

OCCUPATIONAL STATUS OF GRADUATES WHO COMPLETED ALL THE
VOCATIONAL AGRICULTURE OFFERED BY WASHINGTON
COUNTY HIGH SCHOOLS

by

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requirements for the degree

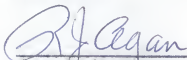
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The writer further wishes to acknowledge the cooperation of the other six Vocational Agriculture teachers in Washington County, Kansas.

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INTRODUCTION

Agriculture was a dynamic and changing industry. It was basic to the progress of America, contributing substantially to our Nation's efforts in maintaining world peace and in helping other nations to maintain democratic stability. In this important role, agriculture required the services of competent and dedicated workers. Some of these were engaged in production agriculture, or farming; many others work in non-farming agricultural occupations to provide the supplies and services that farmers need, and to transport and market the product of the farm.

Increasingly complex educational needs have developed for those who will work in the broad field of agriculture, including education not only for farmers, but also for those who will be employed in the non-farm occupations which involve knowledge and skills in agricultural subjects.¹

The purpose of vocational education in agriculture was according to the Smith-Hughes Act, "to train present and prospective farmers for proficiency in farming." Vocational training includes classes in farm production, management, marketing, and farm mechanics. The major objectives were to develop effective ability to:²

¹U. S. Department of Health, Education, and Welfare Office of Education. Objectives for Vocational and Technical Education in Agriculture: 1965. Bulletin 1966, No. 4 (Washington: Government Printing Office) p. iii.

²Glen C. Cook and Lloyd J. Phipps, A Handbook on Teaching Vocational Agriculture, p. 21.

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business.
6. Maintain a favorable environment.

Of the six objectives, the first was of primary importance. The other five objectives are considered by authorities to be subsidiary to the first objective. These objectives assume that pupils who enroll in Vocational Agriculture have made a final decision in their choice of an occupation.

Dr. Connant, speaking of vocational programs, stated: "I know that some of the programs in some schools have long ceased to be realistic. I know that agriculture courses, in particular, require overhauling and that new areas should be explored."¹

It was a recognizable fact that the nation's agriculture has undergone profound changes since the present educational objectives were formulated.

The Vocational Education Act of 1963 made provisions to broaden and strengthen the national program of vocational education in agriculture. With the cooperation of the American Vocational Association, six new major objectives for vocational technical education in agriculture were developed. They were as follows:²

¹James E. Connant, Slums and Suburbs, McGraw-Hill Book Co., Inc., p. 48.

²Government Printing Office, op. cit., pp. 4-5.

1. To develop agricultural competencies needed by individuals engaged in or preparing to engage in production agriculture.
2. To develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture.
3. To develop an understanding of and appreciation for career opportunities in agriculture and the preparation needed to enter and progress in agricultural occupations.
4. To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education.
5. To develop those abilities in human relations which are essential in agriculture occupations.
6. To develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

CHARACTERISTICS OF WASHINGTON COUNTY

Washington County, Kansas, had in operation during the 1965-66 school year more than twice as many vocational agriculture departments as any other county in Kansas. Within the boundaries of Washington County, ten high schools were in operation. Eight of these high schools had maintained Vocational Agriculture departments at the time of the study. Seven Vocational Agriculture teachers were employed to teach Vocational Agriculture. Two schools, Barnes and Greenleaf, used the same teacher.

At the time of the study Washington County ranked sixth in the state in total dollar value of livestock and poultry produced and fourteenth in total dollar value of crops produced, tenth in the number of beef cattle and eleventh in dairy cattle, and first in the number of hogs. There were 1754 farms in Washington County in 1962. An annual replacement ratio had been calculated to be approximately 2.5 per cent

of the total number of farms in the county. From this ratio it was seen that 43.8 replacement operators were needed annually in Washington County.¹

PURPOSE

Before teachers of Vocational Agriculture could recommend to their administrators changes they felt should be made in future programs, they must first know where they stood in current programs.

The purpose of this study was to survey the occupational status of former Vocational Agriculture students who had completed all of the Vocational Agriculture offered by their high school. The study included those students who graduated from Washington County High Schools during the years of 1961, 1962, 1963, 1964, and 1965.

The study further sought the opinions of students regarding the benefits of Vocational Agriculture training.

