

THE OCCUPATIONAL DISTRIBUTION OF VOCATIONAL  
AGRICULTURE GRADUATES OF TECUMSEH HIGH  
SCHOOL AND THEIR ASSESSMENT OF  
TEACHING PROGRAM CONTENT

By

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TEACHING PROGRAM CONTENT

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## CHAPTER I

### INTRODUCTION

#### Purpose and Design of Study

Agriculture has changed tremendously during the past 20 years. It has changed so fast that many people have been left behind in the process. The teacher of vocational agriculture must be aware of these changes and be ready to accept them. Often this is hard to do when he has already adjusted to the present situation. But to be an effective and progressive vocational agriculture teacher, he must teach his students to be aware of the past changes and to keep abreast of future progress and scientific development.

The impact of change in agriculture and farming has been felt in the Tecumseh community. Small fields that were once cultivated have now been established in permanent pasture. Many of the owners who retained their holdings have gone to the city to seek employment, so they manage their livestock and farming enterprises after work hours. Still other owners have sold their complete farms to their neighbors, who have consolidated enough land together to be able to farm more efficiently. The small, self-sufficient "Jack of all Trades" farmer is gradually disappearing from this community.

### Statement of Problem

Vocational agriculture formerly had as its major purpose the training of present and prospective farmers. However, it was pointed out in the introduction of this study that the farming situation, particularly in the Tecumseh community, has changed and there has been a substantial increase in off-farm employment. Therefore, it would appear that the vocational agriculture curriculum must be changed to meet the present and future needs of the students and the community. The students must now be trained to enter a different world of work. Very few students have the opportunity to return to production agriculture for employment. They must turn to other fields for employment. These fields could easily be agriculture-related businesses, if the student had been trained for them.

Teachers of vocational agriculture should continuously try to determine the factors related to the occupations of their graduates. Data must be collected to determine the extent to which program objectives are being achieved. A follow-up study of graduates is one source of data that can be useful in evaluating a curriculum. It may not provide immediate answers regarding effectiveness of a program, but it does yield information about the educational product that is essential for continuous evaluation.

### Purpose of Study

The purpose of this study was to discover the occupational distribution of former students of vocational agriculture at Tecumseh and to find out which teaching areas in vocational agriculture were most beneficial to their field of employment and which teaching areas might have

been of more value to them had they been taught.

#### Specific Objectives

1. To determine selected personal data about the graduates.
2. To determine the job history of the graduates.
3. To determine the graduates' response to (a) teaching areas of vocational agriculture that were important to their present occupation; (b) teaching areas of vocational agriculture which should be emphasized for future students.

#### Limitations of Study

1. This study was limited to graduates of Tecumseh High School who had been enrolled in vocational agriculture for at least three years.
2. The period studied included the years from 1950 to 1970.

#### Need for Study

There have been many changes in agriculture during the past 20 years. Almost all of the jobs on the farm that once took manual labor to perform are performed today by a machine. The small farm operators have sold out to larger operators and moved to the city in search of larger incomes.

The fact is, agriculture covers such a larger scope than farming; it includes everything from production of products to consumption by the consumer. The problem here is to educate the people about the different areas of employment in agriculture. The people with a rural or farm background are ideally suited for these jobs. They have the background and experience needed to perform efficiently in these areas.

Vocational agriculture teachers must be first to realize this sit-

uation and adjust their curriculum to meet the needs of those returning to agriculture production, and those students who won't be able to farm. This latter group of students are becoming of more importance today. They must be trained in agriculture-related areas in order to stay in agriculture after graduation from high school. A vocational agriculture teacher must analyze his past students and see if he is meeting their needs. If a large majority of them are remaining in agriculture, then his instruction is very appropriate.

#### Methods of Procedure

The following steps were used to secure information necessary for the completion of the study.

1. Related literature and studies were reviewed in order to discover information useful to this study.
2. The information needed to design and formulate the questionnaire was determined.
3. School records and vocational agriculture files were used to compile the list of all graduates completing three or more years of vocational agriculture.
4. Present addresses of former students were obtained from school personnel, relatives, and telephone and mail contacts.
5. Information schedules and letters of explanation were sent to these students.
6. After data were secured, they were compiled, classified, tabulated, and analyzed.
7. Data were then summarized and conclusions drawn on the basis of an analysis of respondents' returns.

