

ABSTRACT OF THESIS

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THE IMPROVEMENT OF THE  
VOCATIONAL AGRICULTURE PROGRAM  
OF THE THREE HIGH SCHOOLS IN  
WINNEBAGO COUNTY, WISCONSIN  
OFFERING VOCATIONAL AGRICULTURE

Submitted by  
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In partial fulfillment of the requirements  
for the Degree of Master of Education  
Colorado  
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## ABSTRACT OF THESIS

### THE IMPROVEMENT OF VOCATIONAL AGRICULTURE PROGRAM OF THE THREE HIGH SCHOOLS IN WINNEBAGO COUNTY, WISCONSIN, OFFERING VOCATIONAL AGRICULTURE

The present investigation has been made to discover the occupational status of the boys who have graduated and have completed three or more years of agriculture in the three high schools offering agriculture in Winnebago County, Wisconsin, during the years 1940 to 1947, inclusive, and to determine to what extent the vocational agriculture courses in the three high schools could have better prepared the graduates for the occupation of farming.

Winnebago County is located in the east-central part of Wisconsin, and the three agriculture departments, Omro, Oshkosh, and Winneconne, are so situated that they are located in a triangular area about 10 miles apart. Agriculture departments have been established and in operation in the three schools for 20 or more years.

Without a knowledge of the occupational status of former all-day students in vocational agriculture in this Wisconsin area, the writer proposed to study the following problem:

#### The problem

In what ways can boys in vocational agriculture

be better assisted to become established in farming in the three high schools in Winnebago County, Wisconsin, offering vocational agriculture?

Problem analysis.---This problem was broken up into the following parts:

1. What is the occupational status of the graduates who studied agriculture and graduated from high school?

2. What factors influenced boys with vocational agriculture training to follow farming?

3. What factors influenced boys with agriculture training to enter occupations related to farming?

4. In what ways do all-day vocational agriculture students feel the instruction program can be improved?

5. What association exists between the type of supervised practice the boys carried in high school and their becoming established in farming?

In order to secure the information concerning the answers to the five above questions, a five-section questionnaire was prepared which sought to secure such information as the occupational status of former students of vocational agriculture, factors influencing boys to enter farming, factors influencing boys not to enter farming, ways in which vocational agriculture could have helped the graduates, and the types of supervised farming programs carried by the boys. The writer personally interviewed 103 boys who are made the basis of this study.

The findings of this study may be summarized under the divisions of the problem as follows:

## FINDINGS

### Present Occupational Status

What is the occupational status of the graduates who studied agriculture and graduated from high school?--

Of the 112 boys who graduated from high school and have had three or more years of vocational agriculture, the writer was able to interview 103 graduates. Of the 103 boys interviewed, in the area of the three schools, 80 boys, or 78 per cent, were engaged in farming or in occupations related to farming, while 22 per cent were engaged in occupations not related to farming, as business, mechanical fields, recreation, and factory workers.

It is interesting to note that 14 per cent of the graduates are actually operating farms, while another 28 per cent are in partnership with their parents on the home farm.

### Factors influencing occupational choice

What factors influenced boys with vocational agriculture to follow farming?--Seventy-one of the 103 boys were engaged in farming. Several reasons were expressed by the boys for their interest in becoming established in farming:

1. One hundred per cent said they were interested in farming and had a desire for country life.
2. Ninety-four per cent said that their parents and relatives influenced them.
3. Eighty-three per cent said that they secured a start through the vocational agriculture program.

4. Eighty-two per cent said that successful farmers in the community influenced them.

5. Twenty-four per cent said that they had received some help from the school administrators.

6. Only 28 per cent said that they had been able to rent land in the community.

7. Thirteen per cent acquired the home farm when the folks moved off, and only four per cent of the boys inherited farms from parents or relatives.

What factors influenced boys with vocational agriculture training to enter non-farming occupations?--

Only 23 boys, 22 per cent, among the 103 interviewed were engaged in occupations unrelated to farming. It was interesting to note that the lack of capital to start farming was a factor mentioned by three out of four of the non-farming boys. Other reasons for non-establishment in farming were:

1. Fifty-nine per cent said that they did not feel prepared to start farming.

2. Fifty-six per cent said that they did not have an opportunity to carry a farming program in high school.

3. Over 50 per cent said that either war services or war factories interrupted their plans to become farmers.

4. Nearly 40 per cent said that the home farm was too small and that the older brothers on the home farm made it necessary for them to leave the farm.

5. Twenty-five per cent said that they were unable to rent land in the home community.

6. Nineteen per cent left the farm because their parents moved off the farm before they were able to take it over.

7. Only six per cent said that their parents were not sympathetic toward their becoming established in farming.

### Improvement of the instructional program

In what ways do all-day vocational agriculture students feel the instruction program can be improved?--

The instruction program was reviewed in five fields:

Future Farmers of America activities, animal production, crop production, farm management, and farm machinery.

Instruction in F. F. A.--The responses of both groups were very much in accord in expressing parts of the work that can be improved. The rank of frequency of occurrence of these suggestions are as follows:

1. More leadership training.
2. Greater emphasis on cooperatives.
3. More cooperative buying and selling in the chapter.
4. Greater emphasis on public speaking.
5. More chapter-owned pure bred livestock.

Instruction in animal production.--Although in most cases a greater percentage of the boys on the farm recognized the need for more instructional work in animal

production, many of them in both groups were agreed on their recommendations with the following rank:

1. More emphasis on the prevention of livestock losses.
2. More emphasis on long-time breeding projects, and more training in recognition and control of parasites and diseases.
3. More training in saving new born animals.
4. More knowledge and skill in feeding.
5. Greater emphasis in selecting and buying purebred livestock.
6. More training in livestock skills and practices.
7. More emphasis on balanced livestock enterprises.
8. More knowledge on livestock markets.
9. More knowledge and skill in culling.

Instruction in crop production.--It was interesting to note that in two cases the boys not on the farm recognized a greater need for instruction than did the boys engaged in farming. This was true regarding the value of cultural practices and corn variety information. Other than these two cases, both groups made the following recommendations:

1. More emphasis on selecting and buying better seed varieties.
2. More information on adapted corn varieties for the community.

3. More knowledge concerning cultural practices.
4. More knowledge of pastures and hay crops.
5. More work on soils and soil management.
6. More emphasis on long-time crop rotation.

Instruction in farm management.--The need for more emphasis in certain fields of farm management was expressed by both groups. Chief among the items was more information on financing a farm. The boys in the two groups ranked the needs in farm management in the following order:

1. More analysis of the efficiency of farm business.
2. More knowledge of financing the farm.
3. More emphasis on farm records.
4. More training in organizing the farm business.
5. Better understanding of how to gain ownership of the farm business.
6. More work on budgeting.
7. More knowledge about cooperatives.
8. More training in farm appraisal.

Instruction in farm machinery.--More training in choosing power on the farm was the number one unit of instruction selected for greater emphasis by both groups in this study. The frequency of occurrence of their suggestions is as follows:

1. More training in choosing power on the farm.
2. More training in selecting machinery for a given farm unit.
3. More knowledge and skill in the care of farm machinery.

4. More skill in the operation of machinery.

5. More skilled knowledge in the care and repair of farm machinery.

Association between supervised farming program and establishment in farming

Average number of production projects.---Seventy-six per cent of the boys in the survey carried an average of 1.7 projects during their first year; 88 per cent of the boys carried an average of 1.8 projects during their second year in school; and 89 per cent of the boys carried an average of 2.2 projects per year, during their third year in high school. During the fourth year the boys fell down to 58 per cent of the boys carrying 1.4 projects per year.

Average number of improvement projects.---The percentage of boys carrying out improvement projects was slightly lower than the production projects. Fifty-seven per cent of the boys in their first year carried improvement projects and averaged only one unit per person. Seventy-four per cent of the boys carried improvement projects during their second year in school and averaged slightly better than one unit per person; 69 per cent of the boys carried improvement projects during their third year, averaging slightly better than one unit per year. Sixty-three per cent of the seniors averaged about three-fourths units per year.

Average number of supervised farm practices.--The average number of supervised farm practices was the lowest of all of the unites in the boys' farming program. Only 37 per cent of the freshmen carried supervised farm practices, for an average of .5 units per person; 37 per cent of the second year boys averaged .43 units per person; 38 per cent of the juniors averaged .43 units per person, and 39 per cent of the seniors carried an average of .45 units per person per year. The overall picture of the farming program for those who actually participated was as follows: the first year students averaged 3.2 projects per person; the second year students averaged 3.42 projects per person; the third year boys averaged 3.73 projects per person, and the fourth year boys fell down to 2.58 projects per boy per year.

Number and per cent who carried continuation projects.--Approximately 83 per cent of the 103 boys interviewed had carried continuation projects for one to three years. Sixteen boys, or 18 per cent, carried continuation projects for one year; 34, or 33 per cent of the boys carried continuation projects for a period of two years, and 28, or 28 per cent of the boys carried continuation projects for three or more years.

The extent of enrollment of 103 boys in young farmer classes following graduation.--The average attendance in young farmers' classes was quite low. Out of the 71 boys engaged in farming, 15 had one year of instruction

out of school, eight had two years of instruction and 25 had three or more years of instruction. Four of the nine boys in the group related to agriculture attended some out-of-school instruction. Eleven of the 23 boys in the non-farming group had some young farmer instruction.

### Recommendations

The following recommendations would appear to be justified on the basis of the findings of the present study:

1. The agricultural instructor should provide more guidance and placement service to help more boys become established in farming.
2. The course of study should include greater emphasis in leadership training and cooperative activities in buying and selling.
3. Greater emphasis should be given to the prevention of livestock losses, long-time breeding program, control of animal diseases, and skills in feeding livestock.
4. Better seed varieties, improved cultural practices, and more emphasis on the production of hay and pasture crops are recommended in the crop production courses.
5. In the farm management course, it is recommended that more emphasis be placed on using efficiency factors, financing the farm, keeping farm records, and analyzing the farm business.
6. The course in farm machinery should include greater emphasis in selection of power equipment and farm machinery, and more skill in the care and operation of farm machinery.

7. Increased emphasis should be placed on increasing the scope and continuity of supervised farming programs.

8. More attention should be given to the organization of instruction for young farmers to supplement the work in the high school.

T H E S I S

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1948

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
SUPERVISION BY FLOYD JOHN MILLER  
ENTITLED THE IMPROVEMENT OF THE VOCATIONAL AGRICULTURE  
PROGRAM OF THE THREE HIGH SCHOOLS IN WINNEBAGO COUNTY,  
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must be obtained from the Dean of the Graduate School.

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Chapter I  
INTRODUCTION

The period after high school graduation has often been referred to as the "forgotten age" for farm boys. Each year thousands of young men graduate from our high schools only to drop out of sight. Too little is known about the boys while they are in high school and too little is done to assist them to become established in a vocation after graduation from high school.

Taxpayers, school administrators and others often ask the teacher of vocational agriculture what becomes of the boys who leave the high school agriculture department each year, if they are farming, what they are doing now, and what can be done to improve the training program for all-day students in vocational agriculture. The answers to these and other questions for the boys in Winnebago County are not available.