Information was also gained about the current Vocational Agriculture teachers in this county and the programs of Vocational Agriculture being offered.

Since Washington County High Schools with Vocational Agriculture departments were so concentrated, the writer felt the need to determine if the objectives of Vocational Agriculture were being met in the county.

¹Washington County Agricultural Extension Office.

PROCEDURE

After discussing the problem with Dr. Raymond Agan, Professor Howard Bradley and Dr. Russell Drumright of the College of Education at Kansas State University, a method was devised whereby the desired information could be gained.

An interview was conducted with each of the seven Vocational Agriculture teachers in Washington County. During the interview, the writer secured answers to questions about the teacher and his Vocational Agriculture department or departments.

By observing the records in the administrative offices of each high school, a list of graduates who had completed all the Vocational Agriculture offered was obtained. On conferring with the Vocational Agriculture teachers and others in the community, the current addresses of the graduates were determined. The final list contained 209 names and addresses of former vocational agriculture students. A questionnaire was mailed to each name on the list. (See questionnaire in Appendix). Questionnaires from 86 former students were received by return mail. Nine were returned by the post office department because of inadequate addresses. A reminder was mailed to those who failed to return the questionnaire and an additional 64 were returned. Thirteen of those returned were not completely filled out and therefore unusable. A total of 137 usable returns were used in this study. Thus 65.5 per cent of the questionnaires mailed were used in final tabulation.

DEFINITION OF TERMS

The terms listed below were defined for use in this study.

Related occupations for the purposes of this study, included meat cutter, welder, mechanic, retail farm supply clerk, Farm Bureau Agent, truck driver, and packing house worker.

Non-related occupations includes construction worker, barber, boiler maker, car man for railroad, mail carrier, lumber yard employee, painter, service station attendant, and science teacher.

Graduate for the purpose of this study pertains to those students who have graduated from a Washington County High School, after having completed all of the Vocational Agriculture offered.

REVIEW OF SELECTED LITERATURE

It has been conceded that Vocational Education is generally more expensive than other types of instruction. This has prompted many studies to determine whether or not Vocational Education was providing the desired training.

H. R. Bradley,¹ in a study of 869 former Vocational Agriculture students observed that 35.5 per cent were farming or in farm related occupations, 33 per cent were in universities and colleges, 12.5 per cent were in non-related occupations, 10 per cent were in military

¹H. R. Bradley, "Agriculture in Kansas Area Vocational Schools." Agricultural Education Magazine. 37:(April 1965), 240-1.

service, and less than one per cent in trade and business schools six months after graduation. One year later, approximately three-eighths were in farming or farm related occupations, over a fourth in universities and colleges, one-fifth in non-farm related occupations, one-eighth in the armed forces, and slightly over one per cent in trade and business schools.

Neilson¹ in an Iowa study found that 55 per cent of the men who were graduated between 1943 and 1948, and who had completed three or more years of Vocational Agriculture, were farmers in 1958. Twelve per cent of these graduates were in occupations related to farming and 33 per cent were in occupations not related to farming.

He concluded that Vocational Agriculture graduates entering farming enjoy a significant advantage over graduates without this education, and he suggests that careful analysis be made of the contribution Vocational Agriculture has made to the success of those entering occupations other than farming. Vocational Agriculture should provide information about related occupations and should offer training in farming which is beneficial to those not attempting specifically to train for proficiency in those non-related occupations.

Ekstrom² stated in a Missouri study that 26 per cent of the

¹Duane M. Neilson, "The Relationship of High School Vocational Agriculture to Establishment of Graduates in Farming and Other Occupations." (Non-Thesis Study, Iowa State College, Ames, 1959).

²G. F. Ekstrom, "What Happened to Iowa Graduates," Agricultural Education Magazine, 30: (August 1957), p. 44.

students who graduated from 1941 to 1950 were farming in 1955. Nine per cent were in occupations related to farming, 38 per cent in occupations not related to farming, 11 per cent in military science and 15 per cent in collage.

He concluded by saying the highest percentages in farming were from the livestock and general farming areas while the lowest per cent in farming were from the areas in and around large cities.

