

FACTORS INFLUENCING FRESHMEN BOYS
TO ENROLL IN VOCATIONAL
AGRICULTURE

By

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AGRICULTURE

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PREFACE

The thesis study was selected during the summer of 1954. After five years of teaching vocational agriculture the writer had given a lot of thought as to why boys would want to enroll in vocational agriculture.

After talking to professor Robert Price, the writer's major adviser at that time, the idea of this study was originated. Final suggestions and additions in developing the questionnaires were made by Mr. Orr and Mr. Knebel.

The writer is very grateful to Professors Earl H. Knebel, major adviser, Don M. Orr, minor adviser, and Robert R. Price all of the Department of Agricultural Education of the Oklahoma A. and M. College, and to Mr. C. A. Collins, Southeast District Supervisor of Vocational Agriculture, for their advice, guidance, and material assistance in the writing of this study. Also thanks are due to the twenty vocational agriculture teachers and the two hundred and seventy-two students who filled out and returned the questionnaires which supplied the data for this study.

This acknowledgement would be incomplete without giving credit to Frances, my wife, for her constant efforts to assist, encourage, and inspire me during the writing of this thesis.

ATHMORE PRESENTMENT

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CHAPTER I

THE INTRODUCTION TO THE PROBLEM

Statement of the Problem

Questions many times have been asked concerning reasons why boys enroll in vocational agriculture. No study has been completed in Oklahoma, with reference to these questions. The writer decided to make a study of reasons why boys did enroll in vocational agriculture.

This study deals with boys that are enrolled in vocational agriculture for their first time; the main emphasis being on freshmen boys. The area selected for this study included a five county area in the south-central part of Oklahoma. (Refer to Oklahoma map, Figure 1, page 9.)

Purpose of the Study

The purposes of the study are twofold:

1. To determine the factors that influence freshmen boys to enroll in vocational agriculture.
2. To determine the methods now used in selecting and admitting pupils to vocational agriculture.

Methods of Procedure

The questionnaires used for this study were of two types, boy's questionnaire found on page 3 and teacher's questionnaire found on page 5.

The questionnaires were formulated by the writer and revised with recommendations from Mr. Don Orr, Professor of

Agricultural Education, Oklahoma A. and M. College, in the summer school session of 1954.

A copy of the questionnaire was submitted to Professor Don Orr, head of the agricultural education department, and Mr. Earl Knebel, also of the department of agricultural education, for their approval.

The writer visited two professional improvement meetings, one located at Davis, Oklahoma, the other at Atoka. The instructors included in this study attended one or the other of these meetings. With permission from Mr. C. A. Collins, Southeast District Supervisor of Vocational Agriculture, the material was presented to the instructors and explained at this time. Before these meetings the writer had personally contacted each instructor in the five counties and asked his help in this study, also inquiring as to the number of freshmen each teacher had.

Each instructor was given a self-address stamped envelope with the correct number of questionnaires in them to be returned to the writer.

BOYS QUESTIONNAIRE

In this survey we are trying to determine what factors influence freshmen boys to enroll in vocational agriculture, and how they become acquainted with the program. Please answer all questions honestly and to the best of your ability. Thanks very much for your part in this survey.

1. Your age_____. School grade_____.
2. Do you live on a farm at the present time? Yes____, No____.
3. Do you have a supervised farming program? Yes____, No____.
4. What productive enterprise projects do you have now?
 _____,
 _____,
5. If you do not have productive enterprise project at the present time what are you considering?
 _____,
 _____,
6. List your reasons for taking vocational agriculture in order of importance.
 - a. It was required_____, b. Shop work interested you____,
 - c. You wanted to continue the work you started in 4-H club work_____, d. Your vocational agriculture instructor asked you to_____, e. You were interested in becoming a farmer_____, f. Your parents wanted you to take it____,
 - g. You were interested in showing animals_____,
 - h. You were interested in judging contest_____,
 - i. You were interested in the social activities of the F.F.A._____, j. You heard it was an easy course_____,
 - k. Your superintendent suggested that you take it_____,
 - l. Others_____

7. When did you first become acquainted with vocational agriculture and decide you would enroll in it? (Check one)
- a. The first day of school_____.
 - b. Eight grade day_____.
 - c. When your brother took it____.
 - d. When you were invited to a watermelon feed sponsored by the F.F.A._____.
 - e. When you attended an F.F.A. party_____.
 - f. When the vocational agriculture instructor came to your home and discussed the program with you_____.
 - g. By observing work the older vocational agriculture boys were doing_____.
 - h. Others_____
-
8. Approximately how long was this before you enrolled in vocational agriculture_____.
9. Now that you have been in vocational agriculture for a short time, rate your opinion of it compared to your other courses.
- a. Like vocational agriculture better than other courses___,
About the same_____, Not as well as the others___,
10. If you are not a freshmen and enrolled in Vocational Agriculture I, why did you wait until now to enroll?
- a. You were not interested in vocational agriculture_____.
 - b. It conflicted with some other course_____.
 - c. You did not have a project_____.
 - d. Your parents didn't want you to take it_____.
 - e. The vocational agriculture instructor advised you not to take it_____.
 - f. Others_____
-

TEACHERS QUESTIONNAIRE

PROBLEM: FACTORS INFLUENCING FRESHMEN BOYS TO ENROLL IN VOCATIONAL AGRICULTURE IN MARSHALL, BRYAN, ATOKA, LOVE, AND CARTER COUNTIES.

1. Years of experience teaching vocational agriculture_____.
2. Years at present school teaching vocational agriculture_____.
3. Total number of high school boys_____. Present taking vocational agriculture_____.
4. Total number freshmen boys_____. Number enrolled in vocational agriculture_____.
5. Farm boys in this freshmen class_____.
6. Are boys required to take vocational agriculture in your high school? Yes_____, No_____.
7. If yes, what groups are required to take vocational agriculture?
Agri. I_____, Agri. II_____, Agri. III_____, Agri. IV_____.
8. Do you have final say in selecting boys who take vocational agriculture? Yes_____, No_____.
9. a. Do you think the teacher should have final say? Yes_____, No_____.
b. Be left up to the teacher and school administration for final say. Yes_____, No_____.
10. What means of contact did you use with the members of the present freshmen class that were contacted before enrollment date. (Check the ones you used. This applies to the present freshmen class only.)
 - a. Home visits with parents and boys. Yes_____, No_____.
Number you visited_____.
 - b. Invite prospective boys to F.F.A. parties. Yes_____, No_____.
Number that attended_____.
 - c. Invite them to a watermelon feed. Yes_____, No_____.
Number of freshmen that attended_____.
 - d. Invite them to go with group on summer camp. Yes_____, No_____.
Number of freshmen that attended_____.
 - e. Invite them to go on swimming party. Yes_____, No_____.
Number of freshmen that attended_____.
 - f. Visited with the prospective student while on the farm

to visit his brother who was enrolled in vocational agriculture. Yes _____, No _____.
 Number contacted by this means _____.

g. Have the prospective boys for a period on eight grade day.
 Yes _____, No _____.
 Number contacted by this means _____.

h. Worked with prospective boys with their 4-H club projects.
 Yes _____, No _____.
 Number you worked with _____.

i. Invite prospective boys to go on project tours.
 Yes _____, No _____.
 Number of freshmen attending _____.

j. Others _____

11. Total number of this years freshmen class that were contacted before enrollment date _____.

12. Did you have a freshmen boy this year that you had never seen before enrollment date. Yes _____, No _____.
 How many _____.

13. Did your school have pre-enrollment this year? Yes _____, No _____.

14. If yes, do you think this has helped you in planning your program for next year? Yes _____, No _____.

15. Check the following factors in the order of their importance that you feel influence boys to take vocational agriculture.

a. Required _____, b. Influence of friends _____,

c. Influence of parents _____, d. Liked the teacher _____,

e. Shop program _____, f. Fairs _____,

g. Chance to exhibit animals _____, h. Opportunity to enter judging contest _____, i. Interested in farming _____,

j. Social activities of the F.F.A. _____, k. More interesting than other subjects _____,

Others _____

16. Check the one significant factor that should determine whether or not a boy should be enrolled in vocational agriculture.

- a. An expressed interest in agriculture_____.
- b. The ability to carry on a supervised farming program_____.
- c. Farm pupil with interest in becoming a farmer_____.
- d. The number of enterprises the boy owns_____.
- e. Any farm boy_____.
- f. Only those with acceptable scholarship_____.
- g. Only those with acceptable character_____.
- h. Good 4-H club boys_____.
- i. Others_____

17. Interest of boys enrolled in vocational agriculture.

| Classification | Good Per cent | Fair Per cent | Poor Per cent |
|----------------|------------------|------------------|------------------|
| Seniors | _____ | _____ | _____ |
| Juniors | _____ | _____ | _____ |
| Sophomores | _____ | _____ | _____ |
| Freshmen | _____ | _____ | _____ |

18. Do you feel the ways of informing prospective pupils about vocational agriculture need to be made more effective?

Yes _____, No _____.

19. How might this come about (List in order of importance)

- a. School have some kind of guidance program to familiarize the prospective pupils with vocational agriculture_____.
- b. More home visits by the teacher with a purpose in mind_____.
- c. Having a Parents' Club and invite all new prospects and their parents to a meeting before enrollment time_____.
- d. Others_____

Names and Location of Teachers who participated in this Study

| School | County | Instructor |
|---------------|----------|---------------------|
| Atoka | Atoka | Wilson McDonald |
| Achille | Bryan | Howard Zachary |
| Bennington | Bryan | Howard Chitwood |
| Bokchito | Bryan | Louis Prentice |
| Calera | Bryan | Arnold Rambo |
| Caddo | Bryan | Raymond Hutchens |
| Caney | Atoka | C. R. Whisman |
| Cobb | Bryan | Eugene Youree |
| Colbert | Bryan | Robert Emberty |
| Durant | Bryan | Hubert Palone |
| Fox | Carter | Raymond Kirkpatrick |
| Kingston | Marshall | G. C. Blakemore |
| Leon | Love | Bob Harl |
| Limestone Gap | Atoka | E. J. Sanders |
| Lone Grove | Carter | Paul Morris |
| Madill | Marshall | Dyton Matthews |
| Marietta | Love | Max Beasley |
| Meadowbrook | Love | Haskell Morgan |
| Springer | Carter | Ollie Testerman |
| Thackerville | Love | Walton Holt |



Figure 1

CHAPTER II

DESCRIPTION OF COUNTIES INCLUDED IN THIS STUDY

Five counties were included in this study. They were Atoka, Bryan, Carter, Love, and Marshall counties. The location of these counties is in the extreme south-central section of Oklahoma. Twenty vocational agriculture departments are located in these five counties. Bryan County has the largest number of vocational agriculture departments with a total of eight. They are Achille, Bennington, Bokchito, Caddo, Calera, Cobb, Colbert and Durant. Love County has four departments of vocational agriculture. They are Marietta, Meadowbrook, Leon, and Thackerville. Atoka County has three departments, being Atoka, Caney, and Limestone Gap. Carter County also has three departments. They are Fox, Lone Grove, and Springer. Marshall County only has two departments, Madill and Kingston.