Several studies have been made by workers in the field of agricultural education on a local or state basis which have a bearing on one or more of these questions. These studies are helpful in securing an appreciation of the condition generally and in providing a background for further study in such areas as Winnebago County.

Many factors such as the attitude and cooperation of the parents, the size of the farm, the size of the family, the status of the parent, the effectiveness of the vocational instruction program, the distance from an industrial center, and the amount of capital at the disposal of the boy, play a vital part in the occupation he finally pursues.

During the years preceding and following graduation the boy needs a great deal of guidance. It is generally conceded that the vocational agriculture instructor, who has been established in the community for several years, is the person most able to guide and counsel the vocational agriculture boys and young men interested in farming. Townsend (30) said that it is a definite responsibility of the agriculture teacher to guide boys in analyzing their home situations, to encourage parents in giving boys a definite responsibility to become established in farming, and to help young men on marginal farms to become established elsewhere.

With a knowledge that the occupational status of former all-day students in vocational agriculture in the Wisconsin area is very uncertain, the writer proposes to study the following problem:

The problem

In what ways can boys in vocational agriculture be better assisted to become established in farming by the

three high schools in Winnebago County, Wisconsin, which offer vocational agriculture?

Problem analysis.--To aid in answering the problem presented in this study, the following sub-questions are presented:

1. What is the occupational status of graduates who studied agriculture and graduated from high school?
2. What factors influenced boys with vocational agricultural training to follow farming?
3. What factors influenced boys with agricultural training to enter occupations unrelated to farming?
4. In what ways do all-day vocational agriculture students feel that the instruction program can be improved?
5. What association exists between the type of supervised practice the boys carried in high school and their becoming established in farming?

Delimitation.--1. This study was limited to boys who have completed three or more years of vocational agriculture and have graduated from one of the three high schools in Winnebago County, Wisconsin during the eight year period, 1940 to 1947, inclusive.

2. Vocational agriculture, as referred to in this study, shall be established and state approved vocational agriculture departments in Winnebago County, Wisconsin high schools.

Definition of terms

1. An "owner and operator of a farm" is a person who is himself operating a farm which he owns in full or in part and for which he is acquiring or has acquired the title of ownership.
2. The "manager of a farm" is an individual who is hired to assume the managerial responsibility of operating a farm for someone else.
3. A "renter of a farm" is one who rents for cash or shares and assumes the managerial or operative responsibility, or both.
4. A "partner in the farm business at home" is one who is in actual partnership with his parents in the home farm.
5. A "farm laborer, with specific wages at home" is a person who receives stipulated wages for working on the home farm. The "farm laborer with specific wages away from home" is a person who receives definite wages for working on a farm that does not belong to his own family.
6. "At home with definite or indefinite allowance" refers to those young men who are on the home farm working with a definite or indefinite understanding as to allowance for their work.
7. "Occupations related to farming" are those in which there is a direct or indirect tie-up with farming.

These occupations include such occupations as the following: feed mill managers, creamery and cheese factory workers, cooperative managers, and farm implement dealers.

8. "Now studying agriculture in college" are those who are at present registered in the division of agriculture at some established college or university.

9. "Professional agricultural workers" are those in professional agricultural service such as soil conservationists, county agricultural agents, vocational agriculture teachers, college professors in the field of agriculture, and workers in farm security and farm credit.

10. "Occupations not related to farming" are those which have no direct or indirect relation to agriculture.

11. "Mechanical" is interpreted to apply to carpenters, electricians, auto mechanics, and others engaged in mechanical pursuits.

12. "In business for themselves" includes those in such business as dry goods, hardware, grocery, electrical appliance and many others not mentioned.

13. "Common laborers" are those unspecialized laborers who work at common jobs of a diversified nature.

#### The area

Winnebago County, the area selected for this study, is located in east-central Wisconsin, with Lake Winnebago forming its eastern border. Winnebago is a small

county, ranking sixty-second out of seventy-one counties in the state. The land varies from level to gently rolling. The soils of the county are chiefly the product of weathering of the glacial till, which covers the entire county. The major part of the soil is very heavy. Nearly sixty per cent of the cleared land is suitable for productive agriculture.

Winnebago County, named after the Indians who inhabited the region, was established in 1840 from parts of Fond du Lac and Brown Counties by the Territorial Legislature. In 1850 the county assumed its present outline. In 1940 the county had a population of over 76,000 people, of whom over 12,000 lived on farms. Sixty-one per cent of the farm operators were full owners and twenty per cent were tenants. Eighty acres was the most common size of farming unit.

Livestock and livestock products account for eighty-three per cent of the gross farm income in the county, fifty-three per cent of this figure coming from milk.

The three high schools with agriculture departments in Winnebago County, Wisconsin 1/ are Omro, Oshkosh, and Winneconne. Omro has a high school enrollment of 250 students of whom 55 are enrolled in vocational agriculture. Oshkosh, a city school system with over 1,700 senior high

1/ The location of the three agriculture departments is shown on a Wisconsin map in Appendix A.

school students, has an enrollment in agriculture of approximately 50 boys. There are 45 boys out of 150 students in the Winneconne High School enrolled in vocational agriculture classes, according to 1947 statistics.

The three schools are located in a triangular area about 10 miles apart. The people and communities have very much in common, both socially and agriculturally.

Information obtained by personal interview from the graduates of the agricultural courses in the three schools of Winnebago County, Wisconsin and from official records constitutes the basis for this study.

## Chapter II

### REVIEW OF LITERATURE

The major problem of this study is, In what ways can we better assist boys in vocational agriculture to become established in farming? Several studies pertaining to the establishment of young men in farming and to the occupational status of young men out of high school have been made by various investigators. The review of literature on this problem was classified and will be presented under the five subordinate questions.

#### The occupational status of boys

Beard (6) in a study in South Dakota, in 1932, found that 39.25 per cent of the farm boys who had studied vocational agriculture had become farmers, compared to 14.8 per cent of the town boys who had studied vocational agriculture and become farmers.

Lathrop (18), in 1932, made a study of the entire North Atlantic region, showing the distribution during the first year after leaving school of boys who had taken vocational agriculture from 1929 to 1930. He found in the region as a whole that 57.1 per cent of the former students were engaged in agriculture occupations, of whom 51.0 per

cent were on farms. He also found that the percentage of boys engaged in farming varied by states from 21.2 per cent to 66 per cent.

Parsons (21) in his study of the "Occupational distribution of former vocational agriculture boys in West Virginia", in 1934, found that of the 3,232 former vocational agriculture students, 45.4 per cent were farming, of whom five per cent were owners or managers, 40.9 per cent were partners with their parents, and 44.1 per cent were farm laborers.

Kenestruck (16), in 1936, made a study to find out to what extent and by what means former vocational agriculture students have succeeded in establishing themselves in farming in five typical counties in Ohio. Only former all-day students who left school during the period 1918 to 1934 were considered. He used 362 cases in the study. Of the 3,033 former students, 45.7 per cent were engaged in farming in 1935, 45.8 per cent were engaged in other occupations, 1.4 per cent were deceased, and 7.1 per cent were unaccounted for. He also found that the rate of advancement in the farming status was very slow.

Adams (1), in 1938, made a study of 430 boys who had taken vocational agriculture in the Corvallis High School in Corvallis, Oregon during the years 1919 to 1938. In his study by personal interview he located 333 of the 430 boys. He found that 35 per cent were engaged in farm-

ing; eight per cent were in occupations related to farming.

Hulsey (15) in a Master's thesis in 1938 entitled, "Occupational Status of Former Agriculture Students from Twenty-three Schools of the Plains Area of Texas", reported that of the 933 former students studied, 65 per cent of those who studied vocational agriculture from one to two years were farming (2.5 per cent as owners), while 77 per cent of the three year students were farming (14 per cent owners).

Hitchcock (12) of the University of Wyoming, made a study in 1938 to find the number of graduates who go into farming or enter agricultural pursuits among the agriculture departments in Wyoming that year. He found that 19 per cent owned or rented farms and that 86 per cent of the boys were engaged in agricultural occupations. Only 14 per cent were employed in other lines of work.

Poffenberger (23), in 1938, with the cooperation of 21 teachers of vocational agriculture in Maryland, surveyed 1,369 former graduates. He found that 64 per cent of the boys were in the home community, 31 per cent migrated to other communities, and 4.6 per cent had no definite location. He found further that 61.7 per cent were in agricultural work, 34.7 per cent were in non-agricultural work, and 3.6 per cent were not classified.

Deyoe (8), in 1939, collected data from 941 former students who had attended certain Michigan High Schools

which offered vocational agriculture. He found that 60.5 per cent of the boys who had completed one or more years of vocational agriculture were farming, 6.6 per cent were in work related to agriculture, and 32.9 per cent were engaged in non-agricultural work.

Nichols (19), in 1940, made a study of 9,141 boys who were former all-day pupils of vocational agriculture in Utah. Of the 5,150 engaged in agriculture or related work, 56.3 per cent (1,663) were owner-operators, 163 were farm managers, 266 were farm renters, 1,401 were partners in a farm business (1,325 at home), 725 were farm laborers, and 748 were at home with definite or indefinite wages. Of the 3,991 boys not in agricultural work, 1,438 were common laborers.

Woods (33), of the University of Kentucky, in a report to the National Society for the Study of Education on Agricultural Education, made in 1943, stated that Lattig of Idaho examined 24 studies of former students of vocational agriculture covering 46,000 cases for the country as a whole. The purpose of Lattig's study, as reported by Woods, was to determine how many former students of vocational agriculture entered farming after one or more years of training in vocational agriculture. Woods reported that Lattig found that 52 per cent of the total former students were engaged in agriculture.

Sasman (25), in 1931, made a survey of 1,096

persons in Wisconsin who graduated from high school or dropped courses in vocational agriculture during 1930-1931. He found that 74.2 per cent were engaged in agricultural work.

Nicol (20), in 1944, made a study to discover the establishment of 66 former students of vocational agriculture on the home farm among 15 high schools in northeastern Illinois. He found that before they became partners on the home farm with Dad, 14 were at home with indefinite allowance, six were farm laborers away from home, 37 were at home with income from one or more enterprises, and nine were engaged in non-farming occupations.

Summary.--1. The number of years of vocational agriculture completed by boys had a definite influence on the number of boys becoming established in farming (15).

2. The probability of a farm boy becoming established in farming after vocational agriculture training was greater than that of the town boy (6).

3. The number of graduates from vocational agriculture departments, who were engaged in farming one year after leaving school, varied among the various states as much as from 21 to 77 per cent (18).

4. Former vocational agriculture students locate in or near their home community (23).

5. Studies indicate that most of the former vocational agriculture students who have become farmers were

engaged as farm laborers or as partners with their parents before they finally became established in farming (21).

