

A FOLLOW-UP STUDY OF THE MALE GRADUATES
OF THE PEABODY HIGH SCHOOL
FROM 1951 TO 1966

by 149

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

It was the belief of the writer at the time of this study that there had been a need for more research to determine what factors had influenced vocational success for students after graduation from high school. It had been assumed by some writers that students taking three or more years of vocational agriculture tend to stay in high school longer.¹ This led to one of the basic assumptions of this study that knowledge of what occupations former students enter after they leave school can help establish the value of the training provided in vocational agriculture and provide guidelines for planning instructional programs to fit the needs of students who are still in high school.

According to a study of vocational agriculture graduates in the state of Virginia by Bass:

Only two per cent of the former students were unemployed. This is far below the percentage of all workers who were unemployed at that time. This finding gives emphasis to the importance of vocational training as preparation for employment.²

¹W. A. Rawson, "An Eighteen-Year Study of Graduates of a Kansas Vocational Agriculture Department," Agriculture Education Magazine, XXXV (January, 1963), p. 147.

²B. C. Bass, "Follow-up Study Indicates Vo-Ag Training is Valuable," Agriculture Education Magazine, (June, 1966), p. 271.

It was believed by the writer that this assumption was true or at least not completely erroneous, but he could not find sufficient studies which had been made which could either verify or refute any such claim to his satisfaction. He felt that studies would have had to include complete analysis and follow-up of large numbers of pupils graduating from vocational agriculture classes to provide data on which validity of such claims could be evaluated.

I. THE PROBLEM

Statement of the problem. This study was based on the belief that a survey of all the male graduates of Peabody, Kansas, High School would provide data which might be of value in determining the value and graduates' reaction on vocational agriculture courses and the Future Farmers of America. This study was made for the purpose of obtaining answers to the following question areas from the graduates of Peabody, Kansas, High School: (1) Number of years each male graduate had taken vocational agriculture; (2) Further education after graduation from high school; (3) Percentage of graduates, taking one or more years of vocational agriculture, employed in farming or agri-related occupations; (4) Estimated present salary range within four hundred dollars; (5) Extra-curricular activities considered to have been most valuable to the graduate; and (6) Courses taken in high school that, in their

opinion, had proven valuable or of little value after graduation.

Importance of the study. Vocational curriculum development was believed by the author to be one of the most difficult problems with which the vocational educator has been faced. It had been the duty of the vocational agriculture instructor of the Peabody school (and it was assumed at other schools alike) to provide an educational opportunity that would help produce successful post high school students and employable workers.

This survey was designed to provide information for the evaluation of the vocational agriculture course prior to the time of the study in meeting the needs of the graduates. It was also designed to provide information that would be helpful in advising potential students of vocational agriculture at the Peabody, Kansas, High School.

Purpose of the study. It was the purpose of this study: (1) To survey whether vocational agriculture had proven valuable, in the opinion of the graduates, since their graduation; and (2) To survey the opinion of the graduates relative to the value or rank of the FFA as compared to other extra-curricular activities.

Limitation of the study. This study was limited to

the graduates of Peabody, Kansas, High School for the years 1951 through 1966. Peabody High School had an enrollment during this time of approximately one hundred sixty students until two years prior to this study. In 1965 the Peabody, Kansas, and the Burns, Kansas, High Schools consolidated to become the Kansas Unified District, Number 398. The approximate enrollment was two hundred twenty students at the time of this study (1967). The average enrollment in vocational agriculture had been approximately thirty-five students during the years 1951 through 1966. The Department of Vocational Agriculture was organized in 1950. Peabody was classified by the writer as a small community and as one located in a predominantly agricultural area at the time of the study.

This study was concerned with evaluating curriculum course offerings, in cooperation with the Peabody High School Guidance Department. The writer and guidance counselor, Duane Snyder, conducted the survey. Mr. Snyder was concerned with the results and did not receive college credit for his part in the research. The writer was concerned only with the part of the study relating to the male graduates and selected questions from the survey which pertained to vocational agriculture. See total survey and identification of selected questions in the appendix.

II. DEFINITIONS OF TERMS USED

Certain terms used in the study were set aside for special definitions as they applied to the study. The definitions given may or may not have been those of common usage.

Course. A "course" was defined as organized subject matter in which instruction was offered within a given period of time, and for which credit toward graduation was usually given.

Extra-class activities. In this report, "extra-class activities" meant that area of the total curriculum which involved experiences not usually provided in typical classes, such as clubs, assembly programs, inter-scholastics, student participation in government, and other activities under the guidance of the school.³

FFA (Future Farmers of America). As used in this study, the letters FFA meant Future Farmers of America and referred to the organization for boys studying vocational agriculture having for its purpose in part the teaching of citizenship and leadership.

³Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 8.

World of work. The "world of work" was defined as working or employed for monetary reasons basically. The act of earning a living or livelihood. Working for money or other considerations.

Vocational offerings. In this report, "vocational offerings" are courses in Vocational Agriculture for the male graduate.

