PROGRAM EMPHASIS OF VOCATIONAL AGRICULTURE DEPARTMENTS IN URBAN INFLUENCED AREAS OF OKLAHOMA

By

H. ROBERT TERRY, JR.

Bachelor of Science in Agriculture

Oklahoma State University

Stillwater, Oklahoma

1984

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 1988

PROGRAM EMPHASIS OF VOCATIONAL AGRICULTURE

DEPARTMENTS IN URBAN INFLUENCED

AREAS OF OKLAHOMA

Thesis Approved:

Wesley Holley
Thesis Adviser

Joe Pritchard

Eddy Finley

Norman N. Durham
Dean of the Graduate College

ACKNOWLEDGEMENTS

The writer would like to take this opportunity to recognize several people who were helpful to him in the preparation of this thesis.

To the members of the Agricultural Education Department at Oklahoma State University, deep appreciation is extended. Special thanks is expressed to Dr. Wesley Holley, chairman of the authors committee, as well as Dr. Eddy Finley, and Dr. Jack Pritchard for their council and guidance.

Acknowledgement is given to the 45 vocational agriculture instructors who's cooperation in completing and returning questionnaires was essential.

It is with love and appreciation that the author thanks his parents, Dr. and Mrs. H. Robert Terry, and his wife, Anne, for their patience, advice, and encouragement. This work is dedicated to them.

TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

Table | Page

CHAPTER I

INTRODUCTION

Oklahoma, as well as much of the nation, has experienced a population shift over the past few decades. However, Oklahoma has not experienced a significant population growth over the past decade. Large metropolitan cities such as Oklahoma City and Tulsa have gone through a period of great growth, both in population and geographically, but many rural, agriculturally based communities have become smaller. As a result of this population and geographical growth, other towns have become urbanized. This phenomenon has brought about a great deal of change to these new urban communities. These changes have altered business, government, and education. As a result, it would seem that this type of environment would hardly be conducive to the maintenance of tradition, particularly to education. Consequently, there have been significant changes in the types and focus of programs being offered in these newly-urbanized schools for their changing student populations. In all cases, it has been necessary for schools to expand opportunities and/or to break with tradition in redesigning existing programs.

A case in point is the manner in which vocational agriculture programs in such communities have been altered. In the past, the basic format used to educate high school vocational agriculture students has included a three-pronged appraoch. Beginning in the vocational agriculture classroom, students received instruction in various subjects related to production agricultural commodities. Secondly, the students experienced "learning by doing" with Supervised Occupational Experience (SOE) programs which focused on production type enterprises. Finally, agriculture students learned from taking part in the competitive and noncompetitive activities of the Future Farmers of America (FFA) student organizations. Therefore, traditionally, programs of vocational agriculture were designed to benefit young people in rural areas who were planning to enter the production agriculture industry. Because of the aforementioned population shifts, in compensation with changes in the agricultural industry, this is not the situation in which urban and suburban vocational agriculture programs can operate currently or into the future. However, in these newly created non-traditional settings many programs have not only survived, but have thrived. In fact, as measured by various award and recognition programs, several departments from urban areas are among Oklahoma's most successful.

One of the reasons for the success of these departments is that the scope of the agricultural industry has been

broadened. Today, a great number of jobs awaiting young people would be classified as agriculturally related while not being directly involved in production agriculture. Urban programs are uniquely qualified to train young people for the new fields of agriculture.

As the large cities of Oklahoma continue to grow, and more rural areas are transformed into urban settings, many vocational agriculture departments will be forced to change their approach and points of emphasis to meet the needs of their students. Further, the areas which will provide an increasingly larger percentage of the state vocational agriculture student population will be departments within urban settings.

It is likely that the metropolitan centers and urban areas of the state will continue to grow in the years to come. Thus, the challenge for vocational agriculture departments in these urban areas will be to keep their programs attractive and viable to students needing training offered in the program. It is also important that these departments remain good centers for agricultural learning.

Further, because of current trends in population distribution and agriculture, an increasing number of existing vocational agriculture departments will soon be within highly urbanized areas. Additionally, the potential for establishment of new programs in metropolitan areas provide a new frontier of growth for the state-wide program. Unfortunately, there was little current information about

agricultural education programs in the more populous areas of Oklahoma.

Problem

To better understand how vocational agriculture programs can successfully function in urban influenced areas, it was felt that a study should be conducted to describe what aspects of the total program should be emphasized in that setting.

Purpose

The major purpose of this study was to describe what the characteristics of vocational agricultural departments in urban influenced areas should be. The amount of emphasis that should be placed on selected aspects of the total vocational agricultural program were also evaluated. From this information, important generalizations concerning the functioning of this classification of departments would be made.

Objectives

The specific objectives developed to accomplish the purpose of this study are:

1) Identify selected demographic features of vocational agriculture departments in urban influenced areas.

2) Identify the areas of the vocational agriculture teaching curriculum that should be taught with a high degree of emphasis.

3) Determine the degree of emphasis that should be placed on selected FFA activities and programs.

4) Determine the types of Supervised Occupational Experience training programs that should be emphasized.

Definition of Terminology

The following list of terms and their associated definitions were used in the context of this study:

1) Traditional Vocational Agriculture - Instruction which emphasizes the development of competencies preparing students for careers involving the production of field crops and livestock.

2) Non-Traditional Vocational Agriculture - Instruction which emphasizes the development of competencies preparing students for careers not normally associated with farming or ranching.

3) Urban Influenced School - District located within a metropolitan area, and/or classified as 5A (classification for the largest schools in the state) by the Oklahoma Secondary School Association.

4) Rural School - Any district not defined as an urban influenced school.

CHAPTER II

REVIEW OF LITERATURE

This study described the characteristics of urban vocational agriculture departments based on an evaluation of the aspects of the total vocational agriculture program emphasized by those departments. The review of literature was organized into three sections. They are as follows:

1) Effects of the population shift

2) Problems for vocational agriculture in urban areas

3) Opportunities for vocational agriculture in urban areas

Effects of the Population Shift

Over the past seven decades, since the passage of the Smith-Hughes Act, the American society has changed a great deal. One change that is incredibly obvious, is the difference in the population distribution of 1917 as compared with that of 1987. Until recent decades, the majority of Oklahomans lived in communities which would be considered rural. Today, as Yeisley (1) pointed out: "Very few communities are completely rural any longer, and even rural communities are influenced in most cases by a fairly large city within an hour's driving time" (p. 5).

McClay (2) attributed this demographic change from a rural society to an urban society to the specialization and efficiency in agriculture brought on by mechanization. To illustrate this fact, he cited that at the time of the Smith-Hughes Act, one in three Americans lived on a farm. Today, farmers account for only three percent of this country's total population.

Another contribution to the "urbanization of America" was theorized by Yeisley (1). He contended that improvements in transportation and public utilities allowed many people to migrate from the big cities to small surrounding communities. Further, Rawls (3) said that people from cities and suburbs have moved out to semi-rural areas near small cities. Thus, many small agriculturally based towns have become larger "bedroom communities" with an urban based economy. To quote Bice (4): "The face of our land would be unrecognizable to a 19th Century American. We have built millions of new homes, in thousands of new neighborhoods, producing large urban areas" (p. 176).

The increase in population experienced by these new urban and suburban areas has altered many phases of these towns -- not the least of which is the vocational agriculture department which exists in their schools. This point was made clear by Zurbrick (5) when he said,

> It is not uncommon to hear school administrators, school boards and school patrons question the need to continue vocational agriculture programs in these districts. These questions result from the obvious change in the district's landscape. Places

> where a dairy or cotton field once stood are now occupied by rows of houses or large shopping centers (p. 19).

Brock (6) observed that new urban programs had to be justified. He pointed out that the production oriented program such as those found in rural areas could not possibly be successful in the instruction of urban youth. To fully realize the potential value of an agriculture curriculum in an urban or suburban setting, one must understand that agriculture is much more than farming and ranching. As DeLauder (7) stated: "Indeed, if only farming is to be taught, then there is little place for vocational agriculture in a suburban setting. However, when agriculture in its fullest sense is considered, the potential for a successful program in an area where students have relatively little firsthand experience with farming is almost unlimited" (p. 8).

The most important type of justification for any program in any school is that of student need. An increasing number of jobs available for young people are within the "agriculturally related" career area. In addition, a vocational agriculture knowledge is needed for any home owner. Caring for a lawn, flower garden or even the family pet all require skills which can be obtained in an appropriately directed agricultural education program. According to Warmbrod (8), the urban trend toward more leisure time and apartment living contribute to opportunities for workers with an agricultural background.

Back in 1968, Taft (9) philosophized that because of the countless job opportunities available in off-farm agricultural occupations, he believed that the greatest area of growth which existed for agricultural education was in urban schools. He went on to say that too few cities offer agriculture courses to students, and filling that void is the greatest challenge facing vocational agriculture education today.

The fact that urban youth need vocational agriculture and FFA is stressed by Parker (10). He described that urban youth have as much need and enthusiasm for FFA as rural students if it is presented in the right way. However to develop the best program for this ever increasing setting, several modifications of the typical "traditional" vocational agriculture program must be made. Kellett (11) mentions that the inclusion of facilities such as a greenhouse and experimental turf plots are a must. Curriculum must be carefully planned and implemented to deliver the best possible classroom instruction. Perhaps DeLauder (7) summed it all up when he listed the differences between directing a program in a metropolitan area when he listed the following:

"1) more 'selling' of the program is required.

2) more emphasis on career possibilities is necessary.