## CHAPTER II

### REVIEW OF LITERATURE

This world of ours is rapidly changing. Few people in 1950 would have believed that there would be men on the moon by 1970. It seemed impossible, but it happened. Automation and mechanization are speeding up the pace of life in the world. We cannot afford to sit and watch the world pass by our door. We must keep abreast with the changes in order to prosper.

Agriculture has been changing just as fast as the scientific and technological developments. Our production is so efficient that we have millions of tons of surplus commodities left over after each harvest. Small farms are gradually disappearing and larger, more mechanized farms are taking over. These large farms use sophisticated machinery to replace the farm worker. The farm worker is still needed, but he must be trained to operate the specialized equipment of today.

We in vocational agriculture cannot continue to train students the same as we did 20 years ago. The jobs of 10 to 20 years ago are now gone, but new specialized jobs are opening up every day.

It is possible that vocational agriculture can greatly assist in training rural youth for employment. Claude Marion (1) stated:

It would appear that there is real opportunity for teachers of vocational agriculture to provide programs necessary to give boys the foundation training needed for future preparation for employment areas. This can and should be done without violating the original purpose of training present and prospective

farmers. The training should be in addition to rather than substitution.

We must change our programs to prepare the students for the future. We all want our students to be successful in their employment, so we must train them for areas where they can be successful. The student must be aware of the courses that he takes in high school and how they will help him in his occupation.

Lloyd Lee Henslee made a study of the relation of the total high school training of the vocational agriculture graduates of the Erick High School and their establishment in employment. He concluded (2):

Concerning the importance of vocational agriculture areas in public employment, 100 percent of the graduates stated it was essential or important to have a general understanding of farm mechanics, while 33.3 percent felt that being an owner and manager of farm enterprises was of some importance.

Concerning the importance of vocational agriculture areas in self-employment, 90 percent were of the opinion that the following were essential or important: (a) a general understanding of farm mechanics; (b) agronomy; (c) livestock and poultry; (d) being an owner and manager of farm enterprises; and (e) a farm background.

When consideration was given to the importance of school activities beneficial in their employment and community life, 90 percent stated that FFA was essential or important. Activities which only 20 percent or less of the graduates listed as essential or important were: (a) track; (b) football; (c) basketball; and (d) band.

The old saying "The farmer is a Jack of all Trades" holds true today the same as 50 years ago. The person with a farm or rural background tends to be ahead of the average person in terms of mechanical skills. The farm boy usually has a better understanding of machinery than a city boy. He realizes the importance of preventive maintenance and proper operation.

Businesses are constantly seeking people with a farm background because they realize the assets obtained there.

We must teach the vocational agriculture student what he needs to know for employment after graduation.

Burl B. Richardson and Everett D. Edington (3) summarized a study of training needed for farm related occupations in four farm counties in Oklahoma by stating:

It can be concluded by data presented in this study that the future trend in employment will be on the increase for the majority of the farm related occupations . . . Training in vocational agriculture is important in agriculture occupations . . . Sales training is also needed.

E. A. Tischbirek and E. M. Juergenson (4) completed a study entitled, "An Evaluation of Vocational Agriculture Instruction," which gave major consideration both to the students' abilities and their ambitions.

Tischbirek, a vocational agriculture instructor at Aroin, California, summarized their findings in the following statement:

Today, more than ever before, successful agriculture is an industry dependent upon highly trained, capable, personnel. This fact remains whether the individual is a research scientist, a tractor operator, or an owner operator.

The following statement indicates that the vocational agriculture program should provide training for any of the employment areas.

Eddie L. Dye (5), in commenting about occupational opportunities, stated:

One might conclude that occupational opportunities for the agriculturally trained are present in businesses associated with agriculture and conclude that these opportunities still will increase during the next five to ten years.

In a farming community practically everyone has a direct or indirect connection with agriculture. The vocational agriculture teacher is responsible for informing the students of their connection with agriculture, either directly or indirectly, in the community.

Harold R. Cushman (6) noted:

Off-farm agriculture occupations are found in businesses or services with diverse functions. The need is evident that vocational agricultural programs should provide students with agricultural related competencies.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF FINDINGS

The purpose of this study was to discover the occupational distribution of former students of vocational agriculture at Tecumseh, and to find out which vocational agriculture teaching areas were most beneficial to their field of employment and which teaching areas they would recommend as being of value to future vocational agriculture students.