McKim¹ in a 1943 study of 294 state farmer degree winners in Michigan between 1930 and 1939 found that 78.6 per cent were engaged in agricultural occupations for which training in Vocational Agriculture helped prepare them, 56.1 per cent were engaged directly in farming and 17.8 per cent were in occupations not related to agriculture.

Lamar² found in a study of 9,389 graduates from Kentucky schools, 25 per cent were in full time farming, 29.3 per cent in military service, 8.6 per cent in related occupations, 28.9 per cent in non-related occupations and 3.8 per cent attending college.

James³ in a study of 73 American farmer degree winners in North Carolina from 1929 to 1947 found that 71.2 per cent were in agricultural

¹Earl C. McKim, "A Study of State Farmers in Michigan." Agricultural Education Magazine, 19 (May 1947), pp. 148-155.

²Carl F. Lamar, "Ten Years Study of Former Students of Agriculture in Kentucky, 1940-1950." (Master's Thesis, The University of Kentucky, 1954), p. 68.

³Gerald B. James, "Occupations of North Carolina's American Farmers," Agricultural Education Magazine, 22 (May 1949), pp. 45-46.

occupations of which 45.2 per cent were farming, 11 per cent in related occupations, and 15 per cent in agricultural colleges.

Bruner¹ found that of 1,054 boys who took Vocational Agriculture in Kansas, 49.2 per cent were farmers and 50.8 per cent were in some other occupation. This was after they had been out of school an average of seven years. Bruner stated that the schools with a low per cent of boys entering farming were in the schools in or near larger cities.

Bickford² made a study of the 545 graduates of Phillipsburg High School of which 41 per cent were boys and 249 graduates from Enterprise High School of which 41 per cent were boys. It was found that of the Phillipsburg group, 20.6 per cent were engaged in farming while in the Enterprise graduates, 14 per cent were farming. This study included all graduates from the two schools regardless of curriculum followed while attending high school.

Carpenter³ in a Kansas study discovered that 62.6 per cent of the Vocational Agriculture students who received the State Farmer Degree were farming full time, 7 per cent part time, and 26 per cent were in

¹Thomas W. Bruner. "A Study of the Place of Residence and Choice of Vocations of Former Vocational Agriculture Students in Kansas High Schools," M. S. Thesis, Agriculture Education, Kansas State College, 1932.

²Max William Bickford. "Occupations of High School Graduates." M. S. Thesis, Department of Education, Kansas State College. 1937.

³Frank R. Carpenter, "A Study of the Occupational Status of State Farmer Degree Members in Kansas." Master's Thesis, 1951, Kansas State College.

agricultural related occupations. This study was made in 1948 and included State Farmer Degree winners from 1931-1950.

Agan¹ in a study of 38 graduates of Vocational Agriculture who were employed in agricultural related occupations, found the employers to be well satisfied with the performance of the graduates. The employer placed the majority of the 38 graduates in an above average category with a few reaching the level of "exceptional and outstanding."

The non-recorded data collected by the interviewers from the employers in the course of conversation was even more encouraging. Many remarks were made to the effect that, "The boys who take vocational agriculture know how to work," or "The high school should offer more courses like vocational agriculture," "The boys who take vocational agriculture are good welders; we need more like them."

Hoppas² in a 1961 study of former Lakin rural high school vocational agriculture students, found that 29.3 per cent of the people in this study were directly engaged in the business of farming, with another 16 per cent engaged in occupations related to farming, making a total of 45.3 per cent in farming or related occupations.

¹R. J. Agan, "A Pilot Study of Kansas Graduates of Vocational Agriculture in Local Farm-Related Businesses," Non-Thesis Study, Agricultural Education Department, Kansas State University.

²Charles Dean Hoppas, "A Follow-Up Study of Former Lakin Rural High School Vocational Agriculture Students." Master's Report, 1961. Kansas State University.

This compared with Smothers¹ who reported that, "48 per cent of Vocational Agriculture graduates were in agricultural occupations." He also reported that "the percentage of students who take vocational courses in high school and then pursue that vocation after graduation is higher in agriculture than any other vocation."

Gehlbach² in a 1955 study to determine the present occupational status of 1941 and 1948 Kansas high school graduates found that 48.8 per cent of the 1941 graduates and 42.3 per cent of the 1948 graduates are farming at the present time.

