

THE OCCUPATIONS OF GRADUATES IN AGRICULTURAL EDUCATION
WHO DID NOT TEACH VOCATIONAL AGRICULTURE

by

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B. S., Kansas State University, 1959

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Agricultural Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

Approved by:


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INTRODUCTION

Since 1918, the agricultural education faculty of the College of Education, Kansas State University, Manhattan, Kansas, has prepared students for the fulfillment of positions as instructors of vocational agriculture in public secondary schools.¹ Several students have become instructors; however, others have sought other areas of employment upon completion of university instruction, or some have left the teaching field after being instructors for a period of one to several years. The areas of employment these instructors or would-be instructors have selected have been numerous.

Hoover stated that vocational agriculture teachers in this country have been needed. Concerning agricultural occupations, he said, "More than 2,000 new teachers are employed each year in departments of vocational agriculture in high schools, agricultural colleges and agricultural extension service."² This indicated the need for competent, trained individuals as vocational agriculture instructors in the public secondary and some state junior colleges in this country. However, Kansas State University could supply only 15 of 25 needed vocational agriculture teachers for public secondary school job openings in

¹A. P. Davidson, History of Vocational Agriculture in Kansas 1917-1958, Section 4, p. 3.

²Norman K. Hoover, Handbook of Agricultural Occupations, p. 219.

Kansas during the fall of 1964.¹ This matter was of much concern to those in the field of agricultural education. It was with this thought in mind that led to the development of this study by the investigator concerning the question as to why trained students in agricultural education sought employment elsewhere.

STATEMENT OF THE PROBLEM

It was the purpose of this study: (1) to identify those graduates that did not elect to teach vocational agriculture as an occupation in Kansas, (2) to survey salary rates among the different graduates, (3) to survey the different job opportunities pursued by those that did not become vocational agriculture instructors, and (4) to obtain, from those not pursuing the vocational agricultural teacher profession, reasons for obtaining another occupation.

Further, it was hoped the material within this report would aid the agricultural education professors of the College of Education, Kansas State University, in curriculum planning and the advising of future students.

LIMITS OF THE STUDY

The study was limited to those graduates in agricultural education of the years 1955 through 1963 who did not elect to teach vocational agriculture in Kansas.

¹David Mugler, of Kansas State University, in a talk to possible agricultural students to Kansas State University at an Area Vocational Agricultural Teachers Conference, Scandia, Kansas, January 20, 1965. Permission to quote secured.

DEFINITIONS OF TERMS USED

For the purpose of this study, certain words were set aside and given special definitions. The definitions were not necessarily those of common usage and were defined solely for the purpose of this study.

Agricultural education graduates. In this report, these words signified those students that pursued a study of agricultural education at Kansas State University, Manhattan, Kansas, and received their Bachelor of Science degree.

Factor. A term that was used to show a satisfied or dissatisfied statement.

Field. Kansas State University has trained students to become vocational agricultural instructors since 1918. Being a vocational agriculture instructor was the "field" for which they were trained.

In-service teacher(s). Teacher(s) that continued to teach vocational agriculture.

Instructor(s). Instructor(s) was interpreted as meaning those individuals providing instruction to a student in a desired course of study. This referred to both university instructors as well as vocational agricultural instructors in public secondary and state junior college schools.

Non-teacher. Agricultural education graduates that did not elect to teach.

Occupational status. Job, vocation, or earning power area pursued during the limits of the study by graduates at the time of the study.

Primary information. Information directly associated with the purpose of the study.

Secondary information. Information of less importance, yet used as a background for primary information needed in the questionnaire.

Teacher(s). This term is synonymous with that of "instructor(s)."

Tenure. When an individual stays at one occupational location or area for a certain length of time, he gains "tenure." This term is implied as such in this report.

Usable questionnaire(s). Returned questionnaires suitable for use in the study.

Usable responses. An area of the returned questionnaire suitable for tabulation and use in the study.

METHOD OF RESEARCH

Much of the study conducted was of the descriptive nature using the normative type research. Data and information needed concerned the occupational status of the 1955 through 1963 graduates in agricultural education from Kansas State University, Manhattan, Kansas.

Research material needed was obtained through: (1) a study of records at Kansas State University, Manhattan, Kansas, and the State Board for Vocational Education, Topeka, Kansas; (2) interviews with faculty members connected with agricultural education at Kansas State University and members of the State Board for Vocational Education; and (3) questionnaire survey of graduates

in agricultural education, Kansas State University, 1955 through 1963.

A study of the records at the College of Agriculture, Kansas State University, revealed that 231 students had graduated between the years 1955 and 1963 with a Bachelor of Science degree in the field of agricultural education. A study of the lists of vocational agricultural teachers of Kansas for the years 1955-56 through 1964-65 revealed that 113 of those graduates were not listed among the teachers of vocational agriculture in Kansas.¹ This indicated to the writer a possibility that 48.9 per cent of the graduates in agricultural education were not entering the profession for which they were prepared--a teacher of vocational agriculture in a Kansas public secondary school.

Literature was reviewed in preparation for the study. The writer then, with his advisor's help, prepared a questionnaire designed to be mailed to the 113 graduates not listed among the Kansas teachers of vocational agriculture. A special attention was given to a thesis dealing with a similar problem written by Cook at West Virginia University.²

A cover letter (see Appendix, Exhibit #1) and a three page questionnaire (see Appendix, Exhibit #2) were mailed to the 113 agricultural education graduates for the years 1955 through 1963.

¹"Vocational Agriculture Teachers of Kansas, 1955-56 through 1964-65," supplied by the State Department of Vocational Education, Topeka, Kansas.

²Donald Eugene Cook, "Occupational Status of West Virginia University Agricultural Education Graduates, 1951-1961," Master's Thesis, West Virginia University, Morgantown, 1962, Appendix.

As returns from the questionnaire were received, they were analyzed by years and the responses were placed in Table 1 for study. Of the 113 graduates, four were returned because of no forwarding address. Of the remaining 109 questionnaires mailed, 79 or 72.5 per cent were returned in time for tabulation or were complete enough to be summarized. Of the 79 returned, 12 could not be used because of three reasons: (1) teaching vocational agriculture in other states; (2) had taught part time in Kansas and not included on the lists of teachers included in the population; and (3) questionnaire was erroneously sent to a graduate in agronomy. It was not the intention to mail and question those who had taught vocational agriculture during any period of time. After the final check on questionnaires returned, 67 or 61.4 per cent usable questionnaires were available for the study.

The procedures used in analyzing the data included a consolidation of the 67 returned usable questionnaires in order that a summary of available data and information concerning the problem could be made.

The limits of the study were for the years 1955 through 1963; however, some of the material included the years 1964 and 1965 and was presented in this report.

This study concerned only those individuals that did not elect to teach vocational agriculture in Kansas during any period of time.

Table 1. Responses from agricultural education graduates not electing to teach vocational agriculture.

Year of graduation	Number graduating	Number that did not elect to teach in Kansas	Number of questionnaires mailed	Response	Per cent response	Usable returns
1955	16	9	9	5	55.5	4
1956	21	9	9	9	100.0	9
1957	35	20	20	16	80.0	13
1958	37	18	16	12	75.0	10
1959	37	24	22	15	67.7	15
1960	36	16	16	11	68.8	8
1961	19	7	7	4	57.1	2
1962	17	8	8	6	75.0	5
1963	13	2	2	1	50.0	1
Total	231	113	109	79	XXX	67

Total per cent returned - 72.5

Total per cent usable - 61.4

REVIEW OF LITERATURE

The vocational agricultural teaching profession has been conducted throughout the United States since 1917 under the provision of the Smith-Hughes Act.¹

In reviewing information for this report, the writer used the services of the College of Education, Kansas State University; Port Library, Beloit, Kansas; and information from The Agricultural Education Magazine.