Vocational Agriculture courses. "Vocational agriculture courses" taught at Peabody, Kansas, High School were: (1) Vocational Agriculture One, (2) Vocational Agriculture Two, (3) Vocational Agriculture Three, and (4) Vocational Agriculture Four.

Department of Vocational Agriculture. The section or part of the Peabody, Kansas, High School where Vocational Agriculture is taught.

Curriculum course offerings. Courses that were offered in the entire Peabody, Kansas, High School.

Guidance Department. The section of the Peabody, Kansas, High School dealing with the guidance or directing students in making decisions.

Follow-up surveys. In this report, "follow-up surveys"

meant asking the male graduates of Peabody, Kansas, High School questions or opinions.

Agri-business. Business or occupation which is related to farming.

Part-time farming. "Part-time farming" is farming while employed at some other occupation or not devoting full time to farming.

Part-time agri-business. Employed in agri-business while also engaged in or employed by another occupation.

Per cent. Rounded off to the nearest whole number.

Total per cent. Actual per cent rounded off to next whole number.

III. METHOD OF PROCEDURE

Complete lists of graduates from 1950 to 1966 were obtained from the official records in the Peabody, Kansas, High School Office. Addresses were obtained from the same school records or from parents and friends of the respective graduates. A questionnaire was developed in cooperation with the guidance counselor of the high school (afore mentioned), by constructing questions about the number of years in vocational classes, further education pursued after

graduation from high school, present salary, present occupations, high school courses taken which in the opinion of the graduate had proven valuable, or of little value, and extra-class activities which were esteemed as valuable by the graduates. The developed questionnaire and an introductory letter were mailed to each of the graduates. A follow-up letter was sent to those graduates who did not reply after four weeks soliciting their cooperation. A copy of the questionnaire and all form letters may be found in the appendix.

The data obtained, from the questions selected for use in this study were tabulated and summarized. The data was then organized and presented in Chapter III of this report. Chapter II was for the reviews of the selected related literature for the study, and Chapter IV was devoted to a summary of findings, their implications, and recommendations.

CHAPTER II

REVIEW OF SELECTED LITERATURE

No studies were found which in the opinion of the writer completely duplicated the purpose of this study. Selected related studies were summarized for review as a comparison to the survey conducted as a part of this study. The studies selected for review were categorized into two areas: (1) Values of follow-up surveys and (2) Procedure. A search for literature related to the topic of the study was made at the libraries of Kansas State University, Manhattan, and Kansas State Teachers College, Emporia.

"In order to more adequately determine the learning activities to be included in a program there exists a need in Kansas to discover the types of work into which the high school graduates with four or more units of vocational agriculture have entered."¹ The vocational agriculture courses must be carefully planned, so that graduates can meet problems which they will face.

I. VALUES OF FOLLOW-UP SURVEYS

Some of the studies reviewed indicated that

¹Howard R. Bradley, "Occupational Status of the 1959 Kansas High School Graduates Majoring in Vocational Agriculture" (non-Thesis Study, Kansas State University, Manhattan, 1960.)

out-of-school follow-up studies might not benefit those who have had experience as a student of vocational agriculture, but proper interpretation of such surveys will help instructors and administrators to better adjust vocational offerings to the needs of future students. The studies indicated that if the follow-up program has proper breadth, it would serve to encourage students who have gone into farming and industry by letting them know that their school and vocational agriculture department is following their careers. It would also offer additional help in the form of post-graduate guidance and adult education. In general, the studies indicated that the follow-up program benefits both students in school and out-of-school, as well as improving instruction.

According to Stoops and Wahlquist there were found types of follow-up studies that differed not only in techniques but with respect to the studies of in-school groups. Some schools had confined their follow-up study to those who have gone on to higher education. Others had specialized in students who had gone into the world of work. Still other studies had been made of homemakers, those entering military service, unemployed, delinquents, and dropouts. The determination of who should be studied depended upon the objectives of the school and the particular information to improve a limited phase of the school's program, then the

partial follow-up study was declared to be satisfactory.²

Rawson points out the school which uses its findings to improve its services for the students will increase its holding power and reduce the number of dropouts. It seemed very evident to this writer that vocational agriculture increased the holding power of the high school for those enrolled in vocational agriculture.³

From the review of literature it seemed obvious to the writer that there were a number of important reasons why a high school should gather information about its former students. Information would indicate the achievements of these former students which were credited in part to their school or college education.

It was also assumed for the purposes of this study that a knowledge of the activities of graduates for five or ten years subsequent to leaving school might reveal the types of information and skills that have been found to be useful immediately upon graduation. Students might reveal whether vocational agriculture has or has not proven valuable in their opinion after graduation. According to a study by

²Emery Stoops and Gunnar L. Wahlquist, Principles and Practices in Guidance (New York: McGraw-Hill Book Company, Inc., 1959) p. 195.

³W. A. Rawson, "An Eighteen-Year Study of Graduates of a Kansas Vocational Agriculture Department," Agriculture Education Magazine, XXXV (January 1963), p. 147.

