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A SURVEY OF THE OCCUPATIONAL STATUS
OF POST WORLD WAR II AGRICULTURE EDUCATION
GRADUATES OF SOUTH DAKOTA STATE COLLEGE

by

HARRY FRANZ

A problem submitted to the Faculty of South Dakota
State College of Agriculture and Mechanic Arts
in partial fulfillment of the requirements
for the Degree of Master of Science
(Plan B)

April, 1955

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ACKNOWLEDGMENT

I wish to express appreciation to Associate Professor Stanley Sundet, in charge of Agriculture Education, South Dakota State College, Brookings, South Dakota, for his advice and cooperation in the development and completion of this problem. Appreciation is also extended to those assisting in the list of addresses, and to the Agriculture Education Graduates of South Dakota State College, 1946 through 1953, who have helped in the completion of this problem.

SECTION I

INTRODUCTION

Definition of Problem

Today facts are demanded by everyone and for every purpose. To some extent, every activity of our life is governed by the results of a study of books and periodicals. This is true of a farmer cultivating his land, feeding his livestock, or purchasing his machinery. It is also true of persons in other vocations; the minister, the banker, the public official, the educator, the business man, and many others. When the vocational agriculture teacher has a problem he consults a "Handbook on Teaching Vocational Agriculture" which is a collection of organized facts based on experience. The efficiency in teaching vocational agriculture depends upon the training of the teacher and the availability of accurate information necessary in the process of teaching.

It seems that the general impression among many of the academic teachers, superintendents, principals, school boards, and the general public is that the teachers of vocational agriculture are in a "chosen field". This may be due to the fact that the vocational agriculture teachers are employed on a twelve month basis and consequently their yearly salary is higher. Usually they have fewer class room instructional periods during the actual school day, but they have on-the-farm instructions and evening classes which are unfamiliar to most of the faculty and general public. Another reason for this impression may be that the teachers of vocational

agriculture are able to become better acquainted with the parents and home life of their students, due to farm visits. Some principals and academic teachers do not approve of field trips or judging trips during the school day.

The writer taught vocational agriculture from 1947 to 1950. During this time and many times since he has often heard comments similar to those mentioned above. He wondered whether they were due to envy and lack of understanding, or whether perhaps there was some truth in these statements. He has met many vocational agriculture instructors and found that most of them are well satisfied in their profession. He thought about this evident satisfaction and wondered whether there were some facts available to explain why most of the teachers of vocational agriculture were happy in their field. He also wondered whether he could find some data on why others often spoke of vocational agriculture teaching as a "chosen field".

If he could find answers to his questions and uncover some facts they would be of interest to others beside himself. Any individual interested in entering the field of teaching vocational agriculture could gain much useful information if he had access to such material. In South Dakota the only institution of higher learning approved to train vocational agriculture instructors has been South Dakota State College at Brookings. Any facts concerning this field would naturally be a matter of concern to the Agriculture Education Teacher Training Department of this institution.

Purpose

The purpose of this problem is to conduct a survey among the agriculture education graduates of South Dakota State College to determine their present occupational status. Through this study, the intention is to learn the following:

1. Why they chose agriculture education as a major field?
2. What subjects are the most popular as a minor field?
3. What FFA activities the graduates have supervised?
4. Type of educational institution where the graduates have been employed?
5. How many have gained additional professional training by study for a master's degree?
6. An enumeration of the advantages and disadvantages of this profession.
7. The number that have changed jobs and the reason for such action.
8. To determine the group attitude toward agricultural education as a life work.
9. The number still actively engaged in the field.
10. Is there any relationship between agricultural education training and success in other fields?
11. To determine the financial status of agricultural education graduates.
12. To determine whether some changes should be made in the teacher training curriculum in agricultural education.

The material so assembled will provide concrete data with which to give assistance in guiding and informing future students interested in this vocation.

Procedure

To begin the study the first step was to contact the Agricultural Education Department and Alumni office at South Dakota State College to

get a complete list of the agricultural education graduates and their present addresses. Due to the fine cooperation of these departments, these data were obtained.

The records showed a total of 139 graduates in an eight year period from 1946 to 1953. The number of graduates and the year they graduated are as follows: 1946-3; 1947-10; 1948-18; 1949-18; 1950-22; 1951-16; 1952-33; and 1953-19.

A survey type of questionnaire was sent to each graduate. This included eight major parts with subdivisions under each main heading. All questions were formulated so they could be answered briefly and truthfully without evasion or deceit. The results were:

Questionnaires mailed	139
Returned unclaimed	2
Actual questionnaire returns	113
Per cent of returns	81.3

In the body of this study will be found the results of these questions and objectives listed in the purpose of the problem. This material is grouped into tables for the simplification of finding the facts and figures so that all data will be easily accessible. Following each table is a discussion of the tables results.

SECTION II

REVIEW OF LITERATURE

An investigation concerning this subject showed there was little available material since it is limited to graduates of South Dakota State College. A review of available indexes and references of South Dakota graduates failed to disclose any subject matter related to this study to be worthy of mention.

A study dealing with teachers of vocational agriculture who have left the field of teaching was conducted by Mr. C. V. Roderick, Assistant Professor of Agriculture Education, University of Missouri¹. His study was conducted with two purposes as follows:

1. To determine why former teachers of vocational agriculture in Missouri have left the field.
2. To determine what field of work the former teachers entered.

Roderick mailed 194 questionnaires to men who had left the field of teaching vocational agriculture since 1940, and of these 147 were returned in time for tabulation.

During the years 1943-52 the number that had left in any one year did not exceed 15 but the year 1953 saw a total of 34 men leave the field. About 23 per cent or 35 of these men were still teaching but in a field other than vocational agriculture. A break-down of the group leaving the profession

1. Roderick, C.V., "Why Former Teachers of Vocational Agriculture Left the Profession", Research Paper. Department of Agricultural Education, College of Education, University of Missouri, May, 1953.

found 33 in agricultural commercial work; 6 farm managers; 6 in governmental agencies; 6 in agricultural extension work; 5 doctors of veterinary medicine; 5 in business for self; 4 retired; 3 students; and 2 in the veterans administration. Some of the other fields in which there are one each, included minister, geologist, research chemist, optometrist, mail carrier, insurance adjuster, magazine editor, land appraiser, and medical doctor.

Roderick's study asked whether former training in vocational agriculture had made a contribution in present occupations. First of all, vocational agriculture had helped them acquire a broader knowledge; secondly, it helped to understand farmers and farm problems; and thirdly, it helped them to get along with people.

There were five major reasons given by those teachers leaving the field of teaching vocational agriculture. They are as follows:

1. Twenty-two per cent thought opportunities for advancement were limited.
2. Twelve per cent indicated salary was too low.
3. Ten per cent said high school administration was unsympathetic to vocational agriculture program.
4. About eight per cent wanted a more permanent home.
5. Seven per cent wanted to farm.

Over 75 per cent of those who answered the questionnaire said they planned on teaching as a life career when they started. Less than 25 per cent planned on teaching as a "stepping stone" until they found something else. However, it is interesting to note that two-thirds of the men surveyed would advise young men to enter the field of teaching vocational agriculture as a career or until they returned to farming.

Mr. James M. Harper presented a follow-up study of the occupations of the graduates of agricultural education at the University of Georgia, 1945-1950². He mailed 266 questionnaires and received 260 returns. These graduates were employed in 34 occupations with about 86 per cent in either or both educational or agriculture. The remaining 35 men were in unrelated fields. A conclusion of this study was that the men had little trouble finding employment and a large majority were instructors for the Institutional On-the Farm Training Program. It was also found that a large number of the men do teach vocational agriculture for a period of time.

