

**A STUDY OF THE EMPLOYMENT STATUS OF AREA VOCATIONAL-TECHNICAL
SCHOOL GRADUATES IN AGRICULTURAL EDUCATION
FOR THE YEARS 1966, 1967, AND 1968**

by *590*

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requirements for the degree

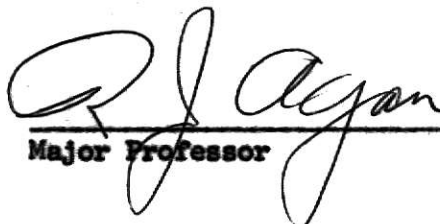
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

This study was based upon the observation that the need for agricultural technicians had been increasing throughout the State of Kansas, as well as the nation. There had been a technical revolution underway in the nursery industry, farming and ranching, the farm supply business, and the farm equipment industry. These changes had greatly increased the need for technicians in these, as well as other agricultural industries. The changes were indicated at the time of the study by several phenomena such as those described in the following paragraphs.

Grant Venn reported that during the 1960's agricultural education enrollments had grown eight per cent nationally and during the same period farm production rose thirty per cent, in part because of the success of agricultural education programs in increasing the efficiency of the American farmer.¹

Venn commented further that "The Federal Vocational Education Act of 1963 broadened the definition of agricultural education to include training for related agricultural occupations such as food processing, irrigation technology, marketing and farm equipment repair."²

¹Grant Venn, "Man, Education and His Work, Post Secondary Vocational and Technical Education," American Council on Education, 1964.

²Ibid.

It was the opinion of the writer of this report that the above mentioned federal legislation and the subsequent Kansas state legislation furnished the impetus for area vocational schools to become a reality in Kansas.

The first area vocational-technical school in Kansas was established in 1964. At the time of this study there had been fourteen area schools established in Kansas, nine of which had provided training in agriculture and related areas. These schools had been providing occupational experience through practical field and, or laboratory work, or direct occupational experience in a greenhouse, nursery, or other agribusiness related to the student's occupational objective. Persons who had been attending area vocational-technical schools had been high school juniors and seniors and post high school students.

As Kenneth Hay reported, the area vocational-technical schools have had programs designed with diversity, flexibility, and adaptability to provide competent and dedicated workers for a changing and dynamic agricultural industry.³

These changes led the writer of this report to become interested in the problems of planning the best possible programs of instruction for agriculture in the area schools.

³Kenneth Hay, "Vocational Technical Schools--What Are the Advantages?" Kansas 4-H Journal, February, 1969, pp. 44-45.

I. THE PROBLEM

Statement of the problem. This study was done in order to survey (1) to what extent the Kansas area vocational-technical schools were training young people for agricultural occupations and (2) to learn where the Kansas area vocational-technical school agricultural education graduates found employment for the years 1966, 1967, and 1968.

In an analysis of the two major parts of the problem, questions were designed to further define the central theme to be investigated.

The answers to the following questions were sought through a questionnaire study: (1) Where had the area vocational-technical school agricultural graduates found employment? (2) What per cent of the agricultural graduates for the years 1966, 1967, and 1968, had been employed in farming and ranching situations? (3) What per cent of the Kansas area vocational-technical school agricultural education graduates had been attending colleges and universities? (4) What per cent of Kansas area vocational-technical school agricultural education graduates had been employed in farm-related occupations? (5) What per cent of the Kansas area vocational-technical school agricultural education graduates had been in the military service? (6) What per cent of the Kansas area vocational-technical school agricultural education graduates were unemployed at the time of this study.

From the above questions the central theme and major problem evolved to be: What has been the employment status of Kansas area

vocational-technical school graduates in agricultural education for the years 1966, 1967, and 1968?

Importance of the study. Howard Sidney⁴ contended that technicians have been needed in all types of agricultural service industries, fertilizer, chemicals, seed dealers, machinery and equipment companies. Food processing companies have been utilizing technicians as field men, in laboratories and on the quality control line. Governmental agencies have been using technicians in a non-career capacity in soil conservation and range management. Highway departments and public agencies have been using technicians in managing the landscaped areas utilized by the public.

According to Robert H. White, there had been six types of ornamental horticulture technicians that had been in demand: (1) arboriculture, (2) park management, (3) floriculture, (4) greenhouse and nursery, (5) landscape, and (6) turf and general ornamental horticulture.⁵

In this study an attempt was made to determine whether or not the Kansas area vocational-technical schools had been providing training to meet the above needs.

⁴Howard Sidney, "Technical Education in Agriculture," Agricultural Education Magazine, February, 1968, pp. 173-175.

⁵Robert H. White, "Technical Education in Ornamental Horticulture," Agriculture Education Magazine, February, 1968.

II. DEFINITIONS OF TERMS USED

Certain terms were set aside for special definition as they applied to the study. They may or may not have been the definitions of common usage of the day.

Agricultural technician. Anyone who has had some specialized training in a technical area and who had been applying that training in a practical way, according to L. R. Kanetzke.⁶

Agricultural technical worker. Roy D. Dillon said, "An agricultural worker is a person who uses knowledges and skills in agricultural subjects commonly taught at the post high school level."⁷

Area vocational-technical school. Those vocational or technical schools organized and approved by the state board and officially designated as an area vocational-technical school under the provisions of Senate Bill Number 438.⁸

AVTS. The abbreviation that has been commonly used for area vocational-technical school.

⁶L. R. Kanetzke, "The Importance of Technical Training for the Farm Equipment Business," Training Institute for Teachers of Technical Programs in Agriculture, State University of New York Agricultural and Technical College, Cobleskill, New York, 1966.

⁷Roy D. Dillon, "New Programs of Adult Education," Adult Leadership, April, 1969.

⁸Murl Hayden, School Laws of Kansas, (Topeka, Kansas: Kansas State Printing Office, 1964) p. 309.

III. PROCEDURE

In preparing this report the following steps were taken:

1. Selected literature was reviewed in the field of vocational-technical education in agriculture and related fields. The writer of this report sought literature from the Kansas State University library, the Kansas State Teachers College library and the Flint Hills Area Vocational-Technical School library.

2. Guidance and direction was secured from Dr. Raymond J. Agan, College of Education, Kansas State University, and Dr. James Albracht, College of Education, Kansas State University, concerning procedures for a well-organized survey as well as an effective questionnaire.

3. A preliminary questionnaire was sent to selected individuals to gain information concerning its effectiveness as a survey tool in the employment study of area vocational-technical school agricultural graduates.

4. Questionnaires were then mailed to all agricultural instructors who were situated in Kansas area vocational-technical schools.

IV. LIMITS OF THE STUDY

This study was limited to the area vocational-technical schools of Kansas who had been providing some type of post high school agricultural instruction. This had not included the young farmer and adult farmer programs that had been offered in the area schools. The surveys had been made in April, 1969; therefore, the study involved the graduates for the years 1966, 1967, and 1968. There had been a total of two hundred fifty agricultural graduates from the Kansas area vocational-technical schools during this three-year period.

It was the feeling of the writer of this report that those persons who were most closely associated with the agricultural training in area vocational-technical schools would be the most helpful in surveying the whereabouts of their graduates and to help give some idea of the extent in which their programs were designed to meet the employment needs of the area they had been serving.

CHAPTER II

REVIEW OF SELECTED LITERATURE

A search for literature was made at the Kansas State University library, the Kansas State Teachers College library, the Flint Hills Area Vocational-Technical School library and the personal library of the writer of this report. It was found that since area vocational-technical schools had been operation in Kansas for five years, the literature related specifically to this problem was limited, especially in the area of agricultural education. Certain pieces of related literature were selected for review for this report. The literature was divided into three sections as follows: (1) employment opportunities for technicians in agriculture, (2) literature on the importance of technical education in agriculture, (3) the importance of area vocational-technical schools to the welfare of the nation.

I. EMPLOYMENT OPPORTUNITIES FOR TECHNICIANS IN AGRICULTURE

Earl McCollum¹ reported that with the world/population/food ratio such as it is and with the population growth of the world in an ever-expanding trend, the general outlook in agriculture has been extremely good. This statement, he said, must be coupled with the admonition that the outlook for employment of unskilled persons in agriculture has been

¹Earl McCollum, "Employment Opportunities in Agriculture," Agriculture Education Magazine, November, 1966, pp. 116-119.

extremely poor. This coincided with the realization that agriculture has been very complex, requiring skills and knowledge which had been previously unnecessary.

McCollum also added that more specifically in this country and in the technician occupations, job opportunities had been rapidly opening. Technicians had worked as a team with engineers, scientists, supervisors, and skilled craftsmen, converting theories and ideas into products and processes--the technician had been the pivotman on this team.

According to McCollum technicians had participated in research and development. They had assisted in designing and perfecting machines, processes, materials, and service for our increasingly complex world of work. They had considered why things work as well as how things work. They had worked with their minds as well as their hands. Technicians' jobs had frequently required the ability to apply scientific principles and to solve designs, process and service problems. Other technical jobs demand extensive knowledge of laboratory equipment, procedures and techniques.²

II. LITERATURE ON THE IMPORTANCE OF TECHNICAL EDUCATION IN AGRICULTURE

Howard Sidney,³ in discussing technical education, emphasized that when Agricultural Education was limited to high school instruction

²Ibid.

³Sidney, loc. cit.

in agriculture and to the study of agriculture in four year colleges, a gap had been created in the area of applied laboratory knowledge that could be filled by a technician. Previously the technical level occupations in agriculture were filled by technicians who had been trained through many years of experience or by scientists who had been doing the work of technicians. As these people retired it was found that there had existed an acute shortage of young men graduating from technical programs in agriculture for farming and occupations related to agriculture which required agricultural competencies.⁴

Sidney further stated that technical curricula in agriculture had offered a very useful and realistic opportunity for graduates from vocational agriculture in high schools.⁵

Sidney also commented that the technical schools had accommodated high school graduates who have lacked the desire or who should not have continued in the four year colleges. One phase has had to be dependent on the other since technical schools could not hope to recruit able and interested students unless there was motivation, guidance, and agricultural instruction in secondary schools. High school vocational agriculture could not survive unless there existed a realistic outlet for students to continue their education to fit into businesses which required a high degree of competency, skill, and know-how in agriculture.⁶

⁴Ibid.