In a study concerning placement survey of eleven colleges of agriculture in the North Central region for 1963, it was found by the investigator that of 1,930 graduates with a Bachelor of Science degree in agriculture, 218 or 11.3 per cent entered the field of education. It was further found that 337 or 17.5 per cent entered graduate study, 234 or 12.1 per cent entered farming or farm management, 423 or 21.9 per cent entered private industry, 181 or 9.4 per cent entered government work, 312 or 16.2 per cent entered the military, and 225 or 11.7 per cent were in other types of occupations. Further, this information indicated to the investigator that the agricultural education field was second to that of agricultural industry, sales and management.²

With the information supplied by the College of Agriculture as to agricultural education graduates and names of vocational

¹Lloyd J. Phipps, Handbook on Agricultural Education in Public Schools, p. 3.

²F. R. Carpenter, "Summary of Placement Survey of Eleven Colleges of Agriculture in the North Central Region," Mimeographed Report, College of Agriculture, Kansas State University, Manhattan, Kansas.

agricultural teachers in Kansas for the years 1955 through 1964 from the State Board for Vocational Education, Table 2 was developed. This table was constructed to reveal the number of teachers by graduating class that were teaching vocational agriculture in 1964 in Kansas.

Table 2. Agriculture education graduates teaching.

Year of graduation	Number of graduates	Teaching 1964-65		Other occupations 1964		Unknown	
		No.	%	No.	%	No.	%
1955	16	3	18.8	13	81.2	-	-
1956	21	5	23.8	16	76.2	-	-
1957	35	3	8.6	32	91.4	-	-
1958	37	9	24.3	28	75.7	-	-
1959	37	7	18.9	30	81.1	-	-
1960	36	12	34.3	23	63.9	1	1.8
1961	19	9	47.4	6	31.6	4	21.0
1962	17	9	52.9	4	23.5	4	23.6
1963	13	9	69.2	3	23.0	1	7.8
Totals	231	66	XXXX	155	XXXX	10	XXXX

Total per cent teaching 1964-65 - 28.6

As revealed by Table 2, the years 1955 through 1959 had less than 25 per cent of their graduates in the teaching profession at the beginning of the 1964-65 school term. The years 1961 through 1963 had more of its graduates in the teaching profession than in other occupations. The graduating class of 1957 had the lowest percentage (8.6) in the teaching profession, while the 1963 graduating class had the highest percentage (69.2) still in the teaching profession at the start of the 1964-65 school term.

According to information presented in Table 2, 28.6 per cent or approximately two of seven agricultural education graduates from the years 1955 through 1963 were still teaching vocational agriculture at the time of the study.

The data presented in Table 2 was further developed into Table 3 to reveal the tenure of agricultural education graduates that continue to teach during the years 1955 through 1964.¹

The above facts indicated to the researcher that vocational agricultural teaching was an occupation competing with other agriculture occupations. However, why were there only 15 Kansas State University agricultural education graduates ready to take occupations as vocational agriculture teachers when there were 25 positions opened?²

With these facts in mind of the writer, it was of concern as to why a prospective vocational agricultural instructor did not pursue his trained occupation or why an in-service teacher decided to leave the field.

Various comments were received by the writer, in his association with his fellow teachers, giving reasons for dissatisfaction concerning the vocational agriculture teaching as a profession. Among the factors frequently heard were: (1) security, (2) salary, (3) family life, (4) advancement, and others.

Nelson, in 1954, expressed his views concerning the job

¹"Vocational Agriculture Teachers of Kansas 1955-56 through 1964-65," loc. cit.

²Mugler, loc. cit.

Table 3. Tenure of agriculture education graduates teaching.

Year of graduation	Number of graduates	Number and per cent that elect to continue to teach by years																			
		1955		1956		1957		1958		1959		1960		1961		1962		1963		1964	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1955	16	4	25.0	4	25.0	4	25.0	4	25.0	4	25.0	3	18.7	3	18.7	3	18.7	3	18.7	3	18.7
1956	21			10	47.6	10	47.6	11	52.4	8	38.1	7	33.3	6	28.6	6	28.6	5	23.8	5	23.8
1957	35					13	37.1	11	31.4	7	20.0	8	22.9	8	22.9	8	22.9	5	14.3	3	8.6
1958	37							16	43.2	17	45.9	13	35.1	11	29.7	12	32.4	10	27.0	9	24.3
1959	37									10	27.0	11	29.7	9	24.3	9	24.3	9	24.3	7	18.9
1960	36											15	42.8	16	45.7	18	51.4	16	45.7	12	34.3
1961	19													10	52.6	12	63.2	11	57.9	9	47.4
1962	17															9	52.9	9	52.9	9	52.9
1963	13																	9	69.2	9	69.2
Total	231																				

Note - Columns indicating an increase over a previous year reflect individuals returning from military obligations.

satisfaction of midwestern teachers. He mentioned security of job as the highest dissatisfaction area among teachers. This was followed by: (1) salary, (2) social approval, (3) work load, and (4) opportunities for advancement.¹

Sasman, concerned as to why instructors leave the vocational agricultural teaching profession, listed the lack of recognition for their work as the first factor.²

School working conditions were pointed out in Bartlett's thesis as unsatisfactory in the satisfaction of many areas. Bartlett, in listing the first factor in his study of the tenure of vocational agricultural teachers in the State of Washington, indicated there were too many duties and responsibilities to do a good job on any one of them. Other dissatisfied areas mentioned were: (1) no time to devote to family life; (2) limited opportunity for advancement and not enough difference between salary for beginning and experienced teachers; (3) limited school facilities; and (4) little or no opportunity for summer school. Bartlett also stated that school working conditions do offer a degree of unsatisfaction concerning the effect of doing a capable job of teaching by vocational agricultural teachers and also the effects upon his own personal life.³

¹Kenneth Nelson, "Interests and Job Satisfaction of Midwestern Teachers," The Agricultural Education Magazine, February, 1954, 26:178.

²L. M. Sasman, "Why do Instructors Leave Vocational Agriculture?" The Agricultural Education Magazine, August, 1953, 26:46.

³Lester Clair Bartlett, "The Tenure of Vocational Agriculture Teachers in the State of Washington," Master's Thesis, State College of Washington, 1948.

A Master's Report, written by Schrag, concerned the employment history of vocational agriculture teachers in Kansas for years 1918 through 1947. Fifty-four and eight-tenths per cent of vocational agricultural teachers indicated they left the field for "a more promising future." This was followed by 43.0 per cent leaving the field for "better pay." Thirteen per cent of Schrag's analyzed teachers left the teaching field because they were "dissatisfied."¹ Schrag also mentioned in his report that: "A significant statistic from this study showed that of the 297 men who qualified and taught at least one year, only 74 remained in the vocational agricultural teaching field or 24.9 per cent."²

In continuing to list factors concerning job dissatisfaction, Holmberg made a complete study of Nebraska vocational agricultural teachers in 1962. Of 140 teachers listed, he used the finding from 112 cases for his study of a period 1960 to 1961. In developing his questionnaire, he listed the factor, then asked the individual involved to mark one of five areas which best described his thinking towards a possible dissatisfied factor. Of the factor area concerning security offered by the vocational agriculture teaching profession, 11 marked highly satisfied, 43 were satisfied, 21 were undecided or not applicable, 31 were dissatisfied, and 6 were highly dissatisfied.³

¹Elmer Phillip Schrag, "Employment History of Vocational Agriculture Teachers in Kansas," Master's Report, College of Education, Kansas State University, Manhattan, 1955, Table 9.

²*Ibid.*, Summary.

³Donald R. Holmberg, "Factors Affecting Job Satisfaction of Vocational Agriculture Teachers," Master's Report, Colorado State University, Fort Collins, 1962.