Mr. John Webb Jones conducted a study of the occupations of agriculture graduates of Louisiana State University 1931-1940³. About 44 per cent of these graduates entered the field of teaching of vocational agriculture. He found in this study that the main reason given for leaving teaching was the low income. Many of these leaving found employment in business and industry, in local and state governments, and in educational administration.

2. Harper, James M., A Follow-Up Study of the Occupations of the Department of Agricultural Education, University of Georgia, From the School Year 1945-1946 to the School Year 1949-1950 Inclusive. Problem submitted to the faculty of Education, University of Georgia, June, 1952.

3. Jones, John Webb, An Occupational Study of the Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1939-1940. Theses submitted to Louisiana State University, August, 1952.

A statistical release by the U. S. Office of Education shows that for the years 1938-1939 the average length of service of vocational agriculture teachers in the U. S. was about six years⁴.

"Attitudes of Former Teachers in California Toward Vocational Agriculture" was an interesting study completed by S. S. Sutherland⁵. His study was conducted with the following purposes in mind:

1. The phases of teaching vocational agriculture which were generally enjoyed by teachers.
2. The phases and conditions which were generally distasteful.
3. The major reasons why teachers left teaching for other work.
4. The limitations of teaching vocational agriculture as a career.
5. What should be done.

Sutherland sent questionnaires to twenty-three men who had left teaching vocational agriculture during the period 1941-1944. This number was about 25 per cent of all teachers who changed from teaching to other work during this period in California. These 23 men had all been successful teachers of vocational agriculture and all had left the field of their own volition. Their experience in the field averaged seven years. In answer to Sutherland's first question, it seemed most pleasure was derived from working with farm boys. It was unfortunate that so many of the teachers left the field because of poor relations with the administration as it would

4. United States Office of Education, "Average Tenure of Agriculture Teachers in Present Occupations", Statistical Release No. 9, Miscellaneous 2595, August 20, 1941.

5. Sutherland, S. S., "Attitude of Former Teachers Toward Teaching Vocational Agriculture", Unpublished Problem.

seem this could have been remedied. Over 50 per cent of the men who answered the survey described the principals as "weak", "not understanding", "uninteresting", and "academic". Another dislike mentioned often was faulty selection of pupils for the agriculture courses, and many of the former teachers felt that their department had been "dumping grounds". Other features that were disliked were too much work, nervous tension, inadequate budget and equipment, and lack of opportunity for advancement.

Some of the reasons that were given for leaving the field of teaching vocational agriculture are as follows:

1. Saw no chance for advancement.
2. Higher salary elsewhere.
3. Wanted broader experience.
4. Wanted business for self.
5. Received little or no help from supervisor.
6. Unable to get along with the principal.

We can conclude from Sutherland's study that the men liked best their contacts with farm boys and liked least their working with uncooperative administrators and uninterested boys. There seemed to be a general consensus of opinion that it was doubtful if there would be any improvement in those conditions which caused them to leave the field of teaching vocational agriculture.

SECTION III

RESULTS OF STUDY

Personal Data

The selection of a minor field of study is important to an undergraduate majoring in agriculture education. He should attempt to select a minor which will facilitate the securing of a position and also one that will combine satisfactorily with agriculture. Exceptions to the rule are individuals who have special interests or talents in a particular subject. They should be encouraged to follow this line instead of directing them into something less interesting which could possibly cause them to be poor students.

TABLE I MINORS OBTAINED BY AGRICULTURE EDUCATION GRADUATES AT SOUTH DAKOTA STATE COLLEGE

Minor field selected	Number	Per cent
General Science	39	34.5
Animal Husbandry	33	29.2
Technical Agriculture	29	25.7
Agronomy	23	20.4
Agriculture Economics	8	7.1
Veterinary Medicine	6	5.3
Zoology	4	3.5
Rural Sociology	4	3.5
Chemistry	3	2.7
Dairy Production	3	2.7
History	3	2.7
Mathematics	3	2.7
Physical Education	3	2.7
Social Science	3	2.7
Agriculture Engineering	2	1.8
Biology	2	1.8
Animal Husbandry (major)	7	6.2
Agriculture Economics (major)	2	1.8

Thirteen other graduates selected one each in the following minor fields; (Per cent 0.9): Bacteriology, botany, English, entomology, elementary education, horticulture, industrial arts, music, nutrition, production and physiology, poultry, speech and soils. Three more graduates also received majors in general science, physical education, and social science.

Animal husbandry was selected as a minor by 33 and seven other students received a major in this subject. The next most popular was general science with 40 graduates, but only one had worked for a major. Technical agriculture and agronomy were the next choices with 29 and 23 graduates respectively. Dropping down to six was veterinary medicine and four each in zoology and rural sociology. The other minors have three or less graduates.

The curriculum in agriculture education requires so many credits in chemistry, botany, and zoology that it automatically gives many students a minor in general science. This may account for the popularity of minors in this field. A similar situation might explain why technical agriculture had so many minors. Courses in poultry, dairy, animal husbandry, and agronomy are required in a major in agriculture education, often resulting in a minor in technical agriculture. A possible reason for the great interest in animal husbandry and agronomy could be the fact that South Dakota is rated as a general livestock and crop state rather than dairy or poultry.

It is interesting to note that 95, or 84 per cent, of the agriculture education graduates who answered this survey entered this field because of an interest in agriculture. Ranking next, but far behind the first reason, was they felt it would be an enjoyable profession. Third and fourth reasons were that they wanted to teach vocational agriculture and a desire to become a teacher. Only 21 of the graduates thought that agriculture education looked like a field of prosperity. Seventeen were influenced by their high school agriculture instructors but only two were influenced by their parents. They didn't want to farm but wanted to do something in agriculture, was the reason given by 19. Opportunity to work with farm youth interested sixteen of the graduates. Nine could find no room on the home farm and nine more majored in agriculture education because they had excelled in FFA in high school. Aptitude tests showed that two of the graduates were best qualified for this profession.

TABLE II. REASONS AGRICULTURE EDUCATION GRADUATES OF SOUTH DAKOTA STATE COLLEGE FROM 1946 THROUGH 1953 GAVE FOR MAJORING IN AGRICULTURE EDUCATION.

Reasons	Number	Per Cent
Interest in agriculture.	95	84.1
Felt it would be an enjoyable profession.	59	52.2
Wanted to teach vocational agriculture.	45	39.8
Thought best suited for this field.	41	36.3
Desire to become a teacher.	33	29.2
Didn't want to farm, wanted something in agriculture field.	19.	16.8
Influenced by high school agriculture teacher.	17	15.0
Opportunity to work with farm youths.	16	14.1
Excellent in FFA work while in high school.	9	8.0
No room on home farm.	9	8.0
Influenced by parents.	2	1.8
Looked like a field of prosperity.	2	1.8
Aptitude tests showed better qualified for this field.	2	1.8

Some other reasons given for entering this field are the following:

1. After teaching veterans' agriculture one and a half years, he saw a good field in vocational agriculture.
2. Followed the advice of a friend who was a superintendent.
3. His buddy was majoring in the agricultural field and felt that an agricultural education major would qualify him for more agriculture positions than majors in other fields. This person is not teaching at present and is in farm service.

Eighty-one of the 113 graduates who have answered the survey have taught agriculture at one time and 70 of these 81 are still teaching vocational agriculture. In addition to their vocational agriculture, 47 graduates taught regular classes in other subjects. Sciences and industrial arts were the two classes taught by most of the teachers. The adult agriculture evening class and young farmers class were next but sometimes they are considered part of the vocational agriculture department. Some other classes mentioned by only one person each were: manage school farm, commercial, radio, study hall, and driver training.

