

**PROBLEMS ENCOUNTERED IN ESTABLISHMENT AND  
MAINTENANCE OF MULTIPLE TEACHER DEPART-  
MENTS OF VOCATIONAL AGRICULTURE ,**

By

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Dedicated to

VOCATIONAL AGRICULTURE

and

FUTURE FARMERS OF AMERICA CHAPTERS  
EVERYWHERE

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## CHAPTER I

### INTRODUCTION

As provided by law, vocational agriculture was introduced to the high schools of the United States in 1917, under provisions of the Smith-Hughes Act.

The vocational agriculture program was increasingly accepted by secondary school administrators and is widely recognized today as constituting an appropriate and essential segment of the secondary school offerings.

To maintain and develop an educational program that will meet the demands of those participating in the program as well as those who support the program, it is mandatory that a large portion of the general public be continuously informed and their approval sought. Public approval can only be had when people are sufficiently informed regarding the operation and accomplishments of the program.

It is evident to those who are engaged in vocational agriculture work that there is a continuing and perhaps ever increasing need to revise and reconstruct the vocational agriculture program in order to meet the requirements of a changing agriculture.

The increasing rate of public secondary school consolidation has further emphasized the necessity for additional changes, particularly those which may facilitate the providing of vocational agricultural

training to a larger number of rural boys within the larger reorganized units created. A second teacher of vocational agriculture, occasionally a third or fourth, is sometimes employed by secondary schools to meet additional needs and demands for the increasingly complex specialized training needed in agriculture.

It can be readily recognized that the organization of multiple-teacher departments does result in certain additional administrative and personnel problems. Such problems, some involving relationships between teachers, others between teachers and administrators or supervisors, may sometimes result in a program of vocational agriculture being less effective and may at times even jeopardize continued operation as a multiple-teacher department. The identification and recognition of the nature and frequency of these problems has been a major motivating factor to the author in attempting this study.

#### Statement of the Problem

The central purpose of the investigation was to determine the problems most commonly experienced by supervisors, teacher trainers and teachers of vocational agriculture in planning, implementing and maintaining successful programs of vocational agriculture in multiple-teacher departments.

Many departments of vocational agriculture in the United States are being staffed with one or more additional teachers of vocational agriculture. Such arrangements are reported to be accepted in varying degrees of approval by the school public, administrators, supervisors and teacher trainers. Even so, teachers and supervisors of vocational agriculture in such

multiple-teacher departments continually report that they do encounter problems in planning and directing programs of vocational agriculture and activities of the Future Farmers of America organization. No doubt, a contributing factor to this and other problems is that teachers do not have sufficient experience and, at least sometimes, are not provided with sufficient training, or given adequate supervision with regard to solving problems likely to be encountered in such multiple-teacher situations.

#### Purposes of the Study

The major purpose of this study was to identify and to verify problems which are encountered in the establishment, supervision and teaching activities common to multiple-teacher departments of vocational agriculture.

Additional purposes were to determine, at least in part, answers for the following:

- (1) Should teachers of vocational agriculture in multiple teacher departments be trained in separate fields of technical agriculture?
- (2) Would it be advisable to employ a second teacher of vocational agriculture for the purpose of assuming sole or major responsibility for teaching adult and /or young farmer classes?
- (3) Should the most experienced teacher teach freshmen and senior boys?
- (4) Should one teacher in a multiple teacher department be designated as the head teacher?
- (5) Who should be primarily responsible for determining

whether a department of vocational agriculture should add a second teacher?

- (6) Basically, what factors should be considered in determining whether a department of vocational agriculture has need of an additional teacher?
- (7) Is it essential that a multiple-teacher department have classrooms available for an additional teacher?
- (8) Could the demand for personal service and/or individual agricultural training of adults justify the addition of another teacher?

#### Scope of Study

A total of 220 individuals were involved in the study. This included state supervisors, district supervisors, teacher trainers and teachers of vocational agriculture from 32 states. Of this total, 40 of the respondents were teachers of vocational agriculture who were teaching in multiple-teacher departments.

The states contributing to the study were selected because of their geographical location and because the author had access to a complete roster of addresses and names of personnel in those states.

#### Need for the Study

The growth of multiple-teacher departments of vocational agriculture in the United States has created new administrative and supervisory problems. Because of the expected continued growth of multiple-teacher

departments in the United States and the fact that there has been a very limited amount of research done relative to problems directly concerned, the author decided on this study with the hope that the findings might be of some value to those who are engaged in programs of training, supervision and administration of vocational agriculture.

Even though a number of studies have been made regarding many phases of vocational agricultural education, very little research or analysis has been completed relative to problems encountered in establishing and maintaining multiple-teacher departments of vocational agriculture. Therefore, due to the fact that so few supervisors and teacher trainers over the United States are apparently sufficiently familiar with the organization and planning of programs for departments of vocational agriculture employing two or more teachers, the author, as a district supervisor of vocational agriculture, found it difficult to be confident of the best procedure when dealing with personnel and organizational problems relative to the establishment and maintenance of multiple-teacher departments.

In the thirty-two states included in this study, there was found to be an average of twenty-one departments of vocational agriculture in each state employing two or more teachers. It is not generally known how many multiple-teacher departments were in operation in the United States ten years ago, but thirty of the thirty-two states studied reported they had applications pending for additional multiple-teacher departments.

During interviews regarding this problem most supervisors and teacher trainers commented in the following manner:

'We have several multiple-teacher departments of vocational

agriculture in our state, but we do not have any definite plan of organization, nor specifications that we recommend to be followed in order to receive approval for an additional teacher. Neither do we have standard recommendations regarding a program of work for multiple-teacher departments, nor do we have specific recommendations for dividing and assigning responsibilities of the teachers. There is no particular basis for hiring an additional vocational agriculture teacher in our state. If the school wants an additional teacher and we can provide our portion of the funds, he is hired.'

All supervisors and teacher trainers whom the author interviewed were largely in agreement that all vocational agriculture departments should be required to meet definite standards prior to the hiring of an additional teacher and that certain additional specified accomplishments should be expected of the department following the employment of an additional teacher.

A large percentage of the supervisors and teacher trainers with whom the author discussed this problem expressed a great deal of concern regarding problems created by our changing agriculture. It was conceded, however, that even though our vocational agriculture enrollment of farm boys was decreasing as a result of a decreasing number of farm units, we, as vocational agriculture workers were perhaps the better qualified individuals to provide such specialized training as is now demanded of successful farmers. They were also almost unanimous in agreeing that we have not only an excellent opportunity, but a definite responsibility to train farm and rural non-farm boys for agriculturally related occupations.



During the authors twenty-five years of experience in vocational agriculture he has heard very little said and has known of very little effort being expended toward training boys for agriculturally related occupations. It is true, our organization is designed to train farm boys for proficiency in farming, but we are not excluded from training boys for related agricultural work. If we are to survive and contribute to solving the increasingly complex problems of a rapidly changing agricultural world, it is the author's opinion that we must direct more of our efforts toward training both farm and rural non-farm boys for proficiency and establishment in various types of agricultural employment as well as for proficiency and establishment in the business of farming.

#### Review of Literature

Even though all of the thirty-two states surveyed in this study, except two, reported that they had applications pending for additional multiple-teacher departments, there has been relatively few studies made directly related to this problem. Perhaps due to the newness of the problem most states have not come to realize the necessity of formulating a plan of procedure for establishing and maintaining multiple-teacher departments of vocational agriculture.

Among the thirty-two states sent questionnaires, not one indicated they had specific rules and regulations governing the establishment and maintenance of multiple-teacher departments. Most studies having a similar purpose were primarily concerned with the conduct of multiple-teacher departments after their establishment. In addition, a large

number of the related studies made had to do with facilities and types of programs offered by multiple-teacher departments. Most of the studies reviewed found that state departments of vocational education, in those states studied, had no specific rules and regulations affecting departments of vocational agriculture that wanted to employ an additional teacher.

Way,<sup>1</sup> found that no one factor was uniformly present where a second teacher was added. Of the forty-six multiple-teacher departments studied, none of the original teachers reported they were not consulted in the selection of the second teacher. Sixteen of the forty-six departments studied did not have a designated head teacher.

Similar to Way's findings, Kyle,<sup>2</sup> concluded a majority of the multiple-teacher departments studied had one teacher designated as head of the department. However, this was not considered necessary or advisable in all cases. Most, but not all, of the teachers indicated they considered cooperation between teachers as the most important factor in the successful operation of their multiple-teacher departments. In a few instances, the second teacher had no knowledge of the designation of the other teacher as head of the department.

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<sup>1</sup>Derrel E. Way, "The Establishment and Operation of Two-Teacher Departments of Vocational Agriculture," Thesis, M. S., 1954, Oklahoma A&M College, as reported in Summaries of Studies in Agricultural Education, Vocational Education Bulletin 263, Supplement No. 9, (Washington, 1956), p. 82.

<sup>2</sup>Albert Burlison Kyle, "An Analysis of Multiple-Teacher Departments of Vocational Agriculture in Texas," Thesis, M. S., 1954, East Texas State College, as reported in Summaries of Studies in Agricultural Education, Vocational Education Bulletin 263, Supplement No. 9, (Washington, 1956), p. 43.

Analysis of similiar studies show there is a definite lack of pre-planning and organization prior to the establishment of multiple-teacher departments. However, Hauser and Kitts<sup>3</sup> found that multiple-teacher departments, consistently, had more adequate classroom space and teaching aids. Farm shops were found to be more spacious and better equipped in multiple-teacher departments than in single-teacher departments.

In agreement with Hauser's and Kitts'<sup>4</sup> findings in their study of Physical Facilities and Equipment in Minnesota Multiple and Single Teacher Departments of Vocational Agriculture, they found in a study of Enrollments and Programs in Minnesota Multiple and Single Teacher Departments that more multiple-teacher departments offered a broader program of instruction to include adults and young farmers, in addition to a more effective all-day program, as compared to single-teacher departments. Both young farmer and adult enrollment increased in multiple-teacher departments, but declined in single teacher departments.

In an interview with the author regarding the establishment and maintenance of multiple-teacher departments of vocational agriculture, Byrle Killian<sup>5</sup> commented as follows:

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<sup>3</sup>Harvey J. Hauser and Harry W. Kitts, "A Study of Physical Facilities and Equipment in Minnesota Multiple and Single Teacher Departments of Vocational Agriculture in Non-Consolidated and Consolidated School Districts, Non-Thesis Study, 1957, University of Minnesota, as reported in Summaries of Studies in Agricultural Education, Vocational Education Bulletin 272, Supplement No. 11, (Washington, 1958), p. 31.

