The attention focused on vocational education in the past year has brought about renewed interest to make vocational training a truly meaningful part of a community's educational program. The first step in preparation for the improvement and expansion of vocational programs is the need of evaluating our existing programs.

The purpose of this study is to provide both a basis for evaluation and criteria for future planning of the agricultural education program in Hood River County.

A total of 303 male graduates from two Hood River County High Schools during a ten year period was selected for a mailed questionnaire interview. The graduates consisted of all 165 graduates with two years or more of Vocational Agriculture at Wy'east High School. In addition, 138 randomly selected graduates were included from both high schools who did not have Vocational Agriculture. Comparisons of the agricultural graduates against the
non-agricultural graduates are made from the information received.

The data sought was: occupational information on types of employment, income, location of employment, and job satisfaction. In addition, the type and amount of post high school training, and the value of high school courses was analyzed.

Conclusions based on the findings of the study were:

1. The present program of Vocational Agriculture at Wy'east High School is serving 80 percent of the county's graduates who enter an agricultural occupation. Fifty-five percent of the Wy'east agricultural graduates are employed in the field of agriculture.

2. Over 31 percent of the male graduates of Hood River County have not entered any civilian form of post high school education.

3. Nearly 18 percent of all Hood River County male graduates enter the occupational fields of forestry and lumbering. Almost one fourth of the Vocational Agricultural graduates are so employed.

4. Vocational Agriculture is meaningful to agricultural graduates in non-agricultural occupations. Almost one fourth of the agricultural graduates attested to this.
A FOLLOW-UP OF HIGH SCHOOL GRADUATES
IN HOOD RIVER COUNTY

by

GORDON GWYNNE GALBRAITH

A THESIS

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the requirements for the
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June 1966
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Typed by Kay Smith
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A FOLLOW-UP OF HIGH SCHOOL GRADUATES
IN HOOD RIVER COUNTY

CHAPTER I

INTRODUCTION

We evaluate instruction on the basis of how much a student has learned, and of what value it is to him. The value of instruction cannot always be immediately ascertained, for like the manufacturer or producer, the educator cannot always judge the quality of his product at its completion. The manufactured product must be measured, tested for strength and durability, used, and proven practical in its use. The educator must evaluate for the same qualities. The product must be measured, not for size or fit, but for its present and future potential. It must also be tested for its strength in meeting the duresses of life. And, it must have a use, for the educators product must serve society.

The present pace of modern society is so great that often change has taken place with little thought of evaluation. The two must go hand in hand, for without evaluation we forsake change and improvement. Because of the pace of life, and our ever changing society, evaluation becomes increasingly important, for we have so much more to repair if our change is not for the betterment of the product.
Agricultural education is a vital part of the total educational program. The prospect of the world population doubling in the next 35 years is a compelling reason for its inclusion. Today, half of the world’s population receives less than adequate food, and the greatest percent of increase in population will be in areas where food production and agricultural technology is already a problem. These facts emphasize how vital agriculture and agricultural education are to the future of the world. Our present surpluses must not blind us to the critical future role of agriculture.

A popular belief is that agriculture is a declining industry. The truth is that there are nearly four million farm operators, and it is estimated that nearly 40 percent of the labor force is employed today in farm related industries (1, p. 4). Although the number of farmers is decreasing, they are constantly requiring an increasing amount of the specialized services of related industry to serve them. Agriculture is no longer just farming. Agriculture is an industry that starts on the farm with the farmer as producer of food and fiber, and moves through transportation, processing, and marketing channels until it reaches the grocer’s or dealer’s shelf. It must also include all related industry that serves this process, i.e. chemicals, machinery and petroleum, and transportation.
This vital and important part of education, agricultural education is undergoing many changes at present, just as all programs in education are changing, and at an ever increasing pace. The need to improve our present educational product is felt. Quality control must be emphasized, for education has had too many rejects, too many products which had no use. More selective training is necessary.

To meet this need of quality control and better training of our raw material, evaluations must be made before changes are inaugurated. National and state surveys are available to provide guidelines for improvement, but in a unique area such as Hood River, a local study is also significant to planning changes in philosophy and curriculum.

Statement of the Problem

The attention focused on vocational education in recent years has brought about renewed interest to make vocational training a truly meaningful part of a community's educational responsibilities.

The ever increasing changes taking place in the structure of our society makes the planning of vocational education programs a perplexing problem. According to many, those areas of training now offered will in many cases be obsolete by the time the students have graduated. However, the basic concepts will remain unchanged,
as well as the physical skills which can be related to ever evolving programs.

The Hood River County School district made a study of vocational education in its system in 1965. Some of the noteworthy points of this survey were: one, that the majority of graduates leave the area (12, p. 70); two, that there was a lack of accurate information on students after they had left school (12, p. 72); and three, that a high percentage of graduates engaged in post high school training (12, p. 79).

Earlier, it was said that programs in education should be evaluated on the basis of their products. So often, evaluation ceases when the student leaves the school. Yet, if we are to have a true evaluation, we must continue to check the product. In our present society it is often four to ten years following high school graduation before a male student is first employed in an occupation of his choice. Many students face two to six years of post high school training, along with a military obligation of two to four years. This long duration of time intervenes before one can begin to evaluate the results of high school training. Then we have only a first glimpse at results, for in today's world of work it is expected that a person will change his occupation at least five times during his life, due either to our mobile society, the obsolescence of his job, or for both reasons (36, p. 26).
In a school system where so many students leave the area after graduation, it would seem that a Vocational Agriculture program, in order to be vital, must be based both on the local needs of the area, and on the vocational needs of the departing students. Based on these criteria, the effectiveness of the present program must be evaluated.

**Purpose of the Study**

To provide the necessary information, a follow-up study and comparisons of local graduates must be made to provide the foundation for an expanded program in Vocational Agriculture, and the total vocational program. This study seeks to find the differences between the graduates who have had Vocational Agriculture and those who have not. Is there a difference between the two groups of students in their occupational choices, success, happiness, post high school training, and the location and duration of their employments? Where do the students of Hood River go, what types of post high school training do they acquire, and has their high school agricultural training influenced their careers? What do they feel they lacked or needed from the training, and how have they utilized it?

These questions have led to a search for some of the answers. Only through a follow-up of former students and their choices and
experiences in life can we hope to begin our evaluative process based on the educational product.