In the factor area concerning opportunity for advancement, Holmberg also had individuals involved mark one of five areas as to their thinking towards that factor. Of the 112 cases used, 6 were highly satisfied concerning the opportunity for advancement, 35 were satisfied, 16 were undecided or not applicable, 45 were dissatisfied, and 10 were highly dissatisfied.¹

In his summary, Holmberg indicated in order for a teacher to be satisfied with his job, the following possible areas of dissatisfaction were found: (1) shop storage space, (2) salary schedules and annual increments, (3) tenure and retirement policies, (4) advisory councils, and (5) security and opportunity for advancement.²

Bressler of Pennsylvania, in an article written for The Agricultural Education Magazine felt that urbanization was one of the main factors that hurt the vocational agriculture program. His comments were:

What is important is that the results of rapid urbanization, the creeping but relentless decimation of the farm labor force through mechanization and otherwise, are at least being seriously felt, especially near urban centers that have hitherto sponsored excellent programs of Vocational Agriculture.³

Bressler also mentioned that economic conditions caused a rapid rise in industrial expansion and that population growth centered around those cities with the expansion.⁴

¹Holmberg, loc. cit.

²Loc. cit.

³J. P. Bressler, "The Community Changed--I Decided to Change Jobs," The Agricultural Education Magazine, August, 1963, 36:43.

⁴Loc. cit.

Students were also mentioned as a factor of dissatisfaction by Bressler. He mentioned that school administrators or officials enrolled low quality or problem students in the vocational agriculture courses in order to offset the shrinking enrollments in the agriculture departments. He said, "When the agricultural department becomes a have-not haven, it loses its true purpose."¹

Holmberg, in setting up his questionnaire, mentioned two distinct areas that might offer some light concerning the job dissatisfaction of teachers. His areas were:

HIGH SCHOOL SITUATION IN GENERAL

1. General physical condition of school
2. General school atmosphere
3. Student control
4. Size of school enrollment
5. Attitude of students and faculty toward vocational agriculture
6. Geographical location of the school
7. Recognition for vocational agriculture work done
8. Relationship with other teachers in school system
9. Facilities throughout school
10. School spirit among student body.

CONDITIONS OF EMPLOYMENT

1. Salary situation
2. Salary schedule
3. Annual increment
4. Tenure policy
5. Retirement policy
6. Sick leave provisions
7. Certification policy
8. Advanced degree requirements
9. Earned vacation period allowed
10. Twelve months employment
11. Work load²

¹Holmberg, loc. cit.

²Loc. cit.

The writer investigated other reports as to job satisfaction of vocational agricultural teachers in the field at the time the study was conducted. Not all of the literature reviewed expressed negative views. Some of the material revealed a satisfied attitude towards the teaching of vocational agriculture as a profession.

Kusel mentioned the fact that he liked teaching students as a factor in continuing to teach vocational agriculture when a new job opportunity was offered. He indicated there would be no financial advantage and that his family would not benefit his change of occupations.¹

Lamberth at the University of Kentucky mentioned: "Ninety-eight per cent of teachers indicated that school conditions influenced their decision to continue teaching." Other high areas pointed out by Lamberth as to the satisfaction of teaching vocational agriculture were: (1) working with high school farm boys; (2) working with young people and being able to guide and counsel them; (3) born and raised on a farm and wished to be closely associated with the farm; and (4) family wanted him to continue teaching vocational agriculture.²

In contrast to the previously mentioned concept by Bressler of changing jobs because the community changed, Franz indicated the change brought about in his community by urbanization

¹John Kusel, "A New Job Came Along and I Stayed," The Agricultural Education Magazine, June, 1963, 35:260.

²Edwin E. Lamberth, "Why Teachers of Vocational Agriculture Continue to Teach," The Agricultural Education Magazine, March, 1963, 35:194.

offered more agricultural opportunities such as floriculture, landscaping, greenhouse work, and work of this nature.¹

With the above views in mind, it was the writer's opinion that the vocational agricultural teaching profession had been enjoyed and successfully lived by many who otherwise would do a good job in other areas of employment.

The writer concluded in the Review of Literature that there could be varied reasons as to the satisfaction and dissatisfaction of teaching vocational agriculture. These presented views were the background of this study.

DISCUSSION OF QUESTIONNAIRE

The questionnaire used in obtaining data for this report contained 16 questions (see Appendix, Exhibit #2). In developing the questionnaire, it was decided by the investigator some secondary information (questions A1, A2, A3, A4, B1, and B2) should be asked in order to help support reasons for individual answers to other primary information.

Occupational status of individuals involved in this report was considered primary information. Further in this report it would be found: (1) listings of occupations held by graduates, and (2) the number of different jobs held by graduating class.

An open-end question pertaining to salary was asked individuals directly concerned with this study.

¹Reed Franz, "The Community Changed--I decided to Stay," The Agricultural Education Magazine, August, 1963, 36:42.

In relation to Cook's thesis, five questions were presented in the questionnaire that were to be answered as to how the individual felt. His answers were to be placed in one of five columns ranking from "highly satisfied" to "very dissatisfied."¹

Since a review of literature disclosed several factors concerning job satisfaction and dissatisfaction, a question (question D) was entered in the questionnaire concerning reasons why the individual did not elect to teach. A list of 16 reasons, with space for "other" if the individual wanted to list others, was provided for the individual's selection. From the list of reasons provided, the individual directly concerned was to select and rank his two best reasons as to why he did not teach.

On the last page of the questionnaire, individuals directly concerned were asked to give their views concerning two questions. The two questions involved the stating of their own ideas concerning: (1) the agricultural education curriculum at Kansas State University when they were students, and (2) the vocational agricultural program in public secondary schools. Since a wide range of answers and discussions were given, no attempt was made by the investigator to summarize the results of that page. However, those pages that contained no names or addresses were placed on file in the Agricultural Education Office, College of Education, Kansas State University, Manhattan, Kansas. Those that contained names and addresses were destroyed. If any person would be interested in comments concerning the above two questions

¹Cook, loc. cit.

he could refer to the agricultural education faculty.

It was felt by the writer that the questionnaire was somewhat personal in some areas; therefore, no names from returned questionnaires were used in this report.

LOCATION OF GRADUATES

Table 4 indicated 42 or 53.2 per cent of 79 respondents remained in Kansas with 37 located in 20 different states at time of the study.¹ As revealed by Table 4, approximately one out of two had lived in Kansas at time of the study. There was no permanent foreign country listed.

Table 4. Graduates remaining in Kansas.

Location	Number of responses	Per cent
Kansas	42	53.2
Other states	37	46.8
Totals	79	100.0

States other than Kansas were shown in Table 5. California attracted six respondents while Illinois and Nebraska each attracted four. Twenty-three other individuals were located in 17 different states other than Kansas at time of the study. As indicated by Table 5, the investigator concluded that no one

¹Servicemen were listed according to their state listed on return address, whether it was a foreign country or the United States.

state in particular, other than Kansas, attracted the graduates.

Table 5. Location by states, other than Kansas.

Location	Number of responses	Per cent
California	6	7.6
Illinois	4	5.1
Nebraska	4	5.1
Missouri	3	3.8
Colorado	3	3.8
Virginia	2	2.5
Texas	2	2.5
Other: New Jersey, Florida, Wyoming, Oregon, New Mex- ico, Iowa, North Dakota, Michigan, Kentucky, New York, Arkansas, Nevada, and Washington.	13	16.4
Totals	37	46.8

A study of the data presented in Tables 4 and 5 revealed to the investigator that if the same data were applied to future prospective graduates in agricultural education who do not elect to teach, there is approximately a 50 per cent chance that they would be located in the state of Kansas. The individuals directly concerned in the study were located in 21 of the nation's 50 states.

QUESTIONNAIRE RESULTS

Before the actual consolidation of primary information in this report, it was of interest to the writer to find various other items of secondary information. Part of this study dealt with personal histories of the individuals and was included as

secondary information. The secondary information was summarized first. Primary information was discussed further in this report.

Farm-Reared Individuals

Of the 67 individuals that returned usable questionnaires, 60 or 89.5 per cent stated they were raised on a farm. Size of farms varied from less than 200 acres to more than 2,000 acres. Table 6 revealed 46 or 76.7 per cent of the 60 individuals concerned were raised on farms of 1,000 acres or less.

Table 6. General size of farm.