The first students of the Tecumseh High School to complete three years of vocational agriculture graduated in 1950. This study was conducted from 1950 to 1970. There were 110 students during this 20-year period who had completed three or more years of vocational agriculture and graduated from the Tecumseh High School.

The data in Table I show that 110 questionnaires were mailed out and only 40, approximately 36 percent, of the questionnaires were returned. The questionnaires were mailed two weeks before an unscheduled rise in postal rates went into effect. This caused the graduates to have to pay additional postage to return the questionnaires, which possibly caused the low number of returns.

Table II reveals that 31, over 75 percent, of the graduates responding were married. Eight of these graduates were still single and one was divorced. The eight single students were all graduated within the past four years.

Table III shows that 28, over two-thirds, of the respondents lived

on the farm while enrolled in vocational agriculture. Twelve of the respondents reported that they lived in the city while in vocational agriculture

TABLE I  
RESPONSE PATTERNS OF THE STUDY POPULATION

NUMBER OF GRADUATES	NUMBER OF QUESTIONNAIRES MAILED	NUMBER OF QUESTIONNAIRES RETURNED	PERCENT OF QUESTIONNAIRES RETURNED
110	110	40	36.5

TABLE II  
MARITAL STATUS OF RESPONDENTS

MARITAL STATUS	NUMBER	PERCENT
Married	31	77.5
Single	8	20.0
Divorced	1	2.5
TOTALS:	40	100.0

TABLE III  
RESPONDENTS' RESIDENCE WHILE IN HIGH SCHOOL

TYPE OF RESIDENCE	NUMBER	PERCENT
Farm	28	70.0
City	12	30.0
TOTALS:	40	100.0

Table IV indicates that only four respondents had received the State Farmer degree. This was only 10 percent of the graduates who returned their questionnaires. This indicates that preparation for the State Farmer degree wasn't stressed very strongly in the vocational agriculture curriculum.

TABLE IV  
RESPONDENTS EARNING THE STATE FARMER DEGREE

DEGREE	NUMBER	PERCENT
State Farmer	4	10.0
Non-State Farmer	36	90.0
TOTALS:	40	100.0

TABLE V  
JOBS HELD BY RESPONDENTS SINCE GRADUATION

NUMBER OF JOBS HELD	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
0	1	2.5
1	9	22.5
2	6	15.0
3	9	22.5
4	8	20.0
5	2	5.0
6	2	5.0
7	2	5.0
20	1	2.5
48	40	100.0

The data in Table V show the number of jobs held since graduation. Most of the respondents, 80 percent, held from one to four jobs before settling at their present occupation. One respondent was not employed at the time that he completed the questionnaire, but this could be attributed to the fact that he was 18 years of age and graduated only last year. One respondent also reported that he had held 20 jobs since graduation.

Table VI describes the length of time the respondents spent in the Armed Services. Forty-five percent of the respondents, or 18 respondents, had spent no time in the Armed Services. The remaining 22 respond-

ents had spent from one year to 15 years in the Armed Services. The respondent who had spent over 15 years in the service had made a career of the Armed Services, while many of them were drafted or joined for two to six years, depending on the branch of Armed Services selected.

TABLE VI  
LENGTH OF TIME SPENT BY RESPONDENTS IN ARMED SERVICES

LENGTH OF TIME (YEARS)	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
None	18	45.0
1	2	5.0
2	6	15.0
3	4	10.0
4	3	7.5
5	1	2.5
6	4	10.0
7	0	0.0
8	1	2.5
Above 15	1	2.5
TOTALS:	40	100.0

Table VII describes the distribution of the annual income of the respondents. The annual incomes ranged from less than \$5,000 to over \$11,000. The number of respondents in each income bracket were relatively equal, except for the five respondents in the above \$11,000 bracket.

The percentages of respondents in each bracket were above 20 percent, except for the above \$11,000 bracket, which figured to be 12.5 percent. Many of the respondents in the below \$5,000 bracket had just graduated from high school and, thus, haven't had time to become established in a good-paying job.

