ABSTRACT OF THESIS

OCCUPATIONS OF GRADUATES MAJORING IN THE DIVISION OF AGRICULTURE OF COLORADO STATE COLLEGE FOR THE TEN-YEAR PERIOD 1927-1936

Submitted by

Parker A. Woodul

In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
Agriculture and Mechanic Arts

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ABSTRACT OF THESIS

This study was made to discover what vocations were being pursued by men who have completed an agricultural course in Colorado State College during a ten-year period, 1927 to 1936; and to evaluate factor-relationships that have entered into their occupational experiences.

The major problem was broken down into the following minor problems:

1. To determine graduates' vocational status.
2. To discover vocational relationships.

It was hoped that this information could be of some benefit to the college in vocational guidance and curriculum building to better equip a graduate for successful work.

During the ten-year period there were 282 men graduated from the Division of Agriculture at Colorado State College excluding the graduates in forestry. Data were secured from 130 (or approximately 48 per cent), and this study is concerned primarily with these 130 graduates. The data received directly from these men were supplemented by facts taken from the records of the registrar of Colorado State College.

The major consideration in the questionnaire dealt with pre-college experiences, college experiences, and influences affecting the graduate's choice of occupations in his field of work.

Also, consideration was given to these additional points:

1. Occupational status of the graduates.
2. Different occupations followed by the graduates.

Lastly, a comparison was made of the results of this study with similar studies conducted in other agricultural institutions.

The data secured from the files of the college registrar pertained largely to parentage of the graduates and to their credits in high school agriculture.

The cases were sorted according to the major courses in agriculture pursued while in college. Comments and recommendations by the graduates regarding the course they pursued in college were, also, collected and organized.

Letters were sent to Cornell University, University of Minnesota, and the University of Illinois to find similar studies. Only these few colleges were asked for material because of the limited number of studies available.

The findings by departments are briefly sum-

marized as follows:

1. The graduates from the animal husbandry department during the ten year period:

   a. Total number of graduates was 170.

   b. The total number of graduates responding was 84.

   c. Nine (or 14 per cent) of all the graduates entered livestock occupations after graduating.

   d. One hundred and twenty-seven (or 75 per cent) of the animal husbandry majors were farm reared.

   e. Fourteen graduates from this department felt that they needed more business administration work in college.

2. The graduates from the horticultural department during the ten-year period:

   a. Total number of graduates was 39.

   b. The total number of graduates responding was 14.

   c. Four (or 28 per cent) of the horticulture graduates entered horticultural work after graduating and approximately 72 per cent entered vocations in which a knowledge of horticulture was required.

d. Twenty-five (or 64 per cent) of these graduates were farm reared.

e. Advanced horticultural courses, to be taught as undergraduate work, were suggested by 10 graduates as work that would have done them more good in their vocations.

3. The graduates from the entomology department during the ten-year period:

a. Total number of graduates was 40.

b. The total number of graduates responding was 14.

c. Five (or 35.7 per cent) of these graduates entered entomology work upon graduation.

d. Thirteen (or 32 per cent) of the entomology graduates were farm reared.

e. Six graduates felt that the taking of more cultural subjects in college would have helped them in their present vocations.

4. The graduates from the agronomy department during the ten-year period:

a. Total number of graduates was 33.

b. Eighteen graduates responded.

c. In this department 7 (or 38.8 per cent)

of the graduates entered agronomy work as a first vocation.

d. Fourteen graduates felt that they should have had more advanced agronomy in college to help them in their present vocation.

e. Twenty-six (or 78 per cent) of the agronomy graduates were farm reared.

The following is a summary of relationship factors:

1. Eighty-two (or 29.1 per cent) of the graduates of the four departments in agriculture entered vocations for which they were specifically trained.

2. Twenty (or 15.3 per cent) of the graduates entered farming and ranching upon graduation.

3. Twenty-five (or 19.2 per cent) of the graduates reported farming and ranching as their vocations when this report was made.

4. Thirteen or 10 per cent of the graduates entered farming but later pursued other vocations.

5. Three of the graduates became farm managers with an average tenure of 16 months.

6. A large majority of college graduates majoring in agriculture entered agricultural vocations.

7. Thirty-one graduates entered agricultural teaching upon graduation and 20 of these reported agricultural teaching at the time of this report.

8. Approximately 80 per cent of the graduates

qualifying to teach agriculture taught one or more years.

9. About one-fifth of the agricultural graduates returned to the college for additional teacher professional courses.

10. Half of the graduates during the ten-year period reported that they were engaged in the same type of work as that entered upon at graduation.

11. Changes of vocations were more likely to occur in the first four years after graduation.

12. As vocational tenure increased, shifting decreased.

13. Economic and social changes influenced vocational selection and vocational tenure.

14. The majority of college agricultural majors were students from agricultural parents.

15. Seventy-five per cent of the college agricultural majors were students from parents actively engaged in farming and farm business.

16. Twelve per cent of the graduates of the college of agriculture majored in the same type of work as that in which the parents were engaged.

17. The majority of vocational agriculture teachers stated that they left the work for financial betterment.

18. More graduates asked for additional agronomy and horticultural courses than for any other as a means of vocational aid.

19. One-third of the graduates made recommendations for the teaching of subjects they did not get which they thought would have better fitted them for the work in which they are now engaged.

LIMITATIONS OF THIS STUDY

In the summarization of findings it should be understood from the beginning that this study does not offer sufficient conclusive evidence to allow one to set up specific guidance principles, but does make for general predictions in that direction. The factors considered are not all inclusive or exclusive; therefore, a single factor is of little consequence but when the factors are considered collectively they are found to be significant.

FURTHER STUDIES

1. The shifting of graduates between states.
2. Salaries as a factor in vocational shifting.
3. Comparison of agriculture graduates with those who graduate from other college courses.
4. A study of scholarship-vocational relationships.

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Submitted by

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In partial fulfillment of the requirements

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Fort Collins, Colorado

July, 1940

COLORADO STATE COLLEGE

OF

AGRICULTURE AND MECHANIC ARTS

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY Parker A. Woodul

ENTITLED Occupations of Graduates Majoring in the Division of Agriculture of Colorado State College for the Ten-Year Period 1927-1936

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF Science

MAJORING IN Agricultural Education

CREDITS 3.5

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In Charge of Thesis

APPROVED G. A. Schmidt
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Recommendation concurred in

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This thesis, or any part of it, may not be published without the consent of the Committee on Graduate Work of the Colorado State College of Agriculture and Mechanic Arts

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Chapter I

INTRODUCTION

This study is made to find out what vocations graduates of the Division of Agriculture of Colorado State College have entered and what changes in vocations they have made.

Background of the Problem.--In this age of specialization and skilled laborers, it becomes necessary that a young man or woman should choose, if possible, a vocation early in life. One has only to speak with members of a high school graduating class or freshmen entering college, or even sophomores in college, to realize that many have no idea of what vocation they plan to enter; or if they do have a vocation in mind, their answer may be entirely different a year later.

Year after year students are graduated from college to continue on a more specialized scale, the vocations of their parents. On the other hand, there are almost as many students who adopt different vocations from those in which they have been reared. They major in a definite field in high school and pursue that same work in college, only to graduate and enter entirely different work, sacrificing years of experience.

Many students change majors before entering college, in college, or perhaps ten years later.

Quite a few studies have been made, though few comprehensive enough to be profitable, to predetermine or select at an early age this career vocation. The unfortunate thing is that most of the studies have tried to dictate or select the individual to suit the job rather than clarify the field and let the students pick their own jobs. Human nature is so intangible that certainly no one would be guilty of trying to pick the one and only job for an individual. What man has only one job that he can do well? Is he not capable of doing several jobs equally well, especially in a related field?

The problem is not to point out the vocation, but rather to give a complete picture of the road ahead. The vocational teachers are fully aware of their responsibilities to guide students into the fields in which they are most likely to succeed. Colleges and universities are fully conscious of their part in guiding graduates and undergraduates into as nearly as possible the right channels. Neither of these agencies can hope to get far without knowing the degree of success of each former student; his pre-college vocation and career vocation relationships; his pre-college vocation and college major relationships; his college major and career relationships; and most of all, what the men are

actually doing in the field. What in addition do these men think that the high schools or colleges could have done to help them to be more successful, and what have they done that contributed most to their success. (Success is only used in this instance as a criterion of measurement because of its monetary tangibility). Not until we have gathered this information will vocational teachers and colleges and universities begin to suggest the field, or the vocation within that field, which might be best for a certain student.

The Problem.--The problem involved in this investigation is to discover what becomes of the men who have completed an agricultural course at Colorado State College during a ten-year period, and to discover factor-relationships that have entered into their occupational trends.

This problem is immense in its scope. Such a study mainly concerns itself with discovering relationship factors, wherever they may lie, which influence agriculturally minded people in selecting and mastering a vocation; with finding if possible, what they like and the reason for liking it. Such a problem certainly contains human elements which cannot be considered in this study.

The major problem is broken down into three problem areas.

Area A. To discover the following general facts:

1. Total graduates from each agricultural course in the Division of Agriculture of Colorado State College during the ten-year period. This does not include the forestry graduates.
2. Number and percentage of graduates that completed the teacher training work in vocational agriculture.
3. Number of graduates that came back after graduation to complete teacher training work.
4. Number and percentage of graduates that have taught vocational agriculture one or more years.
5. Number of graduates who entered research or technical work.
6. Number of graduates that returned to the farm.
7. Number of graduates that returned to the farm but later left the farm for other work.
8. Number of graduates that became farm managers, and their tenure as managers.

Area B. To discover the following relation-

ships:

1. The pre-college experiences and rearing, and the college course pursued.
2. The pre-college experiences and rearing, and the work in which they are now engaged.
3. The high school course pursued and the work in which they are now engaged.
4. The college course taken and the work in which they now seem to be settled.
5. The college course taken and the work in which they entered at time of graduation.
6. The parental background influence.

Area C. To make a comparison of the results of this study with similar studies conducted in other agricultural colleges, if data can be secured.

The ultimate purpose back of the entire study is to assemble facts and determine relationships which may be of assistance in some way to the various agricultural departments of the Division of Agriculture of Colorado State College.

Chapter II

REVIEW OF THE LITERATURE

College Preparation and Vocations.--Several studies have been made by various persons and educational institutions concerning men who have completed agricultural courses in colleges but most of these studies merely list occupations followed by these men after graduation with little or no thought given as to why these graduates are pursuing their present occupations. Reviewing these findings, as limited as they may be, will lend some basis for comparison with the results obtained at Colorado State College from this study.

Johnson (3:210), reporting on men graduates of land-grant colleges, gave 88.1 per cent of college agriculture majors entering agriculture work upon graduation. The University of Illinois (2) in 1930, gave records of 2,110 men graduates from the college of agriculture of the classes of 1872 to 1930 along with their 1930 occupations. This study should give some indication of the relationship between the college course pursued and the last vocation as reported by the graduate. The findings of this study show that "eighty per cent of the agriculture graduates entered agricultural fields and twenty

per cent went into non-agricultural fields" (2:1). Their graduates (2:4-5) were classified into twelve groups, which are similar to the classification made in this study; therefore, some of the groups can be used for purposes of comparison.

The University of Illinois established these results (3:4-5) in 1930:

Positions	Per cent
Farm and Farm Managers	24
Agricultural Business	4.9
Agriculture Extension	6.3
Agricultural Teaching and Research	25.6
Agriculture Technicians	1.0
Farm Credit	1.2
Farm Laborer (1 individual)	----
Floriculture	2.3
Landscape Architecture	4.6
Livestock Men	1.0
Marketing and Processing Agricultural Products	7.6
Students in Agriculture	1.2

Gibson 1/ attempted to check vocational status of graduates from Cornell University but approached the problem only partially. Even on this limited basis, the findings will be of some value in checking college course-vocation relationships. Rather than make an exact analysis, Gibson 2/, after checking available information,

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1/ Letter from A. W. Gibson, Professor in Personnel Administration, New York State Colleges of Agriculture and Home Economics, Cornell University, dated July 14, 1929.

2/ Letter from A. W. Gibson, op. cit.

gave these results:

> At the present time about 12 per cent who graduate from the College of Agriculture go into farming; about 23 per cent go into commercial work other than farming, but which is related to farming; about 55 per cent go into teaching, extension and research in agriculture and are primarily the ones who go into non-agricultural work in the government service; about 10 per cent leave the field of agriculture.

The findings so far have been based upon graduates from the Agricultural Division of the Colleges. As yet, no mention has been made of the college major-vocation relationships, which is a much finer analysis of a definite situation than the ones just concluded. That in itself is a severe limitation. There is a comprehensive study (5) that has been made which supplies what the two former reports did not--undergraduates fulfilling vocational agriculture teaching requirements and the per cent entering teaching as first vocation. But this report is weak in that no record was kept of unsuccessful candidates. Umstattd (5:7-13) in 1935, made a summary distribution of occupations followed by graduates from 374 institutions, and came to this conclusion: Of the 242 agriculture teacher trainees graduating in 1934, 171 or 71 per cent were placed in full-time teaching jobs.