#### Factors influencing boys to follow farming

Todd (29), in 1936, in a study of 2,070 former students of vocational agriculture entitled, "The Influence of Some Factors in Supervised Farming Practices on the Continuance of a Student in an Agricultural Occupation", found that among the students who entered farming 45 per cent had vocational agriculture for one year, 54 per cent had two years, 57 per cent had three years, and 61 per cent had four years. He concluded that the more time a boy spent on his supervised practice program, the more likely he was to enter farming.

Hoskins (13), in 1936, in his study, "Young Men in Farming", surveyed 100 young men between the ages of 15 and 25 in the northern part of Tompkins County, New York. He found that the average age at which young men become established in farming was 19.2 years. He also found that 71 per cent of the young men surveyed became established before they reached 21 years of age.

Gregory (11), in 1937, wrote his Doctor's thesis on "Factors Influencing Establishment in Farming of Former Students of Vocational Agriculture". In his study he selected and followed through 636 students from 76 agriculture departments who were enrolled in vocational agriculture in Indiana High Schools during the eleven school years

1929 to 1930. He found that the larger the home farm, the greater the chances were for a boy to become established in farming; that the percentage of those farming increased with the number of years of schooling; that members of agriculture teams more frequently went into farming; and that the ability to rent land near home increased the number entering farming.

Clark (7) made a study in 1938 at Colorado A & M College entitled, "How Young Men Became Established in Farming in Richland County, Illinois." He found that former students of vocational agriculture were established at a slightly younger age than boys who did not study vocational agriculture. He discovered that the average size farm of the young men who had studied vocational agriculture was 16 acres larger than farms of boys who had not been enrolled in agriculture classes. He found further that 66 per cent of the 50 boys included in the study chose farming because they were made a part of the home farm business.

Dobervich (9), in 1940, had personal interviews with 504 boys who had graduated and started farming since 1930. He discovered that the most important factors in getting a young man established in farming are: the farming status of his kin, the number of years of project work in vocational agriculture, the experiences received on the home farm, and the necessary possession of about \$600.00

in cash to get started in farming.

Simons (26), in 1940, wrote an article entitled, "How One Young Man Became Established in Farming." He found that one young man, Robert Lee McAllister, in North Carolina, encountered the difficulty of securing land, finance, and equipment in becoming established in farming.

Sweany and Starrak (27), in 1941, made a study in an effort to identify the factors that contribute to the success of boys' supervised practice programs in 24 high schools of the state. They found that the boys' parents are the greatest source in financing their projects. In the 24 vocational agriculture departments studied, parents had financed over 50 per cent of the boys' projects. Over 30 per cent of the boys studied had financed their own projects.

Wright (34), in 1943, reported on data collected from 106 separate studies made in agricultural education on former students of vocational agriculture to discover the factors affecting subsequent occupational activities and employment. He found that it was possible for former students of vocational agriculture to secure share agreements with parents or others, so as to begin farming with almost no capital.

Ekstrom (10), in 1944, gathered data from 22 selected agriculture departments and found that the factors influencing young men to enter farming were in the follow-

ing order: (a) knowing farming better than anything else; (b) independence of the farmer; (c) opportunity to take over the home farm; (d) and interest stimulated through vocational agriculture.

Thomas (28), in 1947, said that most young men made their start in farming on the home farm with a definite allowance and assistance of the parents.

Summary.--1. The size of the home farm and the ability to rent land near home had a definite influence on the number of boys becoming established in farming (11).

2. The number of years of project work in vocational agriculture and the farming status of the boy's kin had an influence on his becoming established in farming (9).

3. The amount of capital the boy had at his disposal had a definite influence in his becoming established in farming (9).

4. Financial support given by the parents constituted the major sources of financing the boy's farming program in high school (27).

Factors influencing boys to enter non-farming occupations

Allison (2), in 1938, made a study in Illinois to determine the environmental factors that enter into the choice of occupations of former pupils of vocational agriculture. Replies from 121 former pupils indicated that

only farmers' sons became farmers; that lack of capital was the main reason for not farming; and that the smallness of the home farms, the presence of older brothers on the home farm, and the fact that the farm boy was often the son of a tenant, all seemed to be definite factors correlated with the boy leaving the farm.

Anderson (5), in 1939, made a study of 185 boys who dropped out of school and their reasons for leaving school. He found that 29 per cent of the 185 boys were farming. He stated that the young men in the study undoubtedly would have become established in farming more easily and quickly through placement and guidance.

Summary.--1. Small farms and older brothers on the home farm were the chief reasons expressed by the graduates for not becoming established in farming (2).

2. A greater per cent of the graduates would have become engaged in farming, if they had the necessary capital to start farming (2).

3. Assistance in placement and guidance would have helped more boys to become established in farming at an earlier age (5).

#### Improvement of the instruction program

Hocking (14), in 1939, made a survey by means of questionnaire, among 100 high school vocational agriculture teachers in Illinois. He concluded that placement of

graduates on farms is more effective in smaller schools and that guidance work is done in regular Future Farmer activities and in the four years of vocational agriculture. No relationship seemed to exist between the guidance program which teachers said they carried out and their effectiveness in placement. The kind of supervised farming program had much to do with the effectiveness of placement, however.

Porter (24), in 1939, studied records of 313 graduates from five California high schools. He concluded that the likelihood of a graduate becoming established in agriculture depends upon the effectiveness of his course of study in high school, his financial backing, the number and age of brothers in the family, and the size of the parental farm.

Townsend (30) made a study in 1940 at Cornell University entitled, "Opportunities for Boys Enrolled in Vocational Agriculture to Become Established in Farming in the Home Farm." He stated that the study indicated a definite responsibility on the part of the teacher of vocational agriculture to guide boys in analyzing their home situations, to encourage parents in giving boys a definite responsibility to become established in farming, and to help young men on farms offering little opportunity to become established elsewhere.

Sasman (25), in 1944, in suggesting a post-war program for vocational agriculture, said that there should be a pre-vocational training and guidance program for farm youth from 14-16 years of age; that there should be a program of vocational training for in-school farm youth, ages 16 to 18, definitely planning to farm; that there should develop a course in agriculture education for all rural youth of high school age, as well as for some urban pupils; that the Future Farmers of America should be developed as the best possible agency to provide leadership training for students of vocational agriculture under 25 years; and that instructors must be provided with more practical experience

Summary.--1. The agriculture teacher should devote more time to guidance and placement (30).

2. There should be a definite agriculture instruction program for in-school farm youth between the ages of 16 and 18 who plan to farm (25).

3. The Future Farmers of America should be developed to provide leadership training for students of vocational agriculture (25).

4. The kind of supervised farming program had much to do with the effectiveness of placement (14).

5. The likelihood of a graduate becoming established in agriculture depends upon the effectiveness of his course of study in high school, his financial backing,

the number and age of brothers in the family, and the size of the parental farm (24).

Influence of supervised farming upon establishment in farming

U. S. Federal Board for Vocational Education (31), in 1930, outlined in an administrative bulletin the relation of supervised practice in agriculture to the vocational agriculture program. In programs of vocational agriculture which meet the federal standards, the supervised practice is an integral part of the program and should include production projects contributory in nature. The provision shall be made for at least six months of supervised practice. The supervised practice program should be of sufficient scope to provide adequate training for the development of proficiency in the kind of farming for which the pupil is training.

Pearson (22), in 1936, in his discussion of progressive establishment of young men in farming occupations, said:

An Educational Program which functions more directly in the lives of individuals after they have left school, ought to be carried out with young men past the age of 21, who are of a legal age, and who are confronted with problems of establishment.

Kirkland (17), in 1936, made a study entitled, "A Study of Supervised Farm-Practice Programs in Certain Schools of Tennessee." Among his conclusions he found

that 61 per cent of the boys studied had conducted continuation enterprises, and that the students' supplementary farm practices, other than those included in supervised programs, ranged from one to 5.4 per student.

U. S. Office of Education (32:23), in reporting the results of an evaluation of 400 local programs in vocational education in agriculture in different parts of the United States, said that one of the basic criteria for evaluating all-day students was that one or more activities in the Future Farmer program of work should offer experience in cooperative buying and selling. The "superior" departments in this group had developed one or more activities in cooperation, in buying, selling, conservation, community service, training for leadership, recreational activities, thrift and scholarship.

U. S. Office of Education (32:10) found that the typical program in the group of 400 schools showed advancement each year in the farming methods of continuation projects.

U. S. Office of Education (32:41) in the evaluation study of 400 local departments of vocational agriculture, made an analysis of the supervised farming program of young farmer groups. The young farmer groups were classified on the basis of accomplishments in the program into very superior, superior, average, inferior, and very inferior. The average young farmer in the typical average

program had completed 3.0 years of all-day instruction and 2.9 years of young farmer instruction. It was discovered that a good program of supervised farming for a young farmer included participation in cooperative activities which would assist him in becoming established in farming.

Summary.--1. Vocational agriculture students should have at least six months of supervision in connection with their farming program (31).

2. The supervised practice program should be big enough to provide adequate training in the kind of farming the pupil plans to enter (31).

3. The supervised practice program is an integral part of the farming program (31).

4. Vocational agriculture students should outline their farming program to provide for continuation projects (17).

5. One or more activities in the Future Farmer program of work should provide experience in cooperative buying and selling (32).

6. The average young farmer in an average group receives about 2.9 years of instruction outside of all-day classes (32).

7. It was recommended that supervised farming for young farmers include participation in cooperative activities which will assist them in establishment in farming. (32).

The literature reviewed provided definite help in answering the five minor problems proposed in this study. It revealed the influence of vocational agriculture training in helping the graduates of high schools to become established in farming.

The methods and procedure used in studying the major problem in this study are presented in the following chapter.

## Chapter III

### METHODS AND MATERIALS

The efforts of the writer in this study have been devoted to a study of the problem, "In what ways can we better assist boys in vocational agriculture to become established in farming in the three high schools in Winnebago County, Wisconsin?" A review of the literature provided specific help in answering the five questions which have a bearing on the major problem. However, additional data were needed to provide satisfactory answers to these questions enumerated as follows:

1. What is the occupational status of graduates who studied agriculture and graduated from high school?
2. What factors influenced boys with vocational agriculture training to follow farming?
3. What factors influenced boys with agriculture training to enter occupations not related to farming?
4. In what ways do all-day vocational agriculture students feel the instruction program can be improved?
5. What association exists between the type of supervised practice the boys carried in high school and their becoming established in farming?

The three high schools offering vocational agriculture, Omro, Oshkosh, and Winneconne in Winnebago County, selected for this study, have had established vocational agriculture departments for 20 or more years. It was decided in this study to cover a period of eight years from 1940 to 1947. These schools have much in common and the records of the three schools will give a better version than can be had from one school.

A survey form pertaining to the problem was worked out by the writer in an attempt to secure the information concerning the answers to the five questions above mentioned. This original survey form was detailed and cumbersome. It included such data as rank of the graduate in his class and his scholastic aptitude, and it covered all of the boys who were enrolled in vocational agriculture at some time or other during his schooling period.

The survey form was examined by Professor Ralph Canada, head of the Agriculture Education Department of Colorado A & M College. After some sections were eliminated and new ones added it was checked again by Professor Canada and Doctor David Morgan, at that time Director of the summer session and now Dean of the Graduate School at Colorado A & M College. It was again revised and organized into five sections, which were finally adopted as a device to help solve the major problem.