TABLE VII  
ANNUAL INCOME OF RESPONDENTS

ANNUAL INCOME	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
Below \$5,000	8	20.0
\$5,001 - \$7,000	8	20.0
\$7,001 - \$9,000	10	25.0
\$9,001 - \$11,000	9	22.5
Above \$11,000	5	12.5
TOTALS:	40	100.0

The data in Table VIII show the percentage of respondents' income derived from farming. Seventy-five percent, or 30 respondents, received absolutely no income from farming, and only five percent or two respondents obtained all of their income from farming. Five respondents received ten percent or less of their income from farming. In the categories from 11 - 25 percent, 26 - 50 percent, and 51 - 75 percent, only one person was reported in each, respectively.

TABLE VIII  
 PERCENTAGE OF RESPONDENTS' INCOME DERIVED FROM FARMING

PERCENT OF INCOME	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
0	30	75.0
1 - 5	3	7.5
6 - 10	2	5.0
11 - 25	1	2.5
26 - 50	1	2.5
51 - 75	1	2.5
76 - 100	2	5.0
TOTALS:	40	100.0

Table IX describes the percent of respondents' income derived from agricultural-related occupations. There were 33 respondents, or 82.5 percent, who reported that they received absolutely no income from agricultural-related occupations. There were three respondents, 7½ percent, to report that they obtained all of their income from agricultural-related occupations. The remaining four respondents reported that they received only a part of their income from agriculture-related occupations. This portion amounted to 50 percent or less total income for each of the latter four respondents.

TABLE IX  
 PERCENTAGE OF RESPONDENTS' INCOME DERIVED FROM  
 AGRICULTURAL-RELATED OCCUPATIONS

PERCENT OF INCOME	NUMBER	PERCENT
0	33	82.5
1 - 5	0	0.0
6 - 10	3	7.5
11 - 25	0	0.0
26 - 50	1	2.5
51 - 75	0	0.0
76 - 100	3	2.5
TOTALS:	40	100.0

Table X shows the number of years of college that the respondents had completed. Eighteen of the respondents, 45 percent, had completed no time in college. Fifty percent, or 22 respondents, had spent some time in college ranging from one to four years. Those respondents who had completed from one to four years in college were almost equal in number for each of the respective brackets relating to time spent in college. One respondent had completed six years of college. The younger respondents had not had time to finish their college education, so they fell in the groups ranging from one to four years of college.

TABLE X  
YEARS OF COLLEGE EDUCATION COMPLETED BY RESPONDENTS

YEARS COMPLETED	NUMBER OF GRADUATES	PERCENT
None	18	45.0
1	6	15.0
2	5	12.5
3	5	12.5
4	5	12.5
5	0	0.0
6	1	2.5
TOTALS:	40	100.0

Table XI reveals the present occupations of the respondents. At first glance, one notices the high number of respondents employed under Air Transportation. Air Transportation occupations include the operation, maintenance, and repair of transport air craft, the executive control and commercial promotional work of an air transportation system, and the operation of airports. Tinker Air Force Base in Midwest City is the installation that provides employment for the respondents listed under Air Transportation. This installation provides employment for a very large number of the population in the Tecumseh area. The eight respondents, 20 percent, make up twice the number employed under any other occupation. The employment in agriculture ranks low with a total of only five respondents working in production or services. When broken down, this leaves two respondents in agricultural production and three

respondents in agricultural services or agricultural business.

TABLE XI  
CURRENT OCCUPATIONAL AREAS OF RESPONDENTS

CURRENT OCCUPATION	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
Agricultural Production	2	5.0
Agricultural Services (Agricultural Business)	3	7.5
Air Transportation	8	20.0
Carpet and Rug	1	2.5
Construction	4	10.0
Education and Instruction	4	10.0
Electronics	2	5.0
Engineering	2	5.0
Government Services	3	7.5
Medical Services	1	2.5
Metal	2	5.0
Petroleum Production	2	5.0
Postal Service	2	5.0
Printing	1	2.5
Real Estate	1	2.5
Unemployed	2	5.0
TOTALS:	40	100.0

Agricultural production and agricultural services as used in this study are concerned with the following types of activity (1) raising crops to be used as food (for human and animal consumption), for industrial use as in production of cotton textiles and of plastic materials and other chemicals, and for other purposes; (2) breeding and raising poultry, livestock, and other animals for food, furs, or hides, for show or utility purpose or as pets; (3) functions related to the above that are frequently performed as services by organizations that specialize in such activities, including functions that are characteristically performed as services to farmers and others engaged in agriculture and directly related to agriculture.