TABLE III REGULAR COURSES TAUGHT BY THE
VOCATIONAL AGRICULTURE INSTRUCTOR
IN ADDITION TO VOCATIONAL AGRICULTURE

Courses	Number
Industrial Art	19
Sciences	18
Adult Agriculture evening class	18
Young Farmers class	13
Social Studies	4
Biology	2
Veterans Instruction	2
Mathematics	1

Some of the graduates taught other classes while teaching vocational agriculture but when moving to another school they only taught vocational agriculture. This may be a possible reason for some of the teachers changing schools.

The extent of the activities and judging teams supervised by the agriculture education graduates of South Dakota State College are quite broad and varied. General livestock and dairy judging teams have been supervised by most of the graduates who teach vocational agriculture. Crop judging is next in importance with 66 and poultry and meats are supervised by 57 and 51 departments. Farm mechanics, public speaking, and parliamentary procedure are tied for next place with dairy products running close. Lagging behind, but still quite active, is farm management.

TABLE IV FFA JUDGING TEAMS AND ACTIVITIES
SPONSORED BY VOCATIONAL AGRICULTURE
INSTRUCTORS

Judging teams and activities	Number	Per cent
General livestock	73	64.6
Dairy	71	62.8
Crops	66	58.4
Poultry	57	50.4
Meats	51	45.1
Farm Mechanics	46	46.7
Public Speaking	46	46.7
Parliamentary Procedure	46	46.7
Dairy Products	41	36.3
Farm Management	27	23.9
FFA Program of Work	66	58.4
FFA Annual Banquet	54	47.8
FFA Camp or trip	42	37.2
FFA Basketball	37	32.7
FFA Boar Sale	2	1.8
FFA Crop Show	2	1.8

Program of work leads in FFA activities and the annual FFA banquet is supervised by 54 graduates. FFA camp or trip and FFA basketball are popular activities. Only two departments have boar sales and crop shows. Some other judging teams and activities mentioned only once are: forestry, land judging, county fair test plots, parent night, FFA summer softball, state FFA livestock show, soils, sow and gilt ring, and sponsoring FFA and FHA school party.

Seventy of the 113 graduates who answered the questionnaire are still teaching vocational agriculture. Thirty-eight per cent are engaged in 21 different professions with farming leading with 6.1 per cent.

One each in the following occupations; (Per cent .89): Teaching high school general science; teaching biology and coaching basketball; physical therapy; manager of co-op creamery; life insurance; secretary of South Dakota Hereford Association; school representative "Successful Farming"; county supervisor; farm store (business); vice president of a college; farm service director; and bank agriculture representative.

TABLE V PRESENT OCCUPATION OF AGRICULTURAL GRADUATES

Occupation	Number	Per cent
Vocational Agricultural Instructor	70	62.0
Farmers	7	6.1
Veterans Agricultural Instructor	4	3.5
Graduate School	4	3.5
U.S. Army	4	3.5
Salesman	3	2.6
Soil Conservation	3	2.6
U.S. Air Force	2	1.7
U.S. Navy	2	1.7
County Extension Agent	2	1.7

Since graduation some of the graduates have changed professions. Twenty served their country in the armed services. Vocational agriculture was taught by 81 and veterans' agriculture was taught by 28. There were four in agriculture extension. Ninety-six of the graduates are married, or 85 per cent of those returning the survey questionnaire. There were seventeen single at the time of answering the survey.

The graduates are employed in fourteen states with South Dakota leading with 65, Minnesota - 29; Iowa - 5; Nebraska - 3; California - 2; Georgia - 1; Illinois - 1; Kentucky - 1; Montana - 1; Oregon - 1; South Carolina - 1; Tennessee - 1; Texas - 1; and Virginia - 1.

Agriculture Education Graduates Having Taught Vocational Agriculture

It is interesting to study the various reasons as to why eleven of the 81 graduates who have taught vocational agriculture are no longer in the field. Only four left the field for better financial rewards and three were called into the armed services. Another graduate felt he was better qualified for coaching; one felt that in teaching it is hard to measure accomplishments while in present work there is something tangible to show. Because he felt that he was lacking cooperation from the school administration was given as another reason. One graduate desired to increase his education and is doing graduate work.

Nine graduates stated that the teaching of vocational agriculture has helped them in their new professions. Basically the reasons are the same for all nine; experience in working with boys and contact with people have helped in better relations with the public and especially with farmers. In addition, one graduate mentioned his visual aid work was a definite help, and another felt that his present job demands a basic knowledge of agriculture. Four think that they obtained their present position because of having taught vocational agriculture.

Three of the eleven graduates who had taught at one time are planning to return to the field of teaching vocational agriculture for the same reason: a desire to teach, more interest in the course, and the pleasant surroundings and relations. Four have definitely decided not to return and four others are undecided. Of these not returning; one has better salary, two like their present work better, and one says he enjoys living like a free citizen.

Of the 81 graduates who have taught vocational agriculture, two have taught for seven years, seven have taught for six years, six have taught for five years, twelve have taught for four years, and the remaining 54 have taught for less than four years.

TABLE VI THE SCHOOL LEVELS IN WHICH
 AGRICULTURE EDUCATION GRADUATES
 HAVE BEEN EMPLOYED

School levels	Number years	Teaching years
Junior-Senior High School	167	2.06
Senior High School	72	.89
Teaching Veterans-on-the-Farm Training	17	.21
Teaching Academic Courses in Junior-Senior High School	16	.20
College	5 1/2	.07
Private or Parochial Schools	1	.01
Other - Crippled Children's Hospitals and schools	1	.01

Agriculture Education Graduates Not Having
 Taught Vocational Agriculture

Of the 113 who returned the survey there are 32 who have never taught vocational agriculture. These individuals gave numerous reasons for not going into this field. The reasons were the following: greater need for veterans on-the-farm training teachers; called into armed services; desire to farm; desire to work with adults; and greater freedom for success in other fields. Ten plan to teach vocational agriculture someday and ten are sure they never will, while twelve are undecided. Those not intending to teach vocational agriculture feel that other jobs offer greater financial opportunity and more freedom and greater opportunity for personal initiative.

However, most of the individuals who are entering the armed services when graduating intend to teach vocational agriculture on release from the services.

The advantages of teaching vocational agriculture over other types of work can be described in various terms. Eighty-three per cent of the 113

mentioned that it qualifies one for other professions and 79 per cent enjoy good social relationships. An opportunity to be active in other agricultural activities, was checked by 72 per cent of the graduates. Seventy-nine of the 113, or 69 per cent like its freedom from monotony. To lend support to this is the fact that 69 per cent also find the work enjoyable, stimulating, and interesting. Seventy-seven listed an opportunity to contribute to society by helping youth and 67 indicated a satisfaction derived from pupil progress. Seventy-two feel it is a healthy occupation and 70 enjoy the opportunity to be employed all year. To be able to contact the students' parents was given by 64 graduates. Less than half listed financial reasons, with 55 thinking the pay better than other teachers and only 15 thinking it better than other professions. Forty-one per cent felt that community interest, prestige, and publicity was an advantage.