Farm size in acres	:	Number	:	Per cent
0 - 200	:	7	:	11.7
201 - 400	:	19	:	31.7
401 - 600	:	9	:	15.0
601 - 800	:	7	:	11.6
801 - 1,000	:	4	:	6.7
1,001 - 1,200	:	5	:	8.3
1,201 - 1,400	:	-	:	-
1,401 - 1,600	:	2	:	3.3
1,601 - 1,800	:	1	:	1.7
1,801 - 2,000	:	-	:	-
More than 2,000	:	4	:	6.7
Not stating	:	2	:	3.3
Total	:	60	:	100.0

Number of Respondents Taking Vocational Agriculture in High School

Of 66 usable responses to the question as to whether the individual had taken vocational agriculture in high school, 41 or 62.1 per cent responded "yes" while 25 or 37.9 per cent responded

"no." Of the 41, five had one year of vocational agriculture, four had two years, seven had three years, and twenty-five had four years.

F. F. A. Membership

Concerning the question of F. F. A. membership, 39 or 59.1 per cent of 66 usable responses (95.0 per cent of those taking vocational agriculture) indicated they had belonged to F. F. A. Of the 39, two indicated they were F. F. A. members for one year, three for two years, six for three years, twenty-five for four years, two for five years, and one for six years.

4-H Club Membership

A question was asked concerning 4-H Club membership. Of the 65 usable responses, 44 or 67.7 per cent indicated "yes" while 21 or 32.3 per cent indicated "no."

Table 7 reveals the membership years of the 44 positive respondents. Thirty-five of the 44 respondents had five through ten years of membership.

Table 7. Membership in 4-H Club.

Years in club	Number	Per cent
1	1	2.3
2	1	2.3
3	3	6.8
4	1	2.3
5	4	9.1
6	8	18.2
7	2	4.5
8	6	13.6
9	8	18.2
10	7	15.9
11	3	6.8
Total	44	100.0

Since this study concerned, in part, the agricultural education department of the College of Education at Kansas State University, two questions were asked concerning: (1) who influenced the individuals the most to enroll in the agricultural education curriculum and (2) when did he decide to pursue the curriculum.

**Individuals Influencing Graduates to Pursue
the Agricultural Education Curriculum**

Table 8 reveals a listing of those individuals that influenced the graduates concerned in this study to pursue the agricultural education curriculum. The individual's high school vocational agricultural instructor was indicated by 23 or 34.8 per cent and 14 or 21.2 per cent indicated friend(s). Nine had made their own decisions.

Table 8. Persons that influenced respondents to pursue the agricultural education curriculum.

Influencing individuals	: Number :	: Per cent
High School Counselor	1	1.5
Parents	9	13.7
Vocational Agricultural Instructor	23	34.8
Friend(s)	14	21.2
Other:		
Self	9	13.7
Brothers	2	3.1
Aptitude Test	1	1.5
Wife	1	1.5
Agriculture School	1	1.5
College Catalog	1	1.5
Parents and Brothers	1	1.5
Board of Missions	1	1.5
Vocational Agriculture Instructor and H. R. Bradley	1	1.5
Veterans Administration Advisor	1	1.5
Totals	66	100.0

Decisions to Pursue the Agricultural Education Curriculum

In relationship to the preceding information, Table 9 was constructed to show when the individuals concerned in this study had made their decision to pursue the agricultural education curriculum. Twenty-seven or 40.3 per cent of 67 usable responses mentioned that a decision was made while in college and 19 or 28.4 per cent made their decision after graduating from high school but before entering college. Seven made their decision during or immediately after military service.

Table 9. Time of decision to enter the agricultural education curriculum.

Time of Decision	: Number :	: Per cent
Before high school	0	0.0
During high school	14	20.9
After graduating from high school and before entering college	19	28.4
In college	27	40.3
Other:		
During military service	3	4.5
After discharge from military service	4	5.9
Total	67	100.0

Occupational Data of Agricultural Education Graduates That Did Not Elect to Teach Vocational Agriculture

Chronological listing of occupations since receiving their Bachelor of Science degree was asked the agricultural education graduates that did not elect to teach vocational agriculture. It was interesting to the investigator to note the many different

occupations pursued by the 67 agricultural education graduates.

As revealed by Table 10, 62 different occupations were selected by 67 respondents. Of the 62 occupations, 145 were chosen at various times as permanent or temporary occupations during the limits of the study. This indicated to the writer that 67 respondents pursued an average of 2.2 occupations from 1955 through 1963.

Twenty-two of the graduates did associate with the field of education, and 20 graduates did list research and education at college and university level. It was assumed by the writer that a majority of the 17 individuals listing graduate school and research were for temporary occupations.

Twenty-one of the graduates listed military service as one of their occupations or their present occupation at time of the study.

Farming or ranching as an occupation was listed by 16 of the individuals concerned.

Table 10. Occupations pursued by graduates.

Occupations	: Number
Appraiser and Land Examiner	1
Assistant County Agricultural Agent	3
Assistant Store Manager - Western Auto Bank	1
Beef Supervisor - KABSU	4
Bell Telephone Laboratories - Technical Writer	1
Bureau of Land Management	1
Cattle Buyer - Wilson & Co.	1
Chem-Trol, Inc. - Part Owner	2
Chief, Section of Supply and Resource Use, Branch of Economics Research, Department of Interior	1
Clerk - Grocery Store	1
Commodity Grades - U.S.D.A.	1
Construction Work	1
County Agricultural Agent	9
County Office Manager, Agriculture Stabilization and Conservation Service	1
County Welfare - Social Worker	1
District Sales Manager - Feed Company	1
District Supervisor, F.C.I.C., U.S.D.A.	1
Education:	
High School Principal	2
Teaching agriculture at Junior College	1
Teaching at High School (non-vocational agriculture)	11
Teaching and farming	1
Teaching at University or College level	7
Extension Economist in Farm Management	1
Farm Editor - Radio and TV - WIBW	1
Farm Laborer	2
Farming and Ranching	15
Feed Salesman	1
Gardener and Tree Surgeon	1
General Motors Acceptance Corporation	1
Grocery Store Stockman	1
Herdsmen - Piper Angus Ranch	1
International Harvester Corporation	1
International Voluntary Services - South Vietnam	1
Landscape Consultant	1
Manager - Beeks Hereford Farm	1
Manager - Farmers Co-op	1
Manager - Farm Equipment Company	1
Manager - Federal Land Bank Association	1
Military	21
Office Manager - F.C.I.C., U.S.D.A.	1
Peace Corps	1
Range Conservationist	1
Real Estate Business	1

Table 10 (concl.).

Occupations	: Number
Research and Education at College and University level:	
Agronomist - University	1
Assistant Entomologist - University of Kentucky	1
Plant Breeder - College	1
Graduate School or Research	17
Salebarn Laborer	1
Salesman (not designated)	1
Sales - International Harvester	1
Sales Manager	1
Sales Representative - Geigy Agricultural Chemicals	2
Sanitarian Administrative Aide II - Building	
Maintenance Supervisor - City of Wichita	1
Self-employed	1
Statistical Reporting Service - U.S.D.A.	1
Store Manager - Western Auto	1
Soil Conservationist - Soil Conservation Service, U.S.D.A.	3
Truck Driver	1
U.S.D.A. Service at Kansas State University	1
Total	145

62 different occupations

Average occupations per respondent --- 2.2 during years
1955 through 1963

The preceding information dealt with the total occupations that agriculture education graduates had pursued.

What were the occupations of these graduates at time of the study? Table 11 is a listing of the occupations of 67 agricultural education graduates that did not elect to teach at the time of the study. Banking, county agricultural agent, farming and ranching, military, and research work controlled 33 or 49.2 per cent of the 67 individual occupations at time of the study.

Table 11. Occupations of agriculture education graduates that did not elect to teach vocational agriculture at time of the study.