<sup>4</sup>Ibid, p. 30.

<sup>5</sup>Byrle Killian, Assistant State Supervisor of Vocational Agriculture in Oklahoma, Personal Interview, April 14, 1960.

The primary aims and objectives of a multiple-teacher department of vocational agriculture should be set up by the vocational agriculture teacher and the superintendent of schools before requesting another teacher.

Consideration should be given to the number of all-day students enrolled in vocational agriculture and the amount of adult and/or young farmer work the community needs.

In establishing a multiple-teacher department, a complete and definite understanding of responsibilities of each teacher should be reached by the local administration.

The students, parents and community should understand the policies of the multiple-teacher department and the responsibilities of it's teachers.

Ralph Dreessen<sup>6</sup> who was also interviewed at the same time commented on the problem as follows:

There is a definite place for multiple-teacher departments of vocational agriculture if they are not used as a dumping ground for boys who are misfits in other divisions of the school. I believe that multiple-teacher departments can be of real service, not only to all-day boys, but to adults and young farmers. There are adults and young farmers in every community who need additional help in farm management, proper utilization of credit and in meeting other problems which arise in this fast moving business of staying alive on the farm.

Benton Thomason<sup>7</sup> was interviewed by the author regarding the problem and commented as follows:

Much may be gained by multiple-teacher departments provided the enrollment justifies more than one teacher.

If multiple-teacher departments of vocational agriculture are to be successful the following points must be adhered to:

(1) There must be a thorough understanding of each teacher's responsibilities on the part of each teacher, the administration,

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<sup>6</sup>Ralph Dreessen, District Supervisor of Vocational Agriculture in Oklahoma, Personal Interview, April 14, 1960.

<sup>7</sup>Benton F. Thomason, District Supervisor of Vocational Agriculture in Oklahoma, Personal Interview, April 21, 1960.

students and farmers of the community.

(2) The work load and responsibilities of each teacher should be divided reasonably equal.

(3) Teachers must be employed who are well trained in the fields in which they teach.

(4) Teachers must cooperate and get along with each other.

In an interview with J. B. Morton<sup>8</sup> relative to the problem being studied, he commented as follows:

The problem of multiple-teacher departments involves, most of all, the personal feelings and attitudes of the teachers themselves. If each of the teachers feel they have had a part in making major decisions and receive their share of the limelight, all operational difficulties are eliminated.

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<sup>8</sup>J. B. Morton, District Supervisor of Vocational Agriculture in Oklahoma, Personal Interview, April 8, 1960.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

The primary objective of this study was to obtain conclusive information relative to solving problems having to do with the establishment and maintenance of multiple-teacher departments of vocational agriculture. The author, therefore, felt that such information received directly from the supervisors, teacher trainers and from teachers of vocational agriculture currently serving in multiple-teacher departments would constitute a reliable and usable source of information. From such information guiding principles should evolve which will serve workers as a frame of reference for formulating policies and regulations affecting the establishment and maintenance of multiple-teacher departments.

Data presented in this chapter were secured from questionnaires mailed to 196 supervisors and teacher trainers of vocational agriculture in 32 different states. Of this number 180 or 92.0 percent of the total questionnaires submitted were completed and returned. In addition, schedules were sent to 44 vocational agriculture teachers who were teaching in multiple-teacher departments in 22 states. Of this number, 40 or 91.0 percent of these schedules were returned. In the schedules returned by the supervisors and teacher trainers, it was found that 30 of the 32 states questioned had one or more multiple-teacher departments.

In formulating the questionnaire used in this study, the author attempted to ask those questions most often mentioned when discussing

the problem studied with fellow supervisors and teacher trainers of his home and neighboring states.

Determining responsibilities in adding a second teacher. As shown in Table I, supervisors and teacher trainers clearly pin pointed the responsibility as to who should be primarily responsible in determining whether a department should add a second or an additional teacher. However, in Table IA, teachers of vocational agriculture sharply disagree with their supervisors and teacher trainers. The percent of respondents ranking persons as designated in Table I shows that supervisors and teachers consider the board of education and the superintendent of schools to be most responsible regarding this decision. In Table IA, vocational agriculture teachers returning questionnaires selected the superintendent of schools and the original vocational agriculture teacher as persons who should determine whether a department needs a second or an additional teacher. It is somewhat surprising to find the difference of opinion indicated by groups of respondents when comparing data presented in Tables I and IA. Evidently, vocational agriculture teachers sincerely believe that they are perhaps in the best position to assess the need for an additional teacher.

Factors determining whether a department needs an additional teacher. As evidence by Table II, the number of all-day boys enrolled in vocational agriculture is considered to be the prime factor in determining if an additional teacher is needed. In keeping with the opinion of supervisors and teacher trainers, vocational agriculture teachers, as shown in Table IIA, agreed in selecting all-day enrollment as the basic factor. It is of interest to note, however, that vocational agriculture teachers considered

TABLE I

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES REGARDING WHO SHOULD BE PRIMARILY RESPONSIBLE IN DETERMINING WHETHER A DEPARTMENT OF VOCATIONAL AGRICULTURE SHOULD ADD A SECOND TEACHER

QUESTION Who should be primarily responsible in determin- ing whether a department of vocational agriculture should add a second teacher?	Supervisors and Teacher Trainers Number and Percent Indicating:												Total Number Res- pondents Ranking	Percent Respond- ents Ranking	Cumulative Score*	Rank
	PERSONS DESIGNATED	1st	%	2nd	%	3rd	%	4th	%	5th	%	6th				
State Director	5	2.8	2	1.1	4	2.2	5	2.8	5	2.8	55	30.5	76	46.2	136	6th
State Supervisor	20	11.1	15	8.3	14	7.8	10	5.5	47	26.1	0	.0	106	58.8	375	5th
District Supervisor	21	11.6	22	12.2	29	16.1	42	23.3	3	1.7	1	.6	118	65.5	485	3rd
School Superintendent	39	21.6	60	33.3	30	16.7	8	4.4	0	.0	1	.6	138	76.6	663	2nd
Board of Education	72	40.0	34	18.9	22	12.2	12	6.7	7	3.9	0	.0	147	81.7	740	1st
Teacher Presently Employed	20	11.1	23	12.8	41	22.8	21	11.6	8	4.4	5	2.8	118	65.5	483	4th

\*Cumulative score was determined by assigning a score of 6 to 1st choice, 5 to 2nd choice, 4 to 3rd choice, 3 to 4th choice, 2 to 5th choice, and 1 to 6th choice.



TABLE IA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES REGARDING WHO SHOULD BE PRIMARILY RESPONSIBLE IN DETERMINING WHETHER A DEPARTMENT OF VOCATIONAL AGRICULTURE SHOULD ADD A SECOND TEACHER

QUESTION Who should be primarily responsible in determin- ing whether a department of vocational agriculture should add a second teacher?	Vocational Agriculture Teachers Number and Percent Indicating:												Total Number Res- pondents Ranking	Percent Respond- ents Ranking	Cumulative Score*	Rank	
	1st	%	2nd	%	3rd	%	4th	%	5th	%	6th	%					
PERSONS DESIGNATED																	
State Director	0	.0	1	2.5	0	.0	0	.0	1	2.5	8	20.0	10	25.0	15	6th	
State Supervisor	7	17.5	1	2.5	2	5.0	4	10.0	6	15.0	0	.0	20	50.0	79	5th	
District Supervisor	2	5.0	9	22.5	7	17.5	6	15.0	0	.0	0	.0	24	60.0	103	4th	
School Superintendent	15	37.5	12	30.0	4	10.0	2	5.0	0	.0	1	2.5	34	85.0	173	1st	
Board of Education	5	12.5	10	25.0	9	22.5	1	2.5	3	7.5	0	.0	28	70.0	125	3rd	
Teacher Presently Employed	11	27.5	8	20.0	13	32.5	0	.0	0	.0	0	.0	32	80.0	158	2nd	

\*Cumulative score was determined by assigning a score of 6 to 1st choice, 5 to 2nd choice, 4 to 3rd choice, 3 to 4th choice, 2 to 5th choice, and 1 to 6th choice.

TABLE II

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHAT SHOULD BASICALLY DETERMINE WHETHER  
A DEPARTMENT OF VOCATIONAL AGRICULTURE NEEDS A SECOND TEACHER

QUESTION Basically, what should determine whether a department of vocational agriculture needs a second teacher?	Supervisors and Teacher Trainers Number and Percent Indicating:																Total Num- ber Ranking	Total Per- cent Ranking	Cumulative Score*	Rank
	FACTORS DESIGNATED	1st	%	2nd	%	3rd	%	4th	%	5th	%	6th	%	7th	%	8th				
Local Board's Judgement	20	11.1	16	8.9	16	8.9	25	13.9	18	10.0	20	11.1	8	4.4	6	3.3	129	71.6	647	4th
Number of All-Day Boys Enrolled	128	71.1	14	7.8	6	3.3	6	3.3	5	2.8	3	1.7	1	.6	0	.0	163	90.6	1219	1st
Square Miles in School Service Area	1	.6	7	3.9	9	5.0	8	4.4	7	3.9	4	2.2	23	12.8	40	22.2	99	55.0	277	7th
Number of Adult and Young Farmers Enrolled	29	16.1	96	53.3	19	10.6	7	3.9	8	4.4	1	.6	2	1.1	0	.0	162	90.0	1092	2nd
Demands From Local People	17	9.4	9	5.0	47	26.1	28	15.6	13	7.2	9	5.0	5	2.8	2	1.1	130	72.2	712	3rd
Administrators' Requests	2	1.1	9	5.0	15	8.3	21	11.6	29	16.1	19	10.6	10	5.5	5	2.8	110	61.0	469	6th
Need for More Participation in FFA Activities	0	.0	2	1.1	7	3.9	6	3.3	9	5.0	14	7.8	34	18.9	26	14.4	98	54.4	258	8th
Opinion of Teacher Presently Employed	3	1.7	8	4.4	23	12.8	28	15.5	19	10.6	24	13.3	5	2.8	2	1.1	112	62.2	518	5th

\*Cumulative score was determined by assigning a score of 8 to 1st choice, 7 to 2nd choice, 6 to 3rd choice, 5 to 4th choice, 4 to 5th choice, 3 to 6th choice, 2 to 7th choice and 1 to 8th choice.