Knox (4:1) in 1938, collected complete data on 294 graduates qualified to teach vocational agriculture who had been graduated from Iowa State College

since 1923. His study was confined to an analysis of teacher qualifiers and their vocations, thereby establishing some college training and vocation relationships. He made no attempt to seek pre-college influences. Knox (4:174), concludes as follows:

> About 95 per cent of the men qualified at Iowa State College were found to be engaged in occupations for which they were fitted by their college training and experience as teachers of vocational agriculture. Only 16, or 4.9 per cent of them, are now engaged in work which is neither agricultural or educational. As might be expected, the largest number, 142, are teaching vocational agriculture. The records of 320 known qualifiers show that 268 or 80.7 per cent of them have taught vocational agriculture.

Pre-college training.--Data on pre-college training are so limited that only a casual mention will be made here. Anderson (1:2-5) in 1933, made an analysis of pre-employment records in relationship to vocational success. He stated that:

> Graduates who attended Class A high schools . . . had longer average teaching experience than graduates who attended high schools of lower classification . . . .
>
> Four-fifths of the agricultural education graduates were farm reared and two-thirds of the fathers were actually engaged in farming at the time their sons enrolled in college. The factor of being farm reared is closely related to length of teaching experience. As the length of teaching experience increased, the per cent of farm reared teachers within the experience groups increased . . . .
>
> . . . Graduates of longest teaching experience received one-third more parental encouragement than others.

Trainees in agricultural education who are farm reared and who take every opportunity to extend their college years, are most likely to become successful teachers.

A survey of land-grant colleges (6:1:364) showed that 72.51 per cent of the graduates majoring in college agriculture had decided on their vocation before entering college. In Cornell University, an institution with a larger number of city boys than rural, Gibson 3/ in 1929, found that practically all of the graduates who were brought up on farms go into agricultural work. City boys found more difficulty getting into agriculture and were primarily the ones who went into non-agricultural work. Very few city boys went into farming or agriculture teaching. Sixty and seven-tenths per cent of the graduates who had majored in college agriculture were farm reared as reported by the land-grant college survey (6:1:353).

Vocational Shifting.--In the Iowa State College report in 1938, Knox (4:1) was not so much interested in the why of shifting as in the degree of shifting. The occupational distribution grew wider with time as there were only 20 per cent of the 1923-27 teachers teaching in 1938, compared with 80 per cent of the 1935-38 group. The majority of these that left teaching went into vocations where a knowledge of agri-

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3/ Letter from A. W. Gibson, op. cit.

culture was necessary. These leaving the vocational agriculture field did so after an average tenure of almost five years. Men not qualified to teach agriculture but returning to fulfill requirements remained in the teaching field as long as men who had majored in agricultural education. One hundred and twenty-six men left the teaching of vocational agriculture one or more times. Ninety-two per cent entered educational or agricultural occupations. Only 17 men returned to teaching vocational agriculture.

The economic conditions had some influence on the shifting of vocations. In one study in 1939, Gibson 4/ noted that ten to fifteen years ago a larger proportion of graduates were going into farming, about the same number into agricultural business and about one-third into agriculture teaching and related agricultural work. He stated that only 12 per cent of the present graduates were going into farming.

4/ Letter from A. W. Gibson, op. cit.

Chapter III

METHODS AND PROCEDURES

In solving the problem of this study the method of attack was to make a list of graduates in agriculture from Colorado State College, by departments, from a file in the registrar's office; and, after making this list, to check each graduate's pre-enrollment card to get high school credits in agriculture and to secure information on parentage

Each department head in the Division of Agriculture of Colorado State College was contacted to get all available material on the graduate, such as first vocation, intermediate vocations, last vocation and addresses. Addresses not found in this manner were taken from the ex-student file in the President's office. Graduates that still resided in or near the college were contacted personally and those more remote were contacted by letters. Through personal interviews and by letters 265 graduates were contacted; however, many cards were not returned, and some that were returned were marked "wrong address". So the net result of both methods was 120 answers. This was such a small number that questionnaires were sent again to those not

answering the first time, and this second attempt netted 10 answers which brought the total to 130, or slightly more than 40 per cent of the total graduates.

Letters were sent to Cornell University, University of Minnesota, and the University of Illinois to obtain results of similar studies. It was necessary to contact only a few colleges because of the limited number of studies that had been made.

As the material was collected from different sources, it was tabulated on a large compilation sheet similar in form to the one found in the appendix of this study. To keep away from personal elements, numbers were substituted for names in the compilation of answers to the questionnaires.

Since this study covers only about 40 per cent of the total graduates in agriculture from Colorado State College during the ten-year period of 1927 to 1936, it lacks in authority, but is indicative. This study is comparable in results to the results derived from other vocational studies; but, like them, it could be criticized because it is limited in scope. However, certain conclusions are drawn with reasonable assurance that they are of value for general prediction, and the findings may be of value both to the college instructor and to the student in agriculture.

Chapter IV

FINDINGS

General Introduction

In this Chapter data are presented covering the graduates' pre-college career, their college courses, and their work in the field immediately after graduation.

The Animal Husbandry department of the college has the highest number of graduates of the four departments. And of the 170 who completed the curriculum, 84 reported first vocations entered after graduating. These vocations and the number reported in each is shown in Table 1.

Table 1.--FIRST OCCUPATIONS ENTERED UPON BY EIGHTY-FOUR GRADUATES IN ANIMAL HUSBANDRY FROM COLORADO STATE COLLEGE FOR THE YEARS 1927 TO 1936 INCLUSIVE.

Vocations entered	Number of graduates
Vocational agriculture teaching	20
Agricultural business	16
Farming	14
Teaching	11
Livestock and ranching	9
State employment	4
Government employment	3
Dairying	3
Common laborer	1
Salesmanship	1
Total	84

Twenty-six of the 84 graduates entered farm occupations; that is, general farming, ranching, and dairying. And, to be more specific, 14 per cent of all the animal husbandry graduates entered direct livestock jobs.

During the ten year period between 1927 to 1936, only 39 men were graduated from the horticulture department. Fourteen graduates out of this 39 reported vocations as tabulated in Table 2.

Table 2.--FIRST OCCUPATIONS ENTERED UPON BY FOURTEEN GRADUATES IN HORTICULTURE FROM COLORADO STATE COLLEGE FOR THE YEARS 1927 TO 1936 INCLUSIVE.

Vocations entered	Number of graduates
Vocational agriculture teaching	3
Government employment	3
Horticulture	2
Research and technical work	2
Farming	1
Extension service work	1
Farm managing	1
State employment	1
Total	14

Of the 14 horticulture graduates, 4 entered horticulture jobs, 3 entered agriculture teaching, and 4 entered government work. When reduced to percentage, there were 28 per cent entering horticultural work and 71 per cent entering into occupations in which a knowledge of horticulture was required.

There were 40 men graduated from the department of entomology, only 14 of these reported. A list of these men and their vocations are found in Table 3.

Table 3.--FIRST OCCUPATIONS ENTERED UPON BY FOURTEEN GRADUATES IN ENTOMOLOGY FROM COLORADO STATE COLLEGE FOR THE YEARS 1927 TO 1936 INCLUSIVE.

Vocations entered	Number of graduates
Skilled laborer	3
State employment	3
Government employment	2
Farming	1
Agricultural business	1
Common laborer	1
Teaching	1
Extension service work	1
Vocational agriculture teaching	1
Total	14

The per cent of graduates not using information from their college major subject for the first vocation was very high, 35.7 per cent. This is 7 per cent more than the per cent of graduates making partial use of entomology and the same per cent as the number entering into entomology jobs. Four out of the 40 became laborers; one common and three skilled. Only 1 became a vocational agriculture teacher.

The agronomy department graduated only 33 students during the period covered by this study and more than one-half of these are included in this report.

Vocations of the agronomy graduates are presented in the following Table.

Table 4.--FIRST OCCUPATIONS ENTERED UPON BY EIGHTEEN GRADUATES IN AGRONOMY FROM COLORADO STATE COLLEGE FOR THE YEARS 1927 TO 1936 INCLUSIVE.

Vocations entered	Number of Graduates
Vocational agriculture teaching	4
Research and technical work	3
Extension service work	3
Government employment	3
Teaching	2
Farming	1
State employment	1
Unemployment	1
Total	18

In this department 38.8 per cent of the graduates entered agronomy work as a first vocation, and 44.4 per cent entered vocations in which a thorough knowledge of agronomy was required. Only 16.6 per cent entered first vocations in which a knowledge of agronomy was found to be of little use. Seven of the 18 took agronomy jobs, 6 entered teaching, and 3 went into extension service work.

Table 5 gives the graduates entering and remaining in teaching positions in vocational agriculture from 1927 through 1936. Also, how many out of each year's graduating class taught vocational agriculture.

Table 5.--GRADUATES REPORTING IN ALL DEPARTMENTS BY YEARS AND THEIR TEACHING STATUS.

Years	No. graduates reporting in all departments	No. graduates entering Voc. Ag. Teaching as first vocation	No. graduates reporting Voc. Ag. Teaching as last voca.
1927	12	4	2
1928	8	4	2
1929	17	4	1
1930	18	7	3
1931	12	2	3
1932	18	4	6
1933	16	1	4
1934	7	3	5
1935	14	1	2
1936	8	1	1
Totals	130	31	29

Graduates entering agriculture teaching and reporting agriculture teaching as last vocation 20

Of the total number of graduates, 23.8 per cent began their first work as vocational agriculture teachers; and 22.3 per cent of all graduates reported teaching as their latest vocation. Of all the graduates from the four agriculture departments who completed agriculture teaching requirements as undergraduates, 79.3 per cent reported agriculture teaching when this report was made.

The extent to which the graduates have participated in teaching vocational agriculture is shown in Table 6. Graduates' teaching preparation is also included in this Table.

Table 6.--DISTRIBUTION OF GRADUATES WHO COMPLETED TEACHER TRAINING IN COLLEGE, NUMBER OF GRADUATES WHO CAME BACK TO COMPLETE TEACHER TRAINING, AND THE NUMBER WHO TAUGHT VOCATIONAL AGRICULTURE ONE OR MORE YEARS.

[Report taken from Registrar's office and Vocational Education Office, Colorado State College.]

Year	No. completed Voc. Ag. Teacher Training in College	Total number in Class	Per cent	No. Graduates that came back to complete Training	Per cent	No. taught Voc. Ag. one or more Years	Per cent
1927	15	29	51	10	33	10	33
1928	13	25	51	10	40	11	44
1929	15	40	37	9	22	11	27.5
1930	13	31	41	9	29	9	29
1931	10	30	33	3	10	5	16.6
1932	18	42	43	9	21	10	23.8
1933	13	31	41	6	19	6	19.3
1934	5	20	25	7	35	9	45
1935	9	22	28	1	3	4	18.1
1936	9	23	39	0	0	5	21.7
Total	120	293	Avg. 40.9	66	Avg. 22.5	81	Avg. 27.6

The extent to which the graduates have participated in teaching vocational agriculture is shown in Table 7. Graduates' teaching preparation is also included in this Table.

Table 7.--NUMBER AND PER CENT OF GRADUATES WHO REPORTED BEING IN THE SAME VOCATION AS ENTERED UPON AT GRADUATION.

Year graduated	Number graduated	Number reporting	Number same vocation	Number different vocation	Per cent in same vocation
1927	29	12	10	2	83.3
1928	25	8	4	4	50.0
1929	40	17	12	5	70.6
1930	31	18	15	3	87.7
1931	30	12	9	3	75.0
1932	42	18	6	12	33.3
1933	31	16	9	7	56.2
1934	20	7	5	2	71.4
1935	22	14	8	6	57.2
1936	22	8	7	1	87.5
Total	293	130	75	55	
Per cent		100	57.6	42.4	

It is shown in Table 6 that 40.9 per cent of the graduates completed teacher training in college as undergraduates. The number to return to complete training for teaching vocational agriculture was 22.5 per cent of the total number of graduates. Of those who had completed training for teaching vocational agriculture either as graduates or undergraduates, 67.5 per cent taught agriculture one or more years.

Several men who had fitted themselves for

specific vocations took jobs outside of their field of training. Table 7 presents information on vocational shifting as reported by 130 graduates.

Fifty-seven and six-tenths per cent of all the graduates over the ten-year period reported their last vocation as being the same as their first, and 42.4 per cent reported as being in different vocations. The year with the largest number remaining in the same vocation was 1936; the year representing the shortest period from graduation. The greatest shifting seemed to occur in 1932 with only about one-third continuing the first vocation.

