Introduction

It is well-known that rural youth are in “surplus” for on-farm work, while the shortage of professionally trained agriculturists is acute. Few youth now living on farms will find an opportunity to farm. In 1964 Venn stated that only one of two youths now living on farms will farm in 1970. Schultz wrote in 1966, “Schools of agriculture are now graduating something over 9,000 trained persons per year, and it is estimated there are about 15,000 jobs available yearly for such persons in agriculture and food.” Other regional and national surveys also indicate at least two jobs for each professionally trained agriculturist.

Enrollment in the College of Agriculture at Kansas State University decreased from 1375 in 1948 to 675 in 1963. The literature carries reports of the relatively smaller percentage of farm youth compared to city youth, who get to college. Only 32 percent of rural farm youth compared with 51 percent of urban youth plan to attend college.

Do certain educational experiences of certain vocational agriculture students tend to be significantly related to their later enrolling in a College of Agriculture? Sahlstrom, in a somewhat related study, found that the student’s academic rank in high school was an important factor affecting a student’s decision to attend college or not. Also, the advice of high school counselors and instructors was a highly significant factor. Harden compared 244 high schools, half offering and half not offering Vocational Agriculture. Fifty-eight seniors from schools offering Vocational Agriculture planned to enter an agricultural college compared with 19 from schools not offering Vocational Agriculture. The literature is void of studies of certain educational experiences correlating with students enrolling in Colleges of Agriculture.

Methods

Information for this study was collected from:

1. Records in the Admissions and Records Office at Kansas State University;
2. Files in the office of the State Supervisor for Vocational Agriculture in Topeka, Kansas;
3. An index of dispersion denoted by chi-square and Snedecor’s table of probable occurrence in sampling were included major FFA leadership activities of high school students and the professional improvement activities of teachers. All areas were compared with percentages of students at given high schools attending the College of Agriculture.

Statistical tests were made of 325 combinations of comparisons. Degrees of freedom varied from 1 to 27, depending on the number of groups in items compared.

Summary of Tests on Educational Activities and Percentages of Students Attending the College of Agriculture.

Participation in certain educational activities on the campus by vocational agriculture teachers and students was compared with the percentage of students from those high schools attending the College of Agriculture. If the particular campus functions were checked at least once in the three years studied, the teacher’s response was considered in affirmative. Attendance or participation in these activities was not significantly related to a student later enrolling in the College of Agriculture.

None of the Activities regarding faculty and college students’ visits to high schools was significantly related to attending the College of Agriculture. Those activities included:

1. Visited agricultural faculty on campus;
2. Engaged Open House;
3. Participated in area conferences of vocational agricultural teachers;
4. Agricultural Science Day;
5. Practice Judging.

Participation in the State High School Agricultural and Farm Mechanics contests was the only on-campus activity significantly related to a student later enrolling in the College of Agriculture.

Areas of inquiry included educational visits of vocational agriculture teachers and their students to Kansas State University (the State’s Agricultural College), contacts with vocational agriculture teachers and their students by College of Agriculture faculty and college students off campus, usually in high schools; specific numbers of students graduating in the local high schools who had taken certain subjects: certain teaching techniques or procedures; and, finally, the vocational agriculture teacher’s educational degree level. Only items like the preceding ones, which were not available from the other sources, were included in the questionnaire mailed to all 80 teachers studied. In considering respondent data, it was assumed that what a teacher does with and for his classes somewhat reflects his attitude. If he believed chances abounded for a farm youth to be employed in occupations requiring a college degree, he probably would use various means to communicate such thinking in his teaching and related activities.

Sixty-eight of the 80 questionnaires were usable.

Pearson’s index of dispersion denoted by chi-square and Snedecor’s table of probable occurrence in sampling were used to analyze the data.

Areas of inquiry in addition to those previously listed included major FFA leadership activities of high school students and the professional improvement activities of teachers. All areas were compared with percentages of students at given high schools attending the College of Agriculture.

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The Ensminger-Interstate Distinguished Teacher Award was established to recognize and reward agricultural education teachers who have made significant contributions to the field. The award is sponsored by the National Association of State Teachers of Agriculture (NATA) and the Interstate Distinguished Teacher Award (IDTA) committee. The award comes with a plaque and a monetary prize, which varies depending on the state or region it is given in.

To be eligible for the award, teachers must have been in the profession for at least five years and have made significant contributions to agricultural education. They must also have a strong track record of teaching excellence and have demonstrated leadership in the field. The award is open to all eligible teachers, regardless of their background or experience.

The award is given annually, and the criteria for eligibility are reviewed periodically to ensure that they remain relevant to the field of agricultural education. The award recognizes the contributions of educators who have made a significant impact on the profession and have contributed to the success of their students and communities.

The award is an important recognition for teachers who have dedicated their careers to the field of agricultural education. It serves as a reminder of the importance of the work that agricultural education teachers do and the impact that they have on the lives of their students and communities. It also provides an opportunity to celebrate the achievements of educators who have made a significant contribution to the field.

The award is an important step in recognizing the contributions of agricultural education teachers and providing them with the recognition and support they deserve. It is a reminder of the importance of the work that these educators do and the impact that they have on the lives of their students and communities. It is a recognition of the contributions of these educators and a reminder of the importance of the work that they do.