⁵Ibid.

⁶Ibid.

Sidney went on to say that the four year colleges hold the key to success of post secondary technical schools due to the fact that post secondary institutions must have had capable faculty who understand technical education and who have had professional education and occupational experience needed for success in teaching.⁷

Said Sidney, "Technical instruction in agriculture must be directed toward specialized occupational objectives." He went on to say that "The graduate must be prepared for a variety of employment opportunities in a particular segment of agriculture but he still must have the specialization necessary to apply the scientific principles that he has studied."⁸

Technical Education, according to Sidney, had been very important to the agriculture industry. Technical education in agriculture had been desperately needed to prepare farm owners and operators, and to prepare persons for off-farm occupations related to agriculture and natural resources.⁹

III. THE IMPORTANCE OF AREA VOCATIONAL-TECHNICAL SCHOOLS TO THE WELFARE OF THE NATION

The president's panel of consultants on Vocational Education had indicated in their report that one-fifth of the high school students had

⁷Ibid.

⁸Ibid.

⁹Ibid.

been enrolled in vocational-technical education. Schools had been preparing one-fifth of the high school population for occupations when more than two-thirds of the high school population never finish college.¹⁰

John Dunbar reported that the trend toward Area Vocational-Technical Schools had been given impetus by public recognition that most people must have had specialized training to qualify for a job in our modern, complex, mechanized, automated factories, shops, warehouses and offices.¹¹

Fred T. Willhelms pointed out that Area Vocational-Technical Schools could improve the nation's economy by producing more persons with salable skills and thus decrease the unemployment rate among persons under twenty-one years of age where the rate of unemployment had been five times as high as among mature men.¹²

Coe and Zanzalari reported from a ten year follow-up study of the 1953 class of Middlesex County Vocational and Technical High School located in New Jersey, a 90% employment rate upon graduation. In 1963, concerning the 98 out of 108 who responded to the questionnaire, sixty-seven were working full time for pay, three were working part-time (all women), two were in school full time, twelve were housewives, eleven

¹⁰"Summary Report of the Panel of Consultants," American Vocational Journal, December, 1962.

¹¹John D. Dunbar, "Area Vocational Technical Schools." (Lansing Michigan North Central Extension Public Affairs Subcommittee, 1965).

¹²Fred T. Willhelm, "Vocational Education," The Bulletin of the National Association of Secondary Principals, May, 1965.

were in business for themselves, two were unemployed and one was permanently disabled. Other reports indicate that employers were well pleased with the graduates of Area Vocational-Technical Schools.¹³

Mulling related that the success of Area Vocational-Technical School graduates has been heartening. A follow-up study of the 1965 and 1967 graduates had produced these findings in the State of Georgia:

Of those available for employment, according to Mulling, ninety per cent were hired in either the field for which they were trained or in a related field. Eighty-eight per cent of the graduates had secured a job within thirty-five days after completing their training. Seventy-six per cent had been employed within twenty-five miles of their hometowns. Ninety-four per cent had rated their training either good or very good. Sixty-two per cent had received more than one job offer upon course completion.

Mulling's study emphasized that the average starting salary of ninety dollars per week adds up to \$1,000 more per year than the average salary for high school graduates in Georgia.¹⁴

Williams had pointed out that in addition to those students terminating their education upon high school graduation, there was another

¹³Burr D. Coe and Henry Zanzalari, "Vocational-Technical School Graduates, Ten Years Later," American Vocational Journal, April, 1965.

¹⁴George D. Mulling, "Georgia Institutionalizes the Area School Concept," American Vocational Journal, April, 1968.

thirty-five per cent of the high school population who had dropped out of school and who needed vocational-technical training.¹⁵

The Kansas State Board of Education reported that twenty-nine per cent of the Kansas employment had been in the crafts and as technicians. Fourteen per cent had been employed in agriculture and agribusiness. Approximately fifty-two per cent of the Kansas population had had less than four years of high school.¹⁶

Forty per cent of all workers that had been employed in businesses defined as agricultural businesses needed some knowledge and skills in agriculture.¹⁷

Grant Venn summarized "that occupational education is a fundamental necessity for an individual's well being, since a man who cannot work becomes a drag on society, economically, politically, and most important of all, psychologically."¹⁸

¹⁵Dowell H. Williams, "A Study of Present and Projected Vocational Technical Education Needs in Las Cruces, New Mexico," (Unpublished Specialist in Education Thesis, New Mexico State University, Las Cruces, New Mexico, 1965).

¹⁶Kansas State Department of Education, Employment in Agricultural Occupational Areas, 1968.

¹⁷Dillon, op. cit., p. 416.

¹⁸Grant Venn, "Education, the Bridge Between Man and His Work," Guidelines for the Seventies, 1964, p. 32.

CHAPTER III

FINDINGS OF THE STUDY

Introduction

As was pointed out earlier in this report, it was the intention of the investigator to determine where the Kansas Area Vocational-Technical school agricultural graduates had been finding employment. In this study no statistical treatment of data was attempted. The data was placed in simple figures and percentages computed to the nearest one-tenth in order that clarity and understanding could be enhanced.

The Questionnaire

The first part of the questionnaire contained eight different situations in which one might have found young people following graduation from school. These eight situations were: (1) colleges and universities, (2) trade and business schools, (3) farming and ranching, (4) farm related occupations, (5) non-farm related occupations, (6) the armed forces, (7) out of state schools and (8) unemployed.

The second part of the survey was included by the investigator in an attempt to determine the types of agricultural training that had been available in the Kansas area vocational-technical schools and if the instructor felt that their programs had been meeting the needs of the agricultural industries in Kansas. The following questions were answered by eight of the nine area school instructors who responded:

- (1) In your opinion, do you feel that your graduates in agriculture and related areas are being trained to meet the needs of agricultural industries and agribusiness?

- (2) Into what types of jobs were most of the graduates being placed immediately following graduation?
- (3) Do you feel that your department should have been more specialized? If the answer is yes, which areas of specialization would you suggest?
- (4) What types of agricultural training have been provided for your students at the time of this study?

These survey forms, along with the accompanying cover letter, are found in the appendix.

Each area of concern has been included in a single figure to assure continuity of thought for the reader concerning that specific area.

Results of the Survey

From the nine area vocational-technical schools which had provided agricultural training there were eight instructors who responded to the questionnaire.

When responding to the question, "In your opinion do you feel that your graduates in agriculture and related areas are being trained to meet the needs of agribusiness and agri-industry?" there were a total of eight instructors who responded. Three indicated yes, to a high degree; five said yes, to a moderate degree; and none indicated to a small degree.

When asked, "Into what types of jobs have most of your graduates been placed immediately following graduation?" two instructors mentioned agricultural equipment as next to the most, and one instructor said the least number of their graduates had been placed in this area. Agricultural services and supply was mentioned as the most by one instructor,

next to the most by one, and the least by two. In farming and ranching, two instructors said most, two said next to the most and two said least. One indicated that agribusiness or farm related had been the most.

In answer to the question, "Do you feel that your department should be more specialized?" If so, what areas would you suggest?" from the eight responses, four indicated that no more specialization was needed. Two instructors mentioned that more specialization had been needed in agricultural mechanics; two said feed, seed, and fertilizer; one suggested business management, and one said agricultural services and supply.

The types of agricultural training that had been provided at the eight area vocational-technical schools at the time of this study were: six schools had provided agricultural mechanics; six had production agriculture programs; four had feed, seed, fertilizer and chemicals programs; one had horticulture; one had business management; and one had a farm records and inventory program.

The questionnaires that had been used for gathering data were directed toward the area vocational-technical schools which had post-high school as well as high school students. The satellite high school vocational agriculture programs had not been included in this study. The survey was made in April, 1969. During the three years, 1966, 1967, and 1968, there had been two hundred fifty agriculture graduates from the Kansas area vocational-technical schools, as reported by agricultural instructors.

In summarizing the results of the survey, the investigator divided the survey into twelve figures for clarity and easy understanding.

The data in Figure 1 had indicated the location by percentages of the 1966 Kansas area vocational-technical school agriculture graduates. Nearly one-fourth of the graduates (23.9 per cent) had been attending colleges and universities. Four and five-tenths of the graduates had been enrolled in trade and business schools. Twenty and nine-tenths had been working in farm-related occupations. Almost three per cent had been employed in non-farm related occupations. Twenty and nine-tenths of the 1966 agricultural graduates from Kansas area vocational-technical schools had been serving in the military service.

It was found in Figure 2 that eleven and five-tenths of the 1967 graduates had been attending colleges and universities. Six and four-tenths had been enrolled in trade and business schools; sixteen and seven-tenths had been engaged in farming and ranching occupations; and one and three-tenths had been pursuing non-farm related occupations. More than one-fourth (25.6 per cent) of the 1967 agricultural graduates had been in the military service; one and three-tenths had been enrolled in out-of-state schools and two and six-tenths were unemployed at the time of this study.

Figure 3 data indicates the percentages and locations of the 1968 Kansas area vocational-technical school agriculture graduates. Eighteen and one-tenth of these graduates had been enrolled in Kansas colleges and universities; seven and six-tenths had been attending trade and

Per Cent

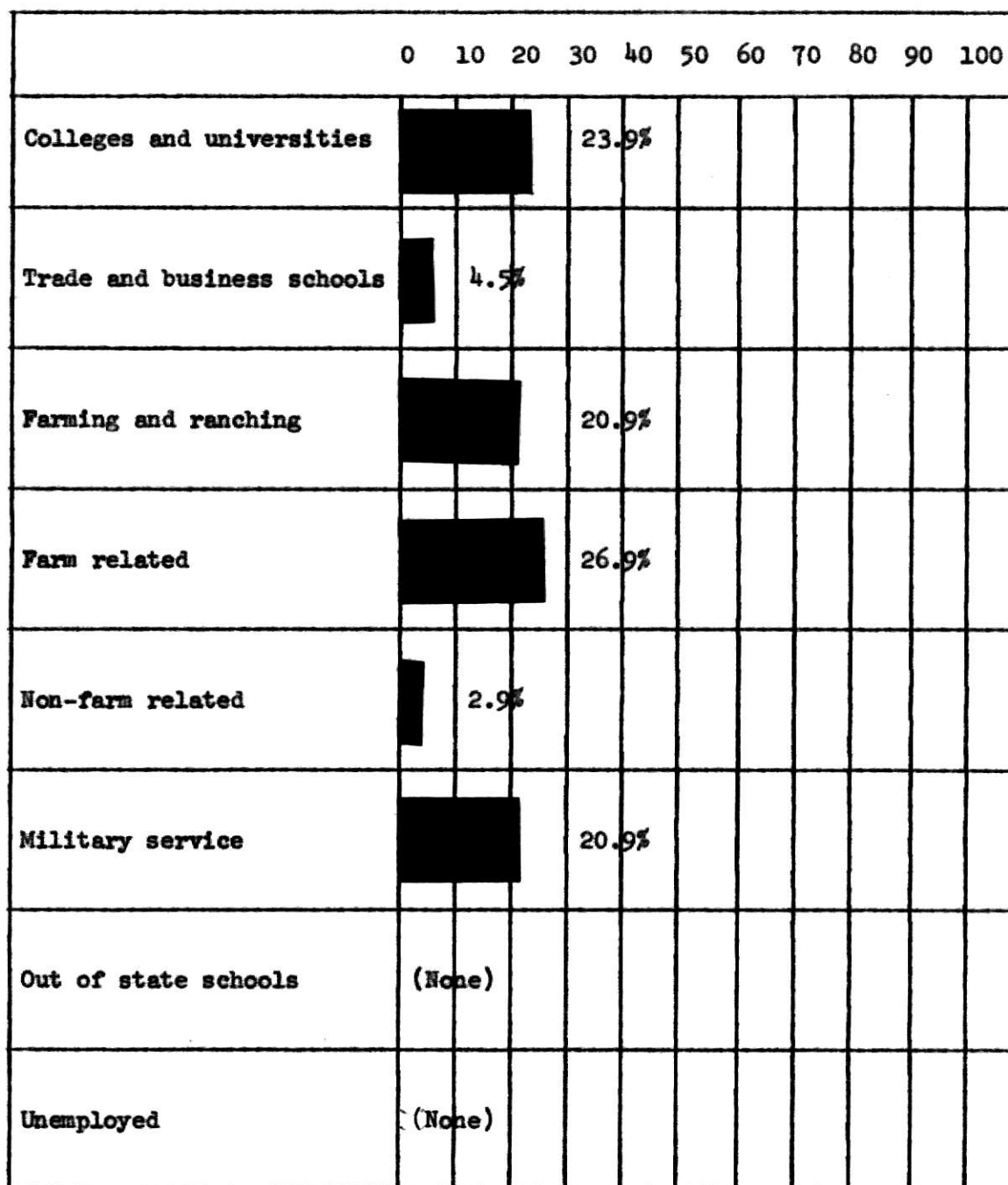


Figure 1. Composite results as to the location of the 1966 Kansas area vocational-technical school agricultural graduates.

Per Cent

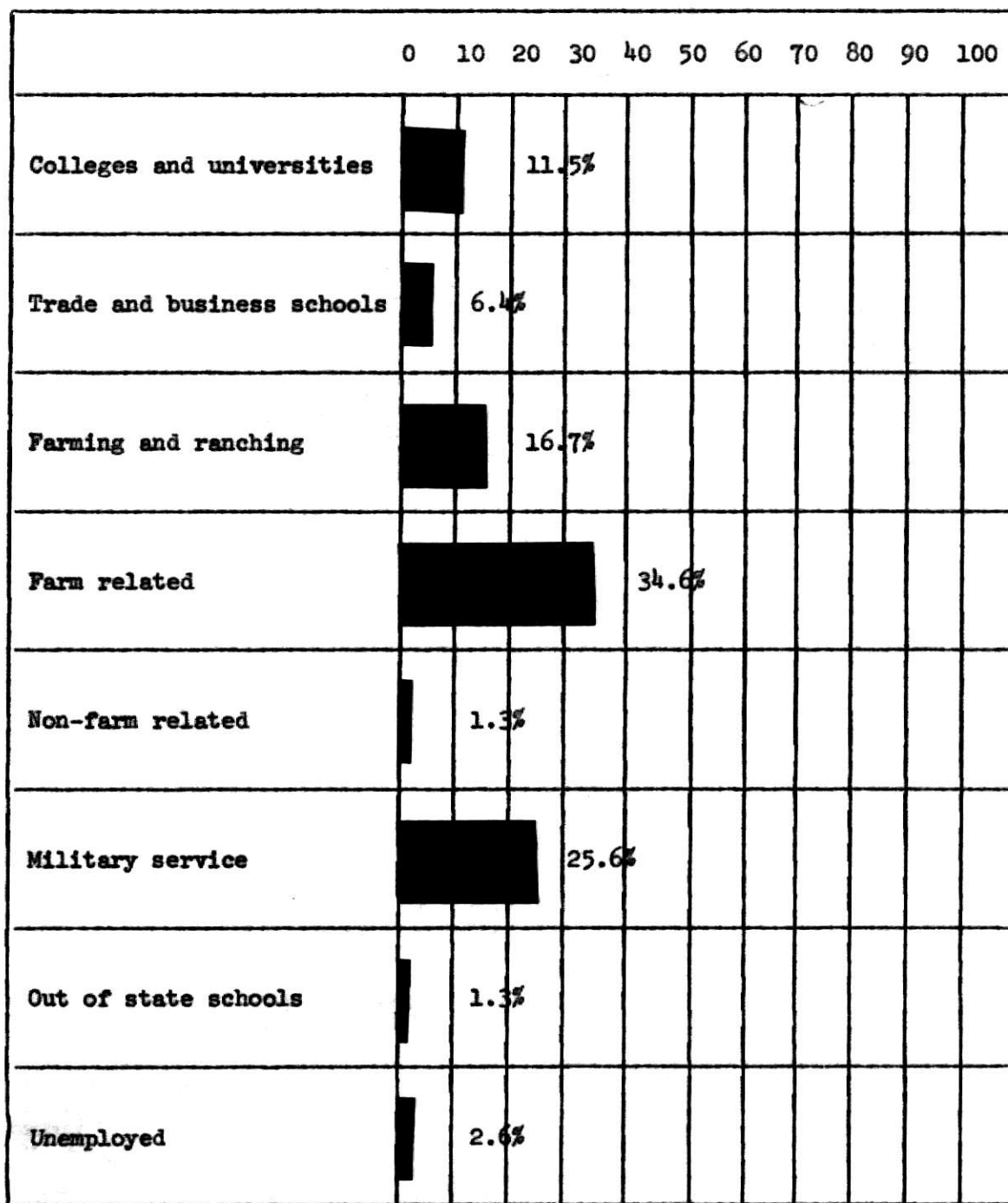


Figure 2. Composite results as to the location of the 1967 Kansas area vocational-technical school agricultural graduates.

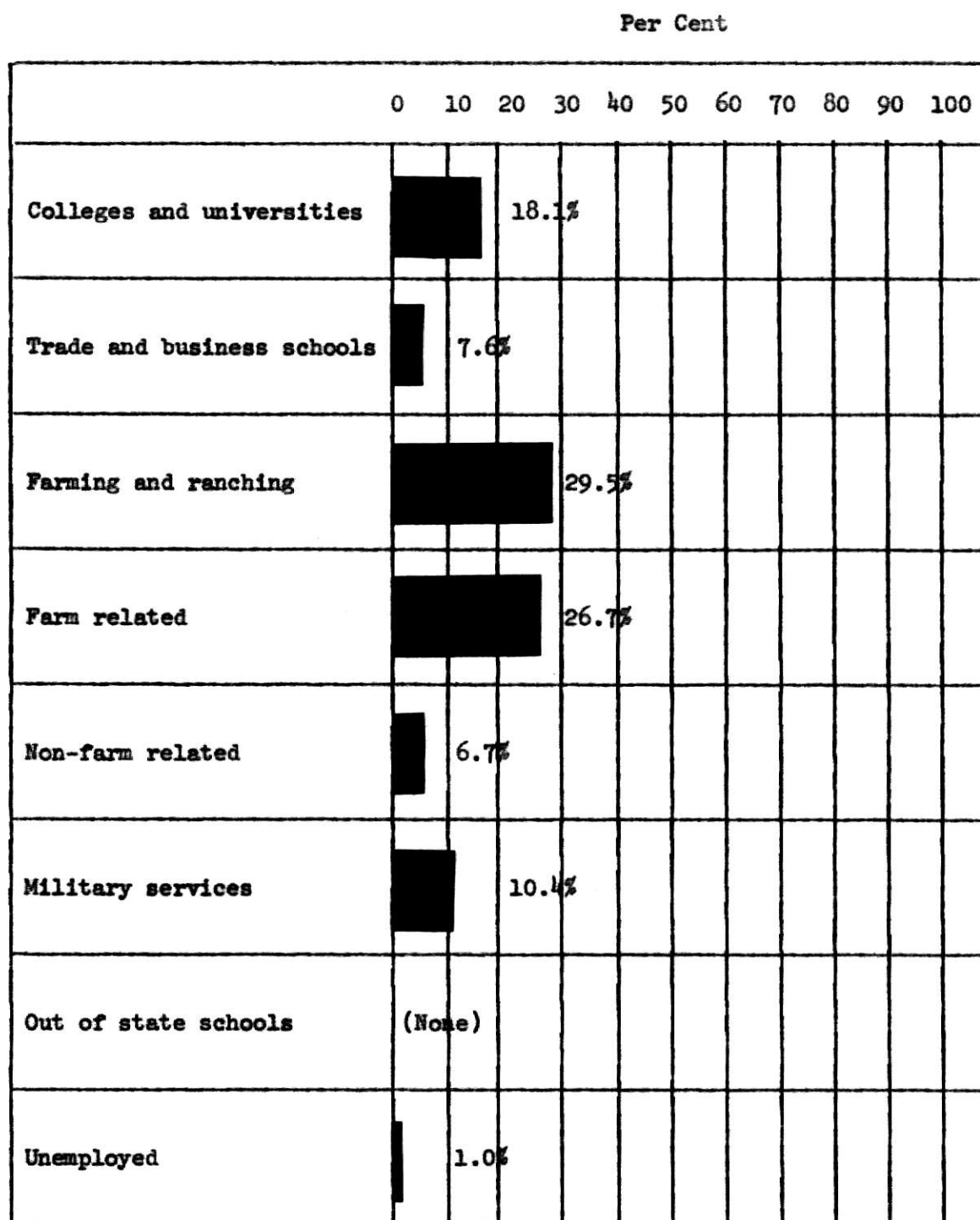


Figure 3. Composite results as to the location of the 1968 Kansas area vocational-technical school agricultural graduates.

business schools; there were twenty-nine and five-tenths that had been engaged in farming and ranching occupations; more than one-fourth (26.7 per cent) had been working in farm related occupations; six and seven-tenths of these graduates had been employed in non-farm related occupations. Ten and four-tenths of these 1968 graduates had been serving in the military service; none had been enrolled in out of state schools and one per cent were unemployed at the time the survey was done.

The data in Figure 4 shows composite results by percentages as to the location of the Kansas area vocational-technical schools agricultural graduates for a three year period, (1966, 1967, and 1968).

There had been two hundred fifty graduates during this three-year period in which seventeen and six-tenths had been attending Kansas colleges and universities; six and four-tenths per cent had been enrolled in trade and business schools; twenty-three and two-tenths per cent had been employed in farming and ranching situations; twenty-nine and two-tenths had been engaged in farm related occupations; only four per cent had been employed in non-farm related occupations; eighteen per cent had been serving in the armed forces; four-tenths per cent were enrolled in out of state schools; one and two-tenths per cent were unemployed when this study was made.

In Figure 5, the data reflects the percentages of 1966, 1967, and 1968 Kansas area vocational-technical school agricultural graduates (by schools) who had been attending colleges and universities in Kansas. The Central Kansas Area Vocational-Technical School had nearly one-fourth

Per Cent

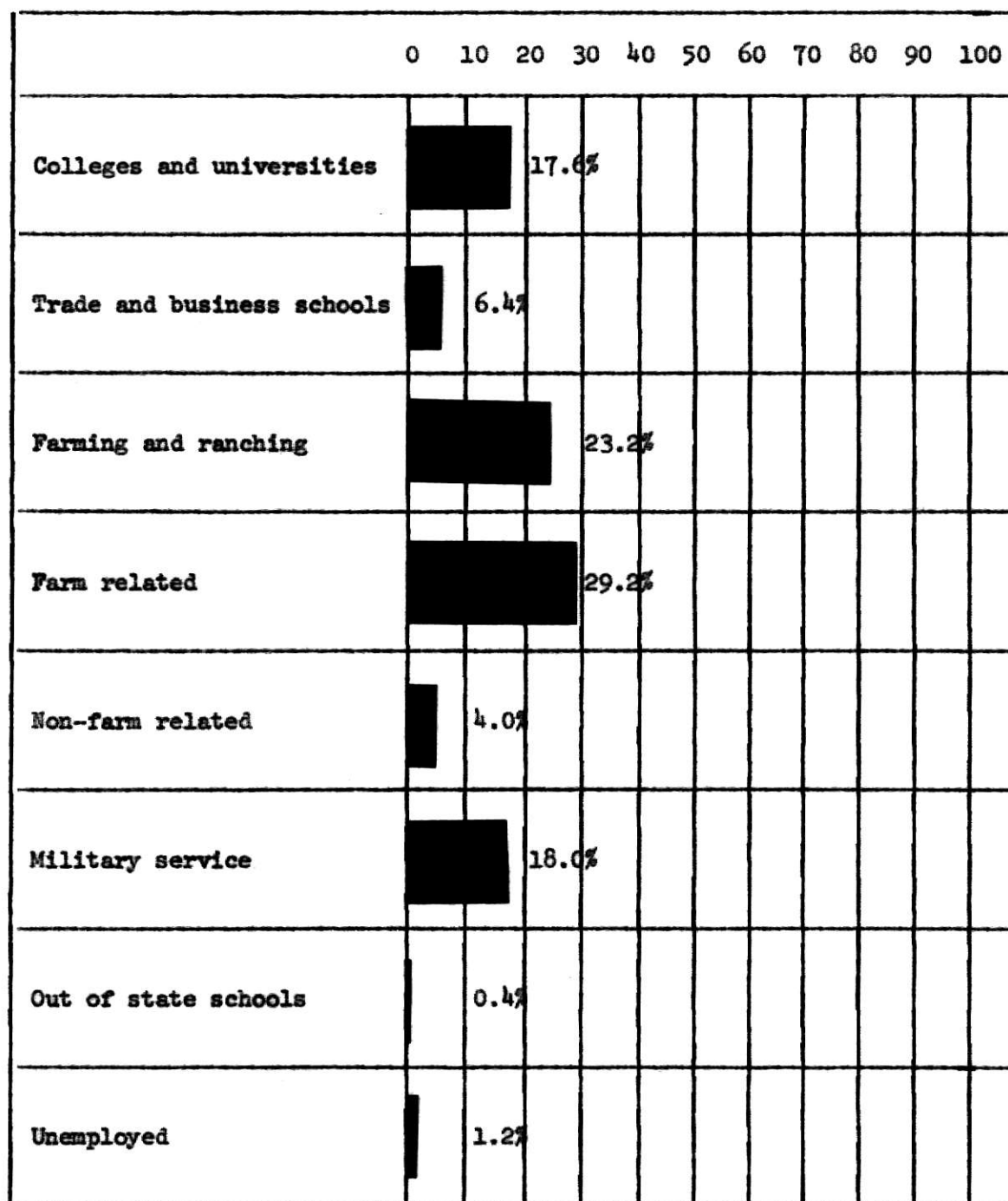


Figure 4. Composite results as to the location of the Kansas area vocational-technical school agricultural graduates for the years 1966, 1967, and 1968.

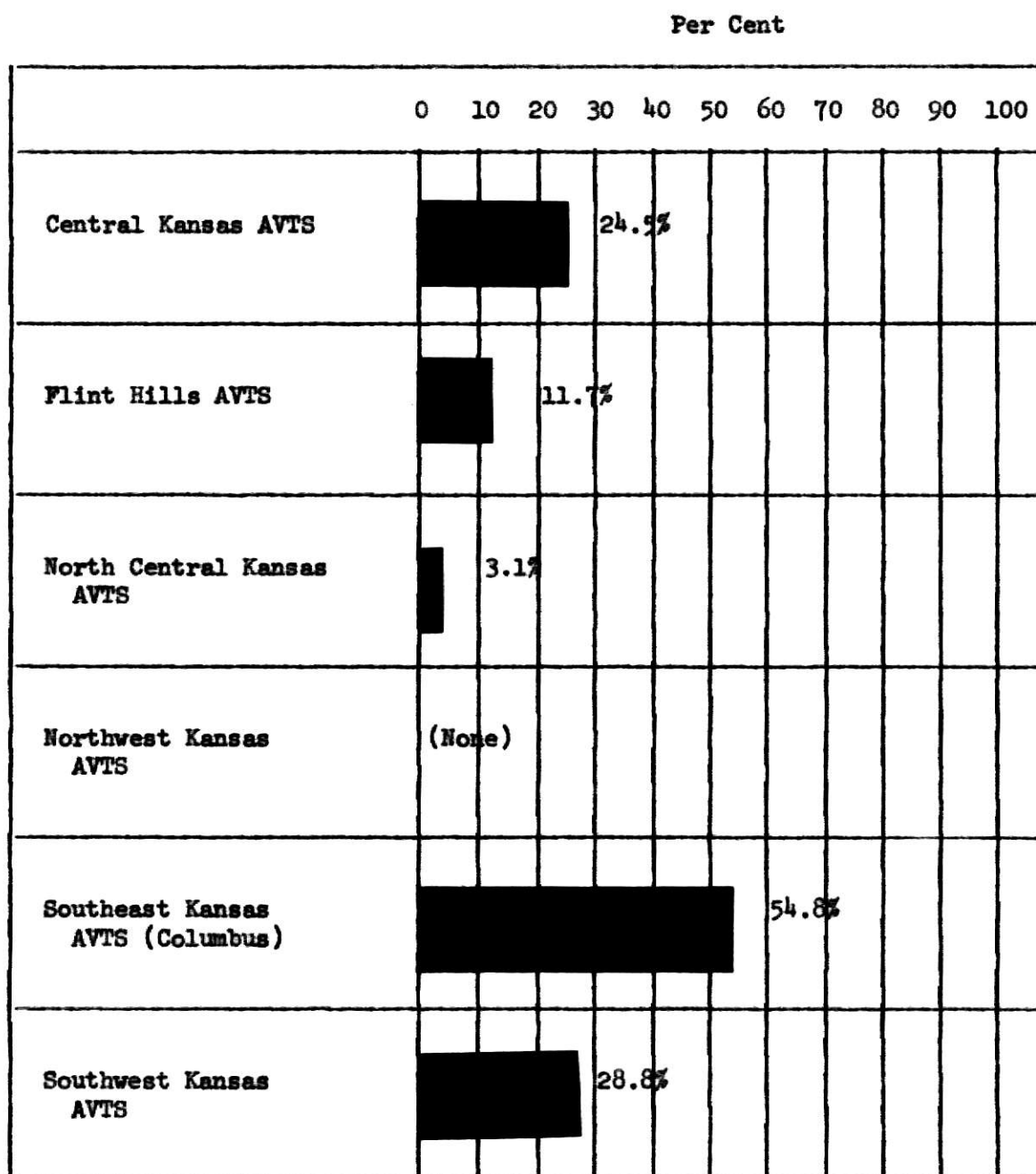


Figure 5. Percentages of the Kansas area vocational-technical agricultural graduates enrolled in colleges and universities for the years 1966, 1967, and 1968.

of its agriculture graduates (24.5 per cent) enrolled in colleges and universities; eleven and seven-tenths of the Flint Hills Area Vocational-Technical School agriculture graduates had been attending colleges and universities; three and one-tenth of the North Central Kansas Area Vocational-Technical School graduates had been enrolled in colleges and universities. None of the agricultural graduates from the Northwest Kansas Area Vocational-Technical School had been enrolled in colleges and universities. Fifty-four and eight-tenths of the Southeast Kansas Area Vocational-Technical School (Columbus) had been enrolled in colleges and universities, while the Southwest Kansas Area Vocational-Technical School had twenty-eight and eight-tenths per cent of the agricultural graduates had been attending colleges and universities when the survey was made.

The data in Figure 6 shows a comparison of the schools and the percentages each one had had enrolled in trade and business schools. These data included agricultural graduates for the same three-year period as Figure 5.

Eleven and three-tenths per cent of the Central Kansas Area Vocational-Technical School agriculture graduates had been attending trade and business schools; four and seven-tenths from the North Central Kansas Area Vocational-Technical School; none from the Flint Hills Area Vocational-Technical School had been enrolled in trade and business schools. Eleven and six-tenths had been attending trade and business schools from Southeast Kansas Area Vocational-Technical School (Columbus), and eight and eight-tenths from the Southwest Kansas Area

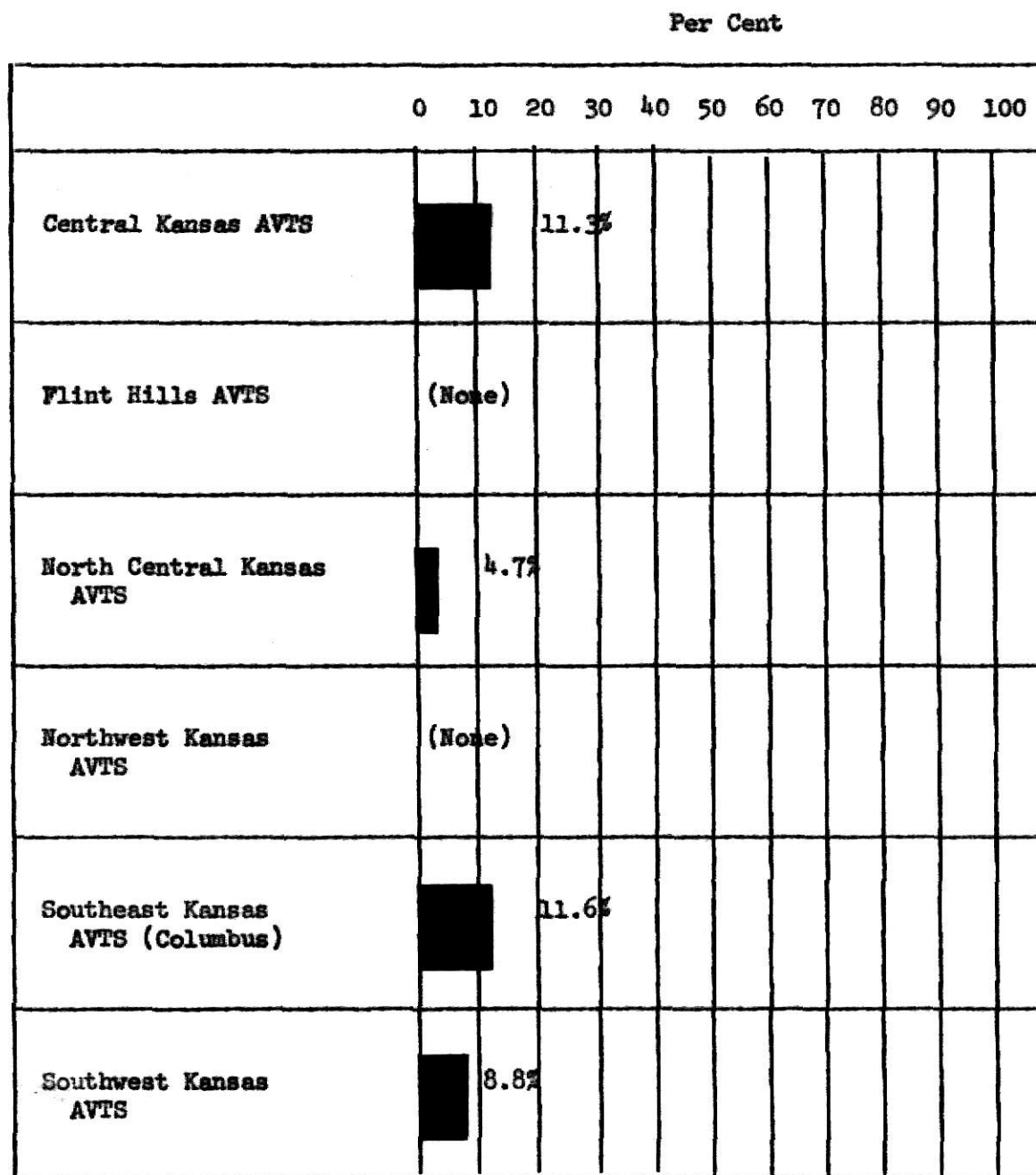


Figure 6. Percentages of Kansas area vocational-technical school agricultural graduates located in Trade and Business Schools for the years 1966, 1967, and 1968.

Vocational-Technical School had been enrolled in trade and business schools.

Some idea of the percentages of agricultural graduates from Kansas area vocational-technical schools who had been employed in farming and ranching occupations is reflected in the data in figure 7. Fifteen and one-tenth per cent of the agriculture graduates from the Central Kansas Area Vocational-Technical School; fifty-two and nine-tenths from the Flint Hills Area Vocational-Technical School; twenty-nine and six-tenths from the North Central Kansas Area Vocational-Technical School; thirty-five and five-tenths from the Northwest Kansas Area Vocational-Technical School; none of the students from the Southeast Kansas Area Vocational-Technical School at Columbus; and thirteen and three-tenths per cent from the Southwest Kansas Area Vocational-Technical School had been employed in farming and ranching occupations.

The data in Figure 8 indicates the percentages of Kansas area vocational-technical school agricultural graduates for the three years (1966, 1967, and 1968) who had been employed in farm related occupations.

The Central Kansas Area Vocational-Technical School had had nine and four-tenths per cent of its agricultural graduates employed in farm related occupations; none of the Flint Hills Area Vocational-Technical School agricultural graduates; forty-two and one-tenth per cent from the North Central Kansas Area Vocational-Technical School; sixty-two and two-tenths per cent from the Northwest Kansas Area Vocational-Technical School; seven and seven-tenths per cent from Southeast Kansas Area

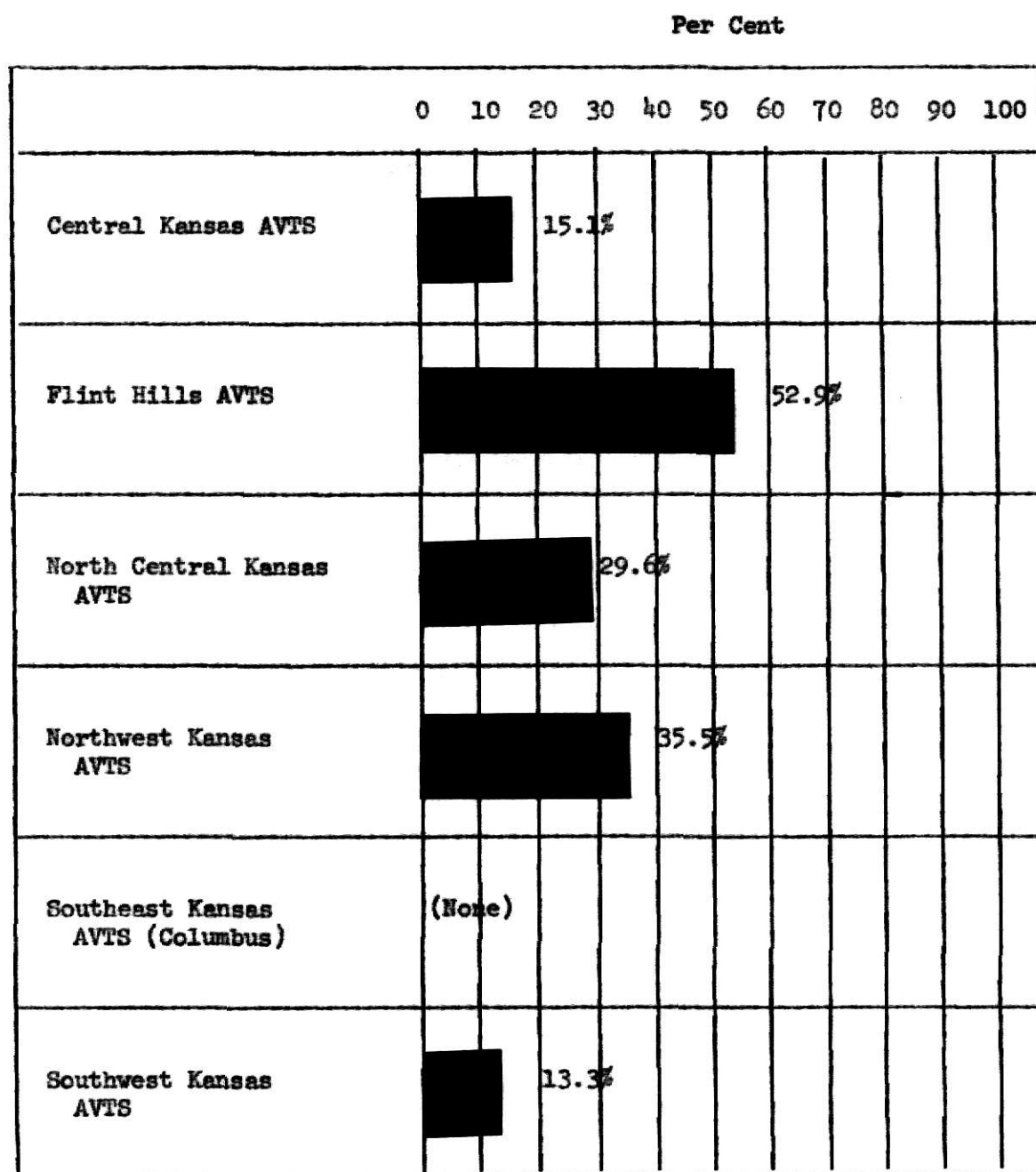


Figure 7. Percentages of Kansas area vocational-technical school agricultural graduates employed in farming and ranching occupations for the years 1966, 1967, and 1968.

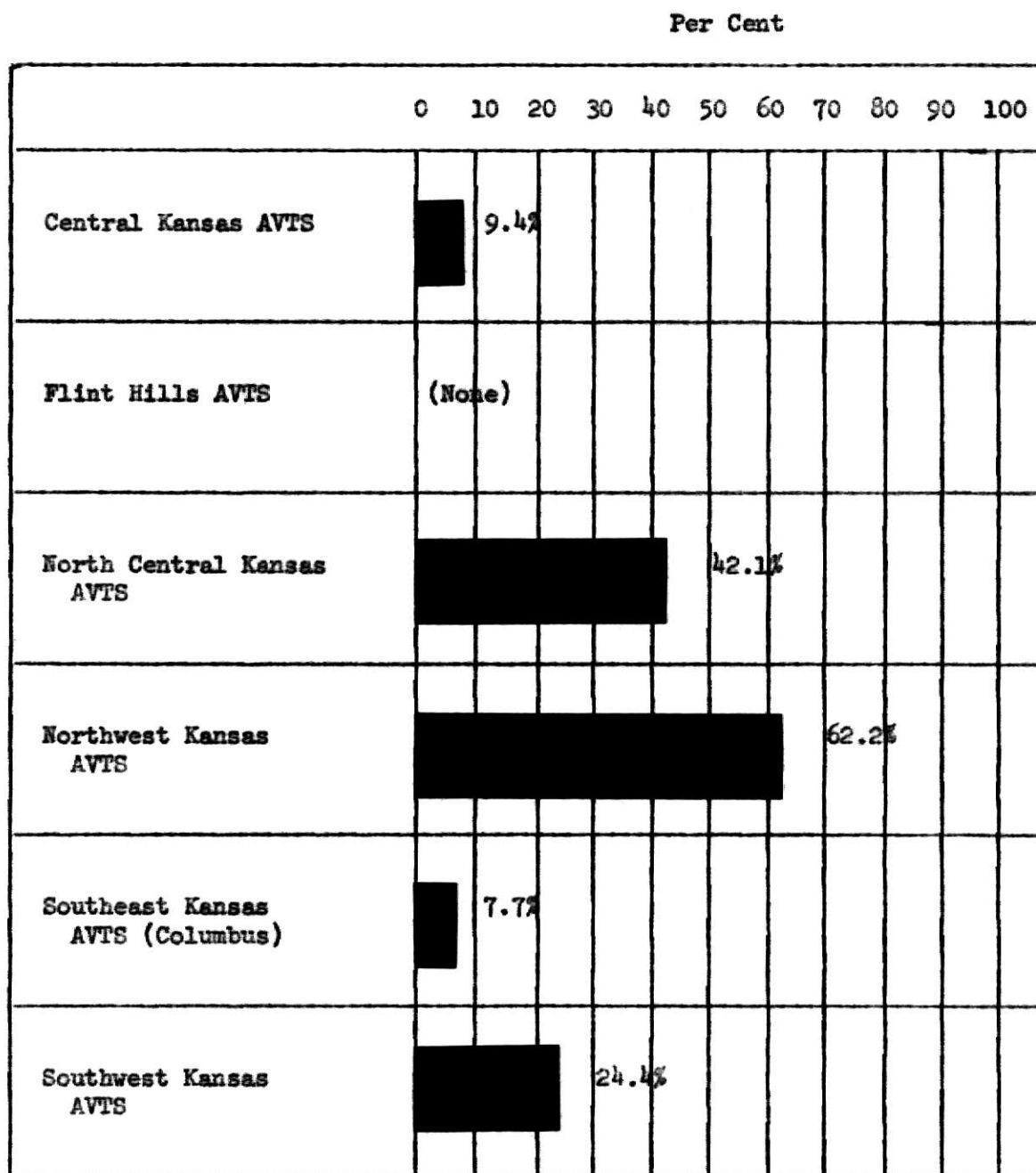


Figure 8. Percentages of Kansas area vocational-technical school agricultural graduates employed in farm-related occupations for the years 1966, 1967, and 1968.

Vocational-Technical School (Columbus); and twenty-four and four-tenths per cent of the agriculture graduates from the Southwest Kansas Area Vocational-Technical School had been employed in farm related occupations.

The data in Figure 9 indicate the percentage of Kansas area vocational-technical school agriculture graduates for the three years (1966, 1967, and 1968) who had been employed in non-farm related occupations. Seven and five-tenths per cent of the Central Kansas Area Vocational-Technical School agriculture graduates; five and eight-tenths of the agriculture graduates from the Flint Hills Area Vocational-Technical School; one and five-tenths from the North Central Kansas Area Vocational-Technical School; none from the Northwest Kansas Area Vocational-Technical School; none from the Southeast Kansas Area Vocational-Technical School at Columbus; eight and eight-tenths of the agriculture graduates from the Southwest Kansas Area Vocational-Technical School had been employed in non-farm related occupations.

A comparison by schools in Figure 10 indicates the percentages of Kansas area vocational-technical school agricultural graduates for the three years (1966, 1967, 1968) who had been in the military service. The school that had had the highest percentage of graduates in the military service was the Central Kansas Area Vocational-Technical School with thirty-two per cent. Twenty-three and five-tenths per cent of the agriculture graduates from Flint Hills Area Vocational-Technical Training School had been in the armed forces; eighteen and seven-tenths per cent from North Central Kansas Area Vocational-Technical School; two

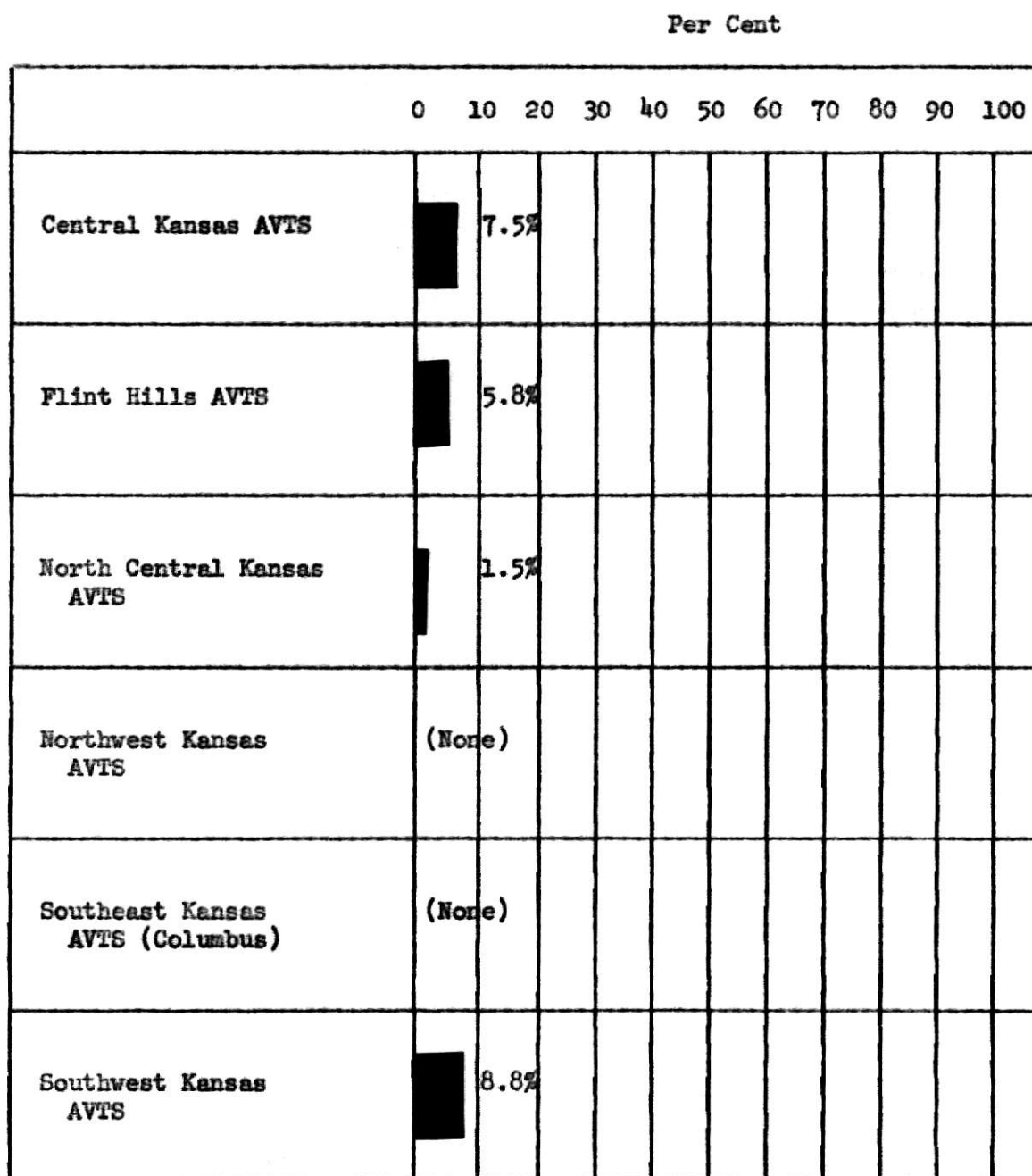


Figure 9. Percentages of Kansas area vocational-technical school agricultural graduates located in non-farm related occupations for the years 1966, 1967, and 1968.

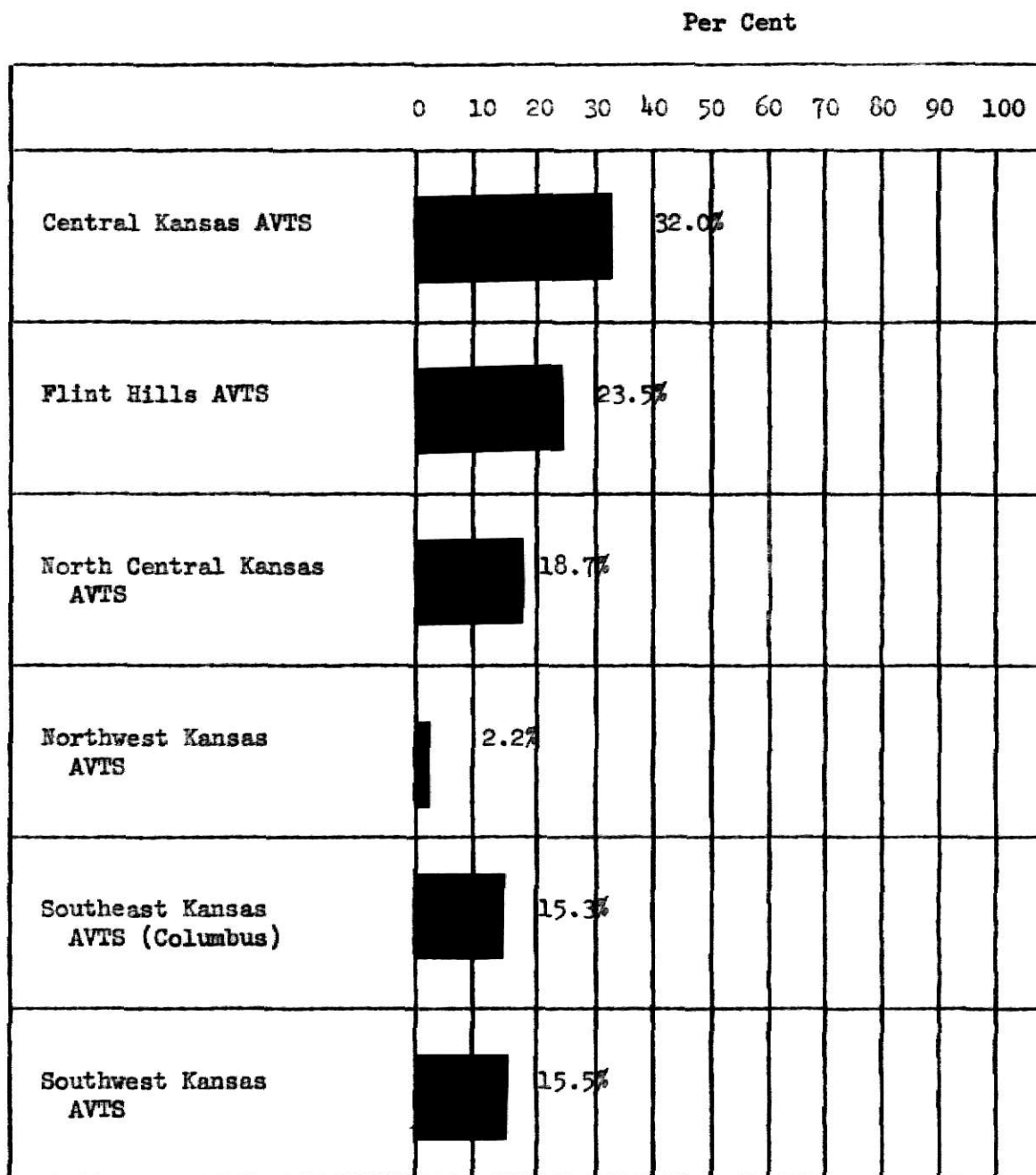


Figure 10. Percentages of Kansas area vocational-technical school agricultural graduates located in the Armed Forces for the years 1966, 1967, and 1968.

and two-tenths per cent from the Northwest Kansas Area Vocational-Technical School; fifteen and three-tenths from the Southeast Kansas Area Vocational-Technical School (Columbus); and fifteen and five-tenths per cent of the agricultural graduates from the Southwest Kansas Area Vocational-Technical School had been in the military service.

The data in figure 11 shows that five and five-tenths of the agricultural graduates from the Flint Hills Area Vocational-Technical School had been enrolled in out of state schools for the years 1966, 1967, and 1968. None of the other area schools had graduates enrolled in out of state schools.

Figure 12 data reveal that eleven and five-tenths of the agricultural graduates from the Southeast Kansas Area Vocational-Technical School (Columbus) were unemployed at the time of this study. None of the other schools showed unemployed agricultural graduates at that time.

Per Cent

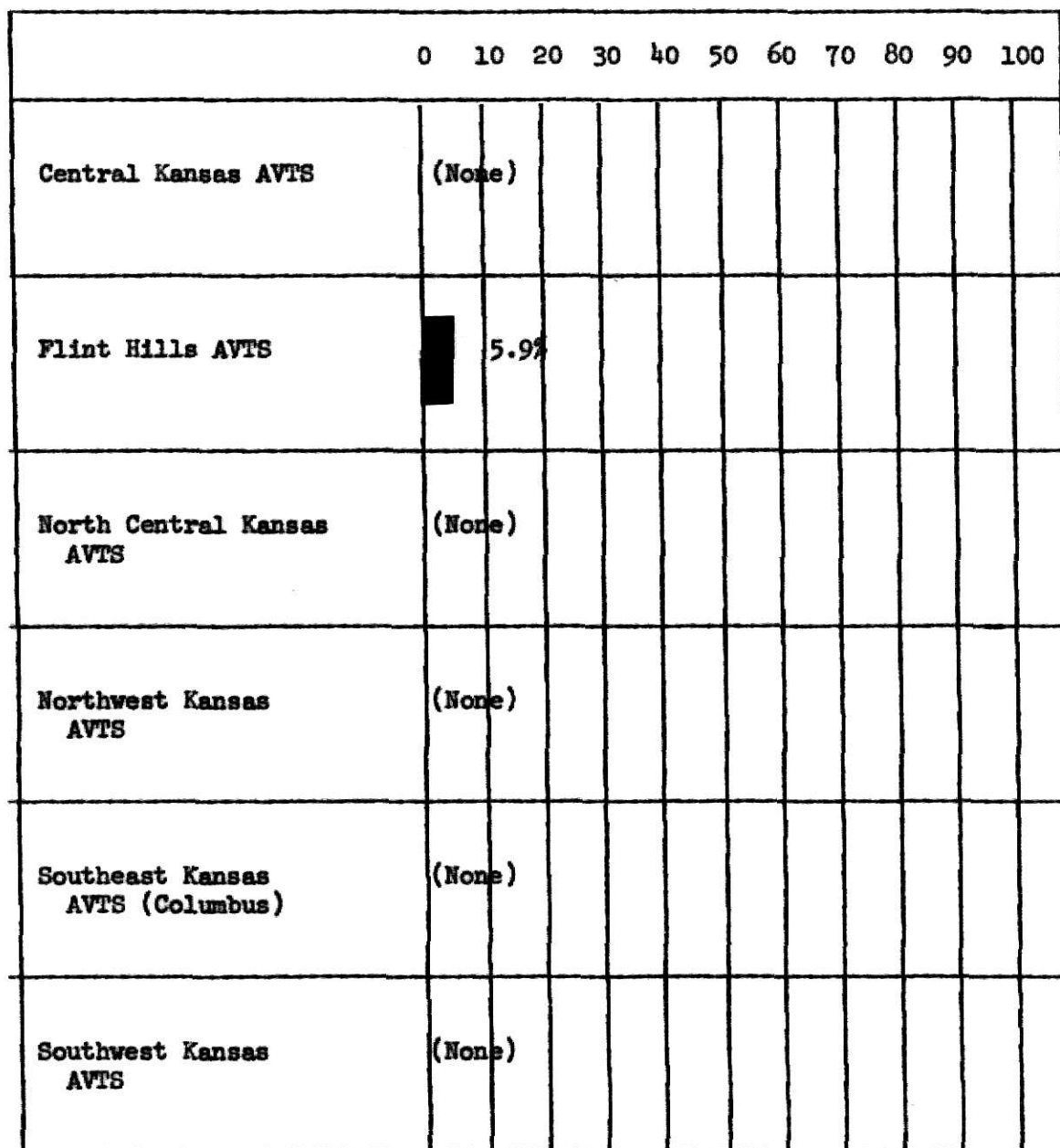


Figure 11. Percentages of Kansas area vocational-technical school agricultural graduates who were located in out of state schools for the years 1966, 1967, and 1968.