Occupations	: Number
Appraiser and Land Examiner	1
Bank	4
Beef Supervisor - KABSU	1
Bell Telephone Laboratories - Technical Writer	1
Bureau of Land Management	1
Cattle Buyer - Wilson & Co.	1
Chem-Trol, Inc. - Part owner	2
Chief, Section of Supply and Resource Use, Branch of Economics Research, Department of Interior	1
Commodity Grades - U.S.D.A.	1
Construction Work	1
County Agricultural Agent	5
County Office Manager, Agriculture Stabilization and Conservation Service	1
County Welfare - Social Worker	1
District Sales Manager - Feed Company	1
Education	
High School Principal	2
Teach agriculture at Junior College	1
Teaching at High School (Non-Vocational Agriculture)	1
Teaching and farming	1
Teaching at University or College level	3
Extension Economist in Farm Management	1
Farm Editor - Radio and TV - WIBW	1
Farming and Ranching	10
International Harvester Corporation	1
Manager - Federal Land Bank Association	1
Military	10
Real Estate Business	1
Research and Education at College and University level	
Agronomist - University	1
Assistant Entomologist - University of Kentucky	1
Plant Breeder - College	1
Graduate School or Research	4
Sales Manager (not designated)	1
Sanitarian Administrative Aide II - Building Maintenance Supervisor - City of Wichita	1
Self-employed	1
Statistical Reporting Service - U.S.D.A.	1
Soil Conservationist - Soil Conservation Service, U.S.D.A.	1
Total	67
35 different occupations	

With the different occupations tabulated, a check was made to find the frequency with which graduates changed jobs. Table 12 was constructed for this purpose. Of the era 1955 through 1963, the graduating classes of 1957 and 1958 each showed three graduates pursued five different occupations. It was assumed by the writer that the graduating classes of 1961, 1962, and 1963 could show no bearing on frequency of changing jobs because of the short years span--1961, 1962, and 1963 to 1965, respectively; however, it was indicated by Table 12 that one graduate of the 1961 class had pursued four occupations. The class of 1959 was assumed by the writer to be the graduating class having the least frequency of changing jobs. The average frequency for the group was 2.4 for the years 1955 through 1965.

Table 12. Number of different occupations pursued by graduates that did not elect to teach vocational agriculture.

Year of graduation	Number of usable responses	Number of different occupations				
		1	2	3	4	5
1955	4		2	1	1	
1956	9	3	1	2	3	
1957	13	4	3	3	1	2
1958	10	1	4	2	2	1
1959	15	7	4	4		
1960	8	4	3	1		
1961	2		1		1	
1962	5	1	4			
1963	1		1			
Totals	67	20	23	13	8	3
Average frequency in changing occupations - 2.4						

Salaries of Agricultural Education Graduates

Prior to the summarization of salaries of agricultural education graduates that did not elect to teach, the investigator asked for a records check at the State Board for Vocational Education, Topeka, Kansas, concerning the average salary of vocational agricultural teachers for 1955 through 1965¹ and a records check at the College of Education, Kansas State University, Manhattan, Kansas, concerning the beginning salary of agricultural education graduates that elected to teach.²

These salaries were summarized for this study and Table 13 was developed to compare the beginning salary of the agricultural education graduates that elected to teach vocational agriculture and the annual salary of the in-service teacher for the same year. No attempt was made by the investigator to consider the high and low salary of the in-service teacher; therefore, the average of all in-service teachers was used. The in-service teacher group included the salaries of the first year teacher. As disclosed in Table 13, every year under the columns "beginning teacher" and "in-service teacher" had a yearly rise in salary except the 1957 "beginning teacher" column.

As noted, the year 1961 showed a \$487.50 difference which was followed by 1963 with a \$466.50 difference. The graduating class of 1955 had the closest difference of \$111.00. The mean

¹Letter from Mr. C. C. Eustace, State Board for Vocational Education, dated May 21, 1965.

²File Materials on Placement, Agricultural Education Office, College of Education, Kansas State University.

salary of the beginning vocational agricultural teacher for the limits of the study was \$4,754.57.

Table 13. The average first salary of beginning teachers and the average salary of in-service teachers.

Year of comparison	Beginning teacher		In-service teacher		Difference
	Number of salaries compared	Average salary	Number of salaries compared	Average salary	
1955	4	\$4,225.00	219	\$4,336.00 ¹	\$111.00
1956	9	4,327.77	217	4,506.00 ¹	178.23
1957	10	4,275.00	215	4,696.00 ¹	421.00
1958	12	4,489.58	211	4,886.00	396.42
1959	9	4,761.11	202	5,050.00	288.89
1960	15	4,966.66	203	5,282.00	312.34
1961	8	5,012.50	198	5,500.00	487.50
1962	7	5,264.28	194	5,655.00	390.72
1963	8	5,387.50	191	5,854.00	466.50

¹Estimate

Salaries were tabulated from returned questionnaires of agricultural education graduates that did not elect to teach vocational agriculture. The questionnaire stated three areas: (1) beginning salary of first job after graduation, (2) beginning salary of present job, and (3) present annual salary at time individual received questionnaire. Those graduates in farming or ranching and graduate school were asked not to state their salaries. It was the assumption of the investigator that those salaries could not be used in comparison with other salaries because of yearly fluctuations in amounts.

From information received on returned questionnaires, 50 beginning salaries of agricultural education graduates not

teaching vocational agriculture were summarized. Seventeen salaries were not reported because graduates were: (1) farming, (2) graduate school, or (3) no answer.

Table 14 is a summarization of the beginning occupation salary of the 50 usable respondents. There was a varied range of salary from a low of \$1,200.00 to a high of \$8,500.00. The mean salary for the limits of the study was \$4,311.24.

Table 14. Beginning salaries of non-teaching agricultural education graduates.

Salary	No.	Salary	No.	Salary	No.
\$1,200	2	3,800	1	4,800	7
1,500	1	3,900	1	4,860	1
2,280	1	4,040	1	5,000	1
2,340	1	4,160	1	5,300	1
2,664	1	4,200	2	5,400	1
3,000	1	4,212	1	5,500	1
3,300	1	4,250	1	5,700	1
3,415	1	4,300	1	6,000	1
3,500	2	4,400	2	6,480	1
3,520	1	4,500	1	7,200	1
3,600	3	4,600	1	7,500	1
3,670	1	4,680	2	8,500	1

Seventeen respondents did not list their salaries.

A comparison was made concerning the beginning salary of a beginning teacher with that of the beginning salary of the first occupation of the agriculture education graduate that did not elect to teach. Table 15 is a comparison of these two groups according to year of graduation. It was the opinion of the writer that the years 1961, 1962, and 1963 show a poor comparison of non-teachers; however, their information was recorded.

The years 1955, 1956, 1958, and 1959 each show a higher salary for the beginning teacher while 1957 is lower.

As previously indicated in this area of the study, the mean salary of the beginning vocational agricultural teacher was \$4,754.57. From Table 15, the mean salary of agricultural education graduates that did not elect to teach was \$4,311.24. The difference between teachers and non-teachers indicated the beginning vocational agricultural teacher received \$443.33 more in pay for first occupation than the non-teacher.

Table 15. Comparison of average first salary job between teachers and non-teachers.

Year of graduation	Beginning teacher		Non-teacher	
	Number of salaries compared	Average salary	Number of salaries compared	Average salary
1955	4	\$4,225.00	3	\$3,333.33
1956	9	4,327.77	9	3,627.22
1957	10	4,275.00	8	4,360.25
1958	12	4,489.58	7	4,348.57
1959	9	4,761.11	11	4,489.45
1960	15	4,966.66	6	4,728.66
1961	8	5,012.50	2	5,430.00
1962	7	5,264.28	3	4,280.00
1963	8	5,387.50	1	7,500.00
Totals	82		49	
Mean salary		\$4,754.57		\$4,311.24

Salaries of occupations at time of study were indicated by 49 agriculture education graduates that did not elect to teach vocational agriculture. Table 16 was developed for the purpose

of showing the different salaries listed by respondents. The low salary was \$4,740.00 while the high salary at time of the study was \$16,050.00. The mean salary at time of the study was \$8,837.19.

Table 16. 1965 salaries of non-teaching Agricultural education graduates.