3) additional planning is often required in order for students to have SOE, and

4) FFA activities need to be geared toward the background and needs of the students" (p. 7).

In concluding this section, a quote of Zurbrick (5) is very appropriate. He simply stated, "The effect of urbanization has not ended the need for a vocational education program in agriculture but has very definitely altered the nature of such programs" (p. 19).

Problems for Vocational Agriculture in Urban Areas

The existence of a program of agricultural education in a seemingly non-agricultural setting can bring about many unique problems. Not the least of these difficulties is that of a lack of understanding. As Knight (12) put it, "Most people think of agriculture as strictly farming and ranching. While farming and ranching are obvious roots from which all other agriculture industries grow, they are not the total entity of agriculture" (p. 135). Because of this same limiting definition of agriculture, Yeisley (1) stated that people think that there is no need for agriculture education in the school curriculum because the number of opportunities in farming are decreasing so.

School administrators are quite often ignorant of the many positive aspects of agriculture programs in rural areas. This problem is magnified in metropolitan schools. During this time of lower funding for most schools, vocational programs are especially susceptible to the

"budget ax" because of their high cost. Brock (6) points out that as a result of this ignorance, urban school systems are reluctant to add to programs, establish new ones, or even continue to fund established departments.

A major hurdle for many vocational agriculture programs to overcome is that of student interest. Easter (13) reasons that agriculture rarely has an obvious influence on the family lifestyle of an urban student since his parents probably work in a non-agriculturally related job. The families prosperity does not depend upon whether the plants were pollinated or the weather cooperated. For many urban youth, the closest they get to agriculture is the grocery store -- and some fail to recognize that as a connection to agriculture. Further, students share the limiting attitude of agriculture being nothing more than farming. Parker (10) notes that, "Urban youth will very quickly point out that they do not want to be called 'farmers'" (p. 7). This fact is especially true of Black and Hispanic youths according to Hirayama (14).

Thus, an additional problem is the name of the student organization, Future FARMERS of America. Strangely enough, Nelson (15) stated that the success of the FFA causes problems for urban youth. He said that because of the efficiency at which the organization relates to the needs of rural youth, it has a strong rural image. Because of this fact, urban and suburban youth feel the organization could not possibly relate to their needs.

Another problem unique to vocational agriculture programs in city schools is that of developing a Supervised Occupational Experience for the students. Easter (13) noted that SOE is more difficult to come by for urban youth. While farm students may be able to raise a calf or tend a plot of corn, and make all of the decisions concerning those projects, those options are not available to students who live on small lots or in apartments. Most often special facilities must be made available if SOE is to be a viable component of an agricultural education program. As Surface and Holley (16) point out in regard to the greenhouse and school farm which exists at John Marshall High School in Oklahoma City, "If those facilities were not provided, less than 5 percent of the students would have projects other than some type of work program" (p. 9).

Unfortunately, those persons responsible for directing vocational agriculture programs on all levels must also be counted as contributing to the difficulties encountered in urban settings. First, as Kellett (11) stated, headquarters staff and staff advisors have not placed a high priority on urban chapters. They have collected only limited data about the membership and activities of departments in highly populated areas. Problems also exist in the preparation of teachers for their jobs in metropolitan areas. Hirayama (14) noted that the transition of rural-oriented teachers to new positions in urban settings calls for great changes in the concepts and techniques pursued by that teacher. To

illustrate the point, Parker (10) observed that students will be skeptical of an agricultural program in a urban area from the start, and an unprepared instructor will convince them of their doubts.

Brock (6) summarized the situation encountered by vocational agriculture departments in non-agricultural communities when he observed:

> The leaders within these urban agricultural departments are in the enviable, but often precarious position of having to work with new ideas while trying to preserve the traditions learned from agriculturalists of past years. Theirs is a problem that will some day face rural American agriculture teachers. These problems are immediate to the urban teacher. He certainly must deal with it or he will be less than fully accountable to his community, his students, and himself (p. 18).

Opportunities for Vocational Agriculture in Urban Areas

> Most parents, I'm sure, would agree that, "my son or daughter is going to be a lawyer, not a farmer." Do agriculture departments have anything to offer these individuals? A good lawyer should possess excellent public speaking ability, to be able to make sound judgement, and in order to get through school he or she must be very responsible and competitive. A lawyer should also be familiar with accounting principles in order to deal with business for which he may have to keep the books. Leadership is important in order to be able to encourage others to take the right path. What program at the high school level could prepare a person in all those areas? (p. 12).

The answer to this interesting situation posed by Combs (17) is vocational agriculture. Despite the unique challenges and problems encountered in the operation of an

urban vocational agriculture program, there are many opportunities. Paramount to realizing these opportunities is understanding the true and complete meaning of agriculture, and how it applies to non-farm areas. Hemp and Ethridge (18) provided an excellent guide when they stated:

> Urban agriculture may be defined as those areas of agriculture which are practiced in metropolitan areas plus knowledge and skills in agricultural subject areas which lead to vocational proficiency, improved quality of life or effective citizenship (p. 1).

The structure of the vocational agriculture program lends itself to meeting the goals defined above. As Nelson (15) noted, the three sources of learning in an agriculture program, 1) the classroom, 2) the SOE program, and 3) the FFA, are all useful in preparing young people for careers and life skills. Departments operating in rural and urban areas often differ in the emphasis placed within each of these areas. The main reason for this difference is due to environment. However, the basic principle under which all agriculture programs operate is the same. As Jones (19) contended, school size and location make no difference. The common thread of all programs must be the training of young people for the various agricultural occupations.

In the urban influenced school, curriculum taught in the vocational agriculture classroom is far from the traditional. To cite some examples: In the area of animal science, subjects such as companion animal care, horsemanship, and pet grooming are pointed out by DeLauder (7), Parker (10), and Hirayama (14) as important to an urban

program. Plant science training concentrates upon units in environmental management, horticulture, landscape design, and gardening according to McClay (2), as well as Hemp and Ethridge (18). The authors mentioned above also state that students are often taught about selection of food products, repair of lawn care equipment, and business management as well as agricultural processing, sales and service. Many of these topics which are cornerstones of an urban classroom program carry a low priority to teachers and students in rural areas.

There are many exciting Supervised Occupational Experience opportunities for students in metropolitan areas. Murray (20), Chrein (21), as well as Fink and Bartholomew (22), teachers in Miami, New York, and Philadelphia, respectively, describe how their students are exposed to agriculture on a school farm. In these huge cities, youth work with and learn about production agriculture. The use of city parks and arboretums for SOE experience in the metropolitan area of Cleveland, Los Angeles, and Boston are eluded to by Feck (23), Regan (24), and Sprissler (25).

Placement Supervised Training programs for urban students are also available at places such as golf courses, veterinarian clinics, landscape businesses, nurseries, grocery stores, and other agriculturally related businesses found in any city. This type of SOE is particularly useful because they directly lead to a career. To quote Woolin (26), "There are opportunities for these students to find

employment as horticultural and park workers, as greenskeepers, and as food and produce handlers" (p. 59).

The third area of the vocational agriculture program is the student organization, FFA. The Official FFA Manual (27) states, "The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship" (inside cover). This aim is found to be at the center of the operation of urban FFA chapters. Nelson (15) observed that studies have shown that most people do not lose their jobs because of a lack of skill, but because of personality and attitude problems. With this fact in mind, he stated that the leadership and interpersonal skills learned through the FFA help to ensure job success for students. Participation in the organization can also give inner-city youth a sense of belonging to something constructive and helps to develop responsibility according to Kellett (11).

There are few opportunities for academic competition in most schools. However, FFA provides students with a chance to display what they have learned in their agriculture classes. With these contests, the young people are afforded the opportunity to travel, meet peers with dissimilar backgrounds, and earn awards. DeLauder (7) was accurate when he said that the organization offers its members a chance to develop social and leadership skills that just are not available elsewhere in the school.

The opportunities for vocational agriculture in populous areas are indeed vast. As Woodin (26) said, it might take a different type of agriculture than what is offered in rural schools, but it is needed. Phipps (28) offered a list of distinct advantages to urban agriculture programs.

1) Laboratory training in agriculture may foster a level of creativity for the urban child.

2) Agriculture can serve as an avocation to many city children.

3) Some urban children may eventually become part time agriculture workers.

4) Vocational agriculture may help to teach attitudes and understandings among children.

5) Some children someday may be financially involved in agriculture.

6) A love of nature can be fostered by study within an agricultural curriculum.

7) Urban schools have a unique opportunity to prepare students for careers in agriculture related occupations found in urban areas.

True, the urban teacher may have to take more time to justify his program, and it may take more effort and creativity to deliver a program which meets students' needs. However, there are many opportunities for success in even the most highly populated areas of this country.

Summary

In this review of literature the metamorphosis of many rural Oklahoma towns into urban or urban influenced cities was traced. The effects of this change upon the vocational agriculture programs at the schools of these communities was also discussed. Specifically, the problems and opportunities facing programs in this nontraditional setting were developed.

Among the most basic of problems were those of program justification, educational value, and student appeal. The lack of knowledge about the broad scope of agriculture and the diversity of the vocational agriculture program were pointed out. Additionally, problems associated with the teaching of agriculture subjects, development of Supervised Occupational Experience programs, and the use of the FFA student organization were addressed.

Basic to the opportunities discussed in this review was an understanding of the applications of agricultural knowledge and skills in urban settings. Examples of programs and activities from successful urban programs were cited. Common curriculum taught, innovative SOE programs, and the value of FFA activity participation were also elaborated upon.

