

A TWENTY YEAR FOLLOW-UP OF VOCATIONAL AGRICULTURE
GRADUATES AT HANOVER HIGH SCHOOL, 1951-1970

by 7214

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CHAPTER I

INTRODUCTION

This report, "A Twenty Year Follow-up of Vocational Agriculture Graduates at Hanover High School, 1951-1970," is a study of the boys who took three or more years of vocational agriculture in the twenty graduating classes of Hanover High School.

Hanover High School is located in north-central Kansas, halfway between the cities of Marysville and Washington, in Washington County, where agriculture is the chief industry. All businesses are directly dependent upon agriculture production and the people who support it.

Washington County is a leading agricultural county in Kansas in the production of both livestock and crops. Statistics from the 1969-1970 "Farm Facts"¹ indicated that the county ranked first in hogs and pigs on farms, first in bushels of grain sorghum produced, second in value of livestock and poultry produced, fifth in all cattle and calves on farms, seventh in bushels of oats produced, and tenth in chickens on farms. Washington County is also a leading producer of dairy products, wild hay, corn, soybeans, and sheep. The Kansas Beekeeper Association reports that Washington County is the largest in honey production in Kansas.

Although Washington County ranks high in agriculture production, there is relatively little other industry. Wages paid to workers are

¹Kansas State Board of Agriculture, A Report of the, Farm Facts 1969-1970.

low. In 1961 the Cooperative Training Class of Hanover High School conducted a survey of business in the community on wages paid to employees. This survey showed that most businesses paid their help the minimum wage as required by law. Management personnel were paid slightly more. Skilled jobs were held mostly by self-employed persons, and their charges were less than those demanded by persons with similar skills in larger cities. When asked why they did not move to areas where wages were higher, most said the cost of living would be higher, and they had no desire to live in a large city.

Most working residents owned their own homes. Rent was low, ranging from seven dollars per month for sleeping rooms to fifty-five dollars for homes and furnished apartments. Food prices in stores were about the same as in cities in the surrounding area. Food costs were lowered by home canning and freezing of vegetables and meats either raised at home or purchased locally. A local locker plant processed both vegetables and meat.

Prior to 1951, any education beyond the eighth grade was discouraged in some rural areas of the community. The importance of a high school education has gradually increased and at the present time almost all young people in the community attend high school. However, even though the emphasis in high school had been to prepare students for college, the percentage of students going on to college had been low. A study of Hanover High School records showed that from 1951 to 1970, five hundred forty-three students were graduated. Of this number, sixty-two were graduated from a four-year college and eight were

presently enrolled in a four-year college. These figures included both sexes. Twelve of these college graduates had three or more years of vocational agriculture. The combined number of college graduates and those now enrolled represented thirteen per cent of the graduating students from 1951 to 1970.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to determine the present job and occupation of the male graduates at Hanover High School who had taken three or more years of vocational agriculture during the years from 1951 to 1970; (2) to survey the attitudes of the graduates concerning which parts of their training they considered to be of the most benefit on the job; (3) to discover what additional areas of training the graduates perceived were needed for their present job, and (4) to determine if the training was of value in maintaining their home and its equipment.

Importance of the study. This study was designed to be helpful to the community studied by assessing the need for a vocational agriculture program or the changes needed in the one presently taught. The study was also designed to assist in the evaluation of the vocational agriculture program in compliance with requirements of the State Board of Vocational Agriculture for state and federal reimbursement. An important consideration for the study was to provide information for school administrators and board of education members.

Limitations of the study. The study was limited to 155 boys who had graduated and had taken three or more years of vocational agriculture at Hanover High School during the period 1951-1970. The writer failed to find addresses for 15 of the 155 boys because they had moved away and had no further contact with the community. Nine of the graduates were deceased.

II. DEFINITIONS OF TERMS USED

Agriculture-related occupation. This was the term given an occupation that required a knowledge of agriculture or was dependent upon agriculture products or products produced for agricultural use.

Crops. Crops was the title given to that part of the vocational agriculture curriculum in which production and management of crops was taught.

Farm management. The part of the vocational agriculture curriculum where all phases of the course were brought together in making decisions and planning the farm operation was called farm management.

F. F. A. (Future Farmers of America). A youth organization that was an intercurricular part of vocational agriculture was known as F. F. A.

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

Part-time farmer. A part-time farmer was one who was also employed in an occupation other than farming.

Record keeping. The part of the vocational agriculture curriculum in which instruction was given in record keeping of a boy's occupational experience program and personal finance was termed record keeping.

Vocational agriculture. One of the courses of study in the high school curriculum in which the major emphasis was devoted to agriculture and agriculture-related occupations was called vocational agriculture.