Hall, Vocational Agriculture I through IV classes, Home Economics I through III, and English IV were listed as "indispensable" or "very helpful" by a higher number of students taking the course than other classes offered in the high school being tested.⁴ Snyder states that students often choose careers without adequate knowledge of the skills and personal qualities involved in their choice.⁵

II. PROCEDURES

Allen, in his text book in the area of guidance, indicated that experience demonstrates that if proper techniques are used in the construction and mailing of questionnaires, the first returns will approximate 60 per cent; the second returns, following a card reminder, will increase the total to about 90 per cent; and if it seems justified, another reminder will probably bring the total to about 95 per cent.

Beyond that point it was assumed that it was probably not worth while to expend effort on questionnaires. First responses were believed likely to come from the best adjusted and most enthusiastic alumni. It might then require

⁴Jerry D. Hall, "Post-Student Evaluation of the Curriculum Offered at Severy High School" (Master's Report, Kansas State University, Manhattan, 1966).

⁵Duane Snyder, "A Follow-Up of the 1957, 1959, and 1961 Lebo High School Graduates in Evaluating the Course Offerings of the School Curriculum" (Master's Report, Kansas State Teachers College, Emporia, 1963).

considerable effort to secure replies from those who were less successful. A discussion of the results of previous follow-up studies with students who were still in school was found to be a helpful technique for assuring returns from questionnaires that may later be asked of them.⁶

According to Lorenzen eighteen unselected high school follow-up studies that were made in the 1940's it was reported that in the mail they called for data that could be objectively verified. Six studies reported investigations of the opinions of the subjects, and for the most part one or two questions were found to be of that character. Opinions of young adults who had been out of school one or more years and had had a little time to reflect on their school experiences were found to be very enlightening.⁷

⁶Richard D. Allen, Organization and Supervision of Guidance (New York: Inos Publishing Company, 1934), p. 420.

⁷Stanley H. Lorenzen, "Opinion Reactions in High School Follow-up Studies," Bulletin of the National Association of Secondary-School Principals, XXXIII (January, 1949), pp. 119-126.

CHAPTER III

RESULTS OF THE STUDY

It was a basic rationale of this study that all of the vocational agriculture activities, those which were curricular as well as the FFA activities, were to be considered if there was to be a sound basis upon which to evaluate the work of the Peabody High School Vocational Agriculture Department.

In order to get information about the Peabody, Kansas, High School Vocational Agriculture Department, certain questions were included in the questionnaire including: (1) Number of years each male graduate had taken vocational agriculture; (2) Further education after graduation from high school; (3) Percentage of graduates, taking one or more years of vocational agriculture, employed in farming or agri-related occupations; (4) Estimated present salary range (within four hundred dollars); (5) Extra-curricular activities considered to have been most valuable to the graduate; (6) Courses taken in high school that, in their opinion, had proven valuable or of little value after graduation.

The results of this study were presented under the following topics: (1) Response and declared status of graduates, (2) Occupation area and salary of graduates,

(3) Courses taken in high school that in their opinion had proven valuable or of little value, and (4) Extra-class activities considered to have been most valuable to the graduate.

I. RESPONSES OF THE GRADUATES

The method of procedure was presented in Chapter I of this report. A complete list of two hundred fifty-six male graduates was compiled for this study. No addresses could be found for eighteen of these graduates. Three male graduates returned the survey without answering any questions. Six of the graduates were contacted personally and would not answer any of the questions. One hundred twenty-one of the two hundred fifty-six graduates contacted, returned the questionnaire giving a 57.7 per cent response. The number of addresses unknown and the number of unusable returns were subtracted from the number in the class before the per cent of return was determined.

A breakdown of the response to the follow-up questionnaire can be seen in Table I. The range in percentage of responses returned was from 38 per cent for the class of 1956 to 76 per cent for the class of 1965. No observations were made as to the reasons for this variation in the per cent of responses.

Seventy-one per cent of the respondents continued

TABLE I

RESPONSE TO THE QUESTIONNAIRE

Class	In Class-Male	Replies		Address Unknown		Unusable Replies		Total Replied
		Number	Number-Per Cent	Number-Per Cent	Number-Per Cent	Number-Per Cent	*Per Cent	
1951	13	3	23	2	16	1	9	46
1952	11	2	19	1	8	2	19	45
1953	7	4	57	1	14	0	0	70
1954	21	8	38	2	10	1	5	52
1955	14	7	50	2	14	0	0	64
1956	26	8	30	1	4	1	4	38
1957	12	7	60	1	8	0	0	66
1958	21	9	43	1	5	1	5	52
1959	12	8	66	0	0	1	0	66
1960	15	5	33	1	7	1	7	46
1961	14	7	50	0	0	0	0	50
1962	17	9	53	1	6	0	0	58
1963	14	7	50	2	14	0	0	64
1964	16	9	56	1	6	1	6	68
1965	17	12	70	1	6	0	0	76
1966	26	16	61	1	4	1	4	69
Total	256	121	48	18	4	9	4	Average 54.71

*The number of addresses unknown and the number of unusable returns were subtracted from the number in the class before the per cent of return was determined.

