

A STUDY OF THE RELATION OF THE TOTAL HIGH SCHOOL
TRAINING OF VOCATIONAL AGRICULTURE GRADUATES
OF THE ERICK HIGH SCHOOL AND THEIR
ESTABLISHMENT IN EMPLOYMENT

By

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CHAPTER I

PURPOSE AND DESIGN OF THE STUDY

Introduction

In the last thirty years Erick High School has provided learning experiences for approximately three hundred boys in the science of vocational agriculture.

The faculty, school officials, and school patrons of the Erick High School were interested in learning about the degree of importance that the school's curriculum in vocational agriculture has aided the graduates in securing employment and in becoming established in their present occupations.

Statement of the Problem

A majority of the vocational agriculture graduates of Erick High School seek employment immediately after graduation from high school. The following questions are thus pertinent to this study:

- (1) What part of the high school curriculum is aiding vocational agriculture graduates in securing employment and in becoming established in their present employment?
- (2) What areas of vocational agriculture have been most helpful in their present employment?

Purpose of Study

The intent of this study was to secure from the vocational agriculture graduates their opinions on the following questions:

- (1) What part of the high school curriculum is aiding vocational agriculture graduates in securing employment and in becoming established in their present employment?
- (2) To what extent have certain areas of vocational agriculture proved helpful in securing and maintaining their present employment?
- (3) To what extent have certain selected school activities proved beneficial to the vocational agriculture graduates in furthering their present employment and in achieving a more desirable community life?

Limitations of the Study

This problem was limited to the study of vocational agriculture graduates who had completed two or more years of vocational agriculture through the period of 1946-1956. This study does not attempt to evaluate the value of vocational agricultural training for individuals who dropped out of agriculture before their year of graduation or individuals who subsequently completed a college degree.

Procedure

The study was developed to secure the necessary information and to resolve the problems as stated. In order to complete the study, the procedure was carried out in the following steps:

- (1) Determining the information needed.
- (2) Selected related studies and materials were reviewed in order to discover information useful for conducting the study.
- (3) The names and addresses of all former vocational agriculture graduates who had completed two or more years of vocational agriculture

in Erick High School during the ten year period 1946-1956 were secured.

- (4) Questionnaires were submitted to all vocational agriculture graduates who had completed two or more years of vocational agriculture during the periods of 1946-1956.
- (5) Data from the thirty completed questionnaires were classified, compiled and analyzed.
- (6) Summary and conclusions were formulated on the basis of an analysis of data secured.

CHAPTER II

REVIEW OF LITERATURE

The faculty, school officials, and school patrons of the Erick High School were interested in learning about the degree of importance that the school's curriculum in vocational agriculture has aided the graduates in securing employment and in becoming established in their present occupations. In evaluating the degree of importance of the school's curriculum, follow-up studies are necessary.

In commenting about the further improvement of the program of vocational agriculture in Missouri and other states, A. B. Rougeau presented the following opinion:

There should be more careful screening of students accepted for training in vocational agriculture, particularly as related to opportunities for entering farming or occupations closely related to farming.¹

Vocational agriculture can greatly assist in training rural youth for employment.

Claud Marion stated that,

It would appear that there is a 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.²

¹A. B. Rougeau, "Where Do They Go". Better Farming Methods Magazine (June, 1958).

²Claud Marion, "Resources for Occupational Guidance In Agricultural Education," Agricultural Education Magazine (April, 1959), p. 219.

Raymond Harrison Bridges had this to add:

Some suggestions for improving the vocational agriculture were: (1) expand the farm mechanics program, (2) do more practical farm work, (3) encourage teachers to make more student visits.³

The following statements about the vocational agriculture programs should provide foundation training for any of the employment areas. Eddie L. Dye, in commenting about occupational opportunities, stated that, "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."⁴

John E. Miller stated that,

The process of evaluation is a continuing job. At no time should a program ever become so set as not to welcome changes. The amount and speed of change in today's agriculture will necessitate continual evaluations and necessary changes in the curriculum or course of study in a Vo-Ag department in the years ahead.⁵

³Raymond Harrison Bridges, "Occupational Patterns of Vocational Agriculture Graduates in Southeastern Ohio," (unpub. Doctor's dissertation, Ohio State University, 1956) as reported in Summaries of Studies in Agricultural Education, Vocational Education Bul. 180, Supplement No. III (Washington, 1958), p. 10.

⁴Eddie L. Dye, "Employment of Skilled and Semi-Skilled Agricultural Workers in Twenty Oklahoma Businesses," (unpub. M. S. thesis, Oklahoma State University, 1958)

⁵John E. Miller, "Curriculum Improvement in Vocational Agriculture," Agriculture Education Magazine (April, 1959), p. 236.

CHAPTER III

PRESENTATION AND ANALYSIS

Data presented in this chapter were obtained after securing the names of the graduates from the high school permanent record files who had completed two or more years of vocational agriculture in the Erick High School through the periods of 1946-1956. Seventy-one questionnaires were mailed to graduates. Thirty completed questionnaires were returned for final tabulation and were included in this study.