In the area designated by these counties there is a slight change in types of farming from the west side to the eastern part. On the extreme western part the soils are of the prairie land type of the west, and on the east side they are more of the forested type of soils. Mostly sandy soils are to be found along Red River.

The larger portion of this area is more of the rough and rolling type of soils which makes it principally a livestock producing area. The main crops in the area are cotton

and peanuts.

Information for this chapter was obtained from the soil conservation district programs of work for each county. Sources of these district programs of work can be obtained from the State Soil Conservation Office, Oklahoma A. and M. College, or from each soil conservation district office. Also the 1950 United States Farm Census was used as a reference for this information.¹

Atoka County

Atoka County has a land area of 638,000 acres, approximately 997 square miles of which 292,879 acres are in farms. Atoka County is located in the southeastern part of Oklahoma. The district is drained by Clear Boggy River and Muddy Boggy River and their tributaries. The most productive lands are found along the creek bottoms and the black upland soil in the southwestern part of the county. The area north of Muddy Boggy River is comprised principally of rough, mountainous land that is predominately non-arable. The average rainfall for Atoka County is approximately 40 inches.

The greater part of this county consist of rolling to rough timber lands which are well drained, and when in cultivation are extremely susceptible to erosion.

There are 1,870 farms in Atoka County, an average of 227 acres per farm. The average value of land is \$20 per acre. Sixty-seven per cent of the land is used for farming. The county has 30 per cent farm tenancy.

¹U. S. Department of Commerce, United States Census of Agriculture (Washington, D. C., 1950), pp. 140-157

There are 85 combination crop and livestock farms; 472 beef farms; 14 dairy farms; 57 cotton farms. Six-hundred and forth-eight farms reported raising peanuts.

Bryan County

Bryan County consist of 928 square miles, or approximately 593,920 acres. The annual precipitation is 39.73 inches of rain.

The county is roughly rectangular in outline with the Washita River forming the western boundary, the Red River the south boundary and the Blue River dissecting the eastern part of the county.

The central and northern portions of the county are dominately prairie soils developed from limestone, marl, shale and sandstones. Erosion has been very active in this area.

The eastern part of the county consists of Interior Coastal Plains soils of rolling to strongly rolling forested lands developed from loose sands. These soils erode very rapidly when placed in cultivation. In general the soils are of low value for farm crops. These soils have been showing good response to fertilizers, thus adapted for pastures when the timber is cleared.

Most of the alluvial soils found along the Washita, Red, and Blue Rivers are fertile soils. Generally speaking, these are good farming soils, but in many cases they are in overflow areas.

There are 2,584 farms averaging 181 acres in size in

Bryan County. The average value of the land is \$40 per acre. Eighty-two per cent of the land is in farms. The county has 35 per cent tenancy. Three hundred and four of the farms are combination crop and livestock farms. There are 386 beef cattle farms; 45 dairy cattle farms; 40 poultry farms; 354 cotton farms; 25 cash grain farms. There were 1,328 farms reported having peanuts.

Carter County

Carter County is in the south-central part of Oklahoma. Love County lies between it and the Texas state line. Ardmore is the county seat. The county includes an area of 831 square miles, or 531,840 acres. It lies in the transitional belt between the prairie land of the west and the forested land of the east and it supports the types of vegetation common to both sections.

The greater part of Carter County consists of rolling to strongly rolling forested plains, causing it to be chiefly a livestock producing area.

Carter County has two distinct types of native vegetation. In general the upland soils support a prairie type of vegetation and the sandy soils a forest type.

The 1950 census showed the number of farms in Carter County to be 1,918, with an average of 211 acres per farm. The average value of land was \$38 per acre. Seventy-six per cent of the land was used for some type of farming.

This county showed 33 per cent tenancy. There were 74 farms that showed combination of crop and livestock.

Four hundred and twenty farms were devoted to beef cattle; 96 to dairying; 15 to poultry; 430 to cotton; 11 to cash grain.

Love County

The area of Love County is 514 square miles with 438,960 acres. Some of the original area of this county has been covered by water since the completion of the Denison Dam in 1944.

The land in this county varies from nearly level to strongly rolling. However, gently rolling topography predominates over the largest per cent of the county. The Red River bottoms and terrace soils are nearly level.

The surface is very conducive to sheet and gully erosion. A portion of the area around Leon is subject to wind erosion. The area in the northeastern part of the county is deeply dissected by gully erosion. The county's annual rainfall is approximately 36 inches per year.

The soils may be divided into three groups: prairie soils in central part of the county, West Cross Timber soils which have low fertility, and alluvial and terrace soils which are usually very fertile.

There are 1,088 farms in Love County with an average of 237 acres per farm. The average value of land is \$35 per acre. Eighty-three per cent of the land is in farms. The county has 36 per cent farm tenancy.

There are 70 farms with combination of crops and livestock; 272 beef cattle farms; 14 dairy farms; 228 cotton farms. There were 284 farms reported peanuts.

Marshall County

Marshall County is located in the extreme south-central part of Oklahoma. The Red River forms its southern boundary, Love and Carter Counties its west boundary, Johnson County on the north and Bryan County on the east. The Washita River separates it from the adjoining counties on the northeast and eastern sides. The county lies at the northern border of the Gulf Coastal Plains. The entire area drains into the Red River, although part of the drainage flows first into the Washita River and then into the Red River.

The eastern half of the county has a rolling to hilly topography typical of the limestones and clays of the Grand Prairies. The West Cross Timber soils extend across the northern edge of the county and is characterized by a rolling to hilly topography covered with a growth of blackjack and scrub oak.

The original area of land in Marshall County was 419 square miles with 268,160 acres. This area has been reduced approximately 40 square miles due to the completion of the Denison Dam in 1944. Although Lake Texoma, as the lake is called, affects two other counties and an area of Texas, about 75 per cent of land covered by the lake is in Marshall County.

The county is chiefly a livestock producing area, although there are many fertile acres of blackland in the central part of the county. In the southern part of the county, the land is more sandy.

The chief crops in Marshall county are cotton and peanuts.

The 1950 census showed 689 farms, averaging 306 acres per farm. The value of land is \$36 per acre. Ninety-one per cent of the land is in farms. The county has 33 per cent tenancy. There were 204 beef cattle farms; 36 dairy farms; nine poultry farms; 67 cotton farms and four cash grain farms. Fifty-four farms are crop and livestock combination.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The twenty instructors in the departments of vocational agriculture that participated in this study reported 291 freshmen boys. There were 238 freshmen questionnaires returned to the writer and 34 questionnaires returned from boys that were not freshmen, but were enrolled in Vocational Agriculture I.

The presentation and analysis of data will be discussed under the following main divisions:

1. Data concerning students.
2. Data concerning teachers.

The data in this chapter is presented in tables and an analysis is made of each table. The first 17 tables pertain to the students' questionnaires and the remaining 27 tables are pertaining to the teachers' questionnaires.

Data Concerning Students

TABLE I

AGES AND GRADES OF 272 VOCATIONAL AGRICULTURE STUDENTS
ENROLLED IN AGRICULTURE I

| Age | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | total | |
|----------|---------|------|----------|------|----------|----|----------|----|-------|------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| 13 years | 6 | 2.2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2.2 |
| 14 years | 160 | 58.8 | 0 | 0 | 0 | 0 | 0 | 0 | 160 | 58.8 |
| 15 years | 55 | 20.2 | 11 | 4.0 | 0 | 0 | 0 | 0 | 66 | 24.3 |
| 16 years | 16 | 5.9 | 13 | 4.8 | 1 | .4 | 0 | 0 | 30 | 11.0 |
| 17 years | 1 | .4 | 8 | 2.9 | 0 | 0 | 0 | 0 | 9 | 3.3 |
| 18 years | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .4 | 1 | .4 |
| Total | 238 | 87.5 | 32 | 11.7 | 1 | .4 | 1 | .4 | 272 | 100 |

Of the 272 questionnaires returned 87.5 per cent were freshmen questionnaires. A greater percentage of the freshmen students were 14 years old. Only one junior and one senior student were enrolled in Vocational Agriculture I, but 32 of the first year students were sophomores. Twelve of the 20 departments studied had other than freshmen enrolled in Vocational Agriculture I.

TABLE II

FARMING STATUS OF 238 FRESHMEN BOYS ENROLLED IN VOCATIONAL AGRICULTURE I

| Farming status | Farm boys | | Non-farm boys | | Total | |
|---|-----------|----------|---------------|----------|--------|----------|
| | Number | Per cent | Number | Per cent | Number | Per cent |
| Number fresh- men boys | 173 | 72.7 | 65 | 27.3 | 238 | 100 |
| Number boys carrying super- vised farming programs | 147 | 85.0 | 34 | 52.3 | 181 | 76 |

Table II reveals the fact that 173 of the 238 freshmen boys returning questionnaires were farm boys. Of this group of 173 students, 85 per cent were carrying some type of productive enterprise project. In comparison only 52.3 per cent of the 65 non-farm boys were carrying a productive enterprise project.

The percentage of freshmen boys living on farms in this study is less than were found living on farms in a study of nine vocational agriculture departments in the state of Oklahoma.² In that study 85.25 per cent of the boys taking vocational agriculture were living on farms. That study included all students enrolled in vocational agriculture in those nine schools

²A report presented by the State Board of Vocational Agriculture of Oklahoma to State Vocational Agriculture Teachers, during the 1955 Summer Conference.

TABLE III

NUMBER OF PROJECTS CARRIED BY 238 FRESHMEN BOYS ENROLLED
IN VOCATIONAL AGRICULTURE I IN TWENTY VOCATIONAL AGRICULTURE
DEPARTMENTS

| Number of Projects | Schools reporting | Students reporting | |
|--------------------|-------------------|--------------------|----------|
| | Number | Number | Per cent |
| None | 18 | 57 | 24.0 |
| One | 18 | 81 | 34.1 |
| Two | 17 | 41 | 17.2 |
| Three | 11 | 27 | 11.3 |
| Four | 7 | 32 | 13.4 |
| Total | -- | 238 | 100.0 |

There were 34.1 per cent of the freshmen boys carrying only one productive enterprise project; next on the list was the number carrying no project, which included 24.0 per cent of the boys. Seventeen and two-tenths per cent were carrying two projects; 11.3 per cent were carrying three projects; 13.4 per cent were carrying four projects.