Salary	No.	Salary	No.	Salary	No.
\$4,740.00	1	\$7,680.00	1	\$ 9,084.00	1
6,100.00	1	7,800.00	2	9,460.00	1
6,200.00	1	7,900.00	1	9,500.00	2
6,300.00	1	7,955.00	1	10,000.00	2
6,700.00	1	8,000.00	3	10,230.00	1
6,720.00	1	8,200.00	1	10,250.00	1
6,850.00	1	8,300.00	1	10,605.00	1
7,000.00	1	8,500.00	1	11,000.00	2
7,020.00	1	8,700.00	2	11,300.00	1
7,100.00	1	8,810.40	1	11,315.00	1
7,200.00	1	8,960.00	1	12,000.00	4
7,500.00	3	9,000.00	1	16,050.00	1
7,600.00	1				

Eighteen respondents did not list their salaries.

A comparison was made at time of the study between agricultural education graduates teaching and those not teaching. Information was tabulated from a records check from the State Board for Vocational Education concerning the agricultural education graduates still teaching. The comparison was conducted by the graduating class.

At time of the study, 51 or 62.2 per cent of 82 beginning teachers were still in the field. Salaries of the 82 beginning teachers were tabulated and revealed in Tables 13 and 15.

Table 17 was developed to compare average salaries of agricultural education graduates teaching and those not teaching at time of the study. The mean salary of teachers at time of study was \$6,357.00. The mean salary of \$8,837.19 was revealed by agricultural education graduates at time of the study that did not elect to teach vocational agriculture. The difference in salaries indicated the non-teacher received \$2,480.19 more for his occupation than the in-service teacher at time of the study.

The highest difference in average salaries by graduating class was 1956 with a difference of \$3,793.62, while the lowest difference was in 1958 with a difference of \$1,843.00.

Table 17. Comparison of salaries of agricultural education graduates at time of the study between teachers and non-teachers.

Year of graduation	Teachers		Non-teachers	
	Number of responses	Average salary	Number of responses	Average salary
1955	3	\$6,825.00	3	\$9,500.00
1956	3	7,125.00	8	10,070.62
1957	2	5,642.50	9	9,456.00
1958	8	6,780.62	8	8,120.00
1959	4	6,488.75	11	8,486.36
1960	11	6,336.00	5	8,122.08
1961	6	6,000.00	1	12,000.00
1962	7	6,009.00	3	6,680.00
1963	7	6,005.57	1	7,500.00
Total	51		49	
Mean salary		\$6,357.00		\$8,837.19

With this area of the study tabulated, the investigator assumed the non-teacher was starting an occupation at a lower salary than the beginning vocational agricultural teacher, but the non-teacher was receiving a higher salary at the time of the study.

Table 18 revealed a comparison of the average beginning salary of the first job with that of the average beginning salary of present job and the current salary at time of the study among classes of agricultural education graduates that did not elect to teach vocational agriculture. Fifty individuals responded to the beginning salary of the first job, 46 responded to the beginning salary of their present job, and 49 responded to the salary of their present job at time of the study. It was assumed by the investigator that the classes of 1961, 1962, and 1963 did not show enough response in order to make a good comparison. It was also assumed by the investigator that the class of 1956 indicated the highest increase in salary (\$6,343.40) from beginning salary of first job to current salary of job at the time of study.

Response to Questions

The next area of information requested from graduates that did not elect to teach vocational agriculture was arranged into five questions. The individuals involved checked or marked in the appropriate column one of five answers as to how they best felt concerning the question. The five answers were: (1) highly satisfied, (2) reasonably well satisfied, (3) indifferent,

Table 18. Comparison of average beginning salary of first job with that of average beginning salary of present job and current average salary at time of the study.

Year of graduation	Beginning salary first job		Beginning salary present job		Current salary present job	
	Number of responses	Salary	Number of responses	Salary	Number of responses	Salary
1955	3	\$3,333.33	2	\$6,300.00	3	\$ 9,500.00
1956	9	3,627.22	8	6,230.00	8	10,070.62
1957	8	4,360.25	9	6,374.11	9	9,456.00
1958	7	4,348.57	8	5,710.00	8	8,120.00
1959	11	4,489.45	10	5,684.00	11	8,486.36
1960	6	4,728.66	4	5,043.00	5	8,122.08
1961	2	5,430.00	1	4,860.00 ¹	1	12,000.00 ²
1962	3	4,280.00	3	4,864.00	3	6,680.00
1963	1	7,500.00	1	7,500.00	1	7,500.00

¹Decrease attributed to only one reply

²Increase attributed to only one reply

(4) somewhat dissatisfied, and (5) very dissatisfied. Of the 67 usable questionnaires, 66 answered the first three questions, 63 answered question four, and 65 answered question five. One questionnaire was returned with this area of the study unanswered. Three wrote "N/A" near question four, and one individual did not answer question five.

In summarizing this data, it was felt by the writer to include this information in table form; therefore, each question could be discussed and show no leading influence to other questions.

The first question concerned how the individuals felt concerning the security the vocational agricultural teaching profession offered. As revealed by Table 19, 41 or 62.1 per cent of 66 respondents mentioned they were "highly satisfied" or "reasonably well satisfied." Seventeen respondents checked or marked "somewhat dissatisfied" or "very dissatisfied."

Table 19. Reactions of respondents that did not elect to teach to the question of: "How did you feel concerning the security that the vocational agriculture teaching profession offered?"

Response	Number
Highly satisfied	6
Reasonably well satisfied	35
Indifferent	8
Somewhat dissatisfied	15
Very dissatisfied	2
Not stating	1
Total	67

Question two asked how the individuals felt concerning the opportunity for advancement of himself in the vocational agriculture teaching profession. Table 20 indicated 34 or 51.5 per cent of the 66 respondents to be "somewhat dissatisfied" or "very dissatisfied." The investigator concluded that a majority of the respondents were dissatisfied with the possibility of advancing in the vocational agriculture teaching profession.

Table 20. Reactions of respondents that did not elect to teach to the question of: "How did you feel concerning the opportunity for advancement of yourself in the vocational agriculture teaching profession?"

Response	Number
Highly satisfied	1
Reasonably well satisfied	19
Indifferent	12
Somewhat dissatisfied	29
Very dissatisfied	5
Not stating	1
Total	67

Satisfaction of present occupation was the next question asked to individuals involved in the study. As indicated in Table 21, of the 66 usable responses, all but one or 96.9 per cent were "highly satisfied" or "reasonably well satisfied" with their present occupation.

Question four concerned the individual's thinking towards the agricultural education curriculum at Kansas State University in providing helpful instruction towards his present occupation.

Table 22 revealed the responses. Forty-two or 68.3 per cent of the 63 usable responses were "highly satisfied" or "reasonably well satisfied." Responses from 10 individuals indicated they were "somewhat dissatisfied" or "very dissatisfied" as to the instruction providing help in their present occupations.

Table 21. Reactions of respondents that did not elect to teach to the question of: "How do you feel concerning the satisfaction of your present occupation?"

Response	Number
Highly satisfied	41
Reasonably well satisfied	24
Indifferent	-
Somewhat dissatisfied	1
Very dissatisfied	-
Not stating	1
Total	67

Table 22. Reactions of respondents that did not elect to teach to the question of: "What is your thinking towards the agriculture education curriculum at Kansas State University in providing helpful instruction towards your present occupation?"

Response	Number
Highly satisfied	12
Reasonably well satisfied	30
Indifferent	11
Somewhat dissatisfied	8
Very dissatisfied	2
Not stating	1
Stating "N/A"	3
Total	67

The last question in this area dealt with how the individual felt towards the salary of his present occupation. Table 23 discloses the reactions of the 65 usable responses. As indicated by Table 23, 56 or 86.2 per cent were "highly satisfied" or "reasonably well satisfied" towards the salary of their present occupations at time of the study. Only six were "somewhat dissatisfied" or "very dissatisfied."

Table 23. Reactions of respondents that did not elect to teach to the question of: "In relation to the type of occupation that you are presently employed, how do you feel towards your present salary?"