Vocational Agriculture has been taught at Wy'east High School since its inception in 1951. During this period of time, both the school and the Vocational Agriculture department have undergone several administrative and personnel changes. Although the program has been updated and refined, the basic emphasis of Vocational Agriculture has remained. Since it has been fifteen years from its start in the Hood River Valley, the graduates of the Vocational Agriculture program are now distributed over a wide enough span that a critical attempt at determining their occupational choices, the factors influencing these choices, and the success of these choices is now relevant.

In 1965, a study was made of the Hood River County vocational program under Public Law 88-210. One purpose of this 1965 study was to inventory and evaluate the vocational programs of Hood River County schools with the anticipation of the possible expansion of vocational training at Wy'east and Hood River High Schools. Lack of information on past graduates was clearly evident as one of the first needs toward making a good evaluation (12, p. 72).

Future planning and development of the agricultural education curriculum in this system must be based on these points:
1. Is the present program of agricultural education meeting the needs of the youth of the Hood River area?

2. How can the agricultural education program in Hood River County be made more effective in preparing its students for occupational selection, guidance, and marketable skills?

The primary purpose of this study is to answer the above two questions, in order to provide a basis for future planning of the agricultural education program as an integral part of the total vocational program in the Hood River County schools. In order to do this, graduates of the program will be compared against other graduates from this area who did not receive Vocational Agriculture training. This information, plus national and state wide research in the area of agricultural education will enable a more encompassing plan for improvement of the local program, as well as make it a more significant part of the total vocational education plan for this community.

**Location of the Study**

The county of Hood River is located on the Columbia River in northern Oregon. It extends southward from the Columbia River 32 miles, and eastward from the main crest of the Cascade Range 23 miles, comprising an area of 529 square miles, and 338,560 acres of land. Its topography is hilly and mountainous. Hood River
County adjoins Multnomah County on the west, Wasco County on
the east, and is bound on its southwestern side by Clackamas County.

The Hood River Valley, within which is located most of the
farmland of the county, is a smaller area, formed by a spur of the
Cascades branching out near the base of Mount Hood. It is located
in the southwestern part of the county, terminating at the Columbia
River, and by its geographic location is an enclosed and isolated
valley.

The city of Hood River is located at the junction of the Hood
and Columbia rivers, 60 miles east of Portland. It is the county
seat, and the major shopping and business center of the county. The
area of the city is 1.88 square miles, with a population of approxi-
mately 3100. Other incorporated community centers in Hood River
County include Parkdale, Odell, and Cascade Locks.

Agricultural products from approximately 39,000 acres of
farmlands, and timber from forest lands located within the county
are the two basic sources of income to Hood River County residents.
The agricultural products are primarily fruits, with pears and
apples leading the acreage. The valley is the major producing area
of Anjou (winter) pears in the world. An industrial site is being
developed along the Columbia River near the city of Hood River by
the Hood River Port Commission, and is presently occupied by a
steel fabricating firm (13, p. 4-6).
Geographically, Hood River is an isolated area, and there are few employment opportunities. The Dalles, twenty miles to the east, affords but little more opportunity with the aluminum plant. Portland is 60 miles to the west, and too far for commuting. Local year round employment is stable, yet limited to the lumber and agricultural industries. Large amounts of seasonal work are available in agriculture, but most of it is done by local housewives, students, and transient labor.

Hood River County has three high schools within its boundaries. Hood River High School, a four year school serving the city of Hood River has 450 students. Cascade Locks High School serves the community of Cascade Locks, and is located twenty miles west of Hood River. Cascade Locks has an enrollment of 70 students. Wy'east High School, a four year school, is located nine miles south of Hood River, near Odell, and in the center of the agricultural area of the county. It serves the major portion of the county with a student body enrollment of 600. All schools within the county are included in a single school district.

Limitations

The limitations of this study are:

Time: Vocational Agriculture has been taught in Hood River County since 1951. The study will compare those students who
were in school since that time. The class of 1953 was the first class with two years or more of Vocational Agriculture training. Therefore, students studied will be from the classes of 1953 to 1962.

Graduates: High school male graduates of Hood River and Wy'east High Schools are the basis of this study. Comparisons will be made between students having two years or more of Vocational Agriculture and those with no Vocational Agriculture. Cascade Locks, although a part of the Hood River County School system, is more closely tied geographically with Stevenson, Washington, or Portland, and is eliminated from the study.

Survey: The instrument used to survey the graduates was a mailed questionnaire rather than personal interviews, due to time.

Procedure

The graduates of Wy'east and Hood River High Schools were sampled. Graduates with two years or more of Vocational Agriculture were compared with those without such training. A random sampling was selected of the non-agricultural graduates from the two high schools in proportion to the totals of their graduating classes.

During the period under study, there were a total of 694 male Hood River and Wy'east High School graduates, and of those, 165
had two or more years of Vocational Agriculture training. Therefore, a ratio of approximately one to five agricultural to non-agricultural graduates, or 23.8 percent of the total male graduates were Vocational Agriculture graduates. Likewise, the ratio of Wy'east to Hood River graduates was slightly less than two to one.

Individual class percentages of the total population is shown in Table 1.

Table 1. Hood River and Wy'east Male Graduates and Vocational Agriculture Graduates from 1953-1962 by Class.

<table>
<thead>
<tr>
<th>Class</th>
<th>Total Graduates</th>
<th>Wy'east</th>
<th>Hood River</th>
<th>Agricultural Education Graduates</th>
</tr>
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<tbody>
<tr>
<td>1953</td>
<td>61</td>
<td>34</td>
<td>27</td>
<td>13</td>
</tr>
<tr>
<td>1954</td>
<td>58</td>
<td>43</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>1955</td>
<td>68</td>
<td>45</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>1956</td>
<td>69</td>
<td>48</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>1957</td>
<td>62</td>
<td>39</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>1958</td>
<td>79</td>
<td>47</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>1959</td>
<td>66</td>
<td>45</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1960</td>
<td>81</td>
<td>56</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>1961</td>
<td>78</td>
<td>49</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>1962</td>
<td>72</td>
<td>49</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Totals</td>
<td>694</td>
<td>455</td>
<td>239</td>
<td>165</td>
</tr>
</tbody>
</table>
All Vocational Agriculture graduates with two years or more of agriculture were included in this study. From each graduating class one out of every five non-agricultural graduates was randomly selected. This was done to limit the study to approximately 300 samples to enable a complete follow-up of the agricultural graduates and a sampling for comparison of a like number of non-agricultural graduates.