The six page survey form 1/ consisting of five specific sections called for information from graduates who entered farming, non-farming, and occupations related to farming.

Section I of the questionnaire was divided into 26 divisions, consisting of such questions of information as the name of the boy, date of graduation, age at time of graduation, years of vocational agriculture completed, rank of the boy in his graduating class, Future Farmer offices held, the occupational status of the graduate's parents, college curriculum taken and pursued, the farming status or non-farming status of the graduate, and a specific statement about the occupation of the graduate who was not engaged in farming or related agricultural work.

The second section of the questionnaire which concerned the boy on the farm included 18 possible factors that may have influenced the high school graduate to enter farming. The boy was asked to indicate the factors which did and did not apply to his personal situation by checking either the "yes" or "no" column. The boy was given the privilege of adding additional factors or remarks to those mentioned in the questionnaire.

Factors influencing boys to enter non-farming occupations were listed in 15 possible situations in

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1/ The questionnaire appears in Appendix B

section III. Here again the boy was asked to indicate in the "yes" or "no" column the factors which applied to his personal status. Space was provided for additional factors which might apply. The information in this section was to be supplied by the graduates who were not on the farm or farming, but engaged in other occupations.

Ways in which vocational agriculture training could have better assisted the boys to become established in farming, was the question asked in section IV and IVa of the questionnaire. The above question was divided into five divisions: Future Farmer activities, instruction in animal production, crop production, farm management, and farm machinery. Since this section was to be answered by all of the graduates, individual check columns were provided for those engaged in farming and those not engaged in farming. The boys were asked to indicate by a check the parts of the agriculture course which they thought should receive greater emphasis. Additional space was provided for comments if they wished to make them.

Section V, which was the last section of the survey sheet, had reference to the supervised farming program of the graduates during the time they were enrolled in school and the first three years following high school graduation. This section, which was filled in by all of the 103 graduates with the assistance of records on file, consisted of a record of production projects, improvement

projects, and supplementary farm practices, carried out by each boy under supervision of the agricultural instructor.

The data for the study were secured by the writer between September, 1947 and June, 1948 from the administrators of the three high schools offering vocational agriculture and by personal interviews with the 103 former vocational agriculture students who had graduated from one of the three high schools during the years 1940 to 1947 inclusive. The writer personally called on these young men wherever they could be found in factories, in their homes, and on the home farm. In interviewing each boy, a survey form was put into his hands and the writer used a form. Together they read the questions, and the boy was asked to record his own response.

The record shows that 112 boys had graduated with three or more years of vocational agriculture from the Omro, Oshkosh, and Winneconne High Schools during the years 1940 to 1947, inclusive. From this number of graduates the writer was able to make a personal interview with 103 boys, or 91 per cent. Three of the boys had moved out of the state, two were in foreign service, two could not be reached after several attempts, one was attending a radio school out of the state, and one is deceased.

Other data including such items as rank in class and evening schools attended were obtained from individual

record cards in the files of the school administrators and agriculture departments. Other information was gathered by personal interviews and the farming program records, which appeared in the annual state report to the supervisor of vocational agriculture.

The data gathered from the 103 boys and other data secured from the records of the three high schools were tabulated and analyzed and will be presented in the next chapter.

## Chapter IV

### ANALYSIS OF DATA

In the preceding chapter a description was given of the methods and procedures used in gathering data which would have a bearing on the problem of improving the vocational agriculture program of the three high schools in Winnebago County, Wisconsin. The data collected by the use of procedures described were organized in the most suitable form to provide assistance in the solution of the several aspects of the major problem proposed. These findings were arranged in tabular form and are presented in the same order as the subsidiary questions of the problem.

#### The occupational status

All graduates from the three high schools with three or more years of vocational agriculture were personally interviewed to determine their present occupational status and to secure other pertinent data related to the problem. The present occupational status of these graduates, 103 in number, is recorded in Table 1.

Seventy-eight per cent or more than three out of four were identified, directly or indirectly, with farming as owners, renters, managers, partners, laborers, or in

Table 1.--PRESENT OCCUPATIONAL STATUS OF 103 FORMER ALL-DAY STUDENTS OF VOCATIONAL AGRICULTURE WHO GRADUATED FROM HIGH SCHOOL 1940 TO 1947, INCLUSIVE.

Present Occupational Status	Total Number	Per cent of total
1. Owner and operator	5	5
2. Land renter	5	5
3. Manager of a farm	4	4
4. Partnership in a farm business		
(a) At home-----	29	28
(b) Away from home-----	0	0
5. Farm laborer with specific wages		
(a) At home-----	18	17
(b) Away from home-----	4	4
6. Working on home farm with definite or indefinite allowance	6	6
7. Occupations related to farming	6	6
8. Now studying agriculture in college	3	3
9. Professional agriculture workers	<u>0</u>	<u>0</u>
10. TOTAL IN AGRICULTURAL OCCUPATIONS	80	78
11. Occupations not related to agriculture		
(a) In business for themselves--	1	1
(b) Mechanics-----	2	2
(c) City recreation depts.-----	2	2
(d) Common and semi-skilled workers-----	16	15
12. In college but not studying agriculture	<u>2</u>	<u>2</u>
13. TOTAL NON-AGRICULTURAL OCCUPATIONS	23	22
GRAND TOTAL-----	103	100

occupations related to farming. Only five per cent were owners of farms, but 28 per cent were partners in the farm business.

Twenty-two per cent, or approximately one out of five of these 103 graduates, were engaged in occupations other than farming. The largest number in this group, 15 per cent, were engaged as common laborers.

#### Factors influencing boys to follow farming

Table 2 is a compilation of the responses of 71 boys engaged in farming as to the factors which influenced them to enter farming occupations. This number does not include nine boys in occupations related to agriculture (Table 1, Items 7 and 8).

Interest in farming as an independent life and a desire for country life (Items 14 and 18) had influenced all 71 boys in choosing farming as an occupation.

Approximately 86 per cent, or 17 out of 20 boys, said the help they received from the agricultural teacher and the agricultural department influenced them in entering the farming occupation (Items 1 and 8).

Over 90 per cent of the boys reported that parents or guardians, friends or relatives influenced their choice of farming as an occupation (Items 2 and 7).

Three factors, inheritance of land, retirement of parents from farming, and opportunity to rent land taken

Table 2.--FACTORS INFLUENCING 71 BOYS TO ENTER FARMING OCCUPATIONS AFTER GRADUATION FROM HIGH SCHOOL.

Factors	Responses	
	Yes	Per cent
1. Advise and help of the agriculture teacher-----	61	86
2. Influence of parents, relatives and friends-----	67	94
3. Influence of the county agricultural agent-----	36	49
4. Influence of school administrators--	17	24
5. Influence of successful farmers in the community-----	58	82
6. Desire for an independent life-----	70	99
7. Parent or guardian helped me get started-----	66	93
8. Secured start through the vocational agriculture program-----	59	83
9. Had an opportunity to rent land-----	20	28
10. Inherited land-----	3	4
11. Parents withdrew from farming-----	9	13
12. Secured capital through the G. I. loan-----	1	1
13. Secured assistance (financial guidance) through the Veterans' Training Program-----	1	1
14. Interested in farming-----	71	100
15. Long-time farming background-----	70	99
16. Wife owned farm-----	0	0
17. Wife's relatives assisted me in getting started-----	0	0
18. The desire for country life-----	71	100

together influenced approximately nine out of 20 to choose farming as an occupation ( Items 9, 10, 11).

One-half of the boys reported that the influence of the county agent had a bearing on their selection of farming as an occupation (Item 3).

Successful farmers in the community influenced 82 per cent of the boys in entering farming as an occupation (Item 5).

The Veteran Training program or the provision for G. I. Loans had almost negligible influence with boys entering farming as an occupation (Items 12, 13).

Factors influencing boys to enter non-farming occupations

An effort was made by personal interview to determine what factors influenced 32 boys to enter non-farming occupations after graduation from high school. The responses of these interviews are summarized in Table 3. Following are some of the interesting findings derived from this table:

Lack of capital was the major factor influencing three out of four boys to enter a non-farming occupation (Item 9).

Two out of five entered non-farming occupations because the home farm was too small or the older brother used the surplus land (Items 1 and 6).

Table 3.--FACTORS INFLUENCING 32 BOYS TO ENTER NON-FARMING OCCUPATIONS AFTER GRADUATION FROM HIGH SCHOOL.

Factors	Responses	
	Yes	Per cent
1. Older brothers used surplus land and equipment on the farm-----	11	35
2. Physical handicap-----	2	6
3. Lacked interest in farming-----	14	44
4. Couldn't get along with father on the farm-----	4	12
5. Did not have an opportunity to carry a farming program-----	18	56
6. The home farm was too small for partnership agreement-----	14	44
7. Poor facilities on home farm-----	8	25
8. Could not rent other land in the community-----	8	25
9. Lacked the capital to start farming	24	75
10. Parents moved from the farm-----	6	19
11. Married at an early age and needed the income-----	8	25
12. War service interfered-----	18	56
13. Parents not sympathetic towards my becoming established in farming----	2	6
14. The war factories offered more money	18	56
15. Felt unprepared to start farming---	19	59
#16. Too long hours on the farm-----	1	3
#17. Preferred more mechanical work-----	1	3

# Submitted but not on inquiry blank

Poor facilities on the home farm or inability to rent land influenced one boy out of three to enter a non-farming occupation (Items 7 and 8). Lack of interest influenced approximately nine boys out of 20 to enter a non-farming occupation (Item 3).

No opportunity to carry a farming program influenced over 50 per cent of the boys to enter a non-farming program (Item 5).

The high wages paid in war factories or the interference by war service influenced over 50 per cent of the boys to enter a non-farming occupation (Items 12 and 14).

#### Improvement of the instruction program

In planning a survey sheet, the writer made a provision to give all of the 103 boys an opportunity to indicate where in their judgment the instruction program could be improved in five major areas of all-day instruction: Future Farmers of America activities, animal production, crop production, farm management, and farm machinery.

The responses to these five sets of questions were tabulated in two groups, those who were engaged in farming occupations and those who were engaged in non-farming occupations. The number, per cent, and rank of response is given for each one of these tabulations. An analysis of these five tables reveals a number of significant conditions.

Table 4.--WAYS IN WHICH INSTRUCTION IN F. F. A. WORK COULD HAVE BETTER HELPED 103 BOYS TO BECOME ESTABLISHED IN FARMING.

ITEMS MENTIONED	BOYS' RESPONSES								
	Farming			Not farming			All boys		
	Yes	Per cent	Rank	Yes	Per cent	Rank	Yes	Per cent	Rank
1. Greater emphasis on co-operatives---	39	55	1	10	31	2	49	46	2
2. Greater emphasis on public speaking--	23	32	4	7	22	4	30	29	4
3. More cooperative buying and selling--	33	46	3	9	29	3	42	41	3
4. More chapter owned pure-bred livestock-----	22	31	5	4	13	5	26	25	5
5. More leadership training	35	49	2	20	63	1	55	53	1
Possible responses	71			32					

Future Farmer activities.--The responses of the two groups separately and combined are shown in Table 4. An examination of the three columns shows that there is a high correlation between the responses from the boys farming and those not farming. Suggested ways to better help the boy to become established in farming were made by both groups.