TABLE VII. ADVANTAGES FOR ENTERING FIELD OF TEACHING VOCATIONAL AGRICULTURE

Advantages	Number	Per Cent
Qualifies one for other vocations	94	83
Good social relationship; meeting people, etc.	90	79
Opportunity to be active in other agricultural activities	82	72
Enjoyable, stimulating, and interesting	79	69
Freedom from monotony	79	69
Opportunity to contribute to society by helping develop youth	77	68.1
Healthful occupation - keeps one active, young, and outdoors to a certain extent	72	63.7
Opportunity to be employed the entire year	70	62.0
Satisfaction derived from pupil progress in mental and social activities	67	59.3
Opportunity to contact students' parents	64	56.6
Better pay than other teachers	55	48.7
Community interest, prestige, and publicity	47	41.6
Better than other professions for pay	15	13.3

Some other advantages listed were: requires originality and versatility; program is flexible; pleasing weather environments, inside in winter and outside in summer; stepping stone to a better job; free time to do what one wants to do.

Short tenure, insecure future, and poor retirement system and long and irregular hours were disadvantages listed most often by the 113 graduates that answered the survey. The next disadvantage that received 45 checks was that the public does not recognize the need or true values being obtained from vocational agriculture. Lack of adequate facilities in class rooms and finances and lack of farm shop were mentioned by one-third of the graduates. Twenty-eight felt that pressure from public and resulting nervous strain was a disadvantage. About 19 per cent think they are overloaded with classes and 18 per cent feel they lack cooperation from administration and teachers. Only eighteen graduates mentioned low pay in comparison with other professions. Lack of proper recognition in field of education was given by fifteen of the 113 who answered the questionnaire. Only ten are in disagreement of a school policy that requires every boy to enroll in agriculture, but three are in favor of the state requiring farm boys to take vocational agriculture. A very low percentage think they are over-supervised by the state department or that they have a strict course of study.

TABLE VIII. DISADVANTAGES LISTED BY THOSE
TEACHING VOCATIONAL AGRICULTURE

Disadvantage	Number	Per Cent
Short tenure, insecure future, poor retirement system	51	45.1
Long and irregular hours	49	43.4
Public does not recognize need or true value being obtained from vocational agriculture	45	39.8
Lack of adequate finances and class room facilities	38	33
Lack of farm shop in schools	37	32
Pressure from public, nervous strain	28	24.9
Overloaded with other classes	22	19
Lack of cooperation from administration and teachers	21	18
Low pay or underpaid	18	15.9
Lack of proper recognition in field of education	15	13.3
School policy requires every boy to enroll in agriculture	10	8.8
Over-supervision by state department	4	3.5
Strict course of study	3	2.6
State does not require farm boys to take vocational agriculture	3	2.6

The one significant thing is that the graduates indicated a far greater number of advantages than disadvantages for entering the field of teaching vocational agriculture. Ninety-four or 83 per cent marked the most often mentioned advantage while 51 or only 45 per cent marked the most popular disadvantage. Forty-seven was the lowest number of graduates that checked an advantage in Table VII and three was the lowest number that checked a disadvantage in Table VIII.

Some of the graduates listed a few other disadvantages that might be interesting. They are as follows: Not enough time in a day to accomplish all the objectives; school and state department expects you to have an adult and

young farmers class besides a full day of teaching; class periods are too short to make field trips; too much expected of teachers because people do not allow teacher to live as a human being; pressure from parents; full time department takes a lot of time; too many incompetent people have authority over you; limited opportunities to be active in other agriculture opportunities; have to work with adolescents who have poor home training; and teacher placement by agriculture department has too much influence instead of individual using own initiative.

Education of Graduates

Eighty-five graduates said they would major in the same fields if they could re-enter college at the present time.

One graduate was undecided and three gave no response but 24 said they would choose another field. Following is a table that gives the reasons for their new choice.

TABLE IX. DESIRE OF GRADUATES TO MAJOR IN THE SAME FIELD IF THEY COULD REENTER COLLEGE AND START OVER AGAIN. CHOICE OF NEW FIELD OF STUDY.

Yes - would major in the same field 89
 No - would not major in the same field 24

New Major	Number Entering	Reason
Veterinary Medicine	7	Self-employment, better pay
Engineering	5	More opportunities for advancement.
Agronomy	3	More opportunity in industry and research.
Education science	1	Teaching science and has not used agriculture education.
Business administration	1	Feels it would be a qualification for agriculture industry.
Pharmacy	1	More security.
Dairy	1	Easier to specialize in one field.
Animal husbandry	1	Farming now, feels it would be of more help.
Poultry husbandry	1	Large number of jobs opened, better advancement.
Chemistry	1	No reason given.
Agriculture Economics	1	Feels economics most important.
Medical school	1	Better working conditions.

It would seem that most of the graduates who would choose a new field of study are interested in more security in their profession and better opportunities for advancement. One may disagree with some of these reasons and question others, but all of these things should be taken into consideration when one is planning for a future profession.

Since 75 per cent of the 113 graduates that answered are willing to major in the same field we can assume that agriculture education can be

a satisfying curriculum to follow.

When asked whether agriculture students should have five years of college training the answers were almost even, with 57 for more school and 53 against five years. Two were undecided and one gave no response. Following is a table giving the reasons for their responses.

TABLE X. REASONS GIVEN FOR A FIVE-YEAR TRAINING PROGRAM FOR TEACHERS OF VOCATIONAL AGRICULTURE

Reasons	YES responses	Number
Need more technical and practical training in shop.		30
Give more time for supervised teaching in college.		15
Amount of knowledge that should be acquired needs five years to complete .		2
Should be applied to a master's degree.		1
Improve standards and boost vocational agriculture teachers professionally.		1
Specialize in a field last year.		1
The field is too wide to cover in four years.		1
NO responses		
Experience more important.		15
Present four years are sufficient for teaching vocational agriculture.		9
Would lose good vocational agriculture teachers to other field (many cannot afford five years).		6
Present courses in agriculture education curriculum should be modified to be more practical.		4
Cannot afford to lose that much earning time when compared to wages received after graduation.		2
If really interested will learn enough in four years; if not interested , forty years would not be enough time.		2
Shortage of teachers and a fifth year would create a greater shortage.		2
Would not get paid for extra schooling.		1
Had not used a lot of courses required in agriculture education.		1
Fewer students will enter field if five years.		1
Feels one more year would be of no value (Taught seven years).		1
Fifth year not necessary if person has farm experience.		1

It is phenomenal that half of the graduates think five years of college training is necessary for teaching vocational agriculture. They feel that vocational agriculture is a wide field and one needs to know something about everything. There seems to be some bitterness toward the agriculture education curriculum among the graduates. Many of them feel that too many education courses are loaded on the student and no benefit is derived from some of the courses. Many of the graduates that recommended five years would give no reason but would add that it might be possible to rework the present agriculture education curriculum to give more practical courses in technical agriculture and shop.

Responses to the questionnaire show that the graduates definitely are in favor of more supervised teaching in an active department. Of the 39 who thought that six months were necessary only a few thought they should receive pay for this. Only seven graduates think that more education courses are needed while 36 think that there could be fewer education courses. Public relations seems to be important as 68 graduates suggested adding special courses in this field and 38 would like a short course in news writing. Practical courses in animal husbandry, dairy, and poultry were recommended by the majority of the graduates. It would seem that the graduates might be having difficulty in certain phases of agriculture and some changes might be necessary in the present curriculum.

