

**A STUDY OF CURRICULAR INTERESTS AS EXPRESSED BY FORTY-TWO  
BOYS ENROLLED IN THE VOCATIONAL AGRICULTURE PROGRAM IN  
THE NESS CITY HIGH SCHOOL IN 1969-70**

by 8785

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## CHAPTER I

### INTRODUCTION

Norman Gysbers<sup>1</sup> reported that school age youth need the opportunity to continuously and systematically explore, from an internal frame of reference, their values, attitudes, aptitudes, and interests in relation to the wide range of career opportunities which may be available to them. This was vocational guidance, and to accomplish vocational guidance was an integral and continuous part of vocational education.

The follow-up study of high school students has been one of the criteria for determining the effectiveness of the high school curriculum and that findings of such studies could assist in the guidance and counseling of youth was indicated by Rothney.<sup>2</sup>

The above items were noted by the author of this report as being relevant to his own professional position as teacher of vocational agriculture at Ness City, Kansas, a position in which he had served since 1964. Prior to 1964, he had taught

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<sup>1</sup>Norman C. Gysbers, "Occupational Development And Its Implications for Vocational Education." (University of Missouri, Columbia).

<sup>2</sup>John W. M. Rothney, What Are High School Graduates Doing Ten Years After High School? The Vocational Guidance Quarterly, 13:134-6, Winter, 1964-65.

vocational agriculture nineteen years, eighteen in one school.

During the above mentioned twenty-five years, the author had been interested in and participated in discussion with fellow educators regarding student interests and their relation to the drop out problem. This topic had also been given attention at teacher conventions and in graduate courses included in the Master's Degree program of this writer. During the summer of 1969, in a course taught by Assistant Professor James Albracht at Kansas State University, College of Education, included emphasis on the importance of developing teaching plans and teaching to meet the interest of students. During the course preliminary plans were made with Dr. Albracht's assistance to conduct a study of interests of students of vocational agriculture at the Ness City High School with the purpose of curriculum improvement.

## I. THE PROBLEM

Statement of the problem. The problem for study, and reported herein, was to survey Curricular Interests of students as expressed by forty-two boys in the Vocational Agriculture Program in the Ness City High School in 1969-70.

## II. OBJECTIVES

It was the purpose of the study: (1) to survey curricular interests relating to the development of students in

the Ness City High School, (2) to apply the expressed student interest in the development of the Vocational Agriculture curriculum of Ness City High School on the basis of student interests and needs and (3) to relate the expressed curricular interests to the question of why more students were enrolled in the ninth grade Vocational Agriculture Program than enrolled in the twelfth grade Vocational Agriculture Program.

### III. LIMITATIONS OF THE STUDY

The study was limited to one school and consequently the number of cases or students was limited. The enrollees in the Ness City High School vocational agriculture program were all farm boys except three, and they had several years of farm experience. Therefore, it was not possible to compare differences between the curricular interests of farm boys and non-farm boys. The study involved attempted to determine the interests of the students enrolled in the Vocational Agriculture Program at Ness City High School during the 1969-70 school year.

At the time of the study, Ness City, the county seat of Ness County, had a population of 2,000 and occupied an area of nearly a square mile, which included a complete business district. Ness City, located at the junction of Highway K-96 and US-282, was served by the Santa Fe Railroad.

The basic industry of the county was that of crop and

livestock production, even though Ness County has been active in wildcat oil production. The county has a growing and stable economy due to the expansion of the harvest of mineral resources, soil conservation practices, and irrigation.

Education of the community's youth was provided by the public elementary school, the Sacred Heart parochial school, and the public high school. Ness City High School was the only high school in the county offering vocational agriculture to its students. One hundred eighty-two of the 235 students enrolled in Ness City High School lived ten miles or less from school; however, seven students lived as much as thirty miles from school.

The present vocational agriculture building was built by Works Progress Administration funds in 1940. The new high school, constructed in 1964, included all departments except vocational agriculture.

#### IV. DEFINITIONS OF TERMS USED

The following terms were set aside for special definition as they applied to the study and had definitions for this study that could have varied somewhat from those in ordinary usage.

Vocational Agriculture. A program for the training of present and prospective farmers for production agriculture

by the Smith-Hughes Act of 1917 and enlarged to include training for agriculture related occupations by the National Vocational Education Act of 1963.

Curricular interests. Stated preferences by students for a particular taking of related subjects such as courses in vocational agriculture, mathematics, linguistics, social studies and natural science.

FFA. Future Farmers of America. The national organization for boys studying vocational agriculture in public secondary schools under the provisions of the National Vocational Education Acts.

Average student interest. A weighted average of the interest expressed by students with a value of one for "little"; three for "some"; five for "much".

Unit. A unit represents work at the secondary school level. A subject which is equivalent of one unit of work involving outside preparation and a recitation period of fifty-five minutes, meeting five times per week for thirty-six consecutive weeks.

High school English grade. The average Grade Point Average (GPA) for all English classes taken by the students in grades nine through twelve.



High school science grade. The average Grade Point Average (GPA) for all science classes taken by the student in grades nine through twelve, including science lab, biology or specific branches thereof, chemistry and physics.

High school vocational agriculture grade. The average Grade Point Average (GPA) for all classes in vocational agriculture taken during grades nine through twelve.

Farm experience. Those students who have had one or more years of living and working on a farm prior to filling out the questionnaire.

Non-farm experience. Those students who have not had one or more years of living and working on a farm prior to filling out the questionnaire.

## V. METHOD OF RESEARCH

In order to accomplish objective number one of this study an Interview Schedule and Checklist was developed (See Appendix.), using as a basis the interview schedule which was developed by Dr. James Albracht of Kansas State University, and was administered to all of the forty-two Ness City High School students of vocational agriculture in grades nine through twelve. Grade records in the office of the High School Principal and IQ records from the High School Guidance Counselor's office was also used to complete this study.

The interview schedule included curriculum areas which are included in vocational agriculture courses. The students were asked to indicate whether they lived on a farm or had a non-farm background.

A personal interview was held with each student. Everything was done to secure unbiased and impartial responses from the students. The writer made a study of the student folders to determine the grade point averages for each student in the area of mathematics, linguistics, social science, natural science, and vocational agriculture. Each of the courses consisted of one or more fifty-five minute unit, and one credit was given for each year of work.

The courses in mathematics included: Algebra, Geometry, Algebra II, and Senior Mathematics. The courses in linguistics included: English I, English II, English III, English IV, Speech I, Speech II and Journalism. The courses in social science included: World History, American History, Government and Psychology. The courses in natural science included: Lab Science, Chemistry, Physics, and Biology. The courses in vocational agriculture included: Vocational Agriculture I, Vocational Agriculture II, Vocational Agriculture III, and Vocational Agriculture IV.

The writer arrived at the grade point average for each student by recording the grades for each of the students and then converting these grades to a grade point sum. The

four point scale was used to arrive at the grade point sum as follows: "A" equals four points; "B" equals three points; "C" equals two points; "D" equals one point; and "F" equals no points. The grade point sum was then divided by the number of courses which each of the students had taken in each curricular area to arrive at the grade point average. Grade point averages were determined for the areas of mathematics, linguistics, social science, natural science, and vocational agriculture.

From the student folder the IQ scores were recorded for each student in each of the classes. An average IQ score was ascertained by dividing the sum of the scores of the IQ test by the number of students in each class.

In order to accomplish objective number three of this study, weighted interest values were developed by Dr. James Albracht, Assistant Professor of Education at Kansas State University to evenly space the interests as expressed by the students being studied in this survey. (See Figure 1.) The weighted interest value of two and eight tenths was found to be the average weighted interest value in this study. It was decided that the weighted interest value of one and six tenths or below would receive less emphasis in the curriculum in vocational agriculture at Ness City, and a value of three and eight tenths or above would receive more emphasis. For those items above one and six tenths and

below three and eight tenths in weighted interest value, the emphasis would remain the same.

In order to accomplish objective number three of this study the results of the study were analyzed by frequency statistics. Tables were prepared which listed the students by year, by the number in each class, and by the number and per cent of the students who indicated "little", "some", or "much" interest for each of fourteen curricular activities. The results included in the tables were analyzed and described in the report.

After analyzing the results contained in each of the tables, the writer summarized the findings, and drew conclusions on the basis of the data collected and made recommendations for further investigation or study.

## CHAPTER II

### RELATED INFORMATION

There have been other studies made concerning factors related as to why boys left vocational agriculture between the ninth grade and twelfth grade. In a study made by Bittner<sup>3</sup> of this problem in Michigan, he stated that 209 students, or 15.3 per cent of the total enrollment of 1370 students left vocational agriculture at the end of 1960-61 school year, with 43.1 per cent, 35.8 per cent, and 21.1 per cent being freshmen, sophomore and juniors respectively to make up the total student loss. He further stated that, of the total student loss, 75.6 per cent chose other high school subjects, 11.0 per cent moved away, 12.9 per cent left school and 0.5 per cent were listed as deceased. The significant factors which apparently influenced the decisions of farm boys to discontinue vocational agriculture were found to be not the relative opportunities they have to enter farming, but a less favorable attitude toward farming and a lesser desire to capitalize upon a farming background as an

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<sup>3</sup>Richard Hunnel Bittner, "Identification of Selected Characteristics Associated With Continued Student Enrollment in Vocational Agriculture" (Ph.D. Dissertation, Michigan State University, East Lansing, 1962), Summaries of Studies in Agricultural Education, Supplement No. 16, (Washington, D.C., United States Department of Health, Education, and Welfare, 1965), p. 8.

aid to becoming established in an agricultural occupation.

A study by Super<sup>4</sup> stated the specificity of information which these boys had about preferred occupations, was rather substantial in so far as occupational requirements were concerned, and this may be sufficient for ninth-graders, who need to make decisions largely of direction rather of actual entry. But knowledge of duties, conditions of work and other important characteristics of the occupation was found to be limited.

The study by Super<sup>5</sup> further stated the specificity of planning was also low; more than half of the ninth-graders had apparently done little about getting information on which to base high school plans. About one-third of the boys made no mention of appropriate high school plans related to their preferred occupations, and post-high school planning was not very different. Acceptance of responsibility for choice was, on the other hand, fairly widespread in the group.

In a later study by Super<sup>6</sup> he used a developmental

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<sup>4</sup> Donald E. Super and others, The Vocational Maturity of Ninth Grade Boys (New York: Teachers College, Columbia University, 1960), p. 148.

<sup>5</sup> Ibid., p. 149.

<sup>6</sup> Donald E. Super and others, Vocational Development A Framework For Research (New York: Teachers College, Columbia University, 1957), p. 10.

approach to occupational choice in their study of adolescents even though their research design was cross-sectional. They hypothesized, and to a limited extent demonstrated, that there is a progressive development in the vocational thinking of boys as they move toward adulthood. These authors described three distinct periods in the process of making occupational choices, which they believe coincide fairly well with certain ages: the period of fantasy choice, during latency; the period of tentative choice, during adolescence; and the period of realistic choice during early adulthood. They divided the period of tentative choice into four stages--interest, capacity, value, and exploration, crystallization and specification. Occupational choice, they concluded, is determined largely by fantasy prior to pubescence, then by interest, then by capacity consideration, then by values, and finally, at the time of entry into the world of work, by reality consideration, which the authors defined as consideration of opportunity in relation to ability, interests, and values.

In a study conducted by Aldrich,<sup>7</sup> in the state of

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<sup>7</sup>Glenn Conan Aldrich, "An Investigation to Identify the Aspects of Occupations which Rural Boys Consider Important in Choosing an Occupation" (Master's Thesis, Washington State University, Pullman, 1962), Summaries of Studies in Agricultural Education, Supplement No. 16, (Washington, D.C., United States Department of Health, Education, and Welfare, 1965), p. 3.



Washington, 36.9 per cent of the 139 students made their vocational choice before the junior year, and 55.3 per cent made their choice during the junior and senior years of high school.

Leimbach<sup>8</sup> of Ohio indicated that the total vocational agriculture enrollments have increased, but much of this increased enrollment is due to increasing number of urban students. Leimbach indicated that the reasons given by boys who discontinued vocational agriculture were: quitting school, moved, or changed curriculum.

In a study in Kentucky, Bruce<sup>9</sup> indicated that boys enroll in vocational agriculture because of their interests and their ability to have supervised practice programs. Other factors given by Bruce influencing enrollments in vocational agriculture included school policies toward enrollment in vocational agriculture; counselors, principals, vocational agriculture teachers, other teachers, and parent counseling, class schedules, and the potential ability of boys to benefit from vocational agriculture.

In a study by Cooper,<sup>10</sup> of Maryland, most vocational

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<sup>8</sup>Gale J. Leimbach, "A Study of Vocational Agriculture for Students from Urban Homes" (Master's Thesis, the Ohio State University, Columbus, 1964), Summaries of Studies in Agricultural Education, 1963-65 (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968), p. 74.

<sup>9</sup>Ibid., pp. 21-22.

<sup>10</sup>Ibid., p. 30.



agriculture students had extensive farm experiences, and two-thirds reported farm residence. Eighty-eight per cent of the students planned occupations that utilized skills learned in vocational agriculture.

Hagen<sup>11</sup> indicated employers preferred to hire persons with a good background in English, speech, salesmanship, mathematics, and specialized study in the area of vocational agriculture related to their particular agri-business. An aggressive leader who can follow orders, accept responsibility, and get along well with people, possesses the personal traits employers desired.

Bail<sup>12</sup> of Arizona found that course content and class schedules should be planned to meet the needs of all students including college-bound students interested in agriculture and introductory courses should include basic principles of science related to agriculture. Bail also found that FFA activities should be related to agriculture, and should be an integral part of the program of instruction and should be available to any student enrolled in agriculture.

Cherry<sup>13</sup> found that vocational agriculture teachers

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<sup>11</sup>Ibid., pp. 48-49.

<sup>12</sup>Ibid., pp. 7-8.

<sup>13</sup>Kenneth L. Cherry, "An Evaluation of the Understanding of FFA by Ninth-Grade Vocational Agriculture Students in Selected Pennsylvania Schools" (Master's Thesis, The Pennsylvania State University, University Park, 1963), Summaries of Studies in Agricultural Education, Supplement No. 16, (Washington, D.C., United States Department of Health, Education, and Welfare, 1965), p. 14.

rated the FFA items or organization as most important, followed by items on leadership and on history. It was recommended that more teachers teach a definite unit on FFA, with more emphasis on leadership and history.

Magisos<sup>14</sup> indicated that generally first year students become aware of the vocational agriculture early, but made the decision to enroll shortly before the decision was necessary. The vocational agriculture facilities attracted the students most, while the study of livestock and shop practices ranked as the most interesting features. The family, the agriculture instructor, and older boys enrolled in vocational agriculture exerted the most personal influence on the decision to enroll, while fairs and shows ranked first in events influencing that decision. School counseling services exerted a minor influence.

Stenholm<sup>15</sup> of Texas reported mathematics was rated the most important course taken in high school. English grammar was rated second with science and vocational agriculture rated equally important by the graduates who did not go to college.

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<sup>14</sup>Ibid., p. 44.

<sup>15</sup>Ibid., p. 57.

Bingham<sup>16</sup> found occupational orientation, guidance and appropriate vocational education in the broad field of agriculture must be provided in high school. Jobs in agriculture are becoming more technical. He also states these areas should be emphasized in vocational programs in high school to develop occupational competency with wide application. Some activity areas with wide application are contacting people, selling, using manuals maintaining and operating machines, handling money, keeping records and filing. Widely applicable competency areas include fertilizers, crop production, insect and disease control, nutrition and rations, operating tractors and machines. Farm experience is very helpful for successful entry and advancement in agricultural occupations.

In a study by Ringen<sup>17</sup> of twenty-two graduates of Waterville High School, the graduates ranked the high school courses in order of importance as follows: vocational agriculture was first, followed by mathematics, physical science,

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<sup>16</sup>William R. Bingham, "Agricultural Occupations Other Than Farming in Selected Kentucky Counties with Implications for Vocational Education" (Ed. D., University of Kentucky, Lexington, 1965), Summaries of Studies in Agricultural Education, 1963-1965, (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968), p. 16.

<sup>17</sup>Willis Eugene Ringen, "Occupational Patterns of Farm Boys Who Graduated from Waterville and Blue Rapids High Schools Between the Years 1951 and 1960" (Master's Thesis, Kansas State University, Manhattan, 1967), pp. 47-48.

commerce, English, industrial arts, physical education, social science, and music in that order.

When the courses were ranked in the order of importance for thirteen graduates in other agricultural occupations, vocational agriculture was first followed by mathematics, English, physical science, commerce, physical education, social science and music, in that order.

Some research on curricular interests of students to determine why they enrolled in vocational agriculture in secondary schools has been completed. The related information also gives an indication of the reasons why fewer boys are enrolled in vocational agriculture during the senior year than during the freshman year. The reviews of related information indicated that there was a process of career development and that it was evidenced by a change in the curricular interests of the students.

### CHAPTER III

#### ANALYSIS OF DATA

Information concerning the grade point average and IQ score, by classes, of the forty-two boys enrolled in vocational agriculture at the time of the study is presented in Table I. Information was obtained from the student folders in the office of the High School Principal and the office of the High School Guidance Counselor. After the individual GPA was obtained, the scores for each of the classes were added together and then divided by the number of students in the class to obtain the class GPA. The same method of computation was used to arrive at the class IQ.

TABLE I  
COMPOSITE GRADE POINT AVERAGE AND IQ SCORES FOR THE  
FOUR CLASSES OF VOCATIONAL AGRICULTURE

Year in school	GPA	IQ scores
9	2.31	104
10	2.04	99.9
11	2.52	106
12	2.27	96

It was felt by the writer that the information in Table I might explain some of the differences in interest

ratings found in the study. There was observed a slight relationship between the GPA and the IQ scores.

When the courses were ranked according to interest with a rating of one for higher and five for lowest, the freshmen replied that vocational agriculture was first (1.61), followed by mathematics (2.23), natural science (3.54), and linguistics (4.0). Freshmen did not take courses in social science. The sophomore year vocational agriculture ranked first (1.37), followed by social science (1.92), natural science (2.75), mathematics (2.83) and linguistics (3.57). The juniors ranked vocational agriculture first (1.2), followed by social science (2.6), linguistics (3.2), mathematics (3.25), and natural science (3.32). Seniors also ranked vocational agriculture first (1.3), followed by natural science (2.71), social science (2.83), linguistics (3.05), and mathematics (3.62).