their education following graduation from high school. Eighty-six male graduates, of the one hundred twenty-one responding, continued their education after high school graduation. The institutions of their choice were: twenty-three attended Kansas State University; eighteen attended Kansas State Teachers College of Emporia; eight attended Wichita State University; eight attended Bethel College; seven attended Kansas University; four attended Baker University; three each attended Southwestern College, Tabor College, and Fort Hays State College; two attended the College of Emporia; one each attended Kansas Wesleyan University, Bethany, Kansas State College of Pittsburg, McPherson College, Friends University, Cameron State, Hardin Simons, Berkley Baptist Divinity, Eastern Minnesota, Kent State, University of Connecticut, Oakland City College, University of Munich, Tunghai University, Yale, University of Nebraska, Indiana University, Oklahoma State University, Georgia Institution of Technology, and the Illinois College of Optometry. This information may be noted in table form in Table II.

Six graduates attended a junior college. Four attended Hutchinson Junior College, and one each attended Pratt and El Dorado Junior Colleges.

Six graduates attended other types of institutions or the military service. Three graduates entered military

TABLE II

INSTITUTIONS ATTENDED

Institution	Number Enrolled
Kansas State University	23
Kansas State Teachers College	18
Wichita State University	8
Bethel College	8
Kansas University	7
Baker University	4
Southwestern College	3
Tabor College	3
Fort Hays State College	3
College of Emporia	2
Kansas Wesleyan University	1
Bethany College	1
Kansas State College of Pittsburg	1
McPherson College	1
Friends University	1
Cameron State	1
Hardin Simons	1
Berkley Baptist Divinity	1
Eastern Minnesota	1
Kent State	1
University of Connecticut	1
Oakland City College	1
University of Munich	1
Tunghai University	1
Yale	1
University of Nebraska	1
Indiana University	1
Oklahoma State University	1
Georgia Institution of Technology	1
Illinois College of Optometry	1

TABLE III

POST-GRADUATION ACTIVITY

Class Of	4-Year University Or College	Junior College	Other Type School	Armed Forces	Went Into The World Of Work
1951	3	0	0	0	0
1952	2	0	0	0	0
1953	4	0	0	0	0
1954	4	0	1	0	3
1955	3	0	0	0	4
1956	7	0	0	0	1
1957	6	0	0	0	1
1958	5	0	0	0	1
1959	4	0	0	0	3
1960	4	0	0	0	3
1961	4	1	0	0	0
1962	4	0	1	1	1
1963	6	0	0	0	3
1964	5	0	0	1	1
1965	11	1	0	1	0
1966	7	2	0	0	2
Total	80	5	3	3	22

TABLE IV

STATUS OF GRADUATES ENROLLED IN A FOUR-YEAR
COLLEGE OR UNIVERSITY

Class Of	Entering 4-Year University	Not Completing	Completed	Completed Advanced Work	Still Working On Program
1951	3	1	2	2	0
1952	2	1	1	1	0
1953	4	1	3	0	0
1954	4	0	4	1	0
1955	3	1	2	0	0
1956	7	2	5	2	0
1957	5	2	3	0	0
1958	4	2	1	0	1
1959	4	1	3	1	0
1960	4	0	4	0	0
1961	3	0	3	0	0
1962	5	0	5	0	1
1963	5	0	1	0	4
1964	5	1	0	0	4
1965	11	4	0	0	8
1966	9	0	0	0	9
Total	78-64%	16-13%	37-30%	7-6%	27-22%

service; and one each attended Wichita Business College, Continental Oil Sales and Management School, and Area Vocational Technical School.

The remaining twenty-one respondents went into a world of work. All twenty-one listed some type of full-time or part-time work experience. A categorization of the status of the graduates following graduation was placed in Table III.

Of the seventy-eight male graduates that entered a four year college or university, thirty-seven completed baccalaureate degrees. Four of the male respondents completed advanced degrees. Twenty-seven graduates were working on their degrees at the time of this study. Sixteen of the seventy-five graduates dropped and did not complete their college work at the time of this survey. A breakdown of the graduates that enrolled in a four-year college or university may be noted in Table IV.

Five of the graduates entered junior colleges, with one not completing the junior college program, one completing, and three working on their program at the time of this survey.

Of the three graduates that entered a business or trade school, all completed the program of studies which they started.

Eighteen of the one hundred twenty-one respondents took only one year of vocational agriculture. Seven of the

graduates took only two years. Thirteen respondents indicated they had taken three years. Thirty-seven graduates had the full four years of vocational agriculture. Forty-six graduates had taken no vocational agriculture courses. A breakdown by class years can be noted in Table V.

II. OCCUPATION AREA AND SALARY OF GRADUATES

Forty-nine of the one hundred twenty-one responding graduates that had taken one or more years of vocational agriculture were employed in some phase of agriculture, either in farming, agri-business, part-time farming or part-time agri-business. Thirteen graduates were engaged in full-farming. Twenty-two of the respondents were employed in agri-business. Six graduates were engaged in part-time farming and eight were in part-time agri-business. All of the part-time farmers and agri-business employees were also students in a college or university. A breakdown by class years was listed in Table VI. The occupations or company employers of the graduates employed in agri-business are listed in Table VII.