This study attempted to determine the areas of the Erick High School curriculum that have been helpful to the graduate in securing employment or in becoming established in their present employment; the school activities that proved most beneficial in their present employment and community life; and their opinions as to the importance of vocational agriculture to those who are engaged in public, private and self-employment.

General information concerning the graduates is presented in Tables I and II. Tables III through V present possible factors associated with the graduates occupation. Tables VI through VIII present opinions of graduates as to the areas of the high school curriculum that aided in securing and becoming established in their present employment.

TABLE I

TOTAL YEARS OF VOCATIONAL AGRICULTURE COMPLETED BY
THIRTY GRADUATES OF ERICK HIGH SCHOOL

Years Completed	Graduates Reporting Number	Percent
Two years	3	9.9
Three years	2	6.6
Four years	<u>25</u>	<u>83.5</u>
Totals	30	100

Total years of vocational agriculture. Data presented in Table I show the years of vocational agriculture training received by the thirty graduates of the Erick High School. It is interesting to note that the graduates had received a total of 112 years of vocational agriculture training or an average of 3.7 years. Data also show that 25 or 83.5 percent had four years of vocational agriculture training while only 2 members or 6.6 percent had received two years of vocational agriculture training. The fact that 25 were enrolled for the four year period shows that they regard it as very important.

TABLE II

YEAR OF GRADUATION OF THIRTY STUDENTS COMPLETING TWO OR
MORE YEARS OF VOCATIONAL AGRICULTURE

Year of Graduation	Graduates Reporting	
	Number	Percent
1946	1	3.3
1947	2	6.8
1948	2	6.8
1949	3	9.9
1950	2	6.8
1951	5	16.7
1952	3	9.9
1953	7	23.3
1954	1	3.3
1955	3	9.9
1956	<u>1</u>	<u>3.3</u>
Totals	30	100

Year of graduation of thirty students. The findings compiled in Table II have little significant bearing on the results of this study other than being indicative of the number and the year of graduation. There appears to be no pattern or trend as to year graduated and number of responses. These data also reveal the fact that 5 graduates, or 16.7 percent graduated in 1951 while seven or 23.3 percent graduated in 1953.

TABLE III

OCCUPATION OF THIRTY GRADUATES OF ERICK HIGH SCHOOL
WHO COMPLETED TWO OR MORE YEARS OF VOCATIONAL AGRICULTURE

Occupation	Graduates Reporting	
	Number	Percent
Farming	9	30.7
Mechanic	3	9.9
Newspaper reporter	3	9.9
Railroad agent	2	6.6
Carbon plant loader	2	6.6
Truck driver	1	3.3
Grocery clerk	2	6.6
Aircraft loadmaster U.S.A.F.	1	3.3
Welder	1	3.3
Aircraft mechanic	1	3.3
Manager of Co-op Elevator	1	3.3
Pipeline construction	1	3.3
Greyhound bus driver	1	3.3
Drug store clerk	1	3.3
Insurance salesman	1	3.3
Totals	30	100

Occupation of thirty graduates. It is worthy of note that the findings presented in Table III revealed the fact that there were 9 or 30.7 percent graduates who were in the business of farming. The distribution of occupations tends to suggest a strong possibility that the training these students had in vocational agriculture was of considerable value in their securing and holding their present positions.

TABLE IV

PRESENT OCCUPATION CLASSES OF THIRTY GRADUATES OF ERICK HIGH SCHOOL WHO HAD TWO OR MORE YEARS OF VOCATIONAL AGRICULTURE

Occupation Classes	Graduates Reporting Number	Percent
Public employment	3	9.9
Private employment	17	56.6
Self-employment	<u>10</u>	<u>33.5</u>
Totals	30	100

Present occupation classes of thirty graduates. Reference to data presented in Table IV will show that 17 or 56.6 percent of the vocational agriculture graduates are in private employment. It is encouraging to also note that 10 or 33.5 percent of these young men who have been out of school for ten years or less, were self-employed. Only 3 graduates or 9.9 percent were in public employment.

TABLE V

APPROXIMATE TIME AT WHICH VOCATIONAL AGRICULTURE GRADUATES
DECIDED TO ENTER THEIR PRESENT OCCUPATION

Approximate Time of Deciding to Enter Present Occupation	Graduates Reporting Number	Percent
Previous to high school	8	26.6
Freshman year	1	3.3
Sophomore year	1	3.3
Junior year	1	3.3
Senior year	0	0
After graduation	13	43.5
After military service	6	20.0
Totals	30	100.0

Approximate time of deciding to enter present occupation. As evidenced by the findings compiled in Table V, 13 or 43.5 percent of the graduates indicated that they decided to enter their present occupation after graduation from high school. Eight or 26.6 percent indicated that such a decision was made previous to entering high school, while 6 graduates, or 20 percent, decided to enter their present occupation after completing their armed services obligation. It is somewhat surprising to note that none of the graduates indicated that they decided to enter their present occupation while a senior in high school. The investigator also noted that of the nine graduates now farming eight stated that they made their occupational decision before entering high school.

