

A FOLLOW-UP STUDY OF THE VOCATIONAL AGRICULTURE
GRADUATES OF FORD HIGH SCHOOL
FROM 1953 TO 1968

by

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CHAPTER I

Introduction

It was the belief of the researcher at the time of this writing that there was a need for more study to determine if the vocational agriculture curriculum at Ford High School was meeting the needs of its graduates. With the added emphasis in educational systems of preparing students for college and for future occupations, this objective was foremost in mind when the study was designed. It was assumed that with the declining number of farmers and the increase of capital needed to enter farming that the vocational agriculture curriculum should be updated to include all facets of agriculture. If this was true, then, those graduates who had taken vocational agriculture in prior years should be of some help in the preparation and development of a curriculum suitable for meeting the needs of the students now in high school. Sufficient studies could not be found which would verify or refute any such claims to the satisfaction of the researcher. Accordingly the conclusion was reached that studies would have to include complete analysis and follow-up of large numbers of pupils graduating from vocational agriculture classes to provide data on which validity of such claims could be evaluated.

Statement of the Problem

This study was based on the belief that a survey of all the vocational agriculture graduates of Ford High School from 1953 to 1968 would provide data which would be of assistance in determining the value of and the graduate's reaction to the vocational agriculture curriculum which had been offered at Ford High School. It was expected the information obtained from the study would provide a basis for evaluating the vocational agriculture curriculum and determine if the curriculum was meeting the needs of students after graduation.

Significance of the Problem

Vocational curriculum development was believed to be one of the most difficult problems with which the vocational educator is faced. It had been the duty of the vocational agriculture instructor at the Ford High School, and it was assumed at other schools alike, to provide an educational opportunity that would help produce successful post high school students and employable workers. This survey was designed to provide information for the evaluation of the vocational agriculture course prior to the time of the study in meeting the needs of the graduates and it was designed to provide information that would be helpful in meeting the needs of future graduates.

Limitations of the Study

This study was limited to the vocational agriculture graduates of Ford High School from 1953 to 1968 who had completed one or more years of vocational agriculture.

Method of Procedure

Complete lists of vocational agriculture graduates from 1953 to 1968 were obtained from the official records in the Ford High School office. Addresses were obtained from a list prepared for the fifty-year reunion held in 1966, the high school office, and from parents and friends of the respective graduates. A questionnaire was developed to include the following areas: (1) Number of years enrolled in vocational agriculture, (2) Further education after high school, (3) Marital status, (4) Type of employment held since graduation, (5) Present salary, (6) Changes recommended in the curriculum, (7) Personal value of vocational agriculture, and (8) Extracurricular activities which were believed of value by the graduate. The developed questionnaire and an introductory letter were mailed to each of the graduates. A follow-up letter was sent to those graduates who did not reply after four weeks. (See Appendix C.)¹

The data obtained from the questions selected for use in the study were tabulated and summarized. The information was then organized and presented in Chapter III of this report.

¹See Appendix for transmittal letter, questionnaire, and follow-up letter.

Chapter II was set aside for the reviews of the selected related literature for the study, and Chapter IV was devoted to a summary of the findings and recommendations.

Definitions of Terms Used

Certain terms used in this study were set aside for special definition as they applied to the study. The definitions used may or may not have been those in common usage.

Course. A "course" was defined as organized subject matter in which class or shop instruction was offered within a given period of time, and for which credit toward graduation was given.

Vocational Agriculture Courses. "Vocational Agriculture courses" taught at Ford High School were: (1) Vocational Agriculture One, (2) Vocational Agriculture Two, (3) Vocational Agriculture Three, (4) Vocational Agriculture Four.

Extra-Curricular Activities. "Extra-curricular activities" meant that area of the total curriculum which involved experiences not usually provided in typical classes, such as clubs, assembly programs, inter-scholastics, and other activities under the guidance of the school.

FFA (Future Farmers of America). As used in this study, the letters FFA meant Future Farmers of America and referred to the organization for boys studying vocational agriculture.

Agriculture Related Occupations. "Agriculture related occupations" are businesses and occupations which are related to farming.

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CHAPTER II

REVIEW OF SELECTED LITERATURE

No studies were found which in the opinion of the writer completely duplicated the purpose of this study. Selected related studies were summarized for review as a part of this study. A search for literature related to the topic of the study was made at the libraries of Kansas State University, Manhattan, and Fort Hays Kansas State College, Hays.

From the review of literature it was apparent to the writer that in the field of vocational agriculture, there was a growing concern at the time of this study in regard to the number of graduates who had gone into farming or agricultural related occupations after graduation. Follow-up studies had been made in different states to discover if the vocational agricultural curriculum was meeting the needs of graduating students. The literature here cited was selected for review as background for the study and does not attempt to include all the follow-up studies that have been reported.