The occupational changes made within the group of 130 graduates is presented by years in Table 8.

Table 8.--GRADUATES SHIFTING INTO NEW FIELDS OTHER THAN FIRST JOB HELD AFTER GRADUATING

[Per cent based on the number of possible changes for the period designated; i. e., students who graduated in 1936 could not have changed fields the 2nd or 3rd year since the report does not continue after that time.]

Years 19-	'27	'28	'29	'30	'31	'32	'33	'34	'35	'36	Total
Total graduates with available record	22	21	34	26	29	34	31	12	29	18	256
Total reporting	12	9	18	17	12	18	16	7	14	8	130
No. changing 1st yr. after Graduation		1	1	2	1	1	1	3	4	2	16
No. 2nd year		1	3	1	2	9	6	3	6		31
No. 3rd year	3	2	1	3	3	10	5				27
No. 4th year	1	2	3	2	1	8	4				21
No. 5th year		1	2	2		4					9
No. 6th year		1	4								5
No. 7th year	1										1
No. 8th year	2										2
No. 9th year		9									9
No. 10th year	0										0
Total changes	7	17	14	10	7	32	16	6	10	2	121
Per cent changes	5.7	14.0	11.5	8.2	5.7	26.4	13.2	4.9	8.2	1.6	

One hundred and twenty-one occupational changes occurred in the ten years for the 130 graduates. The greatest number of changes taking place in the second and third years after graduation. Twenty-six and four-tenths per cent of the graduates shifted vocations in 1932. The year with the lowest per cent of changes was 1936.

A tabulation of the parents' vocation and the graduates' college agricultural major is presented in Table 9. This Table is chiefly concerned with the vocation of the graduate as influenced by his pre-college experience and training.

Table 9.--GRADUATES ACCORDING TO PARENT VOCATIONS AND COLLEGE COURSES PURSUED.

[*Report taken from registrar's office of Colorado State College and from the departments of animal husbandry, agronomy, entomology, and horticulture.]

Parent vocation	Number of parents	College courses pursued			
		Hort.	Ento.	A.H.	Agro.
Farming	116	13	6	76	21
Non-agriculture business	35	7	14	11	3
Livestock	30	1	1	27	1
Common laboring	20	5	5	8	2
Skilled laboring	20	1	6	12	1
Teaching	12	2	1	8	1
Horticulture	9	5		4	
Agricultural business	9	1		6	2
Government employment	7		2	3	2
Professional work	5	2	1	2	
Dairying	5	1		4	
Railroad work	4		2	2	
Insurance salesmanship	3		1	2	
Engineering	3		1	2	
Tailoring	2			2	
Poultryman	1	1		1	
County agent work	1			1	
Totals	282	39	40	170	33

Seventy-four and two-tenths per cent of the students, whose fathers were connected with agriculture, majored in some phase of college agriculture. Twenty-three and nine-tenths per cent of the students, who majored in agriculture, came from parents not connected with agriculture. Forty-one per cent of the graduates

majoring in college agriculture were farm reared. The lowest relation, 1.7 per cent, occurred between students coming from parents receiving their income from professional work.

There are, no doubt, many pre-college influences that guide the student in choosing a particular college curriculum. In all probability high school courses of study and high school teachers have some influence on the students' selection of college work. This influence is shown in Table 10.

Table 10.--GRADUATES' HIGH SCHOOL AGRICULTURE CREDITS AND THEIR COLLEGE AGRICULTURAL MAJORS.

Parent Vocations	No. Parents	High School credits in Agriculture earned by Graduates: Total High School Credits in Agri.	Average High School Credits in Agri.	College courses pursued in college: Hort.	Ento.	A. H.	Agr.
Farmer	116	202	1.73	37	10	127	28
Insurance	3	1	1/3			1	
Tailor	2	8	4.0			8	
Poultryman	1	6	6.0				6
Horticulture	9	8	8.8	1		7	
Railroad	4	38	9.5			38	
Livestock	30	17	1.8			11	6
Dairy	5	3	0.6			3	
Engineer	3	6	2.0			6	
Ag. Business	9	44	4.8			43	1
Laborer	20	59	2.9	35	2	22	
Teacher	12	43	3.5	2		40	1
Skilled Laborer	20	23	1.15		3	20	
Professional	5	7	1.4	1	6		
County Agent	1	1	1.0			1	
Government	7	7	1.0		5	2	
Non-Agri. Business	35	16	0.42		1	10	5
Totals	282	489		76	27	339	47
Avg. H. S. Agri. Credits			1.73	1.94	0.67	1.99	1.4
Total Graduates by Departments				39	40	170	33

Students majoring in college agriculture from non-agricultural parents had an average of 2.29 high school agriculture credits, and students from agricultural parents had an average of 2.78 high school agriculture credits. The horticulture department had students from agricultural parents with an average of 3.45 high school agriculture credits. The entomology department had students from agricultural parents with an average of 1.71 high school agriculture credits.

The last vocations of graduates may be classified into 16 different groups, ranging from laborers to technicians. Each individual received his training in one of the four departments of college agriculture covered by this study. Table 11 classifies these men numerically according to their last vocation. Parent occupations are also given.

Table 11.--LAST REPORTED OCCUPATIONS OF THE GRADUATES AND THE OCCUPATIONS OF THEIR PARENTS

*[These graduates had different occupations from those of parents.]

Parent vocation	Number of graduates	Vocations in which the graduates are now engaged
Farming	103	17
Non-agricultural business	38	5
Livestock and ranching	23	8
Skilled laboring	21	0
Laboring	14	1
Railroad work	13	0
Teaching	10	11
Horticulture	10	10
Professional work	7	2
Agricultural business	8	26
Engineering	3	0
Insurance Salesmanship	2	2
Dairying	2	5
Poultry	1	0
Government employment	1	39
County agent work	1	31
*Vocational agriculture teaching	---	72
*Technical and research work	---	14
*Farm management	---	3
*State employment	---	1
Total	---	247

Ninety per cent of all graduates who came from agricultural parents were engaged in agriculture. Twelve per cent of this 90 per cent were in the same type of agriculture as the parents. Nineteen and two-tenths per cent of the graduates from non-agricultural parents were in agricultural vocations at the time this study was made

Why have teachers of vocational agriculture shifted to other occupations? Information on this important question is presented in Table 12.

Table 12.--REASONS FOR VOCATIONAL AGRICULTURE TEACHERS SHIFTING TO OTHER VOCATIONS.
[Reasons are based on number of frequencies and not on the number of instructors reporting.]

Reasons for shifting	Frequency
Salary conditions	10
Get into more enjoyable work	5
Not satisfied with teaching	2
Indefinite future of agricultural teaching	2
Too much work in combination jobs	1
No teaching jobs open	1

This Table indicates that the majority of shifts from the field of teaching agriculture were due to economic reasons, though the dissatisfaction with the type of and the amount of work also influenced the change.

It was hpped that at the beginning of this study certain material could be gathered that would aid the animal husbandry, agronomy, horticulture, and entomology departments of the college to meet better the needs of their graduates. Almost every graduate returning a questionnaire recommended one to four courses that he thought would have added to his vocational success had it been included or stressed in the under-

graduate curriculum. Courses so desired have been grouped under department majors according to frequency distribution in Table 13.

Table 13.--SUBJECTS GRADUATES FEEL THEY SHOULD HAVE TAKEN IN COLLEGE AS WOULD HAVE CONTRIBUTED TO SUCCESS IN PRESENT OCCUPATION

ANIMAL HUSBANDRY DEPARTMENT

1st Preference	Frequency	2nd Preference	Frequency	3rd Preference	Frequency	4th Preference	Frequency
Farm Machinery	9	Bus. Admin.	8	Animal Diseases	3	Horticulture	2
Veterinary	5	Farm Mechanics	7	Farm Mechanics	2	Cabinet Making	1
Poultry	5	Sub. Organization	3	Plant Diseases	2	Irrigation	1
Bus. Admin.	4	L. S. Practicums	3	Soils	2	Character Building	1
Typing	4	Poultry	2	Crop Practicums	2	Surveying	1
Adv. Crops	4	Entomology	2	Drainage	1	Experiment Work	1
Animal Nutrition	3	Gen. Insects	2	Math.	1	More A. H.	1
Public Speaking	3	Animal Diseases	2	Public Speaking	1	Practical A. H.	1
El. Surveying	2	Animal Nutrition	2	School Admin.	1	Farm Machinery	1
Animal Practicums	2	Surveying	1	Social Science	1	Physics	1
Dairy	2	Soils	1	Adv. Economics	1	Judging	1
Range Mgt.	2	U. S. Army	1	L. S. Practicums	1	Practical Economics	1
Philosophy	1	Extension Meth.	1	Surveying	1	Shop	1
Market Analysis	1	Typing	1	Bus. Policies	1	Office Admin.	1
Salesmanship	1	Farm Mgt.	1	Chemistry	1	Crops	1
Job Analysis	1	Public Speaking	1	Public Contact	1		
Education	1	Geology	1	Biology	1		
Extension	1	Carpentry	1	Meat Selection	1		
Bookkeeping	1	2 yr. Math.	1	Practical Teach.	1		
Horticulture	1	Plant Classifi.	1	Poultry	1		
Psychology	1	Anatomy	1	Personality	1		
Grasses	1	F. F. A.	1	Accounting	1		

Table 13.--SUBJECTS GRADUATES FEEL THEY SHOULD HAVE TAKEN IN COLLEGE AS WOULD HAVE CONTRIBUTED TO SUCCESS IN PRESENT OCCUPATION--Continued

ANIMAL HUSBANDRY DEPARTMENT

1st Preference	Frequency	2nd Preference	Frequency	3rd Preference	Frequency	4th Preference	Frequency
Anatomy	1	Dairying	1	Job Analysis	1		
Judging	1	Teaching Methods	1	Grasses	1		
Math.	1	Feeds & Feeding	1				
Journalism	1						
1 yr. Student Teaching							
Geology	1						

Table 13.--SUBJECTS GRADUATES FEEL THEY SHOULD HAVE TAKEN IN COLLEGE AS WOULD HAVE CONTRIBUTED TO SUCCESS IN PRESENT OCCUPATION--Continued

HORTICULTURE DEPARTMENT

1st Preference	Frequency	2nd Preference	Frequency	3rd Preference	Frequency	4th Preference	Frequency
Farm Machinery	2	Entomology	1	Crops	1	Soils	1
Pr. Teach Methods	1	Plant Chemistry	1	Ag. Economics	1	Ag. Engineering	1
Specialized A. H.	1	Floral Culture	1	Plant Classifi.	1	Physics	1
Genetics	1	Statistics	1	Grasses	1	Weeds	1
Floral Design	1	Grain Judging	1	Geology	1	Agronomy	1
Foreign Language	1	Plant Pathology	1	Debate	1		
Meats	1	Plant Ecology	1	Feeds & Feeding	1		
Marketing	1	Gen. Vet.	1	Surveying	1		
Plant Identification	1	Dairying	1				
		Poultry	1				
Landscaping	1	Systematic Botany	1				
El. Vet.	1						
Voc. Agri.	1						
Plant Breeding	1						

Table 13.--SUBJECTS GRADUATES FEEL THEY SHOULD HAVE TAKEN IN COLLEGE AS WOULD HAVE CONTRIBUTED TO SUCCESS IN PRESENT OCCUPATION

ENTOMOLOGY DEPARTMENT

1st Preference	Frequency	2nd Preference	Frequency	3rd Preference	Frequency	4th Preference	Frequency
Foreign Language	2	Statistical Analysis	1	Photography	1	Foreign Language	1
Farm Engineering	1			Farm Shop	1	Game Mgt.	1
College Algebra	1	Farm Surveying	1	Adv. Psychology	1	Chemistry	1
Mammalogy	1	Adv. Economics	1	Vertebrates Eco.	1	Journalism	1
English	1	Taxonomy	1	Botany	1	Soils	1
Feeds & Feeding	1	Foreign Language	1	Bookkeeping	1	El. Surveying	1
Pub. Speaking	1	Public Speaking	1				
		Gen. Law	1	Crops	1		
		El. Vet. Medicine	1	Poultry	1		

Table 13.--SUBJECTS GRADUATES FEEL THEY SHOULD HAVE TAKEN IN COLLEGE AS WOULD HAVE CONTRIBUTED TO SUCCESS IN PRESENT OCCUPATION--Continued

AGRONOMY DEPARTMENT

1st Preference	Frequency	2nd Preference	Frequency	3rd Preference	Frequency	4th Preference	Frequency
Vocational Guidance	2	Chemistry	2	Foreign Language	1	Genetics	1
Journalism	2	Bacteriology	1	Plant Classification	1	Grasses	1
Soils	1	Poultry Judging	1	Math.	1	Research	1
Crops Judging	1	Public Speaking	1	Practical Work	1	Calculus	1
Math.	1	More Teaching	1	Leadership	1		
Ag. Engineering	1	Ed. Sociology	1	Dry Land Farming	1		
English	1	Publicity	1	Surveying	1		
Practical Shop	1	Plot Technique	1	Pr. Field Agron.	1		
Grass	1	Adv. Soils	1	Economics	1		
Chemistry	1	Plant Identifi.	1				
Practical Exper.	1	Farm Mechanics	1				
Plant Ecology	1	Grammar	1				
Social Science	1						

The men in the field suggested 89 recommendations for adding or stressing courses which would have added to their vocational success. A complete list of their recommendations follows:

I. Recommendations suggested by the graduates from the Animal Husbandry Department

1. Teach a more practical course in land usage.
2. Cut out non-essentials--military science and argumentation.
3. Arrange means of getting practical experience.
4. Substitute English for news writing and journalism.
5. Cut out non-essentials as crops, soils and dairy chemistry.
6. Be more thorough and expect more from students.
7. Hold more conferences in human relations and in personal management.
8. Give accounting and typing as regular subjects.
9. Eliminate physics or reduce the course.
10. Give more education.
11. Allow wider choice of subjects.
12. Start more activities for the masses.
13. Drop military science and give time to more valuable courses.
14. Require extra-curricular activities.
15. Orient students in the field of public work--extension, research, etc.
16. Give surveying and bookkeeping.
17. Teach men to work physically and not look for white collar jobs.
18. Maintain a good breed of draft horses.
19. Encourage and aid student to begin personal library while in college.
20. Observe more actual teaching situations.
21. Give more occupational courses and counsel the senior year.
22. Give more livestock and crops coaching and F. F. A. advisorship.
23. Give more required athletics.
24. Develop ingenuity through more freedom in research.
25. Require more English and grammar.
26. Cut methods of teaching.