TABLE IIA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHAT SHOULD BASICALLY DETERMINE WHETHER  
A DEPARTMENT OF VOCATIONAL AGRICULTURE NEEDS A SECOND TEACHER

QUESTION Basically, what should determine whether a department of vocational agriculture needs a second teacher?	Vocational Agriculture Teachers Number and Percent Indicating:																Total Num- ber Ranking	Total Per- cent Ranking	Cumulative Score*	Rank
	1st	%	2nd	%	3rd	%	4th	%	5th	%	6th	%	7th	%	8th	%				
Local Board's Judgement	0	.0	3	7.5	2	5.0	3	7.5	3	7.5	3	7.5	0	.0	2	5.0	16	40.0	71	7th
Number of All-Day Boys Enrolled	35	87.5	1	2.5	3	7.5	0	.0	0	.0	0	.0	1	2.5	0	.0	40	100.0	307	1st
Square Miles in School Service Area	0	.0	4	10.0	3	7.5	2	5.0	2	5.0	1	2.5	1	2.5	4	10.0	17	42.5	73	6th
Number of Adult and Young Farmer Enrolled	1	2.5	22	55.0	6	15.0	3	7.5	0	.0	0	.0	0	.0	1	2.5	33	82.5	214	2nd
Demands From Local People	2	5.0	5	12.5	3	7.5	2	5.0	3	7.5	3	7.5	2	5.0	0	.0	20	50.0	104	4th
Administrators' Requests	0	.0	3	7.5	4	10.0	4	10.0	2	5.0	1	2.5	3	7.5	1	2.5	18	45.0	83	5th
Need for More Participation in FFA Activities	1	2.5	0	.0	2	5.0	3	7.5	0	.0	2	5.0	5	12.5	3	7.5	16	40.0	54	8th
Opinion of Teacher Presently Employed	0	.0	2	5.0	16	40.0	2	5.0	2	5.0	2	5.0	0	.0	0	.0	24	60.0	134	3rd

\*Cumulative score was determined by assigning a score of 8 to 1st choice, 7 to 2nd choice, 6 to 3rd choice, 5 to 4th choice, 4 to 5th choice, 3 to 6th choice, 2 to 7th choice and 1 to 8th choice.

the opinion of the original teacher to be more basic in making this decision than did the supervisors and teacher trainers.

Who should select the second teacher? The problem of who should make the final decision regarding the selection of the second teacher is no doubt somewhat controversial, as indicated in Table III and Table IIIA. According to Table IIIA, vocational agriculture teachers regard the original teacher as the person who should be most responsible for selecting a second or an additional teacher. However, supervisors and teacher trainers designated the superintendent of schools as the person to make the final decision.

Fields of training of the second or additional teacher. It was the opinion of 39.4 percent of the supervisors and teacher trainers that it does not matter as to the field or fields of training a second teacher might have, as evidenced in Table IV. In contrast to this opinion, 37.5 percent of the vocational agriculture teachers reported that the second or additional teacher should be trained in a different field than the original teacher.

Based on comments, made by teachers in multiple-teacher departments in the author's home state, all teachers were of the opinion that a second teacher should have completed major preparation in at least one different field. Such an arrangement would permit a department to offer specialized educational services in a number of phases of the local agricultural program. In addition, this might encourage teachers to develop and maintain a program enlarged in scope. It was particularly noted by a majority of multiple-department teachers, that one teacher in a multiple-teacher department should be well qualified to maintain a strong farm mechanics

TABLE III

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES REGARDING  
WHO SHOULD SELECT THE TEACHER TO ASSIST THE FIRST TEACHER

QUESTION Who should select the second teacher?	Supervisors and Teacher Trainers Number and Percent Indicating:								Total Number Respondents Ranking	Percent Res- pondents Ranking	Cumulative Score*	Rank
	PERSONS DESIGNATED	1st	%	2nd	%	3rd	%	4th				
First Vocational Agri- culture Teacher	43	23.9	38	21.1	42	23.3	22	12.2	145	80.5	392	3rd
Superintendent of Schools	70	38.8	72	40.0	14	7.8	4	2.2	160	88.9	528	1st
Board of Education	49	27.2	33	18.3	42	23.3	23	12.8	147	81.6	402	2nd
District or Area Supervisor	24	13.3	13	7.2	41	22.8	53	29.4	131	72.7	270	4th

\*Cumulative score was determined by assigning a score of 4 to 1st choice, 3 to 2nd choice, 2 to 3rd choice, and 1 to 4th choice.

TABLE IIIA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES REGARDING WHO SHOULD SELECT THE TEACHER TO ASSIST THE FIRST TEACHER

QUESTION	Vocational Agriculture Teachers								Total Number Respondents	Ranking	Percent Respondents Ranking	Cumulative Score*	Rank
	Number and Percent Indicating:												
PERSONS DESIGNATED	1st	%	2nd	%	3rd	%	4th	%					
First Vocational Agriculture Teacher	25	62.5	5	12.5	5	12.5	1	2.5	36	90.0	126	1st	
Superintendent of Schools	8	20.0	19	47.5	7	17.5	1	2.5	35	87.5	104	2nd	
Board of Education	1	2.5	5	12.5	12	30.0	6	15.0	24	60.0	49	4th	
District or Area Supervisor	5	12.5	8	20.0	9	22.5	7	17.5	29	72.5	66	3rd	

\*Cumulative score was determined by assigning a score of 4 to 1st choice, 3 to 2nd choice, 2 to 3rd choice and 1 to 4th choice.

TABLE IV

EXPRESSIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER THE SECOND TEACHER IN A TWO-TEACHER DEPARTMENT SHOULD BE TRAINED IN A DIFFERENT FIELD

QUESTION Should the second teacher be trained in a different field than the first teacher?	Supervisors and Teacher Trainers Reporting:		
	Number	Percent	Rank
Yes	47	26.2	3rd
No	62	34.4	2nd
Does Not Matter	71	39.4	1st
Total	180	100.0	

TABLE IVA

EXPRESSIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER THE SECOND TEACHER IN A TWO-TEACHER DEPARTMENT SHOULD BE TRAINED IN A DIFFERENT FIELD

QUESTION Should the second teacher be trained in a different field than the first teacher?	Vocational Agriculture Teachers Reporting:		
	Number	Percent	Rank
Yes	15	37.5	1st
No	13	32.5	2nd
Does Not Matter	12	30.0	3rd
Total	40	100.00	

program. As evidenced by responses summarized in Table IV and IVA, teachers of vocational agriculture were in considerable disagreement with supervisors and teacher trainers regarding this question.

Designating a head teacher. It was discovered in similiar studies, reviewed by the author, that over 90.0 percent of the school administrators and teachers of vocational agriculture preferred to have a designated head in case of a multiple-teacher department of vocational agriculture. However, as revealed in data shown in Table V, 22.8 percent of the supervisors and teacher trainers of vocational agriculture did not think it was necessary to have a designated head teacher in a multiple-teacher department. In Table VA, 25.0 percent of the vocational agriculture teachers returning completed schedules said there should not be a head teacher in a multiple-teacher department.

TABLE V

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER ONE OF THE TEACHERS IN A MULTIPLE-TEACHER DEPARTMENT SHOULD BE DESIGNATED AS THE HEAD TEACHER

QUESTION Should one of the teachers in a two-teacher department be designated as the head teacher?	Supervisors and Teacher Trainers		
	Number	Percent	Rank
Yes	139	77.2	1st
No	34	18.9	2nd
Does Not Matter	7	3.9	3rd
Total	180	100.0	



Evidently, it is the belief of most vocational agriculture workers, that it is very difficult to have effective coordination in a multiple-teacher department without administrative responsibility assumed by a head teacher.

TABLE VA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER ONE OF THE TEACHERS IN A MULTIPLE-TEACHER DEPARTMENT SHOULD BE DESIGNATED AS THE HEAD TEACHER

QUESTION Should one of the teachers in a two-teacher department be designated as the head teacher?	Vocational Agriculture Teachers Number and Percent Indicating:		
Yes	27	67.5	1st
No	10	25.0	2nd
Does Not Matter	3	7.5	3rd
Total	40	100.0	

Teaching experience of the second teacher. It is somewhat unexpected to note that 68.9 percent of the supervisors, teacher trainers and 55.0 of the vocational agriculture teachers who contributed to this study revealed that they did not consider it essential for the second teacher to have had less experience than the original teacher.

Importance of experience in teaching freshmen and senior boys. As reported in Table VII, supervisors and teacher trainers were positive in the opinion that freshmen and senior boys need not be taught exclusively

TABLE VI

EXPRESSIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER IT IS ESSENTIAL THAT THE SECOND TEACHER HAVE LESS TEACHING EXPERIENCE THAN THE FIRST TEACHER

QUESTION Is it essential that the second teacher have less teaching experience than the first teacher?	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
Yes	19	10.5	3rd
No	124	68.9	1st
Does Not Matter	37	20.6	2nd
Total	180	100.0	

TABLE VIA

EXPRESSIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER IT IS ESSENTIAL THAT THE SECOND TEACHER HAVE LESS TEACHING EXPERIENCE THAN THE FIRST TEACHER

QUESTION Is it essential that the second teacher have less teaching experience than the first teacher?	Vocational Agriculture Teachers Indicating		
	Number	Percent	Rank
Yes	4	10.0	3rd
No	22	55.0	1st
Does Not Matter	14	35.0	2nd
Total	40	100.0	

by the teacher having the most experience. Their conclusion, however, is not exactly compatible to the thinking of vocational agriculture teachers who teach in multiple-teacher departments, as indicated in Table VIIA. The author has found that many teachers of vocational agriculture believe experienced teachers can do a better job of orientating freshmen boys and more effectively supervise activities of senior boys.

TABLE VII

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER THE TEACHER WITH THE MOST EXPERIENCE SHOULD TEACH THE FRESHMEN AND SENIOR BOYS

QUESTION If the teachers have different amounts of experience, should the teacher with the most experience teach the freshmen and senior boys?	Supervisors and Teacher Trainers Reporting		
	Number	Percent	Rank
Yes	35	19.4	3rd
No	36	20.0	2nd
Does Not Matter	109	60.6	1st
Total	180	100.0	

In obvious contrast to this thinking, however, teachers contributing to this study revealed only 22.5 percent of them thought the most experienced teacher should teach freshmen and senior boys. As shown in Table VII, it is somewhat surprising to the author to know that 80.6 percent of the supervisors and teacher trainers surveyed did not

think the most experienced teacher should teach freshmen and senior boys.