In a study by Gibson¹ covering a fifteen-year period at Tipton, Missouri, of 130 boys who graduated from high school with three or more years of vocational agriculture it was found

¹Roscoe R. Gibson, "What Happened to Farm Boys Who Have Finished Vocational Agriculture?" Agriculture Education Magazine, 39:130-31, December, 1961.

that 33.85 per cent entered college, 18.46 per cent entered farming, 20.77 per cent entered industry related to farming, 16.92 per cent entered in positions not related to farming, and 10 per cent entered the United States Armed Forces. Of the 33.85 per cent entering college, 36.3 per cent of this group finished. Of those entering college, 72.8 per cent attended an agricultural college. In this study 72.8 per cent became employed in agriculture or an agricultural related occupation. He was under the assumption that all students taking vocational agriculture should not become farmers, but they do receive a good background for many occupations related to agriculture.

A study by Green² of 2,241 boys from sixty-four vocational agriculture departments selected at random from over the State of Alabama, showed that more than 50 per cent of the former vocational agriculture students who had been out of school five years were engaged in farming and farm related occupations. It was recognized that four out of every ten people in the United States were employed in agriculture or agriculture related occupations. Nearly eight million worked on farms, seven million produced for and serviced farmers, and eleven million produced and distributed products. Those students not engaged in agriculture were employed in many kinds of work requiring abilities in mechanics, sales work, teaching and other fields of work where they will make good use of the abilities in leadership training acquired in FFA.

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

In a follow-up study by Bass³ of boys having three or more years of vocational agriculture in the State of Virginia, it was found that more than one-fourth (25.36 per cent) of the 1,238 former students were farming; one-seventh (14.37 per cent) were employed in other agriculture occupations; one-third (37.71 per cent) were employed in occupations related to the training that they had received in vocational agriculture; and less than one-fourth (22.77 per cent) were employed in occupations not related to the training they had received in vocational agriculture.

In an occupational status study by Bradley⁴ of the 1959 Kansas high school graduates majoring in vocational agriculture with four or more units, it was found that 30.1 per cent of the graduates living in the central one-third of the state were farming during the period of 1960 to 1963. It was also found for the period of 1960 to 1963 inclusive that there were 9.3 per cent of these graduates in agriculture related occupations.

Carpenter⁵ in attempting to determine the extent to which State Farmer Degree Members from 1929 to 1950 engaged in farming

³B. C. Bass, "Follow-up Study Indicates Vo. Ag. Training is Valuable," Agriculture Education Magazine, 38:271, June, 1966.

⁴Howard R. Bradley, "Occupation Status of 1959 Kansas High School Graduates Majoring in Vocational Agriculture," (Non-Thesis Study, Kansas State University, Manhattan, Kansas, 1964) p. 6.

⁵Frank Robert Carpenter, "A Study of the Occupational Status of State Farmer Degrees in Kansas," (Unpublished Master's Thesis, Kansas State University, Manhattan, Kansas, 1951) p. 33.

found that 62.6 per cent were in full-time farming. He also found that 26 per cent were engaged in occupations related to agriculture, and that 50 per cent attended college.

In a follow-up study by Hemp⁶ of former vocational agriculture students in the State of Illinois during the year of 1957-58 it was found that of the 246 who returned the questionnaires, 170 of them stated that vocational agriculture had been helpful to them in their present jobs, even though 42 per cent of them were engaged in occupations not related to farming. Animal husbandry, soils, crops, and farm mechanics were the phases of instruction listed most frequently as being helpful by persons in nonrelated occupations.

A follow-up study by Hoppas⁷ in 1961 found that of the twenty-two individuals engaged in farming, 14 (63.6 per cent) believed the instruction received in farm mechanics to have been the most use to them since leaving school. Of those individuals engaged in related occupations, 50 per cent thought farm mechanics to have been the most benefit to them. The instructional areas which were thought to be the least helpful were as follows: livestock production 13 (17.3 per cent), supervised farming 8 (10.6 per cent), cropping system 16 (21.3 per cent), participation in FFA 13 (17.3 per cent), and livestock judging instruction 21 (28 per cent).

⁶Paul E. Hemp, "What 246 Former Students Think About Vocational Agriculture Training," Agriculture Education Magazine, 34:114-5, November, 1961.

⁷Dean Hoppas, "A Follow-up Study of Former Lakin Rural High School Vocational Agriculture Students," (Master's Report, Kansas State University, Manhattan, Kansas, 1961) pp. 14-17.

In a follow-up study by Juergenson⁸ of 145 former vocational agriculture students in Northern California high schools, it was found that 129 said that they would take vocational agriculture if starting to high school again, while 14 students said they would not. He also found that salaries of the students out of school not more than five years were: 38 per cent ranging from 0 to \$3,000; 25 per cent from \$3,000 to \$5,000; 31 per cent from \$5,000 to \$10,000; and 6 per cent above \$10,000.

Marten's⁹ survey covered the occupational category of 281 students of Connecticut High School that had taken vocational agriculture during 1958-60. The survey was made in October, after graduation in May. Of the 281 students, 66 (23 per cent) were in agriculture colleges, 20 (7 per cent) were in farm related occupations, 59 (21 per cent) were in non-agriculture employment, and 41 (15 per cent) were in military services. He also found that seniors in the first and second quartiles of their classes were less likely to enter farming than those in the third and fourth quartiles.