27. Give a good course in public accounting.
28. Give a practical farm poultry course.
29. Offer more practical farm economics.
30. Cut non-requirement of worthless required hours.
31. Make courses more difficult.
32. Require more seminar courses.
33. Offer a more general course in agriculture.
34. Give more work in farm and agricultural economics.
35. Teach livestock management to meet western conditions.
36. Give more laboratory work on the college farm.
37. Offer courses in civil service preparation.
38. Make courses stiffer.
39. Give more time to agricultural subjects and less to non-agricultural.
40. Train men to think more thoroughly and give them a better means of expression.

II. Recommendations suggested by the graduates from the Horticulture Department.

1. Allow students more practical application and experience.
2. Make courses harder.
3. Stress more practical marketing of fruits and vegetables.
4. Increase student teaching to three months.
5. Obtain an arboretum.
6. Require more personal contact with college staff.
7. Give practical experience in contacting farmers and dealing with farm problems.
8. Offer more good methods courses.
9. Require more practical courses in crops and animal husbandry.

III. Recommendations suggested by the graduates from the Entomology Department.

1. Eliminate required courses vaguely related to major.
2. Require more systematic courses in natural sciences.
3. Give more practical courses and less science.
4. Teach value of graduate study.
5. Stress English, simple mathematics, and news writing.

6. Offer a course in training for county extension work.
7. Give a course in Smith-Hughes reports, types, etc.
8. Offer summer mountain jobs at experiment station to give students experience.

IV. Recommendations suggested by the graduates from the Agronomy Department.

1. Give more technical courses in major department.
2. Offer guidance in type of work to be taken.
3. Make possible actual experience at the experiment station.
4. Give the student the advantage of a well paid and trained faculty.
5. Give practical application in the field.
6. Remove physics and chemistry and add more practical subjects.
7. Give an occupational study course.
8. Require more basic science and English.
9. Add some course in extension education.
10. Give more vocational guidance and more field experience at experiment station.
11. Offer visual and practical education.
12. Give more training in rules and principles of sports and spare time activities.
13. Require normal courses for all prospective administrators.

Chapter V

GENERAL DISCUSSION

College Influence on the Graduate.--The agronomy department has been most successful in the placing of its graduates in agronomy fields as a first vocation. However, the horticulture and entomology departments were close second and third, with approximately one-third of their graduates entering vocations directly in line with college majors.

From these four departments almost 30 per cent of the graduates entered first vocations in direct line with majors, and slightly more than one-half of the remaining two-thirds entered vocations in which a thorough knowledge of their major subjects was essential to satisfactory work. The University of Illinois graduate survey (2:1) in 1930, showed 80 per cent in agricultural work and 20 per cent in non-agricultural; and Knox (4:1), at Iowa State College in 1938, reporting only on qualified agricultural teachers, listed 95 per cent in agriculture work and 5 per cent in non-agricultural. The reports from other institutions do not indicate the college majors and are therefore usable only in part.

From the evidence presented here a conclusion

can be drawn with reasonable assurance that there is a definite relationship between the college major and first vocation, and that its application will assist both teacher trainer and student.

In this study it was found that of the graduates in vocational agriculture during the period 1927 to 1936, two-thirds taught agriculture for one or more years. Out of the 31 who started agricultural teaching, 20 were teaching agriculture at the time of this study. Several out of this 20 had tried other phases of work but had returned to teaching agriculture. Knox (4:1) in 1938, stated that 80 per cent of those qualified taught vocational agriculture for one or more years; out of the 268 who had taught, 126 left the field, but 17 of these returned. Umstattd (5:4) in 1935, in a more limited study reported that 71 per cent of the qualified vocational agriculture teachers taught for one or more years.

As far as the vocational agriculture teaching is concerned, this report indicates a certain degree of relationship between first and last vocations and, also, to a certain degree, a continuity of vocations. The results of this study then agree with the only other available study, that made by Knox (4:1). The relationship between first and last vocations is somewhat interrupted by economic conditions. Such an interruption was

found in this study of Colorado State graduates and, also, in the study by Gibson 5/ in 1939, who reported the same results from a study of Cornell graduates. The foregoing analysis, then, would indicate that a graduate's first vocation would be his last reported vocation, or in the field of his last vocation.

Further study of first vocation-last vocation relationships is tabulated in Table VII. Over the ten year period covered by this study approximately three-fifths of the agricultural graduates reported their last vocation the same as the first, whereas two-fifths were in different vocations from the first. When one recalls that this period covers a time of economic and social chaos, there is a question as to whether this was a representative period. For instance in 1932 and 1933, the years of economic maladjustment, there were more changes than in any other years of the ten-year period. These last facts presented need some clarifying before they can be added to the above conclusion. For instance a change of vocation as used here indicates, for example, the changing from the job of agriculture teaching to soil conservist, and from a salesman to a city clerk. Since progression within the same general field would automatically make for changes in vocations, it seems

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5/ Letter from Gibson, op. cit.

quite within the natural course of events that this first vocation-last vocation relationship remain flexible to a certain degree. The very nature of the vocations themselves helps to determine whether the situation shall be positive or negative in relationship to vocational tenure. Speaking of this same situation, Knox (4:1) in 1938, makes this statement:

> This would, of course, be true for men leaving any occupation to enter another, since people ordinarily change occupations to secure a promotion of some type, usually financial.

The greatest number of vocational changes occurred within the first four years after graduating, with the peak coming the second year. There were almost as many changes in the third year as in the second; and a little more than 10 per cent of all the graduates changed fields of work in their first year after graduation. The changes the first few years were extensive, but as age and tenure increased the per cent of changes decreased until those who had been out nine or ten years seemed to be rather permanently settled. Thus by simple induction one could say that the above conditions tend to point toward three states in vocational adjustment: first, seeking a twelve months job; second, orientation; and, third, service on a permanent basis. These stages vary for different individuals.

Iowa State College (4:1) in 1938, gave the

median total experience among the agriculture teachers at 6.2 years and those leaving the field did so after a teaching median of 4.8 years. It is assumed that those teachers having a six-year tenure are greater assets to the community than those of one-year duration. Surely no one would argue that the last stage is not best for both the employer and employee; but how is the student to be guided into such a job? Such a perplexing problem has as many factors as there are units in the individual's psychological and physiological make-up.

The variance of economic and social years does exert some influence on occupational tenure and shifting. Even in this limited study there is indication that more changes took place in years of greatest economic strife (1932 and 1933) and economic well-being (1928 and 1929).

In summarizing, it is safe to say that as tenure increases, shifting decreases.

The discussion of college influence on the undergraduate and graduate leads to the following statements:

1. College graduates majoring in agriculture entered agricultural vocations by a large majority.

2. Approximately 80 per cent of graduates qualifying to teach agriculture taught one or more years.

3. About one-fifth of the agriculture graduates returned to the college for additional professional

courses.

4. Half of the graduates for the ten-year period reported their latest vocation the same as the first.

5. Changes of vocations were more likely to occur in the first four years after graduation.

6. As vocational tenure increased, shifting decreased.

7. Economic and social changes influenced vocational selection and vocational tenure.

Pre-college influence on graduates and their vocations.--What influence does the parent's vocation have on the subject in which the student elects to major?

Fifty-seven per cent of students coming from homes in which the parents gained a livelihood directly from the soil, or livestock, majored in the School of Agriculture. Only a small per cent of students came from families representing non-agricultural work. It is interesting to note that about the same per cent of students from parents of non-agricultural pursuits majored in agriculture as did those from parents representing common and skilled labor. However, this percentage was small (16 per cent) in comparison with the percentage shown by students of the farm-livelihood

group. It is also interesting to observe that students majoring in agronomy had the highest per cent of carry-over of parent-occupation and student major. This might be partially explained by the fact that agronomy, in this study, is used to mean that vocation in which one gets his major income from farm crops, and is therefore, by nature, smaller in scope and also commands a higher per cent of agricultural vocations in this region in comparison to the other three departments. Even in the immediate vicinity where horticultural enterprises are rather pronounced, crops still furnished the bulk of the farm income.

Three-fourths of the students of all four departments came from parents actively engaged in farming or in farm business. The other 25 per cent came from non-agricultural parents. Gibson (2:1) in 1939, found that practically all of the graduates who were brought up on farms went into agricultural work. Anderson at Pennsylvania State College approached this subject from a little different angle. He (1:5) found in 1933 that trainees who are farm reared are most likely to become successful teachers.

Certainly there is evidence here to show that there is a positive relationship between what school a student enters in college and his parent's vocation. Conclusive evidence of the relationship of college

majors to parents' vocations cannot be drawn from this study since no consideration has been given to success factors of students who majored in the same field as parents' vocation and those students who majored in fields or schools differing from their parents' vocation. This relationship may not be conclusive; yet, there is enough evidence in this study to support such a tendency. Only 12 per cent of the 90 per cent who entered the School of Agriculture from agricultural parents majored in the same type of work in which the father was engaged. For example: A florist had a 12 per cent chance of having a son majoring in horticulture.

What influence did the high school exert upon the selection of a college major? Unfortunately, no other direct study that has been made on this factor is available.

There was fairly conclusive evidence to show that a definite relationship existed between the parent's vocation and the school the student entered but the relationship between the parent-vocation and college major was small. What, then, are the deciding factors that influence the selecting of college majors? There were only 12.5 per cent of the graduates majoring in the same type of agriculture as that in which the parent received his greatest income. The evidence as presented here is certainly limited if one is to estab-

lish such a relationship. It is known how many high school agricultural credits a student had, how many high school agricultural credits were represented in each department in college enrollments, and how many high school agricultural credits belong to boys from agricultural parents and how many to non-agricultural parents; but what we do not know is enterprises in high school in which the student carried major agricultural projects. Was it native interest in certain farm enterprises, was it acquired interest, or was it the "times" and the student's ability to analyze the future that led him to select the curriculum in which to major in college? This information is not contained in the study. But there is evidence to show that students from agricultural parents are more agriculturally minded than students from non-agricultural parents, as shown by a higher number of high school agricultural credits for such students. Even though this does not establish conclusive relationship evidence, it does indicate that pre-college influence did exert itself on the choice of a college curriculum. Anderson (1) concluded that the type of high school attended had a marked effect upon the success of the graduate.

Is there any relationship between the pre-college influence and the last vocation?

The information contained in Table XI por-

trays a vivid picture of pre-college training and its relationship to the last vocation as reported. Twelve per cent of all the graduates in the School of Agriculture reported the latest vocation the same as that from which the parents gained their livelihood. More striking is this example: 90 per cent of all the graduates from the School of Agriculture, from parents engaged in agriculture, reported that they were in agriculture when this study was made. One-fifth or 20 per cent of the students from non-agricultural parents reported agriculture as their latest work.

Even though students from parents engaged in agriculture accumulated more high school agricultural credits than did students from parents not engaged in agriculture, it would be hard to prove that this relationship was anything more than slight since a good many high school agricultural departments discriminate against enrollment of students from non-agricultural parents.