CHAPTER II

REVIEW OF SELECTED LITERATURE

"Accountability" is going to replace "relevance" as the "in" word among educators, stated Drake¹ in an editorial on evaluation. He went on to explain that President Nixon's message on educational reform, recently submitted to Congress, proposed that schools be held accountable for the education which they provide. The President, using the language of an educational evaluator, emphasized that the proper criterion for measuring the success of a school was not some fixed national norm, but rather "the results achieved in relation to the actual situation of the particular school and the particular set of pupils." It is apparent that the demand today is for educational programs to be evaluated on a basis of what they produce and not on promises to produce.

It is the graduate we send away from our program that is the real proof of our accountability. If objectives are to be realistic, then it seems urgent that they be based upon the expected performance of the graduate. He is the true "product" as the vital objective of evaluation.

With this in mind, the writer saw the need to determine if subjects taught in the vocational agriculture curriculum have been of

²William E. Drake, "Evaluate What?" Agricultural Education Magazine, 42:12, June, 1970.

value to graduating vocational agriculture students. Whenever there has been a change in administration, it has been necessary to show the value of vocational agriculture to the community. The literature selected for review was to form a background for this study; it did not include all studies of this type.

The only study made in the Hanover schools was made by Charles Woolf in 1965. In this study he stated, "It was pointed out that it is almost impossible for one to pick out a subject or subjects in high school that have contributed most to one's education; however, the graduates that are housewives stated they thought home economics as being most beneficial while those respondents in the field of agriculture stated vocational agriculture was most important."³

Ottman,⁴ in a follow-up study of 136 boys who took four years of vocational agriculture in Onaga Rural High School, found that the part of the vocational agriculture program listed by the boys as most beneficial was ranked in the same order by both city and farm boys. The parts were ranked as follows: (1) shop, (2) livestock, (3) record book, (4) F. F. A., and (5) crops.

The farm boys (66.6 per cent) and the city boys (73.5 per cent) recommended that vocational agriculture programs should be left as they

³Charles L. Woolf, "A Follow-up Study of 1955-1964 Graduates of Hanover High School" (unpublished Master's report, Emporia State Teachers College, Emporia, Kansas, 1965), p. 26.

⁴Leonard R. Ottman, "A Twenty Year Follow-up of Vocational Agriculture Boys at Onaga Rural High School" (Master's report, Kansas State University, Manhattan, Kansas, 1967).

were when they were in school. The most frequently recommended changes were as follows: (1) to keep the program up to date, (2) to teach more agriculture-related subjects, (3) to have more shop work, (4) to have more work in farm chemicals, and (5) to do more blueprint work.

In a post-student evaluation of the curriculum offered at Severy High School from 1961 to 1965, Hall⁵ stated that the five subjects found to be the most beneficial to the highest number of students taking the subjects were vocational agriculture, home economics, English, bookkeeping, and typing. The five least beneficial subjects to the students were band, American history, shorthand, athletics, and chorus. The study found that all of the subjects offered to the students were of some benefit after graduation.

Hoppas,⁶ found in a 1961 study of former Lakin, Kansas, vocational agriculture students, that a total of 45.3 per cent of the individuals concerned in the study were engaged in farming or related fields. He also recommended that follow-up studies of this nature be delayed at least six years. This would allow the individual to complete further education, military service, and enter into an occupation.

⁵Jerry Duane Hall, "Post-student Evaluation of the Curriculum Offered at Severy High School" (Master's report, Kansas State University, Manhattan, Kansas, 1966).

⁶Charles Dean Hoppas, "A Follow-up Study of Former Lakin Rural High School Vocational Agriculture Students" (unpublished Master's report, Kansas State University, Manhattan, Kansas, 1961).

In a follow-up study of 63 vocational agriculture graduates of Ford High School from 1953 to 1968, Thompson⁷ found that 24.4 per cent entered a four-year university or college and 66.6 per cent of these graduated from college. Full-time farming accounted for 17.5 per cent; part-time farming accounted for 20.6 per cent; 27.0 per cent were in agri-businesses, and 35.3 per cent were in non-agricultural occupations. He recommended that agri-business should be stressed more in vocational agriculture curriculum since many of the graduates were employed in agri-business positions.

Ringen,⁸ in a ten-year follow-up study at Waterville and Blue Rapids High Schools from 1951 to 1960, found that 66.0 per cent of the graduates were in farming or agriculture-related occupations. Of this group, 41.0 per cent attended college or universities and 20.0 per cent of these graduated. He also found of those now in farming, 77.3 per cent had planned to do so while in high school; and of those not in some agricultural occupation, only 11.1 per cent were in the occupation they had planned to enter while in high school.

A study was made in 1960 on the occupational status of graduates who completed all vocational agriculture courses offered by Washington

⁷David F. Thompson, "A Follow-up Study of Vocational Agriculture Graduates of Ford High School from 1953 to 1968" (Master's report, Kansas State University, Manhattan, Kansas, 1969).

