AN EVALUATION AND APPRAISAL OF VOCATIONAL AGRICULTURE PROGRAMS IN LEFLORE AND LATIMER COUNTIES

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CHAPTER I

INTRODUCTION

As has been true in many other areas of the state and nation, the program of vocational agriculture in the highschools of LeFlore and Latimer Counties has undergone many changes during the last few years. In many instances the subject matter and course content taught has been revised in an attempt to make learnings more practical for application to particular locality.

The idea has been advanced that vocational agriculture is losing its place of importance in our public schools. Perhaps it is also the belief of some that many students, school patrons and even teachers themselves over the state have begun to lose enthusiasm for vocational agriculture. If this trend of thought became prevalent, obviously this could be very detrimental to the future of vocational agriculture.

In accordance with popular modern trends of thought many educators and educational administrators are currently emphasizing science, foreign language, mathematics, and English. As a result of this redirection of emphasis less importance is being placed on the vocational subjects taught in our public schools.

Mr. J. B. Perky, Director of Vocational Education in Oklahoma, expresses the feeling that vocational agriculture is just as important in our public schools today as it has ever been. However, he stresses the importance of a willingness to make any changes in our local programs

which would facilitate or insure continued success for vocational agriculture in the public secondary schools of Oklahoma. The great majority of vocational agriculture teachers of this state are doing an excellent job in this respect. It seems, however, that many may be somewhat resistant to changing our local programs sufficiently to adequately prepare young highschool graduates for employment in the various fields of agriculture.

Since the investigator has a deep and abiding faith in the efficiency of agriculture and a deep interest in its future, he felt that a testing of the thesis that vocational agriculture has been and can be so planned as to continue to meet the need of rural young men would be a worthwhile undertaking.

STATEMENT OF THE PROBLEM

The majority of the students from LeFlore and Latimer Counties, who are graduated from highschool with four years training in vocational agriculture, seek employment immediately after graduation. This being the case, it is sometimes hard to decide just what should be taught the students. Should we teach them to be good farm managers? Should we teach them to be good agricultural employees? Is it possible and feasible to attempt to do both?

Since it requires a large amount of capital to become established and to adequately and properly manage a farm during these times, it is the opinion of the investigator that emphasis should also be placed upon teaching boys to be good agricultural employees.

A central problem of the study, therefore, was to determine the amount of emphasis which should be given to the various phases of

vocational agriculture in LeFlore and Latimer Counties in order to better prepare young men who are likely going into varying fields of agriculture or into jobs related to agriculture.

The following questions are thus pertinent to the study:

1. In its relationship to the other subjects taught in the highschool, what is the importance of vocational agriculture in preparing boys for both agricultural-farm and agricultural non-farm employment?
2. What phases of vocational agriculture taught in the various vocational agriculture departments of LeFlore and Latimer County highschools proved most helpful to former students in their present agricultural employment?
3. What phases of vocational agriculture which were not emphasized in the various agriculture departments of LeFlore and Latimer County highschools would have perhaps better qualified these former students for their present agricultural employment?
4. How can local teachers of vocational agriculture more effectively teach various phases of vocational agriculture in order to make the learnings more effective and adaptable to the need of future graduates.

PURPOSE OF THE STUDY

The purpose of this study was to discover effective methods and find possible improved ways and means of adequately teaching vocational agriculture in LeFlore and Latimer County highschools to such an extent that young men who are going into the field of agriculture-farm or non-farm jobs related to agricultural work will be well prepared to fill the roll

demanded whether that of an agricultural employee or that of a farm operator or a farm manager.

Teachers of vocational agriculture are constantly confronted with the problem of what phases of vocational agriculture to emphasize most in their program in order to most efficiently and effectively prepare young men for the jobs that they will likely be doing beyond their highschool years.

Each year as the young men of Howe Highschool walk down the aisle to receive their diploma which signifies the completion of twelve years of formal education, a number of questions arise in the mind of their vocational agriculture teacher who is the author of this study. I am sure that every conscientious vocational agriculture teacher in Oklahoma questions himself thus:

1. Should I have emphasized other phases of agriculture in my teaching program that might have better qualified these young men for the jobs ahead?
2. What phases of vocational agriculture were most vital to these students?
3. How can I most effectively and efficiently teach the various phases of vocational agriculture in order to best prepare such young men to make the decisions demanded by the nature of their employment?

In this study an earnest effort was made to find some answers to these questions which are of such vital importance to all sincere and dedicated vocational agriculture teachers.

LIMITATIONS OF THE STUDY

(1) This study was limited in scope to boys who were graduated from the highschools of Howe, Heavener, Poteau, Cameron, Panama, Spiro, Bokoshe, Wister, Talihina, and LeFlore in LeFlore County; Wilburton, Red Oak, Panola, and Buffalo Valley in Latimer County.

(2) Highschool graduates included in this study were limited to those having completed at least two years of vocational agriculture.

(3) The highschool graduates included in the study must have been currently employed in the field of agricultural farm or non farm agricultural work.

(4) In order to more adequately and accurately judge possible effectiveness, the study was designed to include graduates of the fifteen year period from 1943 to 1958.

This study was undertaken primarily for the purpose of collecting and analyzing data in an effort to discover just what phases of vocational agriculture might be determined as most vital to students of LeFlore and Latimer County highschools who are to become engaged in either farm or non-farm agricultural employment and to possibly discover the most valuable learnings and most effective methods of teaching these phases of agriculture. However, it was recognized as probable that many schools outside of LeFlore and Latimer Counties might profit by this study and be aided in developing programs that will more adequately fulfill the needs of graduating students.

Due to the wide variation in conditions, facilities, and methods

of teaching in the various schools many other major interests and problems, not anticipated by the investigator were evidenced. It must be realized that the program, as it is presented, was somewhat limited in its application to certain individual schools. However, the program was felt to be flexible enough so that it provides for the adaptation or addition of such methods and materials discovered as may be deemed advisable by teachers and administrators who might be likewise concerned.

METHODS OF PROCEDURE

The study was developed for the purpose of securing the information which is necessary to resolve the problems as they are stated. This involved collection of data, an analysis of data, and the development of findings into conclusions and recomendations.

In order to complete this study the following procedures were carried out:

1. Questionnaires were submitted to each teacher of vocational agriculture who was currently teaching in the schools included in the study.
2. Questionnaires were also submitted to the administrators of the schools included in this study for the purpose of discovering phases of vocational agriculture that they think are most vital to the student of their school, and to determine the judgements of administrators as to the most effective methods of teaching phases of vocational agri-

culture they consider of major importance.

3. A schedule as developed for the purpose of recording the information received from each teacher and administrator.
4. The assistance of vocational agriculture teachers and school superintendents in the various schools studied was solicited in order to secure the names and addresses of vocational agriculture students who had graduated from the highschools of Leflore and Latimer Counties within the past fifteen years.
5. The assistance of vocational agriculture teachers and administrators was likewise solicited in order to determine which graduates are now employed in the field of agriculture or fields related to agriculture.
6. Questionnaires were submitted through the vocational agriculture teachers of the schools included in this study to the vocational agriculture graduates who were graduated from these schools and who were currently employed in the fields of farm or non-farm agricultural work.
7. Data was then compiled, classified, and tabulated, and an analysis made.
8. Data was then summarized and conclusions drawn on the basis of an analysis of data secured.

CHAPTER II

REVIEW OF SELECTED LITERATURE

According to Mr. J. B. Perky[1], Director of Vocational Education in Oklahoma, adverse criticism of vocational education programs is becoming increasingly prevalent throughout the nation. This seems especially true of vocational agriculture. Many of these criticisms are based on decreased farm populations, cost of facilities, teacher's salaries, and use of teacher's time. The fact remains, however, that vocational agriculture in public schools should provide training in marketable skills for the young people of our nation not fortunate enough to receive further education beyond the highschool level. Mr. Perky expresses the opinion that perhaps public opinion has not changed greatly, and that there is as much justification for vocational education in our public schools now as there ever has been. He also recognizes that there is a need for certain revisions in vocational programs in the schools of Oklahoma as well as in the schools of the nation as a whole. He stresses the importance of making any changes in local programs which would insure continued success for not only vocational agriculture but other vocational programs in the public schools of our state.

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[1]J. B. Perky, Address before Annual Conference of Teachers of Vocational Agriculture, Stillwater, Oklahoma. (June 21, 1959).

Krebs[2] in an editorial appearing in the December 1959 issue of the Agricultural Education Magazine entitled, "Let the Public Decide", commented: "Education for work is still one of the really important reasons for the very existance of public schools".

In commenting about possible changes needed for the improvement of the program of vocational agriculture in Missouri, A. B. Rougeau[3] presented the following opinion:

> There should be more careful screening of students accepted for training in vocational agriculture, particularly as related to opportunities for entering farming or occupations closely related to farming.

An increasing number of educators seem concerned as to the role vocational agriculture can play in successfully preparing rural youth for profitable employment.

Claud Marion[4] stated that:

> It would appear that there is a real opportunity for teachers of vocational agriculture to provide programs necessary to give boys the foundation training needed for future preparation for employment areas. This can and should be done without violating the original purpose of training present and prospective farmers. The training should be in addition to rather than substitution.

Henslee[5] made an attempt to determine relation of the total high-school training of vocational agriculture graduates of the Erick High-school and subsequent gainfull employment received.

His conclusions were that the areas of the highschool curriculum which were most helpful to graduates in securing employment and in

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[2]A. H. Krebs, University of Illinois, Agricultural Education Magazine, Vol. 32 (December, 1959), p. 123.

[3]A. B. Rougeau, "Where Do They Go". Better Farming Methods Magazine (June, 1958).

[4]Claud Marion, "Resources for Occupational Guidance in Agricultural Education," Agricultural Education Magazine (April, 1959), p. 219.

becoming established in their present employment were : (1) English, (2) mathematics, (3) vocational agriculture, (4) bookkeeping, and (5) driver's training.

Experiences received in farm mechanics and from being an owner and manager of farm enterprises were two other significant areas of vocational agriculture training which respondents considered as beneficial to success in their present employment.

All graduates now in private employment were convinced that farm mechanics and ownership and management of farm enterprises were the most important areas of vocational agriculture training.

Henslee also found that ninety percent of the self-employed graduates were convinced that the attainment of abilities in certain areas of vocational agriculture were highly beneficial. These included: (1) ownership and management of farm enterprises, (2) a general understanding of farm mechanics, (3) a knowledge of livestock and poultry, (4) a knowledge of agronomy, and (5) a farm background. The school activity that was most important in their present employment and community life were the Future Farmers of America, (FFA) activities.

He also found that in securing and in making an advancement in employment vocational agriculture graduates reported attainment of the following aptitudes and abilities had proven highly significant: (1) ability to speak and write, (2) ability to get along with other people, (3) technical knowledge and skills, (4) moral and professional integrity, (5) ability to get things accomplished, (6) hard work, (7) scholastic

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[5]Lloyd Lee Henslee, "A Study of the Relation of the Total High-school Training of Vocational Agriculture Graduates of the Erick High-school and Their Establishment in Employment," (unpub. Master's Report, Oklahoma State University, 1959).

record, and (8) participation in community affairs.

E. A. Tischbirek and E. M. Juergenson[6] completing a study entitled, "An Evaluation of Vocational Agriculture Instruction", gave major consideration both to the students abilities and ambitions. Tischbirek, a vocational agriculture instructor at Arvin, California, Juergenson teacher educator at the University of California summarized findings in the following statement:

> Today, more than ever before successful agriculture is an industry dependent upon highly trained, capable, personnel. This fact remains whether the individual is a research scientist, a tractor operator, or an owner operator.

The original intent of national legislation in vocational agriculture--- basically that of making better farmers--- is still a sound goal even though the social and technical environment in which agriculture operates has changed.

Agriculture has to a large degree beccme an industry of specialists who need the very best of education if they are to succeed under increasingly competitive conditions. Vocational agriculture must be ready and able to meet the demand of modern farming and agriculture, and to provide education needed by those individuals so employed. Students in vocational agriculture perpare for a variety of agricultural occupations. Some will still be needed as farmers, while many will be required to develope and maintain the increasing number of industries allied with agriculture. The question arises; Would vocational agriculture be more effective if more provisions were made for differences in student capabitilies and if local educational programs we redesigned to students for placement opportunities?