Data showing relationship between parent occupation and school entered are not conclusive. Some of the following statements, however, indicate general trends:

1. Majority of college agricultural majors are students from agricultural parents.

2. Seventy-five per cent of college agri-

cultural majors are students from parents engaged in farming and farm business.

3. Twelve per cent of college agricultural majors are majors in the same type of work as the parent's vocation.

4. High school agricultural credits had some influence on the selection of college majors but to what extent this study does not reveal.

5. There is a definite relationship between the parent's occupation and agricultural graduate's last reported vocation.

Salary conditions seems to be the greatest factor in changing from teaching to other vocations. Knox (4:1) in 1938, stated that the median income for Iowa agricultural teachers was $1,906, which appears to be fairly close to the median of that in other states. There were a few graduates who taught agriculture long enough to have employment until something presented itself which they found more enjoyable. In the group covered by this study there were no doubt some who were vocational misfits but, encouragingly, these fellows were few. Graduates who could see no future in teaching left the work in about the same proportion as did the misfits. One fellow had a combination job of coaching and teaching which he decided was too much. However, the greatest number of changes from agricul-

tural teaching occurred because of promotions of some type, usually for financial gain.

The first combined request from all graduates was for more agronomy to be given in the agricultural curriculum; and second, for more courses in business administration to be given. Since request courses and frequencies of requests are listed by departments, it seems of little use to give further treatment here. Such a study may be made by those with specific problems in mind. This material may be of some benefit to department heads in setting up a course of study, for, even though the foregoing material may not point to a straight road ahead, it does point out the directions by use of road markers.

Thirty per cent of all graduates offering recommendations to the college, which they felt would have better fitted them for their vocations, suggested more practical courses. The next highest per cent of recommendation suggested was to teach how to use the information gathered in college agricultural courses; that is, methods of effective presentation of learned technical information and acquired skills to produce the greatest net results. Several graduates were very emphatic about cutting out non-essential courses and substituting usable courses.

Graduate remarks may be presented in the fol-

lowing statements:

1. The first reason for vocational agricultural teachers leaving the work was financial betterment, mainly by promotion.

2. More graduates asked for additional agronomy and horticultural courses than any other as a means of vocational aid.

3. One-third of the graduates making recommendations to the college suggested more practical work.

4. Several of the graduates would have college cut out non-essential courses and substitute practical ones.

Chapter VI

SUMMARY

In the summarization of findings it should be understood from the beginning that this study does not offer sufficient conclusive evidence to allow one to set up specific guidance principles, but does make for general predictions in that direction. The factors considered are not all inclusive or exclusive; therefore, a single factor is of little consequence but when the factors are considered collectively they are found to be significant.

Summary of relationship factors:

1. A large majority of college graduates majoring in agriculture entered agricultural vocations.

2. Approximately 80 per cent of the graduates qualifying to teach agriculture taught one or more years.

3. About one-fifth of the agricultural graduates returned to the college for additional teacher-professional courses.

4. Half of the graduates for the ten year period reported the same vocation as for the first year.

5. Changes of vocations were more likely to occur in the first four years after graduation.

6. As vocational tenure increased, shifting decreased.

7. Economic and social changes influenced vocational selection and vocational tenure.

8. Majority of college agricultural majors were students from agricultural parents.

9. Seventy-five per cent of the college agricultural majors were students from parents actively engaged in farming and farm business.

10. Twelve per cent of college agricultural majors were majors in the same type of work as the parents' vocation.

11. High school agricultural credits had some influence on the selection of college majors but to what extent this study did not reveal.

12. There was a definite relationship between the parent's occupation and the agricultural graduate's last vocation as reported in this study.

13. The majority of vocational agriculture teachers left the work for financial betterment.

14. More graduates asked for additional agronomy and horticultural courses than for any other as a means of vocational aid.

15. One-third of the graduates making recommendations to the college suggested more practical work.

16. Several of the graduates would have col-

lege cut out non-essential courses and substitute practical ones.

Further studies:

1. The shifting of graduates between states.

2. Salaries as a factor in vocational shifting.

3. Comparison of agriculture graduates with those who graduate from other college courses.

4. A study of scholarship-vocational relationships.

APPENDIX

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
1	1936	Ento.	Insurance								
2	"	A. H.	Tailor					U. S. Army	Tex.	6-7	1700
3	"	A. H.	Farming	4				Farming	Colo.	6-7	5000
4	"	Hort.	Farming	1							
5	"	A. H.	Hatchery	6	18						
6	"	A. H.	Insurance	1	32			Ag. Teach.	N. M.	6-7	1800
7	"	A. H.	Hort.	1	20						
8	"	A. H.	Railroad		3			Assn.	Colo.	6-7	1200
9	"	A. H.	Rancher		13			Dairy	Colo.	6-	864
10	"	A. H.	Engineer	6	17						
11	"	Hort.	Landscaper		7						
12	"	Ento.	House Keep		17			Jr. Ento.	Wyo.	6-7	2000
13	"	A. H.	L.S.Exchange								
14	"	Hort.	Merchant								
15	"	Hort.	City Employee								
16	"	Hort.	Druggist					Florist	Colo.	6-7	1570
17	"	Ento.	Wholesale					Assist	Colo.	6-7	1500
18	1935	Hort.						U. S. D. A.	Colo.	5-6	1800
19	"	Hort.	Dentist		3						

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
1											
2											
3											
4											
5											
6											
7											
8											
9	Cow Tester	Colo.	6-7	1080							
10											
11											
12											
13											
14											
15											
16											
17	State Ento.	Colo.	6-7	1800							
18	2nd Lt. Army	Tex.	6-7	1500							
19											

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
1												
2												
3										21		Yes
4												
5										10		
6												
7										4		
8												
9										18		
10												
11												
12										21		
13												
14												
15												
16											1	
17												
18											4	
19											6	

Continued

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
20	1935	A. H.	Teacher		6			Cheese maker	Tex.	-6	1144
21	"	Hort.	Dairyman								
22	"	Hort.	--------		5	Yes	1 sum. 1 sum.	V. A. Teach.	N. M.	-6 3 mo.	1550
23	"	Agr.	Cook		14			S. C. S.	N. M.	5-6	1800
24	"	Ento.	Salesman		15			Armour runner	Colo.	3 mo.	780
25	"	A. H.	Laborer		29						
26	"	A. H.	Farming	2½				Dairy Extension	Colo.	5-6	1200
27	"	A. H.	Rancher		3			Sec.-Treas. Cattle Co.	N. M.	5-6	1620
28	"	Ento.	Electrician					Mining	Colo.	5	1100
29	"	A. H.	Bookkeeper		25			Jr. High Teach	Colo.	5-6	840
30	"	Agr.	Farming	4	21			S. C. S.	N. M.	5-6	1440
31	"	Agr.	Farming	4	17						
32	"	Agr.	Sugar Co.								
33	"	A. H.	Irrigator	3	14						
34	"	Hort.	Farming	4				Fruit-Veg. Inspector	Colo.	5-6	1500
35	"	A. H.	Farming	½							
36	"	A. H.	Farming		9						

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
20	Eng. Teacher	Tex.	6-7	1170							
21											
22	V. A. Teacher	Colo.	6-7	1600							
23	Jr. S. C. S.	N. M.	6-7	2000							
24	Gen. Sci. Tea.	N. M.	6 4 mo.	1000	Foreman Brands	N. Y.	-6	1575			
25											
26	S. C. S.	N. M.	6-7	1900							
27	Part Mgt. Cattle Co.										
28	Game Mgt.	Iowa	5-7	750							
29	Resettlement	Colo.	7 mo.	1440	V. Ag. Teacher	Colo.	Jan. -37	1600			
30	Jr. S. C. S.	N. M.	-36	2000							
31											
32											
33											
34											
35											
36											

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of Summers on Farm	Scholarship
20												
21												
22										23		
23										10		
24												
25												
26										20		
27										3	4	
28											1	
29										1	10	
30										16		
31												
32												
33												
34										18		
35												
36												

Continued

Graduates asked for these subjects as contributing to their success in order of importance					Suggestions by graduates to the college that would have aided them in their vocation
No.	1st	2nd	3rd	4th	
3			Feeding	Farm Accounts	Teach a practical course in land usage.
6	Poultry		Dairy Practicum	Farm Engin.	Cut out non-essentials--Military Science and Argumentation
8	Bookkeeping	Accounting	Credit Handling	Business Policies	Arrange means of getting practical experience.
9	Satisfied with courses offered				Substitute English for Newswriting and Journalism
12	Farm Engin.		Farm Shop		
16	Floral Design	Floral Culture			Allow students more practical application and experience.
18	Foreign Language	Statistics	Plant Classification		More practical courses--make courses harder.
19	None				Nothing.
20	Dairy	Stiff Math.	Chemistry	Physics	Cut out non-essentials. Crops and soils elective.
22	Meats	Grain Judging	Grasses	Weeds	College did duty.
23	Grass	Plot Technique	Dryland Farming		
24	Algebra	Adv. Eco.	Adv. Psy.	Foreign Language	Eliminating required subjects vaguely related to major.
26	Grasses	Plant Classification		Public Contact	College more thorough and expect more from student.
27	Accounting				Nothing.
28	Mammalogy	Taxanomy	Ecology Vertebrates	Game Mgt.	Require more systematic work in Natural Science.

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
37	1935	A. H.	Salesman	1	5						
38	"	A. H.	Sugar Co.	2				Grain Assn.	Mich.	5-7	600
39	"	Ento.	Magazine Agent								
40	"	Ento.	Merchant		17						
41	"	Hort.	Forester								
42	"	A. H.	Rancher		7						
43	"	A. H.	Farming					Farming	Colo.	5-7	1000
44											
45	"	Hort.	Farming	6	11			Exp. Sta.	Colo.	-4 9 mo.	900
46	1934	A. H.	Farming		2		1 sum.				
47	"	A. H.	Teacher	2	17		1 sum.	Science Teach.	Colo.	4-5	1080
49	"	A. H.	Farming	3	10		1 sum.	V. Ag. Teach.	Kans.	5-6	1 300
50	"	A. H.	Carpenter		17		1 sum.				
51	"	A. H.	Carpenter	1	15		1 sum.				
52	"	A. H.	---------	3	3		1 sum.	Ice Cream Maker	Colo.	4-5	960
53	"	Hort.	Farming	8	7						
54	"	Hort.	Florist		15		2 sum.	V. Ag. Teach.	Wyo.	4-5	980
55	"	Hort.	Farming	4							
56	"	A. H.	Farming	7	3			Dairy Imp.	Colo.	4-5	1200

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
37											
38											
39											
40											
41											
42											
43											
44	Drafter	Colo.	8 mo.	1800	Exp. Station	Colo.	6 mo.	1500	S. C. S.	Tex.	4 mo.
45	Exp. Station		4-5				-35				-35
46											
47	V. Ag. Teach.	Colo.	5-7	1260							
49	V. Ag. Teach.	Kans.	5-7	1620							
50											
51											
52	V. Ag. Teach.	Kans.	5-6	1200	V. Ag. Teach.	Kans.	6-7	1320			
53											
54	V. Ag. Teach.	Wyo.	5-6	1056	V. Ag. Teach.	Wyo.	6-7	1500			
55											
56	Dairy Assn. Secretary	Colo.	5-6	1500							

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
37											15	
38												
39												
40												
41												
42												
43										25		
44	500	S. C. S.	Colo.	5-7	1800					24		
45												
46												
47											7	
49										23	25	
50												
51												
52												
53												
54										4		
55												
56										20		

Continued

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduates Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
57	1934	A. H.	Carpenter		17		1 sum.	V. Ag. Teach.	Kans.	4-6	1200
58	"	Hort.	Florist					Forest Pathology	Colo.	4-5	2000
59	"	Hort.	Music Teach.		17						
60	1933	Agro.	Farming		5						
61	"	A. H.	Salesman	4	19						
62	"	Agro.	Farming	1½	2		1 sum.	Assist Ath. Coach	Colo.	3-4	1080
63	"	Agro.	Farmer	2½	26	Yes	1 sum.	Assist Agro. U. S. D. A.	N. M.	4-5	2600
64	"	A. H.	Farmer		8	Part		Ranching	Colo.	3-7	480
66	"	Hort.	Florist								
67	"	Ento.	Farmer	2½	15	Yes		Insect Control	Colo.	5 mo. 33	?
68	"	A. H.	Farmer	1½	26	Yes		Armour Clerk	Colo.	3-4	850
69	"	A. H.	Business	1		No		Farming	Colo.	3-4	600
70	"	A. H.	Farmer	1	22	Yes	1 sum.				
71	"	Agro.	Farmer	4	9			Farming	Colo.	4-6	1000
72	"	A. H.	Carpenter	4	17						
73	"	A. H.	Farmer	3	20		1 sum.	Farming	Colo.	3-4	?
74	"	Hort.	Welder								