Response	Number
Highly satisfied	12
Reasonably well satisfied	44
Indifferent	3
Somewhat dissatisfied	4
Very dissatisfied	2
Not stating	2
Total	67

Reasons why Graduates Did Not Teach Vocational Agriculture

The final usable area of the questionnaire for this survey dealt with reasons why the individual directly concerned did not teach vocational agriculture. Sixteen answers and a space for other individual answers were listed for the individuals involved in this study to rank their two best reasons as to why they did not teach vocational agriculture. Of the rankings, 64 first

rankings and 61 second rankings were recorded by respondents and summarized by the investigator. A sample of the 16 answers provided the graduates can be found in the Appendix (Exhibit #2).

Table 24 indicated the results of the first rankings. The reason listed most often was "salary" (17) followed by "lack of advancement possibilities" (10). Fourteen of the 64 respondents indicated other reasons than those provided on the questionnaire; however, those reasons are indicated in Table 24.

Table 24. First ranked reasons why graduates did not teach vocational agriculture.

Reason	: Number :	: Per cent :
Salary	17	26.6
Lack of advancement possibilities	10	15.6
Took the Ag-Ed curriculum only to receive training provided	9	14.0
Not interested in teaching vocational agriculture	6	9.4
Insecure future	3	4.7
Possibility of discipline problems	2	3.1
Possibility of community problems	1	1.6
Other reasons as listed by respondent:		
Had opportunity to farm	4	6.2
Mandatory military service	3	4.7
Opportunity to go into business	1	1.6
More personal and financial opportunities in present field	1	1.6
Unable to obtain teacher's certificate	1	1.6
Conflict possibilities between coach and Voc-Ag boy's time	1	1.6
Poor mechanical ability	1	1.6
Did not feel qualified	1	1.6
Less red tape in JuCo teaching	1	1.6
Total	64	100.0

Second ranking results as to why agricultural education graduates did not teach are shown in Table 25. The second

ranking listed most often was "lack of advancement possibilities" (14) followed by "took the Ag-Ed curriculum only to receive the training provided" (6). Twenty-four gave their own second reason as to why they did not teach. These reasons are included in Table 25 for consideration.

Table 25. Second ranked reasons why graduates did not teach vocational agriculture.

Reasons	: Number :	: Per cent
Lack of advancement possibilities	14	23.0
Took the Ag-Ed curriculum only to receive the training provided	6	9.8
Possibility of discipline problems	3	5.0
Salary	3	5.0
Insecure future	3	5.0
Could meet the public better in my present occupation	2	3.4
Personal problems	2	3.4
Not interested in teaching vocational agriculture	1	1.6
Possibility of community problems	1	1.6
Lack of adequate financing and facilities in which to teach	1	1.6
Other reasons listed by respondents:		
Wanted to or had the opportunity to farm	4	6.6
Military service	2	3.4
Present occupation highly satisfactory	2	3.4
Wanted to make home in Manhattan	1	1.6
Desire for more education	1	1.6
Interest and found an opening	1	1.6
Moving often	1	1.6
No openings for Voc-Ag teachers close to my own farm	1	1.6
Intended to go into mission work	1	1.6
Didn't feel qualified because of grades	1	1.6
Interest in herbicides while working part time in college. Pursued field	1	1.6
Hard to keep up on modern developments, so stayed in service	1	1.6
Primarily interested in plant science	1	1.6
Told in senior year of the limited openings in Kansas schools for other than protestant teachers	1	1.6

Table 25 (concl.).

Reasons	: Number :	Per cent
Doubted my ability to work with the public	1	1.6
Greater interest in agronomy	1	1.6
Not the type of training needed most students today	1	1.6
Enjoys flying more than teaching	1	1.6
Dissatisfied with teacher placement policy of KSU teacher training department	1	1.6
Fewer discipline problems in JuCo	1	1.6
Total	61	100.0

In summarizing data presented by respondents, it was assumed by the investigator that salary and lack of advancement possibilities were the two highest reasons given as to why agricultural education graduates did not teach vocational agriculture.

CONCLUSIONS

From this survey, the following can be concluded:

1. Forty-two or 53.2 per cent of 79 respondents resided in Kansas at the time of the study.
2. Sixty or 89.5 per cent of 67 usable responses were from farm-reared graduates.
3. Forty-one or 62.1 per cent of 66 respondents had taken vocational agriculture while in high school.
4. Thirty-seven or 56.0 per cent of 66 respondents indicated their vocational agricultural instructor or friend(s) influenced their decision to pursue the agricultural education curriculum.

5. Sixty-two different occupations were listed by 67 respondents during the limits of the study.

6. Thirty-three different occupations were being pursued by respondents at the time of the study.

7. Respondents had pursued an average of 2.4 occupations during the limits of the study.

8. Beginning vocational agricultural teachers received \$443.33 more than non-teachers for their first occupation.

9. Non-teachers received \$2,480.19 more in pay than in-service teachers at time of the study.

10. Forty-four or 66.6 per cent of 66 respondents were "highly satisfied" or "reasonably well satisfied" concerning the security the vocational agricultural teaching profession offered.

11. Thirty-four or 51.5 per cent of 66 respondents were "somewhat dissatisfied" or "very dissatisfied" concerning the opportunity for advancement of himself in the vocational agricultural teaching profession.

12. Sixty-five or 96.9 per cent of 66 respondents were "highly satisfied" or "reasonably well satisfied" with their present occupations at the time of the study.

13. Forty-two or 68.3 per cent of 63 respondents were "highly satisfied" or "reasonably well satisfied" concerning the agricultural education providing helpful instruction towards their present occupations.

14. Fifty-six or 86.2 per cent of 65 respondents were "highly satisfied" or "reasonably well satisfied" concerning the salary of their present occupations at the time of the study.

15. Salary was indicated most often as the first ranked reason by 64 respondents as to why they did not teach vocational agriculture. Fifteen other first ranked reasons were listed by respondents.

16. Lack of advancement possibilities was indicated most often as the second ranked reason by 61 respondents as to why they did not teach vocational agriculture. Twenty-nine other second ranked reasons were listed by respondents.

INVESTIGATOR'S CONCLUSIONS

From this survey, the investigator made the following conclusions:

1. A majority (53.2%) of the graduates resided in Kansas at the time of the study.
2. Farm-reared graduates composed 89.5 per cent of the respondents.
3. Vocational agriculture was taken by a majority (62.1%) of the respondents while in high school.
4. F.F.A. membership involved 95.0 per cent of those taking vocational agriculture while in high school.
5. A majority (67.7%) of the respondents had belonged to 4-H Club.
6. Vocational agriculture teachers and friend(s) influenced a majority (56.0%) of the respondents to pursue the agricultural education curriculum.
7. A majority (68.7%) of the respondents made their decision to pursue the agricultural education curriculum before

8. Sixty-two occupations were pursued by respondents.

Those occupations, assumed by the investigator to have no connection with the agricultural education curriculum, include:

- a. Assistant Store Manager of Western Auto
- b. Bell Telephone Laboratories - Technical Writer
- c. Clerk - Grocery Store
- d. County Welfare - Social Worker
- e. General Motors Acceptance Corporation
- f. Grocery Store Stockman
- g. Military
- h. Sanitarian Administrative Aide
- i. Store Manager of Western Auto

9. Beginning vocational agricultural teachers received a higher salary (\$443.33) than non-teachers at first occupation after receiving their Bachelor of Science degrees.

10. Non-teachers received a higher salary (\$2,480.19) than in-service teachers at time of the study.

11. A majority (66.6%) of the respondents were satisfied as to the security offered by the vocational agricultural teaching profession.

12. A majority (51.5%) of the respondents were dissatisfied with the possibility of advancing in the vocational agricultural teaching profession.

13. A large majority (96.9%) of the respondents were satisfied with the salary of their present occupations at time of the study.

14. A majority (68.3%) of the respondents were satisfied with the agricultural education curriculum providing training in their present occupations.

15. A majority (86.2%) of the respondents were satisfied with the salary of their present occupations.

16. Salary and lack of advancement possibilities were the two highest reasons why graduates involved in the study did not teach vocational agriculture.