In an eighteen-year follow-up study by Rawson¹⁰ of the graduates at the Concordia, Kansas High School during the period from 1943 to 1961 it was found that of the 191 graduates that

⁸E. M. Juergenson, "Good Records of Employment," Agriculture Education Magazine, 38:273-5, June, 1966.

⁹W. Howard Marten, "Abilities and Careers of Connecticut High School Graduates in Vocational Agriculture," Agriculture Education Magazine, 35:266-7, June, 1963.

¹⁰W. A. Rawson, "An Eighteen Year Study of Graduates of a Vocational Agriculture Department," Agriculture Education Magazine, 35:147-8, January, 1963.

had taken three or more years of vocational agriculture, 75 (40 per cent) were farming full time, part time, or were working as farm hands. Thirty-eight (20 per cent) were working in jobs directly connected with farming. Of the above 38, twelve were college graduates. Thirty-four (18 per cent) were employed in jobs not directly related to farming. Twenty-one (11 per cent) were in military service either permanently or for their two-year term. Seven (3 per cent) were unaccounted for. Between 60 and 70 per cent of the boys who took three or more years of vocational agriculture were employed on jobs on the farm or in agriculture related occupations.

In a follow-up study by Sanders¹¹ in 1959 of 76,543 former students who studied vocational agriculture one or more years in Virginia schools from 1918 through 1955, it was found that one-fourth (25.08 per cent) were farming or in occupations related to farming. He also found that 58.69 per cent of those who studied vocational agriculture three or four years were farming or in related occupations.

In a ten-year follow-up study by Ringen¹² at Waterville High School from 1951 to 1960, it was found that 66 per cent of the graduates were in farming or agriculture related occupations. Of this group, 41 per cent attended a college or university

¹¹Harry W. Sanders, "A Follow-up of Students of Vocational Agriculture in Virginia, 1918-1955," (Non-Thesis Study, 1959. 14 p. Agriculture Education Magazine, 38:275, June, 1966).

¹²Willis Eugene Ringen, "Occupational Patterns of Farm Boys Who Graduated from Waterville and Blue Rapids High Schools Between the Years 1951 to 1960," (Master's Report, Kansas State University, Manhattan, Kansas, 1967).

and 20 per cent graduated. He also found that of those now in farming, 77.3 per cent had planned to do so while in high school and of those not in some agriculture occupation only 11.1 per cent were in occupations they had planned to enter while in high school.

Agan¹³ in a study to locate and identify nonfarm agricultural occupations in Kansas used selected businesses. He found the need would continue to be large for employees in agricultural businesses studied. The 495 employers interviewed indicated a demand for 2,823 new employees plus 1,475 employees that would be needed due to growth and turnover in a twelve-month period. The study showed that the employers welcomed the concept of training men for these occupations and recognized the needs.

¹³Raymond Agan, "A Study of Non-Farm Agriculture Occupations in Kansas," (A Cooperative Study, Kansas State University, Kansas State Board for Vocational Education, Manhattan, Kansas, 1964).

CHAPTER III

RESULTS OF THE STUDY

It was the basic premise of this study that all of the vocational agriculture activities, those which were curricular as well as the extra-curricular activities, were to be considered if there was to be a sound basis upon which to evaluate the work of the Ford High School Vocational Agriculture Department.

In order to obtain information about the Ford High School Vocational Agriculture Department, a questionnaire was sent to all of the male graduates from 1953 to 1968. Questions included in this questionnaire were: (1) Number of years each male graduate had taken vocational agriculture; (2) Further education after graduation from high school; (3) Marital status; (4) Type of work since graduation; (5) Change recommended in the curriculum; (6) The part of the curriculum most helpful; (7) Estimated present salary (within four hundred dollars); (8) Extra-curricular activities considered to have been most valuable to the graduate; (9) If the courses taken in vocational agriculture had been helpful since graduation.

The results of this study were presented under the following topics: (1) Response of the graduates; (2) Occupation area and salary of graduates; (3) Value of course since graduation; (4) Extra-class activities considered to have been most valuable to the graduate.

I. RESPONSE OF THE GRADUATES

A complete list of one hundred five male graduates taking vocational agriculture was compiled for this study. No addresses could be found for five of the graduates. One graduate returned the questionnaire without answering any of the questions. The number of addresses unknown and the number of unusable returns were subtracted from the number in the class before the per cent of return was determined. Sixty-three of the ninety-nine contacted returned the questionnaire giving a 64.64 per cent response.

A breakdown of the response to the follow-up questionnaire can be seen in Table I. The range in percentage of responses returned was from 33 per cent from the class of 1953 to 100 per cent from the class of 1960. No observations were made as to the reasons for this variation in the per cent of response.