Further study of Table II showed when grades were averaged, the freshmen had the highest grade point average (hereafter referred to as GPA) in vocational agriculture (2.85), followed by linguistics (2.3), mathematics (2.08) and natural science (1.77). Sophomores had the highest GPA in vocational agriculture (3.29), followed by natural science (2.17), mathematics (1.92), linguistic (1.67), and social science (1.42). The juniors also had the highest GPA in vocational agriculture (3.33), followed by linguistics

(2.40), social science (2.35), mathematics (2.32), and natural science (2.23). Seniors had the highest GPA in vocational agriculture (3.15, social science (2.21), natural science (2.19), linguistics (2.08), and mathematics (1.72).

TABLE II

COMPARISON OF INTEREST AND GRADE POINT AVERAGE IN FIVE DEPARTMENTS STUDIED AT NESS CITY HIGH SCHOOL

Department	9th Year		10th Year		11th Year		12th Year	
	Inter- est	GPA	Inter- est	GPA	Inter- est	GPA	Inter- est	GPA
Mathematics	2.23 <sup>a</sup>	2.08 <sup>b</sup>	2.83	1.92	3.25	2.32	3.62	1.72
Linguistics	4.0	2.30	3.57	1.67	3.20	2.40	3.05	2.08
Social Sci.	--	--	1.92	1.42	2.60	2.35	2.83	2.21
Natural Sci.	3.54	1.77	2.75	2.17	3.32	2.23	2.71	2.19
Voc. Agric.	1.61	2.85	1.37	3.29	1.20	3.33	1.39	3.15

<sup>a</sup>1 highest interest and 5 lowest on the interest rating.

<sup>b</sup>5 highest and 1 lowest on the grade point average.

In each class, the students indicated that they had the greatest interest in vocational agriculture and also the highest GPA in vocational agriculture. The other subject areas varies between classes by interest and by GPA.

The information presented in the interview schedule included the curricular areas included in the vocational agriculture courses. The data for the study was obtained through a personal interview with each student.

### Working-Out-of-Doors

The responses of the students in Table III indicate that one (7.7 per cent) of the freshmen had "some" interest and twelve (92.3 per cent) had "much" interest, while twelve (100 per cent) of the sophomores indicated "much" interest in working-out-of-doors. Three (30.0 per cent) of the juniors indicated "some" interest and seven (70.0 per cent) of the juniors indicated "much" interest in working-out-of-doors. One senior (14.3 per cent) indicated "little" interest, two (28.6 per cent) indicated "some" and four (57.1 per cent) of the seniors indicated "much" interest in working-out-of-doors.

TABLE III

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR WORKING-OUT-OF-DOORS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u> Little = 1 point Some = 3 points Much = 5 points
		No.	Per cent	No.	Per cent	No.	Per cent	
9	13	--	--	1	7.7	12	92.3	4.84
10	12	--	--	--	--	12	100.0	5.0
11	10	--	--	3	30.0	7	70.0	4.4
12	7	1	14.3	2	28.6	4	57.1	2.7
TOTAL	42	1	2.4	6	14.3	35	83.3	X



The responses of the students in Table III indicated that the freshmen and sophomore students are the most interested in working out-of-doors and that the juniors and seniors show a progressively lesser interest in working out-of-doors. However, forty-one (97.6 per cent) of all forty-two students had "some" or "much" interest in working out-of-doors with one (2.4 per cent) indicating "little" interest. With a weighted value of one for "little", three for "some", and five for "much" interest, the average responses of student interest were: freshmen (4.84), sophomores (5.0), juniors (4.4), and seniors (2.7). Hereafter, the weighted value for interest will be referred to as average student interest.

#### Working With Your Hands

The data in Table IV indicates that eight (61.5 per cent) of the freshmen had "some" interest and five (38.5 per cent) had "much" interest in working with their hands. Sophomore students indicated three (25 per cent) had "some" interest and nine (75 per cent) indicated "much" interest in working with their hands. Two juniors (20 per cent) indicated "little" interest and four (40 per cent) indicated "much" interest while one senior (14.3 per cent) indicated "little" interest and five (71.4 per cent) of the seniors indicated "some" interest and one (14.3 per cent) indicated "much" interest in working with their hands.

TABLE IV

**RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR WORKING WITH THEIR HANDS**

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	--	--	8	61.5	5	38.5	4.5
10	12	--	--	3	25.0	9	75.0	4.5
11	10	2	20.0	4	40.0	4	40.0	3.4
12	7	1	14.3	5	71.4	1	14.3	3.0
<b>TOTAL</b>	<b>42</b>	<b>3</b>	<b>7.1</b>	<b>20</b>	<b>47.6</b>	<b>19</b>	<b>45.2</b>	<b>X</b>

The responses in Table IV indicated that freshmen and sophomore students are most interested in working with their hands and that the junior and senior students indicate a progressively lesser interest in working with their hands. However, thirty-nine (92.8 per cent) of all the forty-two students had "some" or "much" interest in working with their hands, while three (7.1 per cent) indicated "little" interest. The average student interest rating for working with their hands was freshman and sophomores (4.5), juniors (3.4), and seniors (3.0).

**Working with Agricultural Machinery and Motors**

The replies of the students in Table V indicated that five (38.5 per cent) of the freshmen had "some" interest and

eight (61.5 per cent) had "much" interest in working with agricultural machinery and motors. Three (25 per cent) of the sophomores indicated "little" interest, four (33.3 per cent) of the sophomores indicated "some" interest, and five (41.7 per cent) indicated "much" interest in working with agricultural machinery and motors. Three (30 per cent) of the juniors indicated "little" interest. Five (50 per cent) indicated "some" interest, and two (20 per cent) indicated "much" interest in working with agricultural machinery and motors. One senior (14.4 per cent) indicated "little" interest, three (42.8 per cent) indicated "some" interest, and three (42.8 per cent) indicated "much" interest in working with agricultural machinery and motors.

TABLE V

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY HIGH SCHOOL STUDENTS FOR WORKING WITH AGRICULTURAL MACHINERY AND MOTORS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	--	--	5	38.5	8	61.5	4.2
10	12	3	25.0	4	33.3	5	41.7	3.3
11	10	3	30.0	5	50.0	2	20.0	2.8
12	7	1	14.4	3	42.8	3	42.8	3.6
TOTAL	42	7	16.6	17	40.5	18	42.9	X

The responses of the students in Table V would indicate that the freshmen and seniors are most interested in working with agricultural machinery and motors with the sophomores being next and juniors indicating the least amount of interest. Thirty-five (83.4 per cent) of all the students indicated "some" or "much" interest and seven (16.6 per cent) indicated "little" interest in working with agricultural machinery and motors. With a weighted value of one for "little" interest, three for "some", and five for "much" interest, the average responses were: freshmen (4.2), sophomores (3.3), juniors (2.8), and seniors (3.6).

#### Working with Welders and Shop Equipment

The results of the student replies in Table VI indicated that five (38.5 per cent) of the freshmen had "some" interest and eight (61.5 per cent) indicated "much" interest in working with welders and shop equipment. Four (33.3 per cent) of the sophomores indicated "some" interest and eight (66.7 per cent) of the sophomores indicated "much" interest. One junior (10 per cent) indicated "little" interest with six (60 per cent) of the juniors indicating "some" interest and three (30 per cent) indicating "much" interest in working with welders and shop equipment. The seniors had one (14.3 per cent) indicating "little" interest and four (57.1 per cent) indicating "some" interest and two (28.6 per cent) indicating "much" interest in working with welders and shop equipment.

TABLE VI

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY HIGH SCHOOL STUDENTS FOR WORKING WITH WELDERS AND SHOP EQUIPMENT

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u> Little = 1 point Some = 3 points Much = 5 points
		No.	Per cent	No.	Per cent	No.	Per cent	
9	13	--	--	5	38.5	8	61.5	4.2
10	12	--	--	4	33.3	8	66.7	4.3
11	10	1	10.0	6	60.0	3	30.0	3.4
12	7	1	14.3	4	57.1	2	28.6	3.3
<b>TOTAL</b>	<b>42</b>	<b>2</b>	<b>4.8</b>	<b>19</b>	<b>45.2</b>	<b>21</b>	<b>50.0</b>	<b>X</b>

The replies of the students in Table VI would indicate that freshmen and sophomore students are the most interested in working with welders and shop equipment and that juniors and seniors show a progressively lesser interest in working with welders and shop equipment. However, forty (95.2 per cent) of the forty-two students had "some" or "much" interest in working with welders and shop equipment and two (4.8 per cent) indicated "little" interest. With a weighted value of one for "little", three for "some", and five for "much", the average responses for the classes were as follows: freshmen (4.2) points, sophomores (4.3) points, juniors (3.4) points, and seniors (3.3) points.

### Repairing Electric Motors and Equipment

The responses of the students in Table VII indicate that three (23.1 per cent) of the freshmen had "little" interest, seven (53.8 per cent) had "some" interest and three (23.1 per cent) had "much" interest in repairing electric motors and equipment. Seven (58.3 per cent) of the sophomores had "little" interest and five (41.7 per cent) had "some" interest in repairing electric motors and equipment. Seven (70 per cent) of the juniors had "little" interest and three (30 per cent) of the juniors had "some" interest in repairing electric motors and equipment; six (85.6 per cent) of the seniors had "little" interest, one (14.3 per cent) of the seniors had "much" interest in repairing electric motors and equipment.

TABLE VII

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY HIGH SCHOOL STUDENTS FOR REPAIRING ELECTRIC MOTORS AND EQUIPMENT

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	3	23.1	7	53.8	3	23.1	3.0
10	12	7	58.3	5	41.7	--	--	1.8
11	10	7	70.0	3	30.0	--	--	1.6
12	7	6	85.6	--	--	1	14.3	1.6
TOTAL	42	23	54.8	15	35.7	4	9.5	X

The replies of the students in Table VII indicated that freshmen students had twice as much interest in repairing electric motors and equipment as the other three classes. The interest in repairing electric motors and equipment showed a sharp decline from the freshmen students to the sophomore students and then showed a steady decline through the junior and senior students. None of the sophomore or junior students indicated "much" interest in repairing electric motors and equipment. One hundred per cent of the sophomore students and 100 per cent of the juniors indicated "little" or "some" interest. Six (85 per cent) of the seniors also indicated "little" interest, and one (14.3 per cent) of the senior students had "much" interest in repairing electric motors and equipment. Thirty-eight (90.5 per cent) of all the students enrolled in vocational agriculture at Ness City High School had "little" or "some" interest and four (9.5 per cent) of all the students had "much" interest in repairing electric motors and equipment.

With a weighted value of one for "little", three for "some", and five for "much", the average responses were: freshmen (3.0), sophomores (1.8), juniors (1.6), and seniors (1.6).

#### Working with Lawns

The information in Table VIII indicated that for working with lawns, eight (61.5 per cent) of the freshmen students



had "little" interest, four (31.8 per cent) had "some" interest and one (7.7 per cent) had "much" interest. Ten (83.3 per cent) of the sophomores replied that they had "little" interest and two (16.7 per cent) indicated "some" interest in working with lawns. Seven (70 per cent) of the juniors had "little" interest, two (20 per cent) had "some" interest and one (10 per cent) indicated "much" interest in working with lawns. The senior students were not interested in working with lawns since seven (100 per cent) indicated "little" interest.

TABLE VIII

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR WORKING WITH LAWNS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	8	61.5	4	31.8	1	7.7	1.9
10	12	10	83.3	2	16.7	--	--	1.3
11	10	7	70.0	2	20.0	1	10.0	1.8
12	7	7	100.0	--	--	--	--	1.0
<b>TOTAL</b>	<b>42</b>	<b>32</b>	<b>76.1</b>	<b>8</b>	<b>19.1</b>	<b>2</b>	<b>4.8</b>	<b>X</b>

Forty (95.2 per cent) of the forty-two students had "little" or "some" interest in working with lawns, and two (4.8 per cent) of the students had "much" interest. With a weighted value of one for "little", three for "some", and five



for "much", the average of the replies were freshmen (1.9), sophomores (1.3), juniors (1.8), and seniors (1.0).

### Working with Trees and Shrubs

The computations in Table IX indicate that ten (77 per cent) of the freshmen had "little" interest in working with trees and shrubs, two (15.3 per cent) had "some" interest and one (7.7 per cent) had "much" interest. Eleven (91.7 per cent) of the sophomores had "little" interest, one (8.3 per cent) had "much" interest in working with trees and shrubs while the juniors indicated that six (60 per cent) had "little" interest, three (30 per cent) had "some" interest and one (10 per cent) had "much" interest in working with trees and shrubs. The seniors had six students (85.6 per cent) who indicated "little" interest and one (14.4 per cent) indicated "some" interest in working with trees and shrubs.

The results of the computations of the student responses in Table IX indicated that all but three students indicated "little" or "some" interest in working with trees and shrubs. Of the forty-two students responding to this question, thirty-three (78.6 per cent) indicated "little" interest, six (14.3 per cent) "some" interest, and three (7.1 per cent) indicated "much" interest in working with trees and shrubs. With a weighted value of one for "little" interest, three for "some" interest, and five for "much" interest, the average of the responses were: freshmen (1.6), sophomores (1.3), juniors

(2.0), and seniors (1.3).

TABLE IX

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR WORKING WITH TREES AND SHRUBS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	10	77.0	2	15.3	1	7.7	1.6
10	12	11	91.7	--	--	1	8.3	1.3
11	10	6	60.0	3	30.0	1	10.0	2.0
12	7	6	85.6	1	14.4	--	--	1.3
TOTAL	42	33	78.6	6	14.3	3	7.1	X

### Beautifying the Landscape

The data in Table X indicated that nine (69.2 per cent) of the freshmen had "little" interest, three (23.1 per cent) indicated "some" interest and one (7.7 per cent) indicated "much" interest in beautifying the landscape. Five (41.7 per cent) of the sophomores indicated "little", six (50 per cent) indicated "some" and one (8.3 per cent) indicated "much" interest in beautifying the landscape. Three (30 per cent) of the juniors indicated "little", six (60 per cent) indicated "some" and one (10 per cent) of the juniors indicated "much" interest in beautifying the landscape. Five (71.4 per cent) of the seniors indicated "little" and two (28.6 per cent) of the

seniors indicated "some" interest in beautifying the landscape.

TABLE X

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR BEAUTIFYING THE LANDSCAPE

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	9	69.2	3	23.1	1	7.7	1.8
10	12	5	41.7	6	50.0	1	8.3	2.3
11	10	3	30.0	6	60.0	1	10.0	2.6
12	7	5	71.4	2	28.6	--	--	1.1
TOTAL	42	22	52.4	17	40.5	3	7.1	X

The responses of the students in Table X would indicate that the sophomores and juniors had the most interest and the freshmen and seniors had the least interest in beautifying the landscape.

Thirty-nine (92.9 per cent) of the forty-two students indicated "little" or "some" interest in beautifying the landscape and three (7.1 per cent) indicated "much" interest. With a weighted value of one for "little" interest, three for "some" interest, and five for "much" interest, the average response for the freshmen was (1.8), sophomores (2.3), juniors (2.6), and the seniors (1.1).

### Keeping Records and Accounts of Livestock and Crops

Six (47.9 per cent) of the freshmen had "little" interest in keeping records and accounts of livestock and crops and seven (52.9 per cent) had "some" interest. The sophomores indicated five (41.7 per cent) had "little" and seven (58.3 per cent) "some" interest in keeping records and accounts of livestock and crops. Three (30 per cent) of the juniors had "little", six (60 per cent) had "some", and one (10 per cent) had "much" interest in keeping records and accounts of livestock and crops. The senior students had "little" or "some" interest in keeping records and accounts of livestock and crops, with three (42.8 per cent) replying "little" and four (57.2 per cent) "some" interest.

The replies of the students in Table XI indicated a gradual increase in interest of keeping accounts and records until the senior year which showed a decline in interest of keeping records and accounts of livestock and crops.

Forty-one (97.6 per cent) of all the students had "little" or "some" interest with one (2.4 per cent) indicating "much" interest in keeping records and accounts of livestock and crops. With a weighted value of one for "little" interest, three for "some" interest and five for "much" interest, the average response for the freshmen was 2.1, sophomores (2.2), juniors (2.6), and seniors (2.1).

TABLE XI

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY HIGH SCHOOL STUDENTS FOR KEEPING RECORDS AND ACCOUNTS OF LIVESTOCK AND CROPS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	6	47.9	7	52.9	--	--	2.1
10	12	5	41.7	7	58.3	--	--	2.2
11	10	3	30.0	6	60.0	1	10.0	2.6
12	7	3	42.8	4	57.2	--	--	2.1
TOTAL	42	17	40.5	24	57.1	1	2.4	X

#### Meeting and Speaking with Others

The replies of the students in Table XII indicated that four (31.8 per cent) of the freshmen had "little", seven (52.9 per cent) had "some", and two (15.3 per cent) had "much" interest in meeting and speaking with others. One (8.4 per cent) of the sophomores had "little", ten (83.3 per cent) had "some", and one (8.4 per cent) had "much" interest in meeting and speaking with others. Five (50 per cent) of the juniors indicated "little", four (40 per cent) had "some", and one (10 per cent) had "much" interest in meeting and speaking with others, while six (85.6 per cent) of the seniors indicated "some" interest, one (14.4 per cent) indicated "much" interest in meeting and speaking with others.

TABLE XII

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR MEETING AND  
SPEAKING WITH OTHERS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	4	31.8	7	52.9	2	15.3	2.7
10	12	1	8.3	10	83.3	1	8.4	3.0
11	10	5	50.0	4	40.0	1	10.0	2.2
12	7	--	--	6	85.6	1	14.4	3.3
TOTAL	42	10	24.0	27	64.3	5	12.0	X

The responses of the students in Table XII indicated the sophomores and seniors have the most interest in meeting and speaking with others, and freshmen and juniors had the least interest. With a weighted value of one for "little", three for "some", and five for "much" interest, the average responses for interest were: freshmen (2.7), sophomores (3.0), juniors (2.2), and seniors (3.3).

#### Selecting and Showing Livestock

Three (23.1 per cent) of the freshmen had "little", eight (61.6 per cent) had "some", and two (15.3 per cent) had "much" interest in selecting and showing livestock. Four (33.3 per cent) of the sophomores had "little", five (41.7 per cent) had "some", and three (25 per cent) had "much"

interest in selecting and showing livestock. Four (40 per cent) of the juniors indicated "little", four (40 per cent) had "some", and two (20 per cent) indicated "much" interest in selecting and showing livestock. One (14.3 per cent) of the seniors indicated "little", five (71.4 per cent) had "some", and one (14.3 per cent) indicated "much" interest in selecting and showing livestock.

The responses of the students in Table XIII would indicate that freshmen, sophomore, and seniors have the most interest, and the juniors have the least interest in selecting and showing livestock.

TABLE XIII

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY HIGH SCHOOL STUDENTS FOR SELECTING AND SHOWING LIVESTOCK

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	3	23.1	8	61.6	2	15.3	2.8
10	12	4	33.3	5	41.7	3	25.0	2.8
11	10	4	40.0	4	40.0	2	20.0	2.6
12	7	1	14.3	5	71.4	1	14.3	3.0
<b>TOTAL</b>	<b>42</b>	<b>12</b>	<b>28.5</b>	<b>22</b>	<b>52.4</b>	<b>8</b>	<b>19.1</b>	<b>X</b>

Thirty-four (80.9 per cent) of all the students indicated "little" or "some" interest in selecting and showing livestock, and eight (19.1 per cent) indicated "much"



interest. With a weighted value of one for "little" interest, three for "some" interest and five for "much" interest, the average response for the freshmen had a value of 2.8, sophomores 2.8, juniors 2.6, and seniors 3.0.

### Selecting and Raising Crops

The data in Table XIV indicated that five (38.5 per cent) of the freshmen had "little", five (38.5 per cent) had "some", and three (23.0 per cent) had "much" interest in selecting and raising crops. Four (33.3 per cent) of the sophomores had "little" interest, five (41.7 per cent) had "some" interest, and three (25.0 per cent) had "much" interest in selecting and raising crops. Four (40.0 per cent) of the juniors indicated "little" interest, three (30.0 per cent) had "some" interest and three (30.0 per cent) indicated "much" interest in selecting and raising crops. The replies of the seniors indicated that they had "little" or "some" interest, with two expressing "little" and five "some" interest.

The data in Table XIV indicated that interest remains constant through the four years with a decline in interest in the senior year. No seniors indicated "much" interest in selecting and raising crops. The average student interest rating for selecting and raising crops with a weighted value of one for "little" interest, three for "some" interest, and five for "much" interest was: freshmen (2.7), sophomores and juniors (2.8), and seniors (2.4).



TABLE XIV

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR SELECTING AND RAISING CROPS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	5	38.5	5	38.5	3	23.0	2.7
10	12	4	33.3	5	41.7	3	25.0	2.8
11	10	4	40.0	3	30.0	3	30.0	2.8
12	7	2	28.6	5	71.4	--	--	2.4
TOTAL	42	15	35.7	18	42.9	9	21.4	X

Managing a Farm Business

Two (15.3 per cent) of the freshmen had "little" interest, ten (77.0 per cent) indicated "some", and one (7.7 per cent) indicated "much" interest in managing a farm business. Three (25.0 per cent) of the sophomores indicated "little", seven (58.3 per cent) had "some", and two (16.7 per cent) indicated "much" interest in managing a farm business. Two (20.0 per cent) of the juniors indicated "little" interest, five (50 per cent) indicated "some" interest, and three (30.0 per cent) had "much" interest in managing a farm business; and one (14.4 per cent) of the seniors had "little", three (42.8 per cent) had "some" interest, three (42.8 per cent) had "much" interest in managing a farm business.

The responses of the students in Table XV would indicate that thirty-four (80.9 per cent) of all the students had "some" interest or "much" interest in managing a farm business, and eight (19.0 per cent) had "little" interest in managing a farm business. The average interest of the students' responses was: freshmen and sophomores (2.8), juniors (3.2), and seniors (2.7).

TABLE XV

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR MANAGING A FARM BUSINESS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u> Little = 1 point Some = 3 points Much = 5 points
		No.	Per cent	No.	Per cent	No.	Per cent	
9	13	2	15.3	10	77.0	1	7.7	2.8
10	12	3	25.0	7	58.3	2	16.7	2.8
11	10	2	20.0	5	50.0	3	30.0	3.2
12	7	1	14.4	3	42.8	3	42.8	2.7
TOTAL	42	8	19.0	25	59.5	9	21.4	X

Working in an Agricultural Business

The data in Table XVI indicated that five (38.5 per cent) of the freshmen had "little", six (47.9 per cent) had "some", and two (15.3 per cent) had "much" interest in working in an agricultural business. Six (50.0 per cent) of the sophomores indicated "some" interest, and six (50.0 per cent)

indicated "much" interest in working in an agricultural business, while two (20.0 per cent) of the juniors had "some", and eight (80.0 per cent) had "much" interest in this item. Two (28.6 per cent) of the seniors indicated "some" interest and five (71.4 per cent) had "much" interest in working in an agricultural business.

TABLE XVI

RESPONSES INDICATING THE INTEREST OF FORTY-TWO NESS CITY  
HIGH SCHOOL STUDENTS FOR WORKING IN AN  
AGRICULTURAL BUSINESS

Year in School	No. En- rolled	<u>LITTLE</u>		<u>SOME</u>		<u>MUCH</u>		<u>AVERAGE</u>
		No.	Per cent	No.	Per cent	No.	Per cent	Little = 1 point Some = 3 points Much = 5 points
9	13	5	38.5	6	47.9	2	15.3	2.5
10	12	--	--	6	50.0	6	50.0	4.0
11	10	--	--	2	20.0	8	80.0	4.6
12	7	--	--	2	28.6	5	71.4	4.4
TOTAL	42	5	11.9	16	38.1	21	50.0	X

The responses of the students in Table XVI indicated that junior and senior students are more interested in working in an agricultural business than freshmen and sophomores. However, thirty-seven (88.1 per cent) of the forty-two students had "some" or "much" interest in working in an agricultural business, with five (11.9 per cent) indicating "little" interest and these being freshmen students. Using one for "little",

three for "some", and five for "much" interest, the average student interest for this item was: freshmen (2.5), sophomores (4.0), juniors (4.6), and seniors (4.4).

In order to accomplish objective number three of this study, weighted interest values were developed by Dr. James Albracht, Assistant Professor of Education at Kansas State University to evenly space the interests as expressed by the students being studied in this survey. When the fourteen curricular interest areas were administered to the forty-two Ness City High School vocational agriculture students, the study showed a weighted interest value ranging from one to five. (See Figure 1.) The fourteen curricular interest areas had an average weighted interest value of two and eight tenths on the five point scale.

When the curricular interest areas were taken by classes, the ninth grade vocational agriculture class indicated the greatest range of interests in all areas and the twelfth grade vocational agriculture students had the most definite interests. This was noted as being possibly due to the maturity of the students and career interests of the senior boys.

Using the above standard, the seniors indicated that more emphasis should be placed on working with agricultural machinery and motors, welders and shop equipment, meeting and speaking with others and working in an agricultural business.