This group of freshmen boys had been enrolled in Vocational Agriculture I for one semester at the time the survey was made. Some of the boys not carrying projects were planning to begin them later in the spring.

The outstanding fact is that 24 per cent of the boys did not have productive enterprise projects at the end of the first semester.

TABLE IV

KINDS OF PRODUCTIVE ENTERPRISE PROJECTS CARRIED BY 238
FRESHMEN BOYS

| Enterprise | Schools Reporting | | Students Reporting | |
|--------------|-------------------|----------|--------------------|----------|
| | Number | Per cent | Number | Per cent |
| Swine | 17 | 85 | 100 | 41.6 |
| Beef | 18 | 90 | 91 | 38.2 |
| Poultry | 14 | 70 | 55 | 23.1 |
| Dairy | 8 | 40 | 29 | 12.2 |
| Horses | 2 | 10 | 8 | 3.3 |
| Rabbits | 2 | 10 | 3 | 1.3 |
| Sheep | 1 | 5 | 2 | .8 |
| Turkeys | 1 | 5 | 1 | .4 |
| Garden | 3 | 15 | 18 | 7.6 |
| Peanuts | 4 | 20 | 11 | 4.6 |
| Cotton | 5 | 25 | 10 | 4.2 |
| Corn | 3 | 15 | 8 | 3.3 |
| Sorghums | 1 | 5 | 4 | 1.7 |
| Hay | 3 | 15 | 4 | 1.7 |
| Orchards | 2 | 10 | 4 | 1.7 |
| Oats | 2 | 10 | 3 | 1.3 |
| Pecans | 3 | 15 | 3 | 1.3 |
| Field Peas | 1 | 5 | 2 | .8 |
| Alfalfa | 1 | 5 | 1 | .4 |
| Barley | 1 | 5 | 1 | .4 |
| Strawberries | 1 | 5 | 1 | .4 |

There were 21 different kinds of productive enterprise projects being carried by the freshmen boys in this study. More interest was shown in livestock enterprises than was shown in crop enterprises. One hundred boys were carrying swine as a productive enterprise project and 91 boys were carrying beef. Less than 10 boys were carrying horses, rabbits, sheep, and turkeys as a project.

Gardens were carried more frequently as the main crop project by boys than any other crop projects. Garden projects were followed by peanuts and cotton. The writer would like to call attention to the fact that this study was completed before the actual crop season began.

TABLE V

FRESHMEN BOYS CARRYING MINOR LIVESTOCK AND CROP PROJECTS

| Projects | Number Enrolled | Farm boys | | Non-farm boys | | Having No other pro- ject. | | Having one other project | | Having two or more project | |
|--------------|--------------------|-----------|-------|------------------|-------|----------------------------------|-------|--------------------------------|-------|----------------------------------|-------|
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| Horses | 8 | 8 | 100.0 | 0 | 0 | 0 | 0 | 1 | 12.5 | 7 | 87.5 |
| Rabbits | 3 | 1 | 33.3 | 2 | 66.6 | 2 | 66.6 | 0 | 0 | 1 | 33.3 |
| Turkeys | 1 | 1 | 100.0 | 0 | 0 | 0 | 0 | 1 | 100.0 | 0 | 0 |
| Gardens | 18 | 16 | 88.8 | 2 | 11.2 | 0 | 0 | 3 | 17.7 | 15 | 83.3 |
| Corn | 8 | 7 | 87.5 | 1 | 12.5 | 0 | 0 | 1 | 12.5 | 7 | 87.5 |
| Orchards | 4 | 4 | 100.0 | 0 | 0 | 0 | 0 | 1 | 25.0 | 3 | 75.0 |
| Sorghums | 4 | 4 | 100.0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 100.0 |
| Hay | 4 | 4 | 100.0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 100.0 |
| Oats | 3 | 3 | 100.0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 100.0 |
| Pecans | 3 | 2 | 66.6 | 1 | 33.3 | 0 | 0 | 1 | 33.3 | 2 | 66.6 |
| Peas | 2 | 2 | 100.0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 100.0 |
| Alfalfa | 1 | 1 | 100.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100.0 |
| Barley | 1 | 1 | 100.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100.0 |
| Strawberries | 1 | 0 | 0 | 1 | 100.0 | 1 | 100.0 | 0 | 0 | 0 | 0 |
| Total | 61 | 54 | 88.5 | 7 | 11.5 | 3 | 4.9 | 8 | 13.1 | 50 | 82.0 |

Fourteen of the 21 productive enterprise projects carried by the freshmen boys were considered as minor projects, three were livestock projects and 11 were crop projects. Sixty-one of the boys were carrying minor projects and 88.5 per cent of these boys were farm boys. Only 4.9 per cent of these boys didn't have other projects. Thirteen and one-tenth per cent were carrying one other project and 82 per cent were carrying two or more projects. The questionnaires revealed that each boy that was carrying a crop project was also carrying some kind of livestock enterprise. This might suggest that the minor crop projects were being carried as a contributory project.

Two of the three boys carrying rabbits as a productive enterprise project were non-farm boys and also these two boys were not carrying any other project.

TABLE VI

BREAKDOWN OF KINDS OF PROJECTS OF 238 FRESHMEN BOYS IN TWENTY VOCATIONAL AGRICULTURE DEPARTMENTS

| | <u>No Projects</u> | | <u>Crop projects</u> | | <u>Livestock projects</u> | | <u>Both</u> | | <u>Total</u> | |
|---------------|--------------------|------|----------------------|-----|---------------------------|------|-------------|------|--------------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Farm boys | 26 | 15.0 | 3 | 1.4 | 101 | 59.0 | 43 | 24.6 | 173 | 100.0 |
| Non-farm boys | 31 | 47.7 | 1 | 1.5 | 31 | 47.7 | 2 | 3.1 | 65 | 100.0 |
| Total | 57 | 24.0 | 4 | 1.7 | 132 | 55.4 | 45 | 18.9 | 238 | 100.0 |

Only 15 per cent of the freshmen farm boys had no project at the time this study was made, compared to 47.7 per cent of the non-farm boys with no projects. One and four-tenths per cent of the farm boys had only crop projects compared to 1.5 per cent for non-farm boys. Fifty-nine per cent of the farm boys had only livestock projects compared to 47.7 per cent of the non-farm boys. Twenty-four and six-tenths per cent of the farm boys were carrying both crop and livestock projects compared to 3.1 per cent of the non-farm boys with both kinds of projects. One hundred and seventy-seven boys were carrying livestock projects compared to 49 boys with crop projects.

TABLE VII

BREAKDOWN OF DIFFERENT KINDS OF LIVESTOCK AND CROP ENTERPRISES
CARRIED IN THE TWENTY DEPARTMENTS OF VOCATIONAL AGRICULTURE

| Kinds of Livestock Enterprises | Schools reporting different kinds of Enterprises | |
|--------------------------------------|---|----------|
| | Number | Per cent |
| 0 | 0 | 0 |
| 1 | 1 | 5.0 |
| 2 | 8 | 40.0 |
| 3 | 4 | 20.0 |
| 4 | 4 | 20.0 |
| 5 | 2 | 10.0 |
| 6 | 1 | 5.0 |
| Kinds of Crop Enterprises | | |
| 0 | 12 | 60.0 |
| 1 | 1 | 5.0 |
| 2 | 2 | 10.0 |
| 3 | 2 | 10.0 |
| 4 | 2 | 10.0 |
| : | : | : |
| 12 | 1 | 5.0 |

Each of the 20 departments reported having some fire h-
men carrying livestock projects. One school reported only
one kind of livestock enterprise; eight schools reported
two kinds; four schools reported three kinds; four schools
reported four kinds; two reported five; and one reported
six different kinds of livestock enterprises.

Twelve of the 20 schools were not carrying any kind
of crop enterprises. One school reported one crop project;
two schools reported two crop projects; two reported three
crop projects; two reported four crop projects and one
school reported 12 different kinds of crop projects.

Eight of the 20 departments reported carrying both
livestock and crop projects.

TABLE VIII

BREAKDOWN OF NUMBER OF PROJECTS CARRIED BY 173 FRESHMEN FARM BOYS AND 65 NON-FARM BOYS STUDIED IN THIS SURVEY

| | No project | | 1 project | | 2 projects | | 3 projects | | 4 projects | | total | |
|---------------|------------|------|-----------|------|------------|------|------------|------|------------|------|-------|-----|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Farm boys | 26 | 15.0 | 58 | 33.5 | 36 | 20.9 | 22 | 12.7 | 31 | 17.9 | 173 | 100 |
| Non-farm boys | 31 | 47.7 | 23 | 35.4 | 5 | 7.7 | 5 | 7.7 | 1 | 1.5 | 65 | 100 |
| Total | 57 | 24.0 | 81 | 34.1 | 41 | 17.2 | 27 | 11.3 | 32 | 13.4 | 238 | 100 |

Forty-seven and seven-tenths per cent of the non-farm boys were not carrying a project compared to only 15 per cent of farm boys without a project. The percentage of farm and non-farm boys with one project was about the same, whereas the percentage began to vary considerably from one project through four. Twenty and nine-tenths percent of the farm boys were carrying two projects compared to 7.7 per cent of the non-farm boys with two projects. Twelve and seven-tenths per cent of the farm boys were carrying three projects compared to 7.7 per cent of non-farm boys, and seventeen and nine-tenths per cent of the farm boys were carrying four projects compared to only 1.5 per cent of the non-farm boys with four projects.

This report showed 147 farm boys and 34 non-farm boys with projects, or a total of 181 boys carrying productive enterprise projects.

TABLE IX
PROJECTS PLANNED BY FRESHMEN BOYS

| Enterprise | Students Reporting |
|--------------|--------------------|
| Swine | 33 |
| Beef | 19 |
| Poultry | 15 |
| Sheep | 3 |
| Dairy | 1 |
| Rabbits | 1 |
| Garden | 6 |
| Corn | 4 |
| Peanuts | 3 |
| Hay | 3 |
| Cotton | 2 |
| Oats | 2 |
| Strawberries | 2 |
| Pecans | 11 |
| Alfalfa | 1 |

This data indicated that plans for projects were being made by 35 of the 57 boys who did not have projects already. Twenty-two boys without projects had made no plans for a project.

This group of 35 boys were making plans to carry 15 different kinds of enterprises; more emphasis was given to swine, beef, and poultry than the other enterprises.