As a result of this review, it was apparent that research was needed in determining the emphasis of urban influenced programs in Oklahoma. The influence of these emphasis will contribute to the continued development of

urban programs. Little if any research was found describing the urban vocational agriculture program phenomenon in Oklahoma.

CHAPTER III

PROCEDURE

The methodology of this study was dictated by the purpose and the objectives developed to solve the problem. Namely, a description of vocational agriculture programs located in urban areas of Oklahoma and the identification of the areas of the total program which were emphasized by these departments was sought. The objectives to be accomplished include:

1) Identify selected demographic features of vocational agriculture departments in urban influenced areas.

2) Identify the areas of the vocational agriculture teaching curriculum that should be taught with a high degree of emphasis.

3) Determine the degree of emphasis that should be placed on selected FFA activities and programs.

4) Determine the types of Supervised Occupational Experience Training programs that should be emphasized.

Population

The population used in this study was composed of vocational agriculture instructors teaching at schools located in highly urban influenced areas. For the purpose

of this study, to be classified as an urban program, the vocational agriculture department must meet one of two criteria. Either, 1) School district located within the greater Oklahoma City or Tulsa area; or, 2) School district classified in the 5A category by the Oklahoma Secondary School Association.

All teachers from each of the urban schools were administered a questionnaire which was developed by the author. Instructors from multi-teacher departments were asked to complete the survey independently.

Special circumstances at the Lawton Vocational Agriculture Department should be noted. While there was one department with five teachers officially listed by the Agriculture Division of the Oklahoma Department of Vocational Technical Education, the instructors work at three different high schools in the city. Due to the nature of this study, the department was separated and the instructors were accounted for at the school where each is employed.

Development of Instrument

In designing the questionnaire, the author reviewed studies and instruments developed by Brock and Yeisley. Suggestions from the authors advisory committee as well as those from fellow vocational agriculture instructors were also considered.

The questionnaire was developed in basically two parts. Part one included questions directed at describing the community, school, department facilities and the vocational agriculture instructor(s). Part two contained twenty-five statements about the respondents program which were to be rated upon a Likert Scale. The statements addressed the vocational agriculture class and its curriculum, the FFA organization, and Supervised Occupational Experience Programs.

The instrument was then reviewed by the advisory committee. After this evaluation, the questionnaire was administered to selected vocational agriculture instructors who were not to be part of the study population for pre-testing. Suggestions for improvement were noted as the instrument was refined to its final draft.

The final draft of the instrument was printed on orange paper with black ink. As discussed in the author's Research and Design class, this color combination attracts greater attention from readers than other colors. Additionally, horizontal lines were placed between approximately every four questions on the survey. This was done to further enhance the aesthetics of the instrument.

Collection of Data

On October 13, 1987, the final survey instrument was distributed to the selected teachers making up the population. Respondents from the Tulsa Professional

Improvement group were personally given the survey at the monthly P.I. meeting. These teachers completed and returned the instruments to the researcher at the end of that meeting. The remaining members of the population were mailed a copy of the research survey. Accompanying the instrument was a cover letter describing the researchers' intentions. An ink pen was also included as an incentive to encourage respondents to return the completed questionnaire by the specified due date. A follow-up phone call was placed to the teachers who had not responded by November 1, 1987. By November 15, all but five questionnaires had been returned properly completed. The return rate was calculated at 88%.

Analysis of Data

Data yielded by the respondents was compiled and evaluated using descriptive statistics. The response categories of the instrument were given the numerical values described below:

RESPONSE CATEGORY	NUMERICAL VALUE
NO EMPHASIS	0
SOME EMPHASIS	1
MUCH EMPHASIS	2
GREAT EMPHASIS	3
EXTREME EMPHASIS	4

To facilitate comparison between the responses, an average was calculated of each statement. The real limits for each category are as follows:

RESPONSE CATEGORY	REAL LIMITS
NO EMPHASIS	BELOW 0.50
SOME EMPHASIS	0.50 - 1.49
MUCH EMPHASIS	1.50 - 2.49
GREAT EMPHASIS	2.50 - 3.49
EXTREME EMPHASIS	3.50 AND ABOVE

In addition, the standard deviation of each statement was reported to show the variance of the responses. Response means were also calculated and reported for each applicable statement.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The specific purpose of this study was to determine the degree of emphasis which should be placed upon selected aspects of the total vocational agriculture program in urban influenced areas of Oklahoma. To achieve this purpose, vocational agriculture instructors currently teaching in urban influenced areas of Oklahoma were surveyed. The objectives listed below were formulated for this purpose.

1) Identify selected demographic features of vocational agriculture departments in urban influenced areas.

2) Identify what areas of the vocational agriculture teaching curriculum that should be taught with a high degree emphasis.

3) Determine the degree of emphasis that should be placed on selected FFA activities and programs.

4) Determine the types of Supervised Occupational Experience Training programs should be emphasized.

Of the fifty-one surveys mailed, forty-five were returned. The return rate was calculated at 88 percent. This chapter was developed to present the responses of these surveys.

The number of respondents reported varied. This was due to the fact that some questions applied to the school's situation while others applied to each individual agriculture instructor at these schools. The statements which pertained to the school itself had a response number (N) of thirty-two. The statements which addressed individual teachers had a response number (N) of forty-five.

Analysis of General Information About the Population

Seven questions containing nine responses dealing with background information concerning the respondents and the departments in which they teach were included in the survey instrument. This section of the survey was developed to make general statements about the population. The response number (N) for these statements was thirty-two. The exception to this condition was on the questions which dealt with the years of teaching experience for the instructors. Here, the total response number (N) was forty-five.

The first question of the survey inquired about the number of students in the high school as well as the enrollment of the vocational agriculture department. The information is presented in Table I. Total enrollment in the schools included in this study ranged from a high of 4100 to a low of 180 in grades nine through twelve. The average of the group was 1352.37 students.

TABLE I

TOTAL ENROLLMENT IN POPULATION SCHOOLS

ENROLLMENT RANGE GROUPS	n	%	RANGE HIGH	RANGE LOW	MEAN
0-500	5	15.62	495	180	297.00
501-1000	9	28.62	1000	600	751.00
1001-1500	9	28.62	1500	1100	1335.00
1501-2000	4	12.50	1950	1694	1811.25
2001-2500	2	6.25	2200	2100	2150.00
2501 AND MORE	3	9.38	4100	3700	3933.33
OVER ALL	32*	100.00	4100	180	1352.37

*32 total responses by schools

The number of students enrolled in the vocational agriculture programs at these schools was also reported. Table II illustrates this information. The average vocational agriculture department enrollment was found to be 83.50 students. The range was from a high of 169, to a low of 26 students.

Respondents were asked to state the percentage of their students who came from a farm background. That is, students whose parents earn at least fifty percent of their income from production agriculture. Without exception, the entire population replied that less than twenty-five percent of their students were from a farm background. In fact, several teachers wrote in that they had no students who came from a rural background.

The third question of the section asked whether or not the respondents community was within one of the states two metropolitan areas. Thirty-six, or 80% of the 45 communities were included in either the Oklahoma City or Tulsa areas.

Upon inquiring about the school classification, it was discovered that 18, or 56.25% of the schools were grouped in Class A -- the category of the state's largest schools. The information collected from this inquiry can be seen in Table III. Further, 13.33% were included in Class 4A, 17.78% were classified as 3A schools, with responses of six and eight, respectively. Finally, two schools were part of Class 2A

TABLE II

ENROLLMENT IN VOCATIONAL AGRICULTURE DEPARTMENTS AT POPULATION SCHOOLS

VO AG ENROLLMENT	n	%	RANGE HIGH	RANGE LOW	MEAN
0.25	0	0.00	0	0	
26-50	8	25.00	50	26	39.13
51-75	7	21.88	66	55	60.43
76.100	5	15.62	92	77	86.20
101-125	7	21.88	123	103	111.86
126 AND MORE	5	15.62	169	130	144.40
OVER ALL	32*	100.00	169	26	83.50

*32 total responses by schools

TABLE III

CLASSIFICATION OF SCHOOLS IN POPULATION

CLASS	NUMBER	PERCENT
5A	18	56.25
4A	6	18.75
3A	5	15.63
2A	2	6.25
A	1	3.12
B	0	0.00
OVERALL	32*	100.00%

*32 total responses by schools

while one school fit into Class A. The percentages were 6.25% and 3.12%, respectively.

Another statement of the survey dealt with the number of teachers in the department. Table IV illustrates the breakdown of responses. Fourteen respondent schools or 43.75% of the population reported that they had single teacher departments. One-half of the group surveyed had two-teacher programs. To round out the group, one school had a three teacher department, and one indicated that it had a four teacher department. The percentages for each of these groups was 3.12 percent. Together, multi-teacher departments (those with two or more instructors) were found at 56.25% of the population schools.

The teachers of the population were also asked to state their total years of teaching experience and their experience at the school where they were currently employed. As seen in Table V, the years of total experience ranged from 23 to 2 years with a mean of 9.02 years. Over 51% of the instructors had from four to nine years of total teaching experience. Less than 25% of the teachers had more than 15 years on the job.

Table VI summarizes the information concerning the teaching experience which these teachers have had at their current school of employment. Of the 45 respondents, over 51% had been at the current school six years or less. Experience at the current school of over nine years was reported by only 13.34% of the teachers.

