

A STUDY OF THE JOB AND EDUCATIONAL EXPERIENCES OF
NORTH DAKOTA VOCATIONAL AGRICULTURE GRADUATES
WHO RECEIVED THE STATE FARMER DEGREE
FROM 1960 THROUGH 1965

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CHAPTER I

INTRODUCTION

It was the purpose of this study to determine the job and educational experiences of North Dakota vocational agriculture graduates who received the State Farmer degree from 1960 through 1965.

The specific objectives of the study were to determine:

1. Their present job or educational status
2. The highest level and nature of their formal educational experiences
3. The number of different types or grades of jobs they had held
4. Their present geographic location.

Delimitation of the Study

This study was limited to gathering the evidence needed to attain the stated objectives. The State Farmer degree recipients represent a select group of Future Farmers of America (FFA) members.

It was not intended to be a study in depth of any particular occupational or educational characteristic or factor related thereto. Nor was the study to analyze the occupational and educational choice of the entire FFA membership in North Dakota or make inferences concerning all vocational agriculture graduates during the time period 1960 through 1965.

Because of the limits of the scope of this study and the time element involved, no control group was used and therefore no comparisons

were made.

Need for the Study

A federal-state-local cooperative program of vocational education in agriculture was originated with the passage of the Smith-Hughes Act of 1917. The primary purpose of instruction offered for students enrolled in high school classes under the provisions of this Act was to prepare persons for farming.

Vast changes in our society since 1917 have created a need to modify the objectives and orientation of vocational education programs in agriculture. The Congress of the United States recognized the need for an improved and expanded program when it enacted the Vocational Education Act of 1963. The Act authorized federal grants to states

. . . to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of State . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.¹

The need for evaluation and adjustment of programs of vocational education in agriculture is emphasized in a publication of objectives prepared by the United States Office of Education:

The purposes of vocational and technical education in agriculture are derived from the broad setting of our democratic society, the public schools, agricultural technology, and

¹Public Law, No. 88-210, 88th Congress, H.R. 4955, December 18, 1963, p. 1.

vocational and technical education. These purposes are three-fold: (1) To contribute to the educational objectives of American public education; (2) To contribute to the controlling purpose of vocational education, which is to "fit persons for gainful employment;" and (3) Specifically, to provide training and retraining for youths and adults which is realistic in light of actual or anticipated opportunities for employment.

In fulfilling these purposes, vocational and technical education in agriculture will be continually evaluated, adjusted, and extended to meet the needs and demands of current technological developments and new social and economic conditions.²

In consideration of this change, it was necessary that the objectives be rewritten to encompass the new provisions. The major program objectives for vocational and technical education in agriculture are:

1. To develop agricultural competencies needed by individuals in or preparing to engage in production agriculture
2. To develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture
3. To develop an understanding of and appreciation for career opportunities in agriculture and the preparation needed to enter and progress in agricultural occupations
4. To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education
5. To develop those abilities in human relations which are essential in agricultural occupations
6. To develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.³

²United States Department of Health, Education, and Welfare, Objectives for Vocational and Technical Education in Agriculture, OE-81011, Bulletin 1966, No. 4, Joint Committee of the United States Department of Health, Education, and Welfare and the American Vocational Association, Government Printing Office, Washington, D. C., 1965, p. 3.

³Ibid., pp. 4, 5 and 12.

The implications of the Vocational Education Amendments of 1968 (P.L. 90-576) for agricultural education are difficult to discuss with assurance at this time since administrative regulations and interpretations have not been finalized. Robert E. Taylor, Director of the Educational Resource Information Center (ERIC) Clearinghouse on Vocational and Technical Education and Professor of Agricultural Education at the Ohio State University, interprets the 1968 Act in the area of program evaluation of vocational education in agriculture as follows:

Increased funding places additional emphasis on accountability for the outcomes of vocational programs. Both annual and long-term evaluations are emphasized. Therefore, there is a new sense of urgency to secure more accurate employment opportunity forecasts, develop definitive educational objectives, and records of students. Further, we need to devise means of evaluating the outcomes of agricultural education instruction beyond the traditional percentages employed in areas trained.⁴

From the time the Future Farmers of America was organized in November of 1928, it has served as an integral part and as an intra-curricular activity of the vocational agriculture programs in the public schools.

The State Farmer degree is conferred to a highly select group of not more than 2 per cent of the active FFA membership. Most North Dakota State Farmers have been enrolled in high school vocational agriculture for three or four years. Minimum qualifications for State Farmer degree candidates (Appendix A) include evidence of specific accomplishments in the areas of leadership, citizenship, and cooperation. They must have a minimum investment in production agriculture and/or show minimum

⁴Taylor, Robert E., "Implications for Agricultural Education--the Vocational Education Amendments of 1968," Agricultural Education Magazine, Vol. 42, No. 1, July, 1969, p. 13.

accomplishments in agricultural work experience.

Since the passage of the Vocational Education Act of 1963, many changes have been made in vocational education in agriculture. The broadened and enlarged program of public high school education in vocational agriculture, of which the FFA is a part, has increased the need for program evaluation.

The continuous evaluation and adjustment of programs will require research and knowledge upon which to base sound decisions. Knowledge of what has happened to the graduates of a particular program will be helpful in program evaluation and in future program planning.

A review of studies of summaries of agricultural education reveals no similar studies of State Farmer degree recipients in North Dakota. This study, along with similar follow-up studies of vocational agriculture graduates conducted in North Dakota, is part of the information needed for program evaluation and planning in vocational education in agriculture. This study was undertaken for the purpose of gathering additional needed information in this area.

Definition of Terms

The following definitions of terms were used for this study:

Agribusiness. Jobs which involve the handling, manufacturing, and processing of agricultural products; jobs which provide services to farmers, and jobs which require knowledge and skills in agriculture; not to include jobs classified as production or professional agriculture.

Agriculture college. A college or college of a university offering instruction leading to a baccalaureate degree in the field of

agriculture.

Armed services. Those federal services on a full-time basis designed for the defense of the United States.

Future Farmers of America. A national organization for students studying vocational agriculture in public secondary schools under the provisions of the National Vocational Education Acts and commonly known as the FFA.

Non-agricultural jobs. Those jobs which are not connected with production agriculture, professional agriculture, or agribusiness and which do not require agricultural knowledge and skill.

Production agriculture. Jobs of an agricultural nature with direct involvement in farming, ranching, horticulture, or forestry as an operator, partner, or employee.

Professional agriculture. Jobs of an agricultural nature which require a minimum of a baccalaureate degree or its equivalent.

Professional, non-agriculture. Jobs of a non-agricultural nature which require a minimum of a baccalaureate degree or its equivalent.

Semi-skilled, non-agricultural. Jobs of a non-agricultural nature in which abilities required are not extensive and may be normally learned in several weeks of on-the-job experience.

Skilled, non-agricultural. Jobs of a non-agricultural nature which require at least several months of vocational and/or technical education or apprenticeship experience beyond the high school level.

State Farmer degree. A level of achievement in the Future Farmers of America organization conferred upon a select 2 per cent of the membership and awarded by the State Association.

Vocational agriculture graduate. A person who graduated from high school and who had completed at least three years of vocational agriculture.

CHAPTER II

REVIEW OF LITERATURE

To the writer's knowledge there have been no organized studies concerning State Farmer degree recipients in North Dakota with objectives similar to those of this study. There have, however, been studies in several other states regarding the status of State Farmers.

Holmquist reported a study of 136 Idaho State Farmers from seven to twelve years after they had received the degree. Farming was chosen as a career by 47.8 per cent of the State Farmers and other agricultural occupations were chosen by 17.6 per cent for a total of 65.4 per cent in the broad field of agriculture. Seventy-eight per cent attended college and 44.9 per cent graduated. More than one half of those who attended college chose to major in agriculture. Of the group studied who were not farming, 62.0 per cent entered a professional occupation; all except four of these were college graduates. Only 44.1 per cent of the State Farmers remained in the community where they attended high school. Nearly 56.0 per cent had moved to other areas of Idaho or to another state.¹

Black, in an earlier study of State Farmers in South Carolina, found that 54.0 per cent were engaged in farming while only 8.1 per cent were in other agricultural occupations. Of the group studied, 47.0 per cent had attended college and 64.6 per cent of these had enrolled in

¹Holmquist, Larry Phil, A Follow-Up Study of the Future Farmers of America Members Who Earned the State Degree in Idaho From 1955 Through 1960, M. S. Thesis, University of Idaho, Moscow, Idaho, 1967.

agriculture.²

In a 1952 study of 168 Colorado State Farmers, Gray found that 70 per cent were established in farming and less than 1 per cent were in other agricultural occupations. Of the group studied, 29 per cent attended college with about 80 per cent of these majoring in agriculture.³

Long, in a 1952 follow-up study of 643 Georgia State Farmers, found that 43.1 per cent were established in farming and 26.8 per cent were in other agricultural occupations or in an agricultural college for a total of nearly 70.0 per cent in the broad field of agriculture.⁴