With this central problem in mind Teschbirek and Juergenson sent out questionnaires to seventy-one California administrators serving in schools maintaining vocational agriculture departments, asking for their opinions regarding certain selected practices in vocational agriculture employed in their schools. Responses indicated that the majority of administrators felt that:

1. Vocational agriculture should be a combination of college preparatory and terminal type of training.
2. Grouping students according to ability level was desirable to compensate for differences in abilities and ambitions.
3. Working to capacity should be stressed for all levels, and the academic respectability of agriculture classes needs to be upgraded.
4. Desirable agriculture class size should be between eleven and twenty students.
5. A broader interpretation of farming programs is needed, and consideration should be given to include employment in related fields.
6. Instructors in agriculture departments should have an active part in counselling students who plan to enroll in vocational agriculture.
7. Eliminating compulsory attendance would not appreciably decrease agriculture class enrollment, and possibly more would be accomplished by those students who did attend.

Dr. George P. Deyoe[7], Professor of Agricultural Education at the University of Illinois, made a most relevant statement in the February, 1960 issue of The American Vocational Journal:

> Change is the order of the day and we must face it as a basic fact of life.

Certainly, many changes are occuring in agriculture and farming, and at an incresingly accelerated rate. Such developments should challenge workers to make call for continued adjustments in public school

programs of agricultural education.

Our public school programs in agricultural education have many features which have merit, and we do not need to be apologetic about our accomplishments of the past. However, we need, more than ever before, to be alert to developments which affect us and to be willing to make appropriate changes in our programs. These conditions should be looked upon as a challenge which tests our abilities and not as a cause for widespread frustration and insecurity.

Teachers, as well as other workers in agricultural education, should have faith in the future of vocational education in agriculture, and this faith should also be extended to include all of public school education.

Agriculture is still basic to the well being of society, and farming is not going to disappear as a means of livelihood for many people.

All persons in the profession of agricultural education must assume responsibilities for helping to bring about such modifications as are needed and will be needed in the future.

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[6]E. A. Tischbirek, Vocational Agriculture Instructor, Arvin, Calif. E. M. Juergenson, Teacher Education, University Of California, "An Evaluation of Vocational Agriculture Instruction," Agricultural Education Magazine, Vol. 32 (December, 1959), p. 124.

[7]Dr. George P. Deyoe, Professor of Agricultural Education, University of Illinois, "Change is The Order of The Day," American Vocational Journal (February, 1960), p. 21.

CHAPTER III

DESCRIPTION OF THE HOWE COMMUNITY AND A HISTORY OF THE HOWE SCHOOLS

Any attempt to evaluate a portion of the educational program can be facilitated through a review of the history of schools of the area. In order to more fully present changes in emphases which have occurred in educational programs it was deemed desirable to examine the development of the public schools in the area. The investigator decided to present a brief review of the development of the public school system at Howe, Oklahoma since he had been working in this system for a number of years and was well acquainted with many elder citizens of the community. The review is presented as a typical and representative description of the development of school systems throughout the southeastern section of the State of Oklahoma.

Mr. John Glenn, Superintendent of Howe Schools, has been interested in preparing a history of the Howe Schools and the surrounding community for a number of years. He has asked that upon completion of this study the author present the school with a copy of the document for filing in the schools' permanent records.

Information for this chapter was secured by contacting some of the older citizens of this community and gathering data from them. Information was thus largely gathered through personal interviews with early settlers as they recalled pertinent incidents and remembered stories as

related by parents and grandparents. The findings were then assembled, evaluated and a document prepared. The author wished to give special thanks to Mr. John Moran who so unselfishly gave of his time to help in gathering information for this portion of the study. Also Dr. S. C. Dean deserves special thanks for his help and cooperation in securing and evaluating much of the material accumulated.

Description of the Howe Community

The community of Howe is located in central LeFlore County in eastern Oklahoma. To the immediate north of the community, about seven miles, is the county seat town of Poteau having a population of about 6500. To the south, about five miles, is the lumber and railroad town of Heavener with a population of about 3000. Seven miles to the west is the little town of Wister with a population of about 1000, while seven miles to the east is the small community of Monroe.

Howe is situated at the junction of the main lines of the Kansas City Southern and Rock Island railroads, and is traversed north to south by State Highway 270 which is soon to be redesignated U. S. Highway 59. This gives the town railroad facilities and highway transportation facilities second to none in LeFlore County.

God, through nature, has graciously blessed the Howe community by giving a fertile soil capable of supplying abundant food and fiber. Howe is also located in the heart of the mineral belt and is capable of supplying high quality coal and other minerals. The town is fortunate in being surrounded by scenic mountains. To the east is the lofty Poteau Mountains, to the south the beautiful Rich Mountains stand high in the clouds, while to the west the great Winding Stair Mountains

stand watch over this beautiful river valley.

To anyone who is more than a casual observer it would seem evident that this is surely a land of many opportunities. The land is good, the rainfall is plentiful, the climate is mild, and the natural beauty is unsurpassed.

Howe is a town of churches and church going people. It is entirely devoid of such contaminating influences as liquor stores, beer taverns, and gambling dens which are often found in larger cities.

The people of our town are a very neighborly people who extend a hearty welcome to strangers and try to make them realize that they are among friends. Howe has a good citizenry capable of maintaining the community on a high plane of usefulness and stability.

History of the Howe Community and School

In 1886 Mr. Rubin Moran brought a group of settlers from near Hope, Arkansas. They had heard of the Indian Territory and the opportunity to claim homesteads. They moved into the Choctaw Nation and settled on a small creek that emptied into the Poteau River some seven miles south of what is now Poteau, Oklahoma. Most of the land along both sides of this small creek belonged to an Indian woman named Jensey Morris. This creek, still running through the community, is named Morris Creek after this early Indian family. Many settlers built their homes along this creek, and farming and ranching became their principle means of livelihood.

In the early 1890's the Faulkenberry family moved from Alabama with a group of settlers. They too, began farming in the area. Soon other families settled here, and the community began to develop.

Coal was discovered in the area about this time. The Pennsylvania Coal Syndicate sent Mr. Mitchell, a highly trained geologist from McAlester, to this area to study the outcroppings of coal. He discovered that there was plenty of coal of very high quality and reported it to the Pennsylvania syndicate. The syndicate advised that a railroad be built from McAlester through Wilburton, Wister, and Hartford, Arkansas following the outcroppings of coal and in about 1895 this railroad was completed. The railroad was called the Choctaw, Oklahoma and Gulf, and later became a portion of the Rock Island system. An official of this early day railroad by the name of Howe was instrumental in establishing the town, thus the community got its name, Howe.

Congress was petitioned for a Post Office to be called Howe, and from this the town began to grow. Stores were built by B. H. Cagle, C. A. Billingsley, and W. B. Emery, a pioneer school teacher and merchant. Mr. Schaver came here and built the first cotton gin and griss mill. Soon H. N. Payton built another cotton gin, and Miss Jensey Morris built a hotel and named it the Hotana Hotel after her mother.

In about 1897 another railroad was built through the community running north and south. This railroad was named the Pittsburg and Gulf, and later became a part of the Kansas City Southern system. Then the town really began to boom. The coal mines were opened, and one hundred coke ovens were built to supply coke for the eastern steel mills. Negroes were moved into the mining camps to operate the coke ovens. These ovens operated day and night from about 1897 until 1911. During this time there were two of three drug stores built. Barber shops, wagon yards, another hotel, several general stores and merchantile businesses were established. Plenty of churches were built but records do not indicate

any attempt to build a school.

The only schools available in these early days were subscription schools, and practically anyone who was considered a bit above average intelligence was readily accepted as a teacher. An Indian school was located about one mile south of town and staffed with a well qualified teacher. He was allowed by the government to teach a few of the white students whose parents had the money to send them.

In 1901 Dr. Allen, Chief Surgeon for the Choctaw, Oklahoma, and Gulf Railroad, sent Dr. Samuel C. Dean from McAlester to Howe to supply medicinal needs to this booming town. Dr. Dean relates, to his amazement, that here was a town of about three thousand people which had plenty of churches but no school for the children. Soon after Dr. Dean became settled and accepted as a citizen of major influence in Howe, he set out to help establish a school. He wrote Mr. Ballard, the Indian agent in Muskogee, to see what could be done about getting a school established in the community. He was advised that the town could float bonds on the property of the town in the sum of $4000. to $5000. for the purpose of building a school. By 1904 the preliminary work was done. The bonds had been floated, and a four-room brick building had been built. This first school was a two story building with two rooms below and two rooms above, and it housed eight grades.

According to records of an early meeting, this school was founded to meet the demands for practical, useful education. Its purpose was three fold in that man is three-sided in nature. The first purpose was for physical education which was to develop habits that would make for health and vigor of the body. The second purpose was for intellectual education, the education of the mind. This was to be the intellectual

education which would enable a man to think more clearly, feel more deeply, and act more wisely. The third purpose was for moral education which would educate the heart and would tend to prepare the student to recognize his moral obligation to himself, to his neighbor, and to his God.

From this beginning a highschool was developed that in the minds of many citizens of the area was second to none in all eastern Oklahoma. All students of this school had to take entrance examinations before they were allowed to enter. They were boarded in good homes in the community at a cost of $12 to $14 per month. The tuition for the first, second and third grades was $1.50 per month; for the fourth, fifth, and sixth grades it was $2.00 per month; for the seventh and eighth grades it was $2.50 per month; and for highschool tuition was $3.00 per month. For courses in music there was an extra tuition of $3.00 per month. All tuition must be paid either in cash or with certain produce at its market value. It was to be paid by the end of each month unless special arrangements were made.

The previously described building was used and operated in this manner for several years. In the early 1930's, however, this building was torn down and a new completely modern school was built on the same site by the Works Progress Administration. This included a grade school building, a highschool building, and a gymnasium. In 1935 an auditorium was added. With this new school and facilities came the first school bus which was a privately owned truck driven by Cecil Cox. Soon thereafter the first regulation school bus was added driven by Oscar Blassengame.

In 1936 Mr. Charlie Page came to Howe as superintendent of schools. He immediately began to try to secure new territory for the school district. Ten years later Mr. Raymond Lucas was elected superintendent of Howe Schools, and he too began to annex new territory to the district. Mr. Lucas also saw the need for vocational agriculture. In 1950 he moved buildings in from the Number 10 School District which had recently been annexed, and a vocational agriculture department was established. In 1953 a building was purchased from Camp Gruber near Muskogee and brought in to house the vocational agriculture department. Soon the school board purchased a pick-up truck for the vocational agriculture department. During the school year of 1954, the people of the community helped build a livestock show barn and pens to accomodate F.F.A. boy's projects. Also Mr. Lucas saw the need for a school cafeteria and new rest rooms which were built. With these new facilities it was felt that our school was complete. Then in November of 1958 the gymnasium, cafeteria, rest rooms, and part of the grade school burned. At this time Mr. John Glenn was superintendent of schools at Howe and to him fell the task of directing a rebuilding of the physical plant. During the past two years a new and even more modern cafeteria, new rest rooms, and a completely modern gymnasium have been completed. The other school buildings have been redecorated, and today the physical plant is one of the best and most modern for its size in LeFlore County.

The total enrollment of the Howe schools for the present school year, 1959-60, was 244 pupils. Of these, 158 were enrolled in grade school and 86 were enrolled in highschool. Of the 86 boys and girls enrolled in high school, 41 were enrolled in vocational agriculture. These 41 included all the boys in high school which means that 100

per cent of the boys attending high school are enrolled in vocational agriculture. Since this is a rural community, many of these students have indicated a strong desire for entering agricultural occupations.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

There has been some controversy in the varied opinions expressed by numerous educators as to the value of vocational agriculture in the secondary school. It was the desire of the investigator to try to find out the real value of vocational agriculture in this particular area of the State. In order to effectively judge the values of vocational agriculture in this area, the author felt that at least ten schools which had vocational agriculture departments should be studied. He also felt that it would be necessary to find answers to pertinent questions about the vocational agriculture program from administrators, vocational agriculture teachers, and former students of agriculture if this problem were to be solved.

Data presented in this chapter were obtained after developing questionnaires and submitting them to thirteen school administrators, seventeen vocational agriculture instructors, and over two hundred former students of vocational agriculture. Thirteen questionnaires were completed and returned from administrators; twelve were completed and returned from vocational agriculture teachers, and approximately one hundred were completed and returned from former vocational agriculture students. Final tabulations of data supplied from completed questionnaires were made and an analysis attempted.

The study attempted to identify the phases of vocational agriculture which have been most helpful to students who have graduated from

LeFlore and Latimer County highschools and are now employed in the field of farming or agricultural non-farm occupations. The study also attempted to determine the phases of vocational agriculture which were under emphasized in the highschools studied as well as the methods of teaching that most effectively presented the various phases of vocational agriculture to the students. A complete analysis of data secured reveals certain information that should prove helpful to the vocational agriculture instructors who are teaching in the highschools of LeFlore and Latimer Counties.