TABLE IV

NUMBER OF INSTRUCTORS IN DEPARTMENTS
OF POPULATION

NUMBER OF TEACHERS IN VO AG DEPARTMENT	NUMBER	PERCENT
1	14	43.75
2	16	50.00
3	1	3.125
4	1	3.125
OVERALL	32*	100.00%

*32 total responses by schools

TABLE V

TOTAL TEACHING EXPERIENCE OF INSTRUCTORS IN POPULATION

GROUPS BY YEARS	n	%	HIGH	LOW	MEAN
1-3	7	15.56	3	2	2.57
4-6	13	28.89	6	5	5.46
7-9	10	22.22	9	7	7.70
10-12	4	8.89	12	11	11.50
13-15	5	11.11	15	14	14.60
15 AND MORE	6	13.33	23	16	19.33
OVER ALL	45*	100.00	23	2	9.02

*45 total responses by teachers

TABLE VI

TEACHING EXPERIENCE IN CURRENT SCHOOL OF INSTRUCTORS IN POPULATION

GROUPS BY YEARS	n	%	HIGH	LOW	MEAN
1-3	10	22.22	3	1	1.80
4-6	13	28.89	6	4	5.00
7-9	12	26.66	9	7	7.92
10-12	4	8.89	11	10	10.50
13-15	3	6.67	15	13	13.67
16 AND MORE	3	6.67	23	17	20.67
OVER ALL	45*	100.00	23	1	7.18

*45 total responses by teachers

The final question of this section inquired of what courses were being taught at the urban influenced schools. These responses are presented in Table VII. Each program offered the basic agricultural education courses; Vocational Agriculture I, Vo. Ag. II, Vo. Ag. III, and Vo. Ag. IV. However, a wide variety of specialty courses were also taught. Less than 19% of the population taught no specialty courses. The most common specialty course offered was Agricultural Mechanics with 22 departments or 68.75% stating that they offered that course. In addition, 37.50% of the schools offered Agricultural Mechanics II. The offering of Horticulture classes was indicated by eight or 25% of respondents and Horticulture II was taught at five of those schools which calculated to 15.63 percent. Equine Management was taught at eight of the respondent schools which was equal to 25% of the population. Finally, Introduction to Agriculture, a class for eighth graders, was reported by five or 15.63% of the programs. Vocational Agriculture Occupational Training (VAOT) I was taught at two schools and VAOT II was reported by one program. These last two offerings calculated to percentages of 6.25% and 3.12%, respectively.

TABLE VII

SPECIALTY AGRICULTURE CLASSES TAUGHT
AT POPULATION SCHOOLS

CLASS	NUMBER	PERCENT
NO SPECIALTY COURSES	6	18.75
AGRCULTURAL MECHANICS	22	68.75
AGRICULTURAL MECHANICS II	12	37.50
HORTICULTURE	8	25.00
HORTICULTURE II	5	15.63
EQUINE MANAGEMENT	8	25.00
8TH GRADE INTRODUCTION TO AGRICULTURE	5	15.63
VOCATIONAL AGRICULTURE OCCUPATIONAL TRAINING	2	6.25
VOCATIONAL AGRICULTURE OCCUPATIONAL TRAINING II	1	3.12

32 total possible responses by schools in each course

Emphasis Which Should be Placed Upon Selected Areas of the Vocational Agriculture Education Curriculum

This portion of the chapter was developed to present narrative and tabular summaries of finding of the study relative to the degree of emphasis which respondents felt should be placed upon selected areas of the teaching curriculum for Vocational Agriculture. Nineteen statements were constructed to measure this emphasis. As explained in the previous chapter, response categories were assigned numerical values. The real limits of these categories are listed below.

Degree of Emphasis	Real Limits
No	Below 0.50
Some	0.50 - 1.49
Much	1.50 - 2.49
Great	2.50 - 3.49
Extreme	3.50 and Above

With these values and limits in consideration, it was possible to calculate the mean response of each statement and then assign each to a response category. The standard deviation was also calculated to determine the variation around the mean. It should be noted that all statements in this section were evaluated with a total possible response (N) of forty-five.

Emphasis Placed Upon Teaching Selected Agricultural Subjects

Eight commonly taught vocational agriculture subjects were selected for evaluation by the population. The response means ranged from 3.07 which interpreted to "Great Emphasis" to 1.78 which interpreted to "Much Emphasis". Table VIII presents the data collected. The ranking of the subjects on the basis of mean response began with Animal Sciences. Over 75% of the population responding indicated that they placed a "Great" to "Extreme" amount of emphasis on teaching of this area of study. That subject was followed by Leadership Skills at 3.02, Agricultural Careers at 2.89, Livestock Skills at 2.80, Plant Sciences at 2.64, Agricultural Mechanics at 2.64, Farm and/or Business Management at 2.38, and Horticulture at 1.78. All subjects except the last one fell into the "Great Emphasis" category. Horticulture was rated in the "Much Emphasis" category. Although that subject did have the lowest response mean, it had the highest deviation from the mean with a score of 1.36. The dissimilarity of opinions on this subject was further illustrated by the response percentages being more evenly distributed.

Emphasis Placed Upon Need of Selected Teaching Facilities

Table IX presents the information concerning the responses to the amount of emphasis placed upon the need of

TABLE VIII

EMPHASIS PLACED UPON TEACHING SELECTED AGRICULTURAL SUBJECTS

ITEM	0 NO		1 SOME		2 MUCH		3 GREAT		4 EXTREME		MEAN	STANDARD DEVIATION
	n	%	n	%	n	%	n	%	n	%		
Animal Science	0	0	2	4.44	9	20.00	18	40.00	16	35.56	3.07	0.86
Leadership Skills	0	0	3	6.67	9	20.00	17	37.78	16	35.56	3.02	0.92
Agricultural Careers	0	0	2	2.22	14	31.11	18	40.00	11	24.44	2.89	0.80
Livestock Skills	0	0	4	8.89	12	26.67	18	40.00	11	24.44	2.80	0.92
Plant Sciences	0	0	2	4.44	21	46.67	14	31.11	9	20.00	2.64	0.86
Agricultural Mechanics	2	4.44	4	8.89	15	33.33	12	26.67	12	26.67	2.64	1.11
Farm &/or Business Management	0	0	9	20.00	17	37.78	12	26.67	7	15.56	2.38	0.98
Horticulture	9	20.00	13	28.89	9	20.00	7	15.56	7	15.56	1.78	1.36

45 total responses by teachers

TABLE IX

EMPHASIS PLACED UPON NEED OF SELECTED TEACHING FACILITIES

ITEM	0 NO n	0 NO %	1 SOME n	1 SOME %	2 MUCH n	2 MUCH %	3 GREAT n	3 GREAT %	4 EXTREME n	4 EXTREME %	MEAN	STANDARD DEVIATION
Farm Shop	1	2.22	1	2.22	8	17.78	10	22.22	25	55.56	3.27	0.99
Pleasant Classroom Environment	0	0	1	2.22	8	17.78	18	40.00	18	40.00	3.18	0.81
School Livestock Housing Area	2	4.44	7	15.56	7	15.56	9	20.00	19	42.22	2.84	1.28
Greenhouse	13	28.89	4	8.89	7	15.56	10	22.22	11	24.44	2.04	1.58
Garden Area	6	13.33	10	22.22	15	33.33	9	20.00	5	11.11	1.93	1.19
Field Crop Area	13	28.89	8	17.78	17	37.78	2	4.44	5	11.11	1.51	1.27

45 total responses by teachers

selected teaching facilities. As can be seen, the teachers felt that the most needed teaching facility was a Farm Shop. In order of calculated mean, that facility was followed by Pleasant Classroom Environment (3.18), School Livestock Housing (2.84), Greenhouse (2.04), Garden Area (1.93), and Field Crop Area (1.51). The first three selections were rated in the "Great Emphasis" group, while the other three were rated in the "Much Emphasis" category. In fact, nearly 78% indicated at leas "Great Emphasis" on the need of a Farm Shop and 80% felt that the Pleasant Classroom should have that much emphasis. The greatest deviation of responses occurred concerning the Greenhouse at 1.58. The least varied response was for the Pleasant Classroom at 9.81. Other facilities which were written in by the respondents included Field Trip, by one, and Computer Lab, by four.

Emphasis Placed Upon Selected
Teaching Material Sources

The data collected for the statement which dealt with teaching materials can be found on Table X. With a response mean of 3.00, the population reported that they put the highest degree of emphasis upon using the Oklahoma Vocational Core Curriculum to teach their students. Eighty percent of the teachers selected a response of either "Great" or "Extreme" for the state vocational technical department teaching materials. This source was followed by Personally Developed Materials with a 2.82 response mean.

TABLE X

EMPHASIS PLACED UPON THE USE OF SELECTED TEACHING MATERIALS

ITEM	0 NO n	0 NO %	1 SOME n	1 SOME %	2 MUCH n	2 MUCH %	3 GREAT n	3 GREAT %	4 EXTREME n	4 EXTREME %	MEAN	STANDARD DEVIATION
Oklahoma Vocational Core Curriculum	2	4.44	1	2.22	6	13.33	22	48.89	14	31.11	3.00	0.98
Personally Developed Materials	0	0	4	8.89	13	28.89	15	33.33	13	28.89	2.82	0.96
State Adopted Text Books	0	0	8	17.78	13	28.89	18	40.00	4	8.89	2.44	0.89
Vocational Curriculum From Other Staes	14	31.11	11	24.44	12	26.67	6	13.33	2	4.44	1.36	1.19

45 total responses by teachers

Both of these sources were assessed as having "Great Emphasis". State Adopted Text Books were rated with "Much Emphasis" with a mean of 2.44. Interestingly, 84% indicated that the state text books held "Great" to "Extreme Emphasis". Vocational Curriculum From Other States with a 1.36 response mean, was rated as only having "Some Emphasis". The standard deviations ranged from 0.89 for State Adopted Text, to 1.19 for Vocational Curriculum From Other States.

