

A TWENTY YEAR FOLLOW-UP OF VOCATIONAL AGRICULTURE
BOYS AT ONAGA RURAL HIGH SCHOOL

by

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CHAPTER I

INTRODUCTION

In 1962, Venneberg in his master's report indicated that a school could determine its success by examining its product. A school could also ascertain the cause of its "crop failures" and "unmarketable crops" by evaluating its curriculum, instructional services and guidance procedures in light of its findings revealed by records of its graduates, and could make the necessary changes and modifications. A follow-up study of the school graduates offered the best means for such evaluation purposes.¹

It has often been a question in the mind of this writer if the right things had been taught in order to meet the needs of the students after graduation from high school. It was observed that follow-up reports have been made of students after they have been out of high school from four to six years, but it has been the belief of educators that four to six years out of school is not long enough. Students have not become mature, they have switched from job to job until they found what they actually wanted to do. The armed services has taken some of their time before they become established and very often they have felt that they need further training for a job of their choice.

¹Clyde Maurice Venneberg, "A Follow-up of the Solomon High School Alumni Graduating During the Period of 1947-1956," (Unpublished Master's Report, Kansas State University, Manhattan, 1962) p. 2.

It was further observed by the writer that in the years immediately preceding the study it was a debatable question among vocational agriculture teachers, state supervisors, high school principals, and Lawrence Hall, Vocational Teacher Trainer at Kansas State University, whether or not there was a place for the city boy in the vocational agriculture curriculum.

Statement of the problem. As a teacher of vocational agriculture in the Onaga community for 24 years prior to the time of the study, several observations were made by the writer which formed a basis for the need for the study and the statement of the problem to be studied.

From the time that vocational agriculture was put into the curriculum at Onaga Rural High School in 1938 until 1956, there were no other vocational courses for boys to take. This situation led to boys not interested in vocational agriculture enrolling in the course because of their interest in farm mechanics, and other laboratory work carried on in the vocational program.

During the time that this survey covered, the city of Onaga had a population of approximately 850. It had a rural high school with an average enrollment of approximately 125 students. From year to year approximately one-half the students were from the rural area, and the other half from the city of Onaga. Assuming that half the enrollment each year was boys, this meant that around 30 farm boys and 30 city boys were enrolled in the high school each year. Not all the farm boys were interested in vocational agriculture, but many of the city boys were.

The primary industries at the time of the study were farming and railroad workers. The Kansas Power and Light Company also had a branch office at Onaga. The business places in Onaga were centered around the farming community, since there were three machinery dealers, two elevators, a produce center, two gasoline bulk tank service deliveries, a blacksmith shop, a propane distributing plant, two hardware stores, two feed and seed stores, a locker plant, a harness repair shop, a native lumber saw mill, and a bulk fertilizer plant.

Agriculture was not new to the city boy at Onaga, as most of their parents had an agricultural background and many city boys found employment on farms during the summer months.

With the above situations confronting the writer, he decided to see if he could find out what his former students were doing after graduating from high school. Since it has been a common assumption that the primary purpose of vocational agriculture was to help a boy become established in farming, the writer wished to find out how many actually entered the field of agriculture, and what had happened to the city boys that took vocational agriculture while in high school.

The purpose of the study. The purpose of this study was (1) to determine the present job and occupations of the male graduates who had graduated from the Onaga Rural High School during the years 1944 to 1964 who took a four year curriculum in vocational agriculture; (2) to discover what areas of additional training that the graduates felt were needed for their present jobs; (3) to survey the attitudes of the

graduates concerning which parts of the training they received were considered to do them the most good; and (4) to find out if the vocational agriculture curriculum, which was designed for the farm boy, was being considered as beneficial to the city boy, or the boys that left the farm to go into other occupations.

Importance of the study. This study was designed to be helpful to the community studied, in order to determine the need for a vocational agriculture program, or the changes needed in the one presently being taught. It was also hoped that it might enlighten the thinking of educators in regard to the city boy taking a curriculum in vocational agriculture.

Limitations of the study. This study was limited to the 136 boys that took a four year course in vocational agriculture at the Onaga Rural High School. Of the 136, the writer failed to find the addresses of six due to the fact that the families moved away during this long period of time and their addresses were no longer known. Also eight of the questionnaires sent to boys were not returned. Four of the graduates since 1944 are deceased. The study was further limited to the ability of the respondents to convey through responses to a written questionnaire, the data sought.

Definition of terms. Certain terms were set aside for special definition as related to the study. The definitions were not necessarily those of common usage.

1. Agriculture Related Occupations. An occupation that was closely related to agriculture, or depends upon agriculture for its products use.

2. City Boy. A boy that lived within the boundaries of the city limits.

3. Farmed. A person that had spent a part of his gainful employment farming.

4. Non-agriculture Related Field. An occupation that had nothing to do with agriculture in its production.

5. Occupation. That type of work in which a person is gainfully employed.

6. Onaga Rural High School. A rural high school located in the northeast part of Pottawatomie County, Kansas.

7. The Crops Part. The part of the vocational agriculture curriculum in which the major emphasis is on crop production.

8. The F.F.A. Part. The F.F.A. are initials for the Future Farmers of America, an organization of boys taking vocational agriculture.

9. The Livestock Part. The part of the vocational agriculture curriculum in which the major emphasis is on livestock production.

10. The Record Book Part. The part of the vocational agriculture curriculum in which instruction is given in record keeping of a boy's program.

11. The Shop Part. The part of the vocational agriculture curriculum in which the major emphasis is on farm mechanics. This is

considered a laboratory type instruction.

12. Vocational Agriculture. One of the courses of the high school curriculum in which the major emphasis is given to agriculture and farm mechanics.

CHAPTER II

REVIEW OF THE SELECTED LITERATURE

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

Agan,² in a study to locate and identify non-farm agriculture occupations in Kansas, used selected businesses. He found the need would continue to be large for employees in agricultural businesses studied. The 495 employers interviewed indicated a demand for 2823 new employees plus 1475 employees that would be needed due to growth and turnover in a twelve month period. The study showed that the employers welcomed the concept of training men for these occupations and recognized the needs.

Bass,³ in a follow-up study of boys having three or more years of

²Dr. Raymond Agan, "A Study of Non-farm Agricultural Occupations in Kansas," (A Cooperative Study, Kansas State University, Kansas State Board for Vocational Education, Manhattan, Kansas, 1964).

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

vocational agriculture in the state of Virginia, found that more than one-fourth (25.36 per cent) of the 1238 former students were farming; one-seventh (14.37 per cent) were employed in other agriculture occupations; one-third (37.71 per cent) were employed in occupations related to the training that they had received in vocational agriculture; and less than one-fourth (22.77 per cent) were employed in occupations not related to the training they had received in vocational agriculture.

Bradley,⁴ in an occupational status study of the 1959 Kansas high school graduates majoring in vocational agriculture with four or more units, found that 30.1 per cent of the graduates living in the central one-third of the state were farming during the period of 1960 to 1963. He also found for the period of 1960 to 1963 inclusive that there were 9.3 per cent of these graduates in agriculture related occupations.

Carpenter,⁵ in attempting to determine the extent to which State Farmer degree members from 1929 to 1950 engaged in farming found that 62.6 per cent were in full time farming and 7 per cent were in part time farming. He also found that 26 per cent were engaged in occupations related to agriculture, and that 50 per cent attended college.

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

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

Gibson,⁶ in a study covering a 15 year period at Tipton, Missouri, of 130 boys who graduated from high school with three or more years of vocational agriculture, found that 33.85 entered college, 18.46 per cent entered farming, 20.77 per cent entered industry related to farming, 16.92 per cent entered in positions not related to farming, and 10 per cent entered the U. S. Armed Forces. Of the 33.85 per cent entering college, 36.3 per cent of this group finished. Of those entering college, 72.8 per cent attended an agricultural college. In this study 72.8 per cent became employed in an agriculture or related agriculture industry. He was under the assumption that all students taking vocational agriculture should not become farmers, but they do receive a good background for many occupations related to agriculture.

Green,⁷ conducted a study of 2,241 boys from 64 vocational agriculture departments selected at random from over the State of Alabama, showed that more than 50 per cent of the former vocational agriculture students who had been out of school five years were engaged in farming and farm related occupations. It is recognized that four out of every ten people in the United States are employed in agriculture occupations. Nearly eight million work on farms, seven million produce

⁶Roscoe R. Gibson, "What Happends to Farm Boys Who Have Finished Vocational Agriculture?" Agriculture Education, 34:130-131, December, 1961.

⁷H. W. Green, "Occupations of Former Vocational Agriculture Students in Alabama," Agriculture Education, 35:268-9, June, 1963.

for and service farmers, and eleven million produce and distribute products.

Those students not engaged in agriculture were employed in many kinds of work requiring ability in mechanics, sales work, teaching and other fields of work where they will make good use of the abilities in leadership training acquired in F.F.A.

Hemp,⁸ made a follow-up study of former vocational agriculture students in the State of Illinois during the year of 1957-58. Of the 246 who returned questionnaires, 170 of them stated that vocational agriculture had been helpful to them in their present jobs, even though 42 per cent of them were engaged in occupations not related to farming.

Animal husbandry, soils and crops, and farm mechanics were the phases of instruction listed most frequently by farmers, part-time farmers and persons in related occupations as being most helpful to them in their present jobs. The study of farm mechanics, general education aspect and record keeping were listed most frequent as being helpful by persons in non-related occupations.

Hoppas,⁹ found in a follow-up study in 1961 that of the 22 individuals engaged in farming, 14 (63.6 per cent) believed the instruction

⁸Paul E. Hemp, "What 246 Former Students Think About Vocational Agriculture Training," Agriculture Education, 34:114-5, November, 1961.

⁹Dean Hoppas, "A Follow-up Study of Former Lakin Rural High School Vocational Agriculture Students," (Master's Report, Kansas State University, Manhattan, Kansas, 1961) pp. 14-17.

received in farm mechanics to have been the most use to them since leaving school. Of those individuals engaged in related occupations, 50 per cent thought farm mechanics to have been the most benefit to them. The instructional areas which were thought to be the least helpful were as follows: 13 (17.3 per cent) thought livestock production was, 8 (10.6 per cent) thought supervised farming was, 16 (21.3 per cent) thought that cropping system was, 13 (17.3 per cent) thought their participation in F.F.A., and 21 (28 per cent) thought that livestock judging instruction had been the least help to them.

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

Marten's¹¹ survey covered the occupational category of 281 students of Connecticut High Schools that had taken vocational agriculture during 1958-60. The survey was made in October, after

¹⁰E. M. Juergenson, "Good Records of Employment," Agriculture Education, 38:273-5, June, 1966.

¹¹W. Howard Marten, "Abilities and Carrers of Connecticut High School Graduates in Vocational Agriculture," Agriculture Education, 35:266-7, June, 1963.

graduation in May. Of the 281 students, 66 (23 per cent) were farming, 65 (23 per cent) were in agriculture colleges, 20 (7 per cent) were in farm related occupations, 59 (21 per cent) were in non-agriculture employment, and 41 (15 per cent) were in military services. He also found that seniors in the first and second quartiles of their classes were less likely to enter farming than those in the third and fourth quartiles.

Rawson,¹² made an eighteen year follow-up of the graduates at the Concordia, Kansas High School during the period from 1943-61. He had 191 graduates that had taken three or more years of vocational agriculture. Of this number, 75 (40 per cent) were farming full time, part time, or were working as farm hands. Thirty-eight (20 per cent) were working in jobs directly connected with farming. Of the above 38, twelve were college graduates. Thirty-four (18 per cent) were employed in jobs not directly related to farming. Twenty-one (11 per cent) were in military service either permanently or for their two year term. Seven (3 per cent) were unaccounted for. Between 60 and 70 per cent of the boys who took three or more years of vocational agriculture were employed on jobs on the farm or in agriculture related occupations.

¹²W. A. Rawson, "An Eighteen Year Study of Graduates of a Kansas Vocational Agriculture Department," Agriculture Education, 35:147-8, January, 1963.

Sanders,¹³ who made a follow-up study in 1959 of 76,543 former students who studied vocational agriculture one or more years in Virginia schools from 1918 through 1955, found that one-fourth (25.08 per cent) of them were farming or in occupations related to farming. He also found that 58.69 per cent of those who studied vocational agriculture three and four years were farming or in related occupations.

¹³ Harry W. Sanders, "A Follow-up of Students of Vocational Agriculture in Virginia, 1918-1955," Non-thesis study, 1959. 14 p. Agriculture Education, 38:275, June, 1966.

CHAPTER III

PROCEDURE

Selection of group studied. The group selected for the study of this survey were both the farm and city boys from the Onaga Rural High School of the classes of 1944 to 1964 inclusive, that had taken a four year curriculum in vocational agriculture.

ProcEDURE for studying the group selected. The information in this study was secured by means of a questionnaire which was designed by the writer and approved by Dr. Agan in July, 1966. On July 30, 1966, the Onaga Young Farmers held their annual picnic. At this time the questionnaire was given to six of the Young Farmers for a pilot study. The six young farmers that reviewed the questionnaire thought it to be satisfactory for information required in the study, so no further change was made. The questionnaires were then sent to the one hundred twenty-six graduates selected for the study. A cover letter and a stamped self addressed envelope were sent with the questionnaire.

The questionnaires and the cover letter were mailed the third week in August and by September 21, 1966, there had been 118 or 93.6 per cent of the questionnaires returned. A copy of the cover letter questionnaire can be found in the appendix.

The first two weeks of August, 1966, were spent visiting with parents of former vocational agriculture boys. Forty-three of the

former graduates lived around Onaga and their addresses were known. Fifty-eight of the graduates had left the community at the time of this study, but their parents were still living in the community. This meant visiting the parents in order to secure the location of the boys in this study. Twenty-five families had moved to other locations over this period of twenty years. Their boys were contacted by inquiring through relatives and writing to the parents.

CHAPTER IV

PRESENTATION OF DATA

This section of the report deals with the presentation of information collected and interpreted from questionnaires received. The data received from the questionnaires was not given statistical treatment beyond the determination of percentages and the simple presentation of numbers of responses to each item.

The data was classified and presented in seven areas:

1. Marriage status of former vocational agriculture boys.
2. Types of work boys have gone into since graduation.
3. How beneficial the vocational agriculture program has been.
4. The part of the vocational agriculture program doing the boys the most good.
5. Changes in the vocational agriculture program recommended by the boys.
6. Average investment by the boys in their present occupation.
7. Financial earning power of graduates.

Marriage status of former vocational agriculture boys. In part c and d of question A, of the questionnaire, the 118 graduates were asked to list their present marriage status in order to determine if the marrying of a farm girl helped to keep boys on the farm.

In Table I is shown the number and per cent of the 84 vocational agriculture farm boys according to marriage status. The 84 questionnaires

TABLE I
MARRIAGE STATUS OF THE FORMER 84 VOCATIONAL
AGRICULTURE FARM BOYS

Classification of boys	Number	Per Cent
Farm boys now married	59	70.2
Farm boys not married	25	29.7
Total	84	99.9
Farm boys marrying farm girls	29	49.2
Farm boys marrying city girls	30	50.8
Total	59	100.0
Farm boys marrying farm girls still farming	16	55.2
Farm boys marrying farm girls not farming	13	44.8
Total	29	100.0
Farm boys marrying city girls still farming	1	3.0
Farm boys marrying city girls not farming	29	97.0
Total	30	100.0
Single farm boys still farming	13	52.0
Single farm boys not farming	12	48.0
Total	25	100.0

returned were grouped into ten groups concerning marriage. It was observed that 49.2 per cent of the farm boys had married farm girls, while 50.8 per cent had married city girls. In regard to the question concerning the marrying of farm girls keeping farm boys on the farm, this study showed that 55.2 per cent of the farm boys that married farm girls were still farming at the time of this study, while 3 per cent of those marrying city girls were still farming.

Table II shows the number and per cent of the 34 city vocational agriculture boys according to marriage status. Of the 27 city boys

TABLE II
 MARRIAGE STATUS OF THE FORMER 34 VOCATIONAL
 AGRICULTURE CITY BOYS

Classification of boys	Number	Per Cent
City boys now married	27	79.4
City boys not married	7	20.6
Total	34	100.0
City boys marrying farm girls	7	26.0
City boys marrying city girls	20	74.0
Total	27	100.0
City boys marrying farm girls still farming	1	14.3
City boys marrying farm girls not farming	6	85.7
Total	7	100.0
City boys marrying city girls now farming	1	5.0
City boys marrying city girls not farming	19	95.0
Total	20	100.0
Single city boys now farming	1	14.3
Single city boys not farming now	6	85.7
Total	7	100.0

married, 26 per cent had married farm girls, while 74 per cent had married city girls. At the time of this report, 14.3 per cent of the city boys marrying farm girls were still farming, while 85.7 per cent were not. More difference still existed between the city boys marrying city girls that were still farming as 5 per cent were still farming while 95 per cent were not. Fourteen and three-tenths per cent of the single city boys were farming at the time of the report, while 85.7 per cent were not.

Types of work boys have gone into since graduation. It was assumed in this study that knowledge of what occupations former students entered in after they left school could help establish the value of the training provided in vocational agriculture and provide guidelines for planning instructional programs to fit the needs of students who are still in high school.

Table III shows the types of work boys have gone into since graduation. This verifies the statement made earlier that follow-up studies should be made after a student has been out of school for several years due to the fact that they shift from job to job until they find what they actually want to do. Seventy-four (63.2 per cent) of the students of this survey spent an average of three years in the armed services, while six per cent made it a life's career. Of the 118 boys in this study that graduated from high school, 31 (26.5 per cent) started to college, and 15 (12.8 per cent) graduated. Gibson¹⁴ found in his study at Tipton, Missouri, that 33.85 entered college, and Marten¹⁵ found that 23 per cent of the vocational agriculture graduates of the Connecticut high schools were in college.

In reviewing the questionnaires it was found that 59 (50.4 per cent) had spent some time farming, and comments on the questionnaires along with interviews with parents of boys, found that 10 (11.9 per cent)

¹⁴Gibson, loc. cit.

¹⁵Marten, loc. cit.

TABLE III
 TYPES OF WORK BOYS HAVE GONE INTO SINCE GRADUATION

Type of work	Number	Per Cent	Average years
Entered armed services	74	63.2	3
Number making armed services a career	7	6.0	
Number attending college	31	26.5	3
Number graduating from college	15	12.8	
Number spending some time farming	59	50.4	6
Number working in ag-related fields	33	28.2	4
Number working in non-agriculture fields	70	59.9	9

planned to return to the farm at a future date.

Occupational status of boys at time of report. Since the primary function of the vocational agriculture curriculum has been to prepare boys for farming, educators are interested in the number of graduates that actually enter into farming as an occupation. Table IV shows that 33 (27.9 per cent) of the boys of this study were farming at the time of the survey. In comparison with the findings of Bass¹⁶ which 25.36 per cent were farming, and Bradley's¹⁷ were 30.1 per cent farming.

¹⁶Bass, loc. cit.

¹⁷Bradley, loc. cit.

TABLE IV
OCCUPATIONAL STATUS OF BOYS AT TIME OF REPORT

Type of job	Number	Per Cent
Farming	33	27.9
Agriculture related fields	33	27.9
Armed services	12	10.1
Factory workers	11	9.3
Railroad workers	9	7.6
Welders	8	6.8
Highway construction	4	3.4
Beer tavern	1	.85
Minister	1	.85
Barber	1	.85
Police man	1	.85
Mail carrier	1	.85
CPA accountant	1	.85
Kansas Power and Light worker	1	.85
Geologist	1	.85
Total	118	99.70

Marten's¹⁸ and others were similar.

The type of occupation ranking second in this study indicated that of the agricultural related fields, which numbered 33 (27.9 per cent). The number farming, working in agricultural related fields, and the armed services accounted for 65.9 per cent of the group, while those in the non-agriculture areas accounted for 33.8 per cent. Green,¹⁹ in a study in Alabama, found that 50 per cent of the boys were farming, or in agriculture related fields. Rawson²⁰ at Concordia, Kansas, found that between 60 and 75 per cent were farming or agriculture related fields.

Of the boys in the non-agriculture fields, Table IV shows that factory workers, railroad workers, welders, and highway construction accounted for 27.1 per cent of this type of occupation. Those working in a factory had the questionnaire checked as non-agriculture, so it was assumed that it had nothing to do with agriculture. The welders were not working on agriculture construction jobs, but were welding on railroads and aircraft.

The beneficialness of the vocational agriculture program. From the findings of this report it was assumed that the vocational agriculture program was beneficial to the graduate students. The 33 boys farming at

¹⁸Marten, loc. cit.

¹⁹Green, loc. cit.

²⁰Rawson, loc. cit.

the time of the study rated vocational agriculture as one hundred per cent helpful to them. Of the 85 boys in other occupations, 54 (63.6 per cent) thought vocational agriculture helped them, while 8 (9.4 per cent) felt that it did not. Twenty-three boys thought it was as useful as the other high school subjects.

Juergenson,²¹ in a study of follow-up students in Northern California, found that 90.2 per cent of the 143 graduates interviewed stated that they would enroll in vocational agriculture again if just starting to high school.

The writer of this survey found that the city boys listed vocational agriculture as being very useful to them, as 82.3 per cent indicated that it had helped them, while 2.9 per cent said that it did not help them. Fourteen and seven-tenths per cent thought it to be as useful as their other subjects.

In Hemp's²² study of 246 graduates in the State of Illinois, 170 of them stated that vocational agriculture helped them in their present jobs. Green²³ also found that students not engaged in agriculture, make good use of the abilities in leadership training acquired in F.F.A.

²¹Juergenson, loc. cit.

²²Hemp, loc. cit.

²³Green, op. cit., p. 22.

TABLE V
 OPINIONS CONCERNING USEFULNESS OF THE
 VOCATIONAL AGRICULTURE PROGRAM

Opinions of boys	Number	Per Cent
Farm boys vocational agriculture helped	61	72.6
Farm boys vocational agriculture did not help	5	6.0
Farm boys that found it as useful as other classes	18	21.4
City boys vocational agriculture helped	28	82.3
City boys vocational agriculture did not help	1	2.9
City boys that thought it as useful as other classes	5	14.7
Boys now farming thought agriculture helped	33	100.0
Boys in other occupations that thought vocational agriculture helped them	54	63.6
Boys in other occupations that thought vocational agriculture did not help them	8	9.4
Boys in other occupations that thought vocational agriculture as helpful as other classes	23	27.0

The part of the vocational agriculture program doing the boys the most good. According to the survey, 58.3 per cent of the farm boys and 59 per cent of the city boys felt that the shop (farm mechanics) part of the vocational agriculture program did them the most good. The writer assumed that the modern farmer builds and repairs a lot of his own equipment, and the welder is considered a regular piece of farm

equipment. It is assumed that the students giving factory and railroad work as their occupations are doing something related to their shop work while in high school. Eight (6.8 per cent) gave welding as their regular occupation.

The order of importance was the same for the city and farm boys. They both listed the shop part as being most useful, followed by livestock production, record bookkeeping, the F.F.A., and crop production. Two boys in the armed services, and one mail carrier expressed that none of the vocational agriculture program did them any good in their present occupation.

In a study made by Hemp²⁴ in the State of Illinois, he found that animal husbandry, crops and soils, and farm mechanics were phases of the vocational agriculture program being most helpful to graduate students.

In a follow-up study made by Hoppas²⁵ at Lakin, Kansas, he found that 63.6 per cent of the farmers, and 50 per cent of the related occupations listed farm mechanics as being the most helpful.

Changes recommended in the vocational agriculture program by boys in this study. Since a school may determine its success by examining its product, in light of its findings from evaluating the

²⁴Hemp, op. cit., p. 24.

²⁵Hoppas, loc. cit.

TABLE VI
THE PART OF THE VOCATIONAL AGRICULTURE PROGRAM
DOING THE BOYS THE MOST GOOD

The phase of the program	Number	Per Cent
<u>The farm boys' opinions</u>		
The shop or farm mechanics part	49	58.4
The livestock part	13	15.4
The record book part	10	11.9
The F.F.A. part	5	6.0
The crops part	4	4.7
No part did any good	3	3.5
Total	84	99.9
<u>The city boys' opinions</u>		
The shop or farm mechanics part	20	59.0
The livestock part	5	14.5
The record book part	5	14.5
The F.F.A. part	3	9.0
The crops part	1	3.0
No part did them any good	0	0.0
Total	34	100.0

records of its graduates,²⁶ it was assumed to be important to find out if the curriculum in vocational agriculture at the Onaga Rural High School was meeting the needs of the graduates.

In reviewing the questionnaires, it was found that 66.6 per cent of the farm boys felt that the program should be left as it was when they were in school, and 73.5 per cent of the city boys felt that the program should be left as it was when they were in school. Five per cent expressed the need for the program to be kept up to date.

It had been the policy of the instructor to keep the program in line with the changes in modern agriculture. Other changes were recommendations from older students that expressed a need for welding, ag-related subjects, farm chemicals, and insect control, which were not a part of the curriculum when they were in school, but have been added. Over the period of this study, the shop program had been changed from a building program to more emphasis on skills, and welding had become a regular part of the curriculum. More work had been done on the study and repair of farm machinery, forge work had been eliminated, the butchering eliminated, less time spent castrating and vaccinating farm animals, the study of poultry production had been eliminated in 1960 and time formerly given to balancing feed rations had been devoted to other phases of agriculture.

²⁶Venneberg, loc. cit.

TABLE VII
CHANGES RECOMMENDED IN THE VOCATIONAL
AGRICULTURE PROGRAM

Classification of boys	Number	Per Cent
Farm boys that thought the program should be changed	28	33.3
Farm boys that thought it should be left as it were when they were in school	56	66.6
Total	84	99.9
City boys that thought the program should be changed	9	26.4
City boys that thought it should be left as it were when they were in school	25	73.5
Total	34	99.9

To replace the time formerly given to the above, more time had been devoted to ag-related subjects and skills. Gas engine work had been added to the shop program along with electricity. A block of work in horticulture was added for the vocational agriculture II class in 1960.

TABLE VIII
THE CHANGES RECOMMENDED BY THE BOYS

Changes recommended by boys	Frequency
Be sure to keep program up to date	6
More ag-related subjects	4
More shop work	3
More farm chemicals	3
More blueprint reading and work	2
More farm management	2
More farm financing	2
More bookkeeping	2
More welding	1
More ag-classes in the entire school	1
More insect control	1
More leadership	1
More crop study	1
More nutrition	1
More business law	1
More on machinery	1
More machinery repair	1
More on fertilizers	1
More on auto mechanics	1
More agriculture	1
Drop some of the agriculture part	1

TABLE IX
INVESTMENT BY BOYS FARMING

Investment bracket	Number	Per Cent
\$ 1,000 to \$ 4,000	2	6
4,001 to 8,000	1	3
8,001 to 12,000	7	21.2
12,001 to 16,000	3	9
16,001 to 20,000	1	3
20,001 to 24,000	2	6
24,001 to 28,000	1	3
28,001 to 32,000	2	6
32,001 to 36,000	0	0
36,001 to 40,000	1	3
40,001 to 44,000	2	6
48,001 to 52,000	1	3
52,001 to 56,000	1	3
60,001 to 65,000	3	9
65,001 to 70,000	2	6
70,001 and over	4	12.1
Total	33	99.3

Investment by boys farming. It was assumed from the above findings that the boys now farming have a much higher investment than those in other occupations.

Investment by boys in the ag-related fields and the non-agriculture fields. Table X shows that there was a high per cent in these groups without any investment.

TABLE X
INVESTMENT BY BOYS IN AG-RELATED AND
NON-AGRICULTURE FIELDS

Investment bracket	Number	Per Cent
<u>Boys in ag-related fields</u>		
No investment	16	48.5
\$ 1,000 to \$ 4,000	10	30.3
4,001 to 8,000	3	9.0
8,001 to 12,000	2	6.0
16,001 to 20,000	1	3.0
28,001 to 32,000	1	3.0
Total	33	99.8
<u>Boys in non-agriculture fields</u>		
No investment	36	69.2
\$ 1,000 to \$ 4,000	10	19.2
4,001 to 8,000	1	1.9
8,001 to 12,000	1	1.9
12,001 to 16,000	3	5.8
24,001 to 28,000	1	1.9
Total	52	99.9

Financial earning power of graduates. In response to the 118 questionnaires received, the earning power of the farm boys reached a higher bracket than those of the ag-related and the non-agriculture fields. Eleven (33.2 per cent) of the farming group had incomes above \$10,000, while five (15.1 per cent) of the ag-related fields showed incomes above \$10,000, and five (9.6 per cent) of the non-agriculture fields showed incomes above \$10,000.

Juergenson²⁷ found that in a similar study of vocational agriculture boys in Northern California that students out of school not more than five years that six per cent were making salaries above \$10,000.

Four areas of occupation: armed services, factory workers, railroad workers, and welders accounted for the high income of the non-agriculture group. Forty (33.8 per cent) boys made up this group. Seven boys have made the armed services a life time career, and have advanced to a high income bracket. Onaga is located fifty miles from the Good-year factory at Topeka, Kansas, and 11 (9.3 per cent) boys have found employment at their factory. Onaga is also an old railroad town and 9 (7.6 per cent) of the boys have followed the occupation of their fathers, and have worked on the railroad. Eight (6.8 per cent) of the boys were welders, and welders draw a good income.

²⁷ Juergenson, loc. cit.

TABLE XI
FINANCIAL EARNING POWER OF GRADUATES

Income bracket of boys farming	Number	Per Cent
\$ 1,000 to \$ 2,000	3	9.0
2,000 to 4,000	2	6.0
4,001 to 6,000	6	18.0
6,001 to 8,000	6	18.0
8,001 to 10,000	5	15.2
10,001 to 12,000	5	15.2
12,001 to 14,000	1	3.0
14,001 to 16,000	1	3.0
16,001 to 18,000	1	3.0
18,001 and over	3	9.0
Total	33	99.4

Income bracket of boys in ag-related fields	Number	Per Cent
\$ 2,000 to \$ 4,000	4	12.1
4,001 to 6,000	10	30.3
6,001 to 8,000	9	27.3
8,001 to 10,000	5	15.2
10,001 to 12,000	4	12.1
12,001 to 14,000	1	3.0
Total	33	100.0

TABLE XI (continued)

Income bracket of boys in non-agriculture fields	Number	Per Cent
\$ 1,000 to \$ 2,000	2	3.8
2,001 to 4,000	3	5.8
4,001 to 6,000	10	19.2
6,001 to 8,000	13	25.0
8,001 to 10,000	19	36.7
10,001 to 12,000	3	5.8
12,001 to 14,000	1	1.9
14,001 to 16,000	1	1.9
Total	52	100.1

Investment of boys at the time of graduation from high school.

The investment of each boy taking a course in vocational agriculture had to be sent to the State Department for Vocational Education at the end of each year. These records were kept on file by the instructor for future references. They were taken from the files for this report. Table XII shows that the boys farming at the time of this survey had a higher investment at graduation time than those in the ag-related and non-agriculture occupations. It might be assumed from the data in Table XII, that a boy with a higher investment at graduation time will be more likely to choose farming as an occupation.

TABLE XII

TOTAL INVESTMENT OF BOYS AT GRADUATION TIME

Investment of boys now farming	Number	Per Cent
\$ 0 to \$ 250	5	15.1
251 to 500	6	18.2
501 to 750	3	9.1
751 to 1,000	3	9.1
1,001 to 1,250	3	9.1
1,251 to 1,500	5	15.1
1,501 to 1,750	3	9.1
1,751 to 2,000	4	12.1
2,001 to 2,500	1	3.0
Total	33	99.9
Boys now in ag-related occupations	Number	Per Cent
\$ 0 to \$ 250	16	48.5
251 to 500	6	18.2
501 to 750	9	27.3
751 to 1,000	2	6.0
Total	33	100.0

TABLE XII (continued)

Boys now in non-agriculture occupations	Number	Per Cent
\$ 0 to \$ 250	36	69.2
251 to 500	9	17.1
501 to 750	3	55.9
751 to 1,000	2	3.9
1,001 to 1,250	2	3.9
Total	52	100.0

CHAPTER V

CONCLUSIONS

The data gathered in this study was analyzed by the author and conclusions drawn which seemed most pertinent to the Onaga community in his opinion.

From this study, the following was concluded:

1. Farm boys that married farm girls had a greater chance of staying on the farm than those that married city girls, as 55.2 per cent were still farming at the time of this report whereas 3 per cent of those that married city girls were still farming.
2. City boys who took vocational agriculture were not eliminated from becoming farmers, as 9 per cent of the 34 city boys became farmers.
3. There was observed shifting from job to job after graduation from high school. Sixty-three and two-tenths per cent of the 118 boys of this survey had spent some time in the armed services; 26.5 per cent started to college and 12.8 per cent had graduated; 50.4 per cent had spent some time farming, and 28.2 per cent had worked in ag-related fields.
4. Twenty-seven and nine-tenths per cent of the boys were farming at the time of this report. This was similar to the findings of other similar reports in Kansas and in other states. The farming, agricultural related fields, and armed services accounted for 65.9 per cent of this group.

5. Courses in vocational agriculture while in high school were evaluated as being helpful by both the farm and city boys. Seventy-two and six-tenths per cent of the farm boys, and 82.3 per cent of the city boys listed vocational agriculture as being helpful in their present occupations.

6. The part of the vocational agriculture program listed by the boys as doing them the most good was the same order for the city and farm boys. The rank in order was as follows: (1) the shop part, (2) the livestock part, (3) the record book part, (4) the F.F.A. part, and (5) the crops part.

7. Sixty-six and six-tenths per cent of the farm boys and 73.5 per cent of the city boys recommended that the vocational agriculture program should be left as it was when they were in school. The most frequent recommended changes were: (1) to keep the program up to date, (2) to teach more ag-related subjects, (3) to have more shop work, (4) to have more work on farm chemicals, and (5) to do more blueprint work.

8. The investment of the boys farming at the time of this report was considered to be high. It was also revealed that the longer the boys had been farming, the higher their investments were. Four (12.1 per cent) of this group had investments of \$70,000 and over. One of the above had graduated in 1944, two in 1954, and one in 1956. The next and largest group (21.2 per cent) were those just getting started, having investments of \$8,000 to \$12,000.

Sixteen (48.5 per cent) of the boys in the ag-related fields showed no investment at the time of the report, and 30.3 per cent had investments of \$1,000 to \$4,000. Thirty-six (69.2 per cent) of the boys in the non-agriculture fields had no investment, while 19.2 per cent had investments of \$1,000 to \$4,000.

9. The financial earning power of the boys farming at the time of the study was greater than that of the other fields. Sixty-six and four-tenths per cent of the farmers income fell between \$4,000 and \$12,000, while 57.6 per cent of the ag-related fields was from \$4,000 to \$8,000, and in the non-agriculture field, 61.7 per cent was between \$6,000 and \$8,000. Nine per cent of the group that were farming reached an income of \$18,000 and over.

10. The investment that a boy had when graduating from high school helped him to become established in farming. Forty-eight and four-tenths per cent of the boys now farming, had an investment of over \$1,000 when graduating. Three and nine-tenths per cent of the non-agriculture related occupations and none of the ag-related occupations had investments of over \$1,000 at the time of graduation from high school.