Weiler, in his 1941 Ohio study, surveyed both the State Farmers and the FFA advisors and found that 87 per cent of the State Farmers remained in farming or related occupations. Of those studied, 17 per cent attended an agricultural college. His study also showed that 84 per cent of the respondents did continue to expand their high school farming programs.⁵

Miller, in a 1948 Michigan study, surveyed 297 State Farmers and found that 56.0 per cent were engaged in full-time farming and 22.0 per

²Black, J. T., "A Study of Present Status of the Future Farmers of America Members Who Earned the State Farmer Degree in South Carolina From 1928 Through 1951," Summaries of Studies in Agricultural Education, U. S. Government Printing Office, Washington, D. C., 1954, pp. 7-8.

³Gray, William Paul, "Occupational Status of Colorado State Farmers," Summaries of Studies in Agricultural Education, U. S. Government Printing Office, Washington, D. C., 1955, p. 36.

⁴Long, W. C., "A Follow-Up Study of State Farmers in Georgia," Agricultural Education Magazine, Vol. 25, December, 1952, p. 140.

⁵Weiler, Warren Ganz, "A Study of the Students of Vocational Agriculture Who Have Been Awarded the Degree of State Farmer," Summaries of Studies in Agricultural Education, U. S. Government Printing Office, Washington, D. C., 1948, p. 107.

cent were in part-time farming or related occupations for a total of 78.0 per cent in the broad field of agriculture. Of the group studied 26.1 per cent had attended college at some time.⁶

Studies conducted as a follow-up of State Farmer degree recipients are limited in number, scattered over a wide area, and spread out over several years. According to the studies, from 43.0 to 56.0 per cent of the State Farmers were engaged in production agriculture. From 65.0 to 87.0 per cent of the State Farmers studied had occupations in the broad field of agriculture. The studies indicated a range of from 22.6 to 78.0 per cent of the State Farmers attended college. Two studies indicated a range of from 62.0 to 82.0 per cent of those State Farmers that had attended college majored in agriculture. '

Two similar studies on job and educational experiences of vocational agriculture graduates of selected high schools were conducted in North Dakota by Priebe and Ditmer.

Based on 120 vocational agriculture graduates from 21 high schools in 1959, Priebe reported the following in his 1967 study:

- a. Fifty-six and seven-tenths per cent were engaged in agricultural occupations, with 35.8 per cent in production agriculture, 14.2 per cent in agribusiness, and 6.7 per cent in professional agriculture. Thirty-six and six-tenths per cent were in non-agricultural jobs and 6.7 per cent were in the armed services.
- b. Sixteen and seven-tenths per cent had some college experience in agriculture, 16.7 per cent had attended non-agricultural college, 30.0 per cent had vocational and/or technical school educational experiences and

⁶Miller, Texton R., "A Follow-Up Study of Young Men in Michigan Who Received the State Farmer Degree During the Period 1940 to 1947," Summaries of Studies in Agricultural Education, U. S. Government Printing Office, Washington, D. C., 1950, p. 32.

36.6 per cent had no formal education beyond high school.

- c. Forty per cent had held only one type or grade of job and 80 per cent had held three or fewer.
- d. Sixty-six and seven-tenths per cent were living in North Dakota; 50.8 per cent were living in the community in which they graduated; 26.7 per cent had left the state, and 6.7 per cent were in the armed services.⁷

Ditmer's 1968 report of 1957 vocational agriculture graduates included 94 from 20 high schools in North Dakota:

- a. Fifty-one per cent were engaged in agricultural occupations, 36.2 per cent in production agriculture, 11.9 per cent were employed in agribusiness, 2.7 per cent were in professional agriculture, 42.5 per cent were in non-agricultural jobs, and 5.3 per cent were in the armed services.
- b. Eighteen and one-tenth per cent had some college education in agriculture, 24.3 per cent had non-agricultural college experience, 22.3 per cent had vocational and/or technical school educational experiences, and 35.1 per cent had no formal education beyond high school.
- c. Twenty-seven and seven-tenths per cent had held only one type or grade of job and 83.0 per cent had held three or less.
- d. Sixty-nine and two-tenths per cent were living in North Dakota and 56.0 per cent were living in the community in which they had graduated from high school; 25.5 per cent had left the state, and 5.3 per cent were in the armed services.⁸

⁷Priebe, Donald Walter, A Study of the Job and Educational Experiences of the 1959 Vocational Agriculture Graduates of Selected North Dakota High Schools, A Graduate Research Paper, Department of Agricultural Education, North Dakota State University, Fargo, North Dakota, June, 1967, pp. 15-17.