Emphasis Placed Upon Pre-Requisites for Entry into Specialized Vo-Ag Courses

The teachers opinions varied greatly when asked to describe the amount of emphasis which should be placed upon students taking pre-requisite vo-ag courses before enrolling in specialty vocational agriculture classes. A tabular summary of this information can be found on Table XI. The standard deviation was 1.4 for the population. The responses were fairly evenly distributed along the response scale. None of the five levels of the scale exceeded a response percentage of twenty-five. However, over 73% of the respondents indicated that at least "Much Emphasis" should be placed on student pre-requisites. The response mean for this statement was 2.27, which resulted in a rating of "Much Emphasis".

TABLE XI

EMPHASIS PLACED UPON PRE-REQUISITES FOR ENTRY INTO SPECIALIZED VO-AG COURSES

ITEM	0 NO n	0 NO %	1 SOME n	1 SOME %	2 MUCH n	2 MUCH %	3 GREAT n	3 GREAT %	4 EXTREME n	4 EXTREME %	MEAN	STANDARD DEVIATION
Need of Students Taking Basic Vo-Ag Courses Before Enrollment in Specialized Vo-Ag Courses	8	17.78	4	8.89	12	26.67	10	22.22	11	24.44	2.27	1.40

45 total responses by teachers

Emphasis Which Should Be Placed Upon Selected FFA Activities and Programs

This portion of the chapter was devoted to explaining the degree to which teachers felt that emphasis should be placed upon selected programs and activities offered through the FFA student organization. Explanations were developed in both narrative and tabular form. Twenty-five statements were constructed to measure this emphasis. The responses were handled in the same statistical manner which the previous section was handled. Once again, all statements had a total response number (N) of forty-five.

Emphasis Placed Upon Student Involvement in the FFA

Table XII presents the breakdown of responses for the emphasis placed upon student involvement in the FFA. One of the most positive responses of the entire survey resulted from the statement inquiring about the amount of emphasis place upon all students being FFA members. A mean response of 3.64, interpreting to a rating of "Extreme Emphasis" was found. As can be noted, over 90% of the teachers placed at least "Great Emphasis" upon this matter. The resulting standard deviation was a low 0.71. The population rated the emphasis placed upon Student Attainment of Advanced FFA Degrees and Student Participation in Leadership Activities as "Great". Each of these two statements had identical response mean of 3.11. The degree of variability and

TABLE XII

EMPHASIS PLACED UPON STUDENT PARTICIPATION IN THE FFA

ITEM	0 NO n	0 NO %	1 SOME n	1 SOME %	2 MUCH n	2 MUCH %	3 GREAT n	3 GREAT %	4 EXTREME n	4 EXTREME %	MEAN	STANDARD DEVIATION
All Students Must Be FFA Members	0	0	1	2.22	3	6.66	7	15.56	34	75.56	3.64	0.71
Student Attainment of Advanced Degrees	0	0	0	0	9	20.00	22	48.89	14	31.11	3.11	0.71
Participation in FFA Leadership Activities	0	0	2	4.44	10	22.22	14	31.11	19	42.22	3.11	0.91

45 responses by teachers

distribution of response percentages are also very similar between these two statements.

Emphasis Placed Upon Selected FFA Contests

Seven FFA contests were included in the study for the vocational agriculture instructors to evaluate. The results of these inquiries was presented on Table XIII. On the basis of the response mean, Local Proficiency Awards were emphasized the most with 3.36. Joining that FFA contest in the "Great Emphasis" category were Public Speaking (3.18), Judging and Other Team Contests (3.18), and the Greenhand Creed Contest (2.98). Both of the top rated contests had over 83% of the responses in the "Great" and "Extreme" categories. The population rated Chapter Meeting Contest at 2.36, Greenhand Quiz Contest at 2.28, and State Proficiency Awards at 2.09 in the "Much Emphasis" category. All responses had a standard deviation of less than 1.00 with the exception of the Chapter Meeting Contest which had a deviation of 1.11. Nearly two-thirds of the population rated this activity as having either "Some" or "Much Emphasis".

Emphasis Placed Upon Selected Chapter Activities

The XIV shows the emphasis which should be placed upon the chapter activities evaluated in this study. The

TABLE XIII

EMPHASIS PLACED UPON FFA ACTIVITIES

ITEM	0 NO n	0 NO %	1 SOME n	1 SOME %	2 MUCH n	2 MUCH %	3 GREAT n	3 GREAT %	4 EXTREME n	4 EXTREME %	MEAN	STANDARD DEVIATION
Local Proficiency Awards	0	0	1	2.22	6	13.33	14	31.11	24	53.33	3.36	0.80
Judging and Other Team Contests	0	0	1	2.22	5	11.11	24	53.33	15	33.33	3.18	0.72
Public Speaking	0	0	2	2.22	10	22.22	14	31.11	20	44.44	3.18	0.86
Greenhand Creed Contest	0	0	2	4.44	15	33.33	10	22.22	18	40.00	2.98	0.97
Chapter Meeting Contest	2	4.44	8	17.77	15	33.33	12	26.67	8	17.77	2.36	1.11
Greenhand Quiz Contest	0	0	2	4.44	17	37.78	13	28.89	13	28.89	2.28	0.91
State Proficiency Award	0	0	12	26.67	21	46.67	8	17.78	4	8.89	2.09	0.90

45 total responses by teachers

TABLE XIV

EMPHASIS PLACED UPON SELECTED CHAPTER ACTIVITIES

ITEM	0 NO n	0 NO %	1 SOME n	1 SOME %	2 MUCH n	2 MUCH %	3 GREAT n	3 GREAT %	4 EXTREME n	4 EXTREME %	MEAN	STANDARD DEVIATION
Chapter Awards Banquet	0	0	0	0	3	6.66	5	11.11	37	82.22	3.76	0.57
Chapter Public Relations	0	0	0	0	3	6.66	14	31.11	28	62.22	3.56	0.62
New Student Recruiting	2	4.44	1	2.22	4	8.89	19	42.22	19	42.22	3.16	0.99
Program of Activities	0	0	2	4.44	12	26.67	16	35.56	15	33.33	2.98	0.89
Food for America Program	1	22.22	7	15.56	15	33.33	12	26.67	10	22.22	2.51	1.08
B.O.A.C.	1	2.22	10	22.22	14	31.11	10	22.22	10	22.22	2.40	1.14
National Chapter Award Program	0	0	11	24.44	14	31.11	15	33.33	5	11.11	2.31	0.97
Chapter Safety Program	2	4.44	9	20.00	16	35.56	12	26.67	6	13.33	2.24	1.07

45 total responses by teachers

conducting of a Chapter Awards Banquet and development of Public Relations were placed into the "Extreme Emphasis" category. In fact, the Awards Banquet had the highest response mean of any statement of the entire study at 3.76% while having the lowest standard deviation at 0.57. Thus, that statement was the most positive and least varied of the study with over 82% placing "Extreme Emphasis" upon that activity. Rated in the "Great Emphasis" category were Chapter Public Relations (3.36), New Student Recruiting (3.16), development of a Chapter Program of Activities (2.98), and operation of a Food For America Program (2.51). Interestingly, participation in the three National Chapter Award Programs -- Building Our American Communities (B.O.A.C.), Chapter Achievement, and Chapter Safety, rated the lowest in this section. Their respective means were 2.40, 2.31, and 2.24. All three activities were placed in the "Much Emphasis" group.

Emphasis Placed Upon Participation In Selected Conferences and Conventions

Participation in the State FFA Convention was given a rating of "Extreme Emphasis" by the responding population. As can be seen in Table XV, the response mean for this activity was 3.71. In excess of 93% of the group indicated that they placed at least "Great Emphasis" upon taking part in that activity. The second most emphasized selection was the National FFA Convention with a response mean of 2.91.

TABLE XV

EMPHASIS PLACED UPON PARTICIPATION IN SELECTED CONFERENCES AND CONVENTIONS

ITEM	0 NO n	0 NO %	1 SOME n	1 SOME %	2 MUCH n	2 MUCH %	3 GREAT n	3 GREAT %	4 EXTREME n	4 EXTREME %	MEAN	STANDARD DEVIATION
State FFA Convention	0	0	0	0	3	6.66	7	15.56	35	77.78	3.71	0.59
National FFA Convention	0	0	4	8.89	13	28.89	11	24.44	17	37.78	2.91	1.02
State Leadership Camp (Alumni Camp)	3	6.66	3	6.66	12	26.67	7	15.56	20	40.00	2.84	1.26
Washington Conference Program	5	11.11	9	22.22	13	28.89	6	13.33	11	24.44	2.20	1.32

45 total responses by teachers

The Oklahoma FFA Alumni Association sponsored FFA Leadership Camp joined the previously mentioned activity in the "Great Emphasis" category. The Washington Conference Program had a standard deviation of 1.32, which placed it in the "Much" emphasis group by the urban area instructors.