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
57	V. Ag. Teach.	Colo.	6-7	1575							
58	Nursery	Colo.	5-7	?							
59											
60											
61											
62	Ath. Coach	Colo.	6 mo.	1080	V. Ag. Teach.	Nebr.	5-6	1200	Ag. Teach.	Nebr.	6-7
63	Asst. Agr.	N. M. Utah	5-6	3200	Mgr. Woodsman U. S. D. A.	Utah	6-7	3800			
64											
66											
67	Foreman C.C.C.	Colo.	-3	1800	Chemist Sugar Co.	Colo.	3 mo. -33	1600	County Agt.	Colo.	4-7
68	Armour Yard	Colo.	4-5	1100	Armour Buyer	Colo.	6-7	1300			
69	Exp. Feeding	Colo.	-4	1400	Asst. Co. Agt.	Colo.	4 mo.	1800	Mechanic	Colo.	4-7
70											
71	Farming	Colo.	-7	?							
72											
73	Commercial Farm	N. M.	4-5	600	Dance Band	Tex.	-5	?			
74											

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
57										19		
58												
59												
60												
61												
62	1280									23		
63												
64										25		
66												
67	2000											
68										17		
69	1400									24		
70												
71										26		
72												
73	1500	Ag. Teach.	Colo.	5-6	1400	V. Ag. Teach.	Colo.	6-7	1500	21		
74												

Continued

	Graduates asked for these subjects as contributing to their success in order of importance				Suggestions by graduates to the college that would have aided them in their vocation
No.	1st	2nd	3rd	4th	
29	Anatomy		Prem. Math.	More Biology	More practice and less theory in some courses.
34	Marketing	Plant Pathology			Stress practical marking of fruits and vegetables.
38	Grass	Anatomy	Meat Selection		College maintain good breed of horses.
45	Plant Identification	Plant Ecology	Geology	Physics	Build student library while in college.
47	Shop	Judging	Club		Observe actual teaching situation.
49	Shop		F. F. A.	Pr. Teaching	Occupational courses and counsel in freshman year.
52	Poultry	Judging	Poultry Culling	Poultry Mgt.	L. S. and crops coaching of F. F. A. Advisorship.
54	Farm Machinery Repair	Vet.	Debate		Increase length of student teaching.
59	Landscaping				Obtain arbretum.
62	Contact with practical experience				Guidance in type of work to be taken.
67	Range Mgt.	Dairy	Poultry		Give more practical courses, less science.
68	Math.	Business Methods	Personality	Pract. Eco.	Stress practical application and less theory.
71	Weeds	Farm Mech.		Pr. Agron.	Make possible experience at experiment station.
73	Range Mgt.	Office Pr.			More athletics.

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
75	1933	A. H.	Farmer		3			Rancher	Colo.	3-7	?
76	"	A. H.	Laborer	8	27			V. Ag. Teach.	Kans.	4-6	1540
77	"	Ento.	Photographer		2						
78	"	Ento.	Contractor Bldg.								
79	"	A. H.	Farmer					Farming	Colo.	3-7	?
80	"	A. H.	Farmer	1	22						
81	"	Ento.	Merchant	2							
82	"	A. H.	Farming		24						
83	"	A. H.	Rancher		22		1 yr.	Ranch Mgr.	Colo.	4-5	1600
84	"	Hort.	Laborer	4	17						
86	"	Hort.	Farming	2	15		1 yr.	Graduate	Colo.	3-4	0
87	"	Ento.	House keep Apartment					Bee Keeper	Colo.	3-	?
88	"	A. H.	Rancher					Armour	Colo.	3-4	800
89	"	A. H.	Carpenter		2						
90	"	A. H.	Co. Agent	1				Swift Cream.	Colo.	3-5	1040
91	"	Agro.	Farmer	2	21	Yes					
92	1932	Hort.	Farmer	4				Farm	Colo.	2-3	360
93	"	Agro.	Tax Assess.	2	20	Yes		Unemployed	Colo.	2-3	

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
75											
76	V. Ag. Teach.	Colo.	6-7	1650							
77											
78											
79											
80											
81											
82											
83	Ag. Teacher	Nebr.	5-7	1560							
84											
86	Asst. Co. Agt.	Colo.	-34	1800	County Agt.	Colo.	4-7	2000	Florist	Colo.	5-7
87	Florist	Colo.	4-	?	Exp. Sta.	Colo.	4-5	1600	Florist	Colo.	5-7
88											
89											
90	Creamery Co.	Colo.	5-	1040	Asst. Co. Agt.	Ala.	5-6	1620	Asst. Co. Agt.	Ala.	6-7
91	Ext. Agent	Colo.	3-7	2000							
92											
93					Fed. Land Bank	Colo.	3 mo. 33	2400	Colo. Land Bank	Colo.	4-7

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
75										26		
76												
77												
78												
79										28		
80												
81												
82												
83										27		
84												
86	?											
87	?											
88										24		
89												
90	2400									21		
91												
92										20		
93	2000										4	

Continued

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
94	1932	A. H.	No	1/2	22	Yes	1 sum.	V. Ag. Teach.	Hawaii	2-3	1620
95	"	A. H.	Farmer		27		1 sum.	V. Ag. Teach.	Nev.	2-4	1725
96	"	Hort.	Lumberman		5			Farming	Kans.	2-3	?
97	"	A. H.	Farmer	4	17	Yes					
98	"	Agro.	Laborer								
99	"	Ento.	Filling Sta.	2							
100	"	A. H.	Physician		16	Yes		School Supt.	Colo.	3-4	1700
101	"	Ento.	Grocer		7		1 yr. 1 sum.	Field Assist. U. S. D. A.	Wyo.	2-3	1500
102	"	A. H.	Farmer								
103	"	Hort.	Farmer		3						
104	"	A. H.	Professor		19		1 yr.	State Dairy	Colo.	2-	?
105	"	A. H.	Rancher	1	3			Farming	Colo.	2-4	1800
106	"	A. H.	Farming		17	Yes		Sight Seeing	Colo.	32 sum.	100 mo.
107	"	Ento.	Ranching		6						
108	"	Agro.	Farming								
109	"	Ento.	Laborer		2						
110	"	A. H.	Rancher		15	Part	1 yr.	Teaching	Colo.	2-3	1000
111	"	A. H.	Farming		17						
112	"	Hort.	Merchant		6						

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
94			3-4	1620			4-5	1620			
95	Extension Agt.	Colo.	4-5	1800	Asst. S. C. S.	Colo.	5-	2640	Project Mgr. S. C. S.	Colo.	6-7
96	County Agt.	Kans.	3-4	1800	V. Ag. Farm	Kans.	4-5	1500	V. Ag. Teach.	Kans.	5-6
97											
98											
99											
100	Supt. School	Colo.	4-7	2380							
101	Research Asst.	Wis.	3-4	350	Field Asst. U. S. D. A.	Wyo.	4-6	1500	Plant Physio.	Wyo.	6-7
102											
103											
104	County Agt.	Colo.	3-	1800	Breed Repres.	Mo.	4-	3600	Instructor	Colo.	5-
105	County Agt.	Colo.	4-7	2400							
106	Farm Labor	Colo.	2-3	45 mo.	Sight Bus	Colo.	3- sum.	45 mo.	Farm Labor	Colo.	3-
107											
108											
109											
110	Shell Oil Co.	Calif.	3-5	1200	V. Ag. Teach.	Colo.	5-6	1800			
111											
112											

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
94	1700			6-7	1920					18		
95	2641									5	10	
96	1500	V. Ag. Teach.	Kans.	6-7	1900					Life		
97												
98												
99												
100												
101	2600									17		
102												
103												
104	1800	Farm Mgr.	Colo.	5-7	3300					6		
105												
106	45 mo.	Swift Co.	Colo.	4-5 mo.	60 mo.	County Agt.	Colo.	4-7	2000	20		
107												
108												
109												
110										17		
111												
112												

Continued

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
113	1932	Ento.	Electrician	1/2	20		1 sum. 2 yr.	Electric Sta. Operator	Colo.	3-5	960
114	"	A. H.	Farmer		7						
115	"	Ento.	Farmer	1½	7			Laborer Sug.	Colo.	2-3	3 day
116	"	Ento.	Bee Keeper	2	5						
117	"	Hort.	Farming								
118	"	Agro.	Farming	2	4						
119	"	A. H.	Farming		22						
120	"	A. H.	Ranching	4	17	Yes	1 sum.	Assist. Stock	Colo.	1-2	360
121	"	Hort.	Bank Pres.					Tree Surgeon	Colo.	2-3	50¢ hr.
122	"	Ento.	Farmer	5	15		2 sum.	Grasshopper Control	Colo.	2 sum.	1200
123	"	Ento.	Janitor		19						
124	"	Agr.	Rancher	6	22	Yes		V. Ag. Teach.	Colo.	2-7	1450
125	"	Ento.	Postman	2	16		1 sum. 2 yr.				
126	1931	Agro.	-------	1				Asst. Agro. Colo. Exp. Sta.	Colo.	1-4	1800
127	"	Hort.	Laborer								

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
113	C. C. C.	Ariz.	-5 6 mo.	2400	Science Teach.	Colo.	5-6	1000	Ag. Teach.	Colo.	6-7
114											
115	C. C. C.	Colo.	-3 3 mo.	360	Laborer	Colo.	3-4	3 day	Asst. Co. Agt.	Colo.	4-5 5 mo.
116											
117											
118											
119											
120	Ditch Co.	Colo.	-2 sum.	1200	V. Ag. Teach.	Colo.	3-6	1320			
121	Truck Gardener	Colo.	3-4	Shares	Bank Teller	Iowa	4-5	1200	Hi-way Labor	Colo.	4-
122	Mosquito Control	Colo.	3-	1800	Asst. State Hopper Control	Wyo.	-4 6 mo.	2400	Ento.	Wyo.	4-5
123											
124											
125											
126	Asst. Ext.	Colo.	4-5	1900	Asst. Agro. U.S.D.A.S.C.S.	Colo.	5-6	2600			6-7
127											

Continued

Graduates asked for these subjects as contributing to their success in order of importance					Suggestions by graduates to the college that would have aided them in their vocation
No.	1st	2nd	3rd	4th	
75	Gen. Vet.	Machinery	Accounting		Develop thinking in research.
76	Physics	Shop	Shop	Shop	More English and grammar.
83	Farm Mech.				More practical courses and not methods in teaching.
86	Ele. Vet.	Dairy	Feeds		Require more personal contact with college staff.
87	Stronger course in Entomology				Good course in accounting.
90	Public Speaking	Dairy Chem.			
92	Journalism				More practical and less technical.
94	1 yr. Student Teaching	Farm Shop	More Job Analysis		Have a practical farm.
95	Geology	Animal Production	Grass	Office Admin.	More practical farm economics.
96	Farm Mechanics	Poultry			
101	German	French	Botany	Chemistry	Teach the value of graduate study.
105	Philosophy	Bookkeeping			
106					More field would have been better.
110	Shop	Shop	Pr. Crops		
113	Add. English	Pub. Speaking	Bookkeeping	Journalism	Stress English and Math.
115	Feeds and Feedings	Gen. Law	Crops	Soils	Give more practical training and less theory.
120	Typing	Bookkeeping			Reduce the number of worthless required hours.
121	Voc. Ag.	Systematic Botany	Surveying	Agronomy	Practical experience in contouring farms.