Eighty per cent of the respondents continued their education after high school. The institutions of their choice were: thirty-one attended Dodge City Junior College; twelve attended Kansas State University; nine attended Fort Hays Kansas State College; eight attended Kansas State Teachers College of Emporia; two each attended Kansas University, Wichita State University, Hutchinson Junior College, University of Missouri at Kansas City, and Wichita Business College; one each attended Tulsa University, Colorado University, Dallas Institute of Embalming, Oklahoma State University, Trinidad Junior College, Colorado State University, St. Mary of the Plains College, and

TABLE I

RESPONSE TO THE QUESTIONNAIRE BY FORD HIGH SCHOOL GRADUATES

Class	Male Members	Replies	Address Unknown	Unusable Replies	Total Replies
Year	Number	Number-Per Cent	Number-Per Cent	Number-Per Cent	Per Cent
1953	9	3	33	0	33
1954	4	3	75	0	75
1955	6	5	83	0	83
1956	8	5	63	13	75
1957	8	5	63	0	63
1958	5	3	60	0	60
1959	8	6	75	0	75
1960	2	2	100	0	100
1961	9	6	67	0	78
1962	2	1	50	0	50
1963	10	5	50	0	70
1964	6	4	67	0	83
1965	8	3	38	0	50
1966	6	4	67	0	67
1967	8	4	50	0	50
1968	6	5	83	0	83
Total	105	64	60.9	5	3.87
				1	.06
					64.64

Northeastern Junior College. This information may be noted in Table II.

Graduates who could not be categorized with those attending institutions of higher learning were one each attending the Area Vocational Technical School and the Wichita Auto School. Six graduates entered the military service upon graduation.

The remaining six respondents went into the world of work and listed some type of full-time or part-time work experience. A categorization of the status of the graduates following graduation was placed in Table III.

Of the thirty-three graduates that entered a four-year college or university, twenty-two completed the bachelor's degree. Three of the male respondents completed advanced degrees. Six of the graduates attending a four-year university or college were still working on their degree. Five of the graduates had dropped out and did not complete their college work. A breakdown of the graduates that enrolled in a four-year university or college may be noted in Table IV. The two respondents who entered a business college or a trade school completed their program of studies.

Nine of the sixty-three respondents took only one year of vocational agriculture. Eight of the respondents took two years, twenty-two respondents indicated three years, and twenty-four respondents took the full four-year curriculum of vocational agriculture. A breakdown by class years can be noted in Table V.

TABLE II

INSTITUTIONS ATTENDED BY FORD
HIGH SCHOOL GRADUATES

Institution	Number Enrolled
Kansas State University	12
Kansas University	2
Dodge City Junior College	31
Kansas State Teachers College (Emporia)	8
Fort Hays Kansas State College	9
Wichita State University	2
Tulsa University	1
Hutchinson Junior College	2
Colorado University	1
Dallas Institute of Embalming	1
University of Missouri (Kansas City)	2
Oklahoma State University	1
Wichita Business College	2
Trinidad Junior College	1
Colorado State University	1
St. Mary of the Plains College	1
Northeastern Junior College	1
Area Vocational Technical School	1
Wichita Auto School	1
Total	80

TABLE III

POST GRADUATION ACTIVITY OF FORD HIGH SCHOOL GRADUATES

Class	4-Year University or College	Junior College	Other Type School	Armed Services	World of Work
1953	3	0	0	0	0
1954	1	0	0	2	0
1955	2	3	0	0	0
1956	0	3	0	0	1
1957	0	3	0	1	1
1958	0	2	0	0	1
1959	0	5	0	1	0
1960	0	0	0	1	1
1961	3	3	0	0	0
1962	0	1	0	0	0
1963	1	4	0	0	0
1964	2	0	1	0	1
1965	1	1	1	0	0
1966	1	2	0	1	0
1967	0	3	0	0	1
1968	2	3	0	0	0
Total	16-25.4%	33-52.3%	2-3.1%	6-9.5%	6-9.5%

TABLE IV

STATUS OF FORD HIGH SCHOOL GRADUATES ENROLLED IN
A FOUR-YEAR COLLEGE OR UNIVERSITY

Class	Entering Four- Year University	Not Completing	Completed	Completed Advanced Work	Still Working on Program
1953	3	0	3	0	0
1954	1	0	1	0	0
1955	4	0	4	1	0
1956	1	0	1	0	0
1957	2	0	2	0	0
1958	2	0	2	1	0
1959	2	2	0	0	0
1960	0	2	0	0	0
1961	5	2	2	1	1
1962	1	0	1	0	0
1963	5	1	4	0	0
1964	2	0	2	0	0
1965	1	0	0	0	1
1966	2	0	0	0	2
1967	0	0	0	0	0
1968	2	0	0	0	2
Total	33	5-15.1%	22-66.6%	3-.91%	6-18.1%

TABLE V

NUMBER OF YEARS FORD HIGH SCHOOL RESPONDENTS
TOOK VOCATIONAL AGRICULTURE

Class	One Year	Two Years	Three Years	Four Years
1953	0	1	0	2
1954	0	0	0	3
1955	1	0	2	2
1956	0	0	2	2
1957	1	0	4	0
1958	3	0	0	0
1959	1	0	3	2
1960	0	0	0	2
1961	0	1	2	3
1962	0	1	0	0
1963	1	1	2	1
1964	1	1	0	2
1965	1	0	1	1
1966	0	0	3	1
1967	0	2	2	0
1968	0	1	1	3
Total	9-14.2%	8-12.7%	22-34.9%	24-38.0%

II. OCCUPATION AREA AND SALARY OF GRADUATES

Forty-one of the sixty-three responding graduates that had taken one or more years of vocational agriculture were employed in some phase of agriculture, either in farming, part-time farming, agri-business, or part-time agri-business. Eleven graduates were engaged in full-time farming, sixteen graduates were employed in full-time agri-business, and one respondent was employed in part-time agri-business. All of the part-time farmers and part-time agri-business employees were also students in a college or university. A breakdown by class years was listed in Table VI. The occupations or company employers of the graduates employed in agri-business or part-time farming are listed in Table VII.