Emphasis Placed Upon Selected Support Groups

Teachers were asked to evaluate the emphasis placed upon three common types of support groups for their vocational agriculture programs. A tabular composition of this information is presented in Table XVI. All three groups were rated in the "Much Emphasis" group with each having a high standard deviation. While Mothers of Parents Club had the highest response mean, it also had the highest standard deviation. (In fact, its 1.45 deviation from the mean was one of the highest in the entire study). However, this selection did exceed the others of this group by 13% in the "Extreme" emphasis rating by the population.

Extent to Which Various Types of Supervised Occupational Experience Training Programs Should Be Engaged In

This final portion of Chapter IV was developed to present narrative and tabular summaries of findings of this study relative to the emphasis which should be placed upon various types of Supervised Occupational Experience (S.O.E.)

TABLE XVI

EMPHASIS PLACED UPON SELECTED SUPPORT GROUPS

ITEM	0 NO n	0 NO %	1 SOME n	1 SOME %	2 MUCH n	2 MUCH %	3 GREAT n	3 GREAT %	4 EXTREME n	4 EXTREME %	MEAN	STANDARD DEVIATION
Mother or Parents Club	6	13.33	7	15.56	9	20.00	7	15.56	16	35.56	2.44	1.45
FFA Alumni	6	13.33	6	13.33	16	35.56	7	15.56	10	22.22	2.20	1.31
Young Farmers	10	22.22	11	24.44	13	28.89	7	15.56	4	8.89	1.64	1.25

45 total responses by teachers

programs. Twelve items were formulated to measure the degree of emphasis which teachers place upon matters associated with SOE programs. The same statistical methods as were used with the previous two portions of this chapter were employed to measure this emphasis. Forty-five was the total possible response (N) for this section as well.

Emphasis Placed Upon Selected Types of SOE Programs

"Great Emphasis" was placed upon the need of all vocational agriculture students to have a SOE program by the respondents. The teachers indicated a low variance in this opinion as the standard deviation was 0.80. Table XVII was developed to present this information. Included among the types of programs which the population placed "Great Emphasis" upon were Placement Agribusiness, Placement Production Agriculture, Ownership Production Agriculture, and Non-traditional Programs. The response means for these four selections were 2.80, 2.78, 2.64, and 2.51, respectively. Show Projects were only one-one-hundredth mean point away from being in the "Great" category. Joining that type of SOE in the "Much Emphasis" grouping was Ownership Agribusiness at 2.38, and Traditional Production at 2.36. The three lower rated types had the higher deviations from their means. Each was above 1.00 standard deviation.

TABLE XVII

EMPHASIS UPON SELECTED TYPES OF SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

ITEM	0 NO n	%	1 SOME n	%	2 MUCH n	%	3 GREAT n	%	4 EXTREME n	%	MEAN	STANDARD DEVIATION
Need of All Students to Have a SOE	0	0	2	4.44	4	8.89	20	44.44	19	42.22	3.24	0.80
Placement Agribusiness	0	0	2	4.44	16	35.56	16	35.56	11	24.44	2.80	0.87
Placement Production Agriculture	0	0	3	6.67	11	24.44	24	53.33	7	15.56	2.78	0.79
Ownership Production Agriculture	0	0	4	8.89	16	35.56	17	37.78	8	17.78	2.64	0.88
Non Traditional Programs (horses, dogs, ornamental plants	0	0	7	15.56	17	37.78	12	26.67	9	20.00	2.51	0.99
Show Projects	0	0	8	17.78	17	37.78	10	22.22	10	22.22	2.49	1.04
Ownership Agribusiness	0	0	10	22.22	16	35.56	11	24.44	8	17.78	2.38	1.03
Traditional Production (field crops, livestock)	1	2.22	8	17.78	18	40.00	10	22.22	8	17.78	2.36	1.05

45 total responses by teachers

Emphasis Placed Upon Students Exhibiting Livestock on Selected Levels

Table XVIII shows the information relative to the emphasis placed upon students exhibiting livestock on selected levels. On the basis of response mean, participation in livestock shows on the local level was rated highest with 3.13. It, and participation in county level shows were both grouped into the "Great Emphasis" category. The latter had the lowest standard deviation at 0.73. An assessment of "Much Emphasis" was made of participation in state level livestock shows. In fact, over 30% of the respondents placed "Some" to "No" emphasis upon this level of exhibition. State shows had the highest variation from the mean of the subtopic with a 1.01 standard deviation.

Two questions on the survey were determined to not have any relevance to the objectives of the study. The data from both statements was disregarded. In addition, their were no significant responses to the open-ended question which was at the conclusion of the questionnaire.

TABLE XVIII

EMPHASIS UPON STUDENTS EXHIBITION OF LIVESTOCK ON SELECTED LEVELS ACTIVITIES

ITEM	0 NO		1 SOME		2 MUCH		3 GREAT		4 EXTREME		MEAN	STANDARD DEVIATION
	n	%	n	%	n	%	n	%	n	%		
Local	1	2.22	1	2.22	7	15.56	18	40.00	18	40.00	3.13	0.92
County	0	0	0	0	14	31.11	19	42.22	8	17.78	2.91	0.73
State	1	2.22	13	28.89	15	33.33	12	26.67	4	8.89	2.11	1.06

45 total responses by teachers

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a review and summary to this study. Findings, conclusions and recommendations which are based on an analysis of the data presented as well as those drawn from the review of literature and observations of the author are also tendered in this chapter.

Summary

Purpose of the Study

The major purpose of this study was to describe what the characteristics of vocational agriculture departments in urban influenced areas should be. The amount of emphasis that should be placed on selected aspects of the total vocational agriculture program were also evaluated.

Objectives of the Study

To accomplish the major purpose of this study, the following objectives were developed:

1) To identify selected demographic features of vocational agriculture departments in urban influenced areas.

2) To identify the areas of the vocational agriculture teaching curriculum that should be taught with a high degree of emphasis.

3) To determine the degree of emphasis that should be placed on selected FFA activities and programs.

4) To determine the types of Supervised Occupational Experience training programs which should be emphasized.

Population of the Study

The population of this study included 45 vocational agriculture instructors from 32 schools in urban influenced areas of Oklahoma. The criteria for classification as an urban influenced program included:

1. The school district was located within twenty miles of either Oklahoma City or Tulsa.

2. The school district was classified in the 5A category by the Oklahoma Secondary School Association.

Major Findings of the Study

The major findings of this study were divided into the following sections for purposes of a summary:

1. Selected demographic features of urban influenced Vo-Ag departments.

2. Department emphasis pertinent to vocational agriculture education curriculum.

3. Department emphasis pertinent to FFA activities and programs.

4. Department emphasis pertinent to Supervised Occupational Experience training.

Demographic Features. When the results of the background data were compiled, the average size of the population school was 1,382 students. The mean enrollment was approximately 83 students. Over 56% of the population schools were classified in the 5A or largest schools category. Just over half of the respondent schools employ more than one vocational agriculture instructor.

In excess of 80% of the population departments offer specialty courses to their students. Over two-thirds offer Agricultural Mechanics, and 25% have courses in Horticulture and/or Equine Management.

Emphasis of Curriculum. Table XIX contains a summary of the information dealing with the amount of emphasis placed upon selected aspects of the vocational agriculture teaching curriculum. The information presented was gathered from Tables VIII, IX, X, and XI. The means for all of the statements were close. Eleven of the statements rated "Great Emphasis", while seven rated "Much Emphasis", and one rated "Some Emphasis". The teaching of traditional subjects such as Animal Science, Plant Science, and Livestock Skills rated high with respective means of 3.07, 2.64, and 2.80. While non-traditional subjects like Leadership Skills at 3.02, and Agricultural Careers at 2.89 also "Great Emphasis", others like Business Management at 2.38, and

TABLE XIX

SUMMARY OF EMPHASIS PLACED UPON SELECTED ASPECTS OF VOCATIONAL AGRICULTURE TEACHING CURRICULUM

ITEM	MEAN	MEAN EMPHASIS	RANK
Teaching Selected Agricultural Subjects			
Animal Science	3.07	Great	1
Leadership Skills	3.02	Great	2
Agricultural Careers	2.89	Great	3
Livestock Skills	2.80	Great	4
Plant Science	2.64	Great	5
Agricultural Mechanics	2.64	Great	6
Farm/Business Management	2.38	Much	7
Horticulture	1.78	Much	8
Need of Selected Teaching Facilities			
Farm Shop	3.27	Great	1
Pleasant Classroom	3.18	Great	2
School Livestock Housing	2.84	Great	3
Greenhouse	2.04	Much	4
Garden Area	1.93	Much	5
Field Crop Area	1.51	Much	6
Use of Selected Teaching Materials			
Okla Vo-Tech Curriculum	3.00	Great	1
Personal Materials	2.82	Great	2
State Adopted Text Books	2.44	Much	3
Voc Curriculum from Other States	1.36	Some	4
Need of Pre-Requisites for Specialized Vocational Agriculture Courses	2.27	Much	-

Horticulture at 1.78 received only "Much Emphasis". A great degree of emphasis was placed on the need of facilities such as Farm Shop (3.27), Pleasant Facility (2.84). The use of Oklahoma Vocational Core Curriculum (3.00) and Personally Developed Materials (2.82) received "Great Emphasis". Only "Some Emphasis" was indicated on the use of Vocational Curriculum from other states.

Emphasis of FFA Activities and Programs. The information summarizing the amount of emphasis placed on FFA activities and programs is found on Table XX. Tables XII, XIII, XIV, XV, and XVI were used to develop Table XX. Of the 25 statements, four fell into the "Extreme Emphasis" category, and ten were rated as having "Much Emphasis". The statements which teachers indicated should have the highest degree of emphasis were the Chapter Awards Banquet (3.76), the need of all students to be FFA members (3.64), participation in the State FFA Convention (3.71), and the development of chapter public relations (3.56). Among the aspects which should receive only "Much Emphasis" were State Proficiency awards, nationally sponsored leadership and chapter activities, and the development of various types of support groups.