Over half of the 103 boys, farming and not farm-

ing, said that more leadership training would have helped them to become established in farming (Item 5).

Nearly one-half of the boys were of the opinion that more emphasis on cooperative effort would have better helped them to become established in farming (Item 1). Three boys out of ten voted that more emphasis on public speaking would have better helped their chances to become established in farming (Item 2).

Animal production activities.--Inasmuch as livestock and livestock products constitute 83 per cent of the income from farms in Winnebago County, Wisconsin, the suggestion for improvement of the program in this area should be very significant. These responses are tabulated in Table 5.

More emphasis on prevention of livestock losses ranked first among the ten items on which the 103 boys responded (Item 10).

More emphasis on control of parasites and diseases, training in saving animals at birth, skill in feeding, selecting and buying purebred female stock, ranked second, third, fourth, fifth and sixth, respectively in the opinions of the 103 boys as points which would better help them to become established in farming.

Crop production.--The 103 boys interviewed, (Table 6) suggested more emphasis on the following items

Table 5.--WAYS IN WHICH INSTRUCTION IN ANIMAL PRODUCTION  
COULD HAVE BETTER HELPED 103 BOYS TO BECOME ESTAB-  
LISHED IN FARMING.

ITEMS MENTIONED	BOYS' RESPONSES								
	Farming			Not farming			All boys		
	Yes	Per cent	Rank	Yes	Per cent	Rank	Yes	Per cent	Rank
1. Selecting and buying pure- bred female stock-----	29	41	7	13	41	4.5	42	41	6
2. More stress on longtime breeding projects-----	35	49	3.5	16	50	2	51	50	2.5
3. More emphasis on balanced livestock en- terprises----	29	41	7	10	31	8	39	38	8
4. More knowledge and skill in feeding-----	31	44	5	13	41	4.5	44	43	5
5. More knowledge and skill in culling-----	23	32	10	7	22	9	30	29	10
6. More knowledge of livestock markets-----	25	35	9	6	19	10	31	30	9
7. More training in saving new born animals-	35	49	3.5	11	34	7	46	45	4
8. More training on recognition and control of parasites and disease-----	36	51	2	15	47	3	51	50	2.5
9. More training in livestock skills and practices----	29	41	7	12	38	6	41	40	7
10. More emphasis on prevention in livestock losses-----	39	55	1	18	56	1	53	51	1
Possible responses	71			32					

Table 6.--WAYS IN WHICH INSTRUCTION IN CROP PRODUCTION  
COULD HAVE BETTER HELPED 103 BOYS TO BECOME ESTAB-  
LISHED IN FARMING.

ITEMS MENTIONED	BOYS' RESPONSES								
	Farming			Not farming			All boys		
	Yes	Per cent	Rank	Yes	Per cent	Rank	Yes	Per cent	Rank
1. More emphasis on selecting and buying better seed varieties-----	44	62	1	18	56	2	62	60	1
2. More thorough knowledge of soils and soil management---	29	41	5	9	28	5.5	38	37	5
3. More knowledge of pastures and hay crop-	36	51	2	13	41	4	49	48	4
4. More emphasis on long time crop rotation	19	27	6	9	28	5.5	28	27	6
5. More knowledge concerning cultural practices-----	33	46	4	17	53	3	50	49	3
6. More information on adapted corn varieties for our community----	34	48	3	20	63	1	54	53	2
Possible responses	71			32					

and in the following order could have better helped them to become established in farming: Selecting and buying better seed varieties, adapting corn varieties suited to the local community, greater knowledge concerning cultural practices, and better knowledge of soils and soil management.

Farm management.--In Table 7 are three responses to questions concerning the effect of farm management activities in better helping boys to become established in farming.

More help in analyzing the efficiency of the farm business ranked first with all boys as a needed help to become established in farming.

More emphasis on knowledge of financing the farm, farm records, and organizing the farm business ranked second, third, and fourth in importance as helps in getting established in farming.

Farm machinery and power.--Table 8 reflects the reactions of the 103 boys concerning the importance of farm machinery and farm power in better helping boys to become established in farming.

Both the boys engaged in farming and those in non-farming occupations said more training in choosing power would have better helped them to become established in farming.

Table 7.--WAYS IN WHICH INSTRUCTION IN FARM MANAGEMENT  
COULD HAVE BETTER HELPED 103 BOYS TO BECOME ESTAB-  
LISHED IN FARMING.

ITEMS MENTIONED	BOYS' RESPONSES								
	Farming			Not farming			All boys		
	Yes	Per cent	Rank	Yes	Per cent	Rank	Yes	Per cent	Rank
1. More emphasis on farm records-----	35	49	2.5	17	53	4	52	50	3
2. More knowledge about cooperatives-----	27	38	5.5	7	22	8	34	33	7
3. More knowledge on financing the farm-----	36	51	1	19	59	2.5	55	53	2
4. More work on budgeting----	24	34	7	13	41	6	37	36	6
5. More training in organizing the farm business-----	31	44	4	19	59	2.5	50	49	4
6. More training in farm appraisal-----	21	30	8	10	31	7	31	30	8
7. More knowledge on how to gain ownership of the farm business-----	27	38	5.5	16	50	5	43	42	5
8. More analysis of the efficiency of farm business	35	49	2.5	22	69	1	57	55	1
Possible responses	71			32					

Table 8.--WAYS IN WHICH INSTRUCTION IN FARMING MACHINERY AND POWER COULD HAVE BETTER HELPED 103 BOYS TO BECOME ESTABLISHED IN FARMING.

ITEMS MENTIONED	BOYS' RESPONSES								
	Farming			Not farming			All boys		
	Yes	Per cent	Rank	Yes	Per cent	Rank	Yes	Per cent	Rank
1. More training in choosing power on the farm-----	38	54	1	19	59	1	57	55	1
2. More knowledge and skill in the care of farm machinery	34	48	3	13	41	3.5	47	46	3
3. More training in selecting machinery for a given farm unit-----	33	46	4	15	47	2	48	47	2
4. More skilled knowledge in the care and repair of farm machinery	28	39	5	13	41	3.5	41	40	5
5. More skill in the operation of machinery--	35	49	2	11	34	5	46	45	4
Possible responses	71			32					

Approximately 50 per cent of the boys were in favor of giving more emphasis to selecting machinery, care of farm machinery, and skill in operating farm machinery.

It is significant to observe that all 103 boys

were favorable to more emphasis on all the major units in farm machinery.

Influence of supervised farming upon establishment in farming

What is the association between supervised practice and becoming established in farming? This is a question which has been asked in a majority of studies made in checking the effectiveness of the program.

The writer secured a record of the supervised practice of the 103 boys from the offices of the administrators of the three high schools. The record was tabulated in terms of three types of supervised farm practice: (1) production projects, (2) improvement projects, (3) and supplementary farm practices. Tables 9, 11, 12 and 13 show a tabulation of the results of these compilations.

This record shows that the average number of projects of all kinds increased in the second and third years of high school but dropped to a low point in the fourth year.

This same relation exists for production projects and improvement projects. Revealing the facts in another way, the intensity of supervised practice decreased in the closing year of high school.

The per cent of boys carrying production and improvement projects decreased substantially in the eight years. The range of percentage of boys carrying any type

Table 9.--RECORD OF SUPERVISED PRACTICE FOR 103 BOYS FOR THREE OR MORE YEARS OF VOCATIONAL AGRICULTURE IN HIGH SCHOOL.

ITEM	NUMBER OF YEARS OF VOCATIONAL AGRICULTURE			
	First		Second	
	No.	Per cent with proj.	No.	Per cent with proj.
1. Average number of production projects	1.7	76	1.8	88
2. Average number of improvement projects-----	1.0	57	1.2	74
3. Average number of supervised farm practices-----	<u>.5</u>	37	<u>.43</u>	37
Totals for 103 boys	3.2		3.42	

Table 9.--RECORD OF SUPERVISED PRACTICE FOR 103 BOYS FOR THREE OR MORE YEARS OF VOCATIONAL AGRICULTURE IN HIGH SCHOOL.--Continued

ITEM	NUMBER OF YEARS OF VOCATIONAL AGRICULTURE			
	Third		Fourth	
	No.	Per cent with proj.	No.	Per cent with proj.
1. Average number of production projects	2.2	89	1.4	58
2. Average number of improvement projects-----	1.1	69	.73	63
3. Average number of supervised farm practices-----	<u>.43</u>	38	<u>.45</u>	39
Totals for 103 boys	3.73		2.58	

of supervised practice was from 37 per cent to 89 per cent.

Table 10 shows the number and per cent of the 103 boys who had continuation projects for one, two, and three years. From 18 to 33 per cent of the boys had continuation projects for one year, two years, or three years.

Table 10.--NUMBER AND PER CENT OF 103 BOYS ENROLLED IN VOCATIONAL AGRICULTURE WHO HAD CONTINUATION PROJECTS FOR ONE TO THREE YEARS.

YEARS IN SCHOOL					
1 year only		2 years only		3 years only	
Number	Per cent	Number	Per cent	Number	Per cent
16	18	34	33	28	28

Table 11.--AVERAGE NUMBER OF PRODUCTION PROJECTS PER BOY FOR FOUR YEARS.

Class	First year	Second year	Third year	Fourth year	All years
All boys-----	1.7	1.8	2.2	1.4	1.8
All farmers-----	1.7	1.9	2.2	1.5	1.8
Non-farmers-----	1.6	1.6	2.2	.8	1.5
Owners-----	2.0	1.6	2.0	1.0	1.6
Renters-----	.8	1.2	1.6	.2	.95
Managers-----	1.0	1.2	2.0	1.0	1.3
Partnership-----	1.7	2.1	2.7	2.0	2.1
Farm laborers-----	2.0	2.2	2.0	1.5	1.9
BOYS CARRYING NO PROJECTS-----	12.0	14.0	12.0	36.0	18.5 (Average)

Table 12.--AVERAGE NUMBER OF IMPROVEMENT PROJECTS PER BOY FOR FOUR YEARS.

Class	First year	Second year	Third year	Fourth year	All years
All boys-----	1.0	1.2	1.1	.73	1.0
All farmers-----	1.2	1.2	1.3	.9	1.15
Non-farmers-----	.7	1.1	.6	.2	.65
Owners-----	.8	1.0	1.0	.4	.8
Renters-----	.6	.8	1.2	.6	.8
Managers-----	1.7	.7	.5	.5	.8
Partnership-----	1.6	1.4	1.6	.8	1.3
Farm laborers-----	.8	1.2	1.1	1.2	1.1
BOYS CARRYING NO IMPROVEMENT PROJECTS	31.0	27.0	31.0	40.0	32.0
				(Average)	

Table 13.--AVERAGE NUMBER OF SUPERVISED FARM PRACTICES PER BOY FOR FOUR YEARS.