ACKNOWLEDGMENTS

The writer wishes to express appreciation and gratitude to the following persons: Dr. R. J. Agan, Head Teacher Educator, Agricultural Education, College of Education, Kansas State University, for his valuable guidance and assistance in planning and completing this report, and to Professor Howard R. Bradley, Assistant Teacher Educator, Agricultural Education, College of Education, Kansas State University, for his guidance and support in the field of agricultural education.

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APPENDIX

Exhibit #1 - Survey Cover Letter

KANSAS STATE UNIVERSITY
Manhattan, Kansas 66504

School of Education
Holton Hall

Mr. John Doe
Sampletown, Kansas

Dear John:

I am asking for your assistance and cooperation in filling out the enclosed questionnaire in order that I might compile facts and information concerning the 1955 through 1963 Kansas State University Agriculture Education graduates that did not elect to teach vocational agriculture in Kansas.

The findings of the information will be held confidential. No names will be used on published material.

If you have taught vocational agriculture in other states, please answer question 6 (a, b, and c) plus indicating the state in which you taught.

Enclosed is a stamped self-addressed envelope to be used for returning your questionnaire. I shall appreciate it if you would fill out the questionnaire and return it to me by August 17th.

Sincerely yours,

HAROLD G. SEVERANCE
Graduate Student, Ag Ed

Enclosures

1. Questionnaire
2. Self-addressed envelope

Exhibit #2 - Survey Questionnaire

NAME _____

QUESTIONNAIRE: 1955-1963 Kansas State University Agriculture Education Graduates who did not elect to teach vocational agriculture.

DIRECTIONS: Please answer the groups of questions to the best of your knowledge.

A. The following questions concern your personal history or occupation.

1. Were you raised on a farm? _____ General size of farm in acres: _____
2. Did you take high school vocational agriculture? _____
Number of years: _____
3. Were you an FFA member? _____ Number of years? _____
4. Have you been a 4-H Club member? _____ Number of years? _____
5. Please list in chronological order the jobs you have held since receiving your B.S. degree:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____

(If others, please list on back side of this page)
6. Salary: (If farming or in graduate school, do not answer)
 - a. Please state your beginning salary of your first job after graduation: _____
 - b. What was your first beginning salary of your present job? _____
(Note: If the same as question "a", write "same.")
 - c. What is your annual salary now? _____

Questionnaire--Continued

B. Place an "X" in the space provided. All questions will require only one (1) answer. Please feel free to make any additions to the answers provided.

1. Who influenced you most to enroll in the agricultural education curriculum at Kansas State University?

- a. High school counselor
- b. Parents
- c. Vocational agriculture instructor
- d. Friend(s)
- e. Other (please list title) _____

2. When did you make your decision to pursue this curriculum?

- a. Before high school
- b. During high school
- c. After graduating from high school and before entering college
- d. In college
- e. Other (please list) _____

Questionnaire--Continued

- C. Please mark with an "X" the appropriate column to each question or statement as to which would best fit your decision?

	Highly Satisfied	Reasonably Well Satisfied	Indifferent	Somewhat Dissatisfied	Very Dissatisfied
1. How did you feel concerning the security that the vocational agriculture teaching profession offered?					
2. How did you feel concerning the opportunity for advancement of yourself in the vocational agriculture teaching profession?					
3. How do you presently feel concerning the satisfaction of your present occupation?					
4. What is your thinking towards the agriculture education curriculum at Kansas State University in providing helpful instruction towards your present occupation?					
5. In relation to the type of occupation that you are presently employed, how do you feel towards your present salary?					

Questionnaire--Continued

- D. From the list below, rank the two (2) best reasons as to why you did not teach:
- _____ 1. Not interested in teaching vocational agriculture.
 - _____ 2. Possibility of discipline problems.
 - _____ 3. Salary.
 - _____ 4. Lack of advancement possibilities.
 - _____ 5. Possibility of too many extra curricular activities.
 - _____ 6. Possibility of community problems.
 - _____ 7. Personal problems.
 - _____ 8. Non-adjustment with co-workers.
 - _____ 9. Took the Ag-Ed curriculum only to receive the training provided.
 - _____ 10. Possibility of public criticism.
 - _____ 11. Long and irregular hours.
 - _____ 12. Insecure future.
 - _____ 13. Lack of adequate financing and facilities in which to teach.
 - _____ 14. Possibility of an over-load of other classes.
 - _____ 15. Nervous and physical strain.
 - _____ 16. Could meet the public better in my present occupation.
 - _____ 17. Other--(Please list): a. _____
b. _____
- E. Please comment on your own ideas concerning the agricultural education curriculum at Kansas State University when you were a student:
- F. Please comment on the vocational agricultural program in public secondary schools:

THE OCCUPATIONS OF GRADUATES IN AGRICULTURAL EDUCATION
WHO DID NOT TEACH VOCATIONAL AGRICULTURE

by

HAROLD G. SEVERANCE

B. S., Kansas State University, 1959

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Agricultural Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

The purpose of this study was to summarize and tabulate the occupational status of Kansas State University agricultural education graduates for the years 1955 - 1963, who elected not to teach vocational agriculture.

This study was based on the following sources: (1) Masters' Reports, (2) Masters' Theses, (3) articles from The Agricultural Education Magazine, and (4) a survey of those graduates who elected not to teach.

Methods used in the survey included: (1) records check at Kansas State University and the State Board for Vocational Education, (2) interviews with faculty members connected with agricultural education and members of the State Board for Vocational Education, and (3) development of a questionnaire which was mailed to 109 individuals involved in the study.

Seventy-nine (72.5%) of the questionnaires were returned, but only 67 (61.4%) of the 109 graduates were used in the survey. Forty-two (53.2%) of the 67 respondents were Kansas residents at the time of the study. The remaining ones lived in 20 other states. Sixty (89.5%) of the 67 respondents were farm-reared. Vocational agriculture was taken by 41 (62.1%) of the 67 respondents and 39 (95.0%) of those participated in F.F.A. Of the 67 respondents, 44 (67.7%) participated in 4-H Club work.

Vocational agricultural instructors influenced 23 (34.8%) of the 67 respondents to pursue the agricultural education curriculum. Twenty-seven (40.3%) of the 67 respondents made their decisions while in college.

Returns disclosed 62 different occupations had been pursued by 67 respondents during the span of the study years (1955 through 1963). At the time of the study, 35 different occupations were pursued by 67 respondents.

According to Kansas State University records, beginning vocational agricultural teachers received a mean salary of \$4,754.57 during the study years. Returned questionnaires revealed a mean beginning salary for non-teachers of \$4,311.24. Beginning teachers on the average received \$443.33 more than non-teachers.

At the date of the returned questionnaires, the mean salary of non-teachers was \$8,837.19. The records checked at the State Board for Vocational Education revealed a mean salary of \$6,357.00 for those graduates still teaching at the time of the study. The figures indicated that non-teachers were receiving \$2,480.19 more than those teaching.

Forty-four (66.6%) of 66 respondents indicated they were "highly satisfied" or "reasonably well satisfied" with the security of the vocational agricultural teaching profession. Attitudes of 34 (51.5%) of 66 respondents varied from being "somewhat dissatisfied" to being "very dissatisfied" concerning advancement opportunity in the vocational agricultural teaching profession. "Highly satisfied" or "reasonably well satisfied" with present occupation was the attitude of 65 (96.9%) of 66 respondents. Forty-two (68.3%) of 63 respondents indicated they were "highly satisfied" or "reasonably well satisfied" as to the agricultural education curriculum providing helpful instruction

towards present occupation. Being "highly satisfied" or "reasonably well satisfied" with salary of present occupation was revealed by 56 (86.2%) of 65 respondents.

"Low salary" was indicated by 17 (26.6%) of 64 respondents as being the first ranked reason why they did not teach vocational agriculture. Forty-seven (73.4%) of the respondents listed 16 other reasons first. "Lack of advancement possibilities" was indicated by 14 (25.0%) of 61 respondents as being the second reason why they did not teach vocational agriculture.