TABLE VI

IMPORTANCE OF CURRICULUM AREAS IN SECURING EMPLOYMENT AS REPORTED BY THIRTY GRADUATES

Knowledge of	Essential Graduates Indicating		Important Graduates Indicating		Of Some Importance Graduates Indicating		Of No Importance Graduates Indicating	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Mathematics	9	30.0	19	63.3	1	3.3	1	3.3
English	9	30.0	15	50.0	6	20.0	0	0
Drivers' Training	11	36.6	12	40.0	4	13.3	3	9.9
Bookkeeping	8	26.6	11	36.6	6	20.0	5	16.6
Typing	1	3.3	14	46.6	11	36.6	4	13.3
U. S. History	1	3.3	6	20.0	14	46.6	9	30.0
Science	3	9.9	8	26.6	10	33.3	9	30.0
Industrial Arts	2	6.6	12	40.0	10	33.3	6	20.0
Vocational Agriculture	13	43.3	8	26.6	6	20.0	3	9.9
High School Graduate	14	46.6	14	46.6	2	6.6	0	0

Importance of curriculum areas in securing employment.

An analysis of Table VI indicates that 93.3 percent of the graduates reporting were of the opinion that a knowledge of mathematics would be essential or important area of the high school curriculum in securing employment, while 3.3 percent were of the opinion that mathematics would be only of some importance.

Table VI discloses that 93.2 percent of graduates reporting were of the opinion that a high school diploma would be essential or important in securing employment, while 6.6 percent were of the opinion that a high school diploma would be of some importance.

Eight percent of the graduates reported in Table VI that a knowledge of English would be essential or important in securing employment, while twenty percent were of the opinion that English would be of some importance. It is worthy to note that none of the graduates were of the opinion that a knowledge of English is of no importance.

According to 76.6 percent of the graduates reporting in Table VI, they clearly show that a knowledge of drivers' training would be essential or important in securing employment. Only 6.6 percent of these graduates stated that a knowledge of driver's training would be of some importance.

Seventy-three and three-tenth percent of the graduates reported that a knowledge of bookkeeping would be essential or important. Twenty percent of the graduates were of the opinion that a knowledge of bookkeeping would be of some importance in securing employment, while 16.6 percent indicated that it would be of no importance.

Table VI reveals that 69.9 percent of the graduates reporting were of the opinion that vocational agriculture would be essential or important

in securing employment, and twenty percent were of the opinion that vocational agriculture would be of some importance in securing employment.

This table also shows that 49.9 percent of the graduates reporting were of the opinion that a knowledge of typing would be essential or important in securing employment, and 46.6 percent indicated that it would be of some importance. The remaining four or 13.3 percent indicated that typing was of no importance in securing employment.

As evidenced by the findings, 46.6 percent of the graduates stated that a knowledge of industrial arts would be essential or important in securing employment, and 33.3 percent of the graduates revealed that industrial arts would be of some importance. Twenty percent of the graduates reported that a knowledge of industrial arts would be of no importance.

The findings reveal that 36.5 percent of the graduates were of the opinion that a knowledge of science would be essential or important in securing employment, and 33.3 percent were of the opinion that science would be of some importance in securing employment. Thirty percent of the graduates stated that a knowledge of science would be of no importance in securing employment. This is significant in light of recent publicity on the value of science in high schools.

The data also reveals that 23.3 percent of the graduates reporting were of the opinion that a knowledge of U. S. History would be essential or important in securing employment, and 46.6 percent indicate that U. S. History would be of some importance. It is somewhat surprising to note that thirty percent of the graduates reporting indicated that knowledge of U. S. History would be of no importance in securing employment.

TABLE VII

IMPORTANCE OF CURRICULUM AREAS IN PRESENT EMPLOYMENT
AS REPORTED BY THIRTY GRADUATES

Knowledge of	<u>Essential</u> <u>Graduates</u> <u>Indicating</u>		<u>Important</u> <u>Graduates</u> <u>Indicating</u>		<u>Of Some Importance</u> <u>Graduates</u> <u>Indicating</u>		<u>Of No Importance</u> <u>Graduates</u> <u>Indicating</u>	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Vocational Agriculture	12	40.0	8	26.6	6	20.0	4	13.3
Mathematics	10	33.3	15	50.0	4	13.3	1	3.3
English	8	26.6	17	56.6	5	16.6	0	0
Drivers' Training	11	36.6	12	40.0	6	20.0	1	3.3
Bookkeeping	9	30.0	12	40.0	5	16.6	4	13.3
Typing	0	00.0	15	50.0	10	33.3	5	16.6
U. S. History	0	00.0	5	16.6	12	40.0	13	43.3
Science	4	13.3	8	26.6	9	30.0	9	30.0
Industrial Arts	2	6.6	9	30.0	10	33.3	9	30.0
High School Graduate	15	50.0	10	33.3	4	13.3	1	3.3

Importance of curriculum areas in present employment.

An analysis of Table VII shows clearly that 83.3 percent of the graduates reporting were of the opinion that a knowledge of mathematics would be essential or an important area of the high school curriculum in their present employment. Only 13.3 percent were of the opinion that mathematics would be of some importance.