Class	First year	Second year	Third year	Fourth year	All years
All boys-----	.5	.43	.43	.45	.45
All farmers-----	.6	.5	.5	.6	.55
Non-farmers-----	.7	1.1	.6	.2	.65
Owners-----	.4	.2	.4	.2	.3
Renters-----	.6	.4	.4	.4	.45
Managers-----	.3	.8	.5	.5	.5
Partnership-----	.8	.6	.5	.7	.65
Farm laborers-----	.6	.6	.5	.6	.57
BOYS WITH NO SUPER- VISED PRACTICES----	53.0	63.0	62.0	56.0	58.0
				(Average)	

The record of attendance of the 103 boys in young farmer classes following graduation was secured from the final summarized reports of the agricultural teachers

in the three agricultural departments. A record of enrollment for as many as three years, by occupations, is recorded in Table 14. It is observed that for the farming occupations the per cent attending for each of three years was only 21, 13, and 35 respectively.

The per cent of boys in occupations related to farming attending young farmer classes for each of three years was 20, 10, and 10 respectively.

The per cent of boys in occupations related to farming attending young farmer classes for each of three periods was 13, 0, and 35 respectively.

Generally speaking there was a higher percentage of boys in farming occupations attending young farmer classes than in occupations related to farming and in non-farming occupations. Attendance for all of the 103 boys attending young farmer classes was irregular and infrequent.

The data in this chapter provide a rather clear picture of the occupational status of the 103 boys graduated from the three high schools of Winnebago County as of June, 1947.

A number of definite reasons were assigned for following or failing to follow farming as a vocation.

These 103 boys pointed out how the instruction program could have been revised to better assist them in choosing farming as a vocation.

The extent of the supervised farming program was estimated in terms of the production projects, improvement projects, and supplementary practices.

With an analysis of the data completed, comparisons can be made with the findings in other studies.

Table 14.--EXTENT OF ENROLLMENT OF 103 BOYS IN YOUNG FARMER CLASSES FOLLOWING GRADUATION FROM HIGH SCHOOL.

Occupation	Total number	Number enrolled in young farmer classes, by years		
		One	Two	Three
1. Owner and operator-----	5	--	1	2
2. Land renter-----	5	1	1	1
3. Managers-----	4	--	--	2
4. Partnership in the farm business-----	29	5	1	15
5. Farm laborer-----	22	3	5	5
6. At home with definite or indefinite allowance-----	<u>6</u>	<u>6</u>	<u>--</u>	<u>--</u>
Total-----	71	15	8	25
Per cent by years-----		21	13	35
7. Related to agriculture----	9	2	1	1
Per cent by years-----		20	10	10
8. Non-farmers-----	23	3	--	8
Per cent by years-----		13	--	35

## Chapter V

### THE DISCUSSION

In the preceding chapter a compilation was made, in table form, of the data collected by the survey method concerning the status of 103 graduates of the three high schools in Winnebago County, Wisconsin. These boys had three or more years of vocational agriculture during their high school career, and several of them took young farmer training from one to three years following graduation.

With the use of survey forms, information was collected by personal interview from the graduates in five areas: present occupational status, factors influencing 71 boys to follow farming, factors influencing 32 boys to follow non-farming occupations, ways in which the instruction program could have helped the boys to become established in farming, and the association between the supervised practice the boys followed and their becoming established in farming.

In this chapter the findings in the five areas, above mentioned, will be briefed and comparisons made with the results of other investigators. A number of recommendations will be made for the improvement of the instruction

program in the three high schools, based on this study.

The occupational status of boys

Seventy-eight per cent of the 103 graduates were engaged in farming occupations or in occupations related to agriculture. This figure compares very favorably with the findings of other investigators, which range from 21 per cent to 86 per cent. The figures for a number of states are as follows: South Dakota, 89.3 per cent; West Virginia, 45.4 per cent; Ohio, 45.7 per cent; Oregon, 43 per cent; Texas, 77 per cent; Wyoming, 86 per cent; Michigan, 60.5 per cent; Utah, 56.3 per cent. A composite of 24 studies reported by Woods (33) was 52 per cent.

Unfortunately, rigid comparison of these figures cannot be made in a significant way. The investigations were not made under the same circumstances. The lapse of time between graduation and the time of the survey was a variable factor. Consequently the number engaged in farming in the several cases could not be compared accurately. However, it would seem the figure for Winnebago County is well above the average.

The number of farm owners indicated in this survey, "five per cent", is rather small. This would be expected because of the short time since graduation and abnormal adjustments due to the war. It is encouraging, however, to note that 28 per cent of the boys were engaged

in farming on a partnership basis in connection with the home farm. Twenty-one per cent of the boys were farm laborers. This percentage seems high. However, a follow-up survey may show that some of these boys will eventually become land owners.

Twenty-two per cent of the boys were in occupations unrelated to agriculture. In view of the fact that there were many industrial plants in this area, this number would not seem to be high.

The data further show that 14 per cent of the boys interviewed are actually managing and operating farms. These figures are slightly lower than the 19 per cent which Hitchcock (12) of Wyoming found in his study of 1938.

The outlook for more young men going into farming is very good, considering the fact that 28 per cent of the graduates are at the present time in partnership with their parents on the home farm, and another 28 per cent are employed as hired hands. Nicol (20) discovered in his study in 1944 that before the young men became partners with Dad, 25 per cent were at home with indefinite allowance, 10 per cent were farm laborers away from home, and 65 per cent were at home with income from one or more enterprises.

### Factors influencing boys to follow farming

On the basis of the responses of the graduates who followed farming occupations, the factors which influenced 71 boys to enter farming occupations are ranked in the order of their importance as follows: Interest in farming and a desire for country life, influence of parents or guardian and relatives, advice of the agriculture teacher and help from the agriculture department, and influence of successful farmers in the community. The county agent and school administrators exerted an influence which is not to be neglected.

A review of the literature in Chapter II indicates that the following factors had an influence on the boy in becoming established in farming:

1. Increased time in supervised practice (29).
2. The size of the home farm (11).
3. The ability to rent land (11).
4. The possibility of forming a partnership (7, 34).
5. The amount of experience on the home farm (9).
6. The amount of capital involved in getting into the farm business (9).
7. The occupation of the parents (9).
8. The ability of the parents to finance the investment of the boy (27).

9. The amount of knowledge on farming (10).

10. The financial allowance by the parents while at home (28).

Many of the above mentioned factors were listed as part in the decisions reached by the 71 boys interviewed. These factors will provide a rich background for any agriculture teacher to use for evaluating his local program.

#### Factors influencing boys to enter non-farming occupations

The major factors which influenced 32 boys to enter non-farming occupations as revealed from the personal interviews ranked in the following order: Lack of capital, lack of opportunity to carry on farming, the larger income offered by war factories, a lack of interest in farming, home farms that were too small for partnership, older brothers having preference, inability of the boy to get along with parents or rent land, and being married at an early age. All of these factors exerted an influence on the boys' selection of a non-farming occupation.

The literature reviewed of other studies indicates that the following factors influenced the choice of boys in entering non-agricultural occupations:

1. Only farmers' sons go into farming (2).
2. Lack of capital (2).
3. Older brothers have preference (2).

4. Small farms offer no inducement (2).
5. Son of a tenant has little chance (2).
6. Placement and guidance service limited establishment (5).

There seems to be considerable similarity between the findings in the author's study and the findings in other studies as set forth in Chapter II.

#### Improvement of the instruction program

The suggestions by the two groups of boys for the improvement of the instructional program to better help them to become established in farming were almost identical in each of the five areas. Speaking of the course of study as a whole there was substantial support for the need of more emphasis in a number of units. Items receiving a large response have been ranked according to the frequency of occurrence and are listed as follows:

1. More emphasis on prevention of livestock losses.
2. More emphasis on buying improved seeds.
3. More leadership training.
4. Stress long-time breeding projects.
5. Increased stress on farm records.
6. More stress on financing the farm.
7. More training in organizing the farm business.

8. Increased training in selecting, operating and maintaining machinery.
9. Increased emphasis on cultural practices.
10. More complete knowledge of pastures and hay crops.

Influence of supervised farming upon establishment in farming

The average number of production projects for all 103 boys for the four years of high school was 1.7, 1.8, 2.2, 1.4, with an average of 1.8, as shown in Tables 9 and 11.

The average number of improvement projects for all boys for the four years of high school was 1.0, 1.2, 1.1, 0.73, with an average of 1.0, as listed in Table 12.

Table 13 shows the average number of supplementary farm practices for all 103 boys for the four years of high school as 0.5, 0.43, 0.43, and 0.45, with an average of 0.45 over all.

In terms of the supervised practice program for the average student in the 400 vocational agricultural departments which were evaluated in 1940, the record of Winnebago County is low.

The compilation of data by boys shows that for an average year 18.5 boys carried no production projects, 32.0 boys carried no improvement projects, and 58.0 boys carried no supplementary practices.

Since the supervised practice program is the heart of the program in vocational agriculture it would seem that the performance in this area is low.

In the same way, the attendance of young farmer classes following graduation was extremely low.

#### Suggested changes in the program of vocational agriculture

The responses of the 103 boys who graduated from high school and a record of their supervised farming program point definitely to a number of areas where the course of study for vocational agriculture can be improved for providing a program which will assist boys in a better way to select farming as an occupation.

Occupational status of the boys.--Although three out of four boys in the Winnebago County, Wisconsin study are engaged in farming, a continued emphasis should be directed to helping these boys become established as owners of their farm business.

Factors influencing boys to follow farming.--There are many factors that will continue to help boys become established in farming. Some that might be mentioned here are continued close cooperation with the county agricultural agent and the agricultural instructor; also, more contacts with successful farmers in the community.

Factors influencing boys to enter non-farming occupations.--The factors which influenced boys to enter

non-farming occupations reveal some of the weaknesses in the program of the agricultural departments in Winnebago County, Wisconsin. Lack of interest, inability to get along with their fathers, lack of opportunity to farm, the home farm being too small, inability to rent land, lack of the capital necessary to start farming, parents not sympathetic to the agricultural program, feeling unprepared to start farming--all of these conditions add up to one thing, that more guidance and placement service should be given by the agriculture teacher to strengthen these weaknesses (Items 3, 4, 5, 6, 8, 9, 13, and 15 in Table 3).

Improvement of the instructional program.--The suggestions offered by the boys for ways which would help them become established in farming point to means of strengthening the course of study. It is recommended that the course of study include greater emphasis in leadership training and cooperative activities in buying and selling (Items 1, 2, and 3 in Table 4).

In the field of animal production increased emphasis should be given the prevention of livestock losses, long-time breeding programs, control of diseases, and skills in feeding (Items 10, 2, 8, and 4 in Table 5).

In the crop production enterprises the course of study should be strengthened to include better selection of seed varieties, improved cultural practices, and more emphasis on hay and pasture crops (Items 1, 2, and 3 in

Table 6).