After determining the sampling technique, the names of the graduates to be studied were selected from the office files of the respective schools. The information obtained was the name, class, parent or guardian's name, and last known address. The names were randomly selected from a table of random numbers of 100 for the non-agricultural graduates. The random numbering would indicate the alphabetical listing of the graduates in each class.

School records were used to secure the last known addresses of the graduates. In most cases, phone calls were made to parents, guardians, friends, or relatives in order to secure a current address. In some instances, letters were sent to parents or guardians in another state in order to trace the address needed. Class reunion chairmen were also a good source of current addresses.

After all available addresses were traced, 286 questionnaires were distributed. A tabulation of those returned is listed in Table 2.
Definition of Terms

A definition of terms is listed to facilitate the understanding of terms used in this report, and to prevent any misinterpretations due to semantics.

Agricultural Education: Programs of agriculture that consist of all those experiences at any level of organized, systematic instruction in agriculture.

Agricultural Graduate: A graduate who has completed two years or more of Vocational Agriculture.

Graduate: A person who has completed the local and state requirements for graduation, and who has received a diploma upon completion of secondary schooling.

Hood River County Schools: In this study it is meant to include only the two high schools of Wy'east and Hood River.

Non-Agricultural Graduate: A graduate who has had less than two years of Vocational Agriculture.

Post High School Training: Any degree or non degree granting educational training that furthers an occupational pursuit, with the exception of military operated schools.

Questionnaire: A survey sheet that was sent to all graduates in the sample chosen for this study.

Respondent: Those graduates returning the questionnaire involved in this study.

Vocational Agriculture: Organized systematic instruction limited in the past to the secondary and post high school levels. Now programs are starting in the Junior high schools and downward. The program includes instruction in animal science, plant science, farm mechanics, Future Farmers of America, economics, occupations, and management.
Vocational Education: Education of less than baccalaureate degree which is designed to develop skills, abilities, understandings, attitudes, work habits, and appreciations encompassing knowledge and information needed to enter and make progress in employment of a recognized occupation.

Summary

Evaluation of an educational product provides a means of determining the effectiveness and basis for future direction of an educational program. A follow-up study of graduates is one means of evaluating the educational product.

In this study, 303 male graduates from Hood River County High Schools, covering a ten year period were selected for a questionnaire interview. These consisted of 165 who had two years or more of Vocational Agriculture and 138 who did not have Vocational Agriculture training. The graduates were from Hood River and Wy'east High Schools, with Vocational Agriculture graduates from Wy'east High School only.

The follow-up of graduates will provide a comparison between the graduates with and without Vocational Agriculture training. Further, it will reveal the occupational direction and training needs of the county's graduates in order to provide a basis for future program planning.
CHAPTER II

REVIEW OF LITERATURE

Introduction

The Vocational Education Act of 1963 has given a new impetus to vocational education through government support and in focusing the need of increasing the role vocational education must play in our schools. To maintain, extend, and improve existing programs--these are some of the guide-lines of the 1963 Vocational Education Act. As we evaluate education on the local level, we must consider how these guide-lines can be met. According to Venn (36, p. 72), research and follow-up of our vocational product, that is our graduate, is an important means of evaluating an existing program.

Recent recommendations from a study conducted by the Bureau of Educational Research of the University of Oregon admonishes: "Conduct follow-up studies for all high school graduates and drop-outs. Knowledge of student academic and vocational pursuits subsequent to high school offers the school a means by which they can determine some relationships between school and post-school experiences. Specifically, follow-up studies provides a method whereby schools can evaluate vocational education in terms of job success" (24, p. 144).
Evaluate vocational education in terms of job success--this is a criterion in judging the success of a vocational education program. Agricultural education has faced many changes with the decreasing number of farmers and an increasing number of off-farm related occupations. In the past, agricultural programs were built around the concept of training persons to farm, but this can no longer be our sole basis for program planning.

Occupational Choice

Information indicates that agricultural education graduates are being employed in agriculture. Peters, from Pennsylvania (25, p. 101), reported a 58.8 percent correlation of agricultural graduates to their present occupations. This study was made only three to five years following high school graduation. An Indiana report (6, p. 115) indicates 58 percent of the graduates with two or more years of agricultural education were employed in areas related to agriculture. Farming and related occupations employed 35.5 percent of the agricultural graduates three years after graduation according to Bradley's survey of Kansas agricultural graduates (3, p. 100). Follow-up studies of graduates soon after high school graduation do not give a complete picture, as many during this period are still in post-high school training or the military services.
Tellefson (30, p. 36) reported in his survey of Hermiston, Oregon agricultural graduates that 38.5 percent were employed in farming and related occupations, with 29 percent actually engaged in farming.

A survey of vocational education graduates in 13 Northeast states, including the 1955 to 1959 graduating classes, indicated that 60 percent were working in jobs related to their training (34, p. 9). Connecticut agricultural graduates, reported in a three year follow-up, indicated fifty percent of their number had entered agricultural employment following graduation (16, p. 266).

The question arises whether with the decreasing demand for farmers a need exists for agricultural training. The answer is yes, for to maintain this country at its present level of prosperity and achievement, the output and efficiency of agriculture will be a determining factor. One report indicates that Oregon's rate of employment is expected to increase in all major areas of employment divisions during the next decade, except in agriculture, where it will decrease by nine percent (24, p. 56). This should not be a basis for failing to extend and improve agricultural training, for this decrease is coming about because of less need for seasonal labor as more and more agricultural products are being harvested by machines. These are the unskilled jobs of agriculture, and like other low skilled occupations, they are decreasing in number, while
the trend is toward more and more trained labor in all the labor forces.

A U. S. Office of Education publication (34, p. 13) reports that for every ten persons now in agricultural training, 100 will be employed six years later in agriculture. This illustrates the fact that we are presently training only ten percent of the work force in agriculture.

Post High School Education

Technical training is essential in all fields of employment. Agricultural graduates must also extend their education to post high school programs. In Oregon's 1954 class of high school graduates, 51 percent had not entered either a degree or non-degree program of advanced learning within three years after graduation (38, p. 70). Fifty eight percent of the 1957 graduating class from an Illinois study had not entered programs of education following graduation (5, p. 127).