Rawson² made a study of Concordia, Kansas, high school students and found that during the period 1943 to 1961, 1,180 students enrolled as freshman or otherwise entered school for the first time. Of this group, 65 per cent graduated, 33.5 per cent did not graduate. Of all the boys who enrolled in Vocational Agriculture during this period, only 15.2 per cent did not graduate. It is assumed therefore that Vocational Agriculture helped in keeping those students in school until graduation.

The survey included 1961 graduates who had taken three or more units of Vocational Agriculture. Of this number, 75 or 40 per cent were farming full time, part-time, or were working as farm hands.

¹Walter Roy Gehlbach, "A Study of the Present Occupational Status of 1941 and 1948 Kansas High School Graduates Having Completed Two or More Units of Vocational Agriculture." A Master's Report. Kansas State University, 1955.

²W. A. Rawson, "A Look at Kansas Vocational Agriculture Graduates," Agriculture Education Magazine. 35:(January 1963). p. 147.

Thirty-eight or 20 per cent were in agricultural related occupations, 18 per cent are in non-related jobs.

FINDINGS

There were eight Vocational Agriculture Departments in Washington County during the 1965-66 school year, and seven teachers employed to teach them. Table I shows that the Vocational Agriculture teachers had teaching experience ranging from two years to thirty-three years, for an average of 15.7 years.

TABLE I
YEARS OF TEACHING EXPERIENCE OF VOCATIONAL AGRICULTURE
TEACHERS OF WASHINGTON COUNTY, KANSAS, 1965-66

Vocational Agriculture Teacher	Total Years Taught	School
Olin Sandlin	33	Greenleaf and Barnes
I. E. Peterson	28	Haddam
Don Flenthrope	20	Linn
Alvin Lampe	17	Hanover
Don Kastl	10	Washington
John Morgan	7	Clifton
Jerry Hill	2	Morrowville
AVERAGE	15.7 YEARS	

Figure 1 is a map illustrating the concentration of Vocational Agriculture Departments in Washington County, Kansas.

The seven Vocational Agriculture teachers were asked to rank seven areas of instruction, as to the amount of emphasis they placed on each area in their respective departments. Table II indicates that as a whole Vocational Agriculture teachers put more emphasis on Farm Mechanics than any other area of instruction. The State Department for Vocational Agriculture advocated that time spent in Vocational Agriculture classes be divided into two-fifths Farm Mechanics and three-fifths classroom instruction. This may have been followed by the teachers of Washington County, yet when treated as a single area of instruction, farm mechanics ranked first in emphasis. The area of agricultural related occupations was given the least emphasis by Vocational Agriculture teachers.

Four of the eight Vocational Agriculture departments or 50 per cent conducted Young Farmer classes. Two of the four young farmer classes had an annual enrollment of 10 to 15. The other two had enrollments of 21 to 25.

Two of the eight departments or 25 per cent offered adult farmer classes. One of the two had an average annual enrollment of 5, the other adult class had 10 enrolled. These two phases of Vocational Agriculture are illustrated in Table III.

No attempt was made to determine if tenure at a particular school had any effect on the program being offered in Vocational Agriculture.