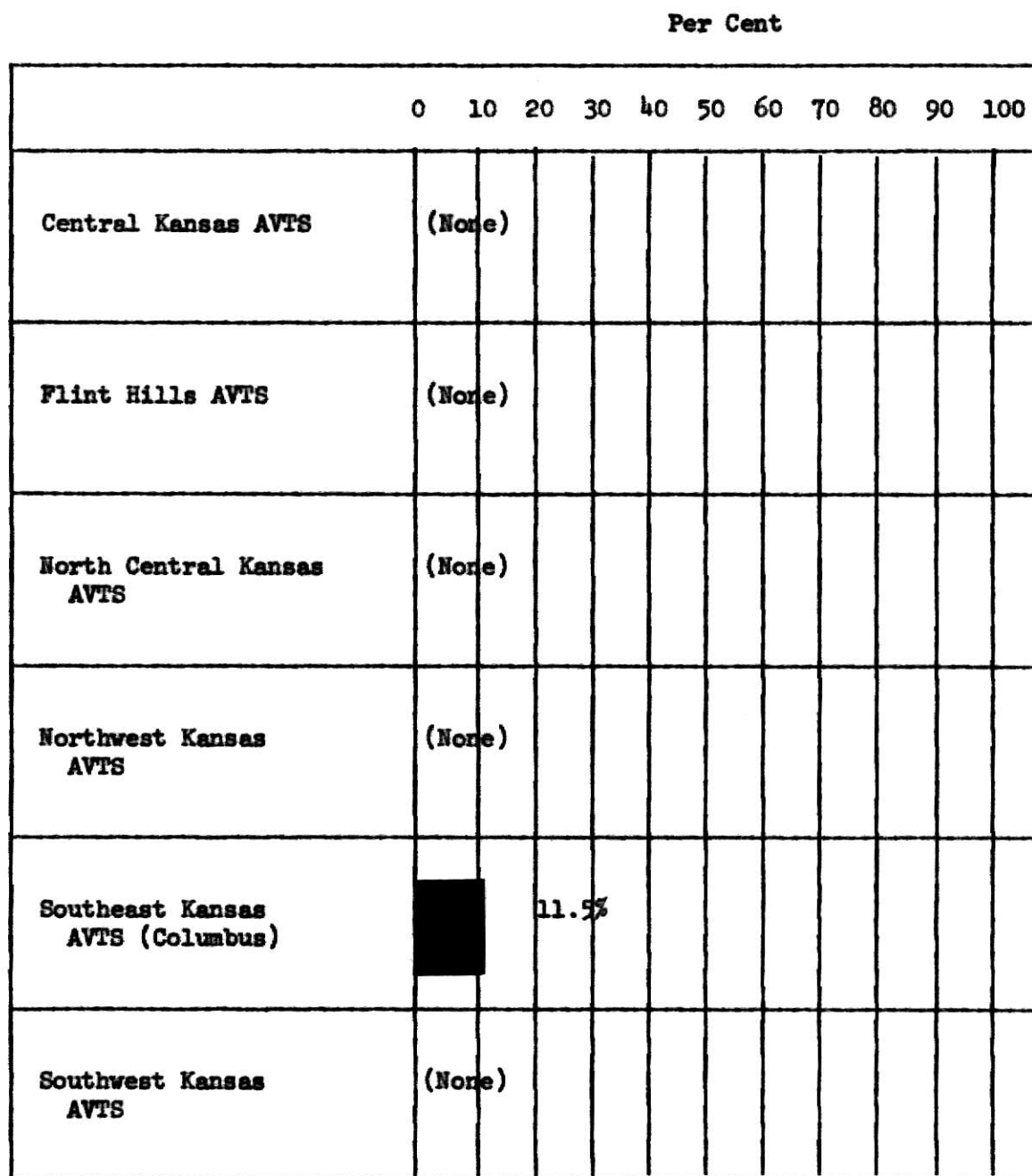


Figure 12. Percentages of Kansas area vocational-technical school agricultural graduates who were unemployed at the time this study was made for the years 1966, 1967, and 1968.

CHAPTER IV

SUMMARY

The purpose of this study was to obtain information relative to the employment of the Kansas area vocational-technical school agricultural graduates, and to survey the extent to which these schools had been training young people in agricultural occupations in order for them to meet the needs of a changing agricultural industry.

The problem was justified to the investigator on the basis that there had been a technical revolution in all phases of the agricultural industry. These changes had greatly increased the need for technicians throughout the industry. It was felt by the writer that the findings of this report could be instrumental in helping to develop more effective agricultural programs in the area vocational-technical schools of Kansas.

Data for this study was gathered through the review of selected literature and the use of a survey of agricultural instructors who had been situated in Kansas area vocational-technical school agriculture and related departments.

Questions on the survey had been designed to gather opinions relative to the types of agricultural programs that had been offered, as well as to help give insight as to how the instructors felt their programs could be made more specialized in order to meet the changing needs of the agricultural industry.

Responses to the survey indicated that more specialized instruction was needed in certain areas, such as: agricultural mechanics; feed, seed, fertilizers and chemicals; business management; and farm records and inventories. Four instructors, however, indicated that they felt their programs needed no further specialization.

The survey further revealed that of the two hundred fifty agricultural graduates from the Kansas area vocational-technical schools for the three-year period, more than one-half (52.4 per cent) had been employed in farming and related occupations; seventeen and six-tenths per cent had been enrolled in colleges and universities; six and four-tenths per cent had attended trade and business schools; four per cent had been employed in non-farm related occupations; eighteen per cent had been in the military service; four-tenths per cent had been enrolled in out of state schools; and one and two-tenths per cent were unemployed at the time of the study.

It was found by the investigator in the review of selected literature that the employment opportunities for skilled agricultural technicians had been extremely good. It was also found that technicians had been used as a team with scientists and skilled craftsmen in converting theories and ideas into products and processes. It was further revealed that there had existed an acute shortage of young men graduating from technical programs in agriculture for farming and related occupations which required agricultural competencies.

Emphasis on the importance of vocational-technical education had

been brought out by the report that one-fifth of the high school population had been preparing for occupations and more than two-thirds of the high school population never finish college.

In essence, this study revealed the whereabouts of the two hundred fifty agricultural graduates from Kansas area vocational-technical schools for the three years in question. It further revealed the feelings of the agricultural instructors as to the specialization of programs needed in their respective departments of the area vocational-technical schools.

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APPENDIX

FLINT HILLS AVTS

Emporia, Kansas

February 28, 1969

Dear Sir:

I am conducting a study of the agricultural education and related graduates from the area vocational schools in Kansas, as to where they are located and what they are doing.

Your most recent follow-up information on graduates for the years 1966, 1967, and 1968 will suffice. If this information is not available in your office, please ask your Guidance Counselor to furnish it for you. Please fill out the portion that applies to your school.

Please indicate the number of graduates your school has had under the proper heading for the past three years. You do not need to calculate the per cent columns.

I am enclosing a self-addressed stamped envelope for the return of the survey sheets. Your earliest cooperation would be greatly appreciated and when the study is completed, I would be glad to send you a copy of the results, if you so desire.

Sincerely,

Gene Walker

SURVEY OF AREA VOCATIONAL-TECHNICAL SCHOOL

AGRICULTURAL EDUCATION GRADUATES

- I. In your opinion, do you feel that your graduates in agriculture and related areas are being trained to meet the needs of Agri-industries and agribusiness? (Check one)
- a. To a very high degree _____
 - b. To a moderate degree _____
 - c. To a small degree _____
- II. What types of jobs are most of your graduates being placed into immediately following graduation? Indicate by 1 (most), 2 (next to most), and 3 (least).
- a. Agricultural Equipment _____
 - b. Agricultural Service and Supply _____
 - c. Farming and Ranching _____
 - d. Other (Specify) _____
- III. Do you feel that your department should be more specialized? (yes), (no) Underline. (If answer is yes, which area of specialization should you suggest?) (Please check.) (One or more may be checked.)
- a. Agricultural Mechanics _____
 - b. Feed, Seed, Fertilizer and Chemicals _____
 - c. Horticulture _____
 - d. Animal Science _____
 - e. Plant Science _____
 - f. Agricultural Service and Supply _____
 - g. Other (Specify) _____
- IV. What types of agricultural training are you providing for your students at the present time? (Please check.)
- a. Agricultural Mechanics _____
 - b. Production Agriculture _____
 - c. Feed, Seed, Fertilizers and Chemicals _____
 - d. Horticulture _____
 - e. Irrigation Technology _____
 - f. Other (Specify) _____

A STUDY OF THE EMPLOYMENT STATUS OF AREA VOCATIONAL-TECHNICAL
SCHOOL GRADUATES IN AGRICULTURAL EDUCATION
FOR THE YEARS 1966, 1967, AND 1968

by

EUGENE H. WALKER

B. S., Kansas State University, 1953

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1969

It was the purpose of this study to determine to what extent the Kansas area vocational-technical schools had been training young people for a changing agricultural industry and to attempt to find out where the area school agricultural graduates for the years 1966, 1967, and 1968 had been employed.

The problem was justified to the investigator on the basis that there had been a technical revolution in all phases of the agricultural industry. These changes had greatly increased the need for technicians throughout the industry. It was felt by the writer that the findings of this report could be instrumental in helping to develop more effective agricultural programs in the area vocational-technical schools of Kansas.

Data for this study was obtained through selected literature found in the Kansas State University Library, Kansas State Teachers College Library, and the Flint Hills Area Vocational-Technical School Library.

Additional data was obtained through a survey of the agriculture and related instructors who were located in the area vocational-technical schools of Kansas. From the nine area vocational-technical schools with agricultural programs, eight instructors returned the questionnaires. Two area school instructors had not had graduates until after this study was done.

It was found in the selected literature that the employment opportunities for skilled agricultural technicians had been extremely good. It was also found that technicians had been used as a team with

scientists and skilled craftsmen in converting theories and ideas into products and processes. The writer also found that there had existed an acute shortage of young men graduating from technical programs in agriculture for farming and related occupations which required agricultural competencies. The importance of vocational-technical education had been pointed up by the report that one-fifth of the high school population had been preparing for occupations and more than two-thirds of the high school population never finish college.

The data furnished by the survey of selected agricultural instructors in the area vocational-technical schools revealed that for the years 1966, 1967, and 1968, there had been a combined total of two hundred fifty graduates in agriculture. From these graduates there had been more than one-half (52.4 per cent) employed in farming and related occupations; seventeen and six-tenths had been enrolled in colleges and universities; six and four-tenths had attended trade and business schools; four per cent had been in non-farm related occupations; eighteen per cent had been in the military service; four tenths per cent had attended out of state schools, and one and two-tenths were unemployed at the time of this study.

In essence, this study revealed the types of agricultural programs and the direction in which more specialization could be implemented into the area vocational-technical school curricula; and in addition some idea had been given as to where the area school agricultural graduates had found employment.