Most surveys and follow-up studies have indicated that fewer agricultural graduates have entered post high school training. A study of Kansas agricultural graduates (3, p. 100) revealed 75.1 percent did not engage in post high school training. Eighty percent of the agricultural graduates in the Illinois study cited above had not entered post high school training (5, p. 127). This trend toward
fewer agricultural graduates seeking post-high school education needs to be changed. Although the purpose of agricultural education programs has been to enable graduates to be trained well enough to secure jobs, skill levels are increasing, and the need for further training is eminent. Venn (37, p. 43) points out that underemployment of many of our talented people is one of the major problems we are now facing in the changing world of work.

A state wide survey of Oregon's 1954 graduating class made three and one-half years after graduation found that 37 percent had entered a college or university, but fifty percent of this number had already dropped out. Twelve percent of the class had entered a non-degree granting educational institution, leaving 51 percent who had not entered any post high school educational program (38, p. 71). Evansville, Indiana graduates of 1959 were reported in a follow-up to have 36.9 percent of 1407 graduates entering college (29, p. 205).

A high percentage of college entry is reported in the 1964 U. S. Department of Labor survey of high school male graduates in the United States. The U. S. survey reported 57.2 percent of the 1964 class had entered college (32, p. 641). This is the result of recent emphasis on post-high school training.

As Grant Venn has so ably put it (36, p. 1): "--technology has created a new relationship between man, his education, and his work, in which education is placed squarely between man and
his work." He further states that "All levels of education, and particularly post secondary education, must quickly move to assure greater responsibilities for preparing men and women for entry into the changed and changing world of technological work." Agricultural education too must be charged with the responsibility of helping guide and direct its graduates into additional post-high school education.

Location of Employment

The changing pattern of our society is characterized by its mobility. The movement of people within this country has steadily increased since the Second World War. The ability of the labor force to move has been a boon to industry in its expansion and development.

The power of a community to hold its graduates after high school is directly related to the opportunities available in that area, and the ability of the graduates to fill the positions which are offered. Of particular concern is the holding of Vocational Agriculture graduates. Major opportunities in agriculture related occupations are found in the farm areas, and agricultural graduates are the logical source of trained personnel. It is of major concern when local graduates of agriculture programs are not the source of local employment and of post high school agriculture training. Programs of
agricultural education must be developed to meet local needs, as well as provide the vocational guidance and incentive needed to motivate its graduates.

The 1957 survey of Hood River County's 1954 graduates revealed only 33 percent of the graduates had remained in the county (20, p. 8, mimeo), as compared to 52 percent for the state average. An Ontario, Oregon study indicated 28.5 percent of the 1954 graduates and 34 percent of the 1962 graduates were employed in the county (31, p. 86).

Location of employment is a vital factor in evaluating the agricultural education program, as well as in developing a program which will meet community needs. Economic and geographic conditions must be considered in the evaluation of this data.

Unemployment

Unemployment is a major concern of our society. Unemployment figures of the younger labor force are much higher than the national average. In 1964, male graduates in the 16-24 year age group had a 11.2 percent unemployment rate (32, p. 638).

Programs of vocational education that meet the needs of industry can help prevent this high percentage of unemployed young people. Emphasis on post high school training and realistic vocational programs based on need and foresight can prepare young
people entering the labor force.

A study of 9792 Vocational Agriculture graduates in Virginia reported that only 1.27 percent were unemployed (17, p. 7), and a Georgia survey of 9293 Vocational Agriculture graduates reported only .89 percent unemployment (17, p. 7). Unemployment is a major factor in the evaluative follow-up of graduates.

Significance of Agricultural Education

The value a graduate places on an educational program in relation to his occupation is one means of determining its value. The direct relationship of what is learned to what is occupationally of value for those engaged in a specific field of endeavor helps determine the objectives of a program. Agricultural education's purpose is to train for the field of agriculture. How well this is done is evaluated by the number entering the occupation, and the direct use they find for the subject matter taught.

Hemp (11, p. 114) reported in an Indiana study of 246 former agriculture graduates that 69.1 percent felt Vocational Agriculture had been helpful in their present occupation, yet only 58 percent were engaged in agriculture or related occupations. This indicates the value of agricultural education in a broader spectrum of occupations, some of which are not related to agriculture.

Information on the number of job changes and the incomes of
graduates are two areas that seem to lack much published research. Both, it is felt, would lend to a comparative analysis of agricultural and non-agricultural graduates.

**Summary**

Follow-up studies are a means of evaluating programs of agricultural education. It is agreed that the products of our programs are a measure of their worth.

Comparisons and criteria used from follow-up studies included post high school training, occupational areas of employment, locations of employment, and unemployment. To a lesser degree, the subjective opinions of graduates, the number of job changes they had, and their incomes add to the list of comparative values.

Follow-up studies are but one tool in determining a program's direction. A combination of several evaluative tools periodically applied should serve as the basis for maintaining a vital, up-to-date, program that will truly serve the needs of today's youth.
CHAPTER III

PRESENTATION OF DATA

This study covers the records of 303 male graduates from two high schools over a ten year period, and includes the classes of 1953 through 1962. Agricultural graduates from Wy'east High School are compared to non-agricultural graduates from both Wy'east and Hood River High Schools. The findings are based on results from a questionnaire sent to graduates in the sample. The results of the questionnaires can be best presented by a consideration of the components.

Questionnaires Sent and Returned

The undertaking of a survey of graduates by questionnaire has one major obstacle—locating the graduates. This is particularly true of a follow-up covering a ten year period, where 13 years had elapsed from the time the earliest class graduated till the time of the survey. Table 2 shows the total number of male graduates in each of the three groups, and the percent of returned questionnaires. Appendix 4 gives a detailed report of the sampled graduates.

Of the 286 questionnaires mailed, 194 were returned. The questionnaires were returned in a like percentage in each of the three sampling groups. The low percentage of return (51.61%) by
the latest class (1962) is felt to be due to the high number of that class now in the armed forces, which resulted in possible delays in the delivery and return of the letters.

Table 2. Questionnaire Sample Group.