TABLE X

PLANS BEING MADE BY BOYS WHO DID NOT HAVE PRODUCTIVE
ENTERPRISE PROJECTS

| | Plans made | | No plans | | Total | |
|---------------|------------|------|----------|------|-------|-----|
| | No. | % | No. | % | No. | % |
| Farm boys | 15 | 57.7 | 11 | 42.3 | 26 | 100 |
| Non-farm boys | 20 | 64.5 | 11 | 35.5 | 31 | 100 |
| Total | 35 | 61.4 | 22 | 38.6 | 57 | 100 |

Of the 238 freshmen boys surveyed, there were 26 farm boys and 31 non-farm boys who did not have projects. Of this group a greater percentage of the non-farm boys were making plans for carrying projects than were farm boys. Also, there was a larger percentage of this particular group of farm boys who had neither projects nor plans. This might lead one to believe that the farm boys who did not already have projects were not the interested energetic type. These boys probably enrolled in vocational agriculture only for credit or for some other minor reason.

TABLE XI

REASONS GIVEN FOR TAKING VOCATIONAL AGRICULTURE BY 238 FRESHMEN BOYS IN TWENTY VOCATIONAL AGRICULTURE DEPARTMENTS

| Reason Given | Order of Importance | | | | | | | | Total | |
|--|---------------------|------|------|------|------|------|------|------|-------|------|
| | 1st | | 2nd. | | 3rd. | | 4th. | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Required | 21 | 8.8 | 2 | .8 | 2 | .8 | 3 | 1.2 | 28 | 11.8 |
| Interested in Shop | 24 | 10.1 | 14 | 5.9 | 17 | 7.2 | 6 | 2.5 | 61 | 25.6 |
| Continue work started in 4-H club. | 12 | 5.1 | 22 | 9.2 | 9 | 3.7 | 13 | 5.5 | 56 | 23.5 |
| Vocational agriculture instructor asked you to | 0 | 0 | 9 | 3.7 | 5 | 2.1 | 4 | 1.7 | 18 | 7.6 |
| Interested in becoming a farmer | 86 | 36.1 | 18 | 7.6 | 21 | 8.8 | 9 | 3.7 | 134 | 56.3 |
| Parents wanted you to take it | 10 | 4.2 | 22 | 9.2 | 17 | 7.2 | 14 | 5.9 | 63 | 26.5 |
| Interested in showing animals | 15 | 6.3 | 28 | 11.8 | 29 | 12.2 | 18 | 7.6 | 90 | 37.8 |
| Interested in judging contest | 2 | .8 | 26 | 10.9 | 23 | 9.6 | 25 | 10.5 | 76 | 31.9 |
| Interested in social activities of F.F.A. | 8 | 3.4 | 23 | 9.6 | 27 | 11.3 | 24 | 10.1 | 82 | 34.5 |
| Heard it was an easy course | 3 | 1.2 | 10 | 4.2 | 6 | 2.5 | 8 | 3.4 | 27 | 11.3 |
| Superintendent suggested it | 0 | | 1 | .4 | 1 | .4 | 0 | 0 | 2 | .8 |

Some boys did not check more than a second or third choice, whereas several checked to a sixth choice. The writer considered it unnecessary to report beyond a fourth choice. Only 181 students checked the reasons in order of importance.

A greater percentage listed "interested in becoming a farmer" as the most important reason for enrolling in vocational agriculture. A total of 56.3 per cent mentioned it and 36.1 per cent gave it a first choice rating.

The second highest reason listed was "interested in showing animals." Thirty-seven and eight-tenths per cent listed this as a reason but only 6.3 per cent gave it a first choice rating.

"Interest in shop work" received the second highest number of first choice ratings.

The third highest reason that was listed was "interested in social activities of the F.F.A." Although 34.5 per cent of the boys gave this as a reason, only 3.4 per cent gave it a first choice rating.

Only a small percentage of the boys checked "required" as a reason for taking vocational agriculture. It ranked third as a first choice reason.

Twenty-three and five-tenths per cent of the boys checked "continue work started in 4-H club." This particular reason received a small number of first place ratings, but was in third place as a second choice rating.

Eleven and three-tenths per cent of the students checked "heard it was an easy course" but only 1.2 per cent

gave it a first choice rating.

The reason mentioned least was "superintendent suggested you take it." Only eight-tenths of one per cent listed this reason.

Only 7.6 per cent checked "vocational agriculture instructor asked you to take it".

Fifty-seven students did not check reasons in order of importance but only made a check mark by the reason why they enrolled in vocational agriculture. Information on this particular group will be given on Table XIII of this study.

TABLE XII

OTHER REASONS LISTED FOR BECOMING INTERESTED IN TAKING
VOCATIONAL AGRICULTURE

| Reasons | Number students reporting |
|--|---------------------------|
| Learn new ideas in farming | 7 |
| The rest of the freshmen took it | 4 |
| Work with and raise livestock | 3 |
| To see if I would be interested in farming | 2 |
| To own something of my own | 2 |
| Make money while gaining farm experience | 1 |
| Felt need for it later in life | 1 |
| Be eligible to enter F.F.A. rodeos | 1 |

This is a list of other reasons given by 21 boys as to why they became interested in enrolling in vocational agriculture. These were write-in reasons and were not given any particular choice rating.

"Learn new ideas in farming" was mentioned by seven students.

TABLE XIII

BOYS WHO DID NOT LIST REASONS IN ORDER OF IMPORTANCE BUT ONLY CHECKED THEM

| Reasons Checked | Students Reporting | Percent Reporting |
|---|--------------------|-------------------|
| Continue work you started in 4-H club | 27 | 47.3 |
| Shop work interested you | 21 | 37.0 |
| Vocational agriculture instructor asked you | 5 | 8.8 |
| Interested in becoming a farmer | 37 | 64.9 |
| Parents wanted you to take it | 25 | 43.9 |
| Interested in showing animals | 33 | 58.0 |
| Interested in judging contest | 22 | 38.6 |
| Interested in social activities of the F.F.A. | 32 | 56.1 |
| Heard it was an easy course | 7 | 12.3 |
| Superintendent suggested it | 1 | 1.8 |

Table XIII shows the results of 57 students who checked reasons for taking vocational agriculture but did not indicate their order of importance. This group checked approximately three to four reasons each.

"Interest in becoming a farmer" was again given greater consideration. Sixty-four and nine-tenths per cent of this group checked it. "Interest in showing animals" was listed second with 58 per cent mentioning it. In third place was "interested in social activities of the F.F.A." with 56.1 per cent of the group mentioning it. Fourth in importance was "continue work started in the 4-H club," this received

a rating of 47.3 per cent. "Parents wanted you to take it" was in fifth place; "interested in judging contests" was rated sixth; and "shop work interested you" was in seventh place.

In comparing Tables XI and XIII, one may notice the three first place reasons for taking vocational agriculture are in identical order. Also the three lesser placed reasons were in the same order.

The data in Tables XI, XII, and XIII indicate that interest in farming is a major factor in influencing freshmen boys to enroll in vocational agriculture. Kerry in a study made in New York states:

Sixty-seven per cent of students enrolled in vocational agriculture were actually interested in farming and related agriculture occupations. Pupils not interested in farming take vocational agriculture for information, credit, prefer it to other courses and like the teacher.³

³Thomas H. Kerry, Basis for Guidance of Pupils Electing Vocational Agriculture (unpublished Master's Thesis, Cornell University, New York, 1938), p. 98.

TABLE XIV

FIRST ACQUAINTANCE WITH VOCATIONAL AGRICULTURE REPORTED BY
238 FRESHMEN BOYS

| When became Acquainted | Number by this method | Per cent by this method |
|---|-----------------------|-------------------------|
| First day of school | 49 | 20.6 |
| Eight grade day | 56 | 23.5 |
| When older brother took it | 30 | 12.6 |
| When you were invited to a watermelon feed given by F.F.A. | 5 | 2.1 |
| When invited to attend F.F.A. party | 7 | 3.0 |
| When vocational agriculture instructor came to your home and discussed program with you | 9 | 3.8 |
| By observing work done by older boys in F.F.A. | 81 | 34.0 |
| Others - When in 6th grade | 1 | .4 |
| Total | 238 | 100.0 |

Thirty-four per cent of the boys become acquainted with vocational agriculture by observing work done by older boys. This should not be surprising since the younger boys are continually watching the older boys. They observe their work, read about them in newspapers, and hear them talk of the many social activities of the F.F.A.

Eighth grade day was an important factor in acquainting boys with the program.

Twenty and six-tenths per cent of the boys checked "first day of school" as the first time they became acquainted with

the program. This was one-fifth of the total freshmen enrollment. Twelve and six-tenths per cent of the boys checked "when older brother took vocational agriculture" as the time when they first became acquainted with the program.

It was rather shocking to the writer when only nine of the 238 freshmen boys checked "when vocational agriculture instructor came to their home and discussed the program with them" as the time when they became acquainted with vocational agriculture. The writer feels that the students have been rather reluctant to check this particular reason. In the teachers survey, Table XXXV, a much greater per cent of the boys were contacted by home visits.

TABLE XV
 LENGTH OF ACQUAINTANCE WITH VOCATIONAL AGRICULTURE REPORTED
 BY 238 FRESHMEN BOYS

| <u>Length of time</u> | <u>No. students reporting</u> | <u>Per cent reporting</u> |
|-----------------------|-------------------------------|---------------------------|
| One day | 50 | 21.0 |
| 3 months | 27 | 11.3 |
| 6 months | 43 | 18.1 |
| 9 months | 4 | 1.7 |
| 1 year | 63 | 26.5 |
| 1 1/2 years | 4 | 1.7 |
| 2 years | 24 | 10.0 |
| 3 years | 10 | 4.2 |
| 4 years | 9 | 3.9 |
| 5 years | 2 | .8 |
| 6 years | 2 | .8 |
| Total | 238 | 100.0 |

There seemed to be a high correlation between students listing "becoming acquainted with vocational agriculture the first day of school" as shown in Table XIV, and those checking "one day" as length of time they had been acquainted with the program as shown in Table XV.

Twenty and six-tenths per cent of the students become acquainted with vocational agriculture the first day of school and 21 per cent checked that they had only been acquainted with the program for one day.

A greater per cent listed one year as length of time

they had been acquainted with the program, 26.5 per cent checked it.

Eleven and three-tenths per cent of boys had been acquainted with vocational agriculture for three months. Eighteen and one-tenth per cent had been acquainted with the program for six months.

Seventy-eight and six-tenths per cent of the boys had been acquainted with vocational agriculture for one year or less.

TABLE XVI

OPINIONS OF 238 FRESHMEN BOYS AS TO HOW THEY LIKED VOCATIONAL AGRICULTURE COMPARED TO OTHER COURSES

| Opinion | Number of Students | Per cent of Students | Number of farm boys | Number of non-farm boys | Number of boys with projects |
|--|--------------------|----------------------|---------------------|-------------------------|------------------------------|
| Liked vocational agriculture better than other courses | 164 | 68.9 | 143 | 21 | 132 |
| Liked vocational agriculture about the same as other courses | 67 | 28.1 | 28 | 39 | 46 |
| Not as well as other courses | 7 | 3.0 | 2 | 5 | 3 |
| Total | 238 | 100.0 | 173 | 65 | 181 |

One hundred and sixty-four freshmen boys "liked vocational- as agriculture better than other courses" in comparison to 67 boys that "liked vocational agriculture about the same as other courses" and seven that "didn't like vocational agriculture as well as other courses."