TABLE XI. RECOMMENDED CHANGES IN THE CURRICULUM OF AGRICULTURE EDUCATION BY AGRICULTURE EDUCATION GRADUATES

Recommended changes for curriculum	Number
Add practical courses in animal husbandry, dairy, poultry, etc.	94
Add special course in public relations.	68
More supervised practice teaching.	66
Accept present course of study with minor changes.	43
Work 6 month supervised on-the-job training in an active agriculture department.	39
Add a short course in news writing.	38
Fewer education courses.	36
Work 3 months supervised on-the-job training in an active agriculture department.	27
More practical farm shop course, including woodwork and mechanics.	13
More education courses.	7
Work emphasis on FFA work, evening classes, and supervised farming program.	3
Add course or unit in program planning.	3
Require more farm management courses.	3
Accept the course of study as is.	3
Add veterinary course to curriculum.	3

Other changes listed are as follows: Education courses should be on a more practical level; more speech work required; add courses in feeds and soil management, including fertilization. One graduate felt that the graduate should work one year in supervised on-the-job training in an active agriculture department.

Another definite need as mentioned in the items is the addition of more farm shop courses, including woodwork and machinery. More farm shops are being added to the present high school agriculture departments

so the need will become greater in the future.

Perhaps the most significant thing in this table is the answer to one of the items. Only three of the 113 graduates of agriculture education accept the present course of study in that field. This should prove that some changes should be made in the agriculture education curriculum. However, since 43 think that only minor changes need be made in the curriculum, it would seem that the course of study is somewhere in line. Therefore, it should not be too difficult to make some satisfactory adjustments or changes.

Graduate Work

Seven of the 113 graduates who answered the questionnaire, or 6.2 per cent, have already obtained their master's degrees. Two majored in agriculture education, and one each in agriculture economics, agronomy, animal husbandry, and dairy husbandry.

Of the remaining 106 graduates who returned the survey 46 have started work towards a master's degree. Five men stated that they do not intend to complete the work necessary for their master's degree and four said that they are undecided whether they will finish the required work. Thirty-seven do intend to complete their work to obtain a master's degree.

TABLE XII. NUMBER OF GRADUATES OF AGRICULTURE EDUCATION THAT HAVE STARTED WORK TOWARDS MASTER'S DEGREES

Major	Number	Average quarter hours completed
Agriculture Education	37	19
Agriculture Economics	4	15
Animal Husbandry	2	20
Rural Sociology	1	40
Poultry	1	29
Agronomy	1	20

From the above table we can see that the majority of the graduates are working for their master's degree in their own field, agriculture education. Four have changed to agriculture economics and two to animal husbandry.

Many graduates who have started their work towards a master's degree did not respond concerning the minors they had chosen in their graduate work. Twenty-three gave the following choice:

TABLE XIII. MINOR COURSE OF STUDY CHOSEN BY AGRICULTURE EDUCATION GRADUATES WHO HAVE STARTED WORK TOWARD A MASTER'S DEGREE

Minors chosen	Number
Supporting courses in technical agriculture	9
Animal husbandry	9
Agronomy	2
Psychology	1
Rural Sociology	1
Chemistry	1

It would seem that the agriculture education graduates are very interested in furthering their education. Seven graduates already have their master's degrees, 46 have started work, and 21 plan to start work in the future towards a master's degree. Thirty-four, or only 30 per cent, have definitely stated that they will not work towards an advanced degree. Five are undecided.

TABLE XIV. THE NUMBER OF SOUTH DAKOTA STATE COLLEGE AGRICULTURE EDUCATION GRADUATES WHO HAVE THEIR MASTER'S DEGREES WHO INTEND TO WORK TOWARD MORE, WHO DO NOT INTEND TO WORK TOWARD MORE, AND THOSE WHO ARE UNDECIDED ABOUT WORKING TOWARDS A MASTER'S DEGREE.

Graduates	Number	Per Cent
Have started work toward degree .	46	40.7
Do not intend to work toward degree.	34	30
Intend to start work toward degree.	21	18.5
Have degree.	7	6.2
Undecided.	5	4.4

Two of the seven graduates who have their master's degrees are planning on working toward a doctor's degree. Two gave no response and three said they are not interested in Ph. D. degrees.

Some of the graduates gave definite answers in response to the questionnaire asking about other graduate or education plans. They plan to take special courses and many of them plan to work for life certification in teaching.. Some of them want certificates in administration and guidance.

Agriculture education graduates are interested in their co-workers and in their communities or there would not be so many members in the following organizations. The different teacher and vocational associations claim the most members. The Junior Chamber of Commerce is well represented and so is the American Legion.

TABLE XV. MEMBERSHIP OF SOUTH DAKOTA STATE COLLEGE AGRICULTURE EDUCATION GRADUATES IN PROFESSIONAL ORGANIZATIONS

Professional organizations	Members
State Vocational Association	75
State Teachers Association	72
National Vocational Association	62
Local Teachers Association	59
American Legion	49
National Education Association	40
Junior Chamber and Chamber of Commerce	22
Coaches Association	2
State Health Association	1
Rotary Club	1
Kiwanis Club	1
Farm Bureau	1
VFW	1
American Association for Health	1

The average starting salary for all the graduates that responded to the questionnaire is \$3775.81 and the average salary since graduation is \$4,233.13. This shows an increase of \$457.32 over the starting salary. The class of 1947 seems to have the largest increase since

their first job, with an average increase of \$838.90. No doubt this is due to the fact that they have more years of teaching experience. The classes of 1951 and 1952 have small increases but this should improve with a few more years of experience.

Some other outside incomes not listed on table were selling hybrid seed corn, secretary of Fair Association, and part time teaching of veterans. There are 33 graduates who have outside income and eleven of those have their income from land. There are six graduates receiving disability compensation and four each have income from livestock and inspection of certified seed.

Sixty-five graduates of the 113 answering the survey started their first jobs in teaching vocational agriculture. Veterans instructors were the first jobs for 24 of these 113 graduates. Eleven entered the armed services after graduation and three took their first jobs in agriculture extension.

FINANCIAL INFORMATION

TABLE XVI AVERAGE INCOME

	1946	1947	1948	1949	1950	1951	1952	1953	Total
Number of graduates.	3	10	18	18	22	16	33	19	139
Number responding.	3	9	14	16	18	14	25	14	113
Have outside income.	1	3	5	4	7	3	8	2	33
No outside income.	1	6	9	12	11	9	15	11	74
Outside income from land.	0	3	2	0	1	1	4	0	11
Outside income from livestock.	0	1	1	1	1	0	0	0	4
Outside income from disability compensation.	1	0	2	2	0	1	1	0	6
Outside income from certified seed inspection.	0	0	1	1	1	0	0	1	4
First job teaching vocational agriculture.	1	3	9	10	13	10	10	9	65
First job teaching veterans.	1	5	3	5	3	2	5	0	24
First job in armed services.	0	0	0	0	0	0	7	4	11
First job in agriculture extension.	0	1	0	1	1	0	0	0	3
Average income first year employed.	3600.00	3594.44	3603.57	3781.25	3652.78	4100.91	3906.82	3966.67	3775.81
Average income since graduation.	3783.33	4433.34	4395.00	4029.81	4123.83	4285.73	3947.73	3966.67	4233.13

Iowa has the highest average starting salary of vocational agriculture instructors, with Montana next. But since there are only four in Iowa and one in Montana this might not be a true picture. Minnesota is slightly higher than South Dakota for vocational agriculture but the opposite is true for veterans instructors. The South Dakota veterans instructors receive an average of \$276.71 over the Minnesota veterans instructors. Minnesota started its program for veterans training a few years sooner. Starting salaries have increased in recent years so this may be the reason that South Dakota has a higher starting average.