⁸Willis Eugene Ringen, "Occupational Patterns of Farm Boys Who Graduated from Waterville and Blue Rapids High Schools between the Years 1951 to 1960" (Master's report, Kansas State University, Manhattan, Kansas, 1967).

County High Schools. Kastl⁹ found that 35.7 per cent were engaged in farming and another 10.9 per cent were in agriculture-related occupations. He also stated that of the 137 graduates, 111 or 81.6 per cent considered a knowledge of agriculture was beneficial or essential to them regardless of occupations. He further stated that the former graduates perceived that livestock production should be ranked first in importance followed by judging, with farm mechanics and crop production tied for third place. The former graduates ranked agriculture-related occupations as the least important. The study indicated that graduates engaged in farming reported higher income than any of the other groups. Five of the farming group reported an income of over \$12,000, while only one in all of the other remaining groups reported an income this high. Graduates of Hanover High School from 1961 to 1965 were a part of Kastl's study.

Albracht,¹⁰ in a study of 123 graduates from Hebron High School, Hebron, Nebraska, during years 1946 to 1953 reported that 47.0 per cent of the vocational agriculture students followed the occupation as planned while in school. Among the non-vocational agriculture graduates, only 34.0 per cent took jobs as planned.

⁹Don L. Kastl, "Occupational Status of Graduates Who Completed All the Vocational Agriculture Offered in Washington County High Schools" (unpublished Master's report, Kansas State University, Manhattan, Kansas, 1966).

¹⁰James J. Albracht, "Types of Problems of Hebron High School Graduates 1946-1953, Inclusive" (unpublished Master's thesis, University of Nebraska, Lincoln, Nebraska, 1954).

Very little could be found concerning occupational changes of vocational agriculture graduates. However, Ringen,¹¹ in a study of 47 Waterville, Kansas, high school graduates, stated those graduates had been in their present occupations an average of 5.7 years. One 1960 graduate had changed his occupation eleven times since graduation. Another graduate had been in five occupations in ten years without being in the same occupation for three consecutive years. Of the Waterville high school graduates, 33 of the 41 (80.5 per cent) were in the occupations in which they first became established.

From the study of selected literature, it appeared that students valued vocational courses more highly than other courses. In vocational agriculture, the graduates rated farm mechanics, livestock production, and record book work as the most important areas of instruction. A large percentage of the vocational agriculture students were employed in farming and agriculture-related occupations. The graduates engaged in farming made fewer occupational changes than graduates employed in non-agriculture occupations.

¹¹ Ringen, loc. cit.

CHAPTER III

METHODS AND PROCEDURE

Introduction

It was the intention of the investigator to learn the present job and occupation of the male graduates of Hanover High School who had taken three or more years of vocational agriculture during the years 1951-1970. The writer also wished to determine which parts of the vocational agriculture course of study the graduates perceived to be of most benefit to them in their job and in their home, and to discover additional areas of training that would have been beneficial.

Population

The students who graduated from Hanover High School between 1951 and 1970 and who had taken three or more years of vocational agriculture were the subjects for this study. The names of the students were selected from vocational agriculture grade books. A total of 155 boys was listed. The addresses of fifteen boys could not be found because they had moved away and had had no further contact with the community. Nine of the graduates were deceased. Military service accounted for six who were overseas, and these six were not included in the survey.

Questionnaire

Each of the remaining 120 was sent a questionnaire (see Appendix), designed by the writer and approved by Dr. James Albracht, along with a

cover letter and a stamped self-addressed envelope. The questionnaire was composed of two parts. The first part contained questions concerning the year graduated, any office held in F. F. A., marital status, post-high school education, military service, present occupation, and other jobs held since graduation from high school. The second part of the questionnaire contained a checklist of the use of units taught in vocational agriculture.

Analysis of Findings

A total of 97 questionnaires were returned. Of these, two were not filled in properly, leaving 95 or 79.2 per cent useable questionnaires for the survey. A follow-up telephone call was made to those who had not responded and who lived in the local area. Six letters were returned stamped "No forwarding address," and five were not returned. The information was presented in tabular form and was summarized and analyzed. As a result of the findings, conclusions and recommendations were made.

CHAPTER IV

FINDINGS AND RESULTS

Introduction

The data gathered in this study was analyzed by the author and a breakdown of the responses, which seemed most pertinent to the Hanover community, were tabulated and summarized.

Present Occupation of Vocational Agriculture Graduates of Hanover High School

The data in Table I indicated that of 95 respondents, 34 or 36.6 per cent were farming full-time. Part-time farming accounted for 11 of the respondents, or 11.6 per cent; agriculture-related, 25 or 26.3 per cent; and non-agriculture had 25 or 26.3 per cent.

Farming, part-time farming and agriculture-related combined to indicate that 75 graduates, or 74.5 per cent, were engaged in farming or agriculture-related occupations.