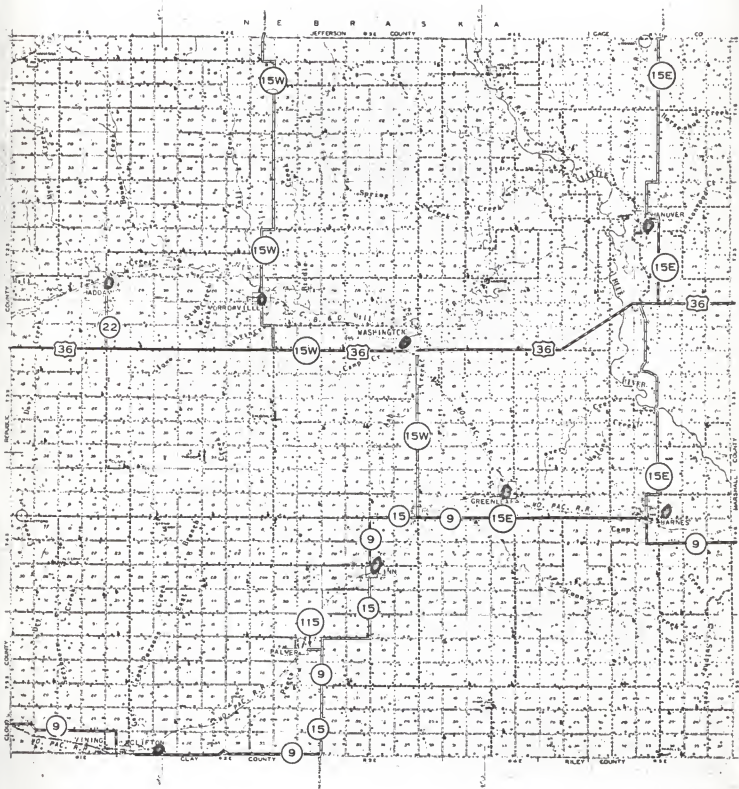


Fig. 1. Map of Washington County Showing the Location of Vocational Agriculture Departments.

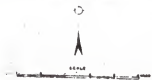


TABLE II

EMPHASIS PLACED ON DIFFERENT AREAS OF INSTRUCTION BY
WASHINGTON COUNTY AGRICULTURE TEACHERS, 1965-66

Area of Instruction	Rank
Farm Mechanics	1.7
Livestock Production	2.1
Crop Production	2.5
FFA Activities	4.7
Establishment in Farming	5.1
Judging	5.6
Agricultural Related Occupations	6.1

TABLE III

VOCATIONAL AGRICULTURE DEPARTMENTS OF WASHINGTON COUNTY
THAT OFFER YOUNG FARMER OR ADULT CLASSES, 1965-66

School	Young Farmer	Enrollment	Adult Farmer	Enrollment
Clifton	Yes	21-25	Yes	10
Haddam	Yes	10-15	No	
Hanover	No		Yes	5
Morrowville	Yes	10-15	No	
Washington	Yes	21-25	No	

Table IV shows the tenure of the Vocational Agriculture teachers at the schools they were employed by during the 1965-66 school year.

TABLE IV
TENURE OF VOCATIONAL AGRICULTURE TEACHERS IN
WASHINGTON COUNTY, KANSAS, 1965-66

Vocational Agriculture Teacher	Years at Present Location
Olin Sandlin (Greenleaf)	29
Olin Sandlin (Barnes)	20
Don Flenthrope	20
Alvin Lampe	17
John Morgan	7
Don Kastl	5
I. E. Peterson	4
Jerry Hill	1
AVERAGE TENURE - 13 YEARS	

It would be noted from Table V that of the 137 graduates in this study, 49 or 35.7 per cent were engaged in farming. Those enrolled in colleges or universities accounted for 27 per cent, or slightly over one-fourth. This could be explained by the fact that these graduates were of college age. It would be further noted that 16, or 11.7 per cent were in military service, while 15, or 10.9 per cent were in agricultural related occupations. The remaining 20, or 14.7 per cent were in non-related occupations.

TABLE V
 OCCUPATIONS OF VOCATIONAL AGRICULTURE GRADUATES
 WASHINGTON COUNTY, KANSAS FOR YEARS, 1961-1965

Occupation	Number	Per Cent
Farming	49	35.7
College	37	27.0
Non-related	20	14.7
Military	16	11.7
Agricultural related	<u>15</u>	<u>10.9</u>
Totals	137	100.0

Since the Future Farmers of America are an intra-curricular activity connected with Vocational Agriculture, the writer decided to determine the percentage of Vocational Agriculture graduates in the various degrees of FFA. Table VI illustrates that the two graduates who were awarded the American Farmer degree were both engaged in farming. Out of the State Farmers, 62.5 per cent were classified as college students. One State Farmer or 12.5 per cent of the State Farmer Group, was in a non-related occupation. Six of the graduates, or 4.3 per cent did not hold membership in the FFA.

The graduates included in this study were asked to report their annual income in rather broad category, ranging from zero income to over \$12,500. It would be noted from Table VII that the graduates engaged in farming reported higher income than any of the other groups.