TABLE XVII. AVERAGE STARTING SALARY OF SOUTH DAKOTA STATE COLLEGE GRADUATES WHO ARE TEACHING VOCATIONAL AGRICULTURE

State	Average Starting Salary	Number Started
South Dakota	3798.75	40
Minnesota	3884.00	15
Iowa	4325.00	4
Nebraska	3800.00	4
Montana	4000.00	1
Average Starting Salary of Veterans Instructors		
Minnesota	3854.54	11
South Dakota	4131.25	8
Average Starting Salary of all vocational agriculture instructors		3971.05
Average Starting Salary of all veterans instructors		3794.53

The following table shows how the starting salaries have increased since 1947. It shows the average salary for each year and the increase since 1947. In 1953 the average starting salary was \$4172.22 which was an increase of \$838.89 since 1947.

TABLE XVIII. AVERAGE STARTING SALARY OF
VOCATIONAL AGRICULTURE
INSTRUCTORS BY YEARS

Year	Number Starting	Average Salary	Increase over 1947
1947	3	\$3333.33	
1948	9	3500.00	166.67
1949	10	3710.00	376.67
1950	13	3719.00	385.90
1951	10	4076.00	742.67
1952	10	4135.00	801.67
1953	9	4172.22	838.89

General Comments of Graduates

Most of the graduates who are teaching vocational agriculture stated that they really enjoy this vocation. Many of the graduates stay in the field of teaching vocational agriculture because of the great self-satisfaction in working with and helping farm boys. Another interesting comment made by several graduates is their belief that public relations is one of the important keys to a successful vocational agriculture department. A large number of vocational agriculture teachers feel that their background in some phases of shop is pretty "thin" or weak.

Many graduates who have left the field of teaching vocational agriculture have left because of financial reasons. In many cases they receive a higher salary for a year than some of the other teachers. However, when calculating it on a monthly basis their salary is lower than many or even most of the other teachers on the faculty. Some of the agriculture education graduates feel that the salary of vocational agriculture instructors should be comparative to prevent the moving of teachers from state to state because of salary differences.

SECTION IV

SUMMARY AND CONCLUSIONS

The writer obtained the names and addresses of 139 graduates that had received their degrees in agriculture education from South Dakota State College during the years 1946 through 1953. A type of survey questionnaire was sent to each of these graduates with 113 or 81 per cent returning their answers.

Through the study involved in the completion of this problem the purposes for which this project was started have been reached.

Following are the conclusions and facts obtained through this study:

1. The main reason why students chose agriculture education as a major at South Dakota State College was because of an interest in agriculture.
2. Very few of those graduates who have taught vocational agriculture have left their profession. Eighty-one of the 113 returning the survey have taught vocational agriculture and only eleven have left for some other vocation. Four left for better financial advancements, three were called into the armed services, and four were displeased with the field. Three of these eleven who have left teaching vocational agriculture plan to return, four are undecided, and four have decided definitely not to return. From these conclusions we can assume that the teachers are well satisfied in the field of vocational agriculture and that the turnover of teachers leaving this field will continue to be low.
3. Thirty-two of the 113 who returned the questionnaire have never taught vocational agriculture. However, ten of these 32 plan to teach vocational agriculture in the future so we will conclude that there will be 91 graduates, or 81 per cent of the 113, who will teach vocational agriculture at some time.
4. A certain number of agriculture education graduates do not teach vocational agriculture but go into other fields that are closely related. For instance, 28 of the 113 have taught veterans agriculture

at some time, four are farmers, three men are in soil conservation and two are county extension agents.

5. After release from the armed services those agriculture education majors who entered the services upon graduation are planning to teach vocational agriculture.

6. Eighty-five per cent of the 113 agriculture education graduates are married. These men are comparatively young as they graduated from 1946-53. The writer is of the opinion that the vocational agriculture instructors are satisfied with their vocation and therefore are more ready to marry and "settle down" than are many other young men of the same age group.

7. The majority of the 113 respondents were of the opinion that the agriculture education curriculum is loaded with too many education courses from which little benefit is derived. Their recommendations were that more practical courses in technical agriculture and shop should be substituted.

8. Animal husbandry, general science, technical agriculture, and agronomy were the most popular minors, in the order listed. General science comes in this category because of the number of courses in chemistry and zoology required for a major in agriculture education.

9. The vocational agriculture teacher must be well instructed in all fundamentals of agriculture. Most of the vocational agriculture teachers supervise general livestock and dairy judging teams but many of their activities and judging teams are broad and varied. (Table III.)

10. The average income of agriculture education majors since graduation is \$4233.13, and the average starting salary is \$3775.81. (Table XVI)

11. The starting salaries for vocational agriculture instructors have increased. Average starting salary in 1947 was \$3333.33 and in 1953 was \$4172.22. This is an increase of \$838.89 in six years. (Table XVIII)

12. There were many advantages listed for entering field of vocational agriculture but those mentioned most are:

- a. Qualified one for other vocations.
- b. Good social relations.

- c. Opportunity to be active in other agricultural activities.
- d. Freedom from monotony.
- e. Enjoyable, stimulating and interesting. (Table VII)

13. Short tenure, insecure future, poor retirement system and long irregular hours were the disadvantages listed most often by the graduates. However, it is apparent that the graduates are of the opinion that there are far greater advantages than there are disadvantages in the field of teaching vocational agriculture.

14. Seventy-five per cent or 85 of the 113 respondents would again major in agriculture education if they would reenter college at the present time. Twenty-four said they would choose another field and seven of these 24 would major in veterinary medicine. The writer assumes that the present agriculture education curriculum can be a satisfying curriculum to follow. (Table IX)

15. The questionnaires uncovered the fact that 65 of the 113, or 58 per cent, were employed in the state of South Dakota. Twenty-nine were employed in the neighboring state of Minnesota, and the remaining nineteen are divided among twelve states. One might conclude that the state of South Dakota reaps most of the harvest of the education given at South Dakota State College. Many students from Minnesota attend South Dakota State College because of its proximity to the Minnesota border. Consequently many of these graduates or students will return to Minnesota upon graduation.

16. The majority of the agriculture education graduates who are working towards a master's degree are continuing in the field of agriculture education. To date, seven have obtained their master's degrees and 46 have started work toward a degree. The writer assumes that this group of graduates is a progressive group and that they are very educational minded since so many are furthering their education.

17. The 113 respondents are interested in their co-workers and in their communities because they belong to many professional and civic organizations. (Table XV)

18. Most of the teachers of vocational agriculture who answered the questionnaire stated that they really enjoy their vocation.

After completing this study the writer has arrived at the conclusion that teaching vocational agriculture is indeed a "chosen field". The majority of those that are teaching in this field are happy and well satisfied. In the writer's opinion, life would be very empty and meaningless if one did not enjoy one's work and find the results thereof satisfying. Those graduates who are teaching vocational agriculture are among the fortunate ones.

SECTION V

RECOMMENDATIONS

The modern people of today, no matter whether they are Democrats or Republicans, all know how to criticize. The administrators, teachers and the public are all members of this group. To criticize is comparatively easy but to recommend a solution to the problem is something that requires more thought so that an explanation can be given for any suggested changes. In the field of vocational agriculture we need changes every day for our needs are changed every day. We know the curriculum must change and we also know that the agriculture education student must change his views, ideas and entire scope to meet with the changing world.

The writer has divided his recommendations into two groups, one to the agriculture education department and the other to the agriculture education student. These recommendations are in no way complete as this could be a problem in itself.

In studying the answers of the questionnaires the writer obtained the impression that the agriculture education graduates would like fewer education courses and more courses in technical agriculture and shop. From these suggestions and his own ideas gained while he was teaching vocational agriculture the writer will attempt to make recommendations to the agriculture education department on changes and additions to the

curriculum. They are as follows:

1. Add a 2-credit course in public relations. This course might contain the following units: the interview; making an inquiry; selling yourself; letter of application; discipline; speaking to farm groups; and farm visits. Other units could be included but those mentioned are essential. This course should be taught by the agriculture education teacher trainer for he would know the problems the young graduate encounters when entering the field of teaching vocational agriculture.

