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A study of the agricultural education majors who graduated from the University of Tennessee College of Agraculture from the fall quarter, 1949, through the spring quarter, 1955

Ernest Francis Anderson

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To the Graduate Council:

I am submitting herewith a thesis written by Ernest Francis Anderson entitled "A study of the agricultural education majors who graduated from the University of Tennessee College of Agriculture from the fall quarter, 1949, through the spring quarter, 1955." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural and Extension Education.

George W. Weigers, Jr., Major Professor

We have read this thesis and recommend its acceptance:

M. C. Bell, R. G. Spitze

Accepted for the Council:

Carolyn R. Hodges

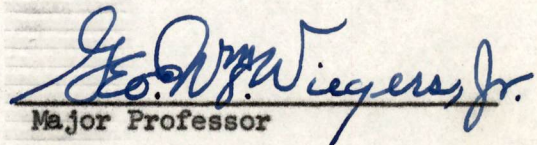
Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

May 26, 1956

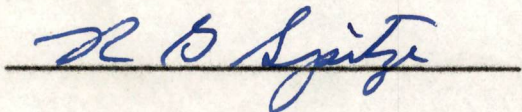
To the Graduate Council:

I am submitting herewith a thesis written by Ernest Francis Anderson entitled "A Study of the Agricultural Education Majors Who Graduated From The University of Tennessee College of Agriculture From the Fall Quarter, 1949, Through the Spring Quarter, 1955." 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.

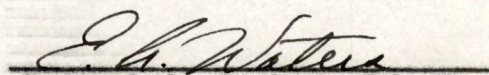

Major Professor

We have read this thesis
and recommend its acceptance:





Accepted for the Council:


Dean of the Graduate School

A STUDY OF THE AGRICULTURAL EDUCATION MAJORS WHO GRADUATED FROM
THE UNIVERSITY OF TENNESSEE COLLEGE OF AGRICULTURE
FROM THE FALL QUARTER, 1949, THROUGH
THE SPRING QUARTER, 1955

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by

Ernest Francis Anderson

June 1956

CRANES CREST

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ACKNOWLEDGMENT

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Appreciation is expressed to the personnel in The University of Tennessee Registrar's Office and to the agricultural education graduates who provided important data for the study. Appreciation is also expressed to the agricultural education staff members at The University of Tennessee for their assistance in helping design and carry out the study.

The author wishes to acknowledge the help provided him by the members of his thesis committee at The University of Tennessee, especially to Dr. George W. Weigers, Jr., who served as chairman of the committee.

Grateful appreciation is extended to the wife of the author, Mrs. Jacqueline H. Anderson, for her suggestions and encouragement during the progress of the study.

CRANES OF CREST

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this investigation was to make a follow-up study of the agricultural education majors who graduated from The University of Tennessee College of Agriculture from the fall quarter, 1949, through the spring quarter, 1955.

Analysis of the Study

For purposes of analysis the study was divided into the following questions:

1. From what county and geographic division of Tennessee or states other than Tennessee did the graduates come?
2. How many of the graduates were transfer students?
3. From what colleges did the transfer students come?
4. How many quarter hours of college credit were transferred per student?
5. How many years of vocational agriculture did the graduates complete in high school?
6. How many of the graduates were members of the Future Farmers of America and for how many years?
7. What was the highest degree attained by those graduates who were members of the Future Farmers of America?

8. When did the graduates decide to major in agricultural education?
9. Why did the graduates major in agricultural education?
10. Who had the most influence on the decision of graduates to major in agricultural education?
11. What was the scholastic achievement of the graduates in agricultural education courses compared to their overall scholastic achievement?
12. How many of the graduates became teachers of vocational agriculture?
13. What occupations other than teaching vocational agriculture did the graduates enter?
14. Why did the graduates enter occupations other than teaching vocational agriculture?

Importance of the Study

A major objective of the Agricultural Education Department at The University of Tennessee is to train teachers of vocational agriculture. This study will provide pertinent data for the evaluation and improvement of the Agricultural Education Curriculum and serve as a historical document of the Department. It will be of value to teachers and administrators in counseling students who are interested in becoming teachers of vocational agriculture. It will serve as a guide for similar studies in other departments of the College of Agriculture. The study will be

of value to the writer as preparation for better work in the field of vocational agriculture.

Scope of the Study

This study includes the two-hundred alumni of The University of Tennessee College of Agriculture who graduated from the fall quarter, 1949, through the spring quarter, 1955, with a major in agricultural education.

Definition of Terms

The term "graduate" as used in this study is interpreted to mean any person who completed the technical and professional courses at The University of Tennessee that were necessary to qualify him to be certified to teach vocational agriculture in Tennessee.

The term "vocational agriculture" as used in this study refers to agriculture taught in the public high schools under the provisions of the Smith-Hughes Act of 1917.

The term "agricultural education" as used in this study refers to the curriculum offered by The University of Tennessee for training students at the college level who desire to become qualified to teach vocational agriculture.

The term "Future Farmers of America" as used in this study refers to the national organization of farm boys who are studying vocational agriculture. It is an integral part of the instructional program and its primary objectives are to give farm boys the opportunity through

personal participation to develop rural leadership, practice cooperation, perform community service and acquire habits of thrift and integrity.

Method of Procedure and Sources of Data

The procedure followed was to make a review of selected literature devoted to the enrollment, education and employment of agricultural education graduates. From these readings and discussions with teachers and administrators the investigator developed a list of the items to be collected for each individual included in the study.

A list of the agricultural education graduates was obtained from records in the Agricultural Education Department. Permission was secured from The University of Tennessee Registrar to use the records in his office to collect the available information for this study. The following information was taken from the individual graduate's transcript: home town, home county, section of the state, years of vocational agriculture, college from which transferred, number of hours transferred, overall grade point average, agricultural education course average, student teaching average and the overall agricultural education grade point average. This information was collected for all of the 200 graduates included in the study.

In order to secure the remaining information needed to answer the questions set forth in this study, an inquiry schedule (Appendix B) was developed by the investigator and mailed to the 198 living graduates. The addresses for the graduates were obtained from records in the Agricultural Education Department, University of Tennessee Alumni Association locator files, Agricultural Education staff members, and the 1956

Directory Issue of the County Agent & VO-AG Teacher.¹

One hundred seventy four or 87.8 per cent of the 198 living graduates returned completed inquiry schedules. Of the 198 inquiry schedules mailed, three were returned to the writer because of incorrect address.

The data were recorded and tabulated by the investigator. The data are presented in tables or factual statements that follow in this study.

Review of Related Literature

MacDonald,² in a study of University of Vermont graduates, found that desire to work with farm boys, plentiful job opportunities and variety of work influenced teachers most in their decision to major in agricultural education. The persons found to be most influential in their choice were the teacher trainers, personal friends, college advisers, vocational agriculture teacher and supervisors. Seventy-two per cent of the teachers indicated that they decided upon the agricultural education major while in college, 20 per cent while in high school and 8 per cent chose after graduation from college.