TABLE VIIA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER THE TEACHER WITH THE MOST EXPERIENCE SHOULD TEACH THE FRESHMEN AND SENIOR BOYS

QUESTION If the teachers have different amounts of experience should the teacher with the most experience teach the freshmen and senior boys?	Vocational Agriculture Teachers Reporting		
	Number	Percent	Rank
Yes	9	22.5	2nd
No	8	20.0	3rd
Does Not Matter	23	57.5	1st
Total	40	100.0	

All-day enrollment as a factor in adding an additional teacher. A marked difference was evidenced among supervisors, teacher trainers and teachers as to the number of all-day boys to be enrolled before a second or an additional teacher is added. As illustrated in Table VIII, 35.0 percent of the supervisors and teacher trainers were of the opinion that there should be at least 65 all-day boys enrolled before adding a second teacher. As reported in Table VIIIA, 37.5 percent of the teachers of vocational agriculture did not think it was necessary to have more than 55 all-day boys enrolled before adding a second teacher.

Farm Mechanics as a part of the program offered by multiple-teacher departments. Supervisors, teacher trainers and vocational agriculture

TABLE VIII

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES REGARDING  
THE NUMBER OF ALL-DAY STUDENTS TO BE ENROLLED IN VOCATIONAL AGRICULTURE BEFORE A SECOND TEACHER IS ADDED

QUESTION How many all-day students should be enrolled in vocational agriculture before a second teacher is added?	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
ENROLLMENT			
40	10	5.6	5th
45	24	13.3	4th
55	42	23.3	2nd
65	63	35.0	1st
75	28	15.5	3rd
85	10	5.6	6th
100	3	1.7	7th
Total	180	100.0	

teachers are, at least, in partial agreement as to the importance of including an adequate farm mechanics program in a multiple-teacher department as shown in Table IX and IXA. It is surprising, however, that 25.0 percent of the teachers of vocational agriculture were of the opinion that farm mechanics facilities were not essential. Eleven and one-tenth percent of the supervisors and teacher trainers also expressed this opinion.

Should all-day enrollment be doubled in case of a two-teacher

TABLE VIIIA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES REGARDING  
THE NUMBER OF ALL-DAY STUDENTS TO BE ENROLLED IN VOCATIONAL AGRICULTURE BEFORE A SECOND TEACHER IS ADDED

QUESTION How many all-day students should be enrolled in vocational agriculture before a second teacher is added?	Vocational Agriculture Teachers Indicating		
	Number	Percent	Rank
ENROLLMENT			
40	2	5.0	6th
45	8	20.0	2nd
55	15	37.5	1st
65	6	15.0	3rd
75	5	12.5	4th
85	4	10.0	5th
100	0	0.0	7th
Total	40	100.0	

department? It is of interest to observe that data presented in Table X and Table XA do not express the same conclusions as found in presentations in Table VIII and VIIIA, regarding enrollment. It was noted that responses shown in Tables VIII and VIIIA indicate that an average of 60 all-day boys should be enrolled before adding a second teacher. However, in Table X, 15.0 percent of the supervisors and teacher trainers said the enrollment in a two-teacher department should be twice the number for a single-teacher department.

TABLE IX

EXPRESSIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES REGARDING THE NECESSITY OF AN ADEQUATE FARM MECHANICS PROGRAM BEFORE QUALIFYING FOR A SECOND VOCATIONAL AGRICULTURE INSTRUCTOR

QUESTION Is it essential that a department of vocational agriculture have an adequate farm mechanics program before a second teacher is added?	Supervisors and Teacher Trainers Reporting:		
	Number	Percent	Rank
Yes	160	88.9	1st
No	15	8.3	2nd
Does Not Matter	5	2.8	3rd
Total	180	100.0	

TABLE IXA

EXPRESSIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES REGARDING THE NECESSITY OF AN ADEQUATE FARM MECHANICS PROGRAM BEFORE QUALIFYING FOR A SECOND VOCATIONAL AGRICULTURE TEACHER

QUESTION Is it essential that a department of vocational agriculture have an adequate farm mechanics program before a second teacher is added?	Vocational Agriculture Instructors Reporting:		
	Number	Percent	Rank
Yes	30	75.0	1st
No	7	17.5	2nd
Does Not Matter	3	7.5	3rd
Total	40	100.0	

TABLE X

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER THE ALL-DAY ENROLLMENT IN A TWO-TEACHER DEPARTMENT SHOULD BE TWICE THE AVERAGE AMOUNT FOR A ONE-TEACHER DEPARTMENT

QUESTION Should the all-day enrollment in a two-teacher department be twice the average amount for a one-teacher department?	Supervisors and Teacher Trainers Reporting		
	Number	Percent	Rank
Yes	27	15.0	2nd
No	153	85.0	1st
Total	180	100.0	

In the author's home state the State Department of Vocational Agriculture recommends a maximum enrollment of 45 all-day boys for a single-teacher department, but makes no recommendation regarding enrollment for two-teacher departments of vocational agriculture. However, it seems logical that the recommendations made in Tables X and XA would be practical to follow.

Extent of FFA participation in two-teacher departments. Based on interviews with teachers who teach in multiple-teacher departments in the author's home state, regarding an expected increase in FFA activity participation, Tables XI and XIA express a mutual agreement on this phase of a two-teacher vocational agriculture program. It may be noted in Table XIA that vocational agriculture teachers were more emphatic regarding a suggested increase than were the supervisors and teacher



TABLE XA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER THE ALL-DAY ENROLLMENT IN A TWO-TEACHER DEPARTMENT SHOULD BE TWICE THE AVERAGE AMOUNT FOR A ONE-TEACHER DEPARTMENT

QUESTION Should the all-day enrollment in a two-teacher department be twice the average amount for a one-teacher department?	Vocational Agriculture Teachers Reporting		
	Number	Percent	Rank
Yes	7	17.5	2nd
No	33	82.5	1st
Total	40	100.0	

trainers, as shown in Table XI. In similar studies reviewed by the author it was found that most vocational agriculture teachers in multiple-teacher departments reported they were able to participate in a greater number of Future Farmer activities. Having one teacher to remain at the school in charge of those boys not participating in inter-curricular activities prevents the occurrence of additional supervisory duties for other teachers in the school system.

Future Farmer of America boys, nation-wide, have done an excellent job of selling vocational agriculture as well as their own organization to non-rural people. In the case of two or more vocational agriculture teachers in a department a more effective job of public relations can be done. Teachers in multiple-teacher departments have repeatedly reported that they were able to promote and sponsor a greater number of local vocational agriculture and Future Farmer activities, because of having

an additional teacher. Local public school superintendents who have had the experience of being associated with multiple-teacher departments of vocational agriculture report that a much better relationship and understanding exists between the vocational agriculture teachers and other members of the faculty.

TABLE XI

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES REGARDING THE EXPECTED INCREASE IN THE EXTENT OF FFA PARTICIPATION IF A SECOND TEACHER IS ADDED

QUESTION How much increase in FFA activity partici- pation should be expected if a second teacher is added?	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
SUGGESTED PERCENTAGE			
10%	33	18.3	3rd
15%	7	3.9	8th
20%	17	9.4	5th
25%	42	23.4	1st
30%	18	10.0	4th
40%	7	3.9	7th
50%	38	21.1	2nd
60%	3	1.7	9th
More	15	8.3	6th
Total	180	100.0	

It is interesting to observe in data presented in Table XI, that 10.0 percent of the supervisors and teacher trainers were of the opinion that a 60 or more percent increase in FFA participation should be expected if a second teacher is added.

TABLE XIA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES REGARDING THE EXPECTED INCREASE IN THE EXTENT OF FFA PARTICIPATION IF A SECOND TEACHER IS ADDED

QUESTION How much increase in FFA activity partici- pation should be expected if a second teacher is added?	Vocational Agriculture Teachers Reporting		
	Number	Percent	Rank
SUGGESTED PERCENTAGE			
10%	0	0.0	0
15%	1	2.5	4th
20%	8	20.0	3rd
25%	17	42.5	1st
30%	0	0.0	0
40%	1	2.5	4th
50%	13	32.5	2nd
60%	0	0.0	0
More	0	0.0	0
Total	40	100.0	

Judgements as to the number of hours of adult and/or young farmer

work which should normally be expected of a two-teacher department.

Teachers of vocational agriculture, obviously, do not agree with supervisors and teacher trainers as to the hours of organized instruction which should be completed by instructors serving in a two-teacher department. As shown in Table XII, 41.2 percent of the supervisors and teacher trainers stated that under normal conditions teachers serving in a two-teacher department should complete twice as much adult and/or

TABLE XII

EXPRESSIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES RELATIVE TO THE EXTENT OF ADULT AND/OR YOUNG FARMER ORGANIZED INSTRUCTION WHICH SHOULD BE COMPLETED BY TEACHERS SERVING IN A TWO-TEACHER DEPARTMENT

QUESTION	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
<p>QUESTION</p> <p>If a one-teacher department is required to complete 50 hours of adult and/or young farmer work, how many hours should teachers serving in a two-teacher department be expected to complete?</p>			
SUGGESTED HOURS			
50	24	13.4	3rd
60	8	4.5	5th
70	23	13.0	4th
80	44	24.5	2nd
90	7	3.4	6th
100	74	41.2	1st
Total	180	100.0	

TABLE XIIA

EXPRESSIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES RELATIVE TO THE EXTENT OF ADULT AND/OR YOUNG FARMER ORGANIZED INSTRUCTION WHICH SHOULD BE COMPLETED BY TEACHERS SERVING IN A TWO-TEACHER DEPARTMENT

QUESTION	Vocational Agriculture Teachers Indicating		
	Number	Percent	Rank
<p>QUESTION</p> <p>If a one-teacher department is required to complete 50 hours of adult and/or young farmer work, how many hours should teachers serving in a two-teacher department be expected to complete?</p>			
SUGGESTED HOURS			
50	10	25.0	2nd
60	3	7.5	5th
70	8	20.0	3rd
80	12	30.0	1st
90	1	2.5	6th
100	6	15.0	4th
Total	40	100.0	

young farmer work as a single-teacher department. In Table XIIA, only 15.0 percent of the vocational agriculture teachers reported they favored a 100.0 percent increase in adult and/or young farmer work after adding a second teacher. To further disagree with the supervisors and teacher trainers on this matter, 25.0 percent of the teachers favored no increase in the number of adult and/or young farmer class hours required.