Of the 164 students that "liked vocational agriculture better than other courses" 143 were farm boys. Twenty-eight farm boys " liked vocational agriculture about the same as other courses" in comparison to 39 non-farm boys reporting this preference. Two of the seven boys who did not like vocational agriculture "as well as other courses" were farm boys.

One hundred and thirty-two, or 80.5 per cent, of the boys who "liked vocational agriculture better than other courses" were carrying projects. In comparison 68.7 per cent who "liked vocational agriculture about the same" as other courses" were carrying projects and only 42.9 per cent of the boys that "did not like vocational agriculture as well as other courses" were carrying projects.

TABLE XVII

REASONS GIVEN BY 34 BOYS, NOT FRESHMEN, ENROLLED IN VOCATIONAL AGRICULTURE I CONCERNING WHY THEY WAITED UNTIL THIS YEAR TO ENROLL

| Reasons Given | Students | |
|--|----------|----------|
| | Number | Per cent |
| Were not interested in vocational agriculture | 3 | 8.8 |
| Conflicted with other courses | 8 | 23.5 |
| Did not have a project | 7 | 20.6 |
| Your parents didn't want you to take it | 2 | 5.9 |
| Vocational agriculture instructor advised you not to take it | 2 | 5.9 |
| They didn't offer it at other school | 12 | 35.3 |
| Total | 34 | 100.0 |

There were 32 sophomores, one junior and one senior included in this table. The greater percentage were boys who had moved in from communities where they did not have the opportunity to take vocational agriculture. "Conflicted with other courses" was second in importance, and third in importance was they "did not have a project."

Twenty-five of this group of 34 boys, or 74.4 per cent, were farm boys.

Data Concerning Teachers

TABLE XVIII

YEARS OF TEACHING EXPERIENCE REPORTED BY TWENTY VOCATIONAL AGRICULTURE TEACHERS

| Years Experience | teachers | |
|------------------|----------|----------|
| | Number | Per cent |
| 1 | 1 | 5 |
| 2 | 2 | 10 |
| 3 | 3 | 15 |
| 4 | 1 | 5 |
| 5 | 6 | 30 |
| 6 | 2 | 10 |
| 8 | 1 | 5 |
| 9 | 1 | 5 |
| 11 | 1 | 5 |
| 13 | 1 | 5 |
| 16 | 1 | 5 |
| Total | 117 | 20 |
| | | 100 |

There was a total of 117 years teaching experience in these 20 teachers surveyed. This is an average of almost six years per teacher.

Fifteen teachers, or 75 per cent, are still teaching at the same school where they first started teaching. Only three teachers had been teaching more than ten years.

TABLE XIX

YEARS TEACHING EXPERIENCE AT PRESENT SCHOOL REPORTED BY
TWENTY VOCATIONAL AGRICULTURE TEACHERS

| Years at present school | teachers | |
|-------------------------|----------|----------|
| | Number | Per cent |
| 1 | 1 | 5 |
| 2 | 3 | 15 |
| 3 | 3 | 15 |
| 4 | 1 | 5 |
| 5 | 6 | 30 |
| 6 | 2 | 10 |
| 8 | 2 | 10 |
| 10 | 1 | 5 |
| 11 | 1 | 5 |
| Total | 99 | 20 |
| | | 100 |

Twenty teachers reported they had been at the present schools for 99 years or an average of five years.

Thirty per cent of the teachers had been at the present school for six years.

TABLE XX

NUMBER OF HIGH SCHOOL BOYS IN THE TWENTY HIGH SCHOOLS

| Number of schools | Number of high school boys | Per cent of total number boys |
|-------------------|----------------------------|-------------------------------|
| 1 | 350 | 21.1 |
| 1 | 195 | 11.7 |
| 1 | 168 | 10.1 |
| 1 | 111 | 6.7 |
| 1 | 110 | 6.6 |
| 1 | 94 | 5.7 |
| 1 | 75 | 4.5 |
| 1 | 65 | 3.9 |
| 1 | 63 | 3.7 |
| 1 | 60 | 3.6 |
| 1 | 48 | 2.9 |
| 1 | 43 | 2.6 |
| 1 | 40 | 2.4 |
| 1 | 38 | 2.3 |
| 1 | 38 | 2.3 |
| 1 | 37 | 2.2 |
| 1 | 36 | 2.2 |
| 1 | 35 | 2.1 |
| 1 | 30 | 1.8 |
| 1 | 26 | 1.6 |
| Total | 1662 | 100.0 |

Table XX shows that in this study of 20 vocational agriculture departments a total of 1662 boys were enrolled in high school. The schools ranged from 26 boys in the smallest school to 350 boys in the largest school. There were four county seat towns included in this study. Forty-seven per cent of the total boys are in these four county seat towns. Fifteen of the 20 schools showed less than one hundred boys enrolled in high school. Ten schools had fifty boys or less in high school.

A total of 899 boys in these 20 schools were enrolled in vocational agriculture according to Table XXI. This is 54.1 per cent of the total number of boys enrolled in high school. The schools range from 22 boys enrolled in vocational agriculture in one department, to 111 boys enrolled in the largest department. The average number of boys enrolled in vocational agriculture was 44.5 boys per school. Five of the departments had all of the high school boys enrolled in vocational agriculture.

TABLE XXI

NUMBER OF BOYS ENROLLED IN VOCATIONAL AGRICULTURE IN THE
TWENTY HIGH SCHOOLS

| Number of Schools | Number boys Enrolled | Per cent of total boys enrolled in all schools | Per cent of boys in each school enrolled in vocational agriculture |
|-------------------------|----------------------------|--|---|
| 1 | 111 | 12.4 | 57 |
| 1 | 61 | 6.9 | 81 |
| 1 | 56 | 6.2 | 60 |
| 1 | 55 | 6.1 | 85 |
| 1 | 53 | 5.9 | 15 |
| 1 | 51 | 5.6 | 85 |
| 1 | 48 | 5.3 | 44 |
| 1 | 42 | 4.7 | 38 |
| 1 | 42 | 4.7 | 25 |
| 1 | 42 | 4.7 | 87 |
| 1 | 41 | 4.6 | 95 |
| 1 | 38 | 4.2 | 100 |
| 1 | 38 | 4.2 | 100 |
| 1 | 37 | 4.1 | 100 |
| 1 | 36 | 4.0 | 100 |
| 1 | 34 | 3.8 | 97 |
| 1 | 32 | 3.6 | 80 |
| 1 | 30 | 3.3 | 48 |
| 1 | 30 | 3.3 | 100 |
| 1 | 22 | 2.4 | 85 |
| Total | 899 | 100.0 | --- |

TABLE XXII

NUMBER OF FRESHMEN BOYS IN THE TWENTY HIGH SCHOOLS

| Number of schools | Number of freshmen boys | Per cent of freshmen boys in all schools | Per cent of boys enrolled in each school in Voc. Agri. I |
|-------------------|-------------------------|--|--|
| 1 | 150 | 29.4 | 16.7 |
| 1 | 60 | 11.9 | 6.7 |
| 1 | 41 | 8.1 | 4.6 |
| 1 | 30 | 5.9 | 3.3 |
| 1 | 24 | 4.7 | 2.7 |
| 1 | 22 | 4.3 | 2.4 |
| 1 | 22 | 4.3 | 2.4 |
| 1 | 20 | 4.0 | 2.2 |
| 1 | 19 | 3.8 | 2.1 |
| 1 | 19 | 3.8 | 2.1 |
| 1 | 19 | 3.8 | 2.1 |
| 1 | 14 | 2.8 | 1.6 |
| 1 | 13 | 2.6 | 1.4 |
| 1 | 10 | 2.0 | 1.1 |
| 1 | 8 | 1.6 | .9 |
| 1 | 8 | 1.6 | .9 |
| 1 | 8 | 1.6 | .9 |
| 1 | 7 | 1.4 | .8 |
| 1 | 7 | 1.4 | .8 |
| 1 | 5 | 1.0 | .6 |
| Total | 20 | 506 | 100.0 |

Table XXII shows that 506 or 30.4 per cent of the boys in high school are freshmen. The schools ranged from five freshmen boys to 150. On percentage basis the smallest school had one per cent of the total number of freshmen boys included in this study, compared to 29.4 per cent of the total for the largest school. Sixteen of the 20 schools reported fewer than 25 freshmen boys enrolled in school, and six schools reported fewer than 10 freshmen boys in high school.

Table XXIII shows 291 freshmen boys enrolled in Vocational Agriculture I. This is 57.5 per cent of the total number freshmen boys. The writer would like to point out that 12 of the 20 departments had 100 per cent of the total number of freshmen boys enrolled in Vocational Agriculture I. Seven of these 12 schools had a freshmen enrollment of 10 boys or fewer. In contrast the high school in Table XXII with the largest number of freshmen boys showed only 15.3 per cent of the freshmen boys enrolled in Vocational Agriculture I.

One school reported 46 freshmen boys enrolled in Vocational Agriculture I, in comparison, the smallest number of freshmen enrolled were five. The majority of the schools had from 10 to 24 freshmen boys enrolled in Vocational Agriculture I.