The replies in Table I indicated that no graduates were employed in non-farm occupations until the eighth year out of school. It was noted that a larger number of graduates were farming or in agriculture-related jobs who had been out of school for less than thirteen years than those out of school thirteen years or more. It was also noted that all graduates who were out of school sixteen years or more and were engaged in farming were full-time farm operators.

TABLE I
PRESENT OCCUPATION OF VOCATIONAL AGRICULTURE
GRADUATES OF HANOVER HIGH SCHOOL

Years out of School	Full-time Farming		Part-time Farming		Agriculture- Related		Non- Agriculture	
	No.	Pct.*	No.	Pct.	No.	Pct.	No.	Pct.
1	1	20.0%	3	60.0%	1	20.0%	0	0.0%
2	3	43.0%	1	14.0%	3	43.0%	0	0.0%
3	1	33.0%	1	33.0%	1	33.0%	0	0.0%
4	2	40.0%	0	0.0%	2	40.0%	0	0.0%
5	2	33.0%	1	17.0%	3	50.0%	0	0.0%
6	2	50.0%	0	0.0%	2	50.0%	0	0.0%
7	1	33.0%	0	0.0%	2	66.0%	0	0.0%
8	3	60.0%	0	0.0%	0	0.0%	2	40.0%
9	2	40.0%	0	0.0%	1	20.0%	2	40.0%
10	2	33.0%	1	17.0%	3	50.0%	0	0.0%
11	2	40.0%	0	0.0%	1	20.0%	2	40.0%
12	2	38.0%	1	12.0%	2	25.0%	2	25.0%
13	1	25.0%	0	0.0%	0	0.0%	3	75.0%
14	1	13.0%	2	25.0%	2	25.0%	3	37.0%
15	1	33.0%	1	33.0%	0	0.0%	3	33.0%
16	1	33.0%	0	0.0%	0	0.0%	2	66.0%
17	1	20.0%	0	0.0%	1	20.0%	3	60.0%
18	2	50.0%	0	0.0%	1	25.0%	1	25.0%
19	1	33.0%	0	0.0%	0	0.0%	2	66.0%
20	2	66.0%	0	0.0%	0	0.0%	1	33.0%
<hr/>								
Total	34		11		25		25	
Average Per Cent		36.6%		11.6%		26.3%		26.3%

*Percentages may not total to 100 per cent due to rounding off individual percentages to the nearest tenth.

Present Status of Graduates Not Engaged in Full-time Farming

Table II indicated that the largest number of graduates were employed as factory laborers, and six of the eight in this occupation were in factories producing farm equipment. Five graduates were employed as sales clerks and mechanics. Service stations and business accounted for four graduates each. Of the eleven part-time farmers, seven were engaged in agriculture-related occupations. Although it was not shown in Table II, fourteen of the non-agricultural occupations had post-high school education and nine had four-year degrees. In recent years, about one-half of the vocational agriculture graduates had entered agriculture-related occupations.

Value of Vocational Agriculture Subjects on the Job

Tables III and IV were compiled by assessing a weighted value to the response of each questionnaire item (see Appendix). "Used regularly" received five points; "used occasionally," three points; and "used seldomly," one point. "Never used" and those not responding received no points. The weighted average response for each item was obtained by adding the values assigned for each response and then dividing by the number of responses.

It was indicated in Table III that those graduates engaged in farming placed a higher value on all vocational agriculture areas of instruction with the exception of leadership and electricity. The graduates rated keeping records, financing, taxes and social

TABLE II
PRESENT STATUS OF GRADUATES NOT ENGAGED
IN FULL-TIME FARMING

Occupation	Part-time Farming	Agriculture- Related	Non- Agriculture
In college	2		
In army	1		
Welder	2		
Railroad	1		2
Clerk-sales	1	1	3
DIHA supervisor	1		
Factory laborer	1	5	2
Heavy equipment	1	2	
Carpenter		3	
Mechanic		3	1
Service station		4	
Truck driver		2	1
Electrician		2	1
Refrigeration		1	
Teacher		1	2
Surveyor		1	
Newspaper			2
Business	1		3
Medical technician			2
Attorney			1
Engineer			2
Minister			1
Architect			1
Barber			1
Totals	11	25	25

TABLE III

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VALUE OF VOCATIONAL-AGRICULTURE
SUBJECTS ON THE JOB

Subject	Farming wt. ave.*	Agriculture- Related wt. ave.	Non- Agriculture wt. ave.	Sum Average**
Agriculture Business:				
Keeping Records	4.7	3.0	4.0	3.9
F. F. A.	2.0	1.8	1.0	1.6
Financing	3.8	2.1	2.4	2.8
Taxes and Social Security	3.2	2.2	2.2	2.5
Agriculture-related Business	3.5	2.2	1.2	2.3
Leadership	2.8	3.0	4.0	3.3
Farm Mechanics:				
Use of Hand Tools	4.1	4.0	2.5	3.5
Use of Power Tools	4.6	4.0	2.4	3.7
Welding	3.5	2.5	0.8	3.3
Concrete and Masonry	2.1	1.7	0.8	1.5
Carpentry	2.7	2.3	1.3	2.1
Painting	2.1	2.0	1.3	1.9
Small Gas Engine	1.6	1.4	0.6	1.5
Electricity	1.9	2.3	2.2	2.1
Production:				
Crop Production	4.2	0.8	0.4	1.8
Livestock Production	4.3	0.5	0.3	1.4
Garden	1.2	0.2	0.4	0.6
Orchard	0.7	0.2	0.2	0.4
Farm Management	4.3	0.6	0.7	1.9