TABLE VI

DEGREES OF ACTIVE MEMBERSHIP HELD BY GRADUATES OF
WASHINGTON COUNTY HIGH SCHOOLS IN THE FUTURE
FARMERS OF AMERICA, YEARS 1961-1965

Occupations	Num- ber	DEGREES				
		Non- Member	Green- Hand	Chapter Farmer	State Farmer	American Farmer
Farming	49	1	15	29	2	2
College	37	2	6	24	5	0
Military	16	2	5	9	0	0
Agricultural Related	15	0	4	11	0	0
Non-Related	<u>20</u>	<u>1</u>	<u>7</u>	<u>11</u>	<u>1</u>	<u>0</u>
Totals	137	6	37	84	8	2

TABLE VII

INCOME REPORTED BY VOCATIONAL AGRICULTURE GRADUATES WHO
HAVE COMPLETED ALL THE VOCATIONAL AGRICULTURE
OFFERED BY THEIR HIGH SCHOOL, 1965-66

	Farming	College	Military	Agricultural Related	Non- Related
\$0 to \$2500	18	33	12	2	2
\$2501 to \$5000	17	2	4	10	11
\$5001 to \$7500	4	1	0	2	6
\$7501 to \$10,000	4	0	0	1	1
\$10,001 to \$12,500	1	0	0	0	0
Over \$12,500	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Totals	49	37	16	15	20

Five of the farming group reported an income of over \$12,500, while only one in all of the other remaining groups reported an income this high.

To get an opinion from the graduates as to whether or not a knowledge of agriculture was needed in their present occupation, they were asked to check one of three categories. It would be noted from Table VIII that the forty-nine graduates who were farming all reported that a knowledge of agriculture was either beneficial or essential. Over half (51.3%) of the college students indicated that a knowledge of agriculture was beneficial. In the military group, a majority (56.3%) indicated that a knowledge of agriculture was of no use. It was noted, however, that many of the returns from both college students and military personnel contained brief statements indicating that although a knowledge of agriculture was not essential to them at the time of the study, they felt it would be very beneficial to them later. Among the agricultural related group, 80 per cent felt a knowledge of agriculture was beneficial, along with 50 per cent of the non-related. This indicated that a knowledge of agriculture might be helpful to many persons, regardless of occupation.

The questionnaire included a question concerning the extent to which their training helped them obtain their present position. The results of this question are illustrated in Table IX.

The graduates were asked to rank seven areas of instruction as to the amount of emphasis they felt was placed on each area while they

TABLE VIII

OPINIONS OF GRADUATES CONCERNING THE BENEFITS OF A KNOWLEDGE
OF AGRICULTURE IN THEIR PRESENT OCCUPATIONS

Occupations	Of No Use		Beneficial		Essential	
	No.	%	No.	%	No.	%
Farming	0	0	7	14.2	42	85.5
College	7	18.9	19	51.3	11	29.8
Military	9	56.3	7	43.7	0	0
Agricultural Related	1	6.7	12	80.0	2	13.3
Non-Related	<u>9</u>	<u>45.0</u>	<u>10</u>	<u>50.0</u>	<u>1</u>	<u>5.0</u>
Totals	137	18.6	55	40.1	56	41.6

TABLE IX

EXTENT TO WHICH TRAINING RECEIVED IN VOCATIONAL AGRICULTURE
HELPED IN OBTAINING PRESENT POSITION WASHINGTON
COUNTY GRADUATES, 1965-66

Occupations	Of No Use		Beneficial		Essential	
	No.	%	No.	%	No.	%
Farming	0	0	29	59.2	20	40.8
College	10	27.1	20	54.0	7	18.9
Military	12	75.0	4	25.0	0	0
Agricultural Related	4	26.7	8	53.3	3	20.0
Non-Related	<u>14</u>	<u>70.0</u>	<u>4</u>	<u>20.0</u>	<u>2</u>	<u>10.0</u>
Totals	40	29.2	65	47.4	32	23.4

were enrolled in Vocational Agriculture. An average ranking was secured by adding the rank value given by each graduate and dividing the total number of graduates.

TABLE X
EMPHASIS PLACED ON DIFFERENT AREAS OF INSTRUCTION AS INDICATED
BY WASHINGTON COUNTY GRADUATES OF THE YEARS, 1961-65

Area of Instruction	Average Rank
Livestock Production	2.2
Judging	3.2
Farm Mechanics	3.3
Crop Production	3.3
Establishment in Farming	4.6
FFA Activities	5.0
Agricultural Related Occupations	6.1

It was noted that the ranking by the graduates did not correspond to the ranking made by the Vocational Agriculture teachers. In the graduates average ranking livestock production and judging ranked first and second with farm mechanics and crop production tied for third, while the Vocational Agriculture teachers ranked farm mechanics first and judging fifth. Both groups, however, did rank agricultural related occupations as having the least emphasis.