The extent to which the size of the all-day enrollment should be a factor in the number of hours of adult and/or young farmer organized instruction required. As evidenced in Tables XIII and XIII A, supervisors,

TABLE XIII

JUDGEMENTS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER THE ALL-DAY ENROLLMENT SHOULD AFFECT THE SCOPE OF ADULT AND/OR YOUNG FARMER ORGANIZED INSTRUCTION TO BE CONDUCTED BY A TWO-TEACHER DEPARTMENT

QUESTION	Supervisors and Teacher Trainers Indicating	
	Number	Percent
Should the number of all-day boys enrolled in a two-teacher department affect the extent of organized instruction provided for out-of-school groups?		
Yes	135	75.0
No	45	25.0
Total	180	100.0

teacher trainers and vocational agriculture teachers were in almost complete agreement as to the extent to which the size of the all-day enrollment should be a factor in determining the required amount of adult and/or young farmer organized instruction to be completed by a multiple-teacher department.

Judgements as to the effect of a second teacher on average annual supervised farm training visits per student. It is significant that neither supervisors and teacher trainers, nor teachers of vocational

TABLE XIII A

JUDGEMENTS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER THE ALL-DAY ENROLLMENT SHOULD AFFECT THE SCOPE OF ADULT AND/OR YOUNG FARMER ORGANIZED INSTRUCTION TO BE CONDUCTED BY A TWO-TEACHER DEPARTMENT

QUESTION Should the number of all-day boys enrolled in a two-teacher department affect the extent of organized instruction provided for out-of-school groups?	Vocational Agriculture Teachers Indicating	
	Number	Percent
Yes	31	77.5
No	9	22.5
Total	40	100.0

agriculture were of the opinion that the addition of a second teacher should affect the number of per student, on farm visits, which might be expected in multiple-teacher departments. In Table XIV, 73 or 42.5 percent of the supervisors and teacher trainers recommended that the number of per student visits remain approximately the same after an additional teacher is added. As shown in Table XI VA, teachers of vocational agriculture were in rather close agreement with such a recommendation.

Judgements as to the effect of multiple-teacher departments on annual labor income per student. The question as to the amount of increase in annual farming program labor income per student which

should be expected in a multiple-teacher department is, no doubt, debatable. As revealed in Table XV, supervisors and teacher trainers were somewhat divided in their opinion. Even so, 50 or 29.3 percent of the 171 submitting questionnaires said they would expect a 10.0 percent increase. However, 45 or 26.3 percent of the supervisors and teacher trainers revealed that more than a 10.0 percent increase in student farming program labor income should be expected if a second vocational

TABLE XIV

EXPRESSIONS OF 174 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO THE AVERAGE ANNUAL SUPERVISED FARM TRAINING VISITS PER STUDENT TO BE EXPECTED IN A TWO-TEACHER DEPARTMENT

QUESTION If the average annual on-farm training visits, per student, accomplished in a one-teacher department was five, what should the number be for a two-teacher department?	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
RECOMMENDED VISITS PER STUDENT			
5	73	42.5	1st
6	36	20.7	2nd
7	25	14.3	3rd
8	22	12.6	4th
9	5	2.8	6th
10	10	5.7	5th
11	3	1.7	7th
Total	174	100.0	



TABLE XIVA

EXPRESSIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO THE AVERAGE ANNUAL SUPERVISED FARM TRAINING VISITS PER STUDENT TO BE EXPECTED IN A TWO-TEACHER DEPARTMENT

QUESTION If the average annual on-farm training visits, per student, accomplished in a one-teacher department was five, what should the number be for a two-teacher department?	Vocational Agriculture Teachers Indicating		
	Number	Percent	Rank
RECOMMENDED VISITS PER STUDENT			
5	20	50.0	1st
6	4	10.0	4th
7	5	12.5	3rd
8	5	12.5	3rd
9	0	0.0	5th
10	6	15.0	2nd
11	0	0.0	5th
Total	40	100.0	

agriculture teacher is added. In Table XVA, figures show that 32.5 percent of all vocational agriculture teachers submitting surveys suggested that the project labor income should be expected to increase 20.0 percent or more.

Opinions as to desirable classroom space for multiple-teacher departments. A considerable variation was found to exist in recommendations regarding classroom space for two-teacher departments of vocational agriculture. As shown in Table XVI, the indicated rank of opinions is significant in that 61.2 percent of the respondents said a second classroom was essential in a

TABLE XV

OPINIONS OF 171 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO THE EXPECTED INCREASE IN AVERAGE ANNUAL STUDENT FARMING PROGRAM LABOR INCOME, IF A SECOND TEACHER IS ADDED

QUESTION What percent increase in average annual student farming program labor income should be expected from a two-teacher department over a one-teacher department?	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
SUGGESTED PERCENT INCREASE			
0	36	21.0	3rd
5	40	23.4	2nd
10	50	29.3	1st
15	12	7.0	5th
20	14	8.2	4th
25	12	7.0	5th
30	7	4.1	6th
Total	171	100.0	

multiple-teacher department. In contrast, as evidenced in Table XVIA, vocational agriculture teachers were approximately evenly divided on the question with 52.5 percent reporting that a second classroom was not essential in a multiple-teacher department.

Teacher responsibilities for farming program supervision of all-day students in a multiple-teacher department. The importance of effective supervision of all-day students is of paramount importance if a successful

TABLE XVA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO THE EXPECTED INCREASE IN AVERAGE ANNUAL STUDENT FARMING PROGRAM LABOR INCOME, IF A SECOND TEACHER IS ADDED

QUESTION What percent increase in average annual student farming program labor income should be expected from a two-teacher department over a one-teacher department?	Vocational Agriculture Teachers Indicating		
	Number	Percent	Rank
SUGGESTED PERCENT INCREASE			
0	4	10.0	4th
5	10	25.0	2nd
10	11	27.5	1st
15	2	5.0	6th
20	9	22.5	3rd
25	3	7.5	5th
30	1	2.5	7th
Total	40	100.0	

program of vocational agriculture is to be maintained. The question of whether each teacher in a multiple-teacher department should confine his supervision to only boys in his classes is debatable, as was evidenced by an analysis of data presented in Tables XVII and XVIIIA. However, as shown in Table XVIIIA, 57.5 percent of the vocational agriculture teachers in multiple-teacher departments were of the opinion that they should

TABLE XVI

RECOMMENDATIONS OF 175 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES  
REGARDING THE NUMBER OF CLASSROOMS ESSENTIAL FOR A TWO-TEACHER  
DEPARTMENT

QUESTION Is it essential that a two-teacher department have two classrooms?	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
OPINIONS			
Yes	107	61.2	1st
No	55	31.4	2nd
Does Not Matter	13	7.4	3rd
	Total	175	100.0

TABLE XVII

RECOMMENDATIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES  
REGARDING THE NUMBER OF CLASSROOMS ESSENTIAL FOR A TWO-TEACHER  
DEPARTMENT

QUESTION Is it essential that a two-teacher department have two classrooms?	Vocational Agriculture Teachers Indicating		
	Number	Percent	Rank
OPINIONS			
Yes	19	47.5	2nd
No	21	52.5	1st
Does Not Matter	0	0.0	3rd
	Total	40	100.0

not limit their on-farm supervision to boys in their own classes. As revealed in Table XVII, 57.1 percent, or 101, of the 177 supervisors and teacher trainers were of an opposite opinion in that they thought teachers should confine their supervision to boys in their classes.

TABLE XVII

OPINIONS OF 177 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER EACH TEACHER IN A TWO-TEACHER DEPARTMENT SHOULD CONFINE HIS FARM TRAINING VISITATION TO STUDENTS WHO ARE ENROLLED IN HIS CLASSES

QUESTION Should each teacher in a two-teacher department visit only students who are enrolled in his classes?	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
OPINIONS			
Yes	101	57.1	1st
No	65	36.7	2nd
Does Not Matter	11	6.2	3rd
Total	177	100.0	

Judgements as to the importance of coordination in a two-teacher department. The frequency of sessions and efforts toward coordination between the two or more teachers in multiple-teacher departments is of vital importance. Too often, the lack of coordination of any program means failure. As revealed in data shown in Tables XVIII and XVIIIA, frequent meetings between the two teachers were recommended. It is of interest to note that in Table XVIIIA, teachers of vocational agriculture are somewhat

TABLE XVIIIA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER EACH TEACHER IN A TWO-TEACHER DEPARTMENT SHOULD CONFINE HIS FARM TRAINING VISITATION TO STUDENTS WHO ARE ENROLLED IN HIS CLASSES

QUESTION Should each teacher in a two-teacher department visit only students who are enrolled in his classes?	Vocational Agriculture Teachers Indicating		
	Number	Percent	Rank
OPINIONS			
Yes	15	37.5	2nd
No	23	57.5	1st
Does Not Matter	2	5.0	3rd
Total	40	100.0	

more conscious of the necessity of coordinating their program, by recommending a daily meeting for the purpose of consolidating their efforts.

Judgements as to the advisability of teachers exchanging classes.

It is of interest to know that supervisors, teacher trainers and vocational agriculture teachers, almost completely agree on recommendations regarding the advisability of class exchange between teachers serving in multiple-teacher departments, as shown in Table XIX and XIXA. The writer has found this thinking to be eminent in the minds of all teachers, in his home state, who teach in multiple-teacher departments.

