. This is indeed a very high per cent compared with what has been found in the case of students receiving elementary and general education. In the Jewell and Auburn community surveys, which have been mentioned before, five years after leaving school only 46% of the pupils remain in the community, and ten years after leaving school only 30% remained in the community. From these surveys then, to say that less than 40% remained in the community after seven years, would be a very conservative estimate. This then is to be compared with the 63.3% in the case of the vocational agriculture students. Putting it another way, seven years after leaving school there were one-half more of the vocational agriculture students in the community than there were of the students who had received a general education.

Of the farm boys 65.5% are still in the community, and of the town boys only 55.1% are still in the community. This is due of course to such a higher per cent of the farm boys taking up farming than is true of the town boys, and to the fact that a higher per cent of those who become farmers remain in the community than of those who take up some other occupation. Of the 46.3% who were farming, 37.7% farmed in the same community and 8.6% had gone to other communities, while of the 53.7% who were not farming, only 25.6% remained in the same community and 28.1% had

gone to other communities. Of the farmers, more than four out of five stayed in the community, and of the other occupations less than one-half stayed in the community.

Of the 65.3% of farm boys still in the community, 45.6% were farming and 19.7% were in some other occupation. More than two of them were farmers to one in other occupations. Of the 55.1% of town boys still in the community, only 5.8% were on farms and 49.3% were in some other occupation. Only one town boy who still lived in the community was farming to where there were eight following some other occupation. This was also seven years after leaving school.

There seems to be as much variation among the different schools in Table VI on residence as there is in Table IV on occupations. There are different schools though generally occupying the high and low places in the two tables.

Colby reported all of its 15 boys in Groups I to VIII still in the community. Two boys from there were in Group IX and they had probably left the community or vocational and residence data would have been given about them also.

Frankfort had all but one of its 20 boys in Groups I to VIII still in the community, and had three boys in Group IX.

Beloit had all but one of its 13 boys in Groups I to VIII still in the community, but had three boys in Group IX.

Lawrence, Washburn and Alton all had high percentages



of boys still in the community, but partly explained by the fact that they also had high percentages in Group IX most of whom would undoubtedly be boys not now in the community.

Cottonwood Falls is one school with a high per cent of boys still in the community, and a low per cent or only one boy in Group IX.

The schools with the lowest per cents now in the community were Manhattan, Bonner Springs, Effingham and Alma. This is partly explained by the fact that all but Effingham had a large proportion of town boys who are more prone to leave the community than farm boys. Another explanation is that Effingham and Bonner Springs lie close to Kansas City which draws a large number of their students.

Of the 1121 students in Groups I to VIII, 710 were still in the same community and 411 had gone to other communities. Of the 411 who had left the community, the place of residence was not given on 74 boys or 18%. Of the 337 who had left the community and whose place of residence was given, 193 or 57% were still in Kansas, and 140 or 41% had gone to other states.

Of the 140 who had gone to other states, 34 boys or 24% had gone to Missouri, (Chiefly to Kansas City and St. Louis), 30 boys or 21% had gone to California, 15 boys or 10% to Illinois, 14 boys or 10% to Colorado. These four states had taken two-thirds of the vocational agriculture

students that had left Kansas. The numbers that had gone to other states are here given:

Eight boys to Nebraska

Six boys to Texas

Five boys each to Iowa and Michigan

Four boys to Oklahoma

Three boys each to New York and Pennsylvania

Two boys each to Arizona, Montana, and Washington, D. C.

One boy each to Wisconsin, Nevada, Minnesota, Indiana, Alabama, Idaho, and New Mexico.

Of the 193 boys who had gone to other communities in Kansas, one-third of them or 65 boys had located in four cities: 30 in Topeka; 19 in Manhattan; 10 in Wichita; and six in Lawrence.

#### High School Graduation

Of the 1121 students in Groups I to VIII, 764 students or 68% had graduated, 314 students or 28% had not graduated, and for 45 students or four per cent graduation data was not given. Thus seven students out of 10 had graduated and three failed to graduate. The same proportions held true when graduation percentages were figured on farm boys and on town boys. Again when the percentages were figured on

the group which had become farmers and the group which was in other occupations than farming the proportions were the same. In each of the four groups, farm boys, town boys, boys who became farmers, and boys who chose some occupation other than farming, 68% had graduated.

In the group which still resided in the community, we find a higher per cent of graduates, the percentage being 70%. In the group which had moved into other communities, we find only 64% of graduates.

#### Number of Years out of High School

Vocational agriculture education was established in Kansas in 1918. The first students with a full year of credit in it would graduate or leave school in the spring of 1919. There were 26 such students in the survey. In 1931 when the survey was made these students would have been out of high school for 12 years. Table VII is a grouping of the students in the survey by the number of years since they had finished high school.

Table VII. Grouping of Students by Years out of High School.

Number years out of H. S.	Number students in group
12 . . . . .	26
11 . . . . .	54
10 . . . . .	81
9 . . . . .	101
8 . . . . .	177
7 . . . . .	196
6 . . . . .	182
5 . . . . .	135
4 . . . . .	103
3 . . . . .	47
2 . . . . .	7
1 (and uncertain) . . . . .	12

The peak figure or largest group is 196 students who had finished high school seven years before. From that peak figure the number diminishes rather uniformly either way. The mean or average time that all the 1121 students had been out of school was just seven years.

#### College Attendance

Of the 1121 students, 846 students or 75.5% had not attended college, 133 students or 11.8% had attended Kansas State College of Agriculture and Applied Science, and 150 students or 13.4% had attended some other college.

About one-fourth the boys had attended college at least one term and nearly half of those who had attended college had chosen Kansas State College of Agriculture and Applied Science.