Twenty-five of the one hundred twenty-one male graduates reported making under \$3,000 a year. Twenty-one of these graduates were full-time students working only part-time or during summer vacation. Twenty-nine of the respondents reported earning between \$3,000 and \$3,900 annually.

TABLE V

NUMBER OF YEARS RESPONDENTS TOOK
VOCATIONAL AGRICULTURE

Class Of	One Year Voc. Ag.	Two Years Voc. Ag.	Three Years Voc. Ag.	Four Years Voc. Ag.	No Years Voc. Ag.
1951	0	0	0	1	2
1952	0	0	0	0	2
1953	0	0	2	2	0
1954	0	1	1	3	3
1955	0	1	2	1	3
1956	1	1	3	1	2
1957	1	1	0	1	4
1958	1	1	2	3	1
1959	2	0	0	2	3
1960	1	0	0	2	2
1961	1	0	0	3	2
1962	1	0	1	4	3
1963	3	1	0	1	2
1964	2	0	0	3	4
1965	1	0	1	4	6
1966	2	1	1	5	7
Total	18-15%	7-6%	13-10%	37-30%	46-39%

TABLE VI

GRADUATES THAT HAVE HAD ONE OR MORE YEARS OF VOCATIONAL AGRICULTURE
EMPLOYED IN FARMING AND AGRI-BUSINESS

Class Of	Farming	Agri-Business	Part-Time Farming	Part-Time Agri-Business
1951	0	0	0	0
1952	0	0	0	0
1953	1	2	0	0
1954	1	2	0	0
1955	1	2	0	0
1956	2	1	0	0
1957	1	1	0	0
1958	1	5	0	0
1959	1	1	0	0
1960	1	2	0	0
1961	1	1	0	0
1962	1	2	1	0
1963	1	0	2	0
1964	1	1	0	1
1965	0	1	2	1
1966	1	1	1	3
Total	13-26%	22-45%	6-12%	8-16%

TABLE VII

VOCATIONAL AGRICULTURE GRADUATES'
AGRI-BUSINESS OCCUPATIONS

Part-time Agri-business	Agri-business
Nursery	Meat Packing Company
Nursery	Hail Insurance Sales
Custom Harvester	Custom Combining
Shafer Plow Company	Rural Service Station
Nursery	Construction Company
Grocery Clerk	Grocery-Produce Manager
Nursery	Rural Service Station
Flour Mill	Flour Packer
	Flour Mill
	Carpenter
	Rural Heavy Equipment Operator.
	Santa Fe Railroad
	Vocational Agriculture Teacher
	J. I. Case Tractor Company
	Santa Fe Railroad
	Hesston Corporation
	Tractor Caterpillar Company

The largest number of graduates, forty-one, were earning from \$5,000 to \$7,500 a year. The average salary for all the one hundred twenty-one male graduates was \$5,640 annually. The average salary was arrived at by considering the under \$3,000 as \$3,000 even and the over \$7,500 as \$7,500 even. A breakdown by class years, with yearly averages, may be noted in Table VIII.

III. COURSES PROVEN "VALUABLE OR OF LITTLE VALUE"

Questions five and six on the questionnaire were concerned with the courses taken in high school that had proven valuable in the opinion of the graduates. Respondents indicated courses taken in high school that had proved of value in their work, study, or in everyday life. This follow-up study being concerned primarily with male vocational agriculture students, the writer noted that thirty-four of the seventy-five respondents taking one year or more of vocational agriculture listed vocational agriculture courses had proven valuable to them. On a percentage basis, forty-six per cent of the students taking one or more years of vocational agriculture reported the course had proven valuable to them.

Ten of the seventy-five vocational agriculture graduates, or ten per cent, reported the vocational agriculture course had proven of little value since graduation. A breakdown by class years may be noted in Table IX.

TABLE VIII

SALARY AT PRESENT OCCUPATION

Class Of	Under \$3,000*	\$3,000-\$4,900	\$5,000-\$7,500	\$7,500-Over	Average
1951	0	0	1	2	\$7,000
1952	0	0	0	2	7,500 over
1953	0	0	1	3	7,500
1954	0	0	4	4	6,950
1955	0	1	4	2	6,500
1956	0	1	2	5	6,800
1957	0	4	1	2	5,600
1958	0	2	4	3	6,200
1959	1	0	6	1	5,625
1960	2	0	2	0	4,300
1961	0	1	4	2	6,100
1962	1	1	4	0	4,775
1963	4	3	0	0	3,400
1964	3	3	2	1	4,300
1965	5	4	3	0	3,950
1966	8	5	3	0	3,750
Total	24	29	41	27	\$5,640 Average

*Ninety-one per cent of the respondents indicating this as their annual salary were full-time college students.