<table>
<thead>
<tr>
<th></th>
<th>Total Graduates</th>
<th>Couldn't Locate</th>
<th>Deceased</th>
<th>Number Sent</th>
<th>Number Returned</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wy'east non-agricultural</td>
<td>87</td>
<td>2</td>
<td>1</td>
<td>84</td>
<td>53</td>
<td>63.10</td>
</tr>
<tr>
<td>Hood River</td>
<td>51</td>
<td>3</td>
<td>1</td>
<td>47</td>
<td>31</td>
<td>65.96</td>
</tr>
<tr>
<td>Agricultural Graduates</td>
<td>165</td>
<td>5</td>
<td>5</td>
<td>155</td>
<td>110</td>
<td>70.97</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>10</td>
<td>7</td>
<td>286</td>
<td>194</td>
<td>67.93</td>
</tr>
</tbody>
</table>

Occupational Information

The questionnaires indicated that 72.16 percent of the respondents were either self-employed or employed full time. An additional 13.40 percent were in the military service. The remaining 14.44 percent were divided among the unemployed, students, and those with part-time employment. Those listed as part-time students were not figured in column totals, as they corresponded to respondents who were listed elsewhere in the totals.

The comparison between agricultural graduates and non-agricultural graduates indicated little, if any, significant differences
in general occupational information. This information can be seen in Table 3.

Table 3. Occupational Status. (By Percentage)

<table>
<thead>
<tr>
<th></th>
<th>Agricultural Graduates</th>
<th>Non-Agricultural Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed Full Time</td>
<td>66.36</td>
<td>61.90</td>
</tr>
<tr>
<td>Employed Part Time</td>
<td>2.73</td>
<td>3.57</td>
</tr>
<tr>
<td>Self Employed</td>
<td>10.00</td>
<td>4.76</td>
</tr>
<tr>
<td>Unemployed</td>
<td>0.00</td>
<td>1.96</td>
</tr>
<tr>
<td>Military Service</td>
<td>11.82</td>
<td>14.29</td>
</tr>
<tr>
<td>Attending School Full Time</td>
<td>10.00</td>
<td>13.10</td>
</tr>
<tr>
<td>Attending School Part Time</td>
<td>3.64</td>
<td>4.76</td>
</tr>
<tr>
<td>Other</td>
<td>2.73</td>
<td>1.96</td>
</tr>
</tbody>
</table>

Post High School Education

The response to the question of additional training following high school graduation indicated that 84.59 percent of the respondents had further training. The non-agricultural graduates indicated that 90.48 percent had taken additional training, while 80.00 percent of the agricultural graduates had post high school training.

However, disregarding all respondents who indicated that
military service specialist training or schools were the only type of post high school training received, the comparison of the two groups (agricultural and non-agricultural) changes, as 80.95 percent of the non-agricultural graduates had additional training other than military, and only 61.00 percent of the agricultural graduates had further training.

Post High School Education (Types)

The types of post high school education participated in by the Hood River County graduates show a marked difference between the agricultural and non-agricultural groups.

Table 4. Post High School Education.

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Agricultural Graduates</th>
<th>Non-Agricultural Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>37.27</td>
<td>25.00</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>11.82</td>
<td>9.52</td>
</tr>
<tr>
<td>Vocational or Trade School</td>
<td>13.64</td>
<td>10.71</td>
</tr>
<tr>
<td>Business College</td>
<td>2.73</td>
<td>1.19</td>
</tr>
<tr>
<td>Correspondence</td>
<td>5.45</td>
<td>10.71</td>
</tr>
<tr>
<td>College or University</td>
<td>30.00</td>
<td>55.95</td>
</tr>
<tr>
<td>Junior or Community College</td>
<td>9.09</td>
<td>8.33</td>
</tr>
<tr>
<td>Adult Education</td>
<td>4.55</td>
<td>0.00</td>
</tr>
<tr>
<td>Other</td>
<td>4.55</td>
<td>1.19</td>
</tr>
</tbody>
</table>
The total of all graduates in the sampling who entered a four year degree granting college or university makes up 41.24 percent of the respondents. Of those who started a college or university program, 48.75 percent have completed and received a degree. Thus, 20.10 percent of the total male graduates of Hood River County completed a college degree, as indicated by this sampling.

A comparison between the two groups of graduates indicates that 55.95 percent of the non-agricultural graduates have entered a college or university, with 27.38 percent of those completing their degrees. Of the agricultural graduates, 30.00 percent entered a college, with 14.55 percent completing a degree.

Another difference between the two groups, other than the comparisons of college and university training is that 13.64 percent of the agricultural graduates had enrolled in vocational or trade schools against 10.71 percent of the non-agricultural graduates (See Table 4). In other areas of post high school training, 34.55 percent of the agricultural graduates entered a vocational or trade school, apprenticeship program, or a Junior college, as compared to a total of 28.56 percent of the non-agricultural graduates in these three categories.

**Classification of Occupational Skills**

The response to the questionnaire item where the respondent
is asked to classify his job type, if he was either part time or full time employed, indicated that most of the respondents were upgrading their jobs on the classification scale. The author feels the responses to this question do not truly represent the kind of work done by a portion of the respondents. Many cases were noted where respondents classified their work higher than seems justified from their job description.

**Job Satisfaction**

The responses of only full time employed and self employed graduates were used in the computation of figures pertaining to the degree of satisfaction of the graduates with their jobs. The differences between the two groups can be noted in Table 5. The responses

<table>
<thead>
<tr>
<th></th>
<th>Agricultural Graduates</th>
<th>Non-Agricultural Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfied</td>
<td>36.91</td>
<td>41.07</td>
</tr>
<tr>
<td>Well Satisfied</td>
<td>46.43</td>
<td>39.29</td>
</tr>
<tr>
<td>Indifferent</td>
<td>7.14</td>
<td>8.93</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>9.52</td>
<td>10.71</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

from the non-agricultural graduates indicated that 81.4 percent
considered themselves well or highly satisfied with their work, while 83.34 percent of the agricultural graduates fell in these two categories. No member of the sample who was either self employed or employed full time indicated that they were very dissatisfied with their present job. The author noted that the only very dissatisfied responses were from those who were either unemployed or in the military service, and neither of these categories was used in computing the table.

**Most Meaningful High School Courses**

Of the agricultural graduates, 72.62 percent indicated that agriculture was one of the most meaningful high school courses to their occupational choice. Vocational Agriculture was the most frequently listed course of all agricultural graduates, with mathematics the second choice at 69.05 percent. Mathematics was listed most often by the non-agricultural graduates, with a 71.43 percent selection.