Emphasis in Supervised Occupational Experience. Table XXI contains information summarizing the emphasis pertinent to Supervised Occupational Experience training. The information was gathered from Tables XVII, and XVIII which

TABLE XX

SUMMARY OF EMPHASIS PLACED UPON SELECTED ASPECTS OF FFA ACTIVITIES AND PROGRAMS CURRICULUM

ITEM	MEAN	MEAN EMPHASIS	RANK
Student Participation in the FFA			
All Students Must be in FFA	3.64	Extreme	1
Students Attain Advanced Degrees	3.11	Great	2
Participation in Leadership Activities	3.11	Great	3
FFA Member Activities			
Local Proficiency Awards	3.36	Great	1
Judging & Team Contests	3.18	Great	2
Public Speaking	3.18	Great	3
Greenhand Creed Contests	2.98	Great	4
Chapter Meeting Contest	2.36	Much	5
Greenhand Quiz Contest	2.28	Much	6
State Proficiency Awards	2.09	Much	7
FFA Chapter Activities			
Awards Banquet	3.76	Extreme	1
Public Speaking	3.56	Extreme	2
New Student Recruiting	3.16	Great	3
Program of Activities	2.98	Great	4
Food for America	2.51	Great	5
B.O.A.C.	2.40	Much	6
Nat'l Chapter Award Program	2.31	Much	7
Safety	2.24	Much	8
FFA Conferences and Conventions			
State FFA Convention	3.71	Extreme	1
National FFA Convention	2.91	Great	2
State Leadership Camp	2.84	Great	3
Washington Conference	2.20	Much	4

TABLE XX (Continued)

SUMMARY OF EMPHASIS PLACED UPON SELECTED ASPECTS OF FFA ACTIVITIES AND PROGRAMS CURRICULUM

ITEM	MEAN	MEAN EMPHASIS	RANK
Support Groups			
Mothers or Parents Club	2.44	Much	1
FFA Alumni	2.20	Much	2
Young Farmers	1.64	Much	3

TABLE XXI

SUMMARY OF EMPHASIS PLACED UPON TYPES OF SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

ITEM	MEAN	MEAN EMPHASIS	RANK
Types of S.O.E. Programs			
All Students Have an S.O.E.	3.24	Great	1
Placement Agribusiness	2.80	Great	2
Placement Production Agri.	2.78	Great	3
Ownership Production Agri.	2.64	Great	4
Non Traditional Programs	2.51	Great	5
Show Projects	2.49	Much	6
Ownership Agribusiness	2.38	Much	7
Traditional Production	2.36	Much	8
Exhibition of Livestock			
Local Competition	3.13	Great	1
County Competition	2.91	Great	2
State Competition	2.11	Much	3

were presented in Chapter IV. The highest rated statement of the group dealt with the need of all students to have an SOE (3.24). Types of SOE programs joining that statement in the "Great Emphasis" group were Placement Agribusiness at 2.80, Placement and Ownership Production Agriculture at 2.78, and 2.64, respectively, as well as Non Traditional Programs at 2.51. The "Much Emphasis" rated programs included Show Projects at 2.49. Ownership Agribusiness at 2.38, and Traditional Production at 2.36. Exhibition of Livestock on the Local and County levels both received "Great Emphasis" while State level competition received "Much Emphasis".

Conclusions

The analysis of the data and the subsequent findings were the basis for the following conclusions:

1. Great emphasis should be placed on traditional agricultural competencies such as animal and plant sciences, as well as farm shop and livestock skills.

2. Education in non-traditional competencies such as Horticulture and Business Management should be given much emphasis.

3. All vocational agriculture students should be members of the FFA.

4. Local and state sponsored FFA activities such as an awards banquet, public relations programs, the State FFA Convention, local proficiency awards, and speech contests

and team contests should be emphasized most in urban influenced chapters.

5. Nationally sponsored activities such as BOAC, Safety, Chapter Achievement, and the Washington Conference Program should receive much emphasis.

6. All vocational agriculture students should have some kind of SOE training program and it should receive great emphasis.

7. Placement, ownership and non-traditional SOE programs should receive great emphasis in urban influenced areas.

8. SOE programs such as traditional production agriculture and show projects should receive much emphasis.

9. Exhibition of livestock on local and county levels should be emphasized to a great degree while state level should receive much emphasis.

Recommendations

The following recommendations are made as a result of having conducted the study. The recommendations are judgements based on the presentation of data, review of literature, and conclusions resulting from this research. These recommendations have been grouped into three separate categories.

Recommendations Based on the Conclusions of the Study

1. While a complete educational program is needed, it is recommended that urban influenced departments should focus upon the teaching of traditional agricultural subjects to give students a solid background in these areas.

2. It is recommended that extreme emphasis be placed upon all vocational agriculture students in urban influenced departments to be members of the FFA.

3. The author recommends that all vocational agriculture students should have a SOE program. It is further recommended that those SOE programs receive great emphasis in placement production, placement agribusiness, ownership production, and non-traditional programs.

Recommendations Based on the Review of Literature

1. Based primarily on the review of literature and the research in the literature, it is recommended that instructors in urban influenced departments in Oklahoma give careful consideration to the teaching of non-traditional and specific technical subjects to enhance students' career competencies.

2. Based primarily on the research of the literature, it is recommended that current award programs should be expanded, and new ones should be developed to encourage and

reward the use of placement and non-traditional SOE training programs by urban influenced students.

Recommendations for Research and/or Methodology

1. It is suggested that a study be conducted to compare the emphasis placed upon various aspects of the vocational agriculture program by teachers in rural and urban influenced areas.

2. The author recommends that a study be done to determine what aspects of the vocational agriculture program have benefited former students of urban influenced departments.

3. It is recommended that additional areas of the vocational agriculture program such as computer operation, mathematics, and other science technologies be included in similar studies which may be conducted in the future.

A SELECTED BIBLIOGRAPHY

(1) Yeisley, James E. "Vocational Agriculture Curriculum Changes in Schools in Urban-Influenced Areas." (Unpub. M.S. thesis, Oklahoma State University, 1975).

(2) McClay, David R. "Our Future in the Urban School." Agricultural Education Magazine. Vol. 73 (Sept. 1964), pp. 59-60.

(3) Rawls, Byron F. "Facing a Decade of Change." Agricultural Education Magazine. Vol. 52 (Jan. 1980), pp. 5-6.

(4) Bice, Garry R. Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas. Raleigh, N.C.: Conserva Inc., 1980.

(5) Zurbrick, Phillip. "Urbanization and Agricultural Occupational Opportunities." Agricultural Education Magazine. Vol. 55 (Feb. 1983), pp. 19-20.

(6) Brock, Donald Wayne. "A Comparison of Emphasis on Selected Aspects of Programs of Vocational Agriculture in Rural and Urban Areas of Texas as Perceived by Vocational Agriculture Teachers." (Unpub. Ph.D. disseratation, Oklahoma State University, 1976).

(7) DeLauder, Robert. "Teaching Vocational Agriculture in the Suburbs." Agricultural Education Magazine. Vol. 55 (May 1982), pp. 6-8.

(8) Warmbrod, J. Robert. "Agricultural Education in the 1980's." Agricultural Education Magazine. Vol. 52 (Jan. 1980), pp. 6-8.

(9) Taft, Jesse A. "Agricultural Education in City Schools." Agricultural Education Magazine. Vol. 40 (Oct. 1968), pp. 78-80.

(10) Parker, Kenneth A. "The Urban Dimension." Agricultural Education Magazine. Vol. 55 (July 1982), pp. 5-7.

(11) Kellett, Carol E. "City Chapters are Worth the Effort." VocEd. Vol. 56 (Sept. 83), pp. 44-46.

(12) Knight, Jim. "Career Education Helps Vo-Ag Get Started in City Schools." Agricultural Education Magazine. Vol. 47 (Dec. 1974), pp. 135-136.

(13) Easter, Elgia L. "What Makes Urban Programs Successful." Agricultural Education Magazine. Vol. 55 (July, 1982), pp. 13-14.

(14) Hirayama, Ted T. "Agricultural Education in the Los Angeles Unified School District." Agricultural Education Magazine. Vol. 55 (July 1982), pp. 10-11.

(15) Nelson, Clifford F. "Horticulture and the FFA." Agricultural Education Magazine. Vol. 45 (Feb. 1973), pp. 156, 158.

(16) Surface, Dwight and Wes Holley. "Production Agriculture on Two City Blocks." Agricultural Education Magazine. Vol. 54 (June 1982), pp. 8-9.

(17) Combs, Curt. "Alternatives for City Youth." Agricultural Education Magazine. Vol. 55 (July 1982), pp. 12-13.

(18) Hemp, Paul E. and Jim Ethridge. Urban Agriculture Planning Guide. Urbana, Ill.: Illinois University, 1981.

(19) Jones, Tom "Agriculture Education in the 80's: A New Decade - The Same Purpose." Agricultural Education Magazine. Vol. 52 (Jan. 1980), pp. 10-11.

(20) Murray, Fred C. "Agricultural Education in Metropolitan Miami." Agricultural Education Magazine. Vol. 40 (Oct. 1968), pp. 90-91.