TABLE IX

VOCATIONAL AGRICULTURE PROVEN VALUABLE OR OF LITTLE VALUE
AS INDICATED BY THE RESPONSES OF 75 PEABODY HIGH SCHOOL GRADUATES

Class Of	Course Proven Valuable	Course Proven Of Little Value
1951	0	0
1952	1	0
1953	1	1
1954	2	1
1955	1	1
1956	1	2
1957	2	1
1958	4	1
1959	2	0
1960	1	0
1961	1	0
1962	3	0
1963	4	2
1964	3	0
1965	4	1
1966	4	0
Total	25-46 per cent	10-10 per cent

IV. EXTRA-CLASS ACTIVITIES PROVEN "VALUABLE"

The last two items used on the questionnaire were concerned with the value of extra-class activities. The respondents were asked if the extra-class activities in which they participated were of any value after graduation from high school, and if so, in what way. One hundred three of the one hundred twenty-one responding graduates indicated a feeling of definite benefit from participation in extra-class activities. Six graduates made no indication as to the value from extra-class activities. A breakdown of this information can be seen in Table X.

The graduates were asked to rank the extra-class activities or organizations they participated in. The writer considered only the one, or top, rating by each respondent. Of the one hundred fifteen respondents answering the extra-class activities question, forty-four graduates rated the FFA first, football received seventeen top ratings, Student Council sixteen, basketball eleven, band seven, track six, mixed chorus five, Letterman's Club two, and the Key Club received no first ratings. A class breakdown of this information may be noted in Table X.

The respondents were asked to comment on the value of participating in extra-class activities. Some of the more significant comments are quoted below:

TABLE X

VALUE OF EXTRA-CLASS ACTIVITIES PARTICIPATED IN BY GRADUATES
 RANK OR EXTRA-CLASS ACTIVITIES (ALL MALE GRADUATES)

Class	Yes	No	FFA	Letterman's Club	Football	Basketball	Track	Mixed Chorus	Band	Student Council	Key Club
1951	3	0	1	0	0	1	0	1	0	0	0
1952	2	0	0	0	2	0	0	0	0	0	0
1953	5	0	2	0	1	2	0	0	0	0	0
1954	6	0	1	0	1	1	1	0	1	1	0
1955	7	0	3	0	1	1	0	1	0	1	0
1956	7	3	3	1	0	1	1	1	0	2	0
1957	6	1	3	0	2	1	0	0	0	2	0
1958	7	1	6	0	1	1	0	0	0	0	0
1959	5	0	2	0	2	0	0	0	1	1	0
1960	5	0	1	0	3	0	0	0	0	1	0
1961	5	0	2	0	1	1	1	0	0	0	0
1962	8	1	5	0	0	1	1	0	1	2	0
1963	7	1	1	0	1	1	0	0	3	0	0
1964	7	2	3	0	0	0	0	0	1	2	0
1965	12	0	5	1	1	0	2	1	0	2	0
1966	10	4	6	0	1	2	0	1	0	2	0
Total	103	12	44	2	17	11	6	5	7	16	0

1. Prepare one to live with competition and under pressure.
2. Good experience for organization of personnel and business projects.
3. FFA was of help in learning how an organization is run.
4. To receive an education means more than just attending classes.
5. Extra-class activities gives a diversified preparation for a diversified life.
6. Taught me how to participate in a group.
7. Helped broaden my field of knowledge.
8. Learning to get along better with others.
9. Teaches you leadership and responsibility.
10. How to work with other people, to make friends.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine if vocational agriculture had proven valuable, in the opinion of the graduate, since graduation and to determine the value or rank of the FFA as compared to the other extra-curricular activities.

The information gathered is presented in summary form below:

(1) Questionnaires were returned by one hundred twenty-one of the two hundred fifty-six male graduates. Nine of the graduates returned the questionnaire unanswered. No addresses could be found for eighteen of the graduates.

(2) Eighty-six of the one hundred twenty-one graduates attended schools of higher learning. Three of the graduates entered the armed forces and twenty-one entered the field of work.

(3) Seventy-eight of the graduates entered a four year college or university. Sixteen of the graduates did not complete their education, with thirty-seven completing four years of study. Seven completed advanced degrees and twenty-seven are still working toward a degree.

(4) Eighteen of the one hundred twenty graduates completed one year of vocational agriculture, with seven

completing two years, thirteen three years, and thirty-seven completing four years.

(5) Forty-nine of the respondents that had taken one or more years of vocational agriculture were employed in either farming, agri-business, part-time farming, or part-time agri-business.

(6) Twenty-five of the respondents were earning less than \$3,000 annually; with twenty-nine earning between \$3,000 and \$3,900; with forty-one earning from \$5,000 to \$7,500; and twenty-seven earning over \$7,500. The average was \$5,600.40 per year.

(7) Forty-five per cent of the students taking one or more years of vocational agriculture indicated the course had proven valuable since graduation while ten per cent stated the course had not proven valuable to them.

(8) Eighty-five per cent of the respondents indicated a benefit from extra-class participation. Nine per cent stated no benefit.