Data in Table I presents information concerning the phases of vocational agriculture which are most helpful to former students of vocational agriculture who are now employed in the field of agriculture or fields related to agriculture. Table II presents information concerning the phases of the educational program that have lacked needed emphasis in the vocational agriculture programs of LeFlore and Latimer Counties. Data shown in Table III presents the opinions of administrators as to the effectiveness of selected methods of teaching various phases of vocational agriculture, while data in Table IV shows the opinions of administrators as to the need for changes in subject matter presented and methods of presentation desirable.

A study of the finding presented in Tables V through XIII, reveals the approximate number of periods spent in teaching the various phases of vocational agriculture in the departments included in the study.

Findings shown in Table XIV reveal the opinions of vocational agriculture instructors as to the methods of teaching that have proved most valuable to former students who are now in the field of agriculture or fields related to agriculture while presentation in Table XV indicates

the teaching objectives that the vocational agriculture instructors in the highschools of LeFlore and Latimer Counties felt were most successfully accomplished.

Opinions of vocational agriculture instructors' as to the need for changes in both the subject matter presented and methods of presentation are summarized in Table XVI while data presented in Table XVII show the nature of subject matter taught or learning experiences gained by former students while they were taking vocational agriculture in terms of relative value in present employment.

The opinions of former students as to the subject matter or experiences that would have been more helpful to them in their present employment had they been given more training in these phases of agriculture are presented in Table XVIII while data in Table XIX summarizes the opinions of former students as to the methods of teaching that have proved most valuable to them in terms of their present employment.

Table XX presents curriculum areas which former students felt were most helpful to them in their present employment.

Table XXI shows the opinions of former students as to the specific things about their vocational agriculture instructor that they considered of paramount value to them while data compiled in Table XXII shows the particular things about the vocational agriculture program that impressed former students most while they were in highschool.

Teacher educators, supervisors, national agricultural leaders, and teachers of agriculture have opportunities to share with the lay public, school administrators, and other teachers in making changes which will strengthen all phases of agricultural education and education as a whole in the public schools.

Administrators gave the following opinion as to the importance of the phases of vocational agriculture. According to Table I, eight out of thirteen administrators who were contacted, or 61.5 per cent, thought that subject matter taught in the classroom was the most important phase of vocational agriculture from the standpoint of students who are graduated and now employed in the field of agriculture or fields related with agriculture. Data as presented in Table I also show that 38.5 per cent thought that skills and experiences learned on field trips were most important to former students. It is interesting to observe that not one administrator thought that skills and experiences learned in farm shop or experiences learned in F.F.A. activities were of most importance to graduates of their schools. This is probably due to the fact that most schools in this area are not adequately equipped for farm shop classes. Many administrators also may be critical of the fact that F.F.A. activities often take students away from other classes in the school.

Further evidence of the value of the data in Table I is as follows: thirty and seven tenths per cent of the administrators thought subject matter taught in the classroom should rank second in importance; 30.7 per cent thought skills and experiences learned on field trips should rank second; 23.3 per cent thought skills and experiences learned in farm shop should rank second; and 15.3 per cent thought experiences learned in F.F.A. activities should rank second in importance.

TABLE I

THE PHASES OF VOCATIONAL AGRICULTURE WHICH ADMINISTRATORS FELT WERE MOST IMPORTANT TO FORMER STUDENTS

Phases of Vocational Agriculture	Administrators Indicating Rank: First Number	First Per-cent	Second Number	Second Per-cent	Third Number	Third Per-cent	Fourth Number	Fourth Per-cent
Subject matter taught in classroom	8	61.5	4	30.7	0	0	1	7.5
Skills and experiences learned on field trips	5	38.5	4	30.7	3	23.3	1	7.5
Skills and experiences learned in farm shop	0	0	3	23.3	6	46.0	4	30.5
Experiences learned in F.F.A. activities	0	0	2	15.3	4	30.7	7	54.5

It is worthwhile to note that not any of the administrators included in this study thought subject matter taught in the classroom should be ranked third in importance, yet one administrator ranked it fourth in importance. Twenty-three and three tenths per cent ranked skills and experiences learned on field trips in third place while only 7.5 per cent ranked it in fourth place. Six administrators, ranked skills and experiences learned in farm shop third, and 30.7 per cent thought experiences learned in F.F.A. activities should rank third. The investigation also revealed that one administrator thought that subject matter taught in the classroom should rank as low as fourth place in importance, while one, also, thought skills and experiences learned on field trips should rank fourth. Thirty and five tenths per cent ranked skills and experiences learned in farm shop in fourth place while 54.5 per cent ranked experiences learned in the F.F.A. activities fourth.

It is quite evident, as is shown in the preceeding table, that administrators in the highschools of LeFlore and Latimer Counties think that subject matter taught in the classroom and experiences learned on field trips are of paramount importance to students who are to be employed in the field of agriculture or fields allied with agriculture. It is evident that these administrators feel that skills and experiences learned in farm shop and experiences learned in F.F.A. activities are of less importance from the standpoint of employment in agriculture fields. Again it may be pointed out that possibly a partial reason for this ranking is the lack of adequate farm shops in many schools included in this study, and the administrators' feeling that frequent absences of students due to F.F.A. activities was an abused privilege.

The findings compiled in Table II show that 69 per cent of the administrators included in this study felt that subject matter taught in the classroom was not emphasized enough and consequently ranked it first in importance. Fifteen and five-tenths per cent thought that skills and experiences learned on field trips were lacking emphasis in their schools and 15.5 per cent thought F.F.A. activities were lacking the most emphasis in their schools. Not any of the administrators thought skills and experiences learned in farm shop should rank first. It is the opinion of the author that the reason for this finding was perhaps the same as that offered for findings in the preceeding table. Few schools included in this study have farm shops and those that do have can hardly be considered as sufficiently equipped.

Additional findings in Table II are as follows: Seven and five-tenths per cent of the administrators ranked subject matter taught in the classroom second concerning a lack of needed emphasis. Twenty-three

and five-tenths per cent ranked skills and experiences learned on field trips second, and 53.8 per cent ranked skills and experiences learned in farm shop second. Only 15.2 per cent thought experiences learned in F.F.A. activities should rank second concerning lack of needed emphasis. Twenty-three and five tenths per cent thought subject matter taught in the classroom should rank third; 46.0 per cent thought skills and experiences learned on field trips should rank third and 23.5 per cent thought skills and experiences learned in farm shop should rank third. Only one administrator, or 7.5 per cent, ranked skills and experiences learned in F.F.A. activities in third place. Not any of the administrators ranked subject matter taught in the classroom as low as fourth. Two, however, or 15.2 per cent, ranked skills and experiences learned on field trips fourth, and 23.5 per cent ranked skills and experiences learned in farm shop as of least importance. Eight of the thirteen administrators surveyed ranked experiences learned in F.F.A. activities fourth as to emphasis needed in their schools.

Conclusions which may be drawn from an analysis of responses received from administrators in LeFlore and Latimer Counties show that they place more value on subject matter taught in the classroom than on any other phase of vocational agriculture. Therefore, they seem to imply that if there had been more emphasis placed on this phase of vocational agriculture, graduates would perhaps be better qualified for their present employment.

An examination of data presented in Table III shows that administrators think supervised class study and discussion and demonstrations and examples are the best methods of presenting the various phases of

TABLE II

THE PHASES OF VOCATIONAL AGRICULTURE WHICH ADMINISTRATORS FELT WERE NOT EMPHASIZED ENOUGH IN AGRICULTURE DEPARTMENTS OF THEIR SCHOOLS

Phases of Vocational Agriculture	Administrators Indicating Rank: First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Subject matter taught in classroom	9	69.0	1	7.5	3	23.5	0	0
Skills and experiences learned on field trips	2	15.5	3	23.5	6	46.0	2	15.2
Skills and experiences learned in farm shop	0	0	7	53.8	3	23.5	3	23.5
Experiences learned in F.F.A. activities	2	15.5	2	15.2	1	7.5	8	61.3

TABLE III

THE METHODS OF TEACHING WHICH ADMINISTRATORS FELT PRESENTED THE VARIOUS PHASES OF VOCATIONAL AGRICULTURE MOST EFFICIENTLY

Methods of Teaching	Administrators Indicating Rank: First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Classroom lecture	2	15.5	3	23.0	0	0	3	23.0	3	23.0	2	15.5
Film strips and movies	0	0	1	7.5	2	15.5	4	30.8	6	46.2	0	0
Field trips	2	15.5	1	7 5	4	30.8	1	7.5	0	0	5	38.5
Demonstrations and examples	3	23.0	2	15.5	1	7.5	2	15.5	2	15.5	4	30.8
Supervised class study and discussion	4	30.8	4	30.8	2	15.5	1	7.5	1	7.5	1	7.5

vocational agriculture to the students. They also show that they think classroom lecture, field trips, and panel duscussions were an effective method of teaching the various phases of vocational agriculture. Not any of the administrators included in this study thought film strips and movies should be ranked as a highly effective teaching method.

Based upon the above data, the following conclusions may be drawn: administrators feel that supervised class study and discussion, demonstrations and examples, classroom lecture, field trips, panel discussions, and film strips and movies, in that order, are the methods of teaching that should be used to present the various phases of vocational agriculture in such a manner as to make the learning process most effective.

It is evident that school administrators feel that the most effective teaching is accomplished in a more formal manner in the classroom. A major problem experienced by administrators is that of keeping class schedules relatively intact. It is often difficult to keep various faculty members from feeling discriminated against when approval is given to the continued absence of students from their classes to engage in activities sponsored by other faculty members. Then too, teachers may need to examine the way in which they conduct field trips, tours and other activities. Some administrators may have received a poor impression as to the value of some activites which were poorly planned and where confusion was evident.

It is interesting to note that findings as presented in Table IV reveal the fact that nine or 69.2 percent, of administrators contacted thought that some changes should be made in subject matter presented and in methods of presentation in their schools. Yet four of the thirteen administrators included in this study, or 30.8 percent, felt that the

subject matter presented and the method of presentation of vocational agriculture were satisfactory. The implication is therefore recognized that only about one-third of the vocational agriculture teachers of Le-Flore and Latimer County highschools are doing a completely satisfactory job of teaching. Perhaps this fact is true over the State of Oklahoma in so far as administrators recognize a completely satisfactory accomplishment.

TABLE IV

ADMINISTRATORS' OPINION AS TO THE NEED FOR CHANGES IN SUBJECT MATTER PRESENTED AND METHOD OF PRESENTATION

Need for Change in Subject Matter Presented and Method of Presentation Administrators Reporting:	Number	Percent
Yes	9	69.2
No	4	30.8

The following comments were made by the administrators of LeFlore and Latimer County highschools in response to the question: "Do you as an administrator feel that there is a need for some changes in the subject matter presented, and method of presentation in vocational agriculture in your school?"

(1) More technical material should be presented. Many parents who do not know the facts seem to think anybody can make a grade in vocational agriculture. More public relations showing academic work required would help the program to overcome the above criticisms.

(2) We definitely need a better farm shop program. I am sure that the vocational agriculture program is no different than the other subject fields. We could stand a better presentation of subject matter, more demonstrations, and our department could use more films and movies.

(3) We need more and better farm shop work. This will be done when we build a new highschool building.

(4) There should be enough change in subject matter to keep us all abreast of improvements, production changes, marketing procedures and demands, and aspects of future scientific farming.

(5) More emphasis should be put on learning and less on activity. To me, scholarship is still important.

(6) A little more classroom work should be done since too many students can not actively participate in a number of field projects.

(7) We do not lack so much in subject matter, but we need more interest in student projects, management, feeding, and experience.

(8) The subject matter used and the presentation of material is satisfactory in our school.

(9) A little more time should be spent in classroom work, and a little less time should be spent in doing labor for farmers when the learning process is insignificant.

A number of items are recognized as of vital importance in any vocational agriculture program including livestock production, plant production, farm economics, farm management, skills and experiences learned on field trips, skills and experiences learned in farm mechanics, skills and experiences learned in F. F. A. activities, emphasis on scholarship, and guidance and career opportunities. Yet, when findings as presented in Tables V through XIII is carefully analyzed it is apparent that over 50.0 percent of vocational agriculture instructors in the high schools of LeFlore and Latimer Counties are hardly allocating sufficient time to effectively provide for student needs.

Data presented in Table V, for example, discloses that 25.0 percent of the vocational agriculture teachers included in this study are allocating less than six periods for a study of livestock production in Vocational Agriculture I. Eight and three-tenths percent are teaching this phase of

TABLE V

APPROXIMATE NUMBER OF PERIODS EACH YEAR ALLOCATED FOR TEACHING LIVESTOCK PRODUCTION

Allocation for Livestock Production Study Teachers Indicating								
Range of periods taught	Voc. Agri. I		Voc. Agri. II		Voc. Agri. III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	3	25.0	1	8.3	1	8.3	3	25.0
6-10	1	8.3	1	8.3	1	8.3	1	8.3
11-15	2	16.6	2	16.6	1	8.3	0	0
16-20	0	0	1	8.3	2	16.6	2	16.6
21-25	0	0	0	0	0	0	0	0
26-30	1	8.3	2	16.6	1	8.3	2	16.6
31-35	1	8.3	0	0	3	25.0	0	0
36-40	0	0	0	0	1	8.3	2	16.6
41-45	1	8.3	2	16.6	0	0	0	0
46-50	2	16.6	0	0	0	0	0	0
51-55	0	0	0	0	0	0	0	0
56-60	0	0	1	8.3	0	0	1	8.3
61-65	0	0	1	8.3	0	0	0	0
66-70	0	0	1	8.3	1	8.3	0	0
71-75	0	0	0	0	0	0	1	8.3
76 & over	1	8.3	1	8.3	1	8.3	0	0

TABLE VI

APPROXIMATE NUMBER OF PERIODS EACH YEAR ALLOCATED FOR TEACHING PLANT PRODUCTION

Allocation for Plant Production Study Teachers Indicating								
Range of periods taught	Voc. Agri. I		Voc. Agri. II		Voc. Agri. III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	4	33.3	4	33.3	4	33.3	4	33.3
6-10	1	8.3	0	0	1	8.3	2	16.6
11-15	1	8.3	0	0	0	0	2	16.6
16-20	2	16.6	4	33.3	3	25.0	2	16.6
21-25	2	16.6	1	8.3	1	8.3	0	0
26-30	1	8.3	0	0	1	8.3	0	0
31-35	0	0	1	8.3	0	0	1	8.3
36-40	1	8.3	1	8.3	0	0	0	0
41-45	0	0	0	0	0	0	1	8.3
46-50	0	0	0	0	2	16.6	0	0
51-55	0	0	0	0	0	0	0	0
56-60	0	0	1	8.3	0	0	0	0

TABLE VII

APPROXIMATE NUMBER OF PERIODS EACH YEAR ALLOCATED FOR TEACHING FARM ECONOMICS

Allocation for Farm Economics Study Teachers Indicating								
Range of periods taught	Voc. Agri. I		Voc. Agri. II		Voc. Agri. III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	8	66.6	8	66.6	6	50.0	6	50.0
6-10	4	33.3	1	8.3	1	8.3	2	16.6
11-15	0	0	3	25.0	2	16.6	1	8.3
16-20	0	0	0	0	2	16.6	1	8.3
21-25	0	0	0	0	0	0	0	0
26-30	0	0	0	0	0	0	1	8.3
31-35	0	0	0	0	1	8.3	1	8.3

TABLE VIII

APPROXIMATE NUMBER OF PERIODS EACH YEAR ALLOCATED FOR TEACHING FARM MANAGEMENT

Allocation for Farm Management Study Teachers Indicating								
Range of periods taught	Voc. Agri. I		Voc. Agri. II		Voc. Agri. III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	5	41.6	4	33.3	4	33.3	2	16.6
6-10	7	58.3	5	41.6	3	25.0	3	25.0
11-15	0	0	2	16.6	1	8.3	3	25.0
16-20	0	0	1	8.3	3	25.0	1	8.3
21-25	0	0	0	0	1	8.3	1	8.3
26-30	0	0	0	0	0	0	1	8.3
31-35	0	0	0	0	0	0	0	0
36-40	0	0	0	0	0	0	1	8.3

TABLE IX

APPROXIMATE NUMBER OF PERIODS SPENT EACH YEAR TEACHING SKILLS AND EXPERIENCES THROUGH FIELD TRIPS

Time Expenditure for Skills and Experiences Through Field Trips								
	Teachers Indicating							
Range of periods expended	Voc. Agri. I		Voc. Agri. II		Voc. Agri III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	3	25.0	2	16.6	2	16.6	4	33.3
6-10	3	25.0	2	16.6	2	16.6	1	8.3
11-15	1	8.3	2	16.6	1	8.3	1	8.3
16-20	0	0	1	8.3	3	25.0	3	25.0
21-25	1	8.3	0	0	0	0	0	0
26-30	2	16.6	4	33.3	2	16.6	1	8.3
31-35	0	0	0	0	1	8.3	0	0
36-40	2	16.6	1	8.3	0	0	1	8.3
41-45	0	0	0	0	0	0	0	0
46-50	0	0	0	0	1	8.3	1	8.3

TABLE X

APPROXIMATE NUMBER OF PERIODS EACH YEAR ALLOCATED FOR TEACHING SKILLS AND EXPERIENCES IN FARM MECHANICS

Allocation for Skills and Experiences in Farm Shop								
	Teachers Indicating							
Range of periods taught	Voc. Agri. I		Voc. Agri. II		Voc. Agri. III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	5	41.6	5	41.6	5	41.6	5	41.6
6-10	3	25.0	1	8.3	1	8.3	1	8.3
11-15	1	8.3	1	8.3	1	8.3	1	8.3
16-20	1	8.3	4	33.3	5	41.6	4	33.3
21-25	1	8.3	0	0	0	0	0	0
26-30	1	8.3	1	8.3	0	0	1	8.2

TABLE XI

APPROXIMATE NUMBER OF PERIODS EACH YEAR ALLOCATED FOR TEACHING AND EXPERIENCES IN F F A

Allocation for Experiences in F F A Activities								
	Teachers Indicating							
Range of periods taught	Voc. Agri. I		Voc. Agri. II		Voc. Agri. III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	4	33.3	2	16.6	3	25.0	5	41.6
6-10	2	16.6	7	58.3	5	41.6	4	33.6
11-15	4	33.3	3	25.0	3	25.0	1	8.3
16-20	2	16.6	0	0	1	8.3	2	16.6

TABLE XII

APPROXIMATE NUMBER OF PERIODS EACH YEAR ALLOCATED FOR EMPHASIS ON SCHOLARSHIP

Allocation for Scholarship Emphasis Teachers Indicating								
Range in periods used	Voc. Agri. I		Voc. Agri. II		Voc. Agri. III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	9	75.0	7	58.3	8	66.6	7	58.3
6-10	2	16.6	4	33.3	3	25.0	5	41.6
11-15	1	8.3	1	8.3	1	8.3	0	0

TABLE XIII

APPROXIMATE NUMBER OF PERIODS EACH YEAR ALLOCATED FOR TEACHING GUIDANCE AND CAREER OPPORTUNITIES

Allocation for Guidance and Career Opportunities Study Teachers Indicating								
Range in periods taught	Voc. Agri. I		Voc. Agri. II		Voc. Agri. III		Voc. Agri. IV	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0-5	7	58.3	6	50.0	4	33.3	4	33.3
6-10	2	16.6	2	16.6	4	33.3	4	33.3
11-15	0	0	2	16.6	1	8.3	0	0
16-20	1	8.3	1	8.3	2	16.6	2	16.6
21-25	1	8.3	0	0	1	8.3	0	0
26-30	1	8.3	1	8.3	0	0	1	8.3
31-35	0	0	0	0	0	0	1	8.3

agriculture less than six periods per year in Vocational Agriculture II and Vocational Agriculture III and 25.0 percent are teaching livestock production less than six periods per year in their Vocational Agriculture IV classes. A summary of responses given in Table V also shows that 8.3 percent teach livestock production ten periods per year in all four classes of vocational agriculture. Further examination of Table V reveals that the vocational agriculture instructors in the highschools of LeFlore and Latimer Counties teach livestock production in Vocational Agriculture I, Vocational Agriculture II, Vocational Agriculture III, and Vocational Agriculture IV from less than five periods per year to over seventy-six periods per year. This variation in the number of periods spent in the teaching of livestock production in the vocational agriculture departments of LeFlore and Latimer County highschools presents a rather puzzling aspect since the types of farming operations are in general the same throughout these counties.

Data contained in Table VI shows a similar situation to the data revealed in Table V. Thirty-three percent of the vocational agriculture instructors taught plant production five periods or less per year in each of Vocational Agriculture I, II, III, and IV classes. Data in Table VI also show that 8.3 percent taught plant production from six to ten periods per year in both Vocational Agriculture I and II while 16.6 percent taught this phase of vocational agriculture ten periods or less in Vocational Agriculture IV classes. Findings in Table VI also show that not any of the vocational agriculture instructors included in this study taught plant production six to ten periods per year in Vocational Agriculture II. It is significant to note that 50.0 percent of the vocational agriculture teachers in the highschools of LeFlore and Latimer Counties teach plant

production twenty periods or less in the vocational agriculture classes in their departments.

Of particular significance are findings presented in Table VII which reveal that 50.0 percent of the instructors included in this study teach farm economics five periods or less per year in Vocational Agriculture I, Vocational Agriculture II, Vocational Agriculture III, and Vocational Agriculture IV. Data in Table VII also show that none of the teachers in the vocational agriculture departments of LeFlore and Latimer County high schools teach this phase of agriculture more than ten periods per year in their Vocational Agriculture I classes, and even more disturbing is the fact that only 16.6 percent teach farm economics over fifteen periods per year in their Vocational Agriculture III and IV classes.

It is interesting to observe that Table VIII reveals about the same information in farm management as was found in Table VII on farm economics. Forty-one percent teach farm management in Vocational Agriculture I five periods or less per year; 33.3 percent teach this phase of agriculture to their second year classes five periods or less. Thirty-three percent teach farm management to the Vocational Agriculture III students five periods or less, while 16.6 percent teach farm management to the students in Vocational Agriculture IV five periods or less. It is interesting to note in Table VIII that not one vocational agriculture instructor included in this study taught farm management over twenty periods per year to their Vocational Agriculture I and II classes, and only 8.3 percent taught this phase of agriculture over twenty periods in Vocational Agriculture III and IV.

Data presented in Table IX show that as many as 33.3 percent of the vocational agriculture teachers included in this survey taught skills or experiences through field trips five periods or less in Vocational Agriculture I, II, III, and IV. Possibly the reason for this finding is that many of the vocational agriculture instructors use little, if any, class time for field trips. It is interesting to observe that one teacher used between forty-six and fifty periods for field trips in Vocational Agriculture III and Vocational Agriculture IV.

According to data presented in Table X, skills and experiences in farm mechanics were taught 5 periods or less per year by nearly half of the instructors included in this study and this is evidently true of all four classes of vocational agriculture. This finding indicates more clearly an earlier opinion in Tables I and II, that the major reason for not teaching more periods in farm mechanics is because of the inadequate facilities in the schools included in this study. It may be worthwhile to note, however, that 8.3 percent of the vocational agriculture teachers included in this study are spending between sixteen and twenty periods teaching farm mechanics to Vocational Agriculture I students. Thirty-three percent are using between sixteen and twenty periods to teach farm shop to Vocational Agriculture II and Vocational Agriculture IV students, while 41.6 percent are using between sixteen and twenty periods to teach farm shop to their Vocational Agriculture III students. These findings indicate that almost one-half of the instructors included in this study do have facilities to teach some farm shop courses.

The findings compiled in Table XI indicate that 33.3 percent of the instructors included in this study provide experiences in F F A activities five periods or less in Vocational Agriculture I; sixteen percent provide

for such activities five periods or less in Vocational Agriculture II, while 25.0 percent make provision for F F A activities five periods or less in Vocational Agriculture III. It is interesting to note that 41.6 percent of the vocational agriculture instructors in the high schools of LeFlore and Latimer Counties provide for an allocation for F F A activities to the Vocational Agriculture IV students totaling only five periods or less. Table XI also shows that 16.6 percent provide for F F A activities between sixteen and twenty periods in Vocational Agriculture I. No teacher included in this study made provision for as many as sixteen periods to teach F F A activities to their Vocational Agriculture II students, while 8.3 percent and 16.6 percent use sixteen to twenty periods to teach F F A activities to their Vocational Agriculture III and Vocational Agriculture IV classes. Some of the instructors who completed and returned the questionnaire indicated that they have special periods set aside for emphasis on F F A activities, and that these periods did not include class time.

It is interesting to observe that Table XII shows 75 percent of the vocational agriculture instructors included in this study used less than six periods to emphasize scholarship to Vocational Agriculture I students; 58.3 percent used less than six periods to emphasize scholarship to the Vocational Agriculture II students; 66.6 percent used less than six periods for Vocational Agriculture III students, while 58.3 percent used less than six periods for this purpose in Vocational Agriculture IV. It is interesting to note that no vocational agriculture instructor in the highschools of LeFlore and Latimer Counties used more than fifteen periods to emphasize scholarship to students in vocational agriculture in the four-year period of teaching. Many of the instructors included in

this study indicated that they placed at least some emphasis upon scholarship almost every day in their classes.

Data presented in Table XIII on guidance and career opportunities are very similar to the data found in Table XI and Table XII. Table XIII shows that 50.0 percent or more of the vocational agriculture teachers who completed and returned questionnaires devoted six periods or less to a consideration of career opportunities with students enrolled in Vocational Agriculture I and II, while 33.3 percent used six periods or less for guidance and career opportunities with the students in their Vocational Agriculture III and Vocational Agriculture IV classes. It must be pointed out, however, that possibly much more time is being spent on guidance and career opportunities during other periods which are not especially in this category as far as an allocation of class periods is concerned.

An evaluation of responses shows clearly that vocational agriculture instructors in the high schools of LeFlore and Latimer Counties rank supervised study and class discussions as most effective techniques in teaching vocational agriculture. A majority comprising sixty-six percent of the teachers ranked this technique first as compared with 30.8 percent of the administrators who ranked this method or technique first as was shown in Table III. Data in Table XIV also show that only 8.3 percent of the instructors included in this study ranked classroom lecture first; while a like percentage ranked panel discussions and demonstrations and examples each as first. No instructor ranked film strips and movies first, and in this ranking agreed with administrators as can be verified by data presented in Table III. Forty-one percent of the vocational agriculture instructors ranked field trips as a second

TABLE XIV

OPINIONS OF VOCATIONAL AGRICULTURE INSTRUCTORS AS TO TEACHING TECHNIQUES MOST EFFECTIVE FOR STUDENT LEARNING

	Ranking as to Effectiveness — Teachers indicating											
	First		Second		Third		Fourth		Fifth		Sixth	
Techniques	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Classroom lectures	1	8.3	0	0	1	8.3	1	8.3	3	25.0	6	50.0
Film strips and movies	0	0	0	0	2	16.6	8	66.6	2	16.6	0	0
Panel discussions	1	8.3	0	0	1	8.3	0	0	5	41.6	5	41.6
Field Trips	1	8.3	5	41.6	3	25.0	2	16.6	1	8.3	0	0
Demonstration and examples	1	8.3	5	41.6	4	33.3	0	0	2	16.6	0	0
Class supervised study and discussions	8	66.6	2	16.6	1	8.3	1	8.3	0	0	0	0

best method of teaching vocational agriculture, while a like percentage ranked supervised study and class discussion the second best method of teaching vocational agriculture, while no instructor ranked either class room lecture, film strips and movies, or panel discussions in second place. Data presented in Table XIV seems significant in that it shows that one-half of the instructors agreed that classroom lecture should be ranked last as a method of teaching which is of major value in providing for effective student learning. Forty-one percent thought panel discussions should rank last, while one instructor ranked field trips in sixth place.

In an evaluation of the effectiveness of teaching methods and techniques vocational agriculture instructors were found to be generally in agreement with school administrators.

Teachers were more favorably inclined toward field trips but failed to rank classroom lectures nearly as high as did administrators. Perhaps administrators are inclined to look askance at field trips because they tend to disrupt the more orderly schedule of classes within the school day. Vocational agriculture teachers may also feel that classroom lectures are hardly in keeping with a philosophy of 'learning by doing'.

Data presented in Table XV identify teaching objectives that the vocational agriculture instructors included in this study thought they most successfully accomplished. Sixteen percent felt that their accomplishment was greatest in developing interest in subject matter; 25.0 percent thought goals or development of objectives was their greatest accomplishment with students, while one-third felt that developing an understanding of subject matter was their greatest accomplishment with students. Only two or 16.6 percent ranked developing proficiency in some specific ability as their best accomplishment with the students whom they taught, while only one felt his best accomplishment to be development of student feeling of self-satisfaction with achievement.

It was significant to note that teachers assigned a high priority to accomplishment in helping students to understand the subject matter of agriculture and that they also felt satisfaction with success attained in developing student proficiency in a specific ability. Of some concern, however, is the conclusion which must be drawn that teachers are far from satisfied with their accomplishments in assisting students to

TABLE XV

TEACHING OBJECTIVES WHICH VOCATIONAL AGRICULTURE INSTRUCTORS FELT WERE MOST SUCCESSFULLY ACCOMPLISHED

Objectives accomplished	Ranking as to Most Successful Accomplishment Teachers Indicating									
	First		Second		Third		Fourth		Fifth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Arousing student interest in subject matter	2	16.6	3	25.0	3	25.0	2	16.6	2	16.6
Developing student goals or objectives	3	25.0	1	8.3	0	0	6	50.0	2	16.6
Promoting student understanding of subject matter	4	33.3	2	16.6	3	25.0	0	0	3	25.0
Developing student proficiency in a specific ability	2	16.6	5	41.6	1	8.3	3	25.0	1	8.3
Encouraging student satisfaction with achievements	1	8.3	2	16.6	5	41.8	0	0	4	33.3

develop goals or objectives or to experience satisfaction with their accomplishments. Perhaps teachers themselves need to become more conscious of the importance of teaching students to use the problem solving method.

Findings presented in Table XVI clearly indicate that 50.0 percent of the instructors included in the study feel that there is a need for certain changes in the subject matter presented, while only one-third feel a need for changes in method of presentation. This can be compared to the finding presented in Table IV showing that 69.2 percent of the

TABLE XVI

OPINION OF TEACHERS AS TO NEED FOR CHANGES IN SUBJECT MATTER PRESENTED AND METHOD OF PRESENTATION

Change in Subject Matter Instructors Reporting:				Change in Presentation Instructors Reporting:			
Yes		No		Yes		No	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
6	50.0	6	50.0	4	33.3	8	66.6

administrators expressed a belief that there was a need for major changes in the vocational agriculture program. Data in Table XVI also indicate 66.6 percent of the instructors felt they were doing an adequate job in presenting the various phases of vocational agriculture, while 30.8 percent of administrators, as shown in Table IV, thought that teachers in their schools were doing an adequate job of presenting subject matter to students.

Data contained in Table XVII does not reveal any significant trends in teacher opinion with regard to the nature or extent of subject matter taught or the experiences learned in the various phases of vocational agriculture by former students while they were in highschool. Opinions expressed, however, were not altogether in agreement with those expressed by the ninety-six former students who completed and returned questionnaires which included appraisal of fifty-six different phases of vocational agriculture. It was recognized that there was a possibility for wide variation, perhaps due to the fact that former student responses represented employment in the field of agriculture or fields related to agriculture.

TABLE XVII

SUBJECT MATTER TAUGHT OR EXPERIENCES LEARNED IN VOCATIONAL AGRICULTURE IN HIGHSCHOOL WHICH FORMER STUDENTS FELT HAVE PROVED TO BE MOST HELPFUL TO THEM IN THEIR PRESENT EMPLOYMENT

Subject Matter Taught or Experiences Learned	Former Students of Vocational Agriculture Indicating Rank of Helpfulness											
	First		Second		Third		Fourth		Fifth		Sixth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Swine Production Practices	9	9.3	1	1.0	3	3.1	1	1.0	1	1.0	3	3.1
Beef Production Practices	24	25.0	12	12.5	6	6.2	0	0	2	2.0	4	4.1
Dairy Production Practices	3	3.1	2	2.0	0	0	1	1.0	0	0	1	6.0
Poultry Production Practices	2	2.0	3	3.1	0	0	0	0	0	0	1	1.0
Sheep Production Practices	2	2.0	0	0	0	0	0	0	0	0	0	0
Field Crop Production Practices	2	2.0	3	3.1	1	1.0	3	3.1	1	1.0	2	2.0
Vegetable Production Practices	3	3.1	0	0	3	3.1	0	0	2	2.0	0	0
Fruit Production Practices	0	0	0	0	0	0	1	1.0	0	0	1	1.0
Feeding Livestock	11	11.4	12	12.5	11	11.4	9	9.3	3	3.1	1	1.0
Livestock Disease and Parasite Control	4	4.1	11	11.4	9	9.3	7	7.2	3	3.1	2	2.0
Crop Disease and Insect Control	1	1.0	1	1.0	1	1.0	0	0	2	2.0	0	0
Soils and Fertilizers	1	1.0	2	2.0	1	1.0	3	3.1	2	2.0	4	4.1

TABLE XVII - Cont'd.

Subject Matter Taught or Experiences learned	Former students of Vocational Agriculture Indicating Rank of Helpfulness											
	First		Second		Third		Fourth		Fifth		Sixth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Farm Management	2	2.0	3	3.1	4	4.1	7	7.2	14	14.5	5	5.2
Marketing	1	1.0	1	1.0	1	1.0	2	2.0	2	2.0	5	5.2
Cooperative Associations	0	0	0	0	1	1.0	1	1.0	0	0	0	0
Taxation and Rents	0	0	0	0	1	1.0	1	1.0	0	0	0	0
Farm Finance and Insurance	1	1.0	0	0	1	1.0	0	0	0	0	1	1.0
Managing Farm Labor	0	0	1	1.0	0	0	0	0	1	1.0	0	0
Farm Drainage	2	2.0	0	0	0	0	0	0	1	1.0	0	0
Farm Irrigation	0	0	1	1.0	0	0	1	1.0	0	0	0	0
Pasture Improvement	0	0	4	4.1	6	6.2	7	7.2	5	5.2	12	12.5
Landscape Gardening	0	0	0	0	1	1.0	0	0	0	0	1	1.0
Judging Swine	0	0	0	0	1	1.0	1	1.0	3	3.1	2	2.0
Judging Dairy	0	0	1	1.0	0	0	0	0	1	1.0	1	1.0
Judging Beef	3	3.1	1	1.0	3	3.1	6	6.2	6	6.2	6	6.2
Judging Poultry	0	0	2	2.0	1	1.0	0	0	0	0	0	0
Judging Sheep	0	0	0	0	0	0	0	0	0	0	0	0

TABLE XVII - Cont'd.

Subject Matter Taught or Experiences Learned	Former Students of Vocational Agriculture Indicating Rank of Helpfulness											
	First		Second		Third		Fourth		Fifth		Sixth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Judging Land	0	0	1	1.0	2	2.0	1	1.0	0	0	1	1.0
Judging Meats	0	0	0	0	0	0	0	0	0	0	1	1.0
Judging Crops	0	0	1	1.0	0	0	1	1.0	0	0	0	0
Judging Fruits and Vegetables	0	0	0	0	0	0	0	0	0	0	0	0
Treating Sick Animals	1	1.0	7	7.2	9	9.3	7	7.2	4	4.1	3	3.1
Dehorning	0	0	1	1.0	0	0	2	2.0	2	2.0	1	1.0
Branding	0	0	0	0	0	0	0	0	1	1.0	2	2.0
Castrating	0	0	2	2.0	3	3.1	3	3.1	5	5.2	2	2.0
Vaccinating	0	0	1	1.0	2	2.0	6	6.2	4	4.1	4	4.1
Spraying for External Parasites	0	0	0	0	0	0	2	2.0	0	0	1	1.0
Butchering	0	0	1	1.0	0	0	2	2.0	3	3.1	1	1.0
Treating Animals for Internal Parasites	0	0	0	0	1	1.0	2	2.0	1	1.0	0	0
Culling Poultry	0	0	0	0	1	1.0	0	0	0	0	4	4.1
Shearing Sheep	0	0	0	0	0	0	0	0	0	0	0	0

TABLE XVII - Cont'd.

Subject Matter Taught or Experiences Learned	Former Students of Vocational Agriculture Indicating Rank of Helpfulness											
	First		Second		Third		Fourth		Fifth		Sixth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Pruning Orchards	0	0	0	0	0	0	1	1.0	0	0	0	0
Running Terrace Lines	0	0	0	0	0	0	1	1.0	0	0	1	1.0
Running Profile Lines	0	0	0	0	0	0	0	0	0	0	0	0
Staking Farm Ponds	0	0	1	1.0	0	0	0	0	0	0	0	0
Welding	1	1.0	0	0	1	1.0	1	1.0	4	4.1	3	3.1
Woodworking	0	0	0	0	0	0	0	0	0	0	0	0
Concrete Work	0	0	0	0	1	1.0	0	0	1	1.0	0	0
Electricity	0	0	0	0	0	0	0	0	2	2.0	2	2.0
Farm Buildings	0	0	0	0	2	2.0	0	0	0	0	1	1.0
Farm Machinery Care and Repair	0	0	1	1.0	0	0	1	1.0	1	1.0	0	0
Farm Safety	0	0	0	0	0	0	1	1.0	1	1.0	2	2.0
Public Speaking	3	3.1	3	3.1	1	1.0	2	2.0	3	3.1	4	4.1
Parliamentary Proceedure	1	1.0	0	0	0	0	0	0	0	0	1	1.0
Citizenship	5	5.2	1	1.0	2	2.0	0	0	3	3.1	1	1.0

TABLE XVII - Cont'd.

Subject Matter Taught or Experiences Learned	Former Students of Vocational Agriculture Indicating Rank of Helpfulness											
	First		Second		Third		Fourth		Fifth		Sixth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Member of F.F.A. Committees	1	1.0	7	7.2	0	0	0	0	0	0	0	0
Participation in Leadership Training	0	0	1	1.0	1	1.0	3	3.1	2	2.0	0	0
Participation in Cooperative Activities	2	2.0	1	1.0	1	1.0	0	0	1	1.0	1	1.0
Preparing Exhibits for Fairs and Open House	0	0	0	0	2	2.0	1	1.0	3	3.1	0	0
Television and Radio Programs	1	1.0	0	0	0	0	0	0	0	0	0	0
Serving as an F.F.A. Officer	3	3.1	1	1.0	1	1.0	3	3.1	2	2.0	0	0
Owning an F.F.A. Productive Enterprise	5	5.2	2	2.0	5	5.2	4	4.1	4	4.1	5	5.2
Scholarship Contests	0	0	1	1.0	1	1.0	0	0	0	0	0	0
Guidance	3	3.1	2	2.0	3	3.1	1	1.0	3	3.1	1	1.0

TABLE XVIII

SUBJECT MATTER OR EXPERIENCES IN VOCATIONAL AGRICULTURE THAT FORMER STUDENTS FELT WOULD HAVE HELPED THEM MORE IN THEIR PRESENT EMPLOYMENT HAD THEY BEEN GIVEN MORE EMPHASIS

	Ranking: Former Students of Vocational Agriculture Indicating:											
	First		Second		Third		Fourth		Fifth		Sixth	
Subject Matter or Experience	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Swine Production Practices	0	0	2	2.0	1	1.0	2	2.0	1	1.0	1	1.0
Beef Production Practices	12	12.5	0	0	6	6.2	2	2.0	2	2.0	4	4.1
Dairy Production Practices	2	2.0	1	1.0	0	0	1	1.0	1	1.0	0	0
Poultry Production Practices	1	1.0	2	2.0	0	0	0	0	0	0	0	0
Sheep Production Practices	1	1.0	1	1.0	0	0	0	0	0	0	0	0
Field Crop Production Practices	0	0	1	1.0	2	2.0	1	1.0	1	1.0	1	1.0
Vegetable Production Practices	2	2.0	1	1.0	0	0	0	0	0	0	0	0
Fruit Production Practices	0	0	0	0	0	0	0	0	1	1.0	1	1.0
Feeding Livestock	3	3.1	7	7.2	3	3.1	4	4.1	3	3.1	3	3.1
Livestock Disease and Parasite Control	3	3.1	7	7.2	5	5.2	4	4.1	5	5.2	3	3.1
Crop Disease and Insect Control	0	0	1	1.0	1	1.0	1	1.0	0	0	1	1.0
Soils and Fertilizers	2	2.0	1	1.0	3	3.1	2	2.0	3	3.1	3	3.1

TABLE XVIII - Cont'd.

Subject Matter or Experience	Ranking: Former Students of Vocational Agriculture Indicating: First		Second		Third		Fourth		Fifth		Sixth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Farm Management	7	7.2	3	3.1	7	7.0	4	4.1	6	6.2	2	2.0
Marketing	1	1.0	5	5.2	2	2.0	2	2.0	5	5.2	8	8.3
Cooperative Associations	0	0	0	0	0	0	0	0	1	1.0	0	0
Taxation and Rents	2	2.0	0	0	0	0	2	2.0	1	1.0	1	1.0
Farm Finance and Insurance	0	0	2	2.0	0	0	3	3.1	2	2.0	3	3.1
Managing Farm Labor	2	2.0	0	0	2	2.0	1	1.0	1	1.0	2	2.0
Farm Drainage	2	2.0	2	2.0	0	0	0	0	1	1.0	1	1.0
Farm Irrigation	1	1.0	2	2.0	2	2.0	2	2.0	0	0	0	0
Pasture Improvement	3	3.1	2	2.0	2	2.0	3	3.1	6	6.2	7	7.2
Landscape Gardening	1	1.0	1	1.0	0	0	1	1.0	1	1.0	1	1.0
Judging Swine	0	0	0	0	1	1.0	0	0	2	2.0	1	1.0
Judging Dairy	0	0	0	0	0	0	1	1.0	1	1.0	1	1.0
Judging Beef	1	1.0	2	2.0	3	3.1	2	2.0	1	1.0	4	4.1
Judging Poultry	2	2.0	1	1.0	0	0	0	0	0	0	1	1.0

TABLE XVIII - Cont'd.

Subject Matter or Experience	Ranking: Former Students of Vocational Agriculture Indicating: First		Second		Third		Fourth		Fifth		Sixth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Judging Sheep	0	0	0	0	0	0	0	0	0	0	0	0
Judging Land	0	0	2	2.0	3	3.1	0	0	1	1.2	1	1.0
Judging Meats	0	0	0	0	0	0	0	0	0	0	0	0
Judging Crops	0	0	1	1.0	0	0	0	0	0	0	0	0
Judging Fruits and Vegetables	0	0	0	0	0	0	1	1.0	0	0	0	0
Treating Sick Animals	4	4.1	4	4.1	5	5.2	5	5.2	4	4.1	0	0
Dehorning	1	1.0	0	0	0	0	2	2.0	1	1.0	2	2.0
Branding	0	0	0	0	0	0	0	0	2	2.0	1	1.0
Castrating	0	0	1	1.0	2	2.0	1	1.0	0	0	0	0
Vaccinating	0	0	1	1.0	1	1.0	3	3.1	2	2.0	2	2.0
Spraying for External Parasites	0	0	0	0	1	1.0	0	0	0	0	1	1.0
Butchering	0	0	1	1.0	0	0	3	3.1	1	1.0	2	2.0
Culling Poultry	0	0	0	0	0	0	3	3.1	2	2.0	1	1.0

TABLE XVIII - Cont'd.

Subject Matter or Experience	Ranking; Former Students of Vocational Agriculture Indicating: First No.	First Per-cent	Second No.	Second Per-cent	Third No.	Third Per-cent	Fourth No.	Fourth Per-cent	Fifth No.	Fifth Per-cent	Sixth No.	Sixth Per-cent
Treating for Internal Parasites	0	0	1	1.0	2	2.0	0	0	0	0	1	1.0
Shearing Sheep	0	0	0	0	0	0	0	0	0	0	1	1.0
Pruning Orchards	0	0	0	0	1	1.0	0	0	1	1.0	0	0
Running Terrace Lines	0	0	1	1.0	2	2.0	3	3.1	1	1.0	4	4.1
Running Profile Lines	1	1.0	0	0	0	0	0	0	1	1.0	1	1.0
Staking Farm Ponds	1	1.0	2	2.0	1	1.0	0	0	0	0	1	1.0
Welding	12	12.0	5	5.2	2	2.0	4	4.1	7	7.2	4	4.1
Woodworking	0	0	0	0	2	2.0	1	1.0	2	2.0	0	0
Concrete Work	0	0	3	3.1	3	3.1	2	2.0	1	1.0	0	0
Electricity	0	0	2	2.0	5	5.2	3	3.1	4	4.1	5	5.2
Farm Buildings	0	0	1	1.0	3	3.1	1	1.0	0	0	5	5.2
Farm Machinery Care and Repair	3	3.1	5	5.2	1	1.0	4	4.1	3	3.1	3	3.1
Farm Safety	0	0	0	0	0	0	2	2.0	2	2.0	2	2.0
Public Speaking	14	14.5	3	3.1	5	5.2	6	6.2	3	3.1	1	1.0

TABLE XVIII - Cont'd.

Subject Matter or Experience	Ranking: Former Students of Vocational Agriculture Indicating: First		Second		Third		Fourth		Fifth		Sixth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Parliamentary Proceedure	2	2.0	4	4.1	4	4.1	1	1.0	1	1.0	3	3.1
Citizenship	5	5.2	1	1.0	2	2.0	0	0	2	2.0	0	0
Member of F.F.A. Committee	0	0	1	1.0	0	0.	1	1.0	0	0.	1	1.0
Participation in Leadership Training	2	2.0	5	5.2	2	2.0	2	2.0	3	3.1	0	0
Participation in Cooperative Activities	1	1.0	5	5.2	3	3.1	1	1.0	0	0	0	0
Preparing Exhibits for Fairs and Open-House	0	0	0	0	1	1.0	1	1.0	1	1.0	0	0
Television and Radio Programs	2	2.0	1	1.0	1	1.0	1	1.0	1	1.0	0	0
Serving as an F.F.A. Officer	0	0	0	0	0	0	3	3.1	0	0	0	0
Owning an F.F.A. Productive Enterprise	1	1.0	0	0	1	1.0	0	0	1	1.0	2	2.0
Scholarship Contest	0	0	1	1.0	2	2.0	2	2.0	2	2.0	1	1.0
Guidance	1	1.0	1	1.0	1	1.0	2	2.0	2	2.0	2	2.0

When a summary is made of material presented in Table XVII it is evident that twenty-four of the ninety-six former students who completed and returned the questionnaire, or 25.0 percent, felt that beef production practices which they learned while they were in highschool were learnings most helpful to them in their present employment. Eleven percent indicated the subject matter taught or experiences learned about feeding livestock in the vocational agriculture class have been most helpful to them in their present employment. Data in Table XVII also show that 9.0 percent of the former students included in this study thought that swine production practice which were learned while they were in highschool were learnings of major value to them in their present type of employment. Five percent thought owning an F.F.A. enterprise was an experience of major value as far as their present employment is concerned. Four and one-tenth percent thought livestock disease and parasite control was the most important phase of vocational agriculture, while five percent of the former students thought that the citizenship which was taught to them while they were in highschool was the most helpful phase of experiences in so far as employment was concerned. It is interesting to note that three percent or less of the former students included in this study thought that one of twenty-three of the various phases of vocational agriculture helped them most in their present employment. Not any evaluated any one of thirty-seven selected areas of learnings or experiences as listed in Table XVII as being helpful to their present employment. Further examination of data in Table XVII shows a wide variation in rankings of value or helpfulness as indicated by the former students who completed and returned the questionnaire.

When data in Table XVIII are reviewed it seems evident that 12.0 percent of the former students who were included in this study thought more training in beef production practices while they were in highschool would have perhaps better qualified them for their present employment. Seven percent indicated that more training in farm management would have helped them most in their present employment. Table XVIII also shows that four and one-tenth percent felt that they needed more training in treating sick animals as far as their present employment is concerned. It is interesting to note that 12.0 percent thought welding was most important and would have better qualified them for the type of work that they are presently doing. Fourteen percent of the former students who completed and returned questionnaires for this study thought more training in public speaking would have perhaps better qualified them for their present employment. Considering other phases of vocational agriculture as included in Table XVIII, which former students thought would have proven most helpful to their present employment, there is evident a wide variation in rankings. Three percent or less of the former students ranked any one of these other phases as possibly being of first importance to them in their present employment had they have been provided more training.

An examination of data in Table XIX show that only 18.7 percent of the former students included in this study felt that classroom lecture presented the teaching material in vocational agriculture in the best manner. This compares somewhat closely with the 15.5 percent of the administrators which thought this method of teaching presented material in the best manner. It should be observed, however, as shown in Table

TABLE XIX

TECHNIQUES AND METHODS OF TEACHING VOCATIONAL AGRICULTURE WHICH FORMER STUDENTS FELT MOST EFFECTIVE

Methods of Teaching	Ranking; Former Students of Vocational Agriculture Indicating: First		Second		Third		Fourth	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Classroom Lecture	18	15.6	11	11.4	16	16.6	24	25.0
Film Strips and Movies	3	3.1	10	10.4	12	12.5	17	17.7
Field Trips	42	43.7	23	23.9	14	14.5	10	10.4
Demonstrations and Examples	20	20.8	38	39.5	19	19.7	9	9.3
Panel Discussion	1	1.0	1	1.0	12	12.5	12	12.5
Class Supervised Study and Discussion	12	12.5	13	13.5	23	23.9	24	25.0

XIV that only eight and three-tenths percent of the vocational agriculture instructors were in agreement. Only three percent of the former students thought film strips and movies to be the best method of teaching, and not any of the administrators or vocational agriculture instructors indicated in Tables III and XIV that this was the best method of teaching. It is interesting to note that 43.7 percent of the former students ranked field trips as being of paramount importance in presenting the teaching material in a program of vocational agriculture compared to only fifteen percent of administrators and eight and three-tenths percent of vocational agriculture instructors who thought this to be the more effective method. Twenty percent of the former students ranked demonstrations and examples as the best method of presenting material to students of vocational agri-

culture which is quite similar to twenty-three percent of the administrators who thought this the best method of teaching. It is somewhat surprising to discover that only eight and three-tenths percent of the vocational agriculture instructors thought this was the best teaching method. Panel discussion as a method was evidently considered completely insignificant as far as former students and administrators were concerned, while eight and three-tenths percent of the vocational agriculture instructors thought this was the best method of teaching. Twelve percent of the former students ranked supervised study and class discussion first as a means of presenting the teaching material to students of vocational agriculture, compared to thirty percent of the administrators and 66.6 percent of the vocational agriculture instructors.

Data in Table XIX also show that one-fourth of the former students who completed and returned questionnaires thought that classroom lecture was of least importance in presenting the teaching material to students of vocational agriculture. Seventeen percent of the former students ranked film strips and movies as being the poorest method of teaching; 10.4 percent ranked field trips last, while nine and three-tenths percent thought demonstrations and examples should be in last place as a method of teaching. Twelve or 12.5 percent of the former students thought panel discussion should be ranked last. Again it was surprising to find that 25.0 percent thought supervised study and class discussion was the poorest method of presenting lessons or providing learning experiences.

An analysis of data presented in Table XX reveals that 69.7 percent of the former students were of the opinion that vocational agriculture has helped them most in their present employment; while 15.6 percent indicated that mathematics was most helpful to them in present employment.

TABLE XX

HIGH SCHOOL SUBJECTS WHICH FORMER STUDENTS OF VOCATIONAL AGRICULTURE FELT WERE MOST HELPFUL TO THEM IN THEIR PRESENT EMPLOYMENT

	Ranking: Former Students Indicating:									
	First		Second		Third		Fourth		Fifth	
Subjects	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Vocational Agriculture	67	69.7	9	9.3	5	5.2	5	5.2	3	3.1
Mathematics	15	15.6	33	34.3	11	11.4	9	9.3	8	8.3
English	6	6.2	22	22.9	15	15.6	19	19.7	14	14.5
History	1	1.0	4	4.1	8	8.3	5	5.2	4	4.1
Science	2	2.0	8	8.3	12	12.5	13	13.5	17	17.7
Typing	1	1.0	6	6.2	8	8.3	8	8.3	9	9.3
Bookkeeping	0	0	2	2.0	6	6.2	3	3.1	2	2.0
Drivers Education	2	2.0	0	0	2	2.0	2	2.0	2	2.0
Industrial Arts	0	0	6	6.2	9	9.3	10	10.4	8	8.3
Public Speaking	2	2.0	2	2.0	9	9.3	9	9.3	8	8.3
Physical Education	0	0	2	2.0	3	3.1	8	8.3	10	10.4
Geography	0	0	0	0	0	0	0	0	0	0
Biology	0	0	2	2.0	6	6.2	1	1.0	6	6.2
Chemistry	0	0	0	0	2	2.0	4	4.1	5	5.2

Six percent ranked English as being most helpful while only 1.0 percent ranked history first; 2.0 percent thought science should rank first; one percent ranked typing as being of paramount importance to their present employment, and 2.0 percent thought driver education should rank first.

The six other curriculum areas included in this study did not receive a single first place ranking by former students.

It is of further interest to observe that 9.3 percent of the former students ranked vocational agriculture second. Five percent ranked this subject third; 5.2 percent ranked it fourth and 3.1 percent ranked vocational agriculture last in importance as to helpfulness to them in their present employment. This information is significant since the former students included in this study are now employed in agriculture or fields related to agriculture.

The data in Table XXI is of special interest because it reveals information about the vocational agriculture instructor that former students felt was of paramount value to them now that they are employed in the field of agriculture or fields of related agriculture. It is worthwhile to note that 20.2 percent of the former students of vocational agriculture thought the personality of the instructor was most important to them. Nineteen percent thought the guidance of the instructor was most important. Ten percent ranked attitude first, while only 13.5 percent thought that the instructor's knowledge of subject matter was of paramount value to them in their present employment. Eleven percent ranked the interest that instructors have shown as being first, while seven and two-tenths percent indicated they thought the vocational agriculture teacher's leadership should rank first. Less than three and one-tenth percent indicated that the other things listed in Table XXI about the vocational agriculture instructor were of paramount value to them in their present employment.

TABLE XXI

QUALITIES AND CHARACTERISTICS OF THE VOCATIONAL AGRICULTURE INSTRUCTOR WHICH FORMER STUDENTS RECOGNIZED AS BENEFICIAL

Qualities and Characteristics	Ranking; Former Students Indicating: First No.	First Per-cent	Second No.	Second Per-cent	Third No.	Third Per-cent	Fourth No.	Fourth Per-cent	Fifth No.	Fifth Per-cent
Personality	20	20.2	12	12.5	15	15.6	5	5.2	8	8.3
Appearance	0	0	7	7.2	0	0	1	1.0	0	0
Guidance	19	19.7	14	14.5	9	9.3	6	6.2	8	8.3
Attitude	10	10.4	12	12.5	12	12.5	19	19.7	8	8.3
Conduct	0	0	2	2.0	2	2.0	3	3.1	8	8.3
Moral Standards	3	3.1	8	8.3	6	6.2	8	8.3	7	7.2
Ethics	1	1.0	0	0	4	4.1	0	0	0	0
Leadership	7	7.2	8	8.3	15	15.6	8	8.3	17	17.7
Knowledge of Subject Matter	13	13.5	18	18.7	12	12.5	14	14.5	8	8.3
Methods of Teaching	3	3.1	6	6.2	10	10.4	14	14.5	11	11.4
Citizenship	0	0	0	0	0	0	0	0	5	5.2
Interest	11	11.4	9	9.3	11	11.4	18	18.7	16	16.6

Based upon the data presented in Table XXII, the following conclusions may be drawn:

(1) Twenty-one percent of the former students included in this study were impressed most by their instructor while taking vocational agriculture.

TABLE XXII

RESPONSES OF FORMER STUDENTS WITH REGARD TO PARTICULAR ITEMS ABOUT THE VOCATIONAL AGRICULTURE PROGRAM WHICH IMPRESSED THEM MOST

Item	Responses; Former Students Indicating: Number	Percent
Instructor	21	21.8
Subject Matter Taught in Classroom	7	7.2
Skills and Experiences Learned on Field Trips	41	42.7
Skills and Experiences Learned in Farm Shop	2	2.0
Experiences Learned in F.F.A. Activities	19	19.7
Methods of Teaching	3	3.1
Related Subjects	3	3.1

(2) Only seven percent were impressed most by the subject matter taught in the classroom.

(3) Forty-two percent of the former students were impressed most by the skills and experiences learned on field trips.

(4) Only two percent indicated that skills and experiences learned in farm shop impressed them most about their vocational agriculture program while they were in highschool.

(5) Nineteen percent of the former students included in this study indicated that experiences learned in F F A activities impressed them most.

(6) Three percent of the former students were impressed most by methods of teaching.

(7) Three percent indicated that related subjects impressed them most about their highschool vocational agriculture program.

The following comments were made by some of the former students of vocational agriculture who completed and returned questionnaires concerning what they felt could have been done which would have made the course of vocational agriculture more valuable to them.

1. There should have been more emphasis on actual, practical experience; also more stress on the relationship of agriculture to the other fields and its importance to the nation.

2. Since my present job is one in which experience is a most important factor, I feel that to actually experience the various skills and practices which were taught in vocational agriculture would have been more valuable. I realize that this is not always possible, but I feel that those practices that have actually been carried out will always stay with me.

3. I think if I had had more field trips and actual demonstrations on how to do things that I would have learned a lot more.

4. To me, the course I had in vocational agriculture was interesting throughout the four years. I especially enjoyed what I learned on field trips and visual demonstrations and discussions held by the group under the leadership of our teacher.

5. The agricultural program in our school was very well planned and carried through but there is always room for improvement.

6. I think there should have been more field trips in relation to treating sick animals, delivering calves, getting practical experience in vaccinating, casterating, dehorning and such other practices that have to do with getting correct guidance in every-day farm skills and operations. I am a livestock farmer and I hate to see farmers get poor advice from well-meaning but misguided or uninformed friends and neighbors.

7. My job is raising beef cattle so I feel that I could not have had too much training in beef cattle production, feeding, management and judging. Also I would like to have had more training in the care and repair of farm machinery and welding.

8. I would like to have had more training in welding and repair of farm machinery.

9. In order to get the maximum from vocational agriculture I believe that there should be more farm shop taught, care and repair of farm machinery, feeding and managing livestock, and pasture improvement.

10. Practical experience in any phase of vocational agriculture is what has made the program valuable to me, actually doing the jobs in school that I am now doing on my own farm.

11. I would like to see schools have a small farm to provide actual experience for students, especially for town boys who are interested in agriculture. It seems wrong to condemn a boy and not let him take agriculture just because he lives in town.

12. I would like to see more teaching on forestry and forest products since timber production is becoming more important in this area.

13. I would like to see more demonstrations and field trips. There is a lot of difference in learning in the classroom and actually doing the job in the field, although they both have value.

14. I don't think the teacher I had in vocational agriculture could have done a better job in the time he had available. I feel that we got the most important points of farming for this area while we touched lightly on things important to other areas.

15. I feel that ethics and morals should be constantly stressed in the vocational agriculture program because the agriculture teacher can do this better and easier than any other teacher in the school.

16. I feel that more emphasis should be put on field trips with the students participating. I think this is much more valuable than classroom discussion.

17. I think vocational agriculture classes should be broken down into special fields of interest for individual students.

18. The most beneficial things during my vocational agriculture years were leadership activities and field trips through which I gained much practical experience. I remember hardly anything from the classroom.

19. I would have liked more emphasis on crops that can be grown locally and also more emphasis on farm labor and farm insurance.

20. The study of farm machinery would have been more valuable to me. Also since there was no public speaking class in our school such things as oral reports and speeches, would have been valuable.

CHAPTER V

SUMMARY AND CONCLUSIONS

As previously stated, the major problem of this study was to determine the proper amount of emphasis which should be given to various phases of the training program in vocational agriculture in LeFlore and Latimer County highschools to better meet the objective of adequately preparing young men for employment in agriculture or jobs related to agriculture.

The evaluation and appraisal of the vocational agriculture departments in LeFlore and Latimer County highschools was largely based upon data secured from opinions and judgements expressed by vocational agriculture instructors, former students of vocational agriculture, and school administrators who have participated in the program in these counties. The author feels that these purposes have been realized to a reasonable degree.

Summary

An analysis of data presented in Chapter IV reveal that 61.5 percent of the administrators felt that the subject matter taught in the classroom was the most effective method by which training in vocational agriculture would be of maximum benefit to former students who are now employed in agriculture or fields related to agriculture. Thirty-eight percent of the administrators thought that skills and experiences

learned on field trips were of major importance, while no administrator reporting rated skills and experiences learned in F.F.A. activities as being the most important phase or activity of vocational agriculture from the standpoint of students who are graduated and are now employed in the field of agriculture. As previously stated it is the opinion of the investigator that possibly the reason for the findings concerning the lower rating given farm shop and experiences learned in F.F.A. activities was that schools in LeFlore and Latimer Counties in the past have not been adequately equipped to teach farm shop, and that administrators largely associate F.F.A. activities with those activities which take students away from other classes and activities of the school program.

It was significant that 69.0 percent of the administrators felt that not enough emphasis was being placed on subject matter taught in the classroom, while 15.5 percent indicated that skills and experiences learned on field trips and experiences learned in F.F.A. activities were lacking emphasis in the vocational agriculture programs in their schools. Not any of the administrators included skills and experiences learned in farm shop as being one of the more important phases of the vocational agriculture program which lacked emphasis in their schools. This finding is not so surprising when consideration is given the almost complete absence of a complete farm mechanics program in the highschools which were included in this study.

In evaluating the methods of teaching which administrators, vocational agriculture instructors, and former students felt presented the various phases of vocational agriculture most efficiently, we find that

administrators thought that supervised study and class discussion and demonstrations and examples were the two most effective methods. Sixty-six and six tenths percent of the vocational agriculture instructors agreed with the administrators that supervised study and class discussion was the most effective. Former students felt that field trips, demonstrations and examples, and classroom lectures presented the various phases of vocational agriculture most effectively.