TABLE XXIII

NUMBER OF FRESHMEN BOYS ENROLLED IN VOCATIONAL AGRICULTURE IN THE TWENTY VOCATIONAL AGRICULTURE DEPARTMENTS

| Number of Schools | Number freshmen boys enrolled in Vocational Agriculture I. | Per cent of freshmen boys enrolled in Vocational Agriculture I by school | Per cent of total number freshmen boys enrolled in Vocational Agriculture I. |
|-------------------|--|--|--|
| 1 | 46 | 76.6 | 15.8 |
| 1 | 24 | 100.0 | 8.3 |
| 1 | 23 | 15.3 | 7.9 |
| 1 | 20 | 100.0 | 6.9 |
| 1 | 19 | 100.0 | 6.5 |
| 1 | 19 | 100.0 | 6.5 |
| 1 | 17 | 77.3 | 5.8 |
| 1 | 14 | 63.6 | 4.8 |
| 1 | 13 | 93.0 | 4.5 |
| 1 | 13 | 100.0 | 4.5 |
| 1 | 10 | 52.6 | 3.4 |
| 1 | 10 | 33.3 | 3.4 |
| 1 | 10 | 100.0 | 3.4 |
| 1 | 10 | 24.4 | 3.4 |
| 1 | 8 | 100.0 | 2.8 |
| 1 | 8 | 100.0 | 2.8 |
| 1 | 8 | 100.0 | 2.8 |
| 1 | 7 | 100.0 | 2.4 |
| 1 | 7 | 100.0 | 2.4 |
| 1 | 5 | 100.0 | 1.7 |
| Total 20 | 291 | -- | 100.0 |

TABLE XXIV

NUMBER OF FRESHMEN FARM BOYS ENROLLED IN VOCATIONAL AGRICULTURE I CLASS IN THE TWENTY VOCATIONAL AGRICULTURE DEPARTMENTS

| Number of Schools | Number of freshmen farm boys in Voc. Agri. I | Per cent of freshmen farm boys in Voc. Agri. I | Number of non-farm boys in Voc. Agri. I | Per cent of non-farm freshmen boys in Voc. Agri. I | |
|-------------------|--|--|---|--|----|
| 1 | 44 | 95.7 | 2 | 4.3 | |
| 1 | 20 | 83.3 | 4 | 16.7 | |
| 1 | 17 | 100.0 | 0 | 0.0 | |
| 1 | 15 | 78.9 | 4 | 11.1 | |
| 1 | 13 | 100.0 | 0 | 0.0 | |
| 1 | 13 | 68.4 | 6 | 31.6 | |
| 1 | 10 | 71.4 | 4 | 28.6 | |
| 1 | 10 | 76.9 | 3 | 23.1 | |
| 1 | 9 | 90.0 | 1 | 10.0 | |
| 1 | 8 | 80.0 | 2 | 20.0 | |
| 1 | 8 | 100.0 | 0 | 0.0 | |
| 1 | 7 | 86.5 | 1 | 13.5 | |
| 1 | 7 | 100.0 | 0 | 0.0 | |
| 1 | 7 | 100.0 | 0 | 0.0 | |
| 1 | 6 | 30.0 | 14 | 70.0 | |
| 1 | 6 | 60.0 | 4 | 40.0 | |
| 1 | 5 | 50.0 | 5 | 50.0 | |
| 1 | 5 | 62.5 | 3 | 37.5 | |
| 1 | 4 | 17.4 | 19 | 82.6 | |
| 1 | 4 | 80.0 | 1 | 20.0 | |
| Total | 20 | 218 | -- | 73 | -- |

Table XXIV points out that of the 291 freshmen boys enrolled in Vocational Agriculture I; 218 were farm boys. This represents 75 per cent of the freshmen enrollment in Vocational Agriculture I. Comparatively speaking, this is similar to the percentage of farm boys enrolled in the nine schools studied in the State with two-teacher departments.⁴ That report shows 79.5 per cent of all boys enrolled in vocational agriculture were farm boys.

Five of the 20 schools reported all of the freshmen boys enrolled in vocational agriculture were farm boys. One school reported as low as 30 per cent of the freshmen boys living on the farm. However 13 schools reported more than 75 per cent of the freshmen boys living on the farm.

Table XXV is a breakdown of freshmen boys. Most of the information has already been discussed. The writer would like to call attention to one particular point. Teachers surveyed in this study reported there were 291 freshmen boys enrolled in Vocational Agriculture I. However, only 238 questionnaires were returned by freshmen boys. This is evidenced in Table II of this study. The writer does not have an explanation concerning the 53 boys that did not return questionnaires. Possibly it could have been absences due to bad weather or sickness. The questionnaires were completed during the month of December and January. Every freshmen boy in seven of the 20 schools returned the questionnaires.

⁴A Report presented by the State Board of Vocational Agriculture of Oklahoma to State Vocational Agriculture Teachers, during the 1955 Summer Conference

TABLE XXV

NUMBER OF FRESHMEN BOYS REPORTED BY THE TWENTY VOCATIONAL AGRICULTURE TEACHERS AND NUMBER OF QUESTIONNAIRES THAT WERE ACTUALLY RETURNED BY EACH SCHOOL

| Number of Schools | Total no. freshmen boys | Total no. freshmen boys in Voc. Agri. I | Number freshmen questionnaires from the 20 schools | Number freshmen boys from each school not sending questionnaires |
|-------------------|-------------------------|---|--|--|
| 1 | 19 | 19 | 17 | 2 |
| 1 | 60 | 46 | 37 | 9 |
| 1 | 22 | 17 | 14 | 3 |
| 1 | 22 | 14 | 11 | 3 |
| 1 | 19 | 10 | 10 | 0 |
| 1 | 14 | 13 | 10 | 0 |
| 1 | 5 | 5 | 4 | 1 |
| 1 | 7 | 7 | 7 | 0 |
| 1 | 8 | 8 | 5 | 3 |
| 1 | 150 | 23 | 14 | 9 |
| 1 | 30 | 10 | 9 | 1 |
| 1 | 19 | 19 | 19 | 0 |
| 1 | 7 | 7 | 7 | 0 |
| 1 | 10 | 10 | 9 | 1 |
| 1 | 24 | 24 | 18 | 6 |
| 1 | 41 | 10 | 10 | 0 |
| 1 | 20 | 20 | 18 | 2 |
| 1 | 8 | 8 | 7 | 1 |
| 1 | 8 | 8 | 8 | 0 |
| 1 | 13 | 13 | 4 | 9 |
| Total | 506 | 291 | 238 | 53 |

TABLE XXVI
SUMMARY OF DATA

| | Number | Per cent |
|--|--------|----------|
| Number of schools | 20 | - |
| Number of boys | 1662 | - |
| Number enrolled in vocational agriculture | 899 | - |
| Per cent enrolled in vocational agriculture | - | 54.1 |
| Number of freshmen boys | 506 | - |
| Per cent freshmen boys | - | 30.4 |
| Number freshmen boys enrolled in vocational agriculture | 291 | - |
| Per cent of freshmen enrolled in vocational agriculture | - | 57.5 |
| Number freshmen farm boys taking Vocational Agriculture I | 218 | - |
| Per cent of freshmen farm boys taking Vocational Agriculture I | - | 75.0 |

Fifty-four and one-tenth per cent of the boys in high school are enrolled in vocational agriculture. Thirty and four-tenths per cent of the high school boys are freshmen boys. Fifty-seven and five-tenths per cent of freshmen boys are enrolled in vocational agriculture. Seventy-five per cent of the freshmen boys enrolled in agriculture are farm boys.

TABLE XXVII

SCHOOLS REPORTING PERCENTAGE OF HIGH SCHOOL BOYS ENROLLED IN ALL CLASSES OF VOCATIONAL AGRICULTURE IN THE TWENTY VOCATIONAL AGRICULTURE DEPARTMENTS

| Per cent boys enrolled | Number of schools | Per cent of schools |
|------------------------|-------------------|---------------------|
| 100 | 5 | 25 |
| 90 to 99 | 2 | 10 |
| 80 to 89 | 5 | 25 |
| 70 to 79 | 1 | 5 |
| 60 to 69 | 1 | 5 |
| 50 to 59 | 1 | 5 |
| Less than 50 | 5 | 25 |
| Total | 20 | 100 |

Five of the 20 teachers reported 100 per cent of the boys in high school enrolled in vocational agriculture. In comparison, two schools had an enrollment of 90 to 99 per cent; five schools had an enrollment of 80 to 89 per cent; one school had an enrollment of 70 to 79 per cent; one had an enrollment of 60 to 69 per cent; one had an enrollment of 50 to 59 per cent; five had an enrollment of less than 50 per cent of all high school boys in vocational agriculture.

TABLE XXVIII

SCHOOLS REPORTING PERCENTAGE OF FRESHMEN BOYS ENROLLED IN
VOCATIONAL AGRICULTURE IN THE TWENTY VOCATIONAL AGRICULTURE
DEPARTMENTS

| Per cent of freshmen boys enrolled | Number schools | Per cent of schools |
|------------------------------------|----------------|---------------------|
| 100 | 12 | 60 |
| 90 to 99 | 1 | 5 |
| 80 to 89 | 0 | 0 |
| 70 to 79 | 2 | 10 |
| 60 to 69 | 1 | 5 |
| 50 to 59 | 1 | 5 |
| less than 50 | 3 | 15 |
| Total | 20 | 100 |

Twelve of the 20 schools reported 100 per cent of freshmen boys enrolled in vocational agriculture. In comparison, one school had 90 to 99 per cent; two schools reported 70 to 79 per cent; one reported 60 to 69 per cent; one reported 50 to 59 per cent; three reported less than 50 per cent of freshmen boys enrolled in vocational agriculture.

TABLE XXIX

SCHOOLS REPORTING PERCENTAGE OF FRESHMEN BOYS TAKING VOCATIONAL AGRICULTURE WHO LIVED ON THE FARM

| Per cent of freshmen boys that live on farms | Number of schools | Per cent of schools |
|--|-------------------|---------------------|
| 100 | 4 | 20 |
| 90 to 99 | 1 | 5 |
| 80 to 89 | 3 | 15 |
| 70 to 79 | 6 | 30 |
| 60 to 69 | 2 | 10 |
| 50 to 59 | 1 | 5 |
| Less than 50 | 3 | 15 |
| Total | 20 | 100 |

Four schools reported 100 per cent of freshmen boys living on farms. In comparison, one school reported 90 to 99 per cent of freshmen boys living on farms; three schools reported 80 to 89 per cent of freshmen boys living on farms; six schools reported 70 to 79 per cent of freshmen boys living on farms; two schools reported 60 to 69 per cent of freshmen boys living on farms; one school reported 50 to 59 per cent; and three reported less than 50 per cent of the freshmen boys living on farms.

TABLE XXX

NUMBER OF SCHOOLS REQUIRING ALL STUDENTS TO ENROLL IN VOCATIONAL AGRICULTURE CLASSES

| Years of vocational agriculture required by the school | Schools reporting | |
|--|-------------------|----------|
| | Number | Per cent |
| No years required | 14 | 70 |
| First two years required | 1 | 5 |
| All four years required | 5 | 25 |
| Total | 20 | 100 |

The six schools with the smallest number of boys in this group of 20 schools require their boys to take vocational agriculture. One school in this group require only freshmen and sophomore students to take vocational agriculture whereas five of this group requires all four groups to take agriculture.

These six schools had an average enrollment of 35.6 boys per school, compared to an average of 44.5 students enrolled in vocational agriculture in all schools.

TABLE XXXI

NUMBER OF TEACHERS REPORTING THAT THEY MAKE THE FINAL DECISION
IN SELECTING BOYS TO TAKE VOCATIONAL AGRICULTURE

| | Teachers reporting | | | |
|---|--------------------|--------------|----|-------------|
| | Yes | Per cent yes | No | Per cent no |
| Do you have final say in selecting boys who take vocational agriculture? | 11 | 55 | 9 | 45 |

Fifty-five per cent of the teachers report they make the final decision in selecting boys to take vocational agriculture.

TABLE XXXII

OPINIONS OF THE TWENTY TEACHERS OF VOCATIONAL AGRICULTURE
CONCERNING THE PROBLEM OF DETERMINING WHOM SHALL TAKE VOCA-
TIONAL AGRICULTURE

| | Number teachers reporting | | | |
|---|---------------------------|--------------|----|-------------|
| | Yes | Per cent yes | No | Per cent no |
| Teacher should have final say in selecting boys | 10 | 50 | 10 | 50 |
| Be left up to teacher and school administration | 10 | 50 | 10 | 50 |

Fifty per cent of the teachers believed the vocational agriculture teacher should select those who takes vocational agriculture. The other 50 per cent thought it should be a joint decision involving both the teacher and administrator.

Wood, of Connecticut, concluded in his study that admission of pupils should be the responsibility of teacher and administrator.⁵

⁵Clarke B. Wood, A Survey of Practices in the Selection and Admission of Prospective Pupils of Vocational Agriculture in Connecticut (unpublished Master's Thesis, Cornell University, New York, 1947), p. 134

TABLE XXXIII

METHODS USED BY TEACHERS OF VOCATIONAL AGRICULTURE TO CONTACT 291 FRESHMEN BOYS SURVEYED IN THIS STUDY

| Method Used | Number teachers using method | Per cent teachers using method | Number students contacted | Per cent students contacted |
|--|------------------------------|--------------------------------|---------------------------|-----------------------------|
| Home visits | 15 | 75 | 107 | 36.8 |
| F.F.A. parties | 8 | 40 | 39 | 13.4 |
| Watermelon feed | 2 | 10 | 10 | 3.4 |
| Summer camps | 0 | 0 | 0 | 0.0 |
| Swimming parties | 3 | 15 | 14 | 4.8 |
| Visit boy while on farm to visit older brother | 15 | 75 | 95 | 32.6 |
| Eight grade day | 8 | 40 | 66 | 22.7 |
| Work with boys on 4-H projects | 9 | 45 | 20 | 6.9 |
| Project tours | 1 | 5 | 10 | 3.4 |

One of the significant findings in Table XXXIII is that 75 per cent of the teachers used both the "home visit" method and "visit boy while on farm to visit older brother" method. Also about the same number of students were contacted by each method. "Eighth grade day" was the next most important method used to contact boys. Twenty-two and seven-tenths per cent of the boys were contacted by this method.

"F.F.A. parties" was a method given greater consideration than any other type of social event. Thirteen and four-tenths per cent of the students were contacted by this means. Other types of social events did not receive very much recognition as a method of contacting freshmen boys. Invite prospective boys to go on "project tours" was only used by one teacher.

TABLE XXXIV

NUMBER AND PERCENTAGE OF THE 291 FRESHMEN BOYS THAT WERE CONTACTED BY THE TEACHER OF VOCATIONAL AGRICULTURE BEFORE ENROLLMENT DATE

| Number of Schools | Per cent of Schools | Number of freshmen were contacted before enrollment date | Per cent of freshmen that were contacted |
|-------------------|---------------------|--|--|
| 19 | 95 | 235 | 80.7 |

One teacher reported not contacting any boys because he had just began teaching in this school at the time the school was having enrollment. The writer observed that this same teacher reported ten boys he had never seen before enrollment date. Eighty and seven-tenths per cent of the freshmen boys were contacted before enrollment date.

TABLE XXIV

NUMBER OF TEACHERS REPORTING THAT THEY HAD BOYS WHOM THEY
HAD NEVER SEEN BEFORE ENROLLMENT DATE

| Number of teachers having boys that they had never seen | Per cent of teachers having boys they had never seen before enrollment date | Number of boys that were never seen before enrollment date | Per cent of boys never seen before enrollment date |
|--|---|--|--|
| 10 | 50 | 36 | 12.4 |

Fifty per cent of the teachers had some freshmen boys they had never seen before enrollment date. Twelve and four-tenths per cent of the freshmen boys had not been contacted by the teacher before enrollment date.

TABLE XXXVI

NUMBER OF SCHOOLS HAVING PRE-ENROLLMENT AND OPINIONS OF
TEACHERS CONCERNING PRE-ENROLLMENT

| | Yes | Per cent | No | Per cent |
|---|-----|----------|----|----------|
| Number of schools re- porting pre-enrollment | 10 | 50 | 10 | 50 |
| Number who thinks it has helped in plan- ning program | 7 | 70 | 3 | 30 |

Fifty per cent of schools have pre-enrollment. Of the group of 20 teachers of vocational agriculture, seven believed it helped in planning the program for the coming year.

TABLE XXXVII

FACTORS INFLUENCING BOYS TO ENROLL IN VOCATIONAL AGRICULTURE AS RATED BY THE
 TWENTY VOCATIONAL AGRICULTURE TEACHERS

| Factors Influencing boys | Order of importance | | | | | | | | Total | |
|------------------------------------|---------------------|----|-------------|----|-------------|----|------------|----|-------|----|
| | 1st No. | % | 2nd. No. | % | 3rd. No. | % | 4th No. | % | No. | % |
| Required | 2 | 10 | 0 | 0 | 2 | 10 | 0 | 0 | 4 | 20 |
| Influence of friends | 6 | 30 | 3 | 15 | 3 | 15 | 2 | 10 | 14 | 70 |
| Influence of parents | 4 | 20 | 3 | 15 | 4 | 20 | 2 | 10 | 13 | 65 |
| Like the teacher | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Shop program | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 1 | 5 |
| Fairs | 0 | 0 | 2 | 10 | 0 | 0 | 2 | 10 | 4 | 20 |
| Exhibit animals | 1 | 5 | 1 | 5 | 2 | 10 | 4 | 20 | 8 | 40 |
| Enter judging contest | 1 | 5 | 0 | 0 | 4 | 20 | 1 | 5 | 6 | 30 |
| Interested in farming | 4 | 20 | 4 | 20 | 0 | 0 | 4 | 20 | 12 | 60 |
| Social activities of the F.F.A. | 1 | 5 | 1 | 5 | 3 | 15 | 0 | 0 | 5 | 25 |
| More interesting | 1 | 5 | 6 | 30 | 1 | 5 | 0 | 0 | 8 | 40 |

One of the most influential factors encouraging boys to enroll in vocational agriculture was "influence of friends." Seventy per cent of the teachers mentioned it. Next in order of importance were "influence of parents" and "interested in farming." Both of these factors had 20 per cent of teachers giving it a first place rating. In comparison to Table XI, the students reported their main reason for enrolling was they were "interested in farming." "Exhibit animals" at the fair and "the course is more interesting" were both mentioned by forty per cent of the teachers. The teachers did not feel that the students enrolled in vocational agriculture because they liked the teacher.

TABLE XXAVIII

THE MOST SIGNIFICANT FACTOR THAT SHOULD DETERMINE WHETHER OR NOT A BOY SHOULD BE ENROLLED IN VOCATIONAL AGRICULTURE REPORTED BY TWENTY VOCATIONAL AGRICULTURE TEACHERS

| Factor | Schools Reporting | |
|--|-------------------|----------|
| | Number | Per cent |
| An expressed interest in Agriculture | 10 | 50 |
| Ability to carry on a supervised program | 2 | 10 |
| Farm pupils with interest in becoming a farmer | 5 | 25 |
| The number of enterprises the boy owns | 0 | 0 |
| Any farm boy | 2 | 10 |
| Only those with acceptable scholarship | 0 | 0 |
| Only those with acceptable character | 1 | 5 |
| Good 4-H club boys | 0 | 0 |

Fifty per cent of the teachers thought that the most significant factor that determines whether a boy should enroll in vocational agriculture is "an expressed interest in agriculture." Next in order was "farm pupils with interest in becoming a farmer," with 25 per cent of teachers reporting this factor most significant.

The writer would like to call attention to the factors: "with acceptable scholarship," and "acceptable character." They rated very low along with some of the others.

Referring to a study made in Connecticut, the writer

concluded, "The significant factors in admitting pupils to vocational agriculture are an expressed interest in agriculture; ability to carry on a supervised farming program; farm pupils with an interest in becoming farmers."⁵

⁵Ibid., p. 134.

TABLE XXXIX

TREND OF INTEREST IN FRESHMEN CLASS REPORTED BY SEVENTEEN
VOCATIONAL AGRICULTURE TEACHERS

| Per cent of class | Number teachers reporting | | |
|-------------------|---------------------------|------|-----|
| | Good | Fair | Low |
| 91 to 100 | 2 | | |
| 81 to 90 | 7 | | |
| 71 to 80 | 3 | | |
| 61 to 70 | 1 | | 1 |
| 51 to 60 | 0 | | |
| 41 to 50 | 3 | 2 | |
| 31 to 40 | 0 | | |
| 21 to 30 | | 1 | 1 |
| 11 to 20 | | 6 | 2 |
| 1 to 10 | 1 | 7 | 2 |

(Analysis of Tables XXXIX, XL, XLI, and XLII are
presented on page 77 of this report)

TABLE XL

TREND OF INTEREST IN SOPHOMORE CLASS REPORTED BY SEVENTEEN
VOCATIONAL AGRICULTURE TEACHERS

| Per cent of class | Number teachers reporting | | |
|-------------------|---------------------------|------|-----|
| | Good | Fair | Low |
| 91 to 100 | 0 | | |
| 81 to 90 | 3 | | |
| 71 to 80 | 7 | 1 | |
| 61 to 70 | 1 | | |
| 51 to 60 | 2 | 1 | |
| 41 to 50 | 2 | 2 | |
| 31 to 40 | | 1 | |
| 21 to 30 | | 3 | |
| 11 to 20 | 1 | 5 | 3 |
| 1 to 10 | 1 | 4 | 7 |

TABLE XLI

TREND OF INTEREST IN JUNIOR CLASS REPORTED BY SEVENTEEN
VOCATIONAL AGRICULTURE TEACHERS

| Per cent of class | Number teachers reporting | | |
|-------------------|---------------------------|------|-----|
| | Good | Fair | Low |
| 91 to 100 | 0 | | |
| 81 to 90 | 2 | | |
| 71 to 80 | 3 | | 1 |
| 61 to 70 | 2 | | 1 |
| 51 to 60 | 3 | | |
| 41 to 50 | 3 | 3 | |
| 31 to 40 | 1 | 2 | |
| 21 to 30 | 1 | 6 | |
| 11 to 20 | 1 | 4 | 4 |
| 1 to 10 | 1 | 2 | 6 |

TABLE XLII

TREND OF INTEREST IN SENIOR CLASS REPORTED BY SEVENTEEN
VOCATIONAL AGRICULTURE TEACHERS

| Per cent of class | Number teachers reporting | | |
|-------------------|---------------------------|------|-----|
| | Good | Fair | Low |
| 91 to 100 | 1 | | |
| 81 to 90 | 1 | | |
| 71 to 80 | 5 | 1 | |
| 61 to 70 | | 2 | |
| 51 to 60 | 1 | 2 | |
| 41 to 50 | | 4 | |
| 31 to 40 | 3 | | |
| 21 to 30 | 3 | 5 | 2 |
| 11 to 20 | 2 | | 5 |
| 1 to 10 | 1 | 2 | 3 |

Summary of Tables XXXIX, XL, XLI, XLII

Only 17 of the 20 teachers listed the trend of interest of the different classes in percentage figures. The other three teachers only checked the interest as good, fair, or poor. The trend of interest showed a slight decrease from the freshmen to the senior year. One teacher reported 100 per cent of his freshmen class with good interest; another teacher reported 100 per cent of his senior class with good interest. Twelve of the 17 teachers reported more than 70 per cent of the freshmen classes with good interest. In comparison, 10 teachers reported more than 70 per cent of the sophomores having good interest in vocational agriculture; five teachers reporting more than 70 per cent of juniors; and seven teachers reporting more than 70 per cent of the seniors with good interest.