(21) Chrein, George. "Agricultural Education in New York City." Agricultural Education Magazine. Vol. 40 (Oct. 1968), pp. 92-94.

(22) Fink, James C. and Ralph E. Bartholomew. "A High School of Agricultural Sciences." Agricultural Education Magazine. Vol. 40 (Oct. 1968), pp. 86-87.

(23) Feck, Vincent J. "Horticulture Education in Cleveland." Agricultural Education Magazine. Vol. 40 (Oct. 1968) pp. 81-82.

(24) Regan, Ronald D. "A Comprehensive Program of Agricultural Education in Los Angeles." Agricultural Education Magazine. Vol. 40 (Oct. 1968), pp. 84-85, 87.

(25) Sprissler, Edmund C. "A Look at Agricultural Education in Boston - The First Fifty Years." Agricultural Education Magazine. Vol. 40 (Oct. 1968) pp. 88-89.

(26) Woodin, Ralph J. "No Bed of Roses." Agricultural Education Magazine. Vol. 37 (Sept. 1964), p. 59.

(27) Official FFA Manual. Alexandria, VA: National FFA Supply Service, 1986, n.p.

(28) Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools. Danville, Ill: The Interstate Printers and Pub. Co., 1972.

APPENDIXES

APPENDIX A

COVER LETTER AND QUESTIONNAIRE

OWASSO PUBLIC SCHOOLS

Owasso, Oklahoma 74055

Dear Fellow Vocational Agriculture Instructor:

I am currently working on my thesis to complete the requirements of a Masters Degree in Agricultural Education. The study which I am conducting is to investigate what aspects of the total vocational agriculture program SHOULD BE EMPHASIZED most in urban and suburban departments.

I realize that this is a busy time for you. However, I need you to take a few minutes to share your opinions with me. You have been chosen as a respondent to this study because of your community's proximity to a major metro area and/or the size of the school. Your input will be a valuable part of my study.

I also must ask that you respond to this letter as soon as possible. The schedule for completing thesis work this fall is very pressing. Enclosed with this letter please find, 1) the questionnaire, 2) an ink pen, and 3) a stamped envelop for return of the questionnaire.

If at all possible, PLEASE COMPLETE THE SURVEY NOW AND MAIL IT TODAY! I hope to have all of the responses back by October 23 so that I may evaluate them.

As you answer the questions, remember that I am surveying YOUR OPINIONS OF WHAT SHOULD BE EMPHASIZED in your program and those like it. This does not necessarily have to reflect what is currently happening in your program.

Thank you very much for your assistance. Keep the pen as a small token of my appreciation.

Sincerely,

Rob Terry
Vocational Agriculture Instructor

GENERAL INFORMATION

Number of students: In high school (9-12)_____; In Vo-Ag _____.

Percentage of students who come from a farm home (parents earn at least 50% of income from production agriculture): (circle one)

0%-25% 25%-50% 50%-75% 75%-100%

Is the school within the Oklahoma City or Tulsa metropolitan area?: (circle one)

YES NO

Classification of school: (circle one) B A 2A 3A 4A 5A

Number of teachers in Vo Ag Department: _____.

Your years of teaching experience: Total_____; In this school_____.

Courses taught in the program: (circle all appropriate, include all teachers)

Vo-Ag I Vo-Ag II Vo-Ag III Vo-Ag IV Ag Mech

Ag Mech II Hort. Hort II Equine 8th Grade

Others (specify) _____.

SPECIFIC INFORMATION

Please circle the response that best reflects the amount of emphasis which you feel SHOULD BE placed on the area covered in the following statements. The key to the response scale is as follows:

1 - No emphasis
2 - Some emphasis
3 - Much emphasis
4 - Great emphasis
5 - Extreme emphasis

1.	The development of student leadership traits.	1 2 3 4 5
2.	Student involvement in leadership activities.	1 2 3 4 5
3.	The emphasis of the following leadership contests:	
	a. Public Speaking	a) 1 2 3 4 5
	b. Chapter Meeting Contests	b) 1 2 3 4 5
	c. Greenhand Quiz Contest	c) 1 2 3 4 5
	d. Greenhand Creed Contest	d) 1 2 3 4 5

---

4. The development and conduct of a FFA chapter Program of Activities.		1	2	3	4	5
5. Participation in the National Chapter Award Program		1	2	3	4	5
6. Chapter involvement in B.O.A.C. Program.		1	2	3	4	5
7. Involvement in Chapter Safety Program.		1	2	3	4	5
8. Chapter involvement in Food For America Program.		1	2	3	4	5
9. Need for all students to be FFA members.		1	2	3	4	5
10. Need for a FFA Banquet.		1	2	3	4	5
11. Showing livestock on the following levels						
a. Local	a)	1	2	3	4	5
b. County	b)	1	2	3	4	5
c. State	c)	1	2	3	4	5
12. All students need of a S.O.E.		1	2	3	4	5
13. The use of the following types of S.O.E.						
a. Placement Production Agriculture	a)	1	2	3	4	5
b. Ownership Production Agriculture	b)	1	2	3	4	5
c. Placement Agribusiness	c)	1	2	3	4	5
d. Ownership Agribusiness	d)	1	2	3	4	5
e. Traditional Production (i.e. field crops, cow-calf, breeding swine, breeding sheep)	e)	1	2	3	4	5
f. Show Program (i.e. livestock primarily for exhibition purposes)	f)	1	2	3	4	5
g. Nontraditional Programs (i.e. horses, dogs, bees, ornamental plants ...)	g)	1	2	3	4	5
14. Chapter public relations in the community		1	2	3	4	5
15. The use of judging and other FFA team contests		1	2	3	4	5
16. Attainment of advanced FFA degrees by members		1	2	3	4	5

17. Member applications for proficiency awards on the following levels:

a. Local	a)	1	2	3	4	5
b. State	b)	1	2	3	4	5

18. The level of emphasis which each of the following subjects are taught in class:

a. Animal Science	a)	1	2	3	4	5
b. Plant Science	b)	1	2	3	4	5
c. Agricultural Mechanics	c)	1	2	3	4	5
d. Leadership Skills	d)	1	2	3	4	5
e. Farm &/or Business Management	e)	1	2	3	4	5
f. Horticulture	f)	1	2	3	4	5
g. Livestock Skills	g)	1	2	3	4	5
h. Agricultural Careers	h)	1	2	3	4	5

---

19. Development of the following support groups:

a. FFA Alumni	a)	1	2	3	4	5
b. Young Farmers	b)	1	2	3	4	5
c. Mothers or Parents Club	c)	1	2	3	4	5

---

20. Participation in conferences and conventions:

a. State Convention	a)	1	2	3	4	5
b. National Convention	b)	1	2	3	4	5
c. Washington Conference Program	c)	1	2	3	4	5
d. State Leadership Camp (Alumni Camp)	d)	1	2	3	4	5

---

21. Emphasis placed on need of each of the following teaching facilities:

a. Farm Shop	a)	1	2	3	4	5
b. Greenhouse	b)	1	2	3	4	5
c. School livestock housing area	c)	1	2	3	4	5

21. (continued) Emphasis placed on need of each of the following teaching facilities:

d. Garden area	d)	1	2	3	4	5
e. Field crop area	e)	1	2	3	4	5
f. Pleasant classroom environment	f)	1	2	3	4	5
g. Others (specify)_____	g)	1	2	3	4	5

22. The use of the following sources of teaching materials:

a. Oklahoma Vocational Core Curriculum	a)	1	2	3	4	5
b. Vocational Curriculum from other states	b)	1	2	3	4	5
c. State adopted agricultural text books	c)	1	2	3	4	5
d. Personally developed materials	d)	1	2	3	4	5
e. Others (specify)_____	f)	1	2	3	4	5

23. A strong recruiting program for new students.	1	2	3	4	5
24. Need of students taking pre-requisits such as Vo-Ag I and/or Vo-Ag II before enrolling in specialty agriculture courses such as Equine, Horticulture, and Ag Mechanics.	1	2	3	4	5
25. Personal visitation by instructors of students S.O.E. program sites.	1	2	3	4	5

Any comments which you may have pertaining to the study, this survey, or any questions contained in it.

APPENDIX B

LIST OF SCHOOLS IN THE POPULATION

APPENDIX B

LIST OF SCHOOLS IN THE POPULATION

Bethel	McLoud
Bixby	Moore
Broken Arrow	Muskogee
Carl Albert - Midwest City	Mustang
Collinsville	Noble
Edmond	Norman
Eisenhower - Lawton	Owasso
El Reno	Piedmont
Harrah	Ponca City
Jenks	Sand Springs
Jones	Sapulpa
Lawton	Shawnee
Liberty	Skiatook
John Marshall - Oklahoma City	Sperry
McArthur - Lawton	Stillwater
McLain - Tulsa	Yukon

VITA 2

H. Robert Terry, Jr.

Candidate for the Degree of

Master of Science

Thesis: PROGRAM EMPHASIS OF VOCATIONAL AGRICULTURE DEPARTMENTS IN URBAN INFLUENCED AREAS OF OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Perry, Oklahoma, November 21, 1961, the son of H. Robert and Barbara Terry.

Education: Graduated from Stillwater High School, Stillwater, Oklahoma, May, 1980; received Bachelor of Science Degree in Agricultural Education from Oklahoma State University in May, 1984; completed requirements for the Master of Science Degree at Oklahoma State University in May, 1988.

Professional Experience: Teacher of vocational agriculture at Owasso High School, Owasso, Oklahoma, from July, 1984 to present.