¹"1956 Directory," County Agent & VO-AG Teacher, 12:10-96, January 1956.

²Leland H. MacDonald, "Why Students Choose the Agricultural Education Major" (Department of Agricultural Education, The University of Vermont, Burlington, 1953), pp. 20-29. (Mimeographed)

Nix³ found that the 166 agricultural education graduates of the University of Georgia included in his study were engaged in 37 different occupations. Almost half were employed in the field of vocational agriculture; one fifth were engaged in farming and related agricultural occupations; one seventh were employed in other professional agricultural occupations; one twelfth were in miscellaneous occupations; and one twentieth were engaged in educational work of a non-agricultural nature. The major reason revealed for the large turnover of vocational agriculture teachers was the low income offered in the field.

Pearson,⁴ in a similar study at the University of Minnesota, found that 50.7 per cent of the graduates were engaged in the teaching profession. He states that a large proportion of the graduates enter the teaching profession after graduation but there appears to be a tendency to leave the teaching field in large numbers within the first five years. If an individual continues to teach for ten years, there is reason to expect that he will remain in the teaching field for thirty or more years.

Clark⁵ in a study of agricultural education graduates of Michigan

³Harold L. Nix, "An Occupational Follow-up Study of the Agricultural Education Majors Who Graduated From the University of Georgia from 1935 to 1948 Inclusive" (Unpublished Master's problem, Department of Agricultural Education, The University of Georgia, Athens, 1951), pp. 4-50.

⁴Arvid Neil Pearson, "A Study of the Occupational and Socio-Economic Status of Graduates of the University of Minnesota Agricultural Education Curriculum" (Unpublished Non-thesis study, Department of Agricultural Education, The University of Minnesota, 1951), pp. 61-69.

⁵Raymond M. Clark, "Factors Associated with Decisions of Michigan Teachers to Remain in or to Leave the Field of Teaching Vocational Agriculture" (Unpublished Doctor of Education thesis, Department of Agricultural Education, Michigan State College, 1950), pp. 175-185.

State College found that teachers who remain in the profession had higher grades in student teaching but ranked somewhat lower in their performance in technical agriculture courses. The teachers who later left the profession moved from their first position most frequently because of school administrators, whereas those who remained in the profession left their first position most frequently for better salary, for better location in the state, or for a better professional opportunity.

Peacock, McSpadden and Wingo⁶ made a study of 1244 graduates of The University of Tennessee College of Agriculture who graduated during the 30-year period ending in 1950. They found that 31.8 per cent of the graduates came from 21 West Tennessee counties, 29.5 per cent came from 33 East Tennessee counties, and 38.7 per cent came from 41 Middle Tennessee counties. Five and one-tenth per cent listed a permanent address outside Tennessee. The study showed that 38 per cent of the graduates were transfer students. Eleven per cent of these came from institutions outside Tennessee. Thirty-nine and eight-tenths per cent transferred from The University of Tennessee, Martin Branch. The average length of residence at The University of Tennessee for the transfer students was 2.49 years. In 1950, 72.5 per cent of the graduates were serving in Tennessee. Fifty-one per cent of the graduates reported their first employment after graduation as educational work. Approximately 70 per cent of those in educational work (36 per cent of all those

⁶N. D. Peacock, B. J. McSpadden and G. H. Wingo, "A Study of the Employment Opportunities for Agricultural Graduates of The University of Tennessee" (Unpublished study, College of Agriculture, The University of Tennessee, 1951), pp. 3-26.

reporting) were employed as teachers of vocational agriculture or as teachers in Veterans'-on-the-Farm Training Program. More than 70 per cent of the Agricultural Education graduates were employed as teachers of vocational agriculture or supervisors of Veterans'-on-the-Farm Training Program immediately after graduation. However, this percentage decreased from 70 to 52 by the time this study was completed in 1950.

Beamer⁷ found that of 307 Virginia Polytechnic Institute graduates surveyed in 1948 there were 105 occupations represented. Upon graduation from Virginia Polytechnic Institute, 72.3 per cent of the graduates were employed as vocational agriculture teachers. As of 1948, this percentage had been reduced to 42 per cent. Five per cent of the 72.3 per cent were promoted to other positions within the field of vocational education in agriculture. He states that the major reason for the movement of teachers from vocational education in agriculture to other occupations is due to the lack of financial opportunities in the field of education.

Roderick⁸ made a study of 147 former Missouri teachers of vocational agriculture who had left the profession. He found that 22 per cent left because of limited opportunities for advancement, 12.4 per cent left because salary not commensurate with work, 10 per cent because the

⁷Rufus W. Beamer, "A Follow-Up Study of Virginia Polytechnic Institute Graduates in Agricultural Education Since 1918" (Unpublished Master's thesis, Department of Agricultural Education, Virginia Polytechnic Institute, 1948), pp. 48-55.

⁸C. V. Roderick, "Why Former Teachers of Vocational Agriculture Left the Profession" (Department of Agricultural Education, University of Missouri, May 1953), pp. 1-5 (Mimeographed)

high school administrators were unsympathetic toward the program of vocational agriculture, and 7.1 per cent left to enter farming. Roderick states that of 147 teachers who left the profession, 23.8 per cent were teaching in fields other than vocational agriculture, 22.4 per cent were engaged in farming and 22.4 per cent in commercial work. The above groups made up 68.6 per cent of all former teachers. The remaining 31.4 per cent were engaged in various types of work such as farm managers, Soil Conservation Service, United States Department of Agriculture, medical profession, salesmen and ministers.

Organization of the Study

Chapter I introduces the problem and sets forth the procedure followed in solving it.

Chapter II includes the data and discussion concerning the enrollment in agricultural education and presents answers to questions one through four as stated in the analysis of this study.

Chapter III includes the data and discussion concerning the educational experiences of the agricultural education graduates and presents answers to questions five through eleven as stated in the analysis of this study.

Chapter IV includes the data and discussion concerning the employment of the graduates and presents answers to questions twelve through fourteen as stated in the analysis of this study.

Chapter V includes a summary of the findings and the implications of the study.

CHAPTER II

ENROLLMENT

General

It is the aim and responsibility of the various colleges and departments of The University of Tennessee to serve the entire State. The State University is the only school in Tennessee that offers a curriculum for certification of white vocational agriculture teachers; therefore, the Agricultural Education Department is responsible for training the vocational agriculture teachers for the white departments of vocational agriculture in the ninety-five counties in Tennessee. This being the situation, the investigator set out to try to determine if the Agricultural Education Department is training vocational agriculture teachers from every section of the state.