Table VII discloses that 83.3 percent of graduates reporting were of the opinion that a high school diploma would be essential or important in their present employment, and 13.3 percent were of the opinion that a high school diploma would be of some importance in their present employment. One or only 3.3 percent reported that to be a high school graduate was of no importance.

Data presented in Table VII shows that 83.2 percent of the graduates reporting were of the opinion that a knowledge of English would be essential or important in their present employment, and 16.6 percent were of the opinion that it would be of some importance. It is worthy to note that none of the graduates were of the opinion that knowledge of English is of no importance.

According to 76.6 percent of the graduates reporting in Table VII, they indicated that a knowledge of drivers' training would be of some importance.

Seventy percent of the graduates reported in Table VII that a knowledge of bookkeeping would be essential or important in their present employment. Bookkeeping would be of some importance in their employment as indicated by 16.6 percent of these graduates.

Table VII shows that 66.6 percent of the graduates reporting were of the opinion that vocational agriculture would be essential or important

in their present employment, while 20 percent considered vocational agriculture of some importance.

The table also shows that 50 percent of the graduates reporting were of the opinion that a knowledge of typing would be essential or important in their present employment, and 33.3 percent were of the opinion that typing would be of some importance.

As evidenced by the findings, 39.9 percent of the graduates indicated that a knowledge of science would be essential or important in their present employment, and 30 percent of the graduates indicated that a knowledge of science would be of some importance. Thirty percent considered a knowledge of science to be of no importance in their present employment.

In reviewing the data it also shows that 36.6 percent of the graduates reporting were of the opinion that a knowledge of industrial arts would be essential or important in their present employment, and indicated that industrial arts would be of some importance. Thirty percent of the graduates stated that a knowledge of industrial arts would be of no importance in their present employment.

As evidenced by findings, 16.6 percent of the graduates reporting were of the opinion that a knowledge of U. S. History would be essential or important in their present employment, while 40 percent of the graduates stated that a knowledge of U. S. History would be of some importance. It is somewhat surprising to find that 43.3 percent of the reporting graduates were of the opinion that a knowledge of U. S. History would be of no importance.

TABLE VIII

IMPORTANCE OF VOCATIONAL AGRICULTURE AREAS IN PRESENT EMPLOYMENT
AS REPORTED BY THIRTY GRADUATES

Knowledge of	<u>Essential</u> <u>Graduates</u> <u>Indicating</u>		<u>Important</u> <u>Graduates</u> <u>Indicating</u>		<u>Of Some Importance</u> <u>Graduates</u> <u>Indicating</u>		<u>Of No Importance</u> <u>Graduates</u> <u>Indicating</u>	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Farm Background	5	16.6	10	33.3	10	33.3	5	16.6
Owner and Manager of Farm Enterprises	9	30.0	11	46.6	4	13.3	3	9.9
General Understanding of Farm Mechanics	13	43.3	10	33.3	6	20.0	1	3.3
Agronomy	10	33.3	3	9.9	10	33.3	7	23.3
Livestock and Poultry	12	40.0	4	13.3	6	20.0	8	26.6

Importance of vocational agriculture areas in present employment.

The data presented in Table VIII will reveal that 76.6 percent of the graduates reporting were of the opinion that a general understanding of farm mechanics would be essential or important in their present employment, while 20 percent of the graduates indicated that farm mechanics would be of some importance in their present employment. Only one graduate or 3.3 percent indicated that farm mechanics would be of no importance in their employment. The investigator also noted that the only graduate who noted that farm mechanics was of no importance was employed as a clerk in a drug store.

Table VIII show that 76.6 percent of the graduates reporting were of the opinion that being an owner and manager of farm enterprises were essential or important in their present employment, while only 20 percent were of the opinion that being an owner and manager of farm enterprises would be of some importance.

As evidenced by findings in Table VIII, 53.3 percent of the graduates reporting were of the opinion that a knowledge of livestock and poultry were essential or important in their present employment, and 20 percent of the graduates indicated that livestock and poultry would be of some importance in their present employment. Twenty-six and six tenths percent were of the opinion that knowledge of livestock and poultry would be of no importance in their present employment.

A further review of the data shows that 49.9 percent of the graduates reporting were of the opinion that a farm background would be essential or important in their present employment, while 33.3 percent of the graduates stated that a farm background would be of some importance.

A knowledge of agronomy would be essential or important in their present employment, according to 43.2 percent of the graduates. Graduates indicated that 33.3 percent were of the opinion that agronomy would be of some importance in their present employment. Only 23.3 percent were of the opinion that agronomy would be of no importance in their present employment.

TABLE IX

IMPORTANCE OF VOCATIONAL AGRICULTURE AREAS
AS REPORTED BY THREE GRADUATES IN
PUBLIC EMPLOYMENT

Knowledge of	Essential Graduates Indicating		Important Graduates Indicating		Of Some Importance Graduates Indicating		Of No Importance Graduates Indicating	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Farm Background	0	0	0	0	3	100.0	0	0
Owner and Manager of Farm Enterprises	0	0	1	33.3	1	33.3	1	33.3
General Understanding of Farm Mechanics	1	33.3	2	66.6	0	00.0	0	00.0
Agronomy	0	00.0	0	00.0	1	33.3	2	66.6
Livestock and Poultry	0	00.0	0	00.0	1	33.3	2	66.6

Importance of vocational agriculture areas as reported by three graduates in public employment.