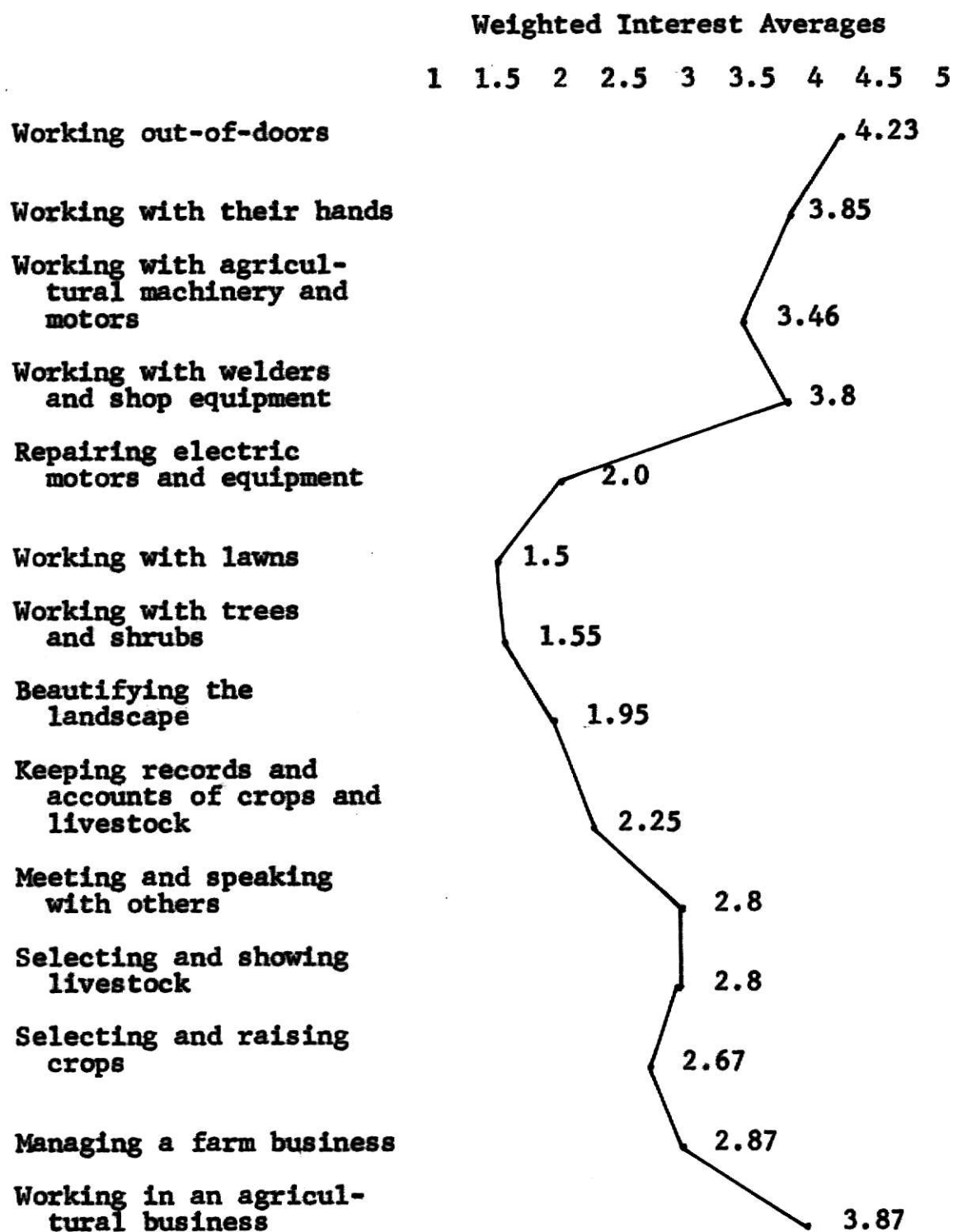


FIGURE 1

VOCATIONAL AGRICULTURE CLASSES I, II, III, AND IV  
(WEIGHTED INTEREST AVERAGES)

It was also indicated that less emphasis should be placed on working with lawns, working with trees and shrubs and beautifying the landscape when working with the senior students. (See Figure 2.)

It was further indicated through the use of the standard adopted for this study that when working with eleventh grade students (See Figure 3.) more emphasis should be placed on working out-of-doors, working with their hands, working with welders and shop equipment and working in an agricultural business. It was also indicated that less emphasis should be placed on repairing electric motors and equipment in eleventh grade vocational agriculture.

When the standard was applied to the interests indicated by tenth grade vocational agriculture students (See Figure 4.) it indicated that the most emphasis should be placed on working out-of-doors, working with their hands, working with welders and shop equipment and working in an agricultural business. The study indicated less emphasis should be placed on working with lawns and working with trees and shrubs.

When the standard was applied to the interests of the ninth grade vocational agriculture students (See Figure 5.) it indicated that more emphasis should be placed on working out-of-doors, working with their hands, working with agricultural machinery and motors and working with welders and shop equipment.

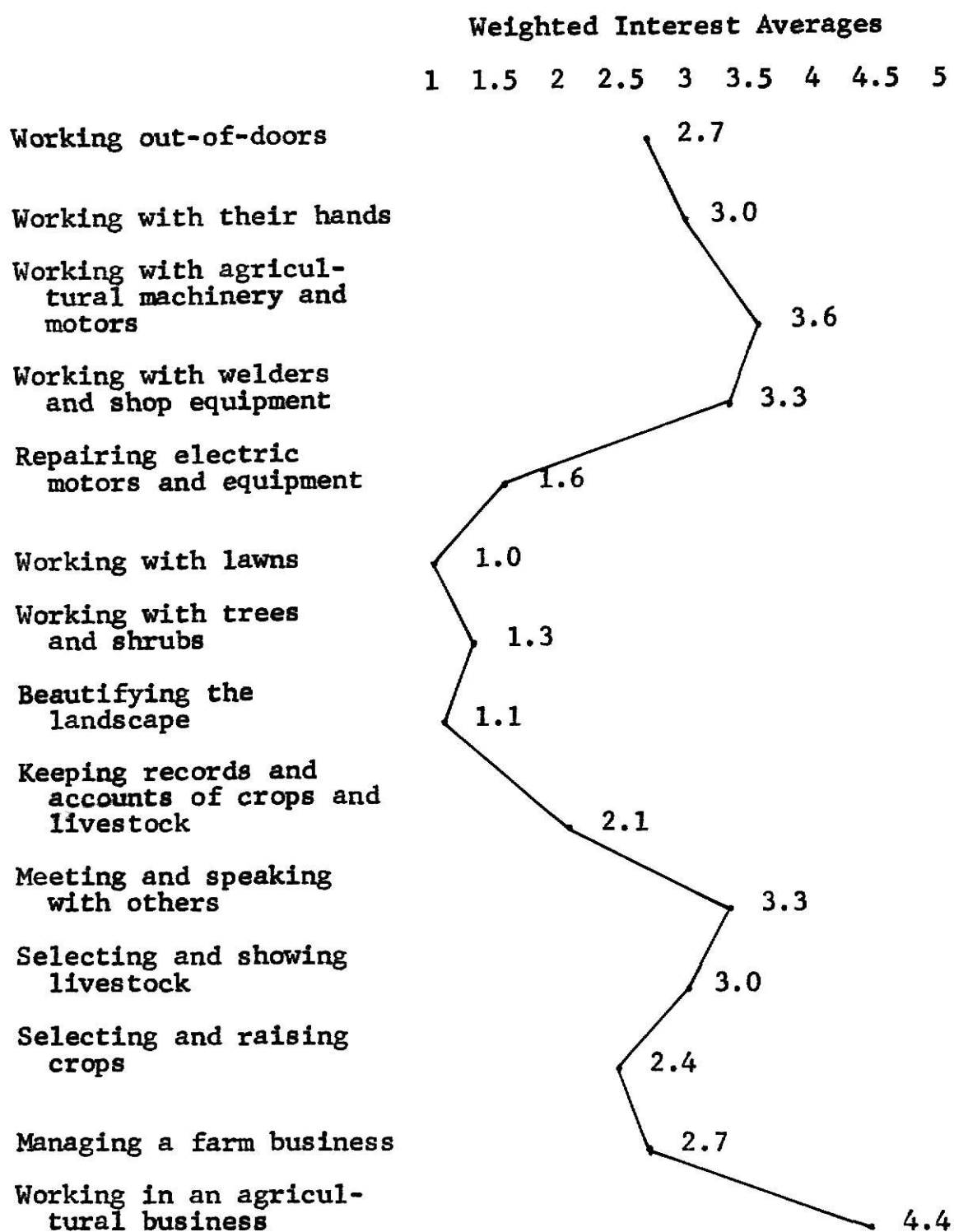


FIGURE 2

VOCATIONAL AGRICULTURE IV  
(WEIGHTED INTEREST AVERAGES)

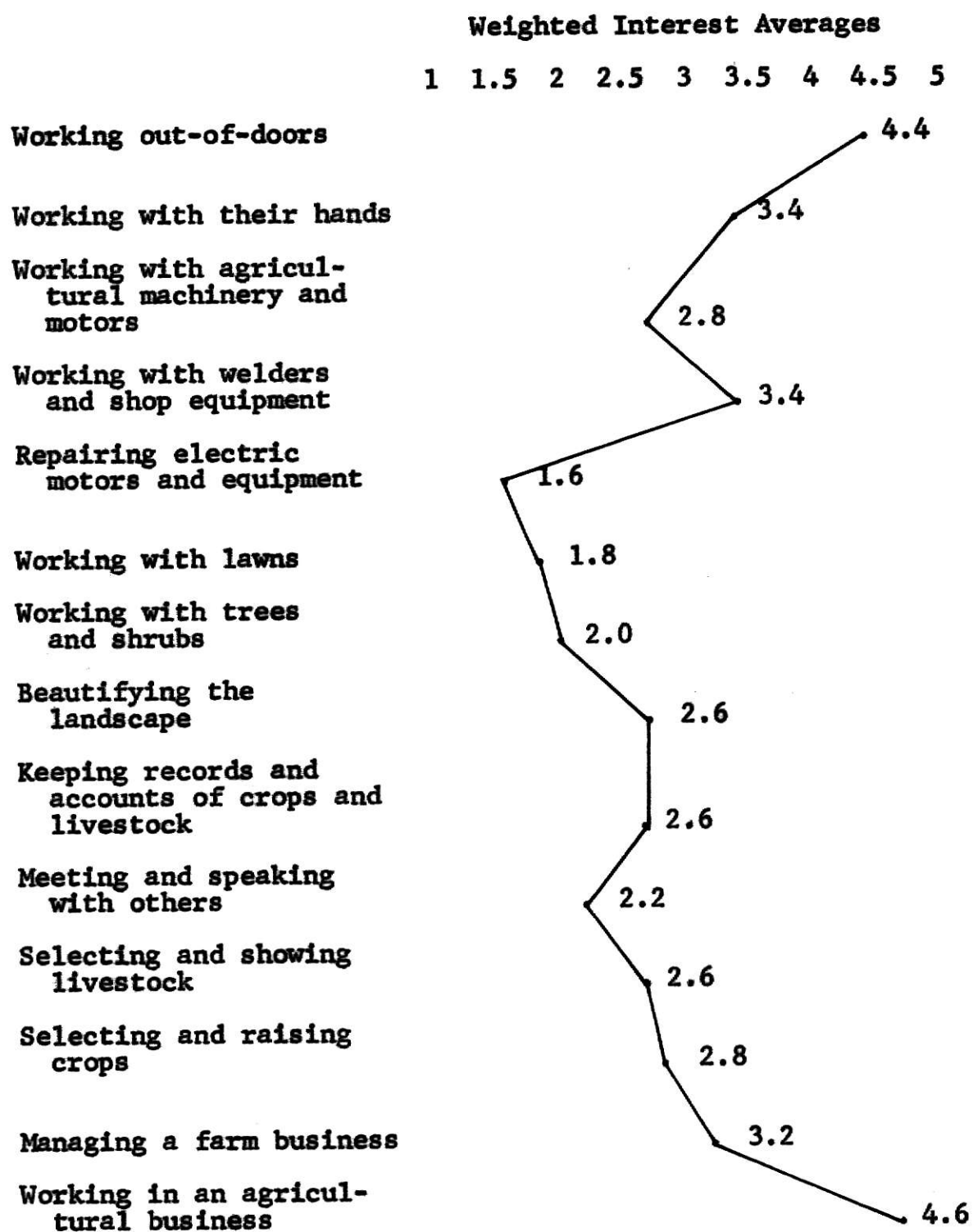


FIGURE 3

VOCATIONAL AGRICULTURE III  
(WEIGHTED INTEREST AVERAGES)



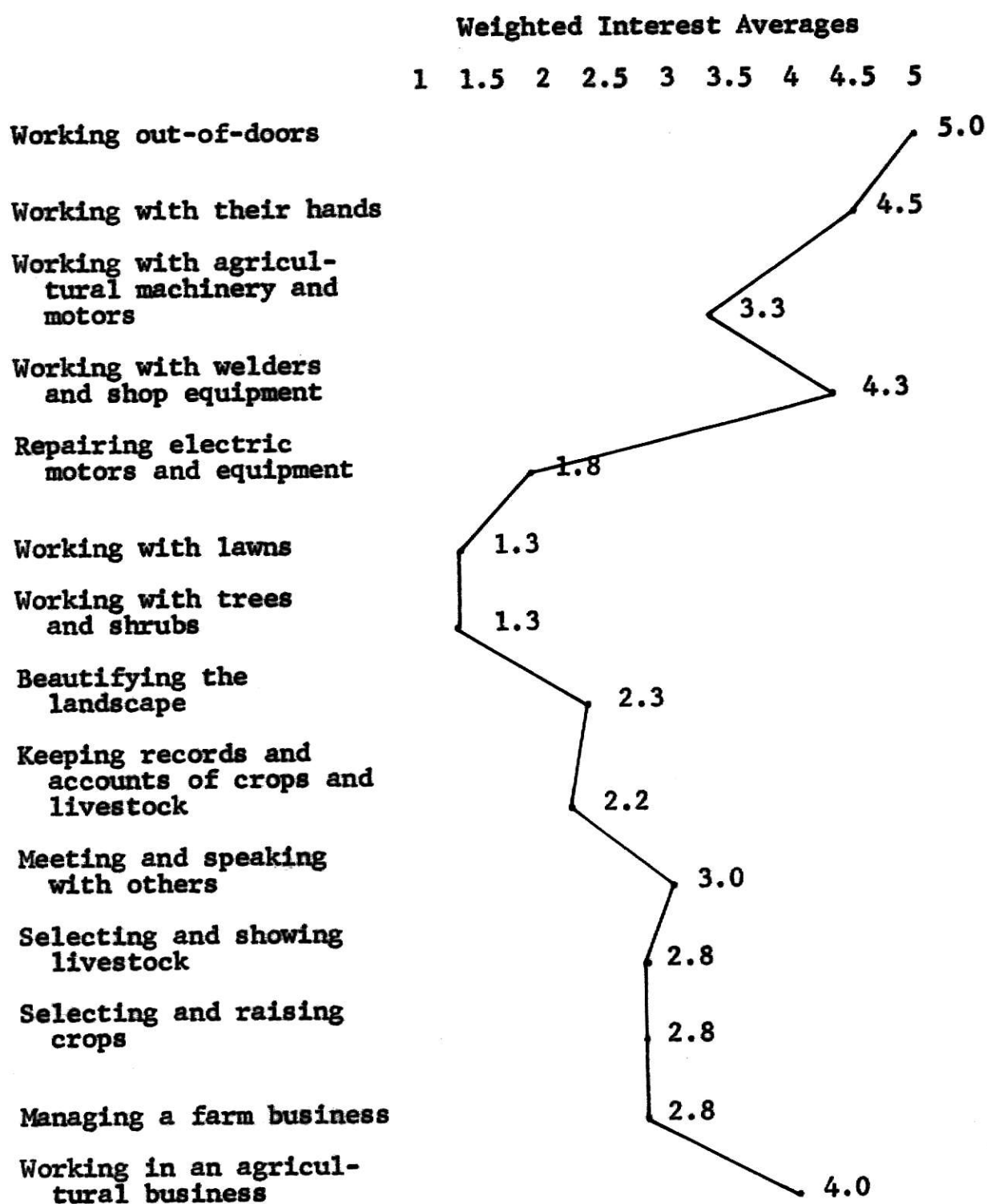


FIGURE 4

VOCATIONAL AGRICULTURE II  
(WEIGHTED INTEREST AVERAGES)

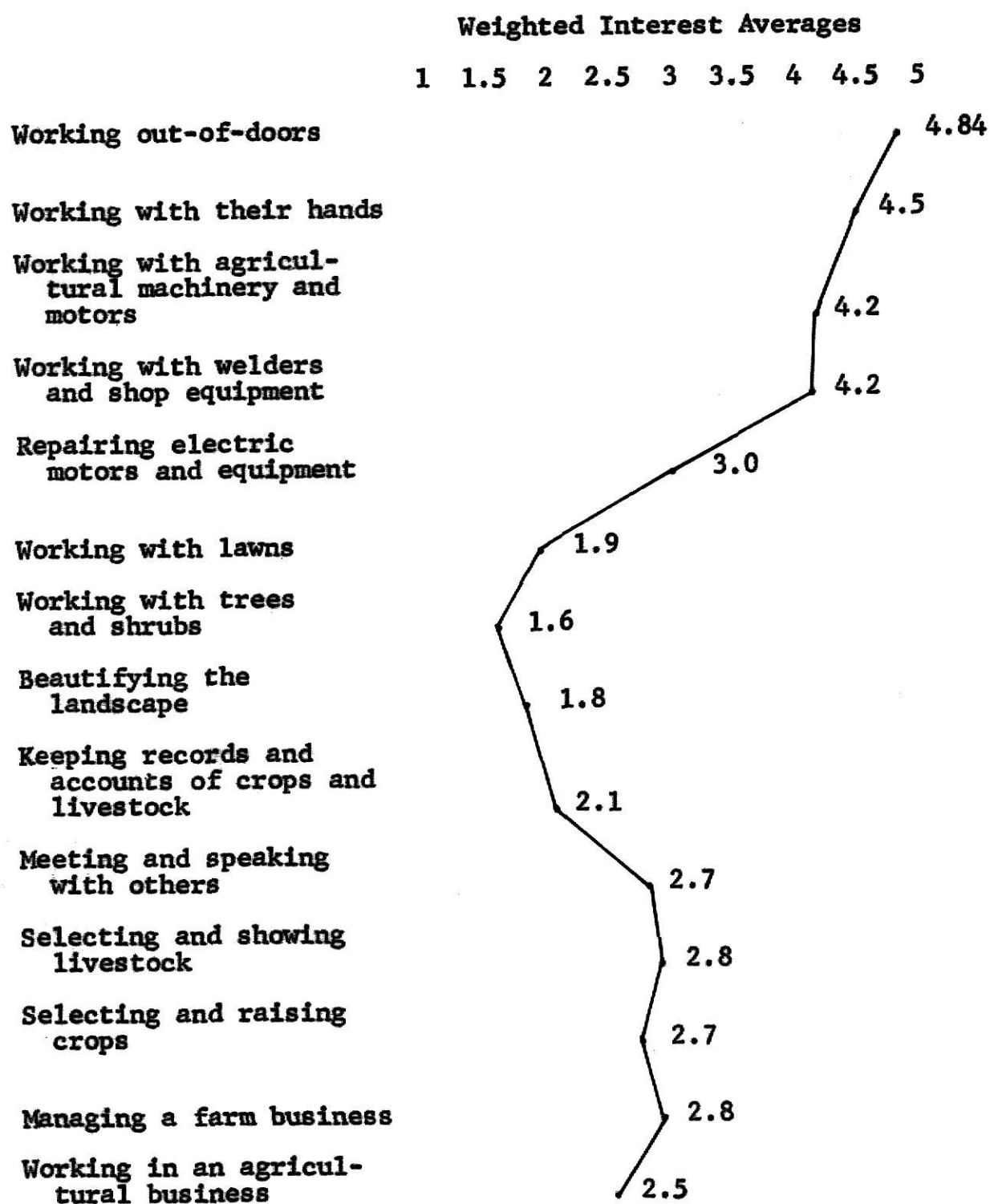


FIGURE 5

VOCATIONAL AGRICULTURE I  
(WEIGHTED INTEREST AVERAGES)

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The study was designed to attempt to discover areas of student interest in order to more nearly center the vocational agriculture curriculum of Ness City High School on the basis of student interests and needs. The writer also hoped to discover why more students were enrolled in the ninth grade than in the twelfth grade of vocational agriculture.

Data was collected by an interview schedule and checklist, and by reviewing the records in the offices of the Ness City High school Principal and the High School Guidance Counselor. The personal interview schedule and checklist was administered to the students who were enrolled in vocational agriculture during the school year of 1969-1970. Data was obtained from 100 per cent of the students enrolled in vocational agriculture at that time.