Twelve of the sixty-three graduates reported making under \$3,000 a year. Nine of these graduates were full-time students working only part time or during the summer vacations while the other three were in the military service. Eight of the respondents reported earning between \$3,000 and \$4,900 annually, thirteen respondents reported earning between \$5,000 and \$6,500 annually, eleven respondents reported earning between \$6,600 and \$7,900 and the largest number of graduates, nineteen, reported earning \$8,000 or above. The average salary for all the sixty-three graduates was \$5,992. This was calculated by considering the under \$3,000 as \$3,000 even and the over \$8,000 as \$8,000. Yearly averages may be noted in Table VIII.

TABLE VI

FORD HIGH SCHOOL GRADUATES WHO HAVE HAD ONE OR MORE YEARS OF
VOCATIONAL AGRICULTURE EMPLOYED IN FARMING, AGRI-
BUSINESS OR NON-AGRICULTURE OCCUPATIONS

Class	Farming	Agri-Business	Part-Time Farming	Part-Time Agri-Business	Non-agriculture Occupations
1953	0	0	0	0	3
1954	0	0	0	0	3
1955	1	0	0	0	4
1956	1	3	0	0	0
1957	3	1	0	0	1
1958	2	1	0	0	0
1959	1	2	0	0	3
1960	0	2	0	0	0
1961	1	3	0	0	2
1962	1	0	0	0	0
1963	0	0	2	0	3
1964	0	1	0	0	3
1965	1	0	2	0	0
1966	0	2	1	1	0
1967	0	1	3	0	0
1968	0	0	5	0	0
Total	11-17.5%	16-25.4%	13-20.6%	1-1.6%	22-35.3%

TABLE VII

VOCATIONAL AGRICULTURE GRADUATES OF
FORD HIGH SCHOOL WITH JOBS IN
AGRI-BUSINESS OCCUPATIONS

Part-Time Agri-Business	Agri-Business
Fairmont Foods Company	Sales representative for
Truck driver	a plywood company
Carpenter	Dirt equipment operator
Broce Construction Company	Dirt contractor
Bulk milk plant laborer	Coop employee
Packing plant laborer	Welder
Feedlot laborer	Feed mill operator
	Mill and lathe operator
	Beef processing plant foreman
	Mechanic
	Assistant parts manager for
	implement dealer
	Curtis Machine Shop laborer
	Speed King Manufacturing
	Inc. employee
	Machinist

TABLE VIII

PRESENT SALARY OF FORD HIGH SCHOOL GRADUATES

Class	Under \$3,000 ^a	\$3,000-4,900	\$5,000-6,400	\$6,500-7,900	Over \$8,000	Average
1953	0	0	0	0	3	\$8,000
1954	0	0	0	1	2	7,730
1955	0	1	0	1	3	7,000
1956	0	0	2	1	1	6,475
1957	0	0	3	0	2	6,520
1958	0	0	0	2	1	7,130
1959	0	1	2	2	1	6,425
1960	0	1	0	1	0	5,950
1961	0	1	1	2	3	7,190
1962	0	0	0	0	1	8,000
1963	1	1	1	0	2	5,600
1964	0	1	3	0	0	5,200
1965	2	0	0	1	0	4,067
1966	2	2	0	0	0	3,725
1967	2	1	1	0	0	3,850
1968	5	0	0	0	0	3,000
Total	12	8	13	11	19	\$5,992

^a Seventy-five per cent of the respondents indicating this as their annual salary were full-time college students. The remaining twenty-five per cent were serving in the armed forces.

III. VOCATIONAL AGRICULTURE COURSES PROVED "HELPFUL OR OF LITTLE HELP"

Questions seven and eight on the questionnaire were concerned with the courses taken in high school that had proved helpful in the opinion of the graduates. Respondents indicated courses taken in high school that had proved helpful in their work, study, or in everyday life. Thirty-one respondents indicated the courses were helpful, seven indicated the courses had not helped and twenty-five indicated the courses had proved as useful as other high school courses. These figures may be found in Table IX.

In evaluating the part of the vocational agriculture curriculum which had been designated the most beneficial, thirty-nine indicated the shop section was of the most benefit, eleven indicated the FFA section, eight indicated the record book section, four indicated the livestock area, and one indicated the crops section had helped the most since graduation. This data may be found in Table X.

IV. EXTRA-CLASS ACTIVITIES PROVED VALUABLE

The last question on the questionnaire was concerned with the value of extra-class activities. The respondents were asked to rank these in order of usefulness since graduation. Only the top rating by each respondent was considered in tabulating the results. Of the sixty-three respondents answering the question, thirty-one rated the FFA first, fifteen rated debate first, basketball and student council each received three

TABLE IX

VOCATIONAL AGRICULTURE COURSES DESIGNATED
 "HELPFUL OR OF LITTLE HELP" TO FORD
 HIGH SCHOOL GRADUATES

Class	Helped	Proven as Useful	Have Not Helped
1953	2	0	1
1954	0	3	0
1955	3	1	1
1956	2	2	0
1957	2	1	2
1958	0	2	1
1959	4	2	0
1960	2	0	0
1961	5	1	0
1962	1	0	0
1963	0	3	2
1964	3	1	0
1965	0	3	0
1966	2	2	0
1967	2	2	0
1968	3	2	0
Total	31-49.2%	25-39.7%	7-11.1%

TABLE X

PART OF VOCATIONAL AGRICULTURE DESIGNATED MOST
HELPFUL TO FORD HIGH SCHOOL GRADUATES

Class	Shop	Livestock	Crops	Record Book	FFA
1953	3	0	0	0	0
1954	0	0	0	2	1
1955	3	2	0	0	0
1956	4	0	0	0	0
1957	3	0	1	1	0
1958	3	0	0	0	0
1959	6	0	0	0	0
1960	2	0	0	0	0
1961	3	1	0	1	1
1962	0	0	0	0	1
1963	3	0	0	0	2
1964	1	0	0	1	2
1965	2	0	0	1	0
1966	1	0	0	1	2
1967	2	1	0	0	1
1968	3	0	0	1	1
Total	39-61.9%	4-6.3%	1-1.6%	8-12.7%	11-17.4%

top ratings, track received two, band received one, and mixed chorus did not receive any top ratings. This data is found in Table XI.

The respondents were asked to make comments on the subject matter taught while they were in high school as to topics they thought should be added or dropped. Some of the more significant comments follow.

1. There should be more work in the basic techniques of irrigating crops.

2. Electricity should be taught more in detail as it can be used by persons in agriculture jobs as well as around the home.

3. There should be more detailed study of farm laws and farm management.

4. Machinery repair and adjustment should be taught, using as many different implements as possible.

5. There is a need to understand more about crop allotments.

6. Genetics and breeding of livestock should be emphasized more.

7. More material should be presented concerning proper use of insecticides and herbicides.

8. Livestock judging and grading should be included in the program.

Several respondents stated that they had not applied themselves in high school and had later regretted it. They stressed the importance of good study habits and full

TABLE XI

 RATING OF EXTRA-CLASS ACTIVITIES
 BY FORD HIGH SCHOOL GRADUATES

Class	FFA	Mixed Chorus	Band	Football	Basketball	Track	Stuco	Debate
1953	1	0	0	0	0	0	0	2
1954	2	0	0	0	0	0	0	1
1955	2	0	0	1	0	0	0	2
1956	2	0	0	1	0	0	0	1
1957	3	0	0	0	0	0	1	1
1958	0	0	0	1	0	0	0	2
1959	3	0	0	0	1	1	1	0
1960	2	0	0	0	0	0	0	0
1961	4	0	1	0	0	0	0	1
1962	0	0	0	0	0	1	0	0
1963	2	0	0	1	0	0	0	2
1964	3	0	0	0	0	0	0	1
1965	2	0	0	1	0	0	0	0
1966	2	0	0	1	0	0	0	1
1967	2	0	0	0	2	0	0	0
1968	1	0	0	2	0	0	1	1
Total	31-49.2%	0-0%	1-1.6%	8-12.7%	3-4.7%	2-3.1%	3-4.7%	15-23.9%

application of the student's abilities while in high school. Several respondents stated that the more subjects a student can take in high school the better prepared he will be after graduation to earn a livelihood.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

I. SUMMARY

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

The instrument used to gather the information was a questionnaire sent to one hundred five vocational agriculture graduates of Ford High School from 1953 to 1968 which included the following areas: (1) Number of years enrolled in vocational agriculture, (2) Further education after high school, (3) Marital status, (4) Type of employment held since graduation, (5) Present salary, (6) Changes recommended in the curriculum, (7) Personal value of vocational agriculture, (8) Extra-class activities which were believed of value by the graduate.

Usable responses were obtained from sixty-three of the one hundred five graduates. One graduate returned the questionnaire unanswered and no addresses could be found for five graduates.

The findings indicate that:

(1) Fifty-one of the sixty-three respondents attended schools of higher learning. Six of the respondents entered the armed forces and six entered the world of work.

(2) Thirty-three of the respondents entered a four-year college or university. Twenty-two of these completed the four years of study. Three completed advanced degrees and six are still working toward a degree.

(3) Nine of the sixty-three respondents completed one year of vocational agriculture, with eight completing two years, twenty-two three years, and twenty-four completing four years.

(4) Forty-one of the respondents that had taken one or more years of vocational agriculture were employed in either farming, agri-business, part-time farming, or part-time agri-business.

(5) Twelve of the respondents were earning less than \$3,000 annually, with eight earning between \$3,000 and \$4,900, thirteen were earning between \$5,000 and \$6,400, eleven were earning between \$6,500 and \$7,900, and nineteen reported earnings of over \$8,000. The average salary was \$5,992.

(6) Forty-nine per cent of the respondents taking one or more years of vocational agriculture indicated the course had helped them since graduation, 11 per cent stated the course had not helped them, and 39 per cent stated the course had been as useful as the other high school courses which they had taken.

(7) Sixty-one per cent of the respondents indicated shop had been more beneficial than any other part of the course, while 17 per cent indicated FFA, 12 per cent indicated record books, 6 per cent indicated livestock, and 1 per cent indicated crops.

(8) Forty-nine per cent of the respondents indicated the FFA as number one in the extra-class activities. Debate

received the next highest rating with 23 per cent and football was third with 12 per cent. The other five extra-class activities received less than five per cent of the number one ratings.

II. CONCLUSIONS

On the basis of these findings the following conclusions were drawn:

(1) The majority of the male vocational agriculture graduates of Ford High School will continue their education with at least one-half of these students completing their course of study, since 81 per cent of the respondents showed interest in furthering their education by enrolling in institutions of higher learning or trade schools and 71 per cent of these have completed or are still working on their degrees.

(2) Twenty-four of the sixty-three respondents completed all four years of vocational agriculture offered in the Ford High School. Vocational agriculture is an area of importance in the high school curriculum in the Ford community inasmuch as 4 out of 10 of the male graduates completed four years of vocational agriculture.

(3) A majority of the male graduates in vocational agriculture in the future will be employed in agri-business.

(4) Thirty-eight per cent of the male respondents reported an annual salary of between \$5,000 and \$7,900, 30 per cent above \$8,000, and 32 per cent less than \$5,000. Nineteen per cent of these were college students or in the armed forces. The average salary of the graduates of Ford High School was \$5,992.

(5) Forty-nine per cent of the respondents stated that vocational agriculture had been helpful to them after graduation with only 11 per cent stating it was not helpful, and 39 per cent stating that it was as helpful as other high school courses which they had taken. This information indicated that vocational agriculture has been and probably will continue to be helpful to students after graduation.

(6) The need of a good shop program is evidently being fulfilled since 61 per cent of the respondents indicated that this area of the curriculum had proved the most beneficial to them.

(7) Forty-nine per cent of all the male respondents rated the FFA as the number one extra-class activity. The activity receiving the second most "one" ratings was debate. Since both of these activities stress speaking and thinking under pressure, this must be of great benefit to the students after graduation.

III. RECOMMENDATIONS

On the basis of the information obtained from the study the following recommendations may be made:

(1) Agri-business should be stressed more in the vocational agriculture curriculum since many of the graduates were employed in agri-business positions.

(2) A college preparatory vocational agriculture class should be investigated for the future since a majority of the graduates went on to two or four-year colleges.

(3) More participation in extra-class activities should

be encouraged provided the students are interested and have sufficient time for participation.

(4) Additional information is needed and more follow-up studies should be made before a revision of the vocational agriculture program is undertaken.

(5) The findings of this study should be used as a guideline in revising some areas of the vocational agriculture curriculum in the Ford High School.

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APPENDIX

APPENDIX A

LETTER OF TRANSMITTAL

Dear Ford High School Graduate,

You no doubt have often looked back on your high school days and considered how you could have obtained more out of Vocational Agriculture. Today we are faced with that very problem, how to give our high school students the best possible education. In order to do this, you, through your experience in high school and since graduation can make a valuable contribution to the improvement of the curriculum in vocational agriculture and, at the same time, assist me in completing my Master's Report which is being sponsored by Dr. James Albracht of Kansas State University.

Will you please fill out the enclosed questionnaire and return it at your earliest convenience? By sharing your experience, you can help build the kind of department that we all desire. The information you provide will be used as mass data in the writing of the report and will not be identifiable with any one person.

Please answer each question as accurately as you can. If you wish to make further comments about the curriculum, you may use the reverse side of the last page of the questionnaire.

The self-addressed envelope is enclosed for your ease in returning the questionnaire. I would appreciate your prompt reply.

Sincerely,

David F. Thompson
Vocational Agriculture Instructor
Ford High School
Ford, Kansas 67842

APPENDIX B

QUESTIONNAIRE

Follow-up Study of Vocational Agriculture Graduates of Ford High School.

Purpose: The purpose of this study is to determine if the Vocational Agriculture curriculum offered at Ford High School has adequately prepared participating students for Agricultural occupations.

Instructions: Please answer the items pertaining to your experience. Some items require a check (x) for answering; some require listing of information to answer the item. Should you desire to comment, please use the margins or the back of the page.

1. Indicate the number of years enrolled in Vocational Agriculture. (Check year) 1. ____ 2. ____ 3. ____ 4. ____
2. Please list the college, university, business or trade school attended since graduation.