SUMMARY

Washington County, Kansas, maintained eight Vocational Agriculture departments during the school years 1961 to 1965. These eight departments graduated 209 boys during this five-year period who had completed all the Vocational Agriculture offered by their high school. Of the 137 graduates who returned their questionnaire, 49 or 35.7 per cent were engaged in farming, either full or part time, while 37 or 27.0 per cent were enrolled in universities. Another 15 or 10.9 per cent were in agricultural related occupations. The military service accounted for 16 or 11.7 per cent and the remaining 20 or 14.7 per cent were in non-related occupations.

The Washington County schools produced more than their share of State Farmer Degree winners during this five-year period. Figuring on the basis of 2 per cent of the membership of the 131 graduates who indicated they were FFA members, there should have been 2.62 State Farmers. On the basis of 2 per cent of the 209 graduates, there should have been 4.18 State Farmers. From the questionnaires returned it was learned there were 8 State Farmers, which indicated that Vocational Agriculture students from Washington County earned advanced degrees at a rate higher than the average for the state.

A total of 81.7 per cent of the graduates returning questionnaires felt a knowledge of agriculture was beneficial or essential to them regardless of occupation.

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APPENDIX

314 West First
Washington, Kansas 66968
April 1, 1966

Dear Fellow Teacher:

A study is being made of former Washington County high school graduates. In the very near future, I will be calling you and visiting your Vocational Agriculture department. If at all possible, I would like a list of the names and addresses of boys who have graduated from your school who have completed all vocational agriculture offered. I would like the list to include the 1961, 1962, 1963, 1964 and 1965 graduates.

Your cooperation is sincerely appreciated.

Yours truly,

Don L. Kastl

WASHINGTON COUNTY VOCATIONAL AGRICULTURE TEACHERS QUESTIONNAIRE

1. Name _____
2. School _____
3. Years taught _____
4. Years at present location _____
5. How many years has Vocational Agriculture been offered in your school? _____
6. What is your average annual enrollment in Vocational Agriculture?
10-15 _____, 16-20 _____, 21-25 _____, 26-30 _____, 31-35 _____,
over 35 _____.
7. Please rank the following seven areas as to the amount of emphasis placed on them in your Vocational Agriculture department.
 - _____ Farm mechanics
 - _____ Livestock production
 - _____ Crop production
 - _____ Judging
 - _____ FFA activities
 - _____ Establishment in farming
 - _____ Agricultural related occupations
8. Do you offer a young farmer program? _____ Yes, _____ No.
9. If Yes, what is your average annual enrollment?
_____ 10-15, _____ 16-20, _____ 21-25, _____ 26-30, _____ over 30.
10. Do you offer adult education in agriculture?
_____ Yes, _____ No.
11. If yes, what is your annual average enrollment? _____

314 West First
Washington, Kansas 66968
May 25, 1966

Dear Former Vocational Agriculture Student:

On May 6 we mailed to you a questionnaire which we asked you to fill out and return. A few of you failed to return this as requested and this opportunity is being taken to again mail you a questionnaire and ask your help in securing the desired information.

Since time is now extremely short, we are asking that you return the questionnaire the same day you receive it.

Your efforts in behalf of this study are sincerely appreciated.

Yours truly,

Don L. Kastl
Vocational Agriculture Instructor

bjm
Enclosure 2

QUESTIONNAIRE

1. Name _____
2. Age _____ 3. Year Graduated _____
4. Occupation _____
5. Highest degree held in FFA organization. Check one.
 - a. Non-member _____ b. Greenhand _____
 - c. Chapter farmer _____ d. State farmer _____
 - e. American farmer _____/.
6. Is your present annual income
 - a. 0 to \$2500 _____ b. \$2501 to \$5000 _____
 - c. \$5001 to \$7500 _____ d. \$7501 to \$10,000 _____
 - e. \$10,001 to \$12,500 _____ f. Over \$12,500 _____.
7. In your present occupation is a knowledge of agriculture
 - a. Of no use _____ b. Beneficial _____ c. Essential _____
8. To what extent did the training you received in Vocational Agriculture help you attain your present position?
 - a. Of no use _____ b. Beneficial _____ c. Essential _____.
9. Please rank the following seven areas of instruction as to the amount of emphasis placed on them while you were enrolled in Vocational Agriculture. For example, if you feel crop production was stressed more than any other area, then rank it number one, and so on down the line.