*The weighted average was determined by the following scale: "Used regularly" received five points; "used occasionally," three points; and "used seldomly," one point. "Never used" and those not responding received no points. The total values obtained were divided by the number responding to the importance of each area.

**The sum average was determined by dividing the weighted averages of the farming, agriculture-related, and non-agriculture groups and dividing by three.

security, agriculture-related business, uses of hand and power tools, welding, crop and livestock production, and farm management as being the most valuable for farming. Orchard, garden, small gas engines, and electricity were considered of the least value by those farming.

Agriculture-related graduates ranked use of hand and power tools, keeping records, and leadership as being the most beneficial on the job. As in the farming group, garden and orchard were ranked lowest. Livestock and crop production and farm management were listed as being of little value on the job.

Leadership and keeping records were considered as more valuable in non-agricultural occupations. These were followed by use of hand and power tools, financing, taxes and social security, and electricity. This group also indicated production courses and farm management as being of less value on the job. It should be pointed out that graduates in non-farming and agriculture-related occupations made more use of leadership and electricity than those in farming.

Value of Vocational Agriculture Subjects in the Home

The same vocational agriculture areas in Table IV were valued according to their use in the home. Here the non-agricultural graduates used eleven of the vocational agriculture areas more than the graduates engaged in farming. These graduates made more use of carpentry, painting, electricity, and gardening in maintaining the home than were used by all other groups. The F. F. A., welding, orchard, and farm management areas were used least by the non-agricultural group in the home.

TABLE IV

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VALUE OF VOCATIONAL AGRICULTURE
SUBJECTS IN THE HOME

Subject	<u>Farming</u> wt. ave.*	<u>Agriculture-Related</u> wt. ave.	<u>Non-Agriculture</u> wt. ave.	Sum Average**
Agriculture Business:				
Keeping Records	4.3	3.4	4.0	3.9
F. F. A.	1.6	1.6	0.4	1.2
Financing	3.0	3.0	3.0	3.0
Taxes and Social Security	2.5	2.5	3.0	2.7
Agriculture-related Business	2.4	2.3	1.3	2.0
Leadership	2.0	2.4	3.0	2.5
Farm Mechanics:				
Use of Hand Tools	2.8	3.6	3.6	3.3
Use of Power Tools	2.8	3.4	3.8	3.3
Welding	1.4	1.2	0.8	1.1
Concrete and Masonry	1.2	1.4	1.6	1.4
Carpentry	2.0	2.0	3.1	2.4
Painting	1.9	2.0	3.1	2.3
Small Gas Engine	0.8	1.7	2.5	1.3
Electricity	1.8	1.9	2.8	2.2
Production:				
Crop Production	1.4	1.3	0.7	1.1
Livestock Production	1.7	2.0	0.3	1.3
Garden	1.9	2.0	2.8	2.2
Orchard	1.0	1.0	0.8	0.9
Farm Management	2.5	1.6	0.3	1.5

*The weighted average was determined by the following scale: "Used regularly" received five points; "used occasionally," three points; and "used seldomly," one point. "Never used" and those not responding received no points. The total values obtained were divided by the number responding to the importance of each area.

**The sum average was determined by dividing the weighted averages of the farming, agriculture-related, and non-agriculture groups and dividing by three.

These figures lost some of their importance because eight unmarried and one married graduate did not fill in this part of the questionnaire. When asked why, they stated that parents took care of maintaining the home and they just lived there.

Occupational Changes of Vocational Agriculture Graduates of Hanover High School

This study indicated in Table V that, of the graduates surveyed, those in full-time farming (13) and part-time farming (14) made less occupational changes than those in agriculture-related (30) and non-agricultural occupations (62).

Of those graduates engaged in full-time farming, 24 or 73.5 per cent had made no job change; 7 or 66.3 per cent of the part-time farmers had made no change; 14 or 56 per cent of the agriculture-related group had not changed, and only 5 or 20 per cent of the non-agriculture group had not made a job change. Those employed in non-agricultural occupations who made changes averaged 3.1 changes per person. Ten of those changes were from farming to non-agricultural occupations. Those in full-time farming averaged 1.3 job changes per person; part-time farming averaged 3.5 and agriculture-related averaged 2.7.

It was noted that six graduates changed jobs five or more times. Also, any type of school beyond high school and military service was not counted as a change in job.