Table 6 shows the ranking of courses in order of their selection by the two groups, and by Wy'east and Hood River High School graduates taken as separate groups. Only employed full time or self employed respondents were used in computing these scales.

It is notable that 12.50 percent of the non-agricultural graduates listed agriculture among their more meaningful courses. These
Table 6. High School Courses Most Meaningful to Present Occupation.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Agricultural Graduates</th>
<th>Non-Agricultural Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Percent</td>
</tr>
<tr>
<td>1.</td>
<td>Agriculture</td>
<td>72.62</td>
</tr>
<tr>
<td>2.</td>
<td>Mathematics</td>
<td>69.05</td>
</tr>
<tr>
<td>3.</td>
<td>Metal Shop</td>
<td>33.33</td>
</tr>
<tr>
<td>7.</td>
<td>Chemistry</td>
<td>15.48</td>
</tr>
<tr>
<td>10.</td>
<td>Social Studies</td>
<td>9.52</td>
</tr>
<tr>
<td>11.</td>
<td>Speech</td>
<td>1.19</td>
</tr>
<tr>
<td>12.</td>
<td>Foreign Lang.</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Wy'East (Non-Agricultural)</th>
<th>Hood River</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Percent</td>
</tr>
<tr>
<td>1.</td>
<td>Mathematics</td>
<td>64.86</td>
</tr>
<tr>
<td>2.</td>
<td>English</td>
<td>56.76</td>
</tr>
<tr>
<td>5.</td>
<td>Metal Shop</td>
<td>18.92</td>
</tr>
<tr>
<td>7.</td>
<td>Social Studies</td>
<td>13.51</td>
</tr>
<tr>
<td>7.</td>
<td>Chemistry</td>
<td>13.51</td>
</tr>
<tr>
<td>7.</td>
<td>Speech</td>
<td>13.51</td>
</tr>
<tr>
<td>8.</td>
<td>Foreign Lang.</td>
<td>0.00</td>
</tr>
</tbody>
</table>
are Wy'east graduates with less than two years of Vocational Agriculture since Hood River High School does not offer agriculture in its curriculum.

Vocational courses were rated high in value by the agricultural graduates. These included such courses as woodshop, metal shop, and mechanical drawing. All these were in the top half of the ranking. Non-agricultural graduates also listed mechanical drawing in the top half of the ranking. Hood River High School offers only woodshop and mechanical drawing, therefore, all responses to metal shop and agriculture were from Wy'east graduates.

In the author's opinion the reason for the high ranking of metal shop by the agricultural graduates is that many of them were singling out the portion of the agricultural program which had been most helpful to them. Generally, agricultural students at Wy'east High School are not allowed to take metal shop, as the course offered is a concentration of the agricultural four year curriculum in farm mechanics, taught by the agricultural instructor. There have been few exceptions to this rule.

Metal shop ranked in the lower half for the non-agricultural graduates, but when the Wy'east non-agricultural graduates were considered in a separate category, this course ranked in the upper half.
The value of the traditional high school courses such as mathematics, English, and science is seen in the high response to these subjects by all the graduates. Comments on the questionnaire often stressed the need the graduates found in their occupations for English, particularly in writing and communication skills. Many responses were noted with the suggestion that speech become a part of the required curriculum.

Selection of Occupations

Agricultural graduates tended to select occupations in the field of agriculture. The agricultural graduates responses to the questionnaire showed that 54.76 percent of them selected occupations in the field of agriculture, compared to only 21.44 percent among the non-agricultural graduates from Hood River County.

Table 7. Occupational Areas of Full Time Employed and Self Employed Graduates. (By Percentage)

<table>
<thead>
<tr>
<th>Agricultural Areas</th>
<th>Agricultural Graduates</th>
<th>Non-Agricultural Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>4.76</td>
<td>1.79</td>
</tr>
<tr>
<td>Farm Labor</td>
<td>2.38</td>
<td>3.57</td>
</tr>
<tr>
<td>Agriculture Service</td>
<td>23.81</td>
<td>5.36</td>
</tr>
<tr>
<td>Forestry</td>
<td>8.33</td>
<td>5.36</td>
</tr>
<tr>
<td>Lumber</td>
<td>15.48</td>
<td>5.36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54.76</strong></td>
<td><strong>21.44</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Agricultural Areas</th>
<th>Agricultural Graduates</th>
<th>Non-Agricultural Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Agricultural Professional</td>
<td>0.00</td>
<td>19.64</td>
</tr>
<tr>
<td>Technical or Skilled</td>
<td>28.57</td>
<td>44.64</td>
</tr>
<tr>
<td>Laborer</td>
<td>16.67</td>
<td>14.29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45.24</strong></td>
<td><strong>78.57</strong></td>
</tr>
</tbody>
</table>
Table 7 identifies the classification and selection of occupations. The tabulation of each graduate into one of these categories was based on his description of his job and employer. In order to better categorize each occupation, certain limitations were made by the author.

1. Farmer--Full time farmers only, with farming the sole means of income.

2. Farm Labor--On the farm laborers, such as hired help or foremen on farms and ranches.

3. Related to Agriculture Services--All business directly servicing the farm, such as fruit packing houses, tractor and equipment dealers, agricultural chemicals, farm product processing, and also professional agricultural occupations such as agriculture teachers, and agricultural researchers and technologists.

4. Forestry--All areas related to the production, management, and protection of the forest industry.

5. Lumber--All areas of harvesting, and processing of forest products.

6. Military--All those in the active military service.

7. Students--All full or part time students.

8. Professional--All occupations are related to agriculture which require a degree from a four year college or university.

9. Technical and Skilled Labor--Occupations requiring specialized training, such as technical or vocational school training, or an apprenticeship program.
10. Labor--Those occupations not requiring additional education or training other than on the job instruction.

11. Other--Classifications in this category are the unemployed, Peace Corps, and International Farm Youth respondents.

Agricultural graduates were divided, with 30.95 percent in farming or related occupations and 23.81 percent in the forestry and lumber industry. Non-agricultural graduates had 10.72 percent in farming and related industries, and 10.72 percent in the lumber and forestry industries.

Of the non-agricultural graduates, 19.64 percent are employed in a professional occupation not related to agriculture. None of the agricultural graduates were in this category, although there were 12.80 percent of the agricultural graduates in professional agricultural occupations.