Presentation and Discussion of Data

From What Counties of the State Did the Graduates Come?

The data presented in Figure 1 are based on the home address of the graduate as it was entered on the student's transcript when he enrolled at The University of Tennessee for the first time. These data represent the 191 graduates included in this study who reported their home address in Tennessee.

As shown in Figure 1, thirty of the 33 East Tennessee counties had at least one graduate during the six-year period represented by this

study. Three counties--Scott, Johnson, and Rhea--did not have any graduates during this period. Washington County in upper East Tennessee had ten graduates, which is four more than any other county in East Tennessee and the highest number from any one county in the state.

Thirty of the 41 Middle Tennessee counties had at least one graduate. Eleven counties did not have a graduate during the six years covered by this study. Those counties were: Bedford, Cannon, Fentress, Houston, Jackson, Lewis, Marion, Overton, Smith, Stewart, and Williamson. Davidson County in Middle Tennessee had nine graduates which is the largest number from any county in Middle Tennessee and the second largest number of graduates from any one county in the state.

Sixteen of the 21 West Tennessee counties had at least one graduate during the period covered by this study. Five counties--Dyer, Fayette, Lake, Madison, and Tipton--had no graduates. Gibson County had seven graduates, which was the third largest number of graduates from any one county in the state.

Seventy-six or 80 per cent of the 95 counties in Tennessee had at least one graduate of The University of Tennessee College of Agriculture with a major in agricultural education during the six-year period covered by this study. Peacock¹ found that 94 or 98.9 per cent of the 95 counties in Tennessee were represented by the graduates included in his study of 1244 graduates from the various department of The University of Tennessee College of Agriculture who graduated during the 30-year period ending in 1950.

¹N. D. Peacock, B. J. McSpadden, and G. H. Wingo, "A Study of the Employment Opportunities for Agricultural Graduates of The University of Tennessee" (Unpublished study, College of Agriculture, The University of Tennessee, 1951), pp. 3-26.

From What Geographic Division of Tennessee or States Other Than Tennessee Did the Graduates Come?

The data presented in Table I show the number and percentage of graduates from East Tennessee, Middle Tennessee, West Tennessee, and states other than Tennessee. Of the 200 graduates, 75 or 37.5 per cent were from 30 of the 33 East Tennessee counties. Sixty or 30 per cent of the graduates were from 30 of the 41 Middle Tennessee counties, and 56 or 28 per cent were from 16 of the 21 West Tennessee counties. Nine or 4.5 per cent of the graduates gave their home address as being in states other than Tennessee. Those nine graduates were from seven different states: two each from Oklahoma and North Carolina, and one from each of the following states: Alabama, Arkansas, Connecticut, Mississippi, and Texas.

Table II shows the number and percentage of graduates from East Tennessee, Middle Tennessee, West Tennessee, and states other than Tennessee by year of graduation from college. No one geographic division of the state had the highest percentage of graduates for a majority of the years shown in this study. East Tennessee had the highest percentage of graduates in 1950-51, 1952-53, and equalled Middle Tennessee in 1949-50. West Tennessee, the division with the lowest overall percentage of graduates, had the highest percentage in 1953-54 and 1954-55.

In a study of 1244 graduates of The University of Tennessee College of Agriculture, covering a 30-year period ending in 1950, Peacock² found the highest percentage of graduates, 38.7 per cent, from

²Loc. cit.

TABLE I

DISTRIBUTION OF GRADUATES FROM EAST, MIDDLE,
AND WEST TENNESSEE AND STATES
OTHER THAN TENNESSEE

Section of State	Graduates	
	Number	Per Cent
East Tennessee	75	37.5
Middle Tennessee	60	30.0
West Tennessee	56	28.0
States other than Tennessee	9	4.5
Total	200	100.0

TABLE II

DISTRIBUTION OF GRADUATES FROM EAST, MIDDLE, AND WEST TENNESSEE AND
STATES OTHER THAN TENNESSEE BY YEAR OF GRADUATION FROM COLLEGE

Year of Graduation	Total Number of Graduates	Section of State				States Other Than Tennessee			
		East		Middle		West	No.		
		No.	%	No.	%			%	
1949-50	64	25	39.1	25	39.1	11	17.1	3	4.7
1950-51	36	19	52.6	6	16.7	10	27.9	1	2.8
1951-52	33	9	27.7	11	33.3	9	27.3	4	12.1
1952-53	34	12	35.3	10	27.8	11	32.0	1	3.0
1953-54	21	8	38.2	4	19.0	9	42.8	-	-
1954-55	12	2	16.7	4	33.3	6	50.0	-	-
Total	200	75		60		56		9	

Middle Tennessee; the lowest percentage, 29.5 per cent, from East Tennessee; and West Tennessee between these two with 31.8 per cent. The percentage of graduates from East Tennessee in Peacock's study is 8.2 per cent lower than the percentage from Middle Tennessee; however, the percentage of graduates from East Tennessee in this study is 7.5 per cent higher than the percentage from Middle Tennessee.

The percentage of graduates from states other than Tennessee as shown in Table I is approximately the same as that found by Peacock,³ who stated that 5.1 per cent of the graduates listed a permanent home address outside Tennessee.

How Many of the Graduates Were Transfer Students?

The data presented in Table III show the number and percentage of graduates who transferred to The University of Tennessee College of Agriculture by year of graduation from college. Of the 200 graduates, 145 or 72.5 per cent transferred to the College of Agriculture. The percentage of graduates who were transfer students varied, by year of graduation from college, from a low of 66.6 per cent in 1951-52 and 1953-54 to a high of 79.4 per cent in 1952-53.

Peacock⁴ found that 38.9 per cent of the graduates included in his study were transfer students. His study represented graduates from various departments of the College of Agriculture during a 30-year period beginning in 1930. The 38.9 per cent transfer students found by

³Loc. cit.

⁴Loc. cit.

TABLE III
DISTRIBUTION OF TRANSFER STUDENTS
BY YEAR OF GRADUATION

Year of Graduation	Total Number of Graduates	Transfer Students	
		Number	Per Cent
1949-50	64	45	70.3
1950-51	36	28	77.7
1951-52	33	22	66.6
1952-53	34	27	79.4
1953-54	21	15	71.4
1954-55	12	8	66.6
Total	200	145	
Average			72.5

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Peacock is approximately one half the percentage presented in the study reported here.

From What Colleges Did the Transfer Students Come?

The data presented in Table IV show that the 145 transfer students transferred to The University of Tennessee College of Agriculture from 30 colleges. Of the 145 transfer students, 59 or 40.7 per cent transferred from The University of Tennessee Martin Branch, Martin, Tennessee, formerly The University of Tennessee Junior College. East Tennessee State College, Johnson City, Tennessee, had the second highest percentage of transfer students from any one college with 12.4 per cent.