The contrast here can be seen when one refers to Table III and notes the fact that during high school, 70 percent of the students lived on a farm. Now, only 12½ percent of the graduates are depending upon agriculture for employment. There were two graduates, five percent, who reported that they were unemployed. Both of these students were only recently graduated from high school.

Construction and education and instruction represent the next highest percentage of employment of respondents, each having four respondents or 10 percent.

Construction occupations are those concerned with structures, such as bridges, viaducts, and piers, buildings; highways and streets; pipelines; railroads; river and harbor projects; and sewers, tunnels, and waterworks. Remodeling, repairing, and unusual maintenance functions, other than those normally carried on by the various industrial establishments, are included in this industry.

Education and instruction jobs, as considered here, are those occu-

pations, wherever they exist, that are concerned with imparting knowledge of the arts, sciences, or other fields of learning or of physical activities, or with teaching, advising, or instructing others in any of these fields or in vocations.

The remaining respondents were employed in the following areas:

(1) carpet and rug, (2) electronics, (3) engineering, (4) government services, excluding those working under air transportation, (5) medical services, (6) metal, (7) petroleum production, (8) postal services, (9) printing, (10) real estate.

Table XII reveals the respondents' ratings of the importance of vocational agriculture teaching areas for their current occupations. In the questionnaire the respondents were asked to rank the teaching areas in importance as related to their current occupation. They rated each area from number one to number seven with the most important receiving the lowest number. The sum of all the numbers given were tabulated and the area with the lowest sum of ranks was given number one in rank order and the others proceeded respectively on the basis of least sum of ranks. Leadership was shown to be the most important subject taught in vocational agriculture to the respondents. The seven areas were ranked in the following order: (1) leadership, (2) orientation and careers, (3) supervised farm training, (4) animal science, (5) plant science, (6) agricultural mechanics, (7) shows, fairs, and contests. The respondents agreed strongly that regardless of their background or present occupation that leadership, orientation and careers and supervised farm training ranked higher to them in their occupations than the scientific subjects taught.

TABLE XII  
 RESPONDENTS' RATINGS OF IMPORTANCE OF VOCATIONAL AGRICULTURE  
 TEACHING AREAS FOR CURRENT OCCUPATION

TEACHING AREA	SUM OF RANKS	RANK ORDER
Orientation and careers	133	2
Leadership	80	1
Supervised farm training	158	3
Animal Science	173	4
Plant science	174	5
Agricultural mechanics	191	6
Shows, fairs, and contests	202	7

Table XIII reveals respondents' recommendations as to future emphasis on vocational agriculture teaching areas. This table shows the importance of subjects taught in vocational agriculture to future students, based on recommendations of past students. The data were tabulated in the same manner as the data in Table XII. It was found that leadership was again considered the most important. The seven were ranked in the following order: (1) leadership, (2) supervised farm training, (3) animal science, (4) agricultural mechanics, (5) orientation and careers, (6) plant science, (7) shows, fairs, and contests. It should be noted that the importance of the scientific subjects has risen from the previous table in the opinion of former students.

TABLE XIII  
RESPONDENTS' RECOMMENDATIONS AS TO FUTURE EMPHASIS  
ON VOCATIONAL AGRICULTURE TEACHING AREAS

TEACHING AREA	SUM OF RANKS	RANK ORDER
Orientation and careers	170	5
Leadership	116	1
Supervised farm training	141	2
Animal science	142	3
Plant science	179	6
Agricultural mechanics	159	4
Shows, fairs, and contests	213	7

## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

In this study, an attempt was made (1) to discover the present occupations of a group of vocational agriculture graduates completing at least three years of vocational agriculture, (2) to obtain an indication as to the teaching areas of vocational agriculture most helpful toward success in their present occupation, and (3) to identify the teaching areas that would be most helpful for future students, as recommended by the graduates.

A questionnaire was prepared and mailed to 110 graduates who had completed at least three years of vocational agriculture. The study period ran from 1950 to 1970. Of the 110 questionnaires mailed, only 40 were returned. The author feels that the poor return of questionnaires was due to an unscheduled rise in postage rates approximately two weeks after the questionnaires were mailed, which resulted in the graduates' having to pay additional postage to return the questionnaires. Even though the returns were low, the author feels that there was good representation of the graduates for the 20-year period studied.

As a result of the study, it was found that 77.5 percent of the respondents were married, 20.0 percent were single and 2.5 percent were divorced; 70.0 percent of the respondents lived on a farm while in vocational agriculture; 10 percent of the respondents earned the State Farmer

degree.

The range of jobs ranged from 22.5 percent who had held one job since graduation to 2.5 percent who had held approximately 20 jobs. Forty-five percent of the respondents had not spent time in the Armed Services, but 50.0 percent had spent from one to six years, depending on the branch of service.

The respondents had managed to achieve a wide range of annual income. They ranged from below \$5,000 to above \$11,000, with about the same number in each bracket.

The percentage of respondents' income derived from farming ranged from 75 percent who received none of their income from farming to five percent who received 100 percent from farming, while 82.5 percent derived no income from agricultural-related occupations and 7.5 percent received 100 percent of their income from such jobs.

There were only five graduates, 12.5 percent, to report that they depended upon agriculture for their total income. Two of these five were in production and three were in agriculture services. There were eight graduates to report that they worked at Tinker Air Force Base in Midwest City. This large government installation employs many people from the Tecumseh area.

Forty-five percent of the graduates did not attend college while only 15 percent attended from four to six years, with only four of these having degrees.

One outstanding feature of the study was found in Table XII, which indicated the areas of vocational agriculture that helped the graduates most in their present occupations. Leadership, orientation and careers and supervised farm training were ranked of more importance than the

scientific areas.

When asked about future emphasis of programs, respondents indicated that even though the graduates got many assets from the non-scientific courses, they would rather have more of the scientific courses taught. This is possibly due to the emphasis placed on technology today. The graduates felt that the future vocational agriculture student should have more technical subjects taught and more emphasis placed on agricultural occupations.

#### Conclusions

In regard to the study that was made of vocational agriculture graduates of Tecumseh High School between the years of 1950 and 1970, it may be concluded that:

1. In terms of stability in job tenure and salary levels, graduates of the program have been successful.
2. The majority of graduates from this program enter the world of work upon graduating from high school.
3. The majority of program graduates from this community seek employment in non agricultural-related fields and continue this type of employment.
4. Respondents felt that the scientific-type agricultural teaching areas were of less value for them in their present positions than they would be for future graduates of the program.

#### Recommendations

The writer feels that the following recommendations are justified on the basis of the study findings:

1. Vocational agriculture teachers should keep an accurate and continuous follow-up record on his former students to determine if vocational agriculture is of help or value in his occupational choices and success.

2. Vocational agriculture teachers should provide information about employment opportunities in both agricultural and non agricultural-related occupations.

3. In the future, vocational agriculture teaching programs should continue to focus upon the development of leadership and responsibility. Also, there is a continuing need for emphasis upon the scientific aspects of agriculture.

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**APPENDIX A**

THE OCCUPATIONAL DISTRIBUTION OF VOCATIONAL AGRICULTURE  
GRADUATES OF TECUMSEH HIGH SCHOOL

The information on this questionnaire will be kept confidential. No names will be used when the results are summarized and published.

Please fill out the questionnaire completely and return it as soon as possible in the enclosed, self-addressed, stamped envelope.

1. Name \_\_\_\_\_ Age \_\_\_\_\_
2. Complete Address \_\_\_\_\_  
\_\_\_\_\_
3. Current Occupation (Please be specific) \_\_\_\_\_  
\_\_\_\_\_
4. Number of jobs held since graduation \_\_\_\_\_  
\_\_\_\_\_
5. Marital Status - Married ( ) Single ( ) Divorced ( ) Widowed ( )
6. Did you live on a farm while in vocational agriculture? Yes ( )  
No ( )
7. Did you receive the State Farmer Degree? Yes ( ) No ( )
8. Amount of time spent in the armed services \_\_\_\_\_  
\_\_\_\_\_
9. My annual income is: Below \$5000 ( ) \$5001-7000 ( )  
\$7001-9000 ( ) \$9001-11000 ( )  
Above \$11000 ( )
10. Percent of income from farming \_\_\_\_\_
11. Percent of income from an agricultural related business \_\_\_\_\_
12. Did you attend college? Yes ( ) No ( ) Years \_\_\_\_\_ Degree \_\_\_\_\_
13. Please arrange in order from most to least important the value of the following subjects in your present occupation (Place 1 beside the most important, 2 beside the second most important, etc.)
 