Graduate Incomes

Employed agricultural graduates had a lower percentage of respondents in the lower income bracket than the non-agricultural graduates (See Table 8). Agricultural graduates had 11.40 percent with a monthly income of $400 or less, compared to 16.67 percent of the non-agricultural graduates. Of the agricultural graduates, 56.96 percent were employed in the $400-$600 monthly income range, compared to 37.03 percent of the non-agricultural graduates.
A higher percent of the non-agricultural graduates was in the upper income range. Non-agricultural graduates had 46.30 percent in the $600 and over range, compared to 31.65 percent of the agricultural graduates who fell in this category.

Table 8. Monthly Incomes of Full Time and Self Employed Graduates.

<table>
<thead>
<tr>
<th>Wage</th>
<th>Agricultural Graduates Percent</th>
<th>Non-Agricultural Graduates Percent</th>
<th>Wy'east (Total) Percent</th>
<th>Hood River Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $150</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>$151-200</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>$201-300</td>
<td>1.27</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>$301-400</td>
<td>10.13</td>
<td>16.67</td>
<td>18.92</td>
<td>11.76</td>
</tr>
<tr>
<td>$401-500</td>
<td>32.91</td>
<td>14.81</td>
<td>16.22</td>
<td>11.76</td>
</tr>
<tr>
<td>$501-600</td>
<td>24.05</td>
<td>22.22</td>
<td>24.32</td>
<td>17.65</td>
</tr>
<tr>
<td>$601-700</td>
<td>15.19</td>
<td>20.37</td>
<td>24.32</td>
<td>11.76</td>
</tr>
<tr>
<td>Over $700</td>
<td>16.46</td>
<td>25.93</td>
<td>16.22</td>
<td>47.06</td>
</tr>
</tbody>
</table>

Number of Jobs Held Since Graduation

Agricultural graduates had a higher percent of respondents with four or more jobs since graduation than the non-agricultural graduates. In tabulating this category, full time jobs of one month or more duration were considered with the exception of summer
Table 9. Number of Changes of Employment Since High School Graduation. (By Percentage)

<table>
<thead>
<tr>
<th>Number of Jobs</th>
<th>Non-Agricultural Graduates</th>
<th>Agricultural Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>23.4</td>
<td>14.7</td>
</tr>
<tr>
<td>1</td>
<td>19.7</td>
<td>24.2</td>
</tr>
<tr>
<td>2</td>
<td>18.5</td>
<td>16.8</td>
</tr>
<tr>
<td>3</td>
<td>25.9</td>
<td>22.1</td>
</tr>
<tr>
<td>4</td>
<td>4.9</td>
<td>9.4</td>
</tr>
<tr>
<td>More Than 4</td>
<td>7.4</td>
<td>12.6</td>
</tr>
</tbody>
</table>

jobs held by students only. Table 9 shows the tabulation of the number of jobs held by both groups of graduates. Non-agricultural graduates had 61.6 percent with two or less jobs and agricultural graduates had 55.7 percent with two or less changes of jobs.

**Location of Employment**

Employment locations were broken down into the following categories: 1. Hood River County. 2. Adjacent Counties. 3. Within the state (other than Hood River and adjacent counties). 4. Out of the state of Oregon.

Agricultural graduates had 47.62 percent of their group employed within the county, compared to 33.93 percent of the non-agricultural graduates in this group (See Table 10). Hood River
High School graduates showed the lowest percent employed within the county (21.05), and the highest percent employed out of state (47.37). Wy'east agricultural and non-agricultural students, taken as a separate group, had 79.34 percent employed within the state of Oregon, versus 52.63 percent of the Hood River High School graduates in this category.

Agricultural graduates employed in Hood River and adjacent counties totaled 65.48 percent of their group, as compared to 55.36 percent for the non-agricultural students. All Wy'east graduates (agricultural and non-agricultural) reported 64.46 percent in this same category as compared to 42.10 percent of the Hood River High School graduates in this category.

Table 10. Locations of Employment.

<table>
<thead>
<tr>
<th>Location</th>
<th>Agricultural</th>
<th>Non-Agricultural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Wy'east Percent</td>
</tr>
<tr>
<td>Hood River County</td>
<td>47.62</td>
<td>33.93</td>
<td>45.45</td>
</tr>
<tr>
<td>Adjacent Counties</td>
<td>17.86</td>
<td>21.43</td>
<td>19.01</td>
</tr>
<tr>
<td>Within State</td>
<td>13.10</td>
<td>16.07</td>
<td>14.88</td>
</tr>
<tr>
<td>Out of State</td>
<td>21.42</td>
<td>28.57</td>
<td>20.66</td>
</tr>
</tbody>
</table>

* Includes Multnomah, Wasco, and Clackamas Counties
Summary

Questionnaires were sent to 286 Hood River County high school graduates from two schools, of which 155 had taken two or more years of Vocational Agriculture. Analysis is made in this study of the 67.83 percent returned questionnaires from agricultural and non-agricultural graduates.

Agricultural occupations were reported by 54.76 percent of the agricultural graduates as compared to 21.44 percent of the non-agricultural graduates. Entry into a college was reported by 30.00 percent of the agricultural graduates and 55.95 percent of the non-agricultural graduates. Of those who went on to post high school training, agricultural graduates selected training other than college or university work in a higher percentage than non-agricultural graduates.

The agriculture courses were reported to have been meaningful to their occupations by 72.62 percent of the agricultural graduates. Response to the question seeking locations of employment indicated more agricultural graduates were employed within Hood River or adjacent counties. Less extreme variations of income were noted among the agricultural graduates, as compared to the non-agricultural graduates.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This is a follow-up study of male high school graduates of Hood River County who have had two or more years of Vocational Agriculture courses in comparison to those without Vocational Agriculture. The author is using these criteria for evaluation and future planning of the agricultural program in the Hood River County Schools.

The information summarized in this study is based on a questionnaire returned by 194 respondents of 303 graduates selected for this study. The graduates, from the classes of 1953 through 1962, were from Wy'east and Hood River High Schools. All graduates with two or more years of Vocational Agriculture were included in the study.

Significant data from Chapter III relating to the differences between the two groups include the areas of occupations, types of post high school training, value of high school courses to their occupational choice, and location of employment. Further comparisons made between the two groups showed less significant differences.
Some of the significant findings were:

1. Seventy-four percent of the agricultural graduates, as compared to 66 percent of the non-agricultural graduates were employed full time or self employed.