Table IX shows that 100 percent of the graduates reporting indicated that a general understanding of farm mechanics would be essential or important in their employment.

One hundred percent of the graduates reported that a farm background would be of some importance in their employment.

This table also shows that 33.3 percent of the graduates reporting were of the opinion that a knowledge of agronomy would be of some importance, and 66.6 percent stated that a knowledge of agronomy would be of no importance in their present employment.

Other data presented in this table shows that 33.3 percent of the graduates were of the opinion that a knowledge of livestock and poultry would be of some importance, while 66.6 percent reported that livestock and poultry would be of no importance in their present employment.

TABLE X

IMPORTANCE OF VOCATIONAL AGRICULTURE AREAS AS
 REPORTED BY SEVENTEEN GRADUATES IN PRIVATE
 EMPLOYMENT

Knowledge of	Essential Graduates		Important Graduates		Of Some Importance Graduates		Of No Importance Graduates	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Farm Background	0	0	6	35.2	6	35.2	5	29.4
Owner and Manager of Farm Enterprises	3	17.6	10	58.8	2	11.7	2	11.7
General Understanding of Farm Mechanics	5	29.4	6	35.2	5	29.4	1	5.8
Agronomy	1	5.8	3	17.6	8	47.0	5	29.4
Livestock and Poultry	4	23.5	3	17.6	5	29.4	5	29.4

Importance of vocational agriculture areas as reported by seventeen graduates in private employment.

Data presented in Table X shows that 76.4 percent of the graduates reporting were of the opinion that being a owner and manager of farm enterprises would be essential or important in their present employment, and 11.7 percent indicated that an owner and manager of farm enterprises would be of some importance.

This table also reveals that 64.6 percent of the graduates were of the opinion that a general understanding of farm mechanics would be essential or important in their present employment, and 29.4 percent reported that a general understanding of farm mechanics would be of some importance in their present employment.

According to 41.1 percent of the graduates reporting, they indicated that a knowledge of livestock and poultry would be essential or important in their present employment. It is also revealing to learn that 29.4 percent of these graduates were of the opinion that a knowledge of livestock and poultry would be of some importance, while 29.4 percent indicated that a knowledge of livestock and poultry would be of no importance.

As evidenced by the findings, 23.4 percent of the graduates reporting were of the opinion that a knowledge of agronomy would be essential or important in their present employment. Forty-seven graduates indicated that a knowledge of agronomy would be essential or important in their present employment, and 29.4 percent stated that a knowledge of agronomy would be of no importance in their present employment.

The table also shows that 35.2 percent of the graduates reporting were of the opinion that a farm background would be important in securing

employment, and 35.2 percent indicated that it would be of some importance. Five or 29.1 percent were of the opinion that a farm background would be of no importance in their present employment.

TABLE XI

IMPORTANCE OF VOCATIONAL AGRICULTURE
 AREAS AS REPORTED BY TEN GRADUATES
 IN SELF-EMPLOYMENT

Knowledge of	Essential Graduates Indicating		Important Graduates Indicating		Of Some Importance Graduates Indicating		Of No Importance Graduates Indicating	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Farm Background	5	50	4	40	1	10	0	0
Owner and Manager of Farm Enterprises	6	60	3	30	1	10	0	0
General Understanding of Farm Mechanics	7	70	2	20	1	10	0	0
Agronomy	9	90	0	0	1	10	0	0
Livestock and Poultry	8	80	1	10	0	0	1	10

Importance of vocational agriculture areas as reported by ten graduates in self-employment.

Reference to data presented in Table XI will reveal that 90 percent of the graduates were of the opinion that a knowledge of livestock and poultry would be essential or important in their present employment. Ten percent indicated that a knowledge of livestock and poultry would be of no importance in their present employment.

Ninety percent of the graduates reported that a knowledge of agronomy would be essential in their present employment, and 10 percent stated that agronomy would be of some importance.

Table XI also shows that 90 percent of the graduates reporting indicated that a general understanding of farm mechanics would be essential or important in their present employment, and only 10 percent thought that farm mechanics would be of some importance in their present employment.

According to 90 percent of the graduates reporting, they stated that being an owner and manager of farm enterprises would be essential or important in their present employment. Ten percent of the graduates indicated that being an owner and manager of farm enterprises would be of some importance in their present employment.

The findings reveal that 90 percent of the graduates were of the opinion that being an owner and manager of farm enterprises would be essential or important, while 10 percent stated that it would be of some importance.

