

A COMPARATIVE STUDY OF VOCATIONAL
INTERESTS OF BOYS AND GIRLS ENROLLED IN
VOCATIONAL AGRICULTURE AT ARKANSAS CITY
AND CENTRAL OF BURDEN HIGH SCHOOLS IN 1973-74

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Chapter I

I INTRODUCTION

Vocational agriculture, when implemented in 1917, as a result of the Smith-Hughes Act, was primarily designed to train young men in the skills related to agriculture which were needed to farm. Historically, vocational agriculture curricula included only those skills that a young man needed when he returned to the farm upon graduation from high school.

With the introduction of more sophisticated agricultural equipment, the vocational agriculture curricula were changed to include instruction in the many areas of agriculture mechanics.

In recent years vocational agriculture curriculums have undergone many other metamorphoses. Today, many high school agriculture curricula include instruction in phases of agribusiness including: sales and services, credit and financing, salesmanship, farm law, human relations, distribution, marketing and a host of others. Ornamental horticulture has been introduced as a part of the high school vocational agriculture curriculum in many schools, and agricultural career education is also receiving a great deal of attention. The opportunities for youth in agriculture related occupations is expanding.

The question concerning agriculture educators today is whether the vocational agriculture curriculum is keeping pace with rapidly changing student interests. According to Brenner¹ nearly one half of the students

¹Edward F. Brenner, "A Study of Curricular Interest As Expressed by Forty-two Boys Enrolled in the Vocational Agriculture Program in the Ness City High School in 1969-70" (A Master's Report, Kansas State University, 1970) p. 19.