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
128	1931	A. H.	Transfer	2	17			Farming	Colo.	2-6	?
129	"	A. H.	Rancher	1	2						
130	"	Agro.	Contractor					Asst. Ext. Agronomist	Colo.	1-2	1140
131	"	Hort.	Hardware Store		3		3 sum.	Fellowship	Colo.	1-4	1500
132	"	A. H.	Farming		17	Yes					
133	"	A. H.	Farming		3			College Dairy	Colo.	-1 sum.	1200
134	"	A. H.	Farming		2		1 sum.				
135	"	Agr.	Farming								
136	"	A. H.	Farming	2	17	Yes		Farm	Colo.	1-5	700
137	"	Ento.	Grocer								
138	"	Agro.	Farming								
139	"	A. H.	Cafe Owner		18	Yes					
140	"	A. H.	Farming		6						
141	"	A. H.	Supt. School								
142	"	A. H.	Dairyman		3			Dairy Mfg.	Colo.	1-7	2860
143	"	A. H.	Bee Keeper	4	17	Yes	1 sum.				
144	"	A. H.	Rancher					V. Ag. Teach.	Colo.	1-5	1800

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
128											
129											
130	Asst. Agro. Exp. Sta.	Colo.	2-4	1140	County Agt.	Colo.	4-6	1900	Asst. Soils S. C. S.	N. M.	5-6 6 mo.
131	Asst. Hort. Supt.	Colo.	4-7	2100							
132											
133	Ice Cream Maker	Colo.	31-2	1200	Plant Man Dairy	Wyo.	2-4	1500	Foreman Dairy	Wyo.	4-5
134											
135											
136	V. Ag. Teach.	Colo.	5-7	1550							
137											
138											
139											
140											
141											
142											
143											
144	Bee Keeping	Colo.	Sum.	?	V. Ag. Teach.	Colo.	5-7	1500			

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
113	1450									7		
114												
115	1800	County Agt.	Colo.	5-7	2100					16		
116												
117												
118												
119												
120												
121	60¢ hr.	Laborer S. C. S.	Tex.	5-	40¢ hr.	Hort. S. C. S.	Tex.	5-7	2000	2		
122	2000	County Agt.	Colo.	6-7	2000					21		
123												
124												
125												
126	2700									22		
127												

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
128										5		
129										7		
130	2600	Associate Soils S.C.S.	Utah	-36	3200					7	7	
131										3	4	
132												
133	1600	County Agt. at large	Colo.	5-6	1800	County Agt.	Colo.	6-7	2000	18		
134												
135										24		
136												
137												
138												
139												
140												
141												
142												
143										13		
144										27		

Continued

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
145	1931	A. H.	Dairymen	1				Dairy Inspect.	Colo.	0-3	1300
146	"	A. H.	Farming		20	Yes	1 sum.				
147	"	A. H.	Farming				1 s.				
							1 sum.	V. Ag. Teach.	Colo.	1-2	1800
148	"	A. H.	Farming	3							
149	"	A. H.	State Dairy	2	17	Yes					
150	"	A. H.	Farming	3	17	Yes		Salesman	Colo.	1-3	1000
151	"	Agr.	Real Estate	1	10			Crop Special	Colo.	1-4	1900
152	"	A. H.	Farming	2	14		2 sum.				
153	"	Ento.	U.S. Employee		3						
154	"	Hort.	Farming		17						
155	1930	A. H.	Farming	3	17	Yes	2 sum.	V. Ag. Teach.	Colo.	0-5	1660
156	"	Agro.	Farming								
157	"	A. H.	Postmaster	2	17	Yes					
158	"	A. H.	Farming	3	14		1 sum.	V. Ag. Teach.	N. M.	0-5	1600
159	"	Ento.	Farming		17						
160	"	A. H.	Janitor		17	Yes	1 sum.				
161	"	A. H.	Farming	2	17	Yes	3 sum.				
162	"	A. H.	Minister		17		3 sum.	V. Ag. Teach.	Colo.	0-7	1600
163	"	A. H.	Rancher		3			Rancher	Colo.	0-7	?

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
145	Ranching	Colo.	3-7	?							
146											
147	Unemployed		2-3		A. A. A.	Nebr.	3-4	1500	V. Ag. Teach.	Colo.	4-7
148											
149											
150	Life Insurance Salesman	Calif.	3-7	1500							
151	County Agt.	Colo.	4-5	2000	Asst. Soil Scientist	Colo.	5-6	3200	Soil Scientist U. S. D. A.	Colo.	6-7
152											
153											
154											
155	V. Ag. Teach.	N. M.	5-7	1850							
156											
157											
158	Supt. School	N. M.	5-7	2100							
159											
160											
161											
162											
163											

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
145												
146												
147	1300									17		
148												
149												
150										23		
151	3800									10		
152												
153												
154												
155										22		
156												
157												
158										22		
159												
160												
161												
162										6		
163										Life		

Continued

Graduates asked for these subjects as contributing to their success in order of importance					Suggestions by graduates to the college that would have aided them in their vocation
No.	1st	2nd	3rd	4th	
122	Pub. Speaking	El. Vet.	Poultry	Surveying	Offer a course of training for county agents.
124	Social Science				Course in Smith-Hughes reports.
126					Last two years in college practice in life work.
128	Farm Mechanics				
130	Journalism	Writing	Grammar	Pub. Speaking	More summer training in the field.
131	Plant Breeding				More study of fundamentals.
133	Typing	Bookkeeping	Pub. Speaking	Feeds and Feedings	More courses--harder. Require more seminar courses.
135	El. Survey	Poultry	F. Mechanics	Shop	
142	Business Admin.				
144	F. Mechanics				More practical experience.
145	Vet. Subject	Surveying			" " "
147	Poultry		Entomology		More general course in Ag.
150	Typing	Soils			
151	Soils				
155	Adv. Crops	Gen. Insects	Plant Diseases		Remove physics and chemistry, add practical courses.
162	Crop Coaching	Poultry Judging			
163	Animal Nutrition		Shop Repair	Soils	Give man work in farm and agricultural economics.
165	Field Crops	Animal Disease			Give an occupational study course.
167	Business Admin.	Market Analysis	Practical Vet.		Teaching livestock mgt. to meet western conditions.
168	Practical Teaching Methods				More teaching ability. Good methods.

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
164	1930	A. H.	Hdw. Sales.		16	Yes	2 sum.				
165	"	A. H.	Farmer	1	17	Yes		V. Ag. Teach.	Colo.	1-4	1470
166	"	Agr.	Farmer		12		3 sum.				
167	"	A. H.	Rancher					Ranching	Colo.	0-5	150
168	"	Hort.	Farmer	1/2	17	Yes		V. Ag. Teach.	Colo.	0-3	1700
169	"	A. H.	Farmer		17	Yes		Dairy Inspec.	Colo.	0-3	1300
170	"	A. H.	R. R. Postman		17	Yes		V. Ag. Teach.	Nebr.	0-	1800
171	"	A. H.	Salesman		16			V. Ag. Teach.	Wyo.	0-1	2000
172	"	A. H.	Real Estate	3½				Swift	Colo.	1-7	1200
173	"	A. H.	Hotel Mgr.					City Milk Inspector	Colo.	0-7	1500
174	"	A. H.	Farming					Farming	Colo.	0-7	?
175	"	Hort.	Florist	1	5						
176	"										
177	"	Hort.	Florist	1	17	Yes	2 sum.	Mgr. Cattle Ranch	Colo.	0-2	1565
178	"	Ento.	Farming	1½	4						
179	"	A. H.	Farming					Farming, Stock Raising	Colo.	0-7	?
180	"	Agr.	Farming	6				Graduate	Colo.	0-1	960

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
164											
165	V. Ag. Teach.	N. M.	4-7	1890							
166											
167	S. C. S.	Colo.	5-7	1800							
168	Shop Teach.	Colo.	4-6	1400							
169	Asst. Vet. Hospital										
170	V. Ag. Teach.	Colo.	0-1	1500	Farming		1-6	?	V. Ag. Teach.	Colo.	6-7
171			1-2	1820			2-3	1640			3-4
172											
173											
174											
175											
176											
177	V. Ag. Teach.	Colo.	2-5	1400	Asst. Co. Agt.	Colo.	5-7	1900			
178											
179											
180	Graduate	Nebr.	1-4	750	Exp. Station	Nebr.	4-5	1800	Exp. Teacher	Wash.	5-6

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
164												
165										Life		
166												
167										28		
168										16		
169										6		
170	1466	Farming	Colo.	7-	?							
171	1640			4-5	1740	V. Ag. Teach.	Wyo.	6-7	1860	15		
172										15		
173										4		
174										28		
175												
176												
177										18		
178												
179										Life		
180	2100	C. S. College	Colo.	6-7	?					18		

Continued

Graduates asked for these subjects as contributing to their success in order of importance					Suggestions by graduates to the college that would have aided them in their vocation
No.	1st	2nd	3rd	4th	
169	Practical Diseases				More laboratory work on college farm in place of theory.
171	Veterinary	Vet. Work.	Entomology	Drainage	More practical course and detailed practice. Classes in civil service preparation.
174	Surveying	Nutrition	More Math.		
177	More Animal Husbandry	Plant Pathology		More Crops Soils	Requiring more practical and less theory in animal husbandry.
180	College Algebra	Genetics	Qual. and Quan. Chemistry	French and German	Give more time to ag. subjects and less to non-ag. Require more basic sciences.
181	Agri. Engineering	Bacteriology	Plant Class.	Grasses and Range Mgt.	Some phase of extension education
182	Salesmanship	Bus. Admin.	Pub. Speaking	Character Building	Train me to think more logically.
190	Job Analysis	Course Organization	Admin. of Schools		More conferences leading, human relation, personal mgt.
191	Plant Genetics	Plant Chemistry	Ag. Eco.	Ag. Engineering	Vocational guidance, assigning personal projects.
192	English	Chemistry	Math.		
193	English	Pub. Speaking	Pr. Work	Research	More practical courses. Visual and practical education.
194	Crops	Soils	Animal Diseases		
195	Pr. Shop	Coaching			Make math. more practical.
203	Farm Mech.	Poultry	Vet.	Surveying	More practical work in subjects.
205	Rural Teach.	U. S. Army	Social Studies		

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
181	1930	Agr.	Teacher	1	33			Asst. Exp. Sta.	Colo.	0-1	1200
182	1929	A. H.	Farming	4				Co. Agt.	Colo.	9-	2000
183	"	A. H.	Farming	1/2							
184	"	A. H.	Carpenter	6	22	Yes	1 sum.				
185	"	A. H.	---------		13		3 sum.				
186	"	A. H.	Farming	5				Farming	Colo.	9-7	?
187	"	A. H.	Rancher		2						
188	"	A. H.	-------		23	Yes	1 sum.	H. S. Teach.	Colo.	9-0	1800
189	"	A. H.	Rancher								
190	"	A. H.	Farming								
191	"	Hort.	Dentist	1				Fruit & Veg. Inspector	Colo.	9-sum	1800
192	"	Agr.	Lumberman		3			Fellowship	Iowa	9-0	600
193	"	Agr.	Co. Sheriff	2				Deputy State Ento.	Colo.	9-3	1650
194	"	A. H.	Horticulture	4.5	21	Yes	1 sum.	V. Ag. Teach.	Colo.	9-0	1800
195	"	Agr.	Farming		35	Yes		V. Ag. Teach.	Colo.	9-5	1800
196	"	A. H.	-------		13		1 sum.				
197	"	Agr.	Farming	1	17	Yes					
198	"	Hort.	Dr. Sec.								

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
181	V. Ag. Teach.	Colo.	1-2	1900	County Agt.	Colo.	2-7	2200			
182	Editor Paper	Colo.	9-0	1800	L. S. Daily Represent.	Colo.	0-4	1430	L. S. Magazine	Colo.	4-7
183											
184											
185											
186											
187											
188	H. S. Teach.	Colo.	30-5	1800	Farming	Colo.	5-7	?			
189											
190	State Supervisor T. & I.	Colo.	3-7	2700							
191	Fruit Labor	Ariz.	9-0	1400	Seed Fieldman	Ida.	0-1	1400	Research Veg.	Cal.	1-3
192	Grad. Research	Iowa	0-4	1600	Asst. Prof. Research	Iowa	4-7	2300			
193	Research Ento.	Colo.	3-4	1500	County Agt.	Colo.	4-7	1850			
194			0-1	1900			1-2	2000			2-3
195	Shop Teach.	Nebr.	5-7	1600							
196											
197											
198											

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
181												
182	2900									20		
183												
184												
185												
186										30		
187												
188										12		
189												
190												
191	1380	Research Veg.	Calif.	3-7	2110							
192										6		
193										15		
194	1900			3-4	1500			4-5	900	22		
195										Life		
196												
197												
198												

Continued

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
199	1929	A. H.	C. Engineer								
200	"	A. H.	Rancher					Ranching	Colo.	9-7	?
201	"	A. H.									
202	"	A. H.	Med. Missionary		20	Yes					
203	"	A. H.						Farm	Colo.	9-7	?
204	"	A. H.	Farming	1	2.7						
205	"	A. H.	Carpenter	2			1 sum. 1 s.	Milk Tester	Colo.	9-1	1200
206	"	A. H.	---------	2.4	28	Yes	2 sum.				
207	"	A. H.	Rancher					L. S. Comm. Co.	Colo.	9-3	1600
208	"	A. H.	Professor	35	18						
209	"	A. H.	Farming	4	13			Creamery	Colo.	9-3 mo.	1200
210	"	A. H.	Business		32	Yes	1 sum.	V. Ag. Teach.	Wyo.	9-0	2000
211	"	A. H.	Rancher					L. S. Feeding Trading	Colo. N. M. Nebr.	9-1	2400
212	"	A. H.	Rancher					Ranching	Colo.	9-3	?
213	"	A. H.	Stockman								
214	"	A. H.	Tailor	8	23	Yes	3 sum.	V. Ag. Teach.	Colo.	9-3	1875