Peacock⁵ found that approximately 40 per cent of the transfer students included in his study were from The University of Tennessee Martin Branch, Martin, Tennessee.

One hundred ten or 76.8 per cent of the 145 transfer students transferred from the six colleges listed in Table IV. The remaining 35 or 24.2 per cent of the transfer students transferred from 24 other colleges with no more than three students from any one college.

How Many Quarter Hours of College Credit Were Transferred Per Student?

The average number of quarter hours of college credit transferred per student to The University of Tennessee College of Agriculture is presented in Table V. The average number of hours transferred per student varied from a low of 80 hours in 1951-52 to a high of 107 hours in 1949-50 with a six-year average of 96.5 quarter hours per student. This means

⁵Loc. cit.

TABLE IV
 DISTRIBUTION OF TRANSFER STUDENTS BY COLLEGES
 FROM WHICH TRANSFERRED

Colleges From Which Transferred	Transfer Students	
	Number	Per Cent
University of Tennessee Martin Branch Martin, Tennessee	59	40.7
East Tennessee State College Johnson City, Tennessee	18	12.4
Tennessee Polytechnic Institute Cookeville, Tennessee	11	7.6
Middle Tennessee State College Murfreesboro, Tennessee	11	7.6
Hiwassee Junior College Madisonville, Tennessee	6	4.2
Lincoln Memorial University Harrogate, Tennessee	5	3.4
24 Other Colleges*	35	24.1
Total	145	100.0

*No more than three students were from one college.

TABLE V

AVERAGE NUMBER OF HOURS TRANSFERRED
PER STUDENT BY YEAR OF GRADUATION
FROM COLLEGE

Year of Graduation	Total Number of Transfer Students	Average Number of Hours Transferred Per Student
1949-50	45	107.0
1950-51	28	80.0
1951-52	22	95.6
1952-53	27	102.8
1953-54	15	83.4
1954-55	8	87.5
Six-Year Average		96.5

that on the average each of the transfer students entered The University of Tennessee with six quarters (average of 16 quarter hours per quarter) or two years of college work completed at colleges other than The University of Tennessee, Knoxville, Tennessee. With 212 quarter hours required for graduation, this means that on the average 72.5 per cent of the graduates in this study completed at least 54.5 per cent of their college work at The University of Tennessee, Knoxville, Tennessee.

CHAPTER III

EDUCATION

Presentation and Discussion of Data

How Many Years of Vocational Agriculture Did the Graduates Complete in High School?

The number of years of vocational agriculture completed in high school was obtained by the investigator from the graduate's transcript in the Registrar's Office. As shown in Table VI, 149 or 74.5 per cent of the 200 graduates completed at least one year of vocational agriculture in high school. The percentage of graduates completing at least one year of vocational agriculture varied by year of graduation from college with a low of 67.6 per cent in 1952-53 to a high of 91.6 per cent in 1953-54. There seems to be a tendency for the percentage of graduates who had vocational agriculture in high school to increase from 1949-50 through 1954-55.

Table VII presents the number and percentage of graduates who had vocational agriculture in high school by years of vocational agriculture completed in high school. Of the 149 graduates who had vocational agriculture in high school, 71 or 47.6 per cent completed four years, 37 or 24.9 per cent completed three years, and 29 or 19.5 per cent completed two years. Twelve or 8 per cent of the graduates who had vocational agriculture completed only one year. From the data presented in Table VI it can be seen that approximately three fourths of the graduates have had some experience with vocational agriculture before entering college. One

TABLE VI

DISTRIBUTION OF GRADUATES WHO HAD VOCATIONAL
AGRICULTURE IN HIGH SCHOOL BY YEAR
OF GRADUATION FROM COLLEGE

Year of College Graduation	Total Number of Graduates	Graduates Who Had Vocational Agriculture	
		Number	Per Cent
1949-50	64	46	71.8
1950-51	36	26	72.2
1951-52	33	24	72.7
1952-53	34	23	67.6
1953-54	21	19	90.5
1954-55	12	11	91.6
Total	200	149	
Average			74.5




TABLE VII

DISTRIBUTION OF GRADUATES WHO HAD VOCATIONAL AGRICULTURE

BY YEARS OF VOCATIONAL AGRICULTURE

COMPLETED IN HIGH SCHOOL

Years of Vocational Agriculture Completed in High School	Graduates Who Had Vocational Agriculture	
	Number	Per Cent
Four Years	71	47.6
Three Years	37	24.9
Two Years	29	19.5
One Year	12	8.0
Total	149	100.0

hundred eight or 54 per cent of the graduates had at least three years of vocational agriculture before entering college.

As shown in Table VIII, there were more graduates each year who completed four years of vocational agriculture than there were completing either three, two, or one year. In every year except 1953-54 the number of graduates who had completed only one year of vocational agriculture was lower than the number completing two, three, or four years.

Table IX presents the average number of years of vocational agriculture completed per student having vocational agriculture in high school. The average number of years of vocational agriculture completed by those graduates who had vocational agriculture in high school varied from a low of 2.91 years in 1949-50 to a high of 3.45 years in 1954-55. The average number of years completed per student increased .54 years during the six-year period covered by this study. However, at the same time there was a decreasing total number of graduates per year. Of the 200 graduates, 149 completed an average of 3.19 years of vocational agriculture in high school.

How Many of the Graduates Were Members of the Future Farmers of America and For How Many Years?

The data presented in Table X show the number and percentage of graduates who were members of the Future Farmers of America based on the 174 completed inquiry schedules. One hundred thirty-one or 75.3 per cent of the graduates were members of the Future Farmers of America for at least one year. Forty-three or approximately one fourth of the graduates reporting were not members of the Future Farmers of America.

TABLE VIII

DISTRIBUTION OF ALL GRADUATES BY NUMBER OF YEARS OF VOCATIONAL
AGRICULTURE COMPLETED IN HIGH SCHOOL AND BY YEAR
OF GRADUATION FROM COLLEGE

Year of Graduation	Total Number of Graduates	Number of Graduates by Years of Vocational Agriculture Completed					None
		Four Years	Three Years	Two Years	One Year		
1949-50	64	16	12	14	4	18	
1950-51	36	13	6	6	1	10	
1951-52	33	12	8	3	1	9	
1952-53	34	12	4	4	3	11	
1953-54	21	12	3	1	3	2	
1954-55	12	6	4	1	0	1	
Total	200	71	37	29	12	51	

TABLE IX

AVERAGE NUMBER OF YEARS OF VOCATIONAL AGRICULTURE
COMPLETED PER STUDENT HAVING VOCATIONAL
AGRICULTURE BY YEAR OF GRADUATION
FROM COLLEGE