2. More agricultural graduates (55%) were employed in the field of agriculture than non-agricultural graduates with 21 percent.

3. Over twice as many agricultural graduates (10%) were self employed as non-agricultural graduates with 4.8 percent.

4. Nearly three-fourths (73%) of the employed Vocational Agriculture graduates indicated their agricultural training was meaningful to their occupations.

5. Forty-two percent of the agricultural graduates indicated they had entered types of post-high school education other than a four year college. Thirty percent of the non-agricultural graduates had chosen such training.

6. Of the employed agricultural graduates, 57 percent were in the $400-600 monthly income range with only 12 percent earning less than $400 monthly. Thirty-six percent of the non-agricultural graduates reported earnings in the $400-600 range, with 17 percent earning less than $400.

7. Over 65 percent of the employed agricultural graduates were located within Hood River or adjacent counties as compared to 55 percent of the non-agricultural graduates.
8. Sixty-nine percent of the Hood River County graduates reported they had entered some form of post high school education.

Conclusions

Based on the follow-up study of Hood River County graduates, these conclusions are presented:

1. The present program of Vocational Agriculture in the Hood River County School system is serving 80 percent of the county's graduates who enter an agricultural occupation. Fifty-five percent of the Wy'east agricultural graduates are employed in the field of agriculture.

2. Over 31 percent of the male graduates of Hood River county have not entered any civilian form of post high school education.

3. Nearly 18 percent of all Hood River County male graduates enter the occupational fields of forestry and lumbering. Almost one-fourth of the agricultural graduates are so employed.

4. Agricultural graduates are employed in a wide variety of agricultural occupational areas requiring varying degrees of proficiency and education.

5. Vocational Agriculture is meaningful to agricultural graduates in non-agricultural occupations. Almost one-fourth of the agricultural graduates attested to this fact.
Recommendations

1. Agricultural education should be available to all students in Hood River County. Nearly 20 percent of the male graduates employed in agriculture had not received agricultural training in the secondary schools.

2. Agricultural occupational preparation in Hood River County should not be limited to the secondary schools. This instruction should also include post-high school and pre-high school consideration.

3. The agricultural education programs of Hood River County should include more emphasis on the lumber and forestry industries.

4. Agricultural education offerings for Hood River County need to include opportunities for occupational information, skills, and work experience for all ranges of student capabilities.

5. Continual follow-up and evaluation of the school's product must be a part of an effective and coordinated total educational program.
BIBLIOGRAPHY


APPENDICES
Dear Former Student:

A follow-up study is being conducted of male students who graduated from Wy'east and Hood River High Schools in the classes of 1953 through 1962. The follow-up is being sent to all graduates of Wy'east who have had two years or more of Vocational Agriculture and to a representative sample of Hood River and Wy'east graduates who did not have Vocational Agriculture in high school.

The purpose of the study is twofold: first, it is being undertaken as a partial fulfillment for a Master of Agricultural Education degree from Oregon State University; second, it is hoped that the Vocational Agriculture offerings can be evaluated by this survey, and more specific offerings be made to meet student needs.

The changing role of agriculture and the need of vocational training must be met in our schools. Your help is needed to make sound evaluations to aid in future plans for the Hood River County School programs. The experiences and needs you have met since graduation will give us a basis for our future programs.

You can help by completing the enclosed questionnaire and returning it promptly in the envelope provided. If there are questions that you do not wish to answer, please omit them and return it as completely filled out as you desire. All the information will be kept strictly confidential.

Sincerely,

Gordon Galbraith
Vo-Ag. Instructor
Wy'east High School
APPENDIX II

HOOD RIVER COUNTY SCHOOL FOLLOWUP

Name________________________ Year Graduated from High School________
Address______________________________________________________________

1. What is your present occupational status? (check item or items applicable.)

____ Employed for wages full time.
____ Employed for wages part time.
____ Self employed.
____ Unemployed.
____ In armed forces.
____ Attending school, part time.
____ Attending school, full time.
____ Other.--Please describe__________________________________________

2. Have you had additional education or training since High School?
   yes____ no____

3. If answer to item 2 was yes, please complete the following, by checking training or education you have had.

____ Armed forces, specialist school
____ Apprenticeship
____ Vocational or trade school
____ Business school
____ Correspondence study
____ College or University__________degree? yes____ no____
____ Community or Junior College
____ Adult Education
____ Other--Please describe____________________________________________

4. If you answered yes to one or more above, please describe the type and length of each type of education or training.

5. Indicate the positions you have held since High School graduation. (one month or more in duration) Start with your present job and go back.
6. If you are now employed, how would you classify the kind of work you do? (check, and give examples of work performed)

- Executive
- Professional
- Managerial
- Clerical and Sales
- Service or Repair
- Skilled Labor
- Semi-skilled labor
- Other

7. How well satisfied are you with your present work?

- Highly satisfied
- Well satisfied
- Indifferent
- Somewhat dissatisfied
- Very dissatisfied

8. What High School courses have meant the most to your occupational status? (check those that apply)

- English
- Math
- Social Studies
- Chemistry
- Physics
- Science
- Wood Shop
- Voc. Agri.
- Mech. Drawing
- Foreign Languages
- Speech
- Metal Shop

9. Under which of the following areas would you classify your work or business?

- Agri. Production
- Agri. Processing
- Agri. Service
- Self employed
- Manufacturing
- Mining
- Transportation-Communication-
  - Public Utilities
- Wholesale and Retail Trade
- Finance-Insurance-Real Estate
- Service and Mechanics
- Government
10. If you are employed full time, what is your monthly wage?

___ Under 150  ___ 401-500
___ 151-200    ___ 501-600
___ 201-300    ___ 601-700
___ 301-400    ___ over 700

11. What recommendations would you make to the schools to improve the Vocational preparation needed to secure and hold a job?
Dear Former Student:

Recently you received a questionnaire on the vocational survey being made of Hood River County school graduates.

The survey is progressing nicely, however, it would be desirable to obtain your questionnaire so we may complete the study.

In case you have misplaced the form I am enclosing another copy. If you have already returned the questionnaire, please disregard this letter.

Thank you for your cooperation.

Sincerely,

Gordon Galbraith
Voc. Agri. Inst.
Wy'east High School
## APPENDIX IV

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