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
199											
200											
201											
202											
203											
204											
205	U. S. Post Office	Colo.	1-3	1400	U. S. C. C. C.	Ariz.	-4	3000	Adult Ed. Teach.	Colo.	5-7
206											
207	L. S. Buyer	Wash.	3-7	2000							
208											
209	Dairy Inspect.	Colo.	9-1	1220	Fieldman Creamery	Colo.	1-2	1500	Mgr. Dairy Co.	Colo.	3-5
210	V. Ag. Teach.	Colo.	0-3	1900	Meat Cutter	Colo.	3-	1200	County Agt.	Colo.	4-7
211	Ranch	Colo.	2-6	800							
212	Exp. Feeding	Colo.	0-1	900	Mgr. Feeding	Nebr. Ill.	1-7	2205	(Work carried to Calif., Tex., N. M., and Mont.)	Colo.,	Wyo.,
213											
214	County Agt.	Colo.	3-5	1900							

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
199												
200										31		
201												
202												
203										7½	3	
204												
205	1400									3	4	
206												
207										21		
208												
209	1680	County Agt.	Colo.	5-7	2000					20		
210	2000									9		
211												
212										10		
213												
214										5		

Continued

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
215	1929	A. H.	Farming	6	22	Yes	2 sum.				
216	1928	A. H.	Farming	1	16	Yes	3 sum.				
217	"	Agr.	Farming		23	Yes	6 sum.				
218	"	A. H.	Farming		5.7						
219	"	Hort.	Farming	4	14		3 sum.				
220	"	Hort.	Teacher	2	17	Yes					
221	"	A. H.	-------		19						
222	"	Hort.	Co. Clerk	13.8			1 sum.				
223	"	A. H.	Real Estate	3.5	2						
224	"	A. H.	Bldg. Contract.	1	17	Yes					
225	"	A. H.			22						
226	"	A. H.	Farming		18	Yes	1 sum.	V. Ag. Teach.	Colo.	8-7	1500
227	"	A. H.	Farming	1				Fed. Food Fruit Insp.	Colo.	6-9	600
228	"	Agr.	Farming		20	Yes	1 yr.	V. Ag. Teach.	Colo.	8-3	1800
229	"	A. H.	Carpenter	2	21	Yes	4 sum.	Prin. H. S.	Colo.	8-3	2200
230	"	A. H.	Rancher	1	12						
231	"	A. H.	Farming		2.7						
232	"	A. H.	Real Estate	1							

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
215											
216											
217											
218											
219											
220											
221											
222											
223											
224											
225											
226											
227	Dairy Imp. Assn. Sup.	Colo.	9-0	1200	County Agt.	Colo.	0-1	2000	Dairy Imp. Assn. Sup.	Colo.	1-5
228	Grad. Soils	Colo.	3-4	0	C. C. C. Ed. Advisor	Colo.	4-7	1980			
229	Supt. H. S.	Colo.	3-7	2400							
230											
231											
232	County Agt.	Colo.	6-7	2000							

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
215												
216												
217												
218												
219												
220												
221												
222												
223												
224												
225												
226												
227	1200	Dairy Labor	Colo.	5-7	1200	Dairy Herdsman	Colo.	-7	1600	16		
228												
229										24		
230										15		
231												
232										13		

Continued

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
233	1928	A. H.	Farmer		7			State Dairy Inspector	Colo.	8-6	2000
234	"	A. H.	Railroad	35	15	Yes	1 sum.	V. Ag. Teach.	Nebr.	8-0	2100
235	"	A. H.	Supt. Mails		3			Farm Labor	Okla.	8-sum.	4 day
236	"	A. H.	Orphan	35	24	Yes	8 sum.	V. Ag. Teach.	Nebr.	8-7	2147
237	1927	A. H.	Stone Mason		3						
238	"	A. H.	Farming		10.8						
239	"	Hort.	Farming		21	Yes	1 sum.				
240	"	A. H.		1	17	Yes	2 s.				
241	"	A. H.	Farming		16	Yes	6 sum.	V. Ag. Teach.	Colo.	7-7	1975
242	"	A. H.	Farming								
243	"	Ento.	Shoe Co.		13	Yes	1 sum.				
244	"	A. H.	Farming	2	17	Yes		Dairy Comm. Inspector	Colo.	7-8	1300
245	"	A. H.	Farming	5	22	Yes	3 sum.				
246	"	A. H.	Fruit Grower	1	19	Yes	2 sum.	V. Ag. Teach.	Colo.	7-0	?
248	"	Agro.	Director Cotton Assn.	1	22	Yes	5 sum. 1 s.	Supt. School	Wyo.	6-0	2450
249	"	A. H.	Dairy Farmer		16	Yes		Graduate	Mich.	7-9	800
250	"	A. H.	Farming		15						

Continued

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
233											
234	County Agt.	Colo.	0-2	2200	Dairy Fieldman	Colo.	2-3	1200	County Agt.	Colo.	3-7
235	Salesman Paint	Colo.	8-2	1490	Mg r. Sport Co.	Colo.	2-7	?			
236											
237											
238											
239											
240											
241											
242											
243											
244	Swift-Field	Colo.	8-5	1800	Mgr. Swift Produce	Mont.	5-7	2200			
245											
246	Gen. Fruit Farm	Colo.	0-6	?	V. Ag. Teach.	Colo.	6-7	?			
248	V. Ag. Teach.	Colo.	0-1	2100	Supt. School	Wyo.	1-7	2200			
249	Dairy Prof.	Mich.	9-5	2100	Ext. Prof.	N. Y.	5-7	2700			
250											

Continued

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
233										13		
234	1800									20		
235											8	
236										5	3	
237												
238												
239												
240												
241										5		
242												
243												
244										18		
245												
246										22		
248										25		
249										Life		
250												

Continued

Graduates asked for these subjects as contributing to their success in order of importance					Suggestions by graduates to the college that would have aided them in their vocation
No.	1st	2nd	3rd	4th	
209	Business Mgr.				Give accounting and typing.
210	Feeding	Practicmus	L. S. Diseases	Exp. Work	Has given all I expect of them.
211	Commercial				College eliminate physics or eliminate course.
214	Typing				
226	Farm Shop	L.S. Practicum	Crops Practicum		
227					Supply instructor with practical experience.
228	Voc. Guidance	Ed. Sociology	Ed. Measurement	Leadership	More training in rules and principles for sports and spare time activities.
229					Would have been benefited by more educational work.
233					Course satisfactory.
234	Philosophy of Extension	Ext. Methods	Adv. Economics	A. H.	Preferred wider choice of subject matter.
235	Bookkeeping	Typing			Starting more activities for the masses.
236	Poultry	Farm Mgt.	Strong Soils	Practical A. H.	Otherwise I was satisfied.
241	Better Crops	Hort.	Plant Pests and Diseases	More Shop	Drop M. S. and give more valuable course.
245	Pub. Speaking				
247	L. S. Diseases	Shop Repair	Entomology	Soils	Should require extra-curricular activities.
248	Journalism	News Writing	Publicity		Require normal courses for all prospective administrators.

TABLE I.--SHOWING ALL INFORMATION GATHERED FROM THE GRADUATES--Continued

Questionnaire Number	Class	Course	Parent Occupation	High School Agri. Credits	Undergraduate Ed. Credits	Undergraduate qualified to teach Voc. Ag.	Return to qualify for Voc. Ag. Teach.	First Occupation	State	Years	Salary
251	1927	A. H.		2	22	Yes		H. S. Prin.	Colo.	6-0	2000
252	"	A. H.			23	Yes	2 sum.	V. Ag. Teach.	Colo.	7-6	2000
253	"	A. H.	City Employee		15	Yes					
255	"	A. H.	Ento.					Jr. Ent. U. S. D. A.	Tex.	7-1	1950
256	"	Hort.	Janitor	35	24	Yes	2 sum.				
258	"	A. H.	Laborer	5	8			Ice Cream Co. Labor	Wyo.	7-	1800
261	"	A. H.	Rancher	4	18	Yes	2 sum.	V. Ag. Teach.	Colo.	7-0	1800
260								(Bought farm and cattle in 1927 and have realized no profit as yet)			
262	"	Ento.	Attorney	6				Ento. Prof.	S. Car.	7-8	0

Questionnaire Number	Second Occupation	State	Years	Salary	Third Occupation	State	Years	Salary	Fourth Occupation	State	Years
251	Farming	Kans.	0-7	2000							
252	County Agt.	Colo.	6-7	2000							
253											
255	Graduate	Mass.	1-5	?	Landscape Architect	Mass.	6-	1750	Landscape Architect	Mass.	6-7
256											
258	Creamery Co.	Utah	7-7	1700							
261	V. Ag. Teach.	Colo.	0-4	1800	County Agt.	Colo.	4-	1600	Act. Co. Agt.	Colo.	4-5
260											
262	Research Ent. U. S. Bureau	Mass.	8-1	?		N. M.	1-5	?		Colo.	5-7

Questionnaire Number	Salary	Fifth Occupation	State	Years	Salary	Sixth Occupation	State	Years	Salary	Years on Farm	Number of summers on Farm	Scholarship
251										10		
252										Life		
253												
255	1850									17		
256												
258										19		
261	2100	County Agt.	Colo.	5-6	2400					21		
260										34		
262	?									16		

Continued

Graduates asked for these subjects as contributing to their success in order of importance					Suggestions by graduates to the college that would have aided them in their vocation
No.	1st	2nd	3rd	4th	
249	Journalism				Orientation in field of public work--ext. research, etc.
251	Farm Mechanics	Psychology	Pub. Speaking	Pr. Work	Surveying and booking would have helped me.
252	Pub. Speaking	Organization			
261	More Agronomy	Geology	Entomology	Horticulture	
260	Extensive L. S.	Carpentering Lumber	Surveying	Grazing	Teach one to work physically and not look for a white collar job.
262	Foreign Language	Statistical Analysis	Photography		Maintain summer jobs at exp. station for students to gain experience

REASONS FOR SHIFTING FROM TEACHING VOCATIONAL AGRICULTURE

No.	
12	Not satisfied--plan to teach vocational agriculture next year.
66	Desired work where acquainted with enterprises.
83	Because limited advancement in teaching.
95	Other jobs paid better--did not like school.
96	Became teacher because I owned farm.
115	No vocational agriculture jobs open in 1932.
136	Changed from teaching because of low salary.
144	Shift from because of low salary.
158	Change because of better salary.
168	Insecure because of appropriations. New work.
177	Better salary. Closer contact with agricultural work.
181	Vocational agriculture was confining and limited.
188	Operating farm by choice. Prefer it to teaching.
195	Vocational agriculture and coaching too much work. More interested in coaching.
214	Salary decreased too much. Could see no future.
228	Shifted to broaden experience and increase salary.
234	Additional opportunity and responsibility.
247	To protect investments.
252	Possibility of a greater field of work.
261	Salary low.

Appendix B.--QUESTIONNAIRE

No. 271

P. A. Woodul
718 S. College
Fort Collins, Colo.

POST CARD

Place Stamp Here

With the approval of the college authorities, I am making a study of what the 1927 to 1936 graduates from the Department of Agriculture of Colorado State College have done and are now doing. I sincerely hope that you will fill out, as accurately as possible, on the attached card, the information called for, and return to me. This information will be kept strictly confidential. No names will appear in the write-up of this study; your signature is not requested.

P. A. Woodul

Dear Alumnus:

Mr. Woodul is collecting the information requested for his Master's thesis. You will help yourself, him, and the institution by giving the information requested. We thank you for your cooperation.

Sincerely,

Chas. A. Lory
President

Appendix B.--QUESTIONNAIRE

Occupations followed after graduation in order: Ave. annual salary

1st ..... State..... fom 19 .... to 19 .....

2nd .....

3rd .....

4th .....

5th .....

6th .....

1. Years lived on a farm ..... (No. of years)
2. Summers spent on a farm if not farm reared ..... (No. of summers)
3. Did you have a U. P. Scholarship? ..... (No) ..... (Yes)
4. Were you a 4-H Club member? ..... (No) ..... (Yes) No.of yrs. .....
5. Did you take Vocational Agriculture in high school? ..... (No) ..... (Yes) No. of yrs. .....
6. What subjects should have been required in your particular course that would have contributed more to your success after graduation? Record in order of importance. 1 .....
   2 ..... 3 ..... 4 .....
7. What could the college have done to better fit you for your job other than subjects listed above? .....
8. If a former teacher of vocational agriculture, give reasons for shifting to other occupations .....
9. What was your vocational objective on entering college? .....

Appendix C.--DATA GATHERING DEVICE

No. _____

Class _____ Course _____
AH. AGR. ENTO. HORT.

Name of person _____

Graduated from _____ H. S. Date 19___

Occupation of parent _____

H. S. units in Ag. _____

College credit hours in education _____

Qualified to teach voc. ag. _____ _____ _____
1 yr. 1 semester Summer S.

(3238-36)

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