In the instruction in farm management more emphasis should be put on using efficiency factors, financing farming, keeping accurate farm records, and analyzing the farm business (Items 8, 3, 1, and 5 in Table 7).

The instruction in farm machinery and power equipment should be strengthened by increased emphasis in the selection of power equipment and farm machinery and more skill in the care and operation of farm machinery (Items 1 and 3, 2 and 5, in Table 8).

Influence of supervised farming upon establishment in farming.--In view of the low record in number of production projects, improvement projects and supervised practices, it is recommended that increased emphasis be given to the scope and continuity of these activities by a closer follow-up in supervision (Item 1 in Table 10).

The low enrollment of boys in the young farmer classes following graduation suggests that more attention be given to the organization of instruction for young farmers to supplement the work in high school (Items 1, 2, 3, 4, 5, 6, and 7 in Table 14).

#### Summary of recommendations

1. The agricultural instructor should provide more guidance and placement service to help more boys become established in farming.

2. The course of study should include greater emphasis in leadership training and cooperative activities in buying and selling.

3. Greater emphasis should be given to the prevention of livestock losses, long-time breeding program, control of animal diseases, and skills in feeding livestock.

4. Better seed varieties, improved cultural practices, and more emphasis on the production of hay and pasture crops are recommended in the crop production courses.

5. In the farm management course, it is recommended that more emphasis be placed on using efficiency factors, financing the farm, keeping farm records, and analyzing the farm business.

6. The course in farm machinery should include greater emphasis in selection of power equipment and farm machinery, and more skill in the care and operation of farm machinery.

7. Increased emphasis should be placed on increasing the scope and continuity of supervised farming programs.

8. More attention should be given to the organization of instruction for young farmers to supplement the work in the high school.

Recommendations for further study

1. A follow-up study of the 103 boys ten years hence.
2. A program in placement for young farmers.
3. The effectiveness of the veteran on-the-farm training program.
4. A guidance program for young men interested in farming as a vocation.

## Chapter VI

### SUMMARY

Graduates from the three high schools of Winnebago County, Wisconsin, for a period of years have received three or more years of training in vocational agriculture. The question has been frequently raised as to the extent to which this training has assisted them in becoming established in the business of farming. This study was undertaken to answer this and other related questions in order to receive any benefits in a revision of the course of study in vocational agriculture. The study was formulated as follows:

#### The Problem

In what ways can boys in vocational agriculture be better assisted to become established in farming in the three high schools in Winnebago County, Wisconsin, offering vocational agriculture?

The graduates of these three high schools with three or more years of training in vocational agriculture, 103 in number from 1940 to 1947 inclusive, were personally interviewed by the writer.

The survey forms used included five sections:

present occupational status, factors influencing 71 boys to enter farming occupations, factors influencing 32 boys to enter non-farming occupations, ways in which the instruction program could have better helped boys to become established in farming, and the association between supervised practice and their becoming established in farming.

The data gathered by personal interview from the 103 boys, and a record of their supervised farming were organized and tabulated for analysis.

### Findings

The data disclosed a number of significant facts.

Seventy-eight per cent of the graduates were engaged in farming or related occupations. The per cent of boys in the different occupations of farming were: owners, 5; renters, 5; managers, 4; partnership, 28; farm laborers, 21; occupations related to farming, 15.

The factors which influenced boys most to enter farming were: interest in farming and desire for country life, help from parent and relatives, advice from agricultural teacher and help from the agricultural department, and the influence of successful farmers and the county agent.

The major factors which influenced boys to enter non-farming occupations, listed in the order of their rank

were: lack of capital, home farm being too small, or land being used by older brothers, inability to rent land, lack of interest, and lack of opportunity to farm.

The 103 graduates were requested to look over a list of suggested teaching activities and check those which with greater instruction emphasis, would have better assisted them in becoming established in farming. This list of activities was assembled under five major divisions: Future Farmers of America, animal production, crop production, farm management, and farm machinery. It was interesting to note that in each of these areas the answers of the boys engaged in farming corresponded very closely with those not engaged in farming.

The records of the supervised farming programs of the 103 boys were acquired from the agricultural teachers in the three high schools. The summary of the production records indicates that the 103 boys averaged 1.7 projects the second year, 2.2 projects the third year, and 1.4 projects the fourth year. An average of 18 boys per year out of the 103 in the survey, failed to carry a project during the four years.

The number of improvement projects averaged only one per boy per year, and the supplementary farm practices averaged less than one-half unit per person for any one year.

The records in the three agricultural depart-

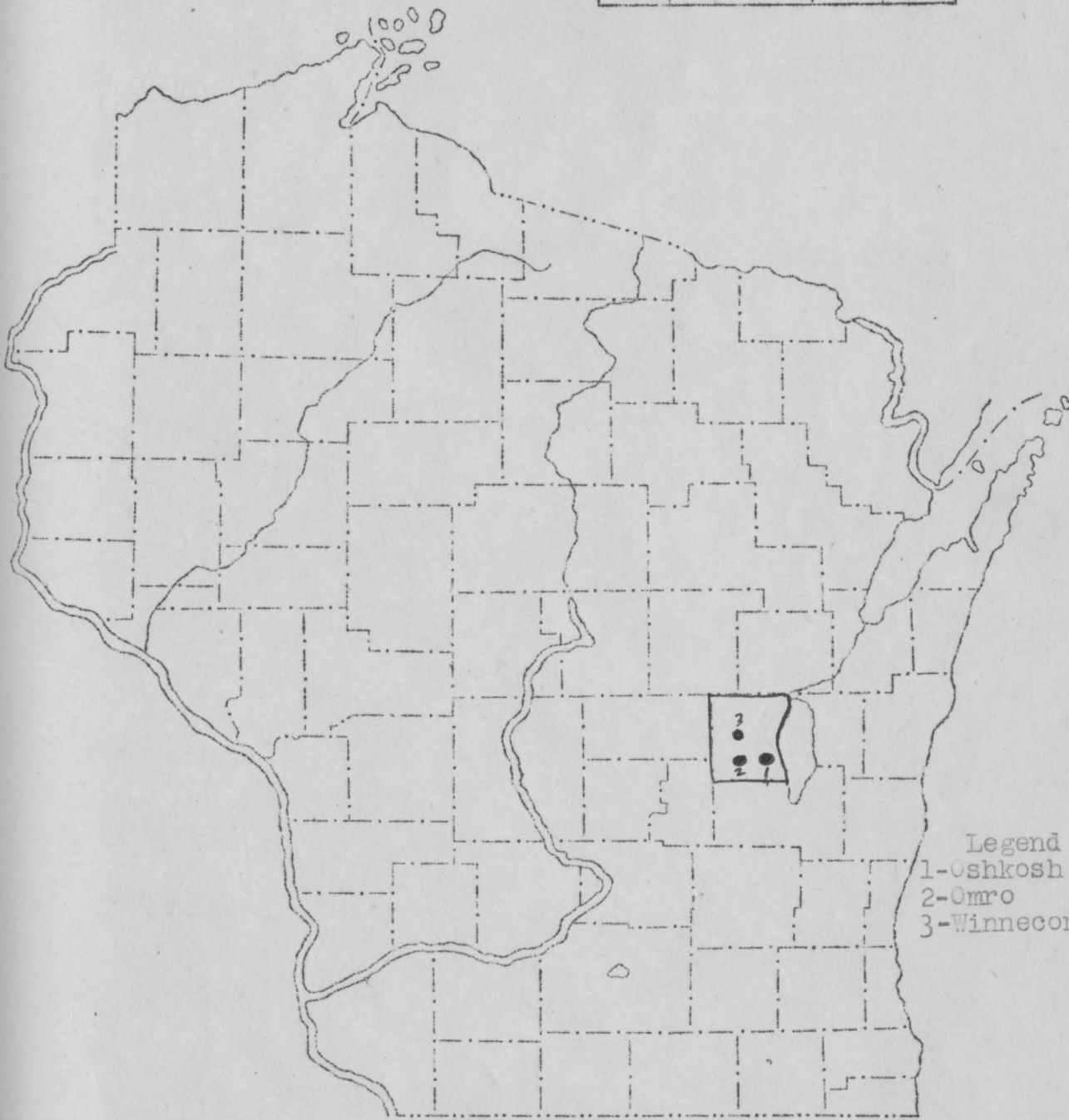
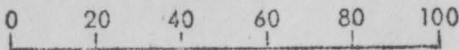
ments revealed that 48 of the 71 boys engaged in farming had from one to three or more years of young-farmer instruction. Eleven of the 23 boys engaged in non-farming occupations had from one to three or more years of young farmer instruction. The records reveal that approximately two-thirds of the group studied had attended some young farmer classes.

## A P P E N D I X A

Map showing the three high schools  
in Winnebago County, Wisconsin,  
offering vocational agriculture

# WISCONSIN

SCALE OF MILES



- Legend
- 1-Oshkosh
  - 2-Omro
  - 3-Winneconne

## A P P E N D I X B

Questionnaire

RECORD OF FORMER STUDENTS OF VOCATIONAL AGRICULTURE

DATE \_\_\_\_\_ NAME OF BOY \_\_\_\_\_ PRESENT AGE \_\_\_\_\_ SCHOOL ATTENDEN \_\_\_\_\_ NO \_\_\_\_\_

Date of Grad.	Age at time of grad.	years of voc. agr completed	Rank in grad. class	Offices held in high school. Name and year.				Occupational status of the parents acres				College Curriculum taken and pursued						
				F.F.A.	H-H	H.S.	Others	DL	O	T	Other	total acres	Agriculture	Non-Agrric	Curric	No Grad	Curric	No Grad
													Yrs.	Yrs.	Yrs.	Yrs.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

FARMING STATUS OF GRADUATES AT THE PRESENT TIME

PRESENT NON-FARMING OCCUPATION

Owner and or Renter	Manager	Partner with Dad	Farm laborer	Other arrangements	Others as: County agent, Agr. teacher, feedman, field man, etc. Be specific	Tell fully the nature of your work
Owner						
Renter						
Total acres						
20	21	22	23	24	25	26

Legend: DL--Lay laborer T--Tenant O--Owner

Comment on post school experience

Section 11  
Factors influencing boys to enter farming

77

FACTORS INFLUENCING BOYS TO ENTER FARMING:  
please check as many factors as apply to your personal situation

	Yes	No	Remarks
1. Advice and help of the agriculture teacher-----	_____	_____	_____
2. Influence of parents, relatives and friends---	_____	_____	_____
3. Influence of the county agriculture agent-----	_____	_____	_____
4. Influence of the school administrators-----	_____	_____	_____
5. Influence of successful farmers in the community_	_____	_____	_____
6. Desire for an independent life-----	_____	_____	_____
7. Parent or guardian helped me get started-----	_____	_____	_____
8. Secured start through the voc. agriculture pro- gram-----	_____	_____	_____
9. Had an opportunity to rent land-----	_____	_____	_____
10. Inherited land-----	_____	_____	_____
11. Parents withdrew from farming-----	_____	_____	_____
12. Secured capital through the G.I. Loan-----	_____	_____	_____
13. Secured assistance (financial and guidance) through the veterans training program-----	_____	_____	_____
14. Interested in farming-----	_____	_____	_____
15. <u>Long-time farming</u> background-----	_____	_____	_____
16. Wife owned farm-----	_____	_____	_____
17. Wife's relatives assisted in getting a start--	_____	_____	_____
18. The desire for country life-----	_____	_____	_____
19. Others:			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