(1) Orientation & Careers _____	(4) Animal Science _____
(2) Leadership _____	(5) Plant & Soil Science _____ Contests _____
(3) Supervised Farm Training _____	(6) Agricultural Mechanics _____
(7) Shows & Contests _____	(8) Other _____ (Specify)

14. Please arrange in order from most to least important, the following subjects you feel would be essential for improving the vocational agriculture program at Tecumseh High School.

- |                                    |                                  |
|------------------------------------|----------------------------------|
| (1) Orientation & Careers _____    | (6) Agricultural Mechanics _____ |
| (2) Leadership _____               | (7) Shows & Contests _____       |
| (3) Supervised Farm Training _____ | (8) Others _____                 |
| (4) Animal Science _____           | (Please Specify)                 |
| (5) Plant & Soil Science _____     |                                  |

Thank you for your time and cooperation. It is greatly appreciated.

APPENDIX B

415 South Creek  
Drumright, Oklahoma  
May 1, 1971

Dear Former Vocational Agriculture Student:

I am conducting a research study to determine the present occupations of former vocational agriculture students of the Tecumseh High School. This information will be used as a follow-up record of the former students. It will also help the present vocational agriculture instructor to design a plan of study that will more nearly meet the objectives of modern vocational agriculture.

Would you please take time from your busy schedule to fill out the enclosed questionnaire and return it as soon as possible in the self-addressed, stamped envelope.

I assure you that all information obtained will be kept confidential and only the tabulated data from all the former students as a group will be published.

Sincerely,

Richard T. Sinor  
Graduate Student  
Agricultural Education  
Oklahoma State University

APPENDIX C

## LISTING OF REPORTED OCCUPATIONS BY INDUSTRY

Agriculture and Agricultural Services:

Farming  
Feed Store Owner  
Livestock Auction Owner  
Ranching  
Seed and Fertilizer Dealer

Air Transportation:

Aircraft Electrician  
Aircraft Mechanic  
Aircraft Metal Classifier  
Aircraft Metal Inspector  
Air Traffic Controller

Carpet and Rug:

Carpet Store Owner

Construction:

Building Engineer  
Highway Engineer  
Road Construction Foreman  
Utility Company Engineer  
Glass Plant Maintenance Foreman

Education and Instruction:

Coach  
School Administrator  
Student in College

Electronics:

Computer Repairman  
Electronic Chassis Repairman

Government Services:

Office of Economic Opportunity - Regional Director  
Red Cross Administrator  
United States Department of Agriculture Researcher

Medical Services:

Psychiatric Aide

Metal:

Machinist  
Welder

Petroleum Production:

Oil Jobber  
Petroleum Company Representative

Postal Service:

Mail Carrier  
Postal Clerk

Printing:

Assistant Newspaper Printer

Real Estate:

Land Developer

VITA

Richard Thomas Sinor

Candidate for the Degree of

Master of Science

Thesis: THE OCCUPATIONAL DISTRIBUTION OF VOCATIONAL AGRICULTURE  
GRADUATES OF TECUMSEH HIGH SCHOOL AND THEIR ASSESSMENT  
OF TEACHING PROGRAM CONTENT

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Liberty, Oklahoma, May 12, 1948, the son of  
Mr. and Mrs. Louis G. Sinor, Liberty.

Education: Graduated from Kemp High School, Kemp, Oklahoma, in  
May, 1966; graduated from Murray State Junior College, Tisho-  
mingo, Oklahoma, in May, 1968; received the Bachelor of Science  
degree from Oklahoma State University, Stillwater, Oklahoma,  
in May, 1970; engaged in post-graduate study toward the Master  
of Science degree at Oklahoma State University, Stillwater,  
Oklahoma, from August, 1970 to July, 1971.

Organizations: Collegiate FFA, Alpha Tau Alpha, Alpha Zeta, Phi  
Kappa Phi, National Vocational Agriculture Teachers Associa-  
tion, International Association of Turtles, Inc., United States  
Army Reserve Officers' Corps, Kemp Baptist Church.