Judgements as to additional problems involved in the administration of multiple-teacher departments. Based on the experience of the writer,

TABLE XVIII

OPINIONS OF 180 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES RELATIVE TO THE IMPORTANCE OF COORDINATION IN A TWO-TEACHER DEPARTMENT PROGRAM

QUESTION How often should the two teachers get together for purposes of planning and coordinating their program?	Supervisors and Teacher Trainers Indicating		
	Number	Percent	Rank
FREQUENCY RECOMMENDED			
Daily	72	40.0	2nd
Weekly	99	55.0	1st
Twice Monthly	5	2.8	3rd
Monthly	4	2.2	4th
Total	180	100.0	

TABLE XVIIIA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES RELATIVE TO THE IMPORTANCE OF COORDINATION IN A TWO-TEACHER DEPARTMENT PROGRAM

QUESTION How often should the two teachers get together for purposes of planning and coordinating their program?	Vocational Agriculture Teachers Indicating		
	Number	Percent	Rank
FREQUENCY RECOMMENDED			
Daily	20	50.0	1st
Weekly	19	47.5	2nd
Twice Monthly	0	0.0	
Monthly	1	2.5	3rd
Total	40	100.0	

TABLE XIX

OPINIONS OF 176 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER TEACHERS IN A TWO-TEACHER DEPARTMENT SHOULD EXCHANGE CLASSES OCCASIONALLY OR CONTINUE TO TEACH THE SAME CLASSES THROUGHOUT THE YEAR

QUESTION		
Should each teacher confine his teaching strictly to his own classes or would it be a good idea to exchange classes occasionally?	Supervisors and Teacher Trainers Indicating Number	Percent
RECOMMENDATION		
Exchange Classes Occasionally During Year	126	71.6
Do Not Exchange Classes At All	50	28.4
Total	176	100.0

the opinions as disclosed in Tables XX and XXA, are far more emphatic than was expected. Particularly, it is somewhat surprising to note that over 90.0 percent of those returning questionnaires did not believe multiple-teacher departments created additional administrative problems.

Judgements as to justification for the addition of a second teacher because of demands for more adult and/or young farmer work as indicated in this study. Adult and/or young farmer work and all-day student supervision are the most important factors or groups in analyzing the problem of creating a multiple-teacher department of vocational agriculture. The indicated rank of opinions in responses as tabulated and presented in Tables XXI and XXIA, verify the position that the demand for additional services in the area of adult and/or young farmer instruction is ample justification for the development of a multiple-teacher department



TABLE XIXA

OPINIONS OF 40 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER TEACHERS IN A TWO-TEACHER DEPARTMENT SHOULD EXCHANGE CLASSES OCCASIONALLY OR CONTINUE TO TEACH THE SAME CLASSES THROUGHOUT THE YEAR

QUESTION		
Should each teacher confine his teaching strictly to his own classes or would it be a good idea to exchange classes occasionally?	Vocational Agriculture Teachers Indicating	
	Number	Percent
RECOMMENDATION		
Exchange Classes Occasionally During Year	29	72.5
Do Not Exchange Classes At All	11	27.5
Total	40	100.0

TABLE XX

OPINIONS OF 169 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER A TWO-TEACHER DEPARTMENT CREATES ADDITIONAL ADMINISTRATIVE PROBLEMS

QUESTION		
Would you say a two-teacher department creates additional administrative problems?	Supervisors and Teacher Trainers Indicating	
	Number	Percent
OPINIONS		
Yes	16	9.5
No	153	90.5
Total	169	100.0

TABLE XXA

OPINIONS OF 36 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER A TWO-TEACHER DEPARTMENT CREATES ADDITIONAL ADMINISTRATIVE PROBLEMS

QUESTION		Vocational Agriculture Teachers Indicating	
Would you say a two-teacher department creates additional administrative problems?		Number	Percent
OPINIONS			
Yes		1	2.8
No		35	97.2
Total		36	100.0

TABLE XXI

OPINIONS OF 178 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO WHETHER A SECOND TEACHER CAN BE JUSTIFIED ON THE BASIS OF ASSIGNMENT FOR ADDITIONAL ADULT AND/OR YOUNG FARMER INSTRUCTION

QUESTION		Supervisors and Teacher Trainers Indicating	
Do you believe a second teacher can be justified because of the demand for additional adult and/or young farmer instruction?		Number	Percent
OPINIONS			
Yes		170	95.6
No		8	4.4
Total		178	100.0

through the employment of an additional teacher.

TABLE XXIA

OPINIONS OF 39 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO WHETHER A SECOND TEACHER CAN BE JUSTIFIED ON THE BASIS OF ASSIGNMENT FOR ADDITIONAL ADULT AND/OR YOUNG FARMER INSTRUCTION

QUESTION	Vocational Agriculture Teachers Indicating	
	Number	Percent
Do you believe a second teacher can be justified because of the demand for additional adult and/or young farmer instruction?		
OPINIONS		
Yes	37	94.9
No	2	5.1
	Total	39
		100.0

Opinions as to the extent of demand for personal services, as a factor, in justifying the addition of a second teacher. In the opinion of the writer, many vocational agriculture workers overlook the real value of personal service as a means of selling and stabilizing a program of vocational agriculture. Of course, the term personal service, as used here, is meant to be descriptive of bona fide agricultural practices and skills, the performance of which contributes to the knowledge and skill of the farm operator. The bulk of such services should constitute a valuable and constructive type of on-farm-training. The possibility should be recognized, however, that many respondents may not have accepted this definition when expressing their opinions. It would seem significant that

TABLE XXII

OPINIONS OF 178 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES AS TO  
WHETHER THE DEMAND FOR PERSONAL SERVICE IN A COMMUNITY  
SHOULD JUSTIFY THE ADDITION OF A SECOND TEACHER

QUESTION Could the demand for personal service in a community justify the addition of a second teacher?	Supervisors and Teacher Trainers Indicating	
	Number	Percent
OPINIONS		
Yes	30	16.8
No	148	83.2
Total	178	100.0

TABLE XXIIA

OPINIONS OF 37 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES AS TO  
WHETHER THE DEMAND FOR PERSONAL SERVICE IN A COMMUNITY  
SHOULD JUSTIFY THE ADDITION OF A SECOND TEACHER

QUESTION Could the demand for personal service in a community justify the addition of a second teacher?	Vocational Agriculture Teachers Indicating	
	Number	Percent
OPINIONS		
Yes	17	45.9
No	20	54.1
Total	37	100.0

a slight majority of the teachers did agree with over 80.0 percent of

teacher trainers and supervisors that an evident demand for personal services alone does not constitute a valid reason for adding an additional teacher. It is to be regretted that the schedules used in the study did not make reference as to the merits of on-farm-training as contrasted with the term personal service. Whatever concept was identified with the term, it is evident, as shown in data in Tables XXII and XXIIA, that teacher trainers and supervisors are not in agreement with teachers of vocational agriculture as to the importance of personal service in a vocational agriculture program. Apparently, vocational agriculture teachers consider personal service to be of more importance than do supervisors and teacher trainers.

Opinions as to justification for multiple-teacher departments based on percentage of enrollment made up of farm boys. Responses, as summarized in Tables XXIII and XXIIIA, are not exactly in agreement with a number of comments and remarks received from supervisors and teacher trainers in a number of states surveyed. As can be readily seen by examination of comments presented elsewhere in this paper, a considerable number of respondents submitting replies remarked that non-farm boys enrolled in all-day classes need not be a problem when considering the establishment of a multiple-teacher department of vocational agriculture. Evidently, both supervisors and teacher trainers and teachers feel that a high percentage of enrollment consisting of farm boys does present a valid reason for employment of an additional teacher, but at least supervisors and teacher trainers would not necessarily make this a requisite for possible increase in the teaching staff.

TABLE XXIII

OPINIONS OF 175 SUPERVISORS AND TEACHER TRAINERS FROM 32 STATES REGARDING  
THE PERCENTAGE OF FARM BOYS ENROLLED IN ALL-DAY CLASSES AS A  
FACTOR TO CONSIDER FOR EMPLOYING A SECOND TEACHER

QUESTION Should the percentage of farm boys enrolled in vocational agriculture be used as a factor for con- sideration in adding a second teacher?	Supervisors and Teacher Trainers Indicating	
	Number	Percent
OPINIONS		
Yes	113	64.6
No	62	35.4
Total	175	100.0

TABLE XXIIIA

OPINIONS OF 38 VOCATIONAL AGRICULTURE INSTRUCTORS FROM 22 STATES REGARDING  
THE PERCENTAGE OF FARM BOYS ENROLLED IN ALL-DAY CLASSES AS A  
FACTOR TO CONSIDER FOR EMPLOYING A SECOND TEACHER

QUESTION Should the percentage of farm boys enrolled in vocational agriculture be used as a factor for con- sideration in adding a second teacher?	Vocational Agriculture Teachers Indicating	
	Number	Percent
OPINIONS		
Yes	25	65.8
No	13	34.2
Total	38	100.0

## CHAPTER III

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

As was stated in the beginning of this study, the major purpose was to identify and to verify problems which are considered by workers as commonly encountered in establishment, supervision and teaching activities of multiple-teacher departments of vocational agriculture. It was a further purpose to determine the relative importance of various possible factors in considering the addition of teachers to the staffs of local departments.

In this portion of the paper is presented a summary of the study and of the findings, as well as conclusions and recommendations directly related to the problem.

It is the writer's sincere hope that these findings may be of value to many of those engaged in vocational agriculture education work.

### SUMMARY

The scope of this study was decided upon with the idea that it would be possible to reach realistic and concrete conclusions. As stated in the scope of the study, 32 states were surveyed. In each of the 32 states three to six supervisors and teacher trainers for a total of 196 were sent questionnaires. In addition, 44 teachers of vocational agriculture who were teaching in multiple-teacher departments were sent surveys. From the 236 surveys mailed to the respondents, 220 were completed and

returned to the author. These completed schedules formed the basis for evolving this study.

The following is a list of states from which responses in the form of requested opinions and judgements were received and which formed the basis for conclusions and recommendations found in this study. According to the completed questionnaires submitted by the supervisors and teacher trainers from these states each state was credited with the following number of multiple-teacher departments of vocational agriculture.

States Included in Study	Number of Multiple-Teacher Departments
Arkansas	2
Alabama	11
California	56
Florida	24
Georgia	41
Indiana	1
Illinois	19
Iowa	6
Kansas	4
Kentucky	51
Louisiana	7
Minnesota	27
Montana	2
Mississippi	15
Michigan	17
Missouri	5
Nebraska	1



New York	7
North Carolina	43
North Dakota	3
Ohio	16
Oklahoma	12
Pennsylvania	58
South Carolina	20
Texas	80
Tennessee	30
Virginia	64
Washington	19
West Virginia	10
Wisconsin	24

Arizona and Colorado reported having no multiple-teacher departments of vocational agriculture.

#### CONCLUSIONS

An analysis of data compiled from completed survey schedules returned from the various states showed a considerable number and variations of judgements and opinions. Conclusions were found to be both interesting and feasible, however, and the investigator felt justified in presenting a number of recommendations.