Year of Graduation	Number of Graduates Having Vocational Agriculture	Average Number of Years Per Student
1949-50	46	2.91
1950-51	26	3.19
1951-52	24	3.29
1952-53	23	3.09
1953-54	19	3.26
1954-55	11	3.45
Six-Year Average		3.19

TABLE X

NUMBER AND PERCENTAGE OF GRADUATES WHO WERE
MEMBERS OF THE FUTURE FARMERS OF AMERICA

	Graduates	
	Number	Per Cent
Member of Future Farmers	131	75.3
Non-Members	43	24.7
Total	174	100.0

Table XI shows the distribution of graduates who were members of the Future Farmers of America by the number of years they were members. Eighty-three or 63.3 per cent of the graduates who were members of the Future Farmers of America were active for four years, 20 or 15.3 per cent for three years, 20 or 15.3 per cent for two years, and eight or 6.1 per cent for one year. The number of graduates who were members of the Future Farmers of America for four years (Table XI) was greater than the number of graduates who completed four years of vocational agriculture (Table VIII). This is possible because a student may continue to be an active member of the Future Farmers of America for four years if he has completed one year of vocational agriculture.

What Was the Highest Degree Attained by Those Graduates Who Were Members of the Future Farmers of America?

As shown in Table XII, only three or 2.3 per cent of the graduates hold the American Farmer Degree and 27 or 20.6 per cent hold the State Farmer Degree. Eighty-seven or approximately two thirds of the graduates who were members of the Future Farmers of America hold the Chapter Farmer Degree. Fourteen or 10.7 per cent of the graduates who were members of the Future Farmers of America hold the Green Hand Degree.

When Did the Graduates Decide to Major in Agricultural Education?

As shown in Table XIII, 77 or 44.3 per cent of the graduates indicated that they decided upon the agricultural education major while in high school; 15 or 8.5 per cent after high school and before college; 22 or 12.6 per cent while freshmen in college; 37 or 21.3 per cent while

TABLE XI

DISTRIBUTION OF GRADUATES WHO WERE MEMBERS OF THE
FUTURE FARMERS OF AMERICA BY THE NUMBER OF
YEARS THAT THEY WERE ACTIVE MEMBERS

Years of Future Farmer Membership	Graduates Who Were Members of the Future Farmers of America	
	Number	Per Cent
Four Years	83	63.3
Three Years	20	15.3
Two Years	20	15.3
One Year	8	6.1
Total	131	100.0

TABLE XII

HIGHEST DEGREE ATTAINED IN THE FUTURE FARMERS
OF AMERICA BY GRADUATES WHO WERE MEMBERS
OF THE FUTURE FARMERS OF AMERICA

Highest Degree Attained	Graduates Who Were Members of the Future Farmers of America	
	Number	Per Cent
American Farmer	3	2.3
State Farmer	27	20.6
Chapter Farmer	87	66.4
Green Hand	14	10.7
Total	131	100.0



TABLE XIII

DISTRIBUTION OF GRADUATES BY TIME OF DECISION
TO MAJOR IN AGRICULTURAL EDUCATION

Time of Decision	Graduates	
	Number	Per Cent
While in High School	77	44.3
After High School and Before College	15	8.5
Freshman in College	22	16.6
Sophomore in College	37	21.3
Junior in College	9	5.2
After Getting Other B. S. Degree	14	8.1
Total	174	100.0

sophomores in college; 9 or 5.2 per cent while juniors in college; and 14 or 8.1 per cent after getting a Bachelor of Science Degree in another major.

The data presented in Table XIV show that a total of 92 or 52.8 per cent of the graduates decided to major in agricultural education before entering college, 68 or 39.1 per cent during college, and the remaining 8.1 per cent after they had graduated in another department.

These findings are not in agreement with the findings by MacDonald¹ who found that 72 per cent of the vocational agriculture teachers in Vermont decided upon the agricultural education major while in college, 20 per cent while in high school, and eight per cent after graduation from college.

Why Did the Graduates Major in Agricultural Education?

In responding to the question on reasons for majoring in agricultural education, graduates were asked to check all choices that were appropriate. As shown in Table XV, desire to work with farm boys was checked most often, with 123 or 70.7 per cent of those reporting checking it. Second in importance was desire to work with adult farmers which was checked by 70 or 40.2 per cent of the graduates. Approximately 20 per cent indicated that they majored in agricultural education because they wanted the leadership training offered in the agricultural education curriculum. Other reasons listed in comments were: "wanted to help

¹Leland H. MacDonald, "Why Students Choose the Agricultural Education Major" (Department of Agricultural Education, The University of Vermont, Burlington, 1953), pp. 20-29. (Mimeographed)

TABLE XIV

DISTRIBUTION OF GRADUATES BY THEIR DECISION
TO MAJOR IN AGRICULTURAL EDUCATION
BEFORE, DURING, OR AFTER COLLEGE

Time of Decision	Graduates	
	Number	Per Cent
Before Entering College	92	52.8
During College	68	39.1
After Getting Other B. S. Degree	14	8.1
Total	174	100.0

TABLE XV

REASONS FOR MAJORING IN AGRICULTURAL EDUCATION
AS CHECKED BY ONE HUNDRED SEVENTY-FOUR
GRADUATES

Reason	Graduates	
	Number	Per Cent
Wanted to Work With Farm Boys	123	70.7
Wanted to Work With Adult Farmers	70	40.2
Wanted Leadership Training Offered in the Agricultural Education Curriculum	42	21.1
Plentiful Job Opportunities	33	19.0
Salary Seemed Good	27	15.5
Admired Social Position of the Agriculture Teacher	27	15.5
Others	18	10.4

my home county," "shortage of vocational agricultural teachers," and "thought I would like the work."

MacDonald² found that desire to work with farm boys was checked most frequently by teachers of vocational agriculture in Vermont as the reason for majoring in agricultural education. Plentiful job opportunities and variety of work were their next two choices.

Who Had the Most Influence in the Decision of Graduates to Major in Agricultural Education?

In response to the question concerning the person most influential in the decision of the graduates, 98 or 57 per cent of the 172 responding indicated that the vocational agriculture teacher was the one person most influential in their decision to major in agricultural education as shown in Table XVI. Parents and relatives influenced 23 or 14.4 per cent of the graduates to major in agricultural education. High school teachers other than the vocational agriculture teacher was checked as the most influential person in their decision to major in agricultural education by 6 or 3.5 per cent of the graduates, college adviser by 5 or 2.9 per cent, county agents and agricultural education teacher trainers by 4 or 2.3 per cent each. A majority of the graduates who checked "others" indicated in comments that the decision was their "own" and was not influenced by any one person. Two of these graduates listed "fellow students" as the person most influential in their decision to major in agricultural education. One graduate listed "my minister" as

²Loc. cit.