(9) Thirty-eight per cent of the respondents indicated the FFA as being rated one, or tops, in extra-class activities; with football receiving the next highest rating with fourteen per cent of one ratings. The other seven available extra-class activities received less one ratings.

II. CONCLUSIONS

The following conclusions were made from the facts presented:

(1) Seventy-one per cent of the respondents showed interest in furthering their formal education by enrolling in schools of higher learning, with seventy-eight of the one hundred twenty-one male respondents entering a four-year college or university, five entered junior colleges, three attended other types of schools, and three went into the armed forces. Forty-seven per cent of the male graduates completed their college work at the time of this follow-up study. Five and one-tenth per cent of the respondents completed advanced degrees. Twenty per cent of the respondents were still in college working toward a degree at the time of this survey. It appears from those responding that a majority of the graduates will continue their education with at least one half of these students completing their course of study.

(2) Sixty-one per cent of the respondents completed one or more years of vocational agriculture. Thirty-eight per cent of the graduates did not take any vocational agriculture in high school. Thirty per cent of the respondents enrolled in and completed four years of vocational agriculture. It is apparent, therefore, that a majority of the

boys in the Peabody, Kansas, community were interested in vocational agriculture, and three out of ten took all four years of vocational agriculture.

(3) Sixty-one per cent of the respondents taking one or more years of vocational agriculture were employed either part-time or full-time in farming or agri-business. The largest group, being twenty-nine per cent, were employed full-time in agri-business. Seventeen per cent were employed in full-time farming. The data indicated that a majority of the male students taking vocational agriculture in high school would become employed in some type of agriculture after graduation.

(4) One-third of the male respondents reported an annual salary of between \$5,000 and \$7,500. Each of the other three salary groupings had about the same percentage (twenty-one per cent) of graduates reporting. The top group being over \$7,500 per year; with the lowest salary group of under \$3,000; and the next lowest of between \$3,000 and \$4,900. It could be concluded that the average salary of the male graduates, at the time of this study, was \$5,600.40 per year.

(5) Forty-six per cent of the respondents that had taken one or more years of vocational agriculture felt the course had proven valuable to them since graduation. Ten per cent felt the course had not proven valuable to them.

Responses of the majority of boys taking vocational agriculture felt that they received a definite value from the course.

(6) Although the amount of extra-class participation was not indicated on the questionnaire, it is felt that extra-class participation was valuable and worthwhile. Most of the respondents who stated "no value" for extra-class activities did not substantiate their responses.

(7) Thirty-eight per cent of all the male respondents rated the FFA as the number one extra-class activity. The activity that received the second most "one" ratings was football with fourteen per cent rating. All the other boys' extra-class activities received a lesser number of top ratings accordingly. It appeared that the graduates that participated in the FFA rated it very high.

III. RECOMMENDATIONS

(1) Since many of the graduates were employed in agri-business positions, it appears that agri-business should be stressed more in the vocational agriculture course.

(2) Since sixty-four per cent of the male graduates went on to a four-year college or university, a college preparatory vocational agriculture class could be investigated for the future.

(3) Since the percentage of replies to the questionnaire was less than fifty per cent, orientation should be

given to students before graduation from high school as to the value of follow-up information.

(4) Additional information is needed and more follow-up studies should be made in the future of the Peabody, Kansas, Vocational Agriculture Courses.

(5) Eighty-nine per cent of the respondents indicated that extra-class activities were valuable, therefore, more participation in extra-class activities should be encouraged provided they are interested and have sufficient time for participation.

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APPENDIXES

APPENDIX A

FOLLOW-UP SURVEY OF PEABODY HIGH SCHOOL GRADUATES, 1951-1966

This survey is intended to help Peabody High School better determine the kind of curriculum needed to meet the needs of her graduates. Your contribution to this survey will make possible a high school better equipped to provide the education needed in our changing world. Your assistance will be appreciated.

NAME _____ High School Graduation Class of 19__

Single _____ Married _____ Separated _____ Divorced _____

Veteran of Armed Forces _____

- *1. Indicate the number of years enrolled in Vocational Agriculture or Vocational Home Economics.

1 _____ 2 _____ 3 _____ 4 _____ None _____

- *2. Further education (University, College, Business College, Trade School, etc.)

A. Name of Institution _____

B. Dates of Attendance _____

C. Degree or certificate received _____

- *3. Jobs held since graduation from high school (List present occupation first)

Occupation	Estimated annual income of present occupation		
_____	Under 3,000	3,000-3,400	3,500-3,900
_____	4,000-4,400	4,500-4,900	5,000-5,400
_____	5,500-5,900	6,000-6,400	6,500-6,900
_____	7,000-7,500	7,500-Over	

4. High school courses you wish you had taken (if they had been offered or those that were offered but you did not take). List of courses found on enclosure 2.
- _____

5. Courses you took in high school that have proven valuable

*6. Courses you took in high school that have proven of
little value

*7. From the list of extra-curricular activities listed below please indicate the activities you consider most valuable to you. Please rank them 1st, 2nd, etc.