TABLE XII

IMPORTANCE OF SCHOOL ACTIVITIES AS BEING MOST BENEFICIAL
 IN THEIR PRESENT EMPLOYMENT AND COMMUNITY LIFE
 AS REPORTED BY THIRTY GRADUATES

Activities	Essential Graduates		Important Graduates		Of Some Importance Graduates		Of No Importance Graduates	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Track	1	3.3	2	6.6	15	50.0	12	40.0
Football	1	3.3	4	13.3	15	50.0	10	33.3
F. F. A.	9	30.0	18	60.0	1	3.3	2	6.6
Band	0	0	2	6.6	14	46.6	14	46.6
Basketball	2	6.6	3	9.9	15	50.0	10	33.3

Importance of school activities as being most beneficial in their present employment and community life.

It is worthy of note that the findings presented in Table XII revealed the fact there were 90 percent of the reporting graduates who were of the opinion that F. F. A. would be essential or important in their present employment and community life, and only 3.3 percent indicated that the F. F. A. would be of some importance.

The table also shows that 19.6 percent of the graduates reporting were of the opinion that football would be essential or important in their present employment and community life, while 50 percent were of the opinion that football would be of some importance. Of no importance to their present employment and community life were stated by 40 percent of the graduates.

As evidenced by findings in Table XII, 16.6 percent of the graduates reporting were of the opinion that basketball would be essential or important in their present employment and community life, and 50 percent stated that basketball would be of some importance. Of no importance to their present employment and community life were indicated by 33.3 percent of these graduates.

According to 9.9 percent of the graduates reporting, they indicated that track would be essential or important in their present employment and community life. Fifty percent of this group were of the opinion that track would be of some importance. Forty percent though were of the opinion that track was of no importance in their present employment and community life.

The data also reveals that 6.6 of the graduates reporting were of the opinion that band would be important in their present employment and

community life, while 46.6 percent were of the opinion that band would be of some importance. It was surprising to note that 46.6 percent of the graduates indicate that band would be of no importance.

TABLE XIII

IMPORTANCE OF APTITUDES AND ABILITIES IN SECURING
AND ADVANCING IN THEIR PRESENT EMPLOYMENT
AS REPORTED BY THIRTY GRADUATES

Aptitudes and Abilities	Essential Graduates Indicating		Important Graduates Indicating		Of Some Importance Graduates Indicating		Of No Importance Graduates Indicating	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
To Speak and Write	22	73.3	6	20.0	2	6.6	0	0
To Get Along With Other People	27	90.0	3	9.9	0	0.0	0	0
Technical Knowledge and Skill	23	76.6	7	23.3	0	0.0	0	0
Moral and Professional Integrity	24	80.0	6	20.0	0	0.0	0	0
To Get Things Accomplished	27	90.0	3	9.9	0	0.0	0	0
Hard Work	22	73.3	7	23.3	1	3.3	0	0
Scholastic Record	9	30.0	13	43.3	7	23.3	1	3.3
Participation in Community Affairs	15	50.0	8	26.6	5	16.6	2	6.6

Importance of aptitudes and abilities in securing and advancing in their present employment.

As evidenced by findings in Table XIII, 100 percent of the graduates were of the opinion that the ability to get along with other people would be essential or important in securing and advancing in their present employment.

The table also shows that 100 percent of the graduates were of the opinion that technical knowledge and skill would be essential or important in securing and advancing in their present employment.

According to 100 percent of these graduates, moral and professional integrity would be essential or important in securing and advancing in their present employment.

The data presented shows that 100 percent of the graduates were of the opinion that to get things accomplished would be essential or important in securing and advancing in their present employment.

It is of special interest to discover that 96.6 percent of the graduates stated that hard work would be essential or important in securing and advancing in their present employment.

This table further discloses that 93.6 percent of the graduates reporting were of the opinion that the ability to speak and write would be essential or important in securing and advancing in their present employment, while only 6.6 percent were of the opinion that it would be of some importance.

This study also shows that 76.6 percent of the graduates reporting were of the opinion that participation in community affairs would be essential or important in securing and advancing in their present employment, while 16.6 considered it of some importance. Two or 6.6 percent

were of the opinion that participation in community affairs would be of no importance.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purposes of this study are three-fold. First, to ascertain what part of the Erick High School curriculum aided vocational agriculture graduates in securing employment and in becoming established in their present employment. Second, to determine the extent to which certain areas of vocational agriculture have proved most helpful in their present employment. Third, to determine the extent to which certain school activities were most beneficial to the vocational agriculture graduates in their present employment and community life.

It was found that the thirty graduates of the Erick High School had an average of 3.7 years training in vocational agriculture, with 83.5 percent having 4 years, while only 6.6 percent had two years. Nine or 37.7 percent of the graduates were in the business of farming.

Fifty-six and six-tenth percent of the graduates are in private employment, 33.5 percent in self-employment, and only 9.9 percent in public employment.

Thirteen or 43.5 percent of the graduates stated that the approximate time of deciding to enter their present occupation was after graduation from high school, while 26.6 percent indicated such a decision was made previous to high school. Twenty percent entered their present occupation after completing their armed service obligation.

Concerning the importance of curriculum areas in securing employment, 93.3 percent of the graduates were of the opinion that mathematics was

essential or important, and 93.2 percent stated that being a high school graduate was also essential or important. Eighty percent stated that English was essential or important, and 76.6 indicated that drivers' training was essential or important, while 73.3 percent considered that bookkeeping was essential or important.