A little larger percentage of the town boys attended college than of the farm boys. Among the town boys 72% did not go to college, while among the farm boys 76% did not go. A slightly higher per cent of the farm boys chose Kansas State College of Agriculture and Applied Science than did of the town boys.

A greater difference was found in the occupational groups. Of those farming, 80% had had no college training. Of those in other occupations, but 70% were without college training.

The same difference was found between the boys still in the community and those not in the community as was found in the occupational groups. The boys still in the community had 80% without college training, and those who had left the community showed 70% without college training.

#### Other Occupations Tried

Of the 518 boys who were farming, 414 had gone directly into that work without trying anything else, and 104 boys had tried some other work. That is only one farmer



out of five had tried another line of work. The other occupations mentioned that the farmers had tried out, were chiefly farm hands (most instructors considered this the same as farming), laborers and road work, although a wide variety of occupations had a few try-outs.

Of the 603 boys who were engaged in some occupation other than farming, 122 boys were listed as having tried out the same occupation or no other than the one in which they were engaged. No data was given on occupational try-outs in the case of 200 boys or one-third the whole number. One hundred of them had been students before entering their present occupation. Farming or working as a farm hand had been tried by 83 boys. The remaining 98 boys had tried out a great variety of occupations, most of them not related to the one in which they were now engaged. Most boys had worked at what they could find to do, rather than having chosen something to help prepare them for their present occupation.

#### Number of Years in Their Present Occupation

This data was given on less than three-fourths of the boys. The average period of time that the farmers had been engaged in that occupation was 5.4 years. For those who were not farming, they had been at their present jobs 4.2

years.

#### Number Married

The number of boys in Groups I to VIII who had married was 474 or 42.3%. Marriage data was not given on a large number of students. The proportion married among the farmers was practically the same as among the other group.

#### SUMMARY

A survey was made of former vocational agriculture students in twenty-five schools which are fairly well distributed among the 120 vocational agriculture departments of the state. Only students who had left the departments prior to 1925 were listed.

The main purpose of the study was to determine what had been the vocational choice of the students and where they resided. Twelve hundred and sixty-four students were tabulated and grouped as follows:

- I. 410 farm boys now farming in the community.
- II. 13 town boys now farming in the community.
- III. 85 farm boys farming in other communities.
- IV. 10 town boys farming in other communities.
- V. 177 farm boys not now farming, but still in the community.

- VI. 110 town boys not now farming, but still in the community.
- VII. 226 farm boys not farming and not in the community.
- VIII. 90 town boys not farming and not in the community.
- IX. 123 boys about whom no vocational or residence data was given.
- X. 20 deceased boys.

Four-fifths of the students had come from the farm and one-fifth from town. Seven-eighths of the enrollment in all vocational agriculture departments in 1931 were farm boys. The percentage of town boys enrolled in the whole state has been constantly growing less, and the fact that so few become farmers as is shown in this survey justifies it.

The schools with the highest percentage of town boys were mostly the small schools which have difficulty in keeping up their enrollment.

The survey showed that nearly ten times as many boys were now farming as were following any other single occupation, and that nearly as many were listed as farmers as in all the other occupations combined.

From five to three per cent of the boys were in each of the following occupations. They are listed in the order of their preference: (1) Workers in mercantile establishments; (2) professional; (3) filling station and garage

workers; (4) day laborers; (5) teachers; (6) railroad employees; (7) truck drivers.

Of the 1054 boys with occupations given, 49.2% were farmers and 50.8% were in some other occupation. This was after they had been out of school an average of seven years.

More than half of the farm boys became farmers while only one out of ten of the town boys took up that occupation.

Four-fifths of the farmers were still in the community that had educated them.

About one-third of those farming were renters, one-third were farming with their fathers. One out of twelve was a land owner. One out of twelve was farming under some kind of partnership contract, and one out of twelve was still a hired man.

The schools with the low percentages of farmers were the ones with the high percentages of town boys, or were close to large cities which drew their boys away with their attractive city jobs.

After being out of high school an average of seven years, 63.3% of these former vocational agriculture students were still in the community. Surveys in the general school system have shown only about 40% after a similar period still in the community.

Ten per cent more of the farm boys were still in the community than was true of the town boys.

As already mentioned, four out of five of those farming were still in the community. Less than one-half of those following occupations other than farming were still in the community.

Among the farm boys who were still in the community, two out of three were farmers, while among the town boys who were still in the community, only one out of nine was a farmer.

The reasons for certain schools being low in per cent of students still in the community were found to be the same as the reasons for a low per cent of farmers, namely, a large proportion of town boys and proximity to a large city.

Three-eighths of the boys had gone to other communities. More than half of these were still in Kansas, and 41% had gone to other states. One-third of those still in Kansas had gone to the cities of Topeka, Manhattan, Lawrence, and Wichita.

One-fourth of the boys leaving the state had gone to Missouri (Chiefly to Kansas City), one-fifth of them to California, one-tenth each to Illinois and Colorado, and the remainder were scattered through a large number of states.

In Groups I to VIII, 68% of the boys graduated from high school. The same percentage of graduates was found in the farm boys, the town boys, the boys who became farmers, and the boys who were not farmers.



Of those still in the community, 70% were graduates, and of those who had left but 64% were graduates.

The average student in the survey had been out of high school seven years. On the average, those who had become farmers had been at it 5.4 years, and those who had chosen some other work had been at it 4.2 years.

Three-fourths of the students had never attended college. Kansas State College of Agriculture and Applied Science drew almost as many students from this group as did all the other colleges combined. Fewer of those who became farmers had attended college than of those who followed other occupations.

About one-fourth of the farmers, and one-third of those in other occupations had tried something else besides the work in which they are now engaged.

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