The following conclusions were considered as basic findings of the study:

- (1) It was definitely established that the local board of education, the local superintendent of schools and the original vocational agriculture teacher should be responsible in determining whether

a department of vocational agriculture needs an additional teacher.

- (2) The nature and extent of all-day enrollment and adult and/or young farmer enrollment were positively designated as factors of paramount importance in determining the need for a second or an additional teacher.
- (3) A majority of vocational agriculture teachers were of the opinion that in the case of a two-teacher department, one of the teachers should be trained in a different field of specialization in agriculture.
- (4) A majority of supervisors, teacher trainers and vocational teachers all agreed that the second teacher need not necessarily have less experience than the original teacher.
- (5) A large majority of the respondents disclosed that in their judgement it seems advisable that there should be a designated head teacher serving in multiple-teacher departments.
- (6) Compilation and evaluation of all recommendations made regarding the size of all-day enrollment, indicates there should be between 55 and 65 boys enrolled before adding a second teacher.
- (7) More than 81.0 percent of those submitting completed surveys positively advised having farm mechanic facilities available before establishing a multiple-teacher department.
- (8) There was considerable evidence to the effect that all-day enrollment in a multiple-teacher department need not necessarily be twice that of a single teacher department.
- (9) More than 75.0 percent of the respondents were of the opinion

that there should be at least a 25.0 percent increase in FFA activity and member participation in case of a multiple-teacher department.

- (10) It was established by those submitting schedules that the number of hours of organized instruction in adult and/or young farmer work done in a two-teacher department should be increased by about 60.0 percent over that which might normally be expected in the single teacher departments.
- (11) It was evidenced by a positive indication from 76.2 percent of the respondents that the number of all-day boys enrolled should definitely be a major factor in determining the extent of the out-of-school teaching load assumed by instructors in multiple-teacher departments.
- (12) Only by a small majority were respondents found in agreement that the number of per student on-farm instructional visits should be measurably increased in case of the establishment of multiple-teacher department.
- (13) Judgements of respondents were substantial in confirming the author's opinion that an increase in per student farm training program labor income should be an expected result from establishment of a two-teacher department.
- (14) Fifty-four and three tenths percent of those returning questionnaires thought it essential that a multiple-teacher department have two classrooms.
- (15) Contrary to the thinking of the author 47.3 percent of those who responded to surveys recommended that each teacher confine his farm visiting to those students enrolled in classes which he teaches.

- (16) The study definitely indicated that a multiple-teacher department need not necessarily create additional administrative problems.
- (17) It was clearly determined that workers in vocational agriculture are in agreement that an additional teacher can well be justified because of demands for adult and/or young farmer work.
- (18) The greatest difference of opinions expressed between groups of workers surveyed occurred in the area of personal service. Fifty-four percent of the vocational agriculture teachers returning surveys were of the opinion that a second teacher could be justified because of personal service demands, while only 16.8 percent of the supervisors and teacher trainers agreed with the vocational agriculture teachers regarding the importance of this type of activity as a basis for adding another instructor.
- (19) Sixty-five and two tenths percent of the respondents were of the opinion that the percent of farm and non-farm all-day enrollment should be a definite factor to consider before adding a second teacher.

The following comments were made by supervisors and teacher trainers from various states regarding the question, "Should the percentage of farm and non-farm boys enrolled in vocational agriculture be considered before adding a second teacher?":

- (1) I would disregard the non-farm enrollment. We should not keep non-farm boys out of our classes. (Missouri)
- (2) All boys, whether farm or non-farm, if they are interested and have necessary facilities, should be allowed to study vocational

agriculture. (Texas)

- (3) The total number of boys enrolled, whether farm or non-farm, is the major factor to be considered in hiring a second teacher.  
(Wisconsin)
- (4) If a boy is interested in farming and agriculture, the local school should let him enroll in vocational agriculture.  
(Tennessee)
- (5) If a boy is interested in related agricultural work, he should be allowed to study vocational agriculture. (Tennessee)
- (6) The percentage of non-farm boys enrolled in all-day classes of vocational agriculture should have nothing to do with the adding of another teacher. (Illinois)
- (7) The number of non-farm boys enrolled in vocational agriculture classes is only a minor factor to be considered when adding an additional teacher of vocational agriculture. (Pennsylvania)
- (8) The number of farm boys should be considered before hiring the first teacher. (New York)
- (9) The percentage of farm or non-farm boys enrolled is a factor to be considered before a second teacher is hired. (Texas)
- (10) The percent of non-farm enrollment is not a factor to be considered when adding a second teacher. (North Dakota)
- (11) No, the percentage of non-farm boys enrolled in vocational agriculture should not be considered when adding a second teacher.  
(Nebraska)
- (12) The number of non-farm boys enrolled in vocational agriculture classes is not a factor in determining whether a department needs another teacher. (Washington)

- (13) The percentage of non-farm boys enrolled in vocational agriculture classes is not a factor when hiring a second teacher.  
(Michigan)
- (14) Yes, the percentage of non-farm boys should be considered before employing a second teacher. (Virginia)
- (15) No, the percentage of non-farm boys is not a factor to be considered before adding a second teacher. (New York)
- (16) I do not believe that a student's home or background condition governs what he may choose to study in our public school system.  
(Michigan)
- (17) No, not particularly, the agriculture man is first a teacher and second a vocational agriculture teacher. (Indiana)
- (18) The percentage of non-farm boys should not be considered when employing a second teacher of vocational agriculture. (North Dakota)
- (19) No, the percentage of non-farm boys is not to be considered before adding a second teacher. (Oklahoma)
- (20) The presence of non-farm boys in vocational agriculture classes is not necessarily a problem. (Wisconsin)
- (21) I would disregard non-farm enrollment when considering the employment of a second teacher of vocational agriculture.  
(Missouri)
- (22) The percent of non-farm boys enrolled would be a factor only from the standpoint of an undeveloped potential. (Wisconsin)

## RECOMMENDATIONS

Additional research is needed regarding the problems encountered in establishing and maintaining multiple-teacher departments of vocational agriculture.

Each state should have a recommended plan under which a department of vocational agriculture, if contemplating adding a second teacher, would be expected to qualify and operate. It seems highly desirable that state departments of vocational agriculture in cooperation with the teacher training departments in each state should formulate such a plan. The basic factors to consider and recommendations for operation of multiple-teacher departments should be a definite part of both pre-service and in-service training.

It is the thinking of the author that changes, such as consolidation of schools and school population shifts and increases, both among all-day and adult, will result in an increased demand for multiple-teacher departments of vocational agriculture in the immediate years ahead.

It is further recommended that during the school year, within each state, that the district supervisor and a member of the vocational agriculture teacher training department meet with all teachers teaching in multiple-teacher departments for the purpose of helping those teachers, more effectively, coordinate their efforts. Such professional improvement activities could be either of a credit or non-credit nature.

It is also recommended that all vocational agriculture teachers who teach in a multiple-teacher department make available each year to their local school superintendent and board of education, a planned program of operation for the department. This plan should include definite assign-

ments for each teacher and should identify responsibilities to be assumed. Goals should be formulated regarding all phases of the instructional program. This plan should be approved by the local superintendent of schools and a copy filed with the district supervisor of vocational agriculture.

The job of teaching vocational agriculture is becoming more complex as years pass. The increase, both in number and percentage wise, of non-farm people in each community makes it more essential that vocational agriculture personnel do a more effective job of public relations work. All workers in vocational agriculture agree that the one most important factor in establishing and maintaining a successful vocational agriculture program is good public relations.

In addition, it is suggested that all vocational agriculture teachers, supervisors and teacher trainers, devote more time and effort in teaching all-day boys in the field of non-farm agricultural occupations.

Finally, let us all realize that the continuing need for education in agriculture demands that all engaged in this endeavor plan carefully for the most economical and effective use of their time, talents and capabilities in behalf of those whom they would serve.



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**APPENDIX A**  
**Letters of Transmittal**

## Division of Vocational Agriculture

65

1515 W. 6TH AVENUE  
Stillwater, Oklahoma

Dear Sir:

Under separate cover I am sending you 4 copies of a questionnaire concerning the establishment of multiple-teacher departments of vocational agriculture.

The purpose of the questionnaire is to formulate a guide for determining whether a department of vocational agriculture should add a second teacher. I should like to ask that you and three other members of your staff complete one each of the inclosed questionnaires.

The advice and assistance from you and your staff in formulating such a guide will be appreciated. Should you or any member of your staff care to comment further regarding the problems involved in this questionnaire, please feel free to do so. Upon completion of this study, I will return to you and your staff a summary of the conclusions.

Included with the separate enclosure are necessary stamped and addressed envelopes for returning the completed questionnaires.

Very truly yours,

Cleo A. Collins, Supervisor  
Southeast District

CAC:vs

Division of Vocational Agriculture

1515 W. 6TH AVENUE

Stillwater, Oklahoma

Dear Vocational Agriculture Instructor:

Some few months ago, I sent a similiar questionnaire to your State Supervisor of Vocational Agriculture and asked that I might send you the same questionnaire.

I would appreciate you taking the time to complete the form and return it to me at your convenience.

Your State Supervisor will receive, from me, a copy of the findings concerning the establishment and maintenance of multiple-teacher departments of vocational agriculture.

Sincerely yours,

Cleo A. Collins, Supervisor  
Southeast District

CAC: vs

**APPENDIX B**

**Questionnaire Sent State Supervisors and  
Head Teacher Trainers**

Questionnaire Concerning Establishing and Maintaining A  
Multiple-Teacher Department of Vocational Agriculture

1. Who should be primarily responsible in determining whether a department of vocational agriculture should add a second teacher?

Check one or more: (Rate) 1, 2, 3, etc.

- The State Director of Vocational Education
- The State Supervisor of Vocational Agriculture Education
- The District Supervisor of Vocational Agriculture
- The Local School Superintendent
- The Local Board of Education
- The agriculture teacher presently employed

2. Basically, what should determine whether a department of vocational agriculture needs a second teacher?

Rate the following factors:

- Number of all-day enrollment
- Number of square miles in school service area
- Number of adults and young farmers enrolled
- Demands from local people
- Administrator's requests
- Need for more participation in FFA activities
- The opinion of the agriculture teacher presently employed
- Local board's judgement

3. Who should select the teacher to assist the first teacher?

(Rate) 1, 2, 3, etc.

- The first agriculture teacher

- The superintendent
- The board of education
- The district or area supervisor
4. Should the second teacher be trained in a different field(major) than the first teacher?
- Yes                       No                       Does Not Matter
5. Should one of the teachers in a multiple-teacher department be designated as the head teacher?
- Yes                       No                       Does Not Matter
6. Is it essential that the second teacher have less teaching experience than the first teacher?
- Yes                       No                       Does Not Matter
7. If the teachers in a multiple-teacher department have different amounts of experience, should the teacher with the most experience teach the freshmen and senior boys?
- Yes                       No                       Does Not Matter
8. If the answer to number seven question is "no", which classes should the more experienced teacher teach? Check two:
- Sophomores and seniors
- Juniors and freshmen
- Juniors and seniors
- Sophomores and juniors
- Freshmen and sophomores
9. How many all-day students should be enrolled in vocational agriculture before a second teacher is added? Check one:
- 40    45    55    65    75    85    100

10. Is it essential that a department of vocational agriculture have a farm shop before qualifying for a second teacher?  
 Yes                       No                       Does Not Matter
11. Should the all-day enrollment in a two-teacher department be twice the average amount for a one-teacher department?  
 Yes                       No                       Does Not Matter
12. How much increase should be expected in FFA event participation in a two-teacher department? Check one:  
 10%    15%    20%    25%    30%    40%    50%  
 60%    more
13. If all one-teacher departments were expected to conduct fifty hours of adult and/or young farmer instruction, how many hours should a two-teacher department be expected to conduct? Check one:  
 50    60    70    80    90    100
14. Should the number of all-day boys enrolled in a two-teacher agriculture department affect the number of outside instruction hours to be completed?                       Yes                       No
15. If the average annual on-farm supervised farm training per student visits for one-teacher departments were 5, what would you expect the average annual per student visits to be in a two-teacher department?  
Check one:    5    6    7    8    9    10    11
16. What percent increase in per student farm training program labor income would you expect from a two-teacher department over a one-teacher department? Check one:  
 5%    10%    15%    20%    25%    30%



17. Is it essential that a two-teacher department have two classrooms?  
 Yes                       No                       Does Not Matter
18. Should community service calls be equally divided between two teachers, or should the head teacher assume a majority of the calls? Check one:  
 Divide calls evenly  
 Head Teacher take majority of calls  
 The teacher called should render the service
19. In a two-teacher department should each teacher confine his farm visiting to those students who are in his classes?  
 Yes                       No                       Does Not Matter
20. Should the first teacher always accept the role of advisor in FFA meetings? Check one:  
 Always if possible  
 Equally divide the responsibility  
 First teacher should act as advisor at most meetings
21. If a department has two teacher, how often should they get together for coordinating purposes? Check one:  
 daily               weekly               twice monthly               monthly
22. If two teachers are in a department, should each confine his teaching strictly to his classes or would it be a good idea for the teachers to exchange classes occasionally in order to get better acquainted with the students? Check one:  
 Exchange classes occasionally  
 Do not exchange
23. How many two-teacher departments were in your state in 1958? \_\_\_\_\_  
number

24. Do you have requests pending for additional two-teacher departments?  
 Yes                       No                       Number
25. Would you say multiple-teacher departments create additional administrative problems?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
26. How many departments in your state have more than two teachers?  
 \_\_\_\_\_  
 number
27. Do you think it best for the second teacher to be charged only with adult and young farmer work? Yes \_\_\_\_\_ No \_\_\_\_\_ i.e., teach no all-day classes
28. If a second teacher is added should the first teacher be released of the responsibility of teaching all-day classes and devote all his time to adult and young farmer work? Yes \_\_\_\_\_ No \_\_\_\_\_
29. Do you believe a second teacher could be justified because of the demand for more adult and/or young farmer work? Yes \_\_\_\_\_ No \_\_\_\_\_
30. Could the demand for personal service work in a community justify the addition of a second teacher? Yes \_\_\_\_\_ No \_\_\_\_\_
31. Should the percentage of farm boys enrolled in vocational agriculture be considered in adding a second teacher? Yes \_\_\_\_\_ No \_\_\_\_\_
32. If your answer to question 31 is "yes", what percent non-farm boy enrollment would be sufficient to deny a second teacher? Check one:  
 10%    20%    30%    40%    50%    60%    70%  
 80%

APPENDIX C

Questionnaire Sent Vocational

Agriculture Teachers

Questionnaire Concerning Establishing and Maintaining A  
Multiple-Teacher Department of Vocational Agriculture

1. Who should be primarily responsible in determining whether a department of vocational agriculture should add a second teacher?

Check one or more: (Rate) 1, 2, 3, etc.

- The State Director of Vocational Education
  - The State Supervisor of Vocational Agriculture Education
  - The District Supervisor of Vocational Agriculture
  - The Local School Superintendent
  - The Local Board of Education
  - The Vocational Agriculture Teacher presently employed
2. Basically, what should determine whether a department of vocational agriculture needs a second teacher?

Rate the following factors:

- Number of all-day enrollment
  - Number of square miles in school service area
  - Number of adults and young farmers enrolled
  - Demands from local people
  - Administrator's requests
  - Need for more participation in FFA activities
  - The opinion of the vocational agriculture teacher presently employed
  - Local board's judgement
3. Who should select the teacher to assist the first teacher?
- (Rate) 1, 2, 3, etc.
- The first agriculture teacher

- The superintendent
- The board of education
- The district or area supervisor
4. Should the second teacher be trained in a different field (major) than the first teacher?
- Yes                       No                       Does Not Matter
5. Should one of the teachers in a multiple-teacher department be designated as the head teacher?
- Yes                       No                       Does Not Matter
6. Is it essential that the second teacher have less teaching experience than the first teacher?
- Yes                       No                       Does Not Matter
7. If the teachers in a multiple-teacher department have different amounts of experience, should the teacher with the most experience teach the freshmen and senior boys?
- Yes                       No                       Does Not Matter
8. If the answer to number seven question is "no", which classes should the more experienced teacher teach? Check two:
- Sophomores and seniors
- Juniors and freshmen
- Juniors and seniors
- Sophomores and juniors
- Freshmen and sophomores
9. How many all-day students should be enrolled in vocational agriculture before a second teacher is added? Check one:
- 40    45    55    65    75    85    100

10. Is it essential that a department of vocational agriculture have a farm shop before qualifying for a second teacher?
- Yes                       No                       Does Not Matter
11. Should the all-day enrollment in a two-teacher department be twice the average amount for a one-teacher department?
- Yes                       No
12. How much increase should be expected in FFA event participation in a two-teacher department? Check one:
- 10%    15%    20%    25%    30%    40 %  
 50%    60%    more
13. If all one-teacher departments were expected to conduct fifty hours of adult and/or young farmer instruction, how many hours should a two-teacher department be expected to conduct? Check one:
- 50    60    70    80    90    100
14. Should the number of all-day students enrolled in a two-teacher agriculture department affect the number of outside instruction hours to be completed?
- Yes                                       No
15. If the average annual on-farm supervised farm training per student visits for one-teacher departments were five, what would you expect the average annual per student visits to be in a two-teacher department? Check one:
- 5    6    7    8    9    10    11
16. What percent increase in per student farm training program labor income would you expect from a two-teacher department over a one-teacher department? Check one:
- 5%    10%    15%    20%    25%    30%

17. Is it essential that a two-teacher department have two classrooms?  
 Yes                       No                       Does Not Matter
18. Should community service calls be equally divided between two teachers, or should the head teacher assume a majority of the calls?  
Check one:  
 Divide calls evenly  
 Head teacher take majority of calls  
 The teacher called should render the service
19. In a two-teacher department should each teacher confine his farm visiting to those students who are in his classes?  
 Yes                       No                       Does Not Matter
20. Should the first teacher always accept the role of advisor in FFA meetings? Check one:  
 Always, if possible  
 Equally divide the responsibility  
 First teacher should act as advisor at most meetings
21. If a department has two teachers, how often should they get together for coordinating purposes? Check one or more:  
 daily    weekly    twice monthly    monthly
22. If two teachers are in a department, should each confine his teaching strictly to his classes or should the teachers exchange classes occasionally in order to get better acquainted with all the students?  
Check one:  
 Exchange classes occasionally  
 Do not exchange
23. Would you say two-teacher departments create additional administrative problems?                      Yes \_\_\_\_\_ No \_\_\_\_\_

24. Do you think it best for the second teacher to be charged only with adult and young farmer work? Yes \_\_\_\_\_ No \_\_\_\_\_ i.e., teach no all-day classes.
25. If a second teacher is added, should the first teacher be released of the responsibility of teaching all-day classes and devote all his time to adult and/or young farmer work? Yes \_\_\_\_\_ No \_\_\_\_\_
26. Do you believe a second teacher could be justified because of the demand for more adult and/or young farmer work? Yes \_\_\_\_\_ No \_\_\_\_\_
27. Could the demand for personal service work in a community justify the addition of a second teacher? Yes \_\_\_\_\_ No \_\_\_\_\_
28. Should the percentage of farm boys enrolled in vocational agriculture be considered in adding a second teacher? Yes \_\_\_\_\_ No \_\_\_\_\_
29. If your answer to question thirty-one is "yes", what percent non-farm boy enrollment would be sufficient to deny a second teacher?

Check one:

- 10%    20%    30%    40%    50%    60%
- 70%    80%



VITA

Cleo Alexander Collins

Candidate for the Degree of

Master of Science

Report: PROBLEMS ENCOUNTERED IN ESTABLISHING AND MAINTAINING MULTIPLE-TEACHER DEPARTMENTS OF VOCATIONAL AGRICULTURE

Major Field: Agricultural Education

Biographical:

Personal data: Born near Hastings, Oklahoma, April 11, 1911, the son of John C. and Minnie E. Collins.

Education: Attended grade school at Gregg, Oklahoma; graduated from Temple High School in 1930; entered Oklahoma A & M College, Stillwater, 1930; enrolled in the Cameron State School of Agriculture, Lawton, 1931; returned to Oklahoma A & M in 1932; received the Bachelor of Science degree from the Oklahoma Agricultural and Mechanical College, with a major in Agricultural Education, in 1934.

Professional experience: Taught vocational agriculture in the Red Oak, Oklahoma Public Schools during the 1934-35 school year; entered the Wilburton Public School System in 1935 and taught vocational agriculture until August 15, 1946; in August, 1946, was employed as district supervisor for vocational agriculture in Oklahoma.