Vocational agriculture was stated as being essential or important by 69.9 percent of the graduates.

Curriculum areas which 50 percent or less of the graduates listed as essential or important were: (1) U. S. History; (2) typing; (3) science; (4) industrial arts.

The responses of the cooperating graduates concerning the importance of curriculum areas in their present employment shows that 83.3 percent were of the opinion that mathematics and a high school diploma were essential or important, with 83.2 percent indicating that English was essential or important. It was stated that 76.6 percent were of the opinion that drivers' training was essential or important, while 70 percent of the graduates indicated that bookkeeping was essential or important.

Vocational agriculture was stated as being essential or important by 66.6 percent of the graduates.

Curriculum areas which 50 percent or less of the graduates listed as essential or important were: (1) U. S. History; (2) typing; (3) science; (4) industrial arts.

Thirty percent of the graduates stated that science and industrial arts were of no importance in their present occupations, while 43.3 percent were of the opinion that U. S. History was of no importance.

When consideration was given to the importance of learning experiences received in vocational agriculture as related to their present employment,

76.6 percent of the graduates stated that a general understanding of farm mechanics has proved to be essential or important. Seventy-six and six-tenth percent stated that being an owner and manager of farm enterprises was essential or important, while 53.3 percent stated that a knowledge of livestock and poultry was essential or important. A judgment that a knowledge of agronomy had proven essential or important was expressed by 43.2 percent of the graduates.

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.

The importance of learning experiences received in agriculture as related to securing and advancing in private employment was recognized by 76.4 percent of the graduates. Being an owner and manager of farm enterprises was judged as essential or important by the graduates, while 64.4 percent stated a general understanding of farm mechanics was essential or important. Forty-one and one-tenth percent stated that a knowledge of livestock and poultry was essential or important.

Concerning the importance of vocational agriculture areas in self-employment, 90 percent were of the opinion that the following were essential or important: (1) a general understanding of farm mechanics; (2) agronomy; (3) livestock and poultry; (4) being an owner and manager of farm enterprises; (5) a farm background.

When consideration was given to the importance of school activities being beneficial in their employment and community life, 90 percent stated that F. F. A. was essential or important. Activities which only

20 percent or less of the graduates listed as essential or important were: (1) track; (2) football; (3) basketball; (4) band.

Concerning the aptitudes and abilities in securing and advancing in their present employment, 100 percent stated that the following were essential or important: (1) the ability to get along with others; (2) the attainment of technical knowledge and skills; (3) moral and professional integrity; (4) the ability to get things accomplished.

Conclusions

The conclusions that may be arrived at in this study are that the areas of the high school curriculum found most helpful to graduates in securing employment and in becoming established in their present employment were: (1) English; (2) mathematics; (3) vocational agriculture; (4) bookkeeping; (5) drivers' training.

Farm mechanics and being an owner and manager of farm enterprises were two other significant areas of vocational agriculture considered beneficial in their present employment.

All graduates in private employment were convinced that farm mechanics and being an owner and manager of farm enterprises were the most important areas of vocational agriculture.

Ninety percent of the self-employed graduates were convinced that the attainment of abilities in certain areas of vocational agriculture were highly beneficial. These included: (1) being an owner and manager of farm enterprises; (2) a general understanding of farm mechanics; (3) a knowledge of livestock and poultry; (4) a knowledge of agronomy; (5) a farm background.

The school activity that has been most beneficial in their present employment and community life was the F. F. A.

In securing and advancing the employment of vocational agriculture graduates, the attainment of the following aptitudes and abilities were proven to be highly significant: (1) ability to speak and write; (2) ability to get along with other people; (3) technical knowledge and skills; (4) moral and professional integrity; (5) ability to get things accomplished; (6) hard work; (7) scholastic record; (8) participation in community affairs.

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APPENDIX

The purpose of this questionnaire is to collect information from vocational agriculture graduates of Erick High School relative to their employment and to secure information concerning the areas of the school curriculum, school activities, and vocational agriculture that were beneficial in their securing employment and becoming established in their present employment.

PERSONAL DATA:

- A. Name: _____
(First) (Middle) (Last)
- B. Number of years at Erick High School: _____
- C. Year of graduation: _____

YOUR OCCUPATIONAL RECORD AND EXPERIENCES

- A. What is your present occupation? Please be specific. For example, indicate whether you are a dairy farmer, car salesman, soil conservation engineer, agriculture journal reporter, etc. Never list just a farmer, journalist, salesman, or engineer.
- _____
- B. Occupations are grouped into three small major classes. Check the class that applies in your situation.
- _____ 1. Public employment (federal, state, local, etc.)
- _____ 2. Private employment (working for individual or corporation)
- _____ 3. Self employment (in own business, i.e., farming, contracting, etc.)
- C. Check below the approximate time of your decision to enter the employment in which you are now engaged.
- _____ 1. Previous to high school. _____ 5. Senior year.
- _____ 2. Freshman year. _____ 6. After graduation.
- _____ 3. Sophomore year. _____ 7. After military
- _____ 4. Junior year _____ service.

Rate the following qualifications according to their importance in aiding you in securing your first steady employment.

- | | Essential | Important | Of Some Importance | Of No Importance |
|--|-----------|-----------|--------------------|------------------|
| 1. High school graduate. | | | | |
| 2. Knowledge of Mathematics (includes such things as ability to solve mathematical problems pertaining to your work). | | | | |
| 3. Knowledge of English (includes such things as ability to speak and write, use correct English, spell words, and writing a good letter). | | | | |
| 4. Knowledge of Drivers' Training (includes such things as ability to drive a truck, car, or bus as part of your work). | | | | |
| 5. Knowledge of Bookkeeping (includes such a thing as keeping an accurate set of records on a business). | | | | |
| 6. Knowledge of Typing (includes such a thing as typing a neat letter, typing reports, and typing contracts). | | | | |
| 7. Knowledge of U. S. History. | | | | |
| 8. Knowledge of Science (includes chemistry, physics, and biology). | | | | |
| 9. Knowledge of Industrial Arts (includes such things as cabinet making, metal work, and wood finishing). | | | | |
| 10. Knowledge of Vocational Agriculture (includes such things as livestock, poultry, crops, and farm mechanics). | | | | |

Rate the following qualifications according to their importance in aiding you in securing and becoming established in your present employment.

- | | Essential | Important | Of Some
Importance | Of No
Importance |
|--|-----------|-----------|-----------------------|---------------------|
| 11. High school graduate. | | | | |
| 12. Knowledge of Mathematics
(includes such things as
ability to solve mathemati-
cal problems pertaining to
your work). | | | | |
| 13. Knowledge of English
(includes such things as
ability to speak and write,
use correct English, spell
words, and writing a good
letter). | | | | |
| 14. Knowledge of Drivers' Training
(includes such things as
ability to drive a truck,
car, or bus as part of your
work). | | | | |
| 15. Knowledge of Bookkeeping
(includes such a thing as
keeping an accurate set of
records on a business). | | | | |
| 16. Knowledge of Typing
(includes such a thing as
typing a neat letter, typing
reports, and typing contracts). | | | | |
| 17. Knowledge of U. S. History. | | | | |
| 18. Knowledge of Science
(includes chemistry, physics,
and biology). | | | | |
| 19. Knowledge of Industrial Arts
(includes such things as
cabinet making, metal work,
and wood finishing). | | | | |
| 20. Knowledge of Vocational
Agriculture (includes such
things as livestock, poultry,
crops, and farm mechanics). | | | | |

Rate the following areas of vocational agriculture according to their importance that have proved helpful in your present employment.

- | | Essential | Important | Of Some
Importance | Of No
Importance |
|--|-----------|-----------|-----------------------|---------------------|
| 21. Farm background. | | | | |
| 22. Owner and manager of farm enterprises (projects) in high school. | | | | |
| 23. General understanding of farm mechanics (includes such things as identification of tools, metal work, woodwork, safety). | | | | |
| 24. Knowledge of Agronomy (includes such things as identification of seeds and crops, grasses, fertilizers, soils, tillage, and insect control). | | | | |
| 25. Knowledge of Livestock and Poultry (includes such things as feeding, handling, breeding, disease and parasite control, and management). | | | | |

Rate the following school activities according to their importance in being most beneficial in your present employment and community life.

- | | Essential | Important | Of Some
Importance | Of No
Importance |
|---|-----------|-----------|-----------------------|---------------------|
| 26. Track (includes such things as coaching boys, sponsoring youth recreation groups). | | | | |
| 27. Football (includes such things as coaching boys, sponsoring youth recreation groups). | | | | |
| 28. F. F. A. (includes such things as president of civic club, chairman of a committee). | | | | |

- | | Essential | Important | Of Some
Importance | Of No
Importance |
|---|-----------|-----------|-----------------------|---------------------|
| 29. Band
(includes such things as
playing in a community
band, playing in a civic
club band). | | | | |
| 30. Basketball
(includes such things as
coaching boys, sponsoring
youth recreation groups). | | | | |

Rate the following aptitudes and abilities according to their importance in securing and in advancing in your present employment.

- | | Essential | Important | Of Some
Importance | Of No
Importance |
|--|-----------|-----------|-----------------------|---------------------|
| 31. Ability to speak and write. | | | | |
| 32. Ability to get along with
other people. | | | | |
| 33. Technical knowledge and skill. | | | | |
| 34. Moral and professional
integrity. | | | | |
| 35. Ability to get things
accomplished. | | | | |
| 36. Hard work. | | | | |
| 37. Scholastic record. | | | | |
| 38. Participation in community
affairs. | | | | |

VITA

Lloyd Lee Henslee

Candidate for the Degree of

Master of Science

Report: A STUDY OF THE RELATION OF THE TOTAL HIGH SCHOOL TRAINING OF VOCATIONAL AGRICULTURE GRADUATES OF THE ERICK HIGH SCHOOL AND THEIR ESTABLISHMENT IN EMPLOYMENT

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