A study made in Iowa suggests that attitudes tend to become less favorable toward agriculture as the pupil approaches high school graduation.⁶

Five teachers reported one to 30 per cent of the freshmen class with low interest in vocational agriculture. In comparison, ten teachers reported one to 30 per cent of the sophomores, juniors, and seniors with low interest in vocational agriculture.

⁶George Vickerstaff, The Attitudes of High School Boys Toward Agriculture, (Unpublished Master's Thesis, Iowa State College, Ames, Iowa, 1942), p. 37.

A study in Pennsylvania related the following:

Pupils of high school age do not have clearly formed, valid reasons for their vocational interest. More accurate occupational information is needed. The opportunity to experience the essential elements of a vocation is the most important influencing factor in the development of a vocational interest.⁷

⁷Clarence S. Anderson, Vocational Interest of Rural High School Pupils in Pennsylvania, (Master's Report, Pennsylvania State College, Pennsylvania, 1937), p. 28.

TABLE XLIII

TEACHERS REPORTING WAYS OF INFORMING PROSPECTIVE PUPILS ABOUT
VOCATIONAL AGRICULTURE SHOULD BE MADE MORE EFFECTIVE

| Teachers reporting | Yes | | No | |
|--------------------|--------|----------|--------|----------|
| | Number | Per cent | Number | Per cent |
| 20 | 15 | 75 | 5 | 25 |

Seventy-five per cent of teachers think ways of informing prospective pupils about vocational agriculture should be made more effective.

In the study by Wood, in Connecticut, showed that teachers thought ways of informing prospective pupils should also be more effective.⁸

⁸Wood, p. 134.

TABLE XLIV

TEACHERS' RATINGS CONCERNING METHODS OF INFORMING PROSPECTIVE STUDENTS ABOUT VOCATIONAL AGRICULTURE

| Methods of informing students | Choice | | | | | |
|--|--------|----------|------|----------|------|----------|
| | 1st. | Per cent | 2nd. | Per cent | 3rd. | Per cent |
| School have guidance program | 5 | 25 | 2 | 10 | 8 | 40 |
| Teachers make more home visits with boys and parents | 6 | 30 | 6 | 30 | 3 | 15 |
| Having parents' club and invite prospective boys and parents | 3 | 15 | 7 | 35 | 5 | 25 |

Fifteen of the 20 teachers indicated a need for more effective methods of informing prospective students about the program of vocational agriculture.

"More home visits with boys and parents" was given more consideration by this group of teachers than the other methods. Next in order was "organization of parents' clubs." This would be a method in which prospective students and parents could be invited in to have the program explained to them. "Guidance program for school" was given last consideration. Five teachers failed to check ratings. (Refer back to Table XLIII).

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

Data Concerning Students' Questionnaires

a. Of the 272 surveys returned by Vocational Agriculture I students, 238 were freshmen, 32 sophomores, one junior, and one senior.

b. Fifty-eight and eight-tenths per cent of the freshmen boys enrolled in vocational agriculture were 14 years old.

c. Seventy-two and two-tenths per cent of the freshmen boys enrolled in vocational agriculture were farm boys.

d. Seventy-six per cent of the freshmen boys were carrying some type of productive enterprise project.

e. Thirty-four and one-tenth per cent of the freshmen boys were carrying one project compared to 24 per cent with no projects; 17.2 per cent with two projects; 13.4 per cent with four projects; 11.3 per cent with three projects.

f. Swine and beef are by far the predominant enterprises carried by freshmen boys. One hundred boys were carrying swine as a productive enterprise project and 91 were carrying beef projects.

g. More interest was shown in livestock enterprises than crop projects. One hundred and seventy-seven boys had livestock enterprises and 49 boys had crop projects.

h. There were 21 different kinds of enterprises carried by the freshmen boys. Fourteen of these enterprises might

be considered as minor in importance.

i. Sixty-one boys were carrying minor projects, 85 per cent of whom were farm boys.

j. Approximately five per cent of the boys carrying minor projects had no other project.

k. Eighty-two per cent of the boys enrolled in minor projects were carrying two or more projects.

l. Eighty-five per cent of the farm boys were carrying productive enterprise projects compared to only 52.3 per cent non-farm boys with such projects.

m. Twelve departments reported no crop projects were being carried by freshmen boys.

n. Approximately the same percentage of farm boys and non-farm boys were carrying one project. The percentage of farm boys and non-farm boys varied considerably for those carrying one to four projects.

o. A greater percentage of the non-farm boys with no projects were making plans for a project, than were the farm boys. Sixty-four and five-tenths per cent of the non-farm boys were making plans for a project compared to 57.7 per cent of the farm boys.

p. "Interested in becoming a farmer" was listed as the most important reason for enrolling in vocational agriculture. Eighty-six boys listed this as the most important reason.

q. The highest percentage of boys listed "observing work done by older boys" as the reason for their first introduction to vocational agriculture. Thirty-four per cent of the boys listed this reason.

r. Forty-eight per cent of the boys had been acquainted with vocational agriculture for one year or longer.

s. Sixty-eight and nine-tenths per cent of freshmen boys liked vocational agriculture better than other courses. Only three per cent liked it less than other courses.

t. Eighty-seven and two-tenths per cent of those who liked vocational agriculture better than other courses were farm boys.

u. The outstanding reason for boys who were not freshmen for not enrolling in vocational agriculture prior to this year was "they moved from a community where they did not offer it."

v. Thirty-four boys taking Vocational Agriculture I were above the freshmen level. Twenty-five of this group were farm boys.

Data Concerning Teachers' Questionnaires

a. The 20 teachers returning questionnaires had been teaching a total of 117 years, or an average of almost six years per teacher. Fifteen of the 20 teachers are still teaching in the school where they first started teaching.

b. There was a total of 1,662 high school boys in the 20 schools that returned questionnaires. Fifty-four per cent of this group, 899 boys, were enrolled in vocational agriculture.

c. Thirty and four-tenths per cent, or 506 boys, in these high schools were freshmen.

d. Two hundred and ninety-one freshmen boys were enrolled

in vocational agriculture. This is 57.5 per cent of total freshmen boys.

e. Two hundred and eighteen, or 75 per cent of the freshmen boys, enrolled in vocational agriculture were farm boys.

f. Twenty-five per cent of the schools reported all of the boys in high school enrolled in vocational agriculture.

g. Sixty per cent of schools reported 100 per cent of freshmen boys enrolled in vocational agriculture.

h. There were six schools that reported vocational agriculture was required. These six schools had the smallest enrollment in vocational agriculture of the 20 schools.

i. Eleven of the 20 teachers reported they make the final decision concerning those who enroll in their vocational agriculture classes. Fifty per cent of the teachers think this decision of determining whom to enroll in vocational agriculture should be a joint decision between the teacher and the administrator.

j. The most outstanding method used to contact prospective students was the home visit. Thirty-six and eight-tenths per cent of boys were contacted by this method.

k. Eighty and seven-tenths per cent of freshmen boys were contacted before fall enrollment.

l. Fifty per cent of the teachers reported they had a few boys enroll in the freshmen class in vocational agriculture that they had never seen before fall enrollment.

m. Ten teachers reported that they have pre-enrollment.

Of this number 70 per cent believe it has helped in their planning the agriculture program for the next year.

n. "Influence of friends" was considered by the teacher as the main reason for boys wanting to enroll in vocational agriculture. Other important reasons were "influence of parents," and "interested in becoming a farmer."

o. "An expressed interest in agriculture" was the main factor reported by teachers in determining whether or not a boy should be enrolled in vocational agriculture.

p. Teachers reported interest in vocational agriculture tended to diminish among students as they become upper classmen.

q. Seventy-five per cent of teachers believe the methods of informing prospective pupils about vocational agriculture should be made more effective.

r. The teachers recommended making more home visits with the parents and students with a purpose of informing the pupils and parents about vocational agriculture.

Recommendations

Concerning Guidance of Prospective Students

On the basis of the findings of this study, the following recommendations are made by the writer:

a. On the basis that a larger percentage of the boys' supervised farming programs were swine or beef, it would seem that more emphasis should be given to minor projects as a supplementary source of income or as a contributory project.

b. Fewer non-farm boys would likely enroll in vocational agriculture if teachers and administrators were more selective in enrolling boys in the vocational subject. Also, this would probably increase the number of boys carrying supervised farming programs. A stronger program of vocational agriculture would likely result.

c. Since more than one-half of the students had been acquainted with vocational agriculture for less than a year, it is recommended that more effort should be put forth in acquainting boys with the program of vocational agriculture at an earlier date. Particular emphasis should be placed upon boys in the rural areas.

d. A day should be set aside during the year to invite the prospective students into the classroom to acquaint them with the vocational agriculture program. This may or may not be in connection with the regular "eight grade day."

e. Prospective students should be invited to attend social events sponsored by the F.F.A. and the vocational agriculture department.

f. An effort should be made to publicize the activities of the students.

g. The teacher of vocational agriculture should be sure that the superintendent understands the program and knows what is being planned.

h. In those schools where vocational agriculture is not a required subject, the teacher of vocational agriculture should work with the superintendent in determining whom shall enroll in vocational agriculture.

i. The teacher of vocational agriculture should make more home visits with students and parents with the purpose of informing them about the vocational agriculture program.

j. Organizing a Parents' Club and working through it is a good method of acquainting prospective students and their parents about the vocational agriculture program.

k. Teachers of vocational agriculture should continue to obtain information about prospective students before school opens to aid them in deciding whether or not to choose the vocational agriculture curriculum.

l. On the basis of the findings in this study, it is recommended that vocational agriculture not be a required course for all boys in high school.

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IN VOCATIONAL AGRICULTURE

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