TABLE V

OCCUPATIONAL CHANGES OF VOCATIONAL AGRICULTURAL
GRADUATES OF HANOVER HIGH SCHOOL

Number of Years out of School	Full-time Farming			Part-time Farming			Agriculture- Related			Non- Agriculture		
	Total No.	No. Making Changes	No. Changes Made	Total No.	No. Making Changes	No. Changes Made	Total No.	No. Making Changes	No. Changes Made	Total No.	No. Making Changes	No. Changes Made
1	1	0	0	3	0	0	1	0	0	0	0	0
2	3	2	2	1	0	0	1	0	0	0	0	0
3	1	0	0	1	0	0	1	1	1	0	0	0
4	2	0	0	0	0	0	2	1	2	1	1	2
5	2	0	0	1	1	1	3	1	3	0	0	0
6	2	0	0	0	0	0	2	0	0	0	0	0
7	1	0	0	0	0	0	2	2	8	0	0	0
8	3	1	1	0	0	0	0	0	0	2	2	4
9	2	0	0	0	0	0	1	0	0	2	0	0
10	2	0	0	1	0	0	3	2	7	0	0	0
11	2	0	0	0	0	0	1	1	2	2	2	8
12	3	1	1	1	1	3	2	0	0	2	2	3
13	1	0	0	0	0	0	0	0	0	3	3	10
14	1	1	1	2	2	10	2	1	2	3	2	6
15	1	1	2	1	0	0	0	0	0	1	1	2
16	1	1	1	0	0	0	0	0	0	2	2	11
17	1	0	0	0	0	0	1	0	0	3	2	6
18	2	1	1	0	0	0	1	1	3	1	1	2
19	1	1	1	0	0	0	0	0	0	2	1	3
20	2	1	3	0	0	0	0	0	0	1	1	5
Totals	34	10	13	11	4	14	25	11	30	25	20	62

Number of Vocational Agriculture Graduates Who Continued Education after High School

The replies in Table VI indicated that 33 former graduates, or 34.7 per cent of the 95 respondents continued their education beyond high school, but only 25, or 26.3 per cent completed their educational objectives. One college graduate returned to farming, while fourteen of those who continued their education were employed in non-agricultural occupations. College graduates found little opportunity for employment in the local community.

In recent years, those graduates who continued their education beyond high school went to vocational-technical schools. When completing their training many returned to farming. It was apparent that graduates valued the need of continuing their education but made use of this education by returning to the farm rather than seeking other occupations.

Present Location of Graduates

A large percentage of the vocational agriculture graduates remained in the community as shown by Table VII. Of those surveyed, sixty-seven, or 68.9 per cent, continued to live in the Hanover area. Four former students, 4.2 per cent, lived in Washington County, but outside the Hanover community. Nine, or 9.4 per cent, made their home in Kansas, but outside Washington County; fifteen, 16.8 per cent, lived out of the state.

TABLE VI
 NUMBER OF VOCATIONAL AGRICULTURE GRADUATES
 WHO CONTINUED EDUCATION
 AFTER HIGH SCHOOL

Type of School	Number Attending	Number Completing	Percentage Completing
Four-year college	17	10	59%
Junior college	2	2	100%
Vocational-technical school	10	10	100%
Trade school	2	1	50%
Correspondence study	1	1	100%
Other	1	1	100%
Totals	33	25	

TABLE VII
PRESENT LOCATION OF GRADUATES

Location	Full-time Farming	Part-time Farming	Agriculture- Related	Non- Agriculture	Percentage
Hanover Community	34	10	16	7	69.9%
Washington County			2	2	4.2%
Kansas			3	6	9.4%
Out of State		1	4	10	16.8%

Marital Status of Graduates

All graduates responded to the question on marital status in Table VIII. It was found that of the former students engaged in farming and agriculture-related jobs, twenty-seven or 64 per cent were single; only one of the twenty-five in non-agricultural jobs was unmarried. Contrary to the findings of most studies, more of the graduates in non-agricultural jobs were married than those who were farming. It was the observation of the writer that many of those who were farming were single and lived with their parents.

TABLE VIII
MARITAL STATUS OF GRADUATES

Occupation	Married	Single	Total
Full-time farming	20	14	34
Part-time farming	7	4	11
Agriculture-related	16	9	25
Non-agriculture	24	1	25
Totals	67	28	95

Recommendations of Graduates

The graduates were asked to comment on the subjects taught and recommend changes in the course of study of vocational agriculture. The following is a compilation of those comments:

<u>Comments on Recommended Changes</u>	<u>Number of Respondents</u>
"more general mechanics"	5
"more on machinery management"	3
"more blueprint reading and drafting"	3
"more on farm management"	2
"more bookkeeping, records, and taxes"	2
"more welding"	2
"more livestock production"	2
"more crop production"	2
"more on use of chemicals"	2
"more on tractor, machinery safety"	1
"more on registration of livestock and performance records"	1
"encourage more public speaking"	1
"encourage running for district and state F. F. A. offices"	1
"more on business management and advertising"	1
"more on electrical machinery"	1