TABLE XVI

PERSONS MOST INFLUENTIAL IN THE DECISION
OF GRADUATES TO MAJOR IN
AGRICULTURAL EDUCATION

Most Influential Person	Graduates	
	Number	Per Cent
Vocational Agriculture Teacher	98	57.0
Other High School Teachers	6	3.5
County Agent	4	2.3
Parent or Relative	23	14.4
Agricultural Education Teacher Trainer	4	2.3
College Adviser	5	2.9
Others*	32	18.6
Total	172	100.00

*A majority of these indicated that no one person could be identified as most influential.

the one person most influential in his decision to major in agricultural education.

What Was the Scholastic Achievement of the Graduates in Agricultural Education Courses Compared to Their Overall Scholastic Achievement?

As shown in Table XVII, the overall grade point average of the 200 graduates included in this study was, on the average, lower than the overall agricultural education grade point average. The overall grade point average ranged from a low of 2.54 for the 36 graduates in 1950-51 to a high of 2.89 for the 34 graduates in 1951-52, with a six-year average of 2.68 quality points. The overall agricultural education average varied from a low of 2.72 in 1949-50 to a high of 3.31 in 1954-55, with a six-year average of 2.93 quality points. There was a definite upward trend in the overall agricultural education grade point average with an increase every year covered by this study. The overall grade point average was .25 quality points lower than the overall agricultural education grade point average for the six years covered by this study.

A comparison of the agricultural education course average with the student teaching average reveals that the student teaching average was higher in each successive year shown and that the six-year student teaching average of 3.02 exceeded the six-year agricultural education course average of 2.78 by .24 quality points and the overall grade point average by .34. The average grade for student teaching was slightly above a "B" for the six-year period covered by this study.

TABLE XVII

OVERALL GRADE POINT AVERAGE* OF GRADUATES COMPARED TO THE
GRADE POINT AVERAGE* IN AGRICULTURAL EDUCATION

Year of Graduation	Total Number Graduates	Overall Grade Point Average	Grade Point Average in Agricultural Education		
			Agr. Educ. Courses	Student Teaching	Overall Agr. Educ.
1949-50	64	2.83	2.61	2.82	2.72
1950-51	36	2.54	2.97	3.04	2.87
1951-52	34	2.89	2.78	3.02	2.95
1952-53	33	2.69	2.91	3.22	3.08
1953-54	21	2.63	3.07	3.25	3.18
1954-55	12	2.55	3.10	3.13	3.31
Six-Year Average		2.68	2.78	3.02	2.93

*A = 4 quality points; B = 3; C = 2; and D = 0.

CHAPTER IV

EMPLOYMENT

General

In recent years the public high schools of Tennessee that offer vocational agriculture have been unable to employ qualified vocational agriculture teachers to fill all of the positions available. It was the purpose of the investigator to determine how many of the agricultural education graduates become vocational agriculture teachers and how many go into other types of employment. If the graduate was not teaching vocational agriculture he was asked why he went into that occupation instead of teaching vocational agriculture.

Presentation and Discussion of Data

How Many of the Graduates Became Teachers of Vocational Agriculture?

The data presented in Table XVIII show that of the 174 graduates reporting, 113 or 64.9 per cent have taught vocational agriculture at some time since graduation from college. Eighty-four or 48.3 per cent of the graduates taught vocational agriculture as their first employment after graduation from college. The percentage of graduates whose first employment was teaching vocational agriculture varied from a low of 32.6 per cent in 1949-50 to a high of 66.6 per cent in 1950-51, a difference of 34 per cent. At the time of this investigation (1956) 81 or 46.6 per cent of the graduates were teaching vocational agriculture. Of the 81 graduates who were teaching vocational agriculture, only 64

TABLE XVIII

DISTRIBUTION OF GRADUATES WHO HAVE TAUGHT VOCATIONAL AGRICULTURE
BY YEAR OF GRADUATION FROM COLLEGE

Year of Graduation	Total Number of Graduates		Graduates Reporting		First Employed as Voc. Agr. Teacher		Employed As Voc.-Agr. Teacher in 1956		Graduates Who Taught Voc.-Agr. Since Grad.	
	No.	%	No.	%	No.	%	No.	%	No.	%
1949-50	64		49	76.6	16	32.6	24	49.0	34	69.4
1950-51	36		33	91.6	21	66.6	15	45.4	24	72.7
1951-52	33		29	88.0	15	51.7	13	44.8	19	65.5
1952-53	34		33	97.1	18	54.5	16	48.2	21	63.6
1953-54	21		18	85.7	8	44.4	7	38.9	9	50.0
1954-55	12		12	100.0	6	50.0	6*	50.0	6	50.0
Total	200		174		84		81		113	
Average				87.0		48.3		46.6		64.9

*Graduates' first and present employment were the same.

or approximately 79 per cent of those teaching were teaching in Tennessee. Of the 17 graduates who are teaching vocational agriculture in states other than Tennessee, 14 are teaching in Indiana, two in North Carolina, and one in Illinois. Of the 113 graduates who have taught vocational agriculture at some time since graduation, 81 or 71.7 per cent were teaching in 1956.

Beamer¹ found that of 307 Virginia Polytechnic Institute graduates surveyed, 72.3 per cent were employed as teachers of vocational agriculture at some time after graduation from college. As of 1948, this percentage had been reduced to 42 per cent. Nix² found in 1948 that almost one half of the agricultural education graduates of the University of Georgia since 1935 were employed in the field of vocational education. Pearson³ found that 50.7 per cent of the agricultural education graduates of the University of Minnesota were engaged in the teaching profession in 1951. Peacock⁴ found that 52 per cent of the

¹Rufus W. Beamer, "A Follow-Up Study of Virginia Polytechnic Institute Graduates in Agricultural Education Since 1918" (Unpublished Master's thesis, Department of Agricultural Education, Virginia Polytechnic Institute, 1948), pp. 48-55.

²Harold L. Nix, "An Occupational Follow-Up Study of the Agricultural Education Majors Who Graduated From the University of Georgia from 1935 to 1948 Inclusive" (Unpublished Master's problem, Department of Agricultural Education, The University of Georgia, Athens, 1951), pp. 4-50.

³Arvid Neil Pearson, "A Study of the Occupational and Socio-Economic Status of Graduates of the University of Minnesota Agricultural Education Curriculum" (Unpublished Non-thesis study, Department of Agricultural Education, The University of Minnesota, 1951), pp. 61-69.

⁴N. D. Peacock, B. J. McSpadden and G. H. Wingo, "A Study of the Employment Opportunities for Agricultural Graduates of the University of Tennessee" (Unpublished study, College of Agriculture, The University of Tennessee, 1951), pp. 3-26.

agricultural education graduates of The University of Tennessee were employed as teachers of vocational agriculture or supervisors of Veterans'-on-the-Farm Training in 1950.