⁸Ditmer, Wayne Wilson, A Study of Job and Educational Experiences of Vocational Agriculture Graduates in the Year 1957 From Selected North Dakota Schools, A Graduate Research Paper, Department of Agricultural Education, North Dakota State University, Fargo, North Dakota, August, 1968, pp. 20-21.

Recent studies conducted in North Dakota on vocational agriculture graduates indicated that about 15 per cent fewer entered production agriculture than State Farmer degree recipients reported in the studies contained in this review.

CHAPTER III

METHOD OF RESEARCH

The six-year time period of 1960 through 1965 was selected for this study because these State Farmer degree recipients had been out of high school long enough to have completed most of their formal education and/or to have become fairly well established in an occupational field. It is also believed that this group graduated recently enough so that an adequate number of addresses of State Farmer degree recipients could be obtained.

The names of former FFA members who have achieved the State Farmer recognition, years awarded, and names of local FFA Chapters were obtained from the North Dakota Association of the Future Farmers of America. An effort was made to obtain each address of the 334 former FFA members (Appendix B) who received the State Farmer degree from 1960 through 1965.

Letters requesting the current addresses or sufficient forwarding addresses of the selected State Farmers were sent to the present vocational agriculture instructor in each of the schools. Two weeks later a follow-up letter was sent to the instructors who had not replied. Forty-three instructors responded providing mailing addresses of 268 State Farmer degree recipients (Appendix B). The accuracy of these addresses is shown in that only six of the 268 questionnaires mailed were returned unclaimed.

A questionnaire (Appendix C) was developed to secure information from the State Farmers relative to the objectives of this study. The

questionnaire was submitted to the study advisor for his inspection and suggestions. The instrument together with a letter of explanation and a stamped and addressed envelope was mailed to each of the 268 State Farmers. Two weeks later a follow-up letter, including another questionnaire together with a stamped and addressed envelope, was mailed to those who had not yet replied to the initial mailing.

The survey was carried out by mail rather than interview because of time, cost, and the widespread geographic location of the subjects.

Questionnaires that were received were summarized and analyzed. Tables were designed to tabulate data according to the specific purposes of this study. Percentages were calculated for each category.

CHAPTER IV

FINDINGS OF THE STUDY

The findings of this study were based upon 205 questionnaires returned; this represents 76.5 per cent of the 268 men who were sent a questionnaire from 43 local FFA Chapters in North Dakota. This study contains a sampling of 61.4 per cent of the 334 North Dakota vocational agriculture graduates who earned the State Farmer degree from 1960 through 1965.

The findings of the study are presented here to bring out the objectives of the study. The State Farmers' present status was categorized. The highest level of educational experiences attained was tabulated. The number of different types and grades of jobs and the present geographic location of the State Farmers was determined.

Present Job or Educational Status

Table 1 shows the present (1969) job or educational status of the State Farmers included in the study. The job classifications used here were defined in the Definition of Terms section of this study. A distinction was made between colleges of agriculture and other colleges or universities as well as vocational and/or technical schools. Vocational and technical schools were categorized together.

Table 1 shows that 108 or 52.7 per cent of the group were engaged in agricultural occupations when the study was made. Seventy of those in agriculture were in production agriculture, 11 were employed in

agribusiness, and 27 were employed in the area of professional agriculture.

TABLE 1. PRESENT JOB OR EDUCATIONAL STATUS OF NORTH DAKOTA VOCATIONAL AGRICULTURE GRADUATES WHO RECEIVED THE STATE FARMER DEGREE FROM 1960 THROUGH 1965

Status	Number in group	Per cent
Agriculture:		
Production agriculture	70	34.1
Agribusiness	11	5.4
Professional agriculture	27	13.2
Total agriculture	108	52.7
Non-agriculture:		
Professional	17	8.3
Skilled	26	12.6
Semi-skilled	1	0.5
Total non-agriculture	44	21.4
Students:		
College of agriculture	18	8.8
Other college or university	9	4.4
Vocational and/or technical school	0	0.0
Total students	27	13.2
Armed services	26	12.7
Total	205	100.0

A total of 44 or 21.4 per cent had entered non-agricultural work. Seventeen were in jobs classified as professional, 26 were engaged in skilled occupations, and one was employed in a semi-skilled job.

Twenty-seven or 13.2 per cent of those in the study were students at the time. Eighteen were attending colleges of agriculture, 9 indicated other colleges or universities, and no students were attending vocational and/or technical schools.

Twenty-six or 12.7 per cent were in the armed services.

More than 71.0 per cent of those who were employed and who were not in the armed services were in the field of agriculture. Another 8.8 per cent were enrolled in colleges of agriculture.

Highest Level and Nature of Formal
Educational Experiences

The level and nature of formal educational experiences of the State Farmer degree recipients in this study are shown in Table 2. Only the highest level attained is shown. The level of experience was measured by the amount of time the individual had spent in the educational program. In the case of college or university education, a distinction was made between agricultural and non-agricultural studies. No distinction relating to type of education was made for vocational and/or technical schools. The classification of other formal education included educational programs taken part time or by correspondence. Military schools were included if no other formal educational experience was indicated.

Table 2 shows that 96 or 46.9 per cent of the State Farmers studied had some college education in agriculture. Of this group, 20 had three but less than four years, 44 indicated four years, and 13 had gone beyond four years of agricultural college or university experiences. Nineteen others had completed less than three years of college work in agriculture.

Forty-eight or 23.4 per cent had college work in fields other than agriculture. Eight had completed more than four years, 16 had four years, and 12 had indicated taking some college work but less than three years.

Ninety-one or 44.4 per cent of those studied had four or more years

TABLE 2. HIGHEST LEVEL AND NATURE OF FORMAL EDUCATIONAL EXPERIENCES OF NORTH DAKOTA VOCATIONAL AGRICULTURE GRADUATES WHO RECEIVED THE STATE FARMER DEGREE FROM 1960 THROUGH 1965

Education level and nature	Number in group	Per cent
<u>College or university</u>		
Agriculture:		
Beyond 4 years	13	6.4
4 years	44	21.5
3 years but less than 4 years	20	9.8
2 years but less than 3 years	9	4.4
1 year but less than 2 years	6	2.9
Less than 1 year	4	1.9
Total agriculture	96	46.9
Non-agriculture:		
Beyond 4 years	8	3.9
4 years	16	7.8
3 years but less than 4 years	12	5.9
2 years but less than 3 years	7	3.4
1 year but less than 2 years	5	2.4
Less than 1 year	0	0.0
Total non-agriculture	48	23.4
<u>Vocational and/or technical school</u>		
3 years and beyond	4	1.9
2 years but less than 3 years	8	3.9
1 year but less than 2 years	7	3.4
6 months but less than 1 year	6	2.9
Less than 6 months	1	0.5
Total vocational and/or technical	26	12.6
Other formal education	10	4.9
Military schools	6	2.9
No formal education beyond high school	19	9.3
Total	205	100.0

of agricultural or non-agricultural college or university experience.

The highest level of formal educational experiences was reached in vocational and/or technical schools by 26 or 12.6 per cent of the State Farmer degree recipients in this study. Twelve had attended two or more years, seven had attended from one to two years, and seven had attended less than one year.

Ten or 4.9 per cent had indicated other formal education. The educational experiences in this group were varied and consisted of short educational programs and correspondence courses.

Nineteen or 9.3 per cent of the graduates had no formal education beyond high school.

More than 90 per cent of those State Farmers studied had some formal education following graduation from high school.

Number of Different Types
or Grades of Jobs Held

The number of different types or grades of jobs held is shown in Table 3. A change in grade of job was one which would ordinarily be defined as a promotion. A change in type of job was a definite change in nature of work.

Part-time jobs and jobs held less than three months are not shown in this table. Student status was not considered a job. Armed service was considered a job.

TABLE 3. NUMBER OF DIFFERENT TYPES OR GRADES OF JOBS HELD BY NORTH DAKOTA VOCATIONAL AGRICULTURE GRADUATES WHO RECEIVED THE STATE FARMER DEGREE FROM 1960 THROUGH 1965

Number of different types or grades of jobs held	Number in group	Per cent
0	22	10.7
1	88	42.9
2	65	31.7
3	19	9.3
4	8	3.9
5	2	1.0
6	1	0.5
Total	205	100.0

Table 3 shows that 194 or 94.6 per cent of those in the study had held three or fewer different types or grades of jobs since graduation from high school. Nineteen held three, 65 held two, and 88 held one. Twenty-two indicated that they were students and had not held a job since high school graduation.

Present Geographic Location

A brief review of the present geographic location of the State Farmer degree recipients studied is presented in Table 4.

Table 4 shows that 155 or 75.6 per cent of those in the study were living in North Dakota. Eighty-one or 39.5 per cent of those studied were living in the community in which they had graduated from high school and 74 or 36.1 per cent had left the home community but were living in North Dakota.

TABLE 4. PRESENT GEOGRAPHIC LOCATION OF NORTH DAKOTA VOCATIONAL AGRICULTURE GRADUATES WHO RECEIVED THE STATE FARMER DEGREE FROM 1960 THROUGH 1965

Present location	Number in group	Per cent
In the community in which they graduated from high school	81	39.5
In North Dakota but not in home community	74	36.1
Out of the state of North Dakota	24	11.7
In armed services	26	12.7
Total	205	100.0

Twenty-four or 11.7 per cent of those studied were living in other states.

Twenty-six or 12.7 per cent were in the armed services in various states and foreign countries.

More than 87.0 per cent of the State Farmers studied who were not in the armed services were living in North Dakota.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Data concerning the job and educational experiences of North Dakota vocational agriculture graduates who received the State Farmer degree from 1960 through 1965 were gathered, tabulated, and presented to attain the specific objectives of this study which were to determine:

1. Their present job or educational status
2. The highest level and nature of their formal educational experiences
3. The number of different types or grades of jobs they had held
4. Their present geographic location.

Present Job or Educational Status

A review of the status of State Farmers studied indicated that 108 or 52.7 per cent were engaged in agricultural occupations. Seventy of these were in production agriculture, 11 were in agribusiness, and 27 were in professional agriculture jobs.

Twenty-seven or 13.2 per cent were students at the time of the study. Eighteen or 8.8 per cent were studying agriculture in college. Forty-four or 21.4 per cent of the State Farmers were employed in non-agricultural jobs. Twenty-six or 12.7 per cent were in the armed services.

More than 71.0 per cent of those employed and who were not in the

armed service were in the field of agriculture and another 8.8 per cent were studying agriculture in colleges.

Formal Educational Experiences

Ninety-six or 46.9 per cent had some college education in agriculture. Thirteen had worked beyond four years, 44 had four years, 20 had between three and four years, and 19 had less than three years of college education in agriculture.

Forty-eight or 23.4 per cent had done college work of a non-agricultural nature. Eight had worked beyond four years and 16 had four years of college or university experience.

One hundred and forty-four or 70.2 per cent of those in the study had some college experience, and of this number 81 or 56.2 per cent had indicated attending for four or more years.

Ninety-one or 44.4 per cent of those studied had four or more years of agricultural or non-agricultural college or university education.

Twenty-six or 12.6 per cent had not gone beyond vocational and/or technical school education. Ten or 4.9 per cent had other formal education and nine or 2.9 per cent had armed service school experience as the highest level indicated. Nineteen or 9.3 per cent had no formal education beyond high school.

More than 90 per cent of those State Farmers had received some formal education following graduation from high school.

Different Types or Grades of Jobs

One hundred and ninety-four or 94.6 per cent of the State Farmers sampled had held three or fewer types or grades of jobs since high school graduation. One hundred and seventy-five or 85.3 per cent of the group held two or fewer types or grades of jobs. Twenty-two of the 205 State Farmers indicated they were students and had not held a job since high school graduation. One State Farmer indicated holding six types or grades of jobs.

Present Geographic Location

One hundred and fifty-five or 75.6 per cent of the 205 State Farmers studied were living in North Dakota. Thirty-nine and one half per cent were living in the community in which they had graduated from high school and 36.1 per cent were living in other communities in the state.

Twenty-four or 11.7 per cent of the group had left the state and 26 or 12.7 per cent were serving in the armed services.

More than 87 per cent of those who were not in the armed services were living in North Dakota.

Conclusions

The following conclusions were drawn from the findings of the study:

1. Seventy or 34.1 per cent of the 205 North Dakota State Farmers studied were in production agriculture. Forty-six per cent of those who

were employed and who were not in the armed services were engaged in production agriculture occupations. Production agriculture is apparently an important part of the State Farmer degree requirements for the state of North Dakota. This also indicates that production agriculture should remain a vital part of the vocational agriculture instructional program.

2. One hundred and eight or 52.7 per cent of the State Farmers studied were engaged in agricultural occupations. More than 71.0 per cent of those who were employed and who were not in the armed services were employed in the field of agriculture. Nearly 9.0 per cent of the 205 State Farmers were studying agriculture in college. Many of the State Farmer degree recipients entered the broad field of agriculture for which they had some basic educational preparation.

3. Of the North Dakota State Farmer degree recipients studied, 13.2 per cent were working in professional agriculture, 5.4 per cent were classified in agribusiness occupations, and nearly 9.0 per cent were studying agriculture in college. Twenty-five per cent of those State Farmers who were employed and who were not in the armed services were engaged in professional agriculture or agribusiness. This indicates that some emphasis should be given to off-farm activities and achievements in the minimum requirements for the North Dakota State Farmer degree. In addition, it indicates that some instruction in off-farm agriculture should be provided in vocational agriculture programs in North Dakota.

4. Twenty-seven or 13.2 per cent of the group were employed as professional agriculturists. Eighteen or 8.8 per cent of the State Farmers were studying agriculture in college. Career bulletins prepared by the land grant colleges and universities show a great need for such

people. Since a college education in agriculture is needed to enter these jobs, it is suggested that our schools provide guidance and preparation designed to encourage qualified students to enter these college programs.

5. Eighty-one or 39.5 per cent of the 205 State Farmers studied remained in the home community and an additional 36.1 per cent remained in the state of North Dakota. Of those not in the armed services, 45.2 per cent remained in their home communities. Since so many State Farmers remained in the home community, the quality of vocational agriculture and FFA experiences received will be reflected in the occupational skills and other qualities of people living in our North Dakota communities.

Recommendations for Further Study

It is recommended that more studies of this type be carried out using a control group of vocational agriculture graduates who had not received the State Farmer degree.

It is recommended that more studies be carried out with a wider range of specific objectives in order to gather the information needed to more completely evaluate the existing programs and plan for future programs in the FFA and vocational education in agriculture.

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APPENDICES

Appendix A

State Farmer Degree Requirements

APPENDIX A

MINIMUM QUALIFICATIONS FOR ELECTION TO STATE FARMER DEGREE

The National Constitution of the Future Farmers of America makes the following provisions:¹

Section D. . State Farmer Degree . . .

1. Must have the Degree of Chapter Farmer, have been an active member of the FFA for at least two years, and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least two years of instruction in Vocational Agriculture, have in operation an outstanding supervised farming and/or other agricultural occupational experience program, and be regularly enrolled in a Vocational Agriculture class, or, if out of high school, have satisfactorily completed at least three years of instruction in Vocational Agriculture or all of the Vocational Agriculture offered in the school last attended.
3. Be familiar with the provisions of the constitution of the State association and National Organization.
4. Demonstrate proficiency in parliamentary procedure.
5. Be able to lead a group discussion for forty minutes.
6. Must have earned at least \$500 by his own efforts from his supervised farming and/or other agricultural occupational experience program and have it productively invested or deposited in a bank.
7. Show outstanding ability as evidenced by his leadership and cooperation in student, chapter, and community activities, and have a satisfactory scholarship record certified by the local school superintendent or principal.
8. Must have participated in an outstanding way in activities for community improvement and the development of agriculture.

¹Future Farmers of America, "National Constitution and Bylaws--
Future Farmers of America," Official Manual for Future Farmers of America,
Future Farmers Supply Service, Alexandria, Virginia, January, 1965, p. 23.

Each State association shall be entitled to elect at least ten qualified individuals annually; where state membership exceeds 500, not more than 2% of the total State membership may be elected (fractions counted to the nearest whole number). . . . Written records of achievement verified by the local advisor shall be submitted to the State advisor by the local chapter's governing body at least one month prior to the State convention. The State advisor will then review the records, and submit his recommendations to the governing body of the State association. This body will nominate at the regular State convention the candidates who have been found most worthy to receive the honor. The State Farmer Degree will be awarded to the candidates upon approval by the delegates.

Appendix B

List of Schools

APPENDIX TABLE 1. LIST OF SCHOOLS FROM WHICH ADDRESSES OF 1960 THROUGH 1965 STATE FARMER DEGREE RECIPIENTS IN SAMPLE WERE OBTAINED

School	Number of farmers, 1960-1965	Number reported with mailing address	Number that replied
Beach	3	2	1
Beulah	2	2	2
Bisbee	1	1	1
Bismarck	9	9	9
Bottineau	16	15	13
Bowman	3	3	2
Carson	2	2	1
Devils Lake	12	12	9
Elgin	4	4	4
Enderlin	1	0	0
Fessenden	1	1	1
Garrison	2	1	1
Glen Ullin	1	0	0
Hazen	4	4	2
Hettinger	6	6	5
Inkster	2	0	0
Jamestown	4	0	0
Kenmare	6	4	4
Killdeer	2	2	2
Kindred	2	2	2
Lakota	12	0	0
LaMoure	9	4	4
Langdon	12	12	6
Larimore	9	8	6
Leeds	12	12	9
Linton	2	0	0
McClusky	1	1	1
Maddock	24	23	17
Mayville	9	0	0
Medina	5	5	5
Michigan	1	0	0
Milton	1	1	1
Minot	7	4	2
Minto	3	0	0
Mohall	10	10	8
Mott	3	3	1
New England	9	0	0
New Rockford	2	0	0
Park River	12	12	9
Parshall	6	5	4
Rolette	5	4	4
Rolla	1	1	1
Rugby	34	34	27

APPENDIX TABLE 1 (Continued)

School	Number of farmers, 1960-1965	Number reported with mailing address	Number that replied
Stanley	12	12	8
Tappen	1	1	1
Tioga	7	7	5
Towner	5	5	3
Turtle Lake	1	1	0
Valley City	7	7	6
Velva	1	0	0
Wahpeton	6	5	3
Washburn	6	6	4
Watford City	5	5	4
Williston	9	8	5
Wishek	2	2	2
Total	334	268	205

Appendix C

Questionnaire and Letters

Fargo, North Dakota
June 21, 1969

, As part of the requirements for my Masters Degree, I am conducting a study on "The Chronological Job and Educational Experience of North Dakota State Farmer Degree Recipients During The Period 1960-1965 Inclusive." This study will be used for my seminar paper.

Would you please help me by providing the current addresses of the State Farmer recipients from your school listed on the enclosed form. A stamped and addressed envelop is enclosed for your convenience.

Your prompt attention to this request will be greatly appreciated.

Thank you for your help.

Sincerely,

Terrance G. Phillips
32 Bison Court
North Dakota State University
Fargo, North Dakota 58102

32 Bison Court
North Dakota State University
Fargo, North Dakota 58102
June 30, 1969

On June 21 I sent you a letter and names of 1960-1965 State Farmer Degree recipients from your school and requested their current addresses or forwarding address. I would like to include State Farmer recipients from your school in my study.

Will you please give this request your prompt attention.

Thank you.

Sincerely,

Terrance G. Phillips

32 Bison Court
North Dakota State University
Fargo, North Dakota 58102
July 1, 1969

As part of the requirements for my Masters Degree from North Dakota State University, I am conducting a study of the occupational and educational experiences of the State Farmer Degree recipients of North Dakota during the period 1960-1965. The purpose of this study is to find out what the 1960 through 1965 State Farmer Degree recipients are doing now and what they have been doing since high school graduation.

Your name has been made available to me by the North Dakota Association of Future Farmers of America.

Would you please take a few minutes of your time to complete the enclosed questionnaire and return it to me in the stamped and addressed envelope. Your prompt reply will be much appreciated.

Thank you for your cooperation.

Sincerely,

Terrance G. Phillips

A FOLLOW-UP STUDY OF THE OCCUPATIONAL AND EDUCATIONAL EXPERIENCES OF VOCATIONAL AGRICULTURE
STUDENTS OF NORTH DAKOTA WHO RECEIVED THE STATE FARMER DEGREE DURING THE PERIOD 1960-1965

Name: _____

Present Address: _____

A. PRESENT EMPLOYMENT

What is the title and what are duties of your present job or type of farming you are engaged in?	When did you enter your present job?	Where are you presently employed? (name and address of employer or location of farm)

B. PREVIOUS EMPLOYMENT - List each job you have held since high school graduation in order of occurrence. Include service in the Armed Forces as a job experience. For each job listed, give a brief description, place of employment, tenure, and reason for leaving.

<u>JOB TITLE AND NATURE</u> (title and duties of job or type of farming)	<u>PLACE OF EMPLOYMENT</u> (name and address of employer or location of farm)	<u>TENURE OF JOB</u> (length, entering and leaving dates)	<u>REASON FOR LEAVING</u>

C. EDUCATIONAL EXPERIENCES - List all educational institutions and programs in which you have participated in since high school graduation. Include colleges, business schools, trade and vocational schools, and any other educational programs such as Armed Forces schools.

<u>NAME OF EDUCATIONAL INSTITUTIONS</u>	<u>MAJOR PROGRAM OF STUDY</u>	<u>DATES OF ATTENDANCE</u>

D. FUTURE PLANS - What are your occupational and educational plans for the next five years (period ending 1975)?

If more space is needed use back.

32 Bison Court
North Dakota State University
Fargo, North Dakota 58102
July 17, 1969

Perhaps you have mislaid the questionnaire that I mailed to you earlier. In case you have, I am enclosing an additional copy for your convenience.

Your earliest reply to this matter will be very much appreciated.

Sincerely,

Terrance G. Phillips