Other Comments

Graduates were also asked to make comments of a general nature. The open-ended responses by the graduates indicated replies as follows:

"Too much on crops and livestock out of date before ever used"

"Carpentry used very much on job and in my home"

"Too much taught was not used"

"Crops and chemicals change so fast that knowledge becomes obsolete"

"Information on beef and swine management proved very profitable"

"My job is very closely related to farming-- supplying fuel and lubrication and carrying customers' credit"

"Two years of vocational agriculture should be required; three would be better" (from graduate in non-agricultural occupation)

Summary of Findings

The findings of the study of 95 of the 120 vocational agriculture graduates of Hanover High School indicated that the majority were in production agriculture and agriculture-related occupations. Participation by these vocational agriculture graduates in continued education beyond the high school level was considered low in comparison with other studies. Contrary to most of the related studies, a higher percentage of those in non-agricultural occupations were

married than those in farming occupations. As in other studies of the placement of vocational agriculture graduates, the majority were employed in their home county. It was also found that those in farming and in agriculture-related jobs changed jobs fewer times than those in non-agricultural occupations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to provide data which would be of assistance in determining the value of and the graduates' reaction to vocational agriculture subjects which had been offered at Hanover High School.

The instrument used to gather information was a questionnaire sent to 120 vocational agriculture graduates having had three or more years of vocational agriculture in Hanover High School from 1951 to 1970.

The following were the areas covered: (1) occupational status, (2) value of the vocational agriculture subjects on the job, (3) value of the vocational agriculture subjects in the home, (4) occupational changes, (5) post-high school education, (6) present location, and (7) marital status.

Useable responses were obtained from 95 of the 120 graduates. The findings indicated the following:

1. Thirty-six per cent were farming full-time, 11.6 per cent were farming part-time, 26.3 per cent were in agriculture-related occupations, and 26.3 per cent were in non-agricultural occupations.

2. Graduates not engaged in full-time farming were employed in 24 different occupations, with manufacturing laborers accounting for 8; sales clerks, 5; mechanics, 5; service stations, 4, and business, 4. These were the major positions listed.
3. In evaluating vocational agriculture subject matter areas on the job, units in agriculture business and farm mechanics were generally rated higher than units in production agriculture. The exception was made by those in farming who stated they used crop and livestock production regularly. The farming graduates indicated that they used vocational agriculture subjects more on the job than agriculture-related or non-agricultural graduates, with the exception of the subjects of leadership and electricity.
4. Non-agricultural graduates made greater use of eleven of the areas of instruction in the home than those engaged in farming. They made greater use of carpentry, painting, leadership, taxes, use of hand and power tools, concrete and masonry, small gas engines, electricity, and gardening.
5. Students engaged in farming and agriculture-related occupations made fewer job changes than those in non-agricultural occupations. Thirty-four full-time farmers changed jobs thirteen times; eleven part-time farmers changed fourteen times; twenty-five agriculture-related graduates changed jobs thirty times, and twenty-five non-agricultural graduates made sixty-two job changes.

6. The survey results indicated that the percentage of vocational agriculture graduates who pursued further education was small. Thirty-three graduates, or 34.7 per cent, of the 95 respondents continued their education beyond high school, but only twenty-five of these, or 26.3 per cent, completed their educational objectives. One college graduate returned to farming while fourteen who completed their education were employed in non-agricultural occupations.
7. Graduates with three or more years of vocational agriculture tended to remain in the local community. Sixty-seven, or 68.9 per cent, lived within a fifteen-mile radius of Hanover; four, or 4.2 per cent, lived in Washington County; nine, or 9.4 per cent, lived in Kansas; and fifteen, or 16.8 per cent, lived out of the state.
8. All of the graduates answered the question pertaining to marital status. It was found that of the former students engaged in farming and agriculture-related occupations, twenty-seven, or 64 per cent, were unmarried. Only one of the twenty-five in non-agricultural occupations was unmarried.

II. CONCLUSIONS

As a result of analyzing the findings of this study, the following conclusions were made:

1. Vocational agriculture had been of value to the Hanover, Kansas, community as evidenced by the responses of Hanover High School vocational agriculture graduates engaged in farming and in agriculture-related occupations, who were making their residence in the community.
2. The vocational agriculture course of study, with the possible exception of the orchard area, had met the needs of the graduates.
3. Graduates with three or more years of vocational agriculture who were engaged in farming made fewer job changes than those employed in non-agricultural jobs.
4. The percentage of graduates who continued education beyond high school was less than average when compared with other schools. Not all those continuing their education reached their educational objectives.