FFA _____ FHA _____ LETTERMANS CLUB _____ FOOTBALL _____ BASKETBALL _____

TRACK _____ KAYETTES _____ MIXED CHORUS _____ BAND _____ KEY CLUB _____

STUDENT COUNCIL _____

*8. Do you think the extra-curricular activities in which you participated were of any value to you after graduation from high school? Yes _____ No _____

Explain your answer _____

9. Do you wish you had participated in more extra-curricular activities:

Yes _____ No _____ If yes, please list those activities.

If additional space is needed to answer any of the above items or to make any comments please use the back side of this sheet.

*Question areas used in this follow-up.

APPENDIX B

PEABODY-BURNS UNIFIED SCHOOL DISTRICT No. 398

PEABODY and BURNS, KANSAS

Robert D. Schmitt, Superintendent
Donald E. Martin, Principal, Jr-Sr. High

December 1, 1966

Dear Peabody High School Graduates:

You no doubt have often thought back on your high school days and considered how you could have gotten more out of school.

Today we are faced with that very problem--how to give our high school students the best possible education. In order to do this, you, through your experience in high school and since graduation, can make a valuable contribution to the improvement of the curriculum.

Will you fill out the enclosed questionnaire and return it in the stamped self-addressed envelope. By sharing your experiences with us, you can help build the kind of high school that we all want to have. Your answers will be used in re-evaluating our high school curriculum.

Please answer each question as accurately as you can. If you wish to make further comments about the curriculum, you may use the back of the survey sheet.

We shall appreciate your cooperation.

Sincerely yours,

Duane Snyder
Guidance CounselorGary L. Jones
Vocational Agriculture Instructor

Enclosure (1) Follow-up Survey Form

FOLLOW-UP POST CARD

Peabody High School
Peabody, Kansas
February 6, 1967

Dear Peabody High School Graduates:

If I were able to call on you at your home and ask you to please fill out the questionnaire that was mailed to you recently, you would probably sit down immediately and fill it out for me.

Why not mail it instead: We NEED your reply to make this study complete. Your reply plays an important part in this study. We need a complete cross-section of our graduates to make this study complete and worthwhile.

Sincerely yours,

Gary L. Jones

Gary L. Jones

Vocational Agriculture Instructor

A FOLLOW-UP STUDY OF THE MALE GRADUATES
OF THE PEABODY HIGH SCHOOL
FROM 1951 TO 1966

by

GARY L. JONES

B. S., Oklahoma State University, 1955

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

This study was based on the belief that a survey of all the male graduates of Peabody High School, from 1951 to 1966, would provide data which might be of benefit in determining the graduates' reactions to vocational agriculture courses and the Future Farmers of America and their relative values to them. This study was made for the purpose of obtaining answers to the following question areas from these graduates of Peabody High School: (1) Further education after graduation from high school; (2) Number of years each male graduate had taken vocational agriculture; (3) Percentage of graduates, taking one or more years of vocational agriculture, employed in farming or agri-related occupations; (4) Estimated present salary; (5) Extra-curricular activities considered to have been most valuable to the graduate; (6) Courses taken in high school that, in their opinion, had proven valuable or of little value after graduation.

Questionnaires, along with a cover letter and self addressed return envelope, were mailed to the 256 (1951-1966) male graduates of Peabody High School. A reminder card was mailed out three weeks after the initial letter.

Questionnaires were returned by 121 of the 256 male graduates. Nine of the graduates returned the questionnaire unanswered. No addresses could be found for eighteen of the graduates.

The summary showed eighty-six of the one hundred

twenty-one graduates (71 per cent) attended schools of higher learning. Three (2.3 per cent) of the graduates entered the armed forces and twenty-one (17 per cent) entered the field of work.

It was found that seventy-eight of the respondents entered a four-year college or university. Of these, sixteen did not complete their college work, twenty-seven are still working toward a degree, thirty-seven completed four years of college, and seven completed advanced degrees.

It was found that eighteen (15 per cent) of the one hundred twenty-one respondents completed one year of vocational agriculture, seven (6 per cent) completed two years, thirteen (11 per cent) three years, and thirty seven (31 per cent) completed four years.

The survey showed that forty-nine (65 per cent) of the respondents that had taken one or more years of vocational agriculture were employed in either farming, agri-business, part-time farming or part-time agri-business.

According to the study twenty-five (20 per cent) of the graduates were earning less than \$3,000 annually, twenty-nine (24 per cent) were earning between \$3,000 and \$3,900, forty-one (34 per cent) were earning from \$5,000 to \$7,500, and twenty-seven (22 per cent) were earning over \$7,500. The over all average was \$5,600.40.

It was noted that forty-five per cent of the students

taking one or more years of vocational agriculture indicated this course had proven valuable since graduation, while ten per cent stated it had not proven valuable to them.

It was found that eighty-five per cent of the respondents indicated a benefit from all extra-class participation. Nine per cent stated no benefit.

The returns disclosed that thirty-eight per cent of the respondents indicated the FFA as receiving the most one ratings in extra-class activities, with football receiving the next highest rating getting fourteen per cent one ratings. The other seven available extra-class activities received fewer one ratings.