2. Add a 5-credit course in general farm shop. Include the following units in which the subject matter is taught and demonstrated, but the practical work is to be done by the student; building, mostly working with wood; welding; concrete work; farm machinery; and rope work. Eighty per cent of the course should be spent in practical work by the student and twenty per cent in class room instruction. The writer recommends that this course might be more profitable to the agriculture education major if he were required to take this course when he was a senior. The agriculture education teacher trainer should visit this class from time to time to observe its conduct.

3. The writer and those graduates who returned the survey are of the opinion that the time spent in practice teaching was inadequate. The writer should like to make the following recommendations regarding this course in supervised student teaching of vocational agriculture: During the summer prior to the school year that the student will practice teach he should spend two weeks in training while working with a vocational agriculture instructor. A good time might be in August when most of the vocational agriculture teachers are preparing their students for some fair or other exhibition. It might be profitable to have the agriculture education student spend one week with one instructor and the other week with another instructor. If possible, the student could work in an area where he plans to obtain a job upon graduation. The actual time spent in practice teaching should be divided thus: Observing for one quarter in the Brookings high school while attending college; half the time observing the class room work and the other time in the shop. The actual practice teaching should consist of four weeks with the following divisions: First day of the first week should be spent in observing, and the student should only instruct one class each day for the remainder of the week; The student should instruct two classes each day for the second week; The student should instruct all the classes the third week; He should visit three different vocational departments throughout the state during his fourth week and spend about two days in each department. When the student returns to

college he should prepare and give a report to the agriculture education department. His report should include his experiences, discoveries, problems, and his suggestions and conclusions. The writer suggests that the credits earned through practice teaching should be raised from five to ten.

4. The general complaint among the graduates is that they receive little value from their education courses and many of them think too much time was spent in generalities instead of getting to the point. The writer realizes that every major requires so many credit hours and it would be difficult to change this plan. One way to alleviate this problem is to reduce some of the education courses to 2 quarter hour credits, or to combine some of the courses. This certainly would eliminate the waste of time these courses seemed to be to the graduates.

5. Add more technical agriculture courses. The writer recommends that a course in the following be required for agriculture education students during their senior year: swine, sheep, beef, dairy, and poultry production; units in judging in each of the above mentioned livestock; practice work in clipping cows, castrating swine and beef, castrating and docking lambs, dehorning cattle, vaccinating, culling chickens, shearing sheep, and other practical work of this nature; practice work in soils and agronomy such as grain judging, grading grain, weed and forage identification, tiling, terracing, laying contour lines, soil land use judging, and other work similar to those mentioned.

6. Add a unit in business and farm law to the course in principles of economics. Many problems of law are brought before the vocational agriculture instructors. Some of these problems concern the building of fences, ditching, and real estate property.

7. When a course is listed, the writer would like to see the name of the instructor who will teach the class listed with the course.

8. As a concluding recommendation to the agriculture education department add the course principles of vocational agriculture education to the required list of all principals and superintendents.

There are many things involved in the making of a successful vocational agriculture teacher. The writer would like to pass on

some recommendations he obtained through the study of this problem and also through his own experience as a vocational agriculture teacher:

1. In all your actions in and out of teaching be a diplomat.
2. Make it a definite point to get along with your principal and superintendent. Try to sell the vocational agriculture program to the administration. Consult them on problems even though they are unfamiliar with them. In short, educate your administrators. Generally you will find if you stay out of trouble in the community the superintendent is satisfied. You may have to do more educating of the principal, but only as a last resort go to the superintendent for assistance. It is very important to let your administrators know that you realize that they are in a position of authority.
3. Be a part of the high school faculty. Join the local teachers associations and be willing to serve on committees which act for the welfare of the teachers as a group. Be courteous and cooperative because the other teachers often complain to the principal when you make a field trip with your vocational agriculture class. You may get some unjust criticism at times but remember to think with your head and not your emotions. However, do not allow yourself to be pushed in the background but maintain your position with dignity.
4. The vocational agriculture teacher should acquaint the school administrators and the school board of the program in vocational agriculture and the activities of the Future Farmers of America. One method would be to make an annual activity report to the administration and school board. Another method is to invite these people to the annual FFA banquet. Also invite the editor of your local newspaper to the banquet.
5. Have a strong FFA chapter. This helps to draw the better farm boys into vocational agriculture and also helps to sell your department to the community. The FFA may be the key to success for a young inexperienced teacher. He can sell himself faster to the boys and to the community through this organization than through any other means.
6. Develop pride in agriculture by having pride yourself. Many city boys still like to ridicule the farm boy. A short explanation about

this problem by the instructor to the farm boys will help to gain their confidence.

7. The local vocational agriculture teacher should know the groups of the community that have similar goals in agriculture. The county agent and district soil conservation specialist can be of great help because you can get a wealth of information about the community and local farmers. The extension service has a good system of passing down information to their specialists. If the vocational agriculture teacher can have this information made available to him, he will usually be up to date on the latest agricultural happenings or discoveries. Knowing and understanding the goals of the county agent and district soil conservation specialist help to make good agricultural relationships.

8. The agriculture education student is very busy in college and may feel that there is no time to join clubs and organizations. The writer believes that membership in a few organizations as the Agriculture Education Club and the Ag Club on the campus are very worthwhile as they will benefit him when he is teaching. He should try to be on a judging team of some kind at least once. This will give him experience in judging and also inform him about the details involved in coaching or supervising a judging team.

9. Another suggestion to the vocational agriculture teachers is to keep your credentials up to date in a Teachers Bureau of your choice. After teaching a year or two, ask your superintendent and principal to make an evaluation sheet for the Teachers Bureau. Sometimes job opportunities are suddenly available and if your credentials are up to date you can apply immediately for the position.

10. There must be a continuous flow of public relations material going out to the public concerning the activities of the boys and the FFA. Through this publicity friends and supporters of the vocational agriculture department and FFA may be gained.

Enrollment trends of our public schools are increasing each year. Many teachers are leaving their profession and among them are vocational agriculture instructors. All indications point toward a continuing increase in enrollment in our public schools but not a corresponding increase in the teacher personnel. There is a shortage of instructors

for vocational agriculture at the present time and judging by the current trends the shortage will be greater. More men must be trained in this profession and ways and means to keep them in the profession after they are trained must be investigated. The writer humbly hopes that in some small way his problem may prove helpful for these purposes.

SECTION VI

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SECTION VII

APPENDIX A

May 28, 1954

Harry Franz
Luverne Public Schools
Luverne, Minnesota

Dear Mr.

You are an Agriculture Education Graduate of South Dakota State College and as such your help will be needed to complete this survey. My graduate problem is a study of the present occupational status of the Agriculture Education Graduates since World War II. I know how busy you are, but I hope you will give me your professional assistance by completing the enclosed questionnaire.

I believe the final results of this study would be of interest and value to all of us.

In anticipation of your cooperation I wish to express my sincere appreciation and thanks.

Sincerely yours,

Harry Franz

P. S. The survey may be completed at your convenience but hope you will be able to return the questionnaire within the next two weeks.

APPENDIX B

SURVEY QUESTIONNAIRE

"A SURVEY OF THE OCCUPATIONAL STATUS OF POST WORLD WAR II AGRICULTURE EDUCATION GRADUATES OF SOUTH DAKOTA STATE COLLEGE."