III. RECOMMENDATIONS

Based upon the conclusions of this study, the writer makes the following recommendations:

1. Continued emphasis should be placed upon the vocational agriculture subjects that were taught, which meet the

needs of those going into farming and agriculture-related occupations.

2. Because of the increased percentage of graduates engaged in agricultural-related occupations, more emphasis should be placed on agricultural-related areas of instruction.
3. Those subject areas of instruction which were found to be of little value on the job and in the home should be dropped or de-emphasized.
4. Due to the large percentage of students not continuing education beyond high school, a greater emphasis should be placed upon vocational courses in Hanover High School.

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APPENDIX

HANOVER HIGH SCHOOL

ALVIN L. LAMPE, Inst.

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Agriculture — Ag Related Occupations

HANOVER, KANSAS

TO FORMER VOCATIONAL AGRICULTURE STUDENTS OF HANOVER HIGH SCHOOL:

I am working on my Master's Report from Kansas State University on a twenty year follow-up of Vocational Agriculture boys from Hanover High School. I would like to have your cooperation on the following subjects. All information will be kept confidential and will be used as statistics. Please fill in blanks pertaining to you.

YEAR GRADUATED _____

OFFICES HELD IN F. F. A. _____

MARRIED _____ CHILDREN: BOYS _____ GIRLS _____

EDUCATION: COLLEGE (NO. YRS.) _____; VOCATIONAL (NO. YRS.) _____;

OTHER _____

MILITARY SERVICE (NO. YRS.) _____

PRESENT OCCUPATION _____

OTHER JOBS HELD SINCE HIGH SCHOOL:

On the following page is a list of subjects taught in Vocational Agriculture at Hanover High School over the last twenty years. Please place a check mark in the square that best explains the use you made of the subjects taught while you were taking Vocational Agriculture.

If you wish to make any comments, please use the back of the questionnaire.

A TWENTY YEAR FOLLOW-UP OF VOCATIONAL AGRICULTURE
GRADUATES AT HANOVER HIGH SCHOOL, 1951-1970

by

ALVIN LEROY LAMPE

B. S., Kansas State University, 1949

AN ABSTRACT OF A REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

The purpose of this study was to determine the occupational status of the vocational agriculture graduates of Hanover High School, and to provide data which would be of assistance in determining the value of the vocational agriculture program to the graduates on the job and in the home. An additional purpose was to determine what other areas of training the graduates perceived as needed.

Information was obtained by sending a questionnaire to each graduate with three or more years of vocational agriculture. Questionnaires were returned by 95 of the 120 graduates. The major findings indicated that 75 of the 95 graduates (74.4 per cent) were engaged in farming or agriculture-related occupations, and 25 (26.3 per cent) were in non-agricultural occupations.

It was found that graduates in farming and agriculture-related occupations placed a higher value on the vocational agriculture areas of instruction for use on the job than graduates in non-agriculture jobs, with the exception of leadership and electricity.

When the same areas of instruction were evaluated according to use in the home, graduates in non-agriculture jobs valued eleven areas higher than those engaged in farming. Seven areas of instruction in production agriculture were rated lower by graduates in non-agriculture jobs for use in the home than by graduates in farming and agriculture-related jobs. The survey indicated that the unit on orchard was valued least by both groups.

It was found that 33 former graduates (34.7 per cent) of the 95 surveyed continued their education beyond high school. Only 25 (26 per

cent) completed their educational objectives. College graduates, for the most part, found employment outside the community. The percentage of graduates who continued education beyond high school was less than average when compared with other schools.

It was found that, of the graduates surveyed, those in full-time farming (13) and part-time farming (14) made fewer job changes than those in agriculture-related (30) and non-agricultural occupations (62).

Sixty-seven (68.9 per cent) of the graduates continued to live in the Hanover area. Four (4.2 per cent) of the graduates lived in the county; nine (9.4 per cent) made their home in Kansas; and fifteen (16.8 per cent) lived out of the state.

It was found that of the former students engaged in farming and agriculture-related jobs, twenty-seven (64 per cent) were single. Only one of the non-agricultural graduates was unmarried. These findings were contrary to most related studies.

As a result of the findings, it was concluded that vocational agriculture had been of value to the Hanover, Kansas, community as evidenced by the responses of Hanover High School vocational agriculture graduates engaged in farming and in agriculture-related occupations, who were making their residence in the community.

Based upon the outcomes of the study, the writer made the following recommendations:

1. Continued emphasis should be placed upon the vocational agriculture areas of instruction that were taught, which

meet the needs of those going into farming and agriculture-related occupations.

2. Because of the increased percentage of graduates engaged in agricultural-related occupations, more emphasis should be placed on agricultural-related areas of instruction.
3. Those subject areas of instruction which were found to be of little value on the job and in the home should be dropped or de-emphasized.
4. Due to the large percentage of students not continuing education beyond high school, a greater emphasis should be placed upon vocational courses in Hanover High School.