FACTORS INFLUENCING BOYS AFTER GRADUATION TO ENTER  
NON-FARMING OCCUPATIONS

Please check as many factors as apply to  
your status

1. Older brothers used surplus land and equipment on farm Yes\_\_ No\_\_
2. Physical handicap----- Yes\_\_ No\_\_
3. Lacked interest in farming----- Yes\_\_ No\_\_
4. Couldn't get along with father on the farm----- Yes\_\_ No\_\_
5. Did not have opportunity to carry a farming program--- Yes\_\_ No\_\_
6. The home farm was too small for partnership agreement- Yes\_\_ No\_\_
7. Poor facilities on the home farm----- Yes\_\_ No\_\_
8. Could not rent other land in the community----- Yes\_\_ No\_\_
9. Lacked the capital to start farming----- Yes\_\_ No\_\_
10. Parents moved from the farm----- Yes\_\_ No\_\_
11. Married at an early age and needed the income----- Yes\_\_ No\_\_
12. War service interferred----- Yes\_\_ No\_\_
13. Parents not sympathetic towards my becoming  
established in farming----- Yes\_\_ No\_\_
14. The war factories offered more money----- Yes\_\_ No\_\_
15. Felt unprepared to start farming----- Yes\_\_ No\_\_
16. Others:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_

Section IV  
Ways in which vocational agriculture  
could have better helped boys

IN WHAT WAYS COULD VOCATIONAL AGRICULTURE TRAINING HAVE ASSISTED  
YOU BETTER TO BECOME ESTABLISHED  
IN FARMING

WORK COVERED IN AGRICULTURE	ESTABLISHED IN FARMING	NON-FARMING
	x	x
	Comments	Comments
<b>Future Farmers of America</b>		
1. Greater emphasis on cooperatives----		
2. Greater emphasis on public speaking		
3. More cooperative buying and selling		
4. More chapter owned P.B. livestock--		
5. More leadership training-----		
6. Others		
A. -----		
B. -----		
C. -----		
<b>INSTRUCTION IN ANIMAL PRODUCTION</b>		
1. Selecting and buying P.B. female stock		
2. More stress on long-time breeding projects-----		
3. More emphasis on balanced livestock enterprises-----		
4. More knowledge and skill in feeding		
5. More knowledge and skill in culling		
6. More knowledge of livestock markets		
7. More training in saving new born animals-----		
8. More training on recognition and control of parasites and disease--		
9. More training in livestock skills and practices-----		
10. More emphasis on prevention in livestock loses-----		
11. Others:		
A. -----		
B. -----		
C. -----		
<b>INSTRUCTION IN CROP PRODUCTION</b>		
1. More emphasis on selecting and buy- ing better seed varieties-----		
2. More thorough knowledge of soils and soil management-----		
3. More knowledge of pastures and hay crops-----		
4. More emphasis on long-time crop rotation-----		
5. More knowledge concerning cultural practices-----		

IN WHAT WAYS COULD VOCATIONAL AGRICULTURE TRAINING HAVE ASSISTED YOU BETTER TO BECOME ESTABLISHED IN FARMING - continued

WORK COVERED IN AGRICULTURE	ESTABLISHED IN FARMING		NON-FARMING	
	x	Comments	x	Comments
6. More information on adapted corn varieties for our community-----				
7. Others:				
A. _____				
B. _____				
C. _____				
<b>INSTRUCTION IN FARM MANAGEMENT</b>				
1. More emphasis on farm records---				
2. More knowledge about cooperatives-----				
3. More knowledge on financing the farm-----				
4. More work on budgeting-----				
5. More training in organizing the farm business-----				
6. More training in farm appraisal---				
7. More knowledge on how to gain ownership of the farm business--				
8. More analysis of efficiency of farm business-----				
9. Others:				
A. _____				
<b>INSTRUCTION IN FARM MACHINERY AND POWER</b>				
1. More training in choosing power on the farm-----				
2. More knowledge and skill in the care of farm machinery-----				
3. More training in selecting machinery for a given farm unit---				
4. More skilled knowledge in the care and repair of farm machinery-----				
5. More skill in the operation of machinery-----				
6. Others:				
A. _____				
B. _____				
C. _____				

GROWING INTO FARMING THROUGH VOCATIONAL AGRICULTURE

Production Projects	Classification	In Day School				Out of School		
		1st Year	2nd Year	3rd Year	4th Year	1st yr.	2nd yr.	3rd yr.
Example: Dairy	Major	2 head	4 head	7 head	8 head			
Improvement Projects								
Supplementary Farm Practices								
M= Major Projects m= minor Projects								

Section V  
 Types of supervised farming programs carried by the boys

## A P P E N D I X C

Names and addresses of  
the 103 graduates

NAMES AND ADDRESSES OF GRADUATES OF THE THREE AGRICULTURE DEPARTMENTS OF WINNEBAGO COUNTY, WISCONSIN, WHO GRADUATED FROM 1940 TO 1947 INCLUSIVE.

NAME	ADDRESS	GRADUATED FROM HIGH SCHOOL		
		<u>OMRO</u>	<u>OSHKOSH</u>	<u>WINNECONNE</u>
Allen, Wilbur	Oshkosh		1944	
Amunson, Bruce	Larson			1944
Anderson, Edwin	Omro	1940		
Bean, Andrew	Oshkosh		1941	
Bartelt, Milton	Oshkosh		1942	
Beck, Russel	Oshkosh		1947	
Beiser, Robert	Winneconne			1947
Behm, Walter	Oshkosh	1942		
Bork, Carleton	Neenah			1947
Bradley, Lawrence	Pickett		1944	
Bradley, Robert	Omro	1941		
Bradley, Wayne	Pickett		1941	
Brennand, Billy	Oshkosh		1942	
Buehring, Edward	Chicago		1943	
Busse, Earl	Omro	1943		
Carpenter, Orville	Omro	1944		
Daggett, Irving	Omro	1940		
Denure, Kenneth	Pickett		1944	
Devens, Alfred	Oshkosh		1940	
Dobberke, George	Oshkosh		1943	
Dodge, Fred	Oshkosh		1944	
Duesterbeck, Don.	Larson			1944
Egan, James	Omro	1947		
Egan, Robert	Omro	1940		
Fahaley, Harold	Oshkosh			1947
Fahley, Gordon	Oshkosh			1944
Farrow, Robert	Oshkosh		1943	
Fernau, Charles	Oshkosh		1941	
Flanigan, Robert	Winneconne			1947
Fitzgerald, Russell	Pickett		1942	
Foote, Charles	Omro		1940	
Foote, Lloyd	Delevan		1940	
Frye, George	Omro	1942		
Fuller, Wilbur	Oshkosh		1946	
Gay, Carroll	Pickett	1947		
Giddings, Gene	Omro	1943		
Grundy, Floyd	Oshkosh		1947	
Grundy, Phillip	Oshkosh		1943	
Gorr, Floyd	Omro	1941		
Gorr, Nathan	Omro	1943		
Hergert, Warren	Oshkosh		1947	

NAMES AND ADDRESSES OF GRADUATES OF THE THREE AGRICULTURE DEPARTMENTS OF WINNEBAGO COUNTY, WISCONSIN, WHO GRADUATED FROM 1940 TO 1947 INCLUSIVE.--Continued

NAME	ADDRESS	GRADUATED FROM HIGH SCHOOL		
		<u>OMRO</u>	<u>OSHKOSH</u>	<u>WINNECONNE</u>
Howlett, Ivan	Oshkosh		1940	
Hunter, Lawrence	Pickett		1940	
Hunter, Robert	Pickett		1943	
Hunter, Russell	Pickett		1940	
Jacobson, Lyle	Omro	1941		
Jacobson, Robert	Winneconne			1941
Johnson, Donald	Larson			1944
Jones, Richard	Oshkosh		1947	
Jones, William	Pickett		1947	
Kallas, Lester	Omro	1943		
Kirk, Arnold	Omro	1941		
Kirk, Richard	Omro	1946		
Koplitz, Marvin	Oshkosh		1947	
Kresal, George	Omro	1944		
Lee, Francis	Winneconne	1943		
Lee, Lowell	Winneconne	1944		
Lee, Lyle	Omro	1943		
Lee, Norman	Winneconne	1940		
Linstedt, Charles	Larson			1946
Maroon, Loyall	Omro	1942		
Mathison, Maynard	Larson			1946
Meltz, Ralph	Oshkosh		1943	
Miller, LiRoy	Oshkosh		1947	
Miller, William	Oshkosh		1947	
Much, Clifford	Fremont			1943
Nelson, Earl	Larson			1943
Newell, Melvin	Oshkosh		1943	
Nobel, Kenneth	Oshkosh		1943	
Ostwald, Donald	Oshkosh		1946	
Ott, William	Oshkosh		1946	
Overton, William	Oshkosh		1946	
Peil, Delmer	Oshkosh		1942	
Pffaffenroth, Larry	Oshkosh		1944	
Pollecek, Edward	Rush Lake	1940		
Posselt, Raymond	Neenah			1944
Radig, Donald	Oshkosh		1941	
Rasmussen, Lester	Winneconne			1943
Rasmussen, Neil	Oshkosh		1947	
Reinke, Carl	Oshkosh		1941	
Rommel, Raymond	Omro			1946

NAMES AND ADDRESSES OF GRADUATES OF THE THREE AGRICULTURE DEPARTMENTS OF WINNEBAGO COUNTY, WISCONSIN, WHO GRADUATED FROM 1940 TO 1947 INCLUSIVE.--Continued

NAME	ADDRESS	GRADUATED FROM HIGH SCHOOL		
		<u>OMRO</u>	<u>OSHKOSH</u>	<u>WINNECONNE</u>
Ristow, Harvey	Omro	1946		
Romberg, Harvey	Larson			1947
Romberg, Wayne	Winneconne			1944
Ruedinger, Robert	Oshkosh		1946	
Ross, Charles	Oshkosh		1940	
Ruelke, Charles	Oshkosh		1940	
Schermerhorn, Roy	Winneconne			1947
Schneider, Donald	Oshkosh		1943	
Schnell, Clarence	Oshkosh		1941	
Schuster, Joseph	Berlin	1940		
Spiegelberg, Delvin	Larson			1946
Stone, Rexford	Omro	1946		
Tetzke, Alvin	Omro	1946		
Thomas, Myron	Oshkosh		1941	
Volp, LaVern	Omro			1940
Wicklund, David	Oshkosh		1947	
Whitemarsh, Gordon	Omro	1943		
Williams, Munsil	Pickett		1944	
Zelhofer, Harold	Oshkosh		1943	
Zelhofer, Raymond	Oshkosh		1941	
Zimmerman, Myrle	Winneconne			1944
Zimmerman, Ralph	Winneconne			1946

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