The thirteen freshmen students indicated "some" or "much" interest in working with agricultural machinery and motors. The juniors showed the least interest in this area; however, seven (70 per cent) of the juniors showed "some" or "much" interest.

It was found that freshmen, sophomores, and juniors preferred working out-of-doors and working with their hands.

Eleven (86.4 per cent) of the freshmen students in vocational agriculture indicated "little" or "some" interest for working in an agricultural business, but twelve (100 per cent) of the sophomores, ten (100 per cent) of the juniors, and seven (100 per cent) of the seniors indicated "some" or "much" interest in working in an agricultural business.

It was found that the juniors had the highest grade point average and the highest average IQ score, and to be the least interested in working with agricultural machinery and motors. All of the groups appeared to be almost equally interested in working with welders and shop equipment.

Ten (76.9 per cent) of the freshmen indicated "some" or "much" interest in repairing electric motors and equipment as compared to five (41.7 per cent) of the sophomores, three (30 per cent) of the juniors, and one (14.3 per cent) of the seniors. Forty-one (97.6 per cent) of the forty-two students in vocational agriculture indicated "little" or "some" interest in keeping records and accounts of livestock and crops. The responses for keeping records and accounts did not vary much from class to class.

Seven seniors (100 per cent) indicated "some" or "much" interest in meeting and speaking with others while only five (50.0 per cent) of the juniors indicated "some" or "much" interest. Although the seniors had the lowest average GPA and IQ scores for the four classes, they expressed the most

interest in meeting and speaking with others. The juniors expressed the least interest in meeting and speaking with others, but they had the highest GPA and IQ scores for the four classes.

Replies indicated a slight increase in interest on the part of the students from the ninth grade to the twelfth grade in selecting and showing livestock. The same was true for selecting and raising crops except the twelfth grade, which had a slight decrease in interest.

The freshmen were the most interested in: working with agricultural machinery and motors, repairing electric motors and equipment, and working with lawns. The sophomores were the most interested in: working out-of-doors, working with welders and shop equipment, and selecting and raising crops. The freshmen and sophomore students were more interested in working with their hands than the juniors and seniors.

The juniors were the most interested in: working with trees and shrubs, beautifying the landscape, keeping records and accounts of livestock and crops, selecting and raising crops, managing a farm business and working in an agricultural business. The seniors indicated the most interest in: meeting and speaking with others, and selecting and showing livestock.

The results of this study appear to have implications for curriculum planning, and the instructor should stress the

advantages of the expressed interests by students wherever possible.

When the fourteen curricular interest areas were administered to the forty-two Ness City High School vocational agriculture students, the study showed a weighted interest value ranging from one to five. (See Figure 1.) The fourteen curricular interest areas had an average weighted interest value of two and eight tenths.

When the curricular interest areas were taken by classes the ninth grade vocational agriculture class indicated the greatest range of interests in all areas and the twelfth grade vocational agriculture students had the most definite interests. This was noted as being possibly due to the maturity of the students and career interests of the senior boys.

## II. CONCLUSIONS

The following conclusions were made as a result of the study:

1. Freshmen, sophomore, and junior students preferred working out-of-doors and working with their hands more than the seniors.
2. Sophomore, junior, and senior students preferred managing a farm business and working in an agricultural business more than do the freshmen students.

3. The freshmen students showed more interest in working with agricultural machinery and motors. The junior students showed the least interest in this area.
4. Nearly all of the students indicated "some" or "much" interest in working with welders and shop equipment.
5. "Little" interest was expressed by the total enrollment of forty-two students in repairing electric motors and equipment.
6. All classes indicated "little" interest in working with lawns, working with trees and shrubs and beautifying the landscape.
7. All class members indicated "little" to "some" interest in keeping records and accounts. Only one of the forty-two students indicated "much" interest in keeping records.
8. The senior students indicated that they were very interested in meeting and speaking with others. The sophomore students ranked second in interest, the freshmen students third, and the junior students were least interested. The ranking was in the reverse order of their IQ scores.
9. The results of this study indicated that there was not much difference in the amount of student interest in keeping records and accounts of livestock and crops, selecting and showing livestock, and managing a farm

business.

### III. RECOMMENDATIONS

The following recommendations were made as a result of the study:

1. Studies need to be made of those who discontinued vocational agriculture any time after the freshmen year and are not included in this study.
2. Studies similar to this one need to be made by others in different localities.
3. Students need to be asked their curricular interests and that vocational agriculture programs be adjusted according to the needs of the students.
4. Vocational agriculture programs need to be revised each year, because of difference of the students in terms of the interests of class members.
5. Additional curricular activities, in courses and subjects in the high school curriculum, could be included in the self-interest survey.
6. Additional studies need to be made to attempt to find out what reasons students give who are more interested in some curricular areas than others.



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## **APPENDIX**

## Interview Schedule And Checklist

Name \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Age \_\_\_\_\_

Parent's Occupation: Father \_\_\_\_\_ Mother \_\_\_\_\_

Please place a check on the blanks which most closely indicates your interest in doing the following types of activities:

	Little Interest	Some Interest	Much Interest
1. Working out-of-doors	_____	_____	_____
2. Working with your hands	_____	_____	_____
3. Working with agricultural machinery and motors	_____	_____	_____
4. Working with welders and shop equipment	_____	_____	_____
5. Repairing electric motors and equipment	_____	_____	_____
6. Working with lawns	_____	_____	_____
7. Working with trees and shrubs	_____	_____	_____
8. Beautifying the landscape	_____	_____	_____
9. Keeping records and accounts of livestock and crops	_____	_____	_____
10. Meeting with and speaking with others	_____	_____	_____
11. Selecting and raising crops	_____	_____	_____
12. Selecting and raising crops	_____	_____	_____
13. Managing a farm business	_____	_____	_____

	Little Interest	Some Interest	Much Interest
14. Working in an agricultural business	_____	_____	_____

Please Rank The Following Courses According To Interest:  
(1 being the highest interest, 2 next highest interest, etc.,  
5 being the least interest).

Department	Course	Taking or have taken	Background		Interest	Grade
			Farm	Non-farm		
Mathematics	Consumer's Math					
	Algebra					
	Geometry					
	Algebra II					
	Senior Math					
Linguistic	English I					
	English II					
	English III					
	English IV					
	Speech I					
	Speech II					
	Journalism					
Social Science	World History					
	American History					
	American Government					
	Psychology					
Natural Science	Lab Science					
	Chemistry					
	Physics					
	Biology					
Vocational Agriculture	VO-AG I					
	VO-AG II					
	VO-AG III					
	VO-AG IV					



**A STUDY OF CURRICULAR INTERESTS AS EXPRESSED BY FORTY-TWO  
BOYS ENROLLED IN THE VOCATIONAL AGRICULTURE PROGRAM IN  
THE NESS CITY HIGH SCHOOL IN 1969-70**

by

**EDWARD F. BRENNER**

**B.S., Kansas State University, 1941**

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**AN ABSTRACT OF A MASTER'S REPORT**

**submitted in partial fulfillment of the**

**requirements for the degree**

**MASTER OF SCIENCE**

**College of Education**

**KANSAS STATE UNIVERSITY  
Manhattan, Kansas**

**1970**

The study was designed to attempt to determine the curricular interests relating to the development of vocational agriculture students in Ness City High School, to discover why more students were enrolled in the ninth grade vocational agriculture than enrolled in the twelfth grade vocational agriculture program and to discover areas of student interest in an attempt to center the vocational agriculture curriculum of Ness City High School on the basis of student interests and needs.

Data was collected by an Interview Schedule and Checklist developed by Dr. James Albracht of Kansas State University. Data was obtained from forty-two (100 per cent) of the students enrolled in vocational agriculture at Ness City High School.

It was found that students in all four classes rated vocational agriculture first in interest of the five departments studied and it was also found that they had the highest grade point average in vocational agriculture. The other subject areas varies between classes by interest and by grade point average.

Freshmen and sophomore classes indicated more interest in working out-of-doors and working with their hands than the juniors and seniors. The freshmen also indicated more interest in working with agricultural machinery and motors than the other three classes.

It was found that the juniors had the highest grade point average and the highest average IQ and to be the least interested in working with agricultural machinery and motors.

Freshmen and sophomore students also indicated more interest in working with welders and shop equipment than juniors and seniors. Freshmen were much more interested in repairing electric motors and equipment than the other three classes.

The juniors appeared to be the most interested in: working with trees and shrubs, beautifying the landscape, keeping records and accounts of livestock and crops, selecting and raising crops, managing a farm business and working in an agricultural business. The seniors indicated the most interest in: meeting and speaking with others, and selecting and showing livestock.

The results of this study appears to have implications for curriculum planning, and the instructor should stress the advantages of these expressed interests where possible.

When the fourteen curricular interest areas were administered to the forty-two Ness City High School vocational agriculture students, the study showed a weighted interest value ranging from one to five. The fourteen curricular interest areas had an average weighted interest value of two and eight tenths.

When the curricular interest areas were taken by classes

the ninth grade vocational agriculture class indicated the greatest range of interests in all areas and the twelfth grade vocational agriculture students had the most definite interests. This was noted as being possibly due to the maturity of the students and career interests of the senior boys.