What Occupations Other Than Teachers of Vocational Agriculture Did the Graduates Enter?

As shown in Table XIX the 174 graduates reporting entered 16 different occupations as their first employment after graduation. Forty-eight and three-tenths per cent of the graduates were teachers of vocational agriculture followed by 15.5 per cent who became teachers or supervisors of Veterans'-on-the-Farm Training. Twenty-four or 13.8 per cent of the graduates entered the military service soon after graduation. Seven or 4.0 per cent went into extension service work and the same number entered a graduate program at some college or university.

As shown in Table XIX, the 174 graduates were engaged in 21 different occupations in 1956. Teachers of vocational agriculture made up the highest number of graduates engaged in any one occupation with 46.6 per cent. This was only 1.7 per cent less than the 84 or 48.3 per cent who became teachers of vocational agriculture as their first employment. However, from the time of first employment until this study was made (1956) 64.9 per cent of the graduates taught vocational agriculture at some time. This means that 28.3 per cent of the graduates who had taught vocational agriculture left the profession and entered other occupations by 1956. By 1956 the percentage of graduates engaged in the Veterans'-on-the-Farm Training program had decreased from 15.5 per cent to 1.7 per cent. The percentage of graduates employed as extension

TABLE XIX

DISTRIBUTION OF GRADUATES BY FIRST OCCUPATION AFTER
COLLEGE AND BY PRESENT OCCUPATION

Occupation	First Occupation		Present Occupation	
	Number	Per Cent	Number	Per Cent
Vocational Agriculture Teacher	84	48.3	81	46.6
Military Service	24	13.8	19	10.9
Salesman	5	2.8	12	6.9
Extension Service	7	4.0	11	6.3
High School or Elementary Teacher	4	2.3	10	5.7
Graduate Student	7	4.0	6	3.4
Defense Worker	4	2.3	6	3.4
Own Business	1	.6	6	3.4
Soil Conservation Service	-	-	4	2.3
Veterans-On-Farm Training	27	15.5	3	1.7
Farming	7	4.0	3	1.7
Students (other than graduate)	-	-	2	1.2
Production and Marketing Administration	2	1.2	2	1.2
Farmers Home Administration	-	-	2	1.2
Miscellaneous (7 different occupations)	2	1.2	7	4.0

agents, high school and elementary teachers, and defense workers increased as shown in Table XIX.

Nix⁵ found that 166 agricultural education graduates of the University of Georgia were engaged in 37 different occupations. Almost one half were employed in the field of vocational agriculture; one fifth were engaged in farming and related agricultural occupations; one seventh were employed in other professional agricultural occupations; one twelfth were in miscellaneous occupations; and one twentieth were engaged in educational work of a non-agricultural nature.

Why Do Graduates Enter Occupations Other Than Teaching Vocational Agriculture?

Of the 174 graduates reporting, 93 were not teaching vocational agriculture at the time this study was completed. These 93 graduates were asked to check the reason or reasons why they entered another occupation. As shown in Table XX, "more chance for advancement" was checked by 53 or 57 per cent of the graduates answering this question. "Higher salary" was checked by 48 or 41.6 per cent and "more personal freedom" was checked by 26.9 per cent of those graduates answering this question. Only 8.6 per cent of the graduates answering this question checked "no vocational agriculture teaching jobs available." Some of the "other reasons" listed by the graduates were: "had to serve my military obligation," "desired medical profession," "poor relationship with State Supervisor, "didn't like student teaching," "money behind the back controls

⁵Nix, op. cit.

TABLE XX

REASONS FOR ENTERING OCCUPATIONS OTHER THAN
TEACHING VOCATIONAL AGRICULTURE AS
CHECKED* BY NINETY-THREE GRADUATES

Reasons for Entering Other Occupations	Graduates	
	Number	Per Cent
No Vocational Agriculture Teaching Jobs Available	8	8.6
Salary Was Higher	48	51.6
More Chance for Advancement	53	57.0
Fewer Working Hours Required	18	19.3
More Personal Freedom	25	26.9
Work More Interesting	17	18.3
Other	33	35.5

*Each graduate could check more than one reason.

the leadership positions in the education system," "too much politics involved," "wanted job near wife's home," and "health was bad."

Roderick⁶ in a study of 147 former Missouri teachers of vocational agriculture who had left the profession found that 22 per cent left because of limited opportunities for advancement, 12.4 per cent because salary not commensurate with work, 10 per cent because the high school administrators were unsympathetic toward the program of vocational agriculture, and 7.1 per cent left to enter farming.

⁶C. V. Roderick, "Why Former Teachers of Vocational Agriculture Left the Profession" (Department of Agricultural Education, University of Missouri, May 1953), pp. 1-5 (Mimeographed)

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

The purpose of this investigation was to make a follow-up study of the agricultural education majors who graduated from The University of Tennessee College of Agriculture from the fall quarter, 1949, through the spring quarter, 1955.

The data for this study were secured from the graduates' transcripts and from inquiry schedules. The inquiry schedules were completed by 174 of the 200 graduates in this study.

Enrollment

1. One hundred ninety one of the 200 graduates of The University of Tennessee College of Agriculture with a major in agricultural education came from 76 of the 95 counties in Tennessee. Nine of the graduates came from seven states other than Tennessee. Approximately 37 per cent of the graduates came from 30 of the 33 East Tennessee counties, 28 per cent from 16 of the 21 West Tennessee counties, and 30 per cent from the 41 Middle Tennessee counties.
2. One hundred forty five or 72.5 per cent of the graduates transferred to The University of Tennessee College of Agriculture.
3. The 145 transfer students came to The University of Tennessee from 30 different colleges. Approximately three fourths of the transfer students transferred from six colleges. One fourth of the transfer

students transferred from 24 other colleges with no more than three students from any one college. Forty per cent of the transfer students came from The University of Tennessee Martin Branch, Martin, Tennessee.

4. Each of the 145 transfer students transferred an average of 96.5 quarter hours or approximately two years of college work to The University of Tennessee College of Agriculture.

Education

5. Approximately three fourths of the graduates completed an average of 3.19 years of vocational agriculture in high school.

6. Of the 131 graduates who were members of the Future Farmers of America, 64 per cent were active for four years, 15 per cent were active for three years, 15 per cent were active for two years, and 6 per cent were active for one year.

7. Approximately three per cent of the graduates who were members of the Future Farmers of America hold the American Farmer Degree, 20 per cent hold the State Farmer Degree, 66 per cent hold the Chapter Farmer Degree, and 10 per cent hold only the Green Hand Degree.

8. Approximately 53 per cent of the graduates decided to major in agricultural education before entering college, 39 per cent during college, and 8 per cent after getting a Bachelor of Science Degree in another major.

9. Desire to work with farm boys influenced graduates most in their decision to major in agricultural education.

10. The vocational agriculture teacher was found to be the person most influential in the decision of 57 per cent of the graduates to major in agricultural education.

11. The scholastic achievement of graduates in agricultural education courses, based on grade point averages, was .25 (2.93 - 2.68) quality points higher than the scholastic achievement of the graduates in all courses taken in college.

Employment

12. Approximately 48 per cent of the graduates taught vocational agriculture as their first employment, but the percentage of graduates who were teaching vocational agriculture at the time of this study had been reduced to 46.5 per cent. At the time of this study approximately two thirds of the graduates reporting had taught vocational agriculture at some time since graduation.

13. The 174 graduates reporting entered sixteen different occupations upon graduation from college, but at the time of this study they were engaged in 21 different occupations.

14. "More chance for advancement," "higher salary," and "more personal freedom" were the major reasons given for entering occupations other than teaching vocational agriculture.

Implications

A critical analysis of the findings presented in the preceding pages of this study suggests a number of implications for the people

concerned with the education and administration of teachers of vocational agriculture in Tennessee. The writer believes that some of the major implications are indicated in the following statements:

1. A list of the courses offered at the six colleges presented in Table IV which will be accepted by The University of Tennessee for credit toward a Bachelor of Science Degree in Agricultural Education should be prepared. This list should be made available to the students at those six colleges, senior vocational agriculture students, and other interested persons.

2. The vocational agriculture students who have completed three or four years of vocational agriculture and were active in the Future Farmers of America should be encouraged by their vocational agriculture teacher to consider teaching vocational agriculture as an occupation, if they do not intend to farm.

3. The agricultural education department should prepare a handbook that would give the information needed by vocational agriculture teachers for counseling high school students who are interested in becoming vocational agriculture teachers.

4. Freshmen and sophomores in The University of Tennessee College of Agriculture who have made their decision to major in agricultural education should be given an opportunity to take a course in agricultural education which would involve the presentation of the duties and responsibilities of a vocational agriculture teacher and the job opportunities in vocational agriculture and related fields.

5. An evaluation of the grades given in student teaching should be made by the teacher trainers in the Agricultural Education Department.

6. The Agricultural Education Department should try to train approximately 50 new teachers each year because there are usually 25 or 30 jobs available each year. If each of the 95 counties would supply one graduate every two years or if each of the 294 vocational agriculture teachers would influence one student to major in agricultural education every five years, an adequate supply of vocational agriculture teachers would be provided.

7. The College of Agriculture and the Agricultural Education Department should continue to improve its relationship with the vocational agriculture teachers of Tennessee so that the need for new vocational agriculture teachers may be more completely fulfilled.

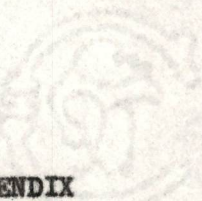
8. The State Supervisor of Vocational Agriculture, or the office charged with the responsibility of placing or recommending teachers, should give "outstanding" and "promising" teachers who have had experience the first chance to transfer to the "better" teaching positions when they become vacant.

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CRANES  CREST

APPENDIX

APPENDIX A

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
College of Education

Department of
Agricultural Education

Date: April 2, 1956

To:

From: George W. Wieggers, Jr., Head, Department of Agricultural Education

Re: A Follow-Up Study of Graduates in Agricultural Education
From 1949-1955

Ernest F. Anderson is making a study of the graduates in Agricultural Education during the last six years as a basis for his thesis. For you who do not know Ernest, he is a native of DeKalb County and studied vocational agriculture at Liberty. He graduated from The University of Tennessee in 1953 and served two years in the Army before returning last Fall to work toward his Master's degree.

As a part of this study he wants to learn some of your experiences with vocational agriculture before you entered college and the jobs you have held since graduation. He has prepared a survey form to make answering as easy as possible for you. Most of the questions can be answered by checking your choice of the answers.

We would appreciate your cooperation in this study. The information you give will be kept confidential and no personal references will be included in the summary.

Ernest and I will appreciate an early reply so that he can tabulate the data and complete the study this quarter.

GWW:evl

APPENDIX B

Name _____

Mailing Address _____

1. When did you decide to major in Agricultural Education? (Check one)

- | | |
|-------------------------------------|----------|
| a. While in high school | a. _____ |
| b. Freshman in college | b. _____ |
| c. Sophomore in college | c. _____ |
| d. Junior in college | d. _____ |
| e. After getting other B. S. degree | e. _____ |
| f. Other _____ | |

2. Why did you major in Agricultural Education? (Check appropriate answers)

- | | |
|--|----------|
| a. Plentiful job opportunities | a. _____ |
| b. Wanted to work with farm boys | b. _____ |
| c. Wanted to work with adult farmers | c. _____ |
| d. Salary seemed good | d. _____ |
| e. Wanted leadership training in Agricultural Education curriculum | e. _____ |
| f. Admired social position of agricultural teacher | f. _____ |
| g. Other _____ | |

3. What one person influenced you most in your decision to major in Agricultural Education?

- | | |
|--|----------|
| a. My VO-AG teacher | a. _____ |
| b. Other high school teachers | b. _____ |
| c. County Agent(s) | c. _____ |
| d. Parents or relatives | d. _____ |
| e. Agricultural education teacher trainers | e. _____ |
| f. College adviser | f. _____ |
| g. Others _____ | |

4. Were you a member of your high school FFA? _____ Yes _____ No
If so, how many years?

- | | |
|----------------|----------|
| a. Four years | a. _____ |
| b. Three years | b. _____ |
| c. Two years | c. _____ |
| d. One year | d. _____ |

5. If you were a member of the FFA, what was the highest degree attained?

- | | |
|--------------------|----------|
| a. American Farmer | a. _____ |
| b. State Farmer | b. _____ |
| c. Chapter Farmer | c. _____ |
| d. Green Hand | d. _____ |

6. Please correct and complete the following record of employment:

<u>SCHOOL YEAR</u>	<u>TYPE OF JOB</u>	<u>ADDRESS</u>
Example	Vo-Ag Teacher	Johnsville, Tenn.
1. 1950-51	_____	_____
2. 1951-52	_____	_____
3. 1952-53	_____	_____
4. 1953-54	_____	_____
5. 1954-55	_____	_____
6. 1955-56	_____	_____

7. If you are not teaching VO-AG, why did you enter another occupation?
(Check appropriate answers)

- | | |
|-------------------------------------|----------|
| a. No VO-AG teaching jobs available | a. _____ |
| b. Salary was higher | b. _____ |
| c. More chance for advancement | c. _____ |
| d. Fewer working hours required | d. _____ |
| e. More personal freedom | e. _____ |
| f. Work more interesting | f. _____ |
| g. Other _____ | |