College, University, Business, Trade School	Years Attended	Degree or Certificate Received
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Marital Status. (Please check)

Single ____ Married ____ Married a farm girl ____ Married a city girl ____

4. Type of work since graduation. (Check all related to you)

a. Armed Services	Number of years
b. Farming	Number of years
c. Agriculture related occupations (List)	
_____	Number of years
_____	Number of years
d. Non-Agriculture occupations (List)	
_____	Number of years
_____	Number of years
e. Present occupation	
_____	Number of years

5. Estimated annual income of present occupation (Check one).

Under \$3,000	_____	4,500 - 4,900	_____	6,500 - 6,900	_____
3,000- 3,400	_____	5,000 - 5,400	_____	7,000 - 7,400	_____
3,500- 3,900	_____	5,500 - 5,900	_____	7,500 - 8,000	_____
4,000- 4,400	_____	6,000 - 6,400	_____	Over 8,000	_____

6. If there were to be changes made in the Vocational Agriculture curriculum, what changes would you suggest?

a. What topics should be added? _____

b. What topics should be dropped? _____

7. The Vocational Agriculture courses taken in high school have: (Check one)

a. Helped me in my present occupation _____
 b. Have not helped me in my present occupation _____
 c. Have been as useful as my other high school courses _____

8. If Vocational Agriculture has helped you, what part was most helpful? (Rank in order of helpfulness, i.e., 1, 2, 3, 4, etc.)

a. Shop _____	c. Crops _____	e. FFA _____
b. Livestock _____	d. Record Book _____	f. Other _____

9. From the list of extra-curricular activities, please indicate the activities you consider most valuable. (Rank in order of value, i.e., 1, 2, 3, 4, etc.)

FFA _____	Football _____	Student Council _____
Mixed Chorus _____	Basketball _____	Debate _____
Band _____	Track _____	Other _____

If additional space is needed to answer any of the above items or to make comments, please use the reverse side of this page.

Please fill out and return the questionnaire at your earliest convenience in the enclosed stamped, self-addressed envelope.

Thank you,

Please forward to:

David F. Thompson
 Vocational Agriculture Instructor
 Ford High School
 Ford, Kansas 67842

APPENDIX C

FOLLOW-UP LETTER

Dear Ford High School Graduate,

If I were able to call on you at your home and ask you to please fill out the questionnaire that was mailed to you recently, you would probably sit down immediately and fill it out for me.

Since this is impossible, why not complete the questionnaire and mail it to me? Your reply is needed to make this study of the vocational agriculture department at Ford High School complete and worth-while.

Sincerely yours,

David F. Thompson
Vocational Agriculture Instructor
Ford High School
Ford, Kansas 67842

A FOLLOW-UP STUDY OF THE VOCATIONAL AGRICULTURE
GRADUATES OF FORD HIGH SCHOOL
FROM 1953 TO 1968

by

DAVID F. THOMPSON

B. S., Kansas State University, 1960

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

The purpose of this study was to provide data which would be of assistance in determining the value of and the graduates' reaction to the vocational agriculture curriculum now being offered at Ford High School.

Information was obtained by sending a questionnaire to the vocational agriculture graduates of Ford High School. Questionnaires were returned by 64 of the 105 graduates. The major findings indicated fifty-one of the sixty-three (80.9 per cent) graduates attended schools of higher learning. Six (9.5 per cent) graduates entered the armed forces and six (9.5 per cent) went into the world of work.

It was found that thirty-three of the respondents entered a four-year college or university with twenty-two (66.6 per cent) completing, six (18.1 per cent) still working on their degree, five (15.1 per cent) not completing, and three (.91 per cent) completing advanced work.

It was found that nine (14.2 per cent) of the sixty-three respondents completed one year of vocational agriculture, eight (12.7 per cent) completed two years, twenty-two (34.9 per cent) three years, and twenty-four (38.0 per cent) completed four years.

The survey showed that forty-one (65.1 per cent) of the respondents that had taken one or more years of vocational agriculture were employed either in farming, agri-business, part-time farming or part-time agri-business.

It was found that thirty-one (49.2 per cent) indicated vocational agriculture had helped them in their present occupation, twenty-five (38.7 per cent) indicated the course was as

helpful as other high school courses they had taken, and seven (11.1 per cent) stated the course had not helped them in their present occupation.

On the basis of the findings the following conclusions were drawn:

1. The majority of the male vocational agriculture graduates of Ford High School will continue their education with at least one-half of these students completing their continued course of study.

2. Vocational agriculture is an important area of the high school curriculum of the Ford community inasmuch as 4 out of 10 of the male graduates completed four years of vocational agriculture.

3. Sixty-five per cent of the respondents taking one or more years of vocational agriculture were employed either part time or full time in farming or agri-business.

4. Vocational agriculture has been and probably will continue to be helpful to students since 49 per cent stated that vocational agriculture had been more helpful to them after graduation than their other courses.

5. The need of a good shop program is evidently being fulfilled since 61 per cent of the respondents indicated that this area of the curriculum had proved the most beneficial to them.