1. Personal Data:

Name _____ Date of graduation from college _____

Address _____ Marital Status - Married ()
Single ()

Present profession _____

A. What were your minor fields of study, excluding Agriculture Education courses?

1. _____
2. _____
3. _____

B. Why did you choose Agriculture Education as your major field?
(Mark those you consider most important with an X)

1. Desire to become a teacher ()
 2. Opportunity to work with farm youth ()
 3. Wanted to teach vocational agriculture ()
 4. No room for me on the home farm ()
 5. My interest in agriculture ()
 6. Influenced by my parents ()
 7. Influenced by my high school agriculture instructor ()
 8. Looked like a field of prosperity financially ()
 9. Didn't want to farm, but wanted to do something in the field of agriculture ()
 10. Excelled in FFA work while in high school ()
 11. Felt it would be enjoyable profession ()
 12. Thought best suited for this field ()
 13. Any other reasons not listed _____ ()
-

C. Do you teach regular classes in addition to your vocational agriculture? Yes () No (). If so, what?

- 1. Sciences()
- 2. English ()
- 3. Industrial Art ()
- 4. Social Studies.....()
- 5. Mathematics.....()
- 6. Adult Agr. Evening Class...()
- 7. Young Farmers Class.....()
- 8. Veterans Instruction.....()
- 9. Others _____

D. When you were employed as a vocational agriculture instructor did you teach regular classes in addition to vocational agriculture? (Mark above with XX if so)

E. What FFA activities and judging teams do you supervise?

- 1. General livestock ()
- 2. Dairy..... ()
- 3. Dairy Products..... ()
- 4. Poultry..... ()
- 5. Crops.....()
- 6. Farm Mechanics.....()
- 7. Public Speaking ()
- 8. Parliamentary Procedure ()
- 9. Farm Management ()
- 10. FFA Basketball..... ()
- 11. Program of Work ()
- 12. Annual FFA Banquet ()
- 13. FFA Camp or Trip ()
- 14. Meats..... ()
- 15. Others _____

F. What different professions have you been in since graduation?

- 1. _____
- 2. _____
- 3. _____

II. For Those Having Taught Vocational Agriculture:

A. If you are no longer in the field of teaching Vocational Agriculture:

- 1. In what vocation are you now? _____

2. What were your reasons for leaving? _____

3. Do you think your teaching of vocational agriculture or some other agriculture work has been applicable and valuable to your success in your present field? Yes () No ()
 Why? _____

4. Was it because of your teaching of vocational agriculture that you obtained your present position Yes () No ().

B. If you have taught vocational agriculture and have left the field, do you intend to return to the field of teaching vocational agriculture? Yes () No () Undecided (). Why? _____

C. If you taught vocational agriculture and left the field, have you already returned to the field of teaching vocational agriculture: Yes () No. (). Why? _____

D. In what educational institutions have you been employed? (Indicate by two XX's where you are now employed)

		<u>No. of Years</u>
1. Junior high school	()	_____
2. Senior high school	()	_____
3. Junior & senior high school	()	_____
4. Junior college	()	_____
5. College	()	_____
6. Private or parochial school	()	_____
7. Other _____		_____

III. For Those Not Having Taught Vocational Agriculture:

A. If you have never done any form of agriculture instruction, what was the cause or reason for this? _____

B. If you have never taught vocational agriculture, do you intend to do

so some time in the future? (Yes () No ()). Why? _____

IV. Advantages and Disadvantages of Vocational Agriculture:

A. Below are listed some advantages for entering the field of teaching vocational agriculture. (Mark those which meet your approval with and X)

- 1. Qualifies one for other vocations ()
- 2. Better pay than other professions ()
- 3. Better pay than other teachers ()
- 4. Freedom from monotony ()
- 5. Good social relationship; meeting people, etc. ()
- 6. Healthful occupation - keeps you active, young, and outdoors to a certain extent ()
- 7. Opportunity to be active in other agriculture activities ()
- 8. Satisfaction derived from pupil progress in mental and social activities ()
- 9. Community interest, prestige, and publicity ()
- 10. Enjoyable, stimulating, and interesting work ()
- 11. Opportunity to contact students parents ()
- 12. Opportunity to contribute to society by helping to develop youth ()
- 13. Opportunity to be employed the entire year ()
- 14. Any other reasons not listed _____

B. Below are listed some disadvantages for entering the field of teaching vocational agriculture. (Mark those which meet your approval with an X)

- 1. Overloaded with other classes ()
- 2. Low pay or underpaid))
- 3. Short tenure, insecure future, poor retirement system.. ()
- 4. Long and irregular hours ()
- 5. Pressure from public, nervous strain..... ()
- 6. Public does not recognize need or true value being obtained from vocational agriculture ()
- 7. Lack of farm shop in school ()
- 8. Lack of adequate finances and class room facilities.... ()
- 9. Lack of cooperation from administration and teachers... ()
- 10. State does not require farm boys to take vocational ag. . . ()
- 11. School policy requires every boy to enroll in agriculture .. ()
- 12. Lack of proper recognition in the field of education ()
- 13. Over supervision by the state department ()
- 14. Strict course of study ()
- 15. Other reasons not listed, _____

V. Thoughts on Education:

A. If you could reenter college and take your four years of schooling over again, would you major and minor in the same fields? Yes () No (). If your reply is "no", what would you pursue as a new course of study?

Major _____

Minor _____

Why the new course of study? _____

B. Do you think that agriculture education students should have five years of college training? Yes () No (). Why? _____

C. Below are listed some changes in the course of study for agriculture education students in college. (Mark those which meet your approval with an X)

1. More supervised practice teaching.....()
2. More education courses()
3. Fewer education courses()
4. Add special course in public relations()
5. Add a short course in news writing()
6. Add practical courses in Animal Husbandry, Dairy, Poultry, etc ()
7. Work in six months supervised on the job training in an active agriculture department..... ()
8. Work in three months supervised on the job training in an active agriculture department..... ()
9. Accept the present course of study as is..... ()
10. Accept the present course of study with minor changes..... ()
11. Other changes you would recommend _____

VI. Graduate and Professional:

A. Graduate work:

1. Do you have your Master's Degree? Yes () No ().
2. Have you completed any work toward a Master's Degree? Yes () No (). If so, list

	No. of credit hours	
	<u>Quarter</u>	<u>Semester</u>
Major _____	_____	_____
Minor _____	_____	_____

Do you plan to work toward your Master's Degree? Yes () No ().
If so, list -

Major _____

Minor _____

4. If you have your advanced degree, do you plan to work towards a
PH, Degree? Yes () No ().

5. Other graduate or education plans _____

B. Professional Organizations - Mark with an X those you are a member.

- | | |
|-----------------------------------|---------------------------------|
| 1. State Teachers Assoc.....() | 6. Local Teacher Asso..... () |
| 2. NEA..... () | 7. State Health Assn..... () |
| 3. American Legion () | 8. Natl. Vocational Assn... () |
| 4. Junior Chamber () | 9. Coaches Assn..... () |
| 5. State Vocational Assn..... () | 10. Other _____ |

VII. Financial and General:

A. Financial.

1. What was your income the first year after graduation? _____

2. Do you have outside income? Yes () No (). What from? _____

3. What has been your average income since you graduated from
college? _____

B. General.

1. Was your first job after graduation teaching vocational agriculture?
Yes () No (). If not, what was your first job? _____

2. Would you go farming today if the opportunity presented itself?
Yes () No ().

3. Do you intend to change your profession in the future? Yes ()
No (). If so, what to _____

4. Do you intend to farm some time in the future: Yes () No ().

5. What has been your average tenure on a job? _____

VIII. Please add any comments you might Wish to make: