March 2, 1970

To the Graduate Council:

I am submitting herewith a thesis written by Joseph Randolph Treadway entitled "An Occupational Study of Former Students of Vocational Agriculture at Hampton High School." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

David G. Craig
Major Professor

We have read this thesis
and recommend its acceptance:

[signature]

[signature]

Accepted for the Council:

[signature]
Vice Chancellor for
Graduate Studies and Research

AN OCCUPATIONAL STUDY OF FORMER STUDENTS OF VOCATIONAL AGRICULTURE OF HAMPTON HIGH SCHOOL

A Thesis

Presented to

The Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

---

by

Joseph Randolph Treadway

March 1970

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ABSTRACT

Purpose. The purpose of this study was to determine if the Hampton High School vocational agriculture program is relevant to modern agriculture. The specific objectives were: to determine occupational patterns of former students; to determine factors that influenced former students to enter or leave the occupation; to determine the number of former students in farming or related occupations; and, to identify the most beneficial aspects of the vocational agriculture program.

Method. A review of literature was made. A questionnaire was prepared and mailed as the means of gathering data to meet the objectives of the study. All data were summarized into tables to show frequency and percentages.

Findings. It was determined that 19 per cent of the 75 former students were engaged in some type of farming on a commercial basis, and 11 per cent were employed in related occupations. Thirty-nine per cent considered vocational agriculture helpful in employment. Fifty per cent of the respondents have had job patterns interrupted by military service.

Preference for different type work and lack of land were the two main reasons graduates gave for not farming. Fifty-seven per cent of the graduates enrolled in vocational agriculture as freshmen because they were interested and wanted to learn better farming techniques.

Graduates rated the following subject matter areas as most beneficial in order of importance: farm shop jobs in selecting, care and use of tools; farm mechanics jobs of care and operation of machines;

farming program jobs in improvement projects; livestock production jobs of selection of breeds and determining the possibilities; and, crop production jobs of marketing, fertilization and selection of site. Future Farmer of America experiences were rated "good" in overall value and value in contribution to occupation.

Recommendations. There should be periodic examination of the vocational agriculture curriculum with more persons brought into the evaluation. There is need for more emphasis on areas rated most beneficial and revision of areas rated low. Studies should be made to determine local employment possibilities for off farm work-study programs and possibilities of obtaining land for a school farm. Vocational guidance of students should include more information about the agriculture work training programs and about occupational opportunities in agriculture which do not require a college education.

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CHAPTER I

THE PROBLEM AND ITS DEFINITION

A. INTRODUCTION

As a result of the objectives of the Smith-Hughes and George-Barden Acts, the major emphasis in vocational agriculture has been placed on the preparation of present and prospective farmers for proficiency in farming. For example, the Hampton High School vocational agriculture program was initiated 16 years ago for the purpose of training boys for farming occupations. It has been observed, however, that a large portion of the former vocational agriculture students have been engaged in occupations other than farming. This fact raises some questions about the effectiveness of the program of instruction in vocational agriculture and its relevance to modern agriculture.

Technological changes in agriculture have brought about a division of labor in agriculture so that farming and agriculture are no longer synonymous. Also, such legislation as the Vocational Education Act of 1963 and the 1968 Amendments have broadened the scope of the original vocational legislation into the most comprehensive vocational act in educational history. The new Act provides for vocational—technical training on a broad scale which includes knowledge and skills for any occupation in and related to agriculture.

Agri-business has become one of the most dynamic sectors of the United States economy today. There is a multiplicity of career opportunities with businesses related to agriculture.

These changes suggest the need for a re-evaluation of the high school vocational agriculture program to determine what actual contribution the study of vocational agriculture has made to former students. The aspects of the total program considered to be most helpful by the former students should be determined, and then the program adjusted to include the new and most needed areas of instruction.

B. STATEMENT OF THE PROBLEM

In view of technological changes in agriculture and recent legislation related to vocational education, the question may be asked, "Is the present program of vocational agriculture relevant to the demands of modern agriculture?" This follow-up study of former students of vocational agriculture at Hampton High School was an attempt to answer the question.

The specific objectives were as follows: (1) to determine the occupations that former students have followed since graduating from high school during the years 1961 through 1965; (2) to determine the factors which have influenced the former students to enter or leave an occupation; (3) to determine the number of former students

engaged in farming or farm-related occupations; (4) to determine which aspects of the vocational agriculture program were considered most beneficial to the former students; and, (5) to determine how the Hampton High school vocational agriculture program can be adjusted to better meet needs of pupils preparing for, or already engaged in, careers in modern agriculture.

C. IMPORTANCE OF THIS STUDY

With enactment of the Smith-Hughes Act in 1917, it was assumed that the high school vocational agriculture program should be concerned with teaching to develop proficiency in farming. However, agricultural technology has gradually displaced many farm workers and brought about a need for more new job opportunities for rural workers. The Vocational Education Act of 1963 broadened the base of the Smith-Hughes Act to provide part-time employment for such persons, and indicated new dimensions for teaching in agricultural related fields. Then, the Vocational Amendments of 1968 incorporated the desirable features of all past vocational education acts into a flexible and broader program which puts emphasis on needs of students rather than occupational service categories.

These changes make reappraisal and revision inevitable. At Hampton High School many young men who completed three or four years of vocational agriculture have gone into farming, but many others have

entered different occupations. In Carter County the number of small farms is decreasing while the average size of farms is increasing.[1] Today there are not enough farms in Carter County to absorb vocational agriculture graduates. The main sources of local income are textile factories and small industries; burley tobacco, small livestock and crop specialties are used to subsidize income. Thus, there may be need for the vocational agriculture program to be revised toward education for part-time farmers.

Because of recent advances in agriculture, Roberts emphasizes the need for modernizing and expanding offerings of vocational agriculture programs.[2] He suggests that rather than considering agriculture as a subject, teachers should plan to teach it as a curriculum which combines three or four years of vocational agriculture with general education subjects. Adjustments must be made in courses and curricula to better meet student's needs whether they enter farming, allied occupations, or other fields of work.

Venn stated in a report on vocational and technical education, "Technology has created a new relationship between man, his education, and his work."[3] Vocational teachers should evaluate and modify their programs in order to better guide students toward productive lives in satisfying employment.

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[1]United States Department of Commerce, Bureau of the Census, 1964 United States Census of Agriculture, Tennessee, Vol. 1, Part 31. (Washington: Government Printing Office, 1967), pp. 257-8.

[2]Roy W. Roberts, "Forward from 50 Years of Experience in Agricultural Education," American Vocational Journal, 42:25, March, 1967.

[3]Grant Venn, Man, Education, and Work (Washington, D. C.: American Council on Education, 1964), p. 1.

There are many implications for vocational agriculture teachers in the 1968 legislation. The specific term "vocational agriculture" is not mentioned in the new Act, and it is in possible danger of losing funds and prestige to other vocational educational programs. It is the responsibility of agriculture teachers to make known the values of vocational agriculture and FFA activities. There is no other program in the school which offers more possibilities for preventing school dropouts, teaching self-reliance through individual enterprise, fostering school-community involvement, or relating academic subject matter such as math, economics, or biology to the everyday course of life.

D. DEFINITIONS OF TERMS USED

Throughout this study many terms are used that might not be familiar to everyone or have a special meaning. An attempt has been made to clarify meanings of these terms.

Agri-business. Employment concerned with the production, processing, distribution, or services related to agriculture; such employment requires knowledge and skills in agriculture.

Business agreement. A written or oral form of agreement between a tenant and landlord or parent.

Curriculum. A term used to represent any of the varied types of programs studied by the students in high school.

Evaluate. To appraise the vocational agricultural activities offered in high school in relation to vocational adequacy.

Farm Owner. A person who owns or operates a farm.

George-Barden Act. A national vocational education act passed in 1946 which expanded the Smith-Hughes program; the new act added $29 million to the program with vocational agriculture getting the top authorization of $10 million.

Graduates. In this study the word "graduate" refers to graduates of Hampton High School, Hampton, Tennessee, during the period from 1961 through 1965.

High School. A secondary school including grades nine through twelve.

Modern Agriculture. A field which includes not only production agriculture but also industries and businesses which either provide materials and services to farmers or are involved in marketing, processing and distributing agriculture products.

Nonfarm occupational experiences. Work in which students engage to obtain occupational experience under necessary supervision and instruction by employers and vocational agriculture teachers.

Occupation. Type of employment in which a graduate is or has been engaged.

Smith Hughes Act. A national vocation act, approved in 1917, designed to encourage states to promote and further develop programs of vocational education in agriculture, trades, and industries and homemaking.

Vocational Education Act of 1963 (Public Law 88-210). Legislation which was enacted to "authorize federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the states ..... will have ready access to vocational training or re-training which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Vocational Educational Amendments of 1968 (Public Law 90-576). The most comprehensive legislative ever enacted for assistance to vocational-technical education. This act incorporates the desirable features of Smith-Hughes and George-Barden Acts, their amendments, and the Vocational Education Act of 1963 into a flexible vocational educational program directing attention toward occupational and career-oriented training with emphasis on needs and interests of participants rather than strict occupational categories. The Act provides for continuous progress and upgrading.

Vocational agriculture. A systematic program of instruction in agriculture designed to train high school students and adults for occupations in agriculture.

Vocational agriculture student. A student of vocational agriculture who has completed one or more units of that field of study.

E. LIMITATIONS AND SCOPE OF THE STUDY

This study is limited to 75 former vocational agriculture students who graduated from Hampton High School during the period 1961 through 1965 and to their response to mailed questionnaires. The researcher chose graduates of this time because he felt that they had been out of school long enough to have completed service obligations and further schooling, and should now be stablized in occupation. Also, these men finished high school during the time when attention was becoming focused on problems and demands related to the nation's shift into an increasingly technological and service-oriented economy.

There were 127 graduates during this period; the addresses of 15 of the men were unknown, and two were deceased. The names were taken from records of the Hampton High School vocational agriculture department. One hundred and ten questionnaires and explanatory letters were sent, and 49 replies were received within two weeks. Follow-up cards were mailed and 26 additional replies were returned. Five of the letters were returned by the post office for various reasons.

There was a 68.2 per cent return of the questionnaires as follows: 12 from the class of 1961; 7 from the class of 1962; 16 from the class of 1963; 19 from the class of 1964; and 21 from the class of 1965.

Samples of the explanatory letter, questionnaire, and follow-up card are included in the appendix of this report.

F. METHODS OF RESEARCH

Data for this study were obtained through use of the survey technique employing a mailed questionnaire. The over-all purpose of this study was to determine whether the present high school vocational agriculture program is relevant to modern agriculture. The specific objectives of the study were developed first; then the information necessary to meet these objectives was determined. As the questionnaire was developed to obtain needed data, the researcher consulted his University of Tennessee advisor for suggestions and criticisms. A combination of open and closed type questions were used in the form. In order to pretest it for clarity, a sample copy was given to a former student prior to final revision. Final copies of the questionnaire and an explanatory letter were prepared and mailed.

For evaluation of specific phases of vocational agriculture, graduates rated each job on a value scale with 1 applied to the term "excellent," 2 to "good," 3 to "fair," 4 to "poor," and 5 to "no value." Other data were tallied according to frequency of occurrence of each item. Percentage tabulations were compiled for various data.

G. ORGANIZATION OF THE STUDY

Chapter I has described the problem, special terms and methodology of this study. Chapter II is a review of related literature and theses. Chapter III includes data and discussion of the occupational status of the graduates. Chapter IV includes the graduate's evaluation of certain phases of the vocational agriculture program. Chapter V summarizes the findings and reviews the implications of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Most of the follow-up surveys cited in this study were conducted during the late 1950's prior to the recent changes in the image of agriculture. The percentage of graduates who were farming was determined in each study. It ranged from a high 74 per cent in Ohio, as determined by Frankel,[1] to Clifton's finding of 13 per cent in North Carolina.[2] Clifton concluded that there was need for revision of methods "to discharge responsibility toward those who study vocational agriculture but do not become farmers."

Of 33 studies examined, only two disclosed over 50 per cent of the former students engaged in production agriculture. Both of these studies were conducted in the Mid-Western states. These figures reveal that the majority of boys who take vocational agriculture do not enter farming as a full-time occupation.

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[1]John William Fraker, "A Follow-Up Study of Former Students of Vocational Agriculture in the Kenton High School, 1942-1952," Summaries of Studies in Agricultural Education. Supplement 9:29, 1956.

[2]Willie D. Clifton, "The Occupational Classification and Farming Status of Students Who Studied Vocational Agriculture at Itawamba High School," Summaries of Studies in Agricultural Education, Supplement 9:18, 1956.

Many of the studies cited were carried out during the time of the Korean War, and reveal that occupations of students were affected by existing world conditions at the time of graduation. Alexander concluded that because 29 per cent of former Kentucky students were in service, his follow-up study of graduates was "inconclusive in many details."[3] Likewise, in a Minnesota study, Cullen found almost 30 per cent of the men in service.[4] In Ohio, Lindenmuth found 80 per cent of his former students were either in service or expected to be within five years.[5] Thus, generalizing from these studies, it can be assumed that the current world situation and the Viet Nam conflict are major factors disrupting normal job seeking opportunities of young men today.

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[3]Ralph Alexander, "Employment Status of Former Students in Vocational Agriculture Who Have Graduated from Sturgis High School," Summaries of Studies in Agricultural Education, Supplement 10:4, 1957.

[4]Michael T. Cullen, "A Follow-Up Study of Vocational Agriculture Graduates of Willmar High School for Period 1943-1954," Summaries of Studies in Agricultural Education, Supplement 10:24, 1957.

[5]Ward Arcletus Lindenmuth, "The Occupational Patterns and Plans of 160 Former Students of Vocational Agriculture in Ohio," Summaries of Studies in Agricultural Education, Supplement 11:46, 1958.

Generally the same factors influenced former students to enter farming as an occupation, no matter what part of the country they were from. In a study of South Carolina graduates, Wyse determined that the majority of graduates who had taken more hours of agriculture and whose parents owned a farm were the ones who entered farming.[6] Reasons for not farming were lack of land and desire for steady income. Joyner determined that major factors causing Oklahoma students to farm were participation in the supervised farming program and contributions from parents; chief factors causing them to seek other employment were lack of land and lack of farm tools and equipment.[7] Lindenmuth's study of Ohio graduates revealed that the influence of vocational agriculture and the desire for country life and security were the most important reasons for farming; not enough capital, good job opportunities, and the need for steady income were key factors in nonfarm occupations.[8]

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[6]Jacob F. Wyse, "The Occupational Status of Former Students of Vocational Agriculture of Johnston High School, Johnston, South Carolina," Summaries of Studies in Agricultural Education, Supplement 9:87, 1956.

[7]Glen D. Joyner, "A Study of Former Students of Vocational Agriculture in Mountain View High School," Summaries of Studies in Agricultural Education, Supplement 9:41, 1956.

[8]Lindenmuth, loc. cit.

In surveys to help teachers re-evaluate vocational agriculture programs, former students have indicated which aspects of their high school vocational agriculture program they considered to be most beneficial to them today. Generally, results of the studies revealed that shop experiences and livestock were areas highly rated and desired.

Abel surveyed Ohio graduates and found shop training ranked higher than livestock, crops, or farm management.[9] In a Minnesota study, Cullen found respondents rated leadership training and livestock management among areas of most value; 50 per cent of them desired more training in farm mechanics.[10] A Tennessee study by Nutt revealed that the most beneficial courses to graduates were livestock and crop production and farm mechanics.[11] Nutt also noted a need for training in allied occupations.

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[9]Fred Orville Abel, "An Occupational Survey of Vocational Agriculture Graduates of Beallsville High School from 1944 to 1953," Summaries of Studies in Agricultural Education, Supplement 8:3, 1955.

[10]Cullen, loc. cit.

[11]Dennis Wade Nutt, "A Follow-Up Study of Former Students of Vocational Agriculture in Maury County, Tennessee," (unpublished Master's thesis, the University of Tennessee, 1960), pp. 60-61.

The most recent survey, by Todd, concerns Agricultural Education in East Tennessee high schools.[12] This study disclosed that most classes were being taught as general agriculture with little emphasis on specialization. Teachers who participated in the study recognized the increased importance of agricultural mechanics, and expressed desire for more information in the new and growing field of ornamental horticulture.

This report also contained a follow-up survey of the graduates of 1967. It revealed that only 33 per cent of the graduates were in occupations for which they had received training. Todd suggested that curriculums should be revamped to put more emphasis on agri-business and the development of occupational experience programs.

Presently a curricular approach to vocational choice is being tested and evaluated by Alabama vocational agriculture departments under direction of the Vocational Agriculture Service of the Alabama Department of Education.[13] Under this new program students

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[12]John D. Todd, "Status of Agricultural Education in East Tennessee High Schools," (A Report of Research Conducted for Department of Agricultural Education, The University of Tennessee, Knoxville), pp. 31-35.

[13]Richard A. Baker, Ben P Dilworth, Vanik S. Eaddy, "A Curricular Approach to Vocational Choice," American Vocational Journal, Vol. 44:57-8, December, 1969.

receive an introduction to occupations in seventh and eighth grades, vocational orientation in the ninth grade, in-depth study of agri-business and industry in the tenth grade, and then enter specialization in agri-business or basic industry in the eleventh and twelth grades. It is anticipated that this new curriculum will permit full development of student potential and make the transition from school to employment easier.

In summary, these briefly cited studies afford evidence that the majority of vocational agriculture graduates did not find careers in production agriculture. Military obligations were a factor influencing occupational choice because the interval spent in service disrupted normal job seeking opportunities of graduates.

Generally, the graduates who entered farming were those assisted by parents and favorably influenced by vocational agriculture courses. Obstacles to farming included lack of land, capital and equipment as well as attractiveness of job opportunities in other fields.

The majority of respondents indicated that shop experiences and livestock and crop courses were the most beneficial aspects of vocational agriculture education.

Results of these studies revealed the need for revision of curricula to better prepare students for careers in modern agriculture.

CHAPTER III

OCCUPATIONAL STATUS OF THE GRADUATES

All data for this follow-up study were obtained from answers to questionnaires mailed to graduates of Hampton High School. The respondents were asked to indicate their occupations since graduating from high school. Those who were not farming were asked to check reasons they were not farming, and those who were farming were asked to indicate the type of business agreement they had with parent or landlord.

A. PRESENT OCCUPATIONAL STATUS OF GRADUATES

Table I shows the present occupational status of graduates. There are 22 different occupations represented with a local industry claiming the largest percentage. Fifteen, or 20 per cent, of the 75 graduates were local textile workers; 11, or 14.67 per cent, were laborers; eight, or 10.67 per cent, were engaged in farming; and six, or 8 per cent, had entered the ministery. Five, or 6.67 per cent, of the men were in military service, and five were salesmen. Four, or 5.34 per cent, of the graduates were electricians, and three, or 4 per cent, of the men were continuing their education. Two, or 2.67 per cent, each were grocery store managers and truck drivers. There was one, or 1.33 per cent, in the occupations of entomologist, forestry, service worker, meat cutter, mechanic, television cameraman, machinist, pipe fitter, pest control, barber, finance company manager, Welfare Department case worker, hospital purchasing agent, laboratory analyst, and police officer.

TABLE I

PRESENT OCCUPATIONAL STATUS OF GRADUATES

Current Occupation	Graduates	
	Number	Per Cent
Textile worker	15	20.00
Laborer	11	14.68
Farmer	8	10.68
Minister	6	8.00
Salesman	5	6.67
Military service	5	6.67
Electrician	4	5.34
Student	3	4.00
Grocery store manager	2	2.67
Truck driver	2	2.67
Entomolgist	1	1.33
Forestry service	1	1.33
Meat cutter	1	1.33
Mechanic	1	1.33
Pipe fitter	1	1.33
Pest control	1	1.33
Barber	1	1.33
Finance company	1	1.33
Department of Welfare	1	1.33
Hospital purchasing agent	1	1.33
Laboratory analyst	1	1.33
Police officer	1	1.33
Total	75	100.00

B. EMPLOYMENT STATUS OF GRADUATES IMMEDIATELY FOLLOWING GRADUATION

Table II presents data which show that 16, or 21.33 per cent, of the men went directly into military service after graduation, 11, or 14.67 per cent, entered farming, and eight, or 10.67 per cent, continued their education. The majority of the other graduates went into various types of industrial work. Responses to questionnaires showed that 35, or 46 per cent, of the men have had job patterns interrupted because of military service.

C. REASONS FOR GRADUATES NOT ENTERING FARMING

Table III data summarizes reasons graduates gave for not entering farming. Nine reasons were listed, and respondents were allowed to check more than one. Also, there was space to write in additional reasons. The two main reasons checked were "preferred different type work" and "lack of available land and farms" with each reason noted 28 times. The reason in third place was "entered military service," checked 17 times. Fourth was "lack of funds and credit," checked 16 times. Next in order were the following: lack of interest in farming; continued education; too many brothers; image of farmer socially unattractive; and, prevalence of small farms in community. One respondent noted that he was physically handicapped.

TABLE II

EMPLOYMENT STATUS OF GRADUATES IMMEDIATELY

FOLLOWING GRADUATION

Status	Year 1961	-62	-63	-64	-65	Number	Per Cent
Military Service	1	2	4	5	4	16	21.33
Farmer	2	-	3	4	2	11	14.67
College	2	-	1	2	3	8	10.67
Laborer	1	-	-	2	3	6	8.00
Furniture Company	-	-	1	1	4	6	8.00
Textile Worker	1	2	-	1	1	5	6.67
Salesman	2	1	-	-	1	4	5.33
Grocery Store Clerk	1	-	1	-	1	3	4.00
Service Station Attendant	-	-	-	1	1	2	2.67
Mechanic	1	-	-	1	-	2	2.67
Carpenter	-	2	-	-	-	2	2.67
Book Manufacturing Company	-	-	2	-	-	2	2.67
Lumber Company	1	-	-	1	-	2	2.67
Vocational School	-	-	1	-	-	1	1.33
Hospital Aid	-	-	1	-	-	1	1.33
Forestry Service	-	-	-	1	-	1	1.33
Construction Worker	-	-	-	-	1	1	1.33
Truck Driver	-	-	1	-	-	1	1.33
Barber	-	-	1	-	-	1	1.33
Total	12	7	16	19	21	75	100.00

TABLE III

REASONS FOR GRADUATES NOT ENTERING FARMING*

Reasons	Graduates	
	Number	Per Cent
Preferred different type work	28	25.23
Lack of available land or farms	28	25.23
Entered military service	17	15.31
Lack of funds and credit	16	14.41
Lack of interest in farming	9	8.10
Continued education	5	4.41
Too many brothers	3	2.71
Image of farmer socially unattractive	2	1.80
Prevalence of small farms in community	2	1.80
Handicapped physically	1	1.00
Total	111	100.00

* Could check more than one reason

D. STATUS OF GRADUATES WHO ARE NOW FARMING

Table IV reveals the status of graduates who are now farming. Eleven, or 78.57 per cent, were engaged in part time farming while three, or 21.43 per cent, were farmers or farm owners.

It can be observed that 14, or 19 per cent, of the 75 graduates were engaged in some type of farming on a commercial basis. Although only eight men indicated "farmer" as their present occupation (Table II, page 20), others mentioned farming on a part time basis in another part of the questionnaire. Those eleven graduates that were engaged in farming on a part-time basis indicated their income from farming ranged from 10 to 80 per cent of their gross income.

E. KINDS OF BUSINESS AGREEMENTS OF GRADUATES

Table V shows the kinds of business agreements being used by graduates who are engaged in farming. Six, or 42.84 per cent, had only an oral agreement. Three, or 21.43 per cent, had a written arrangement with their landlords. Five, or 35.72 per cent, had no agreement. Of these five men, three were land owners; therefore, only two of the fourteen men were farming without some type of business agreement.

F. MARITAL STATUS OF GRADUATES

Table VI, page 24, shows that 52, or 69.33 per cent, of those reporting were married; 20, or 26.67 per cent, were single, and three, or 4 per cent, were divorced.

TABLE IV

STATUS OF GRADUATES WHO ARE NOW FARMING

Status	Graduates	
	Number	Per Cent
Part-time farming	11	78.57
Farming and farm owners	3	21.43
Total	14	100.00

TABLE V

NUMBER AND PER CENT OF GRADUATES IN FARMING WITH OR WITHOUT BUSINESS AGREEMENT

Agreement	Graduates	
	Number	Per Cent
Oral	6	42.85
Written	3	21.43
No agreement	5	35.72
Total	14	100.00

TABLE VI

MARITAL STATUS OF GRADUATES

Marital Status	Graduates	
	Number	Per Cent
Married	52	69.33
Single	20	26.67
Divorced	3	4.00
Widower	0	0.00
Total	75	100.00

CHAPTER IV

EVALUATION OF THE DIFFERENT PHASES AND BENEFITS OF VOCATIONAL AGRICULTURE BY GRADUATES

Data in this chapter are related to findings concerning certain phases of vocational agriculture and the specific benefits considered most valuable by the former students. Graduates rated different aspects of the program and recorded their opinions of specific areas.

A. HOW FORMER STUDENTS FIRST LEARNED ABOUT THE VOCATIONAL AGRICULTURE PROGRAM

Data from Table VII reveals that 60 per cent of the graduates first learned about the vocational agriculture program from other vocational agriculture students, brothers, and friends. Five, or 6.67 per cent, of the graduates first became aware of the program by noticing FFA jackets worn by students. Only four graduates, or 5.33 per cent, first became aware of the program during high school registration.

B. WHO SHOULD TAKE VOCATIONAL AGRICULTURE

Graduates were asked to indicate who should be allowed to take vocational agriculture. Forty, or 53.33 per cent, indicated only interested males; 17, or 22.67 per cent, said all males; 16, or 21.33 per cent, indicated all males and females; and, two said only interested males and females. Table VIII, page 27, shows this data.

TABLE VII

HOW GRADUATES FIRST LEARNED ABOUT THE VOCATIONAL AGRICULTURE PROGRAM

Source	Graduates	
	Number	Per Cent
Other vocational agriculture students	24	32.00
Brothers	13	17.33
Friends	8	10.67
FFA Activities	7	9.33
FFA jackets	5	6.67
Former FFA members	4	5.33
High School registration	4	5.33
Father	3	4.00
Elementary teacher	3	4.00
4-H Club	2	2.67
Guidance Counselor	1	1.33
Older person	1	1.33
Total	75	100.00

TABLE VIII

WHO SHOULD TAKE VOCATIONAL AGRICULTURE

Persons	Graduates	
	Number	Per Cent
Only interested males	40	53.33
All males	17	22.67
All males and females	16	21.33
Only interested males and females	2	2.67
Total	75	100.00

C. GRADUATES RATE OBJECTIVES OF THE VOCATIONAL AGRICULTURE PROGRAM

Table IX reveals how graduates rated seven specific objectives of the vocational agriculture program in order of importance. The first six objectives listed were developed from the National Vocational Education Act of 1917. The seventh objective was added because of Federal legislation passed in 1963. The original objectives were used because they were followed in teaching the majority of the Hampton graduates.

The objective, "To conserve soil and other natural resources" ranked highest with a 2.25 rating. Thirty-two graduates ranked it in first place and only one ranked it last. The objective, "To make a beginning and advance in farming" had a 2.6 rating; "To manage a farm business" received a 3.44 rating; "To produce farm commodities efficiently" had a 4.00 rating; and, "To market farm products advantageously" was rated 4.65.

D. REASONS GRADUATES GAVE FOR TAKING VOCATIONAL AGRICULTURE

Table X, page 30, shows reasons the 75 graduates listed for taking vocational agriculture. Thirty-three, or 44 per cent, indicated they were interested in farming, and 10, or 13.33 per cent, indicated they wanted to learn better farming techniques. Thus, over 57 per cent of the respondents probably had considered entering farming at least on a part-time basis. Only two respondents stated they took vocational agriculture merely as an extra class.

TABLE IX

HOW GRADUATES RATE OBJECTIVES OF THE VOCATIONAL AGRICULTURE PROGRAM*

Objective	Rank							Rating	
	1	2	3	4	5	6	7		
To make a beginning and advance in farming	20	18	10	7	8	2	2	2.62	(2)
To produce farm products efficiently	5	8	12	11	12	8	5	4.00	(4)
To market farm products advantageously	4	4	8	9	15	17	7	4.65	(5)
To conserve soil and other natural resources	32	13	5	5	4	4	1	2.25	(1)
To manage a farm business	9	8	10	12	8	7	3	3.44	(3)
To maintain a favorable environment	1	7	9	11	6	10	15	5.55	(7)
To gain knowledge useful for off-farm occupations	4	3	8	4	6	12	26	5.30	(6)

*not all respondents ranked each objective

TABLE X

REASONS GRADUATES GAVE FOR TAKING VOCATIONAL AGRICULTURE

Reasons	Graduates	
	Number	Per Cent
Interest in farming	33	44.00
To obtain better techniques of farming	10	13.33
Raised on a farm	9	12.00
Interested in producing livestock	6	8.00
Interested in soils and conservation	6	8.00
Farm mechanics	3	4.00
Interested in forestry	3	4.00
Interested in growing vegetables	2	2.67
Needed extra course (class)	2	2.67
Family farm	1	1.33
Total	75	100.00

E. AREAS OF STUDIES LIKED BEST

Graduates were asked to indicate three areas of vocational agriculture that they liked best. These areas included subject matter as well as methods. A total of 15 areas were identified by the respondents. Table XI reveals that areas mentioned 10 times or more included livestock production, shop classes, soils, field trips, and FFA activities.

F. AREAS OF STUDIES LIKED LEAST

Table XII, page 33, is concerned with areas of studies that former students liked least about their vocational agriculture studies. Almost one-half, or 49 per cent, indicated there was not an area they liked least. Nearly one-third, or 29 per cent, mentioned the length of class periods. The lack of shop equipment was indicated by nine, or 12 per cent. Again, there is overlapping of subjects and methods; however, the majority of factors were of an administrative nature.

G. EVALUATION OF SUPERVISED FARMING EXPERIENCE AND LOCATION FOR EXPERIENCE

Sixty-five of the 75 respondents indicated that all vocational agriculture students should be required to participate in supervised farming experience. Ten of the graduates felt that it should not be a mandatory part of the course.

TABLE XI

AREAS THAT FORMER AGRICULTURE STUDENTS LIKED BEST*

Area	Graduates	
	Number	Per Cent
Livestock production	18	16.40
Shop classes	13	12.63
Soils	12	11.65
Field trips	11	10.68
FFA activities	11	10.68
Classroom atmosphere	9	8.74
Learning by doing	7	6.80
Techniques in farming	5	4.85
Crop production	3	2.93
Soil judging	3	2.93
Conservation	3	2.93
S.F.P. visits	3	2.93
Forestry	2	1.94
Record keeping	1	.97
Film presentation	1	.97
Total	103	100.00

* Could list more than one area

TABLE XII

AREAS THAT FORMER AGRICULTURE STUDENTS LIKED LEAST*

Areas	Graduates	
	Number	Per Cent
Indicated nothing least	37	49.34
Class periods too short	13	17.34
Not enough shop equipment	9	12.00
Needed more field trips	6	8.00
Classroom work	4	5.34
Poultry	2	2.66
Forestry	1	1.33
Tests	1	1.33
Parlimentary procedure	1	1.33
Setting tree seedings	1	1.33
Total	75	100.00

* Could list more than one area

Table XIII affords evidence that the predominant emphasis for supervised farming experience should be on farm. Only two respondents favored an agri-business location. Thirty-six, or 48 per cent, of the graduates stated this experience should be obtained on school farm or greenhouse; 21, or 28 per cent, indicated the home farm; and, 16, or 21.33 per cent, believed this experience should be gained through on-farm placement.

H. VALUE OF OCCUPATIONAL INFORMATION IN GAINING FIRST EMPLOYMENT

Table XIV, page 36, shows that only 29, or 38.67 per cent, of the graduates considered the occupational information presented in vocational agriculture helpful in gaining first employment. Forty-six, or 61.33 per cent, indicated the information was not helpful. However, many of the respondents commented that vocational agriculture had been helpful to them in areas other than employment.

I. EVALUATION OF INSTRUCTION IN ALL COURSES IN TERMS OF CONTRIBUTIONS TO PRESENT EMPLOYMENT

Table XV, page 37, shows how graduates rate the over-all value of vocational agriculture classes in terms of contributions to present occupations. Seven major activities were broken down into specific jobs. Graduates rated each job on a value scale with 1 applied to the term

TABLE XIII

LOCATION FOR VOCATIONAL AGRICULTURE STUDENTS TO GAIN FARM OR AGRI-BUSINESS EXPERIENCE

Location	Graduates	
	Number	Per Cent
School farm or school greenhouse	36	48.00
Home farm	21	28.00
On farm placement	16	21.33
Agri-business	2	2.67
Total	75	100.00

TABLE XIV

VALUE OF OCCUPATIONAL INFORMATION IN GAINING FIRST EMPLOYMENT

	Graduates	
	Number	Per Cent
Yes	29	38.67
No	46	61.33
Total	75	100.00

TABLE XV

EVALUATION OF INSTRUCTION IN ALL COURSES IN TERM OF CONTRIBUTION TO PRESENT EMPLOYMENT

Name of job	Number Reporting						
	Excellent	Good	Fair	Poor	No Value	Total Rating	Average Rating
Jobs in shop	78	63	35	4	34	214	2.31
FFA Activities	110	31	30	16	59	246	2.68
Farm mechanics	36	21	21	5	27	107	2.69
Farming Program	30	17	6	5	24	82	2.71
Crop Production	101	80	60	15	108	364	2.82
Livestock	84	72	29	18	92	295	2.91
Farm Management	35	29	17	15	48	144	2.94

"excellent," 2 to "good," 3 to "fair," 4 to "poor," and 5 to "no value." The highest ranking area was that of jobs in shop with a 2.31 or "good" rating, and farm management ranked last with a 2.94 average or "good" rating. All of the classes were rated above "fair."

J. EVALUATION OF SPECIFIC JOBS IN SHOP IN TERMS OF CONTRIBUTION TO PRESENT EMPLOYMENT

Instruction in farm shop is an integral part of the program in vocational agriculture. Table XVI, page 39, shows that jobs in shop received the highest average rating of any phase of the vocational agriculture program. No job in shop had an average rating of less than "fair." The highest rated jobs were those involving skill in use of hand tools and the care of tools. They were rated 2.09 and 2.13, or "good." The over-all average rating was 2.31, or "good " A negative factor noted previously was the lack of ample tools and equipment in the Hampton shop. In spite of this deficiency, graduates ranked shop training above all other activities.

TABLE XVI

EVALUATION OF SPECIFIC JOBS IN SHOP IN TERMS OF CONTRIBUTION TO PRESENT EMPLOYMENT

Name of Job	Number Reporting					Total Rating	Average Rating
	Excellent	Good	Fair	Poor	No Value		
Selecting tools	16	9	4	0	6	35	2.17
Tool identification	11	12	3	1	5	32	2.28
Care of tools	17	10	5	1	5	38	2.13
Skill in use of power tools	12	10	6	0	5	33	2.27
Skill in use of hand tools	13	10	5	1	3	32	2.09
Farm welding	6	12	6	1	10	36	2.91
Total	75	63	35	4	34	214	2.31

K. EVALUATION OF SPECIFIC JOBS IN FARM MECHANICS IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Table XVII shows that farm mechanics was rated 2.69, or "good," and ranked third in importance. Care of machines was rated highest with a 2.44 while design of farm machinery was rated of least value with a 3.03 average. At Hampton High School approximately 20 per cent of total instruction time has been devoted to farm mechanics.

L. EVALUATION OF SPECIFIC PROJECTS OF FARMING PROGRAM IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

The supervised farming program of Hampton High School has been carried out with the primary aim of helping students toward satisfactory establishment in farming. Table XVIII, page 42, shows that this phase of the program received a 2.59, or "good" rating. Improvement projects received a 2.41, or "good" rating along with production projects at 2.68. Supplementary projects received only a "fair" rating.

M. EVALUATION OF SPECIFIC JOBS IN LIVESTOCK PRODUCTION IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Table XIX, page 43, shows an overall rating of 2.91, or "good," for the value of specific jobs in livestock production in terms on contribution to present occupation. The selection of breeds and determination of the possibilities were rated most helpful with 2.62 and 2.64 averages, respectively. The areas of show ring competition and parasite and disease control were rated 3.43 and 3.12, respectively. This may indicate that students took little part in showing animals at fairs and that veterinarians were usually called for when needed.

TABLE XVII

EVALUATION OF SPECIFIC JOBS IN FARM MECHANICS IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Name of Job	Number Reporting						
	Excellent	Good	Fair	Poor	No Value	Total Reporting	Average Rating
Design of farm machinery	6	4	8	1	8	27	3.03
Care of machines	11	7	4	1	6	29	2.44
Operation of machinery	9	7	4	1	6	27	2.55
Selection of machinery	10	3	5	2	7	27	2.55
Total	36	21	21	5	27	110	2.69

TABLE XVIII

EVALUATION OF SPECIFIC PROJECTS OF FARMING PROGRAM

IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Name of Project	Number Reporting						
	Excellent	Good	Fair	Poor	No Value	Total Reporting	Average Rating
Production projects	9	4	3	1	8	25	2.68
Improvement projects	12	7	0	1	7	27	2.41
Supplementary projects	7	4	3	2	8	24	3.00
Total	28	15	6	4	23	76	2.59

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TABLE XIX

EVALUATION OF SPECIFIC JOBS IN LIVESTOCK PRODUCTION IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Name of Job	Number Reporting						Average Rating
	Excellent	Good	Fair	Poor	No Value	Total Reporting	
Determining the possibilities	11	11	1	1	10	34	2.64
Selection of breeds	12	9	3	2	9	35	2.62
Selection of individual	13	5	4	1	9	32	2.62
Feeding	8	9	5	2	10	34	2.91
Care and management	11	10	1	2	11	35	2.77
Parasite and disease control	11	6	3	2	10	32	3.12
Housing	6	10	4	2	10	32	3.00
Marketing and showing	7	7	4	2	11	31	3.09
Showing competition	5	5	4	4	12	30	3.43
Total	84	72	29	18	92	295	2.91

N. EVALUATION OF SPECIFIC JOBS IN CROP PRODUCTION IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Since tobacco, corn and other crop specialities are used to supplement income, jobs in crop production are of vital importance in Carter County. Also increasing technological changes in agriculture require that this phase of agriculture be given a higher priority in teaching. Table XX shows that crop production received a 2.83, or "good" rating; it ranked fifth in order of jobs. Marketing the crops was rated highest with a 2.20, or "good," and selection of seed was lowest with a 4.13 or "poor."

O. EVALUATION OF SPECIFIC JOBS IN FARM MANAGEMENT IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Graduates ranked farm management the lowest of any aspect of the vocational agriculture program. Table XXI, page 46, reveals that it received a 2.94, or "good," rating. Selection of crop system and selection of livestock system were rated 2.93 and 2.92, respectively. Farm management is primarily taught to junior and senior boys.

P. EVALUATION OF SPECIFIC ACTIVITIES OF THE FFA PROGRAM IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

The FFA chapter provides opportunities for training in leadership, development of desirable attitudes, and competition for honors and recognition. Table XXII, page 47, shows that graduates gave it a 2.68, or "good," rating. Areas of farm safety, soil judging, and livestock

TABLE XX

EVALUATION OF SPECIFIC JOBS IN CROP PRODUCTION IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Name of Job	Number Reporting						
	Excellent	Good	Fair	Poor	No Value	Total Rating	Average Rating
Determining the possibilities	8	7	5	1	9	30	2.86
Selection of seed	5	10	5	2	9	31	4.13
Selection of site	11	10	2	1	10	34	2.67
Preparation of land	11	6	5	0	10	34	2.75
Preparation of seed	7	9	4	3	10	33	3.00
Fertilization	13	6	2	1	9	31	2.58
Pest control	12	5	7	0	10	34	2.73
Weed control	11	2	6	1	10	30	2.90
Cultivation	8	8	4	1	10	31	2.90
Harvesting and storing	7	7	3	3	11	31	3.12
Marketing	8	10	0	2	10	30	2.20
Total	101	80	60	15	108	368	2.82

TABLE XXI

EVALUATION OF SPECIFIC JOBS IN FARM MANAGEMENT IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Name of Job	Number Reporting						
	Excellent	Good	Fair	Poor	No Value	Total Rating	Average Rating
Selection of the cropping system	10	4	4	2	10	30	2.93
Selection of the livestock system	8	5	4	3	8	28	2.92
Agreements	6	8	1	2	10	27	3.07
Farm credit	5	6	6	1	9	27	3.11
Labor distribution	6	6	2	3	11	28	3.25
Total	35	29	17	15	48	144	2.94

TABLE XXII

EVALUATION OF SPECIFIC ACTIVITIES OF FFA PROGRAM IN TERMS OF CONTRIBUTION TO PRESENT OCCUPATION

Name of Activity	Number Reporting						
	Excellent	Good	Fair	Poor	No Value	Total Rating	Average Rating
Dairy judging	14	4	3	3	9	33	2.66
Livestock judging	15	3	4	3	8	33	2.57
State conventions	11	6	1	1	9	28	2.67
FFA socials	11	4	4	2	9	30	2.80
Conducting farm safety	14	3	6	1	7	31	2.54
Parlimentary procedure and speech contests	11	9	4	1	9	34	2.64
Soil judging	14	7	4	2	9	36	2.58
Forestry judging	10	5	4	3	8	30	2.80
Total	110	31	30	10	59	246	2.68

judging were rated "good " The respondents had participated in community and school activities or projects and judging contests.

Table XXIII (page 49) reveals that graduates rated those overall values of the FFA higher than the contribution to present occupation. This would seem to indicate that FFA training has proved valuable in the personal life of graduates.

Q. OVER-ALL VALUE OF FFA EXPERIENCES

The graduates were asked to rate the over-all value of their FFA experiences. Table XXIII reveals that 27, or 36 per cent, of the graduates believed the experience was "excellent" while 41, or 56 per cent, rated it "good." Seven, or 8 per cent, of the men rated FFA experiences "fair," and none of the graduates felt FFA experience was "poor" or of "no value." The fact that 92 per cent of the respondents rated FFA experiences "good" or "excellent" is an indication of the over-all value of this phase of the vocational agriculture program.

R. SUGGESTED AREAS FOR EMPHASIS IN VOCATIONAL AGRICULTURE IN THE 1970'S

Table XXIV, page 50, shows areas the graduates suggested for emphasis in vocational agriculture in the 1970's. Only 35 of the 75 graduates felt they were capable of predicting where the emphasis should be placed. Seven, or 20 per cent, believed that farm management should be given the most attention. Production agriculture was named by six,

TABLE XXIII

OVER-ALL VALUE OF FFA EXPERIENCES

Value	Number	Per Cent
Excellent	27	36.00
Good	41	56.00
Fair	7	8.00
Poor	0	0.00
No Value	0	0.00
Total	75	100.00

TABLE XXIV

AREAS GRADUATES SUGGEST FOR EMPHASIS IN

VOCATIONAL AGRICULTURE IN THE 1970'S

Area	Graduates	
	Number	Per Cent
Farm management	7	20.00
Production agriculture	6	17.12
Soil science	4	11.43
FFA Activities	3	8.57
Leadership training	3	8.57
Farm mechanics	3	8.57
Agri-business	2	5.72
Higher education	2	5.72
Livestock production	1	2.86
Chemicals in agriculture	1	2.86
Marketing farm products	1	2.86
Rural family living	1	2.86
New techniques	1	2.86
Total	35	100.00

or 17.12 per cent, of the respondents as being an area of vital importance for the coming years. Soil science was mentioned by four, or 11.43 per cent. FFA activities, leadership training, and farm mechanics each were noted three times, or 8.57 per cent. Agri-business and higher education also were each mentioned as areas of greatest importance. Other areas mentioned were livestock production, chemicals in agriculture, marketing farm products, rural living, and techniques in farming.

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CHAPTER V

SUMMARY AND IMPLICATIONS

A. SUMMARY

The purpose of this study was to determine the relevancy of the Hampton High School vocational agriculture program to the demands of modern agriculture. Specific objectives were as follows: (1) to determine the occupations former students have followed since graduating from Hampton High School during the years 1961 through 1965; (2) to determine factors that have influenced the former students to enter or leave an occupation; (3) to determine the porportion of former students engaged in farming or farm related occupations; (4) to determine which phases of vocational agriculture were considered most beneficial to former students; and (5) to determine how the program can be adjusted to better meet needs of pupils preparing for, or already engaged in, careers in modern agriculture.

Data for this study were obtained through a mailed questionnaire consisting of open and closed type questions. The questionnaires were completed by 75 of the 110 students who graduated between 1961 and 1965.

The author has identified the following summary statements which were based on the preceeding findings of this study.

There were twenty-two present occupations listed, of which 20 per cent were textile workers, nearly 15 per cent were laborers, 11 per cent were farmers, and 8 per cent were ministers. An additional 11 per cent of the graduates were pursuing occupations which were related to some area of agriculture training. The remaining 36 per cent were engaged in various other occupations.

Many factors were involved in the vocational choices of former students. Over two-thirds of them were married, and nearly 50 per cent of them had job patterns interrupted by military service.

The survey showed that of the 23 occupations entered directly after graduation, farming was second only to military service in rank. Twenty-one per cent of the graduates entered military service while 15 per cent chose farming as their first occupation. An additional fifteen per cent of the young men entered occupations related to agriculture, therefore 30 per cent of the graduates entered vocations for which they had received some training. Thirty-nine per cent of the respondents indicated that vocational agriculture was helpful in their first employment.

Graduates who were not farming indicated the following reasons for their seeking other occupations: (1) preferred different type of work; (2) lack of available land and farms; (3) entered military service; (4) lack of funds and credit; (5) lack of interest in farming; (6) continued education; (7) too many brothers; (8) image of farmer

socially unattractive; (9) prevalence of small farms in community; and (10) physically handicapped.

Nineteen per cent of the graduates were engaged in some type of farming on a commercial basis. (Although only eight respondents listed farmer as their occupation, three others indicated they received income from part-time farming.) There were 11 part-time farmers and three farm owners. Of the 14 men farming, six had an oral agreement and three had written agreements. Since three men were farm owners, only two were without any farm agreement.

The areas of study in vocational agriculture liked best were as follows in order of importance: (1) livestock production; (2) shop classes; (3) soils; (4) field trips; and, (5) FFA activities.

Nearly 50 per cent of the graduates stated there were no areas of vocational agriculture they liked least. The major negative factors mentioned were: (1) class periods too short; (2) lack of shop equipment; (3) need for more field trips; and, (4) too much classroom work.

Eighty-seven per cent of the 75 respondents indicated that all vocational agriculture students should be required to participate in supervised farming programs. Forty-eight per cent felt this experience should be obtained on the school farm or greenhouse, 28 per cent indicated the home farm, and 21 per cent indicated on-farm placement. Only 4 per cent indicated an agri-business location.

Fifty-four per cent of the respondents stated that only interested males should take vocational agriculture, 23 per cent indicated all males, and 21 per cent indicated all males and females.

Eighty-five per cent of the graduates gave the following reasons for taking vocational agriculture in this order of importance: (1) interested in farming; (2) to obtain better techniques in farming; (3) raised on a farm; (4) interested in production livestock; (5) interested in soild and conservation.

Thirty-two per cent of the graduates first learned about vocational agriculture from other vocational agriculture students. Other main sources of information were relatives, FFA activities, high school registration, and elementary school teachers.

Thirty-six per cent of the respondents rated FFA experiences as "excellent," 56 per cent as "good," and the remainder as "fair."

Graduates evaluated seven specific phases of vocational agriculture in terms of contribution to present jobs. In order of importance they were: (1) jobs in shop; (2) FFA activities; (3) farm mechanics; (4) farming programs; (5) crop production; (6) livestock production; and (7) farm management.

The respondents were asked to rank seven objectives of the vocational agriculture program in order of importance. The highest ranking objectives were as follows: (1) to conserve soil and other natural resources; (2) to make a beginning and advance in farming; and (3) to manage a farm business.

When asked to suggest areas for emphasis in vocational agriculture in the 1970's, only 35 of the 75 respondents felt they were qualified to identify such areas. The majority of those replying indicated areas related to production agriculture.

B. IMPLICATIONS

Critical analysis of the data presented in this study in relationship to technological changes in agriculture and recent vocational education legislation has suggested the following implications:

The vocational agriculture curriculum should be critically examined periodically, possibly at one, three or five year intervals. There should be more emphasis on areas rated most valuable and program revision in areas rated low. Additional individuals should be involved in the evaluation. More meaningful analysis of the program could be obtained through consultation with all male high school graduates, employers from agri-business firms, and school administrators.

Enrollment of vocational agriculture students should be of a selective nature based on the needs and goals of the students. However, this is difficult to accomplish in small schools offering only the minimum in vocational subject areas.

A study should be made to determine possibilities of obtaining land for a school farm to insure supervised farming experiences for rural non-farm youth.

Vocational guidance of high school students should include more information about the agriculture work experience training programs and agri-business opportunities in this locale.

Additional class time should be devoted to shop activities since graduates rate them as the most beneficial areas in relation to their present occupations.

More attention should be given to the preparation of students for part-time small livestock or crop specialty farming.

Students need additional information about occupational opportunities at the semi-skilled, skilled and technical levels of the field of agriculture. They should be aware of off farm occupations in agriculture which do not require college education.

A complete survey should be made to determine employment opportunities for Hampton students in off farm agriculture work study programs.

As the vocational agriculture program is expanded through increased enrollment and more specialization, it will require the addition of a second or third teacher.

According to the findings of this study, the Hampton High School program of vocational agriculture needs updating so as to be relevant to the needs of students and the demands of modern agriculture. However, the department is making progress in efforts to upgrade and improve the program to provide adequate preparation for careers in modern agriculture.

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APPENDICES

APPENDIX A

Rt. 6
Elizabethton, Tennessee
October 7, 1969

Dear Former Student:

I am making an occupational follow-up study of Vocational Agriculture students who graduated from Hampton High School 1961 through 1965. The results of this study will be used in a thesis for my Master's Degree from the University of Tennessee. They will also be used in determining changes to improve the Vocational Agriculture program at Hampton High School.

I want to learn of your occupations since you graduated from high school, and how much, if any, the study of Vo-Ag influenced your choice of occupation. All information you give me will be kept confidential and no personal references will be included in the summary of results.

Enclosed is a questionnaire that will provide the information necessary for my study. Please take time to answer all questions to the best of your ability, and complete all items in Parts I, II, and III. A self-addressed envelope is enclosed for your convenience.

I thank you in advance for your cooperation and assistance. If I do not hear from you by October 20, I may call on you.

Sincerely yours,

Joe Treadway

FOLLOW-UP CARD TO RESPONDENTS

November 1, 1969

Dear Former Student:

I would like to call your attention to the questionnaire you received three weeks ago. Your response to it would be very helpful and greatly appreciated.

Thank you,

Joe Treadway

APPENDIX B

PART I

Name_____Home Telephone_____Year Graduated_____

1. Married_____Widowed_____Divorced_____Single_____

2. Indicate below occupation and nature of work such as farmer, foreman, laborer, salesman, manager, student, member of Armed Forces, or other you have engaged in since graduation from Hampton High School.

Year	Occupation or job title	Nature of Activity (Please be specific)
1961	_____	_____
1962	_____	_____
1963	_____	_____
1964	_____	_____
1965	_____	_____
1966	_____	_____
1967	_____	_____
1968	_____	_____
1969	_____	_____

3. If different from line above (1969), what is your present occupation?

_____

4. If you are not farming, check those reasons that apply.

_____ Lack of interest in farming
_____ Preferred different type of work
_____ Lack of funds and credit
_____ Too many brothers
_____ Lack of available land or farms
_____ Image of farmer socially unattractive
_____ Prevalence of small farms in community
_____ Continuing education
_____ Entered military service
_____ Other (specify)_____

5. If you are farming, check items that apply.

_____ Farm owner
_____ Have farm arrangement with parents or landlord
_____ Written agreement _____ Oral agreement
_____ Farm part-time _____ Per Cent of total income from farming.

6. What kinds of leadership positions have you held since graduating from high school?

	Position	Number of years
a._____	President of an organization	_____
b._____	Secretary or treasurer of an organization	_____
c._____	Speaker	_____
d._____	Committee chairman	_____
e._____	Other (specify)_____	_____
f._____	Church officer	
	_____Sunday School Supt.	_____
	_____Sunday School teacher	_____
	_____Member of official church board	_____
	_____Other office (specify)_____	_____

7. How many organizations do you now belong to? Please list.

Name of organization	Number of years
_____	_____
_____	_____
_____	_____

PART II

1. Why did you take Vo-Ag in high school?_____

_____

2. Who do you think should take Vo-Ag courses in high school? All males,

_____All males and females,_____Only interested males,_____.

3. Which of the following should be the objectives of the high school Vocational Agriculture program? Please rank 1 through 7.

a.___To develop effective ability to make a beginning and advance in farming.
b.___To develop effective ability to produce farm commodities efficiently.
c.___To develop effective ability to market farm products advantageously.
d.___To develop effective ability to conserve soil and other natural resources.
e.___To develop effective ability to manage a farm business.
f.___To develop effective ability to maintain a favorable environment.
g.___To develop effective ability in agriculture useful for non-farm agriculture occupations.

4. What did you like <u>best</u> about your high school Vo-Ag program?

_____

5. What did you like <u>least</u> about your high school Vo-Ag program?

_____

6. How did you become aware of the Vo-Ag program before you entered High School?_____

7. How would you evaluate your FFA experiences? Use a rating scale of:

1--excellent, 2--good, 3--fair, 4--poor, 5--no value,_____rating.

8. Do you think all Vo-Ag students should be required to participate in supervised farming? _____Yes _____No

Where should this practice be obtained?
_____Home farm
_____School farm or school greenhouse
_____On farm placement so students could gain farming experience
_____Ag business
_____Other (Specify)_____

9. Was the occupational information presented in Vo-Ag helpful to your gaining your first employment? If no, please explain.

_____Yes _____No _____

10. In view of your present position, please list 3 kinds of occupational information that should be presented to Vo-Ag majors.

    1._____

    2._____

    3._____

11. Explain to what extent, if any, Vo-Ag training helped you to select your occupation.

12. In view of your present occupational demands or requirements, what experiences should be emphasized in FFA for the 1970's?

CRANES CREST

PART III

Evaluate the following activities of your high school Vo-Ag in terms of their contribution to your present job. Check only the items which you had in school and then use the rating 1--excellent, 2--good, 3--fair, 4--poor, 5--no value.

A. Jobs in crop production
- a. Determining the possibilities _____
- b. Selection of seed _____
- c. Selection of site _____
- d. Preparation of land _____
- e. Preparation of seed _____
- f. Fertilization _____
- g. Pest control _____
- h. Weed control _____
- i. Cultivation _____
- j. Harvesting and storing _____
- k. Marketing _____

B. Jobs in livestock production
- a. Determining the possibilities _____
- b. Selection of breeds _____
- c. Selection of individual _____
- d. Feeding _____
- e. Care and management _____
- f. Parasite and disease control _____
- g. Housing _____
- h. Marketing and showing _____
- i. Showing _____

C. Jobs in shop
- a. Selecting tools _____
- b. Tool identification _____
- c. Care of tools _____
- d. Skill in use of power tools _____
- e. Skill in use of hand tools _____
- f. Farm welding _____

D. Jobs in farm management
- a. Selection of cropping system _____
- b. Selection of livestock system _____
- c. Agreements _____
- d. Farm credit _____
- e. Labor distribution _____

E. Jobs in farm mechanics
   a. Design of farm machinery _____
   b. Care of machines _____
   c. Operation of machinery _____
   d. Selection of machinery _____

F. FFA Activities
   a. Dairy judging _____
   b. Livestock judging _____
   c. State conventions _____
   d. FFA socials _____
   e. Conducting farm safety _____
   f. Parlimentary procedure and speech contests _____
   g. Soil judging _____
   h. Forestry judging _____

G. Farming program
   a. Production projects _____
   b. Improvement projects _____
   c. Supplementary projects _____
   d. Other (specify)
      _____ _____

VITA

Joseph Randolph Treadway, a native of Elizabethton, Tennessee, was educated in Carter County schools and graduated from Happy Valley High School. He received a Bachelor of Science from the University of Tennessee in 1953 with a major in Agricultural Education. While attending the University he was a member of the varsity basketball team, the "T" Club, and Alpha Gamma Rho fraternity.

Mr. Treadway has taught vocational agriculture at Hampton High School since 1953. He holds memberships in the Carter County chapter of the University of Tennessee Alumni Association, the National Education Association, the National Vocational Agriculture Teachers Association, and the subsidary organizations.

Mr. Treadway is married to the former Patricia Taylor of Elizabethton. They have two daughters, Patti and Merri.

The Treadway family attend the First Christian Church in Elizabethton where Mr. Treadway has served as a deacon and Sunday School Superintendent.