_____ Farm mechanics	_____ Establishment in farming
_____ Livestock production	_____ Agricultural related occupations
_____ Crop production	
_____ Judging	
_____ FFA activities	

314 West Second Street
Washington, Kansas 66968
May 6, 1966

Dear Former Vocational Agriculture Student:

An effort is being made to evaluate and improve the current vocational agriculture program in Washington County high schools. Since you have completed all of the vocational agriculture offered in your high school, your opinions will greatly aid this evaluation.

Please complete the enclosed questionnaire and return it in the enclosed stamped, self-addressed envelope by May 12, 1966. The results will be tabulated and studied by the vocational agriculture teachers of Washington County.

Your efforts on behalf of this study are sincerely appreciated. Thank you.

Yours truly,

Don L. Kastl
Vocational Agriculture Instructor

bjm
Enclosure 2

OCCUPATIONAL STATUS OF GRADUATES WHO COMPLETED ALL THE
VOCATIONAL AGRICULTURE OFFERED BY WASHINGTON
COUNTY HIGH SCHOOLS

by

DON L. KASTL

B. S., Kansas State University, 1950

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

1966

The purpose of this study was to determine the occupation of former Vocational Agriculture graduates who had completed all the Vocational Agriculture offered in their high schools. The study included students who graduated during the years 1961 to 1965.

The study further was designed to gain information about the teachers of Vocational Agriculture in Washington County and the programs being offered.

The procedure followed was to send a letter to all Vocational Agriculture teachers in the county which was followed by a personal interview. From the high schools involved a list of 209 names was secured. A questionnaire was mailed to these graduates and 137 or 65.5 per cent of the questionnaires were used in the final calculation.

The teachers of Vocational Agriculture in Washington County during the school year of 1965-66 ranged in years of experience from 2 to 33 for an average of 15.7 years. Of the eight Vocational Agriculture Departments, 4 or 50 per cent conducted young farmer classes with two of these classes having an enrollment of from 10 to 15, the other two an enrollment of from 21 to 25.

Of the eight departments, 2 or 25 per cent conducted adult farmer classes with enrollments of 5 and 10, respectively.

The Vocational Agriculture teachers felt Farm Mechanics was emphasized more than any other area of instruction with agricultural related occupations being emphasized the least.

Of the returns from 137 former Vocational Agriculture graduates

that were used in the final tabulations, 49 or 35.7 per cent were engaged in farming, 37 or 27.0 per cent were in college, 20 or 14.7 per cent were in non-related occupations, 16 or 11.7 per cent in military service and 15 or 10.9 in agricultural related occupations.

A survey of the FFA degrees held by former members revealed that 6 were non-members, 37 were Greenhands, 84 were Chapter Farmers, 8 were State Farmers and 2 were American Farmers. This part of the study indicated that the Vocational Agriculture students of Washington County were earning advanced FFA degrees at a rate higher than the state average of 2 per cent of the membership annually.

Of the 137 graduates, 111 or 81.6 felt a knowledge of Agriculture was beneficial or essential to them regardless of occupation.

The returns from the graduates did not agree with the returns from the teachers on where they felt emphasis was placed on areas of instruction. While the Vocational Agriculture teacher felt Farm Mechanics was emphasized more than any other area the former graduates felt livestock production should be ranked first followed by judging with Farm Mechanics and Crop Production tied for third place rank. Both groups, however, ranked agricultural related occupations as receiving the least amount of emphasis.

Some of the unasked for comments that appeared on the bottom of many returned questionnaires were:

"Vocational Agriculture training taught me how to get along with people."

"The quality of instruction could be higher."

"Although I'm not using Vocational Agriculture training now,
I will in the future."

"Vocational Agriculture should include more on buying and
selling livestock."

"I think they should have more auto mechanics."