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APPENDIX

FUTURE FARMERS OF AMERICA

THE NATIONAL ORGANIZATION FOR BOYS STUDYING VOCATIONAL AGRICULTURE

Onaga Rural High School
 Vocational Agriculture Department
 Onaga, Kansas

To all former Vocational Agriculture graduates of Onaga High School: I am working on my Master's report from Kansas State University, on a twenty year follow-up of Vocational Agriculture boys from Onaga High School, and I would like to have your cooperation on the following subjects. All information will be kept confidential and will be used only as statistics. Please check items pertaining to you.

A-Marriage status:

- a--single _____
 b--married _____
 c--if married, farm girl _____
 d--if married, city girl _____

B-Type of work since leaving high school: Check all related to you.

- a--Armed services, number of years _____
 b--College, number of years _____
 c--Farmed, number of years _____
 d--Agriculture related occupation, number of years _____
 e--Non-agriculture related field, number of years _____

C-In relation to your Vocational Agriculture courses in high school:

- a--Helped me in my present occupation _____
 b--Not helped me in my present occupation _____
 c--As useful as my other high school courses _____

D-In case Vocational Agriculture has helped you, what part was most helpful:

- a--The shop part _____
 b--The livestock part _____
 c--The crops part _____
 d--The record book part _____
 e--The FFA part _____

E-If there were to be changes made in the Vocational Agriculture courses, what changes should be made?

a--Some phase added _____ What? _____

b--Some phase dropped _____ What? _____

c--Left as it was when you were in school _____

F. What would you estimate that you have invested in your present business.

a ___ \$ 1,000 to \$ 4,000

j ___ \$36,001 to \$40,000

b ___ 4,001 to 8,000

k ___ 40,001 to 44,000

c ___ 8,001 to 12,000

l ___ 44,001 to 48,000

d ___ 12,001 to 16,000

m ___ 48,001 to 52,000

e ___ 16,001 to 20,000

n ___ 52,001 to 56,000

f ___ 20,001 to 24,000

o ___ 56,001 to 60,000

g ___ 24,001 to 28,000

p ___ 60,001 to 65,000

h ___ 28,001 to 32,000

q ___ 65,001 to 70,000

i ___ 32,001 to 36,000

r ___ 70,000 or over

G. What has been your best year financially since you have graduated:

a ___ \$ 1,000 to \$ 2,000

f ___ \$10,001 to \$12,000

b ___ 2,001 to 4,000

g ___ 12,001 to 14,000

c ___ 4,001 to 6,000

h ___ 14,001 to 16,000

d ___ 6,001 to 8,000

i ___ 16,001 to 18,000

e ___ 8,001 to 10,000

j ___ 18,001 or over

Thank you.

Name _____

A TWENTY YEAR FOLLOW-UP OF VOCATIONAL AGRICULTURE
BOYS AT ONAGA RURAL HIGH SCHOOL

by

LEONARD R. OTTMAN

B. S., Kansas State University, 1943

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

1967

The purpose of this study was to determine the present occupational status of the students of the Onaga Rural High School who had taken four years of vocational agriculture during the years 1944 to 1964 inclusive. The data collected in the study was classified into seven informational areas in regard to: (1) if the marrying of a farm girl helped to keep boys on the farm; (2) what areas of additional training boys felt were needed for their present jobs; (3) what part of their training that they received, did them the most good; (4) what changes they would recommend in the program as it was when they were in school; (5) the investment of the boys in their present occupation; (6) their present earning power in their present occupation; and (7) if the investment that they had at the time of graduation had any relationship to the type of occupation that they choose.

For the survey, questionnaires along with cover letters and stamped self addressed envelopes were mailed to 126 former vocational agriculture students of the Onaga Rural High School who had taken four years of vocational agriculture. Four of the former students were deceased, and the addresses of six could not be found. Eight of the questionnaires were not returned. No follow-up letter was mailed as 118 out of 126 letters sent were returned, or a 93.65 per cent return.

This study showed that 55.2 per cent of the farm boys that married farm girls were still farming at the time of this report. Three per cent of the farm boys that married city girls were still farming.

It was found that 33.3 per cent of the farm boys felt that the program should be changed from that which had been taken when in high school. Twenty-six and four-tenths per cent of the city boys felt that

it should be changed. The most frequent changes made by both groups were as follows: (1) keep program up to date; (2) teach more ag-related subjects; (3) have more shop work; (4) teach more farm chemicals; and (5) do more blueprint work.

Returns disclosed that the most benefit derived from the vocational agriculture program had been in the following areas: (1) the shop or farm mechanics part; (2) the livestock part; (3) the record book part; (4) the F.F.A. part; and (5) the crops part.

It was found that the boys farming at the time of the report had a higher total investment than those in the ag-related and non-agriculture fields. Forty-eight and five-tenths per cent of the ag-related fields and 69.2 per cent of the non-agriculture fields had no investment in their present jobs.

The survey showed that the boys farming reached a higher income bracket than those of the ag-related and non-agriculture fields.

This study revealed that boys with investments of over \$1,000 at graduation time were all farming at the time of this report. Boys with high investments at graduation time that did not start farming, entered armed services, went to college, and attended trade schools.