Responses as summarized in Table IV and Table XVI in which the administrators and the vocational agriculture instructors show their opinions as to the need for changes in subject matter presented and the methods of presentation of vocational agriculture in the highschools of LeFlore and Latimer Counties are summarized as follows:

1. Sixty-nine percent of the administrators were of the opinion that there was need for some changes in subject matter presented and also the method of presentation, while 30.8 percent felt that subject matter as it is being presented and the method of presentation were adequate in their schools.
2. Fifty percent of the vocational agriculture instructors indicated that there was a need for some change in subject matter presented and also the method of presentation, while 50.0 percent indicated that there was no need for considering changes in the vocational agriculture program of their schools.

Therefore, this survey would seem to show that approximately one-half of the vocational agriculture instructors in LeFlore and Latimer County highschools feel that they are doing a good job presenting subject matter to their students, while 50.0 percent are willing to recognize a need to

make some changes in their programs if they are to continue to make progress in maintaining an educational program of minimum benefit.

When asked to comment on the need for a change in the subject matter presented and the method of presentation, most of the administrators agreed that there was a great need for more and better farm mechanics programs in the highschools of LeFlore and Latimer Counties. They also indicated that there should be more emphasis on classroom work and less emphasis on activities in the programs of their schools.

Regarding to the number of periods spent in teaching the various phases of vocational agriculture in LeFlore and Latimer County highschools it was found that over 50.0 percent of the instructors felt that they were not spending enough time in the teaching of livestock production. It was also found that approximately 50.0 percent recognized that they were not spending enough time teaching plant production, farm economics, farm management, skills and experiences learned on field trips, skills and experiences learned in farm shop, scholarship, and guidance and career opportunities. When a complete analysis of the materials contained in Tables V through XIII is made, it reveals a wide variation in the number of periods spent in teaching the various phases of vocational agriculture in the highschools of LeFlore and Latimer Counties; yet the basic types of farming operations in these counties are the same. It should be pointed out, however, that many instructors included in this study indicated that they taught most of these various phases of agriculture every day, but did not include them in the more formal organization of material presented in scheduled class periods.

Data presented in Table XV regarding the teaching objectives most

successfully accomplished by the vocational agriculture instructors show that establishing goals or objectives to attain and an understanding of the subject matter were generally recognized as the two most successfully accomplished teaching objectives. Analysis of data that 16.6 percent felt that interest in subject matter, and developing proficiency in some specific ability or skill were recognized by teachers as their most worthwhile accomplishments with students.

Data presented in Table XVII and XVIII revealed responses which were extremely variable due, possibly, to the fact that ninety-six former students completed and returned questionnaires which included fifty-six different phases of the vocational agriculture program. This fact alone would allow for a wide variation of answers; especially since the field of agricultural employment is quite broad. A summary of these responses, however, reveal that the phases of vocational agriculture which are closely connected with livestock production were rated by former students as the most important so far as helpfulness in their present employment was concerned. Experiences gained through F.F.A. activities and guidance received from vocational agriculture instructors were also considered important from the standpoint of being helpful to them in their present employment. The survey also shows that the former students thought that more training in fields closely connected with livestock production, farm management, farm shop, and F.F.A. activities would have perhaps better qualified them for success in the type of work in which they are now engaged.

It is gratifying to note that 70.0 percent of the former students felt that of the highschool subjects which they had completed, voca-

tional agriculture was recognized as the subject most helpful to them in their present employment. Mathematics and English were the two other major fields of study that former students recognized as most helpful in their present employment.

Former students felt that the personality of their vocational agriculture instructor was one of the most valuable things about their vocational agriculture program in highschool and was of paramount value to them now that they are out of school and employed in the field of agriculture. The vocational agriculture teacher's guidance, attitude, leadership, knowledge of subject matter, and interest in his students were also considered to be of paramount value to former students. Former students indicated that the instructor, the subject matter taught in the classroom, skills and experiences learned on field trips, and experiences learned in F.F.A. activities were the things that impressed them most about their vocational agriculture training while they were in highschool.

When consideration was given to the question concerning what the former students felt could have been added to the program which would have made the course of vocational agriculture more valuable to them, they definitely expressed the opinion that more actual experience in doing the jobs connected with the type of farming in the area and more training in farm mechanics would have contributed toward making the vocational agriculture training in highschool of more value.

Conclusions

Conclusions which may be drawn from analysis of findings in this study are that the administrators of the schools in LeFlore and Latimer Counties, which have departments of vocational agriculture, think that subject matter taught in the classroom is the most important phase of vocational agriculture, and that they feel that more time should be spent in the classroom teaching the various phases of vocational agriculture. They further feel that less emphasis should be placed on activities which take students outside the classroom. In contrast to this thinking former students who are now employed in agriculture or fields related to agriculture indicate that they feel more time should be spent actually doing the jobs and skills that they might be expected to perform after they become employed.

The methods of teaching which the vocational agriculture instructors, administrators, and former students seem to feel present various phases of vocational agriculture most effectively are:

(1) Supervised study and class discussion.

(2) Demonstrations and examples.

(3) Field trips.

(4) Classroom lecture.

It may be concluded that at least one-half of the vocational agriculture departments in the LeFlore and Latimer County highschools need to make some changes in the subject matter presented and the method of presentation, while about 50.0 percent of the departments included in this study from the standpoint of the local teacher's evaluation seem

to have an adequate program of vocational agriculture in their schools. Perhaps some changes are needed even in these departments.

The number of periods spent in teaching the various phases of vocational agriculture would appear to be very low in many of the schools included in the study, even though a number of teachers indicated that they taught some of these phases of vocational agriculture without using class periods for teaching them.

The teaching objectives most successfully accomplished by the vocational agriculture instructors in LeFlore and Latimer Counties were goals and objectives to attain, understanding of subject matter, interest in subject matter, and developing proficiently some specific ability or skill.

The problem areas of vocational agriculture which are closely connected with livestock production, F.F.A. activities, farm management, and farm shop are the most important areas in the opinion of former students, and they recognize that learnings in these areas have been the most helpful in their present employment. The former students also thought that had they recieved more and better training in each of these areas they would have perhaps been even better qualified for their present employment.

Seventy percent of the former students indicated that vocational agriculture was the most important subject in which they received instruction in highschool as far as present employment was concerned; while 15.6 percent thought mathematics was most important.

The former students further indicated a feeling that personality guidance, attitude, leadership, knowledge of subject matter, and

interest in students were all highly important characteristics of their vocational agriculture instructors, and considered these to be of paramount value to them in their present employment.

The individuality of vocational agriculture instructors, subject matter taught in the classroom, skills and experiences learned on field trips, and experiences learned in F.F.A. activities are the things that seem to impress students most about vocational agriculture in the highschools of Latimer and LeFlore Counties.

Former students felt that more actual training in doing jobs connected with the type of farming which is most prevalent in the area and that more training in farm mechanics would have made the vocational agriculture training in highschool more valuable to them in terms of application to their present employment.

Implications of the Study

It is a conclusion of the author, based upon his experiences as a student of vocational agriculture in the Latimer County highschools, his experiences of ten years teaching in the LeFlore County highschools, and the information derived from this study, that certain basic changes should be made in the vocational agriculture programs in the highschools of LeFlore and Latimer Counties.

It is also a conclusion of the author that all vocational agriculture programs would be strengthened and a better program could be presented to the students if on a state level there was a uniform requirement that certain basic subject matter be taught and certain common experience gained by all vocational agriculture students. In other

words, a Vocational Agriculture IV student enrolled in the Wilburton schools should have basically the same learning experiences that a student in Vocational Agriculture IV is provided in the Howe schools. For example, soils may change from one area to another, but the topsoil, subsoil, and parent material is common to all areas. This serves as an example of basic technical agricultural information and should be taught in every school in the state.

This same type of basic information should be provided in the areas of livestock production, plant production, farm amangement, farm economics, farm mechanics, F.F.A. activities, as well as many other phases of vocational agriculture. This practice possibly would eliminate overemphasis in some particular phase of vocational agriculture due to the personal interest and desire of the teacher. The number of periods spent teaching the various phases of vocational agriculture beyond the amount of time needed to cover the basic material should be determined by the vocational agriculture instructor in each department with aid and assistance of his vocational agriculture supervisor, representative farmers and agricultural workers in the area and the students themselves.

The author does not propose nor does he advocate to any degree a strict conformity or consolidation of agricultural subject matter taught to the extent of making vocational agriculture vocal or academic instead of vocational. It is the author's sincere opinion that any and all vocational agriculture programs should be based primarily upon the needs of the people in the community where the program is being taught.

It is the opinion of the author that the State Board of Education, or some other source of authority, should require all schools with voca-

tional agriculture departments to provide adequate farm mechanics facilities for the vocational agriculture program.

It is the further opinion that all vocational agriculture programs should have a certain number of periods set up each year for the purpose of actual experience in field work, and that this work should be well planned and be scheduled in advance of the time of implementation.

A further opinion is also advanced that all boys should be allowed to take vocational agriculture provided they can meet the minimum requirements regarding supervised farm training, improvement project activities, and supplementary farm skills before being allowed to earn credit in vocational agriculture and that all prospective students should know what these requirements are before being allowed to enroll in vocational agriculture. The findings of this investigation definitely point up the great importance of guidance and counseling.

RECOMMENDATIONS

On the basis of findings of study the following recommendations are made:

(1) Teachers of vocational agriculture should attempt to provide more individual guidance and counseling for their students.

(2) Teachers of vocational agriculture in Oklahoma should attempt to determine and develop a core of basic information and/or skills which should be a common part of the teaching in all departments located in any section of the state.

(3) Teachers of vocational agriculture should attempt to improve the planning and carrying out of field trips and tours in

order that they may convince administrators of the educational value of such activities.

(4) All departments of vocational agriculture should be provided with adequate farm mechanics facilities and should develop programs of training in the various phases of farm mechanics.

(5) Teachers of vocational agriculture should attempt to make a survey of former students at least every five years in order that they may have a basis for evaluating their local program and to make changes and improvements as they are needed.

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APPENDIX

A. A Survey of Vocational Agriculture Values from Vocational Agriculture Instructors in LeFlore and Latimer Counties.

B. A Survey of Vocational Agriculture Values from Former Students of Vocational Agriculture.

C. A Survey of Vocational Agriculture Values from Administrators of LeFlore and Latimer County Highschools.

February 19, 1960

Dear Vocational Agriculture Teacher:

I am compiling my masters thesis preparatory to receiving my masters degree.

In order to successfully compile the data required it has been suggested by the Agricultural Education Department of Oklahoma State University that it would be valuable to have information from the vocational agriculture teachers pertaining to the questions included.

If you will complete the questionnaire and return it in the self-addressed envelope, it will be a great help to me as well as all vocational agriculture teachers in LeFlore and Latimer Counties. The results of this study should be beneficial to agriculture teachers in composing a course of study that will better fit the needs of agriculture students in our highschools.

Please fill out the questionnaire and mail it at the earliest possible date.

Sincerely yours,

Vocational Agriculture Teacher

"A SURVEY OF VOCATIONAL AGRICULTURE VALUES"

1. What is the approximate number of periods spent in your department each year on the following subjects or experiments?

   Please indicate the number of periods for each year in the space provided.

	Ag. I	Ag. II	Ag. III	Ag. IV
1. Livestock Production ..... (Feeding, diseases, butchering, etc.)	____	____	____	____
2. Plant Production ..... (Soils & Fertilizers, Insects & Disease Control, etc.)	____	____	____	____
3. Farm Economics ..... (Taxation & rents, Finance & Insurance, etc.)	____	____	____	____
4. Farm Management ..... (Marketing, managing labor, Pasture Imp., etc.)	____	____	____	____
5. Skills & Experiences on Field Trips (Treating sick animals, vaccinating, staking ponds, etc.)	____	____	____	____
6. Skills & Experiences in Farm Shop .. (Welding, woodworking, machinery, buildings, etc.).	____	____	____	____
7. Experiences in FFA Activities ..... (Public speaking, parliamentary procedures, etc.)	____	____	____	____
8. Scholarship ..... (Scholarship contests, scholarship lessons, etc.)	____	____	____	____
9. Guidance and career opportunities.. (Career opportunity lessons, Guidance counseling, etc.)	____	____	____	____

II. Which of the following methods of teaching do you feel presented the material in a manner that has proved most valuable to your students?

Please list according to importance.

ANS.	1st	2nd	3rd	4th	5th	6th	7th
	___	___	___	___	___	___	___

A. Classroom lecture.
B. Film strips and movies.
C. Panel discussions.
D. Field trips.
E. Demonstrations and examples.
F. Class supervised study and discussions.
G. Others (Please lits).

III. Which of the following teaching objectives do you feel you have most successfully accomplished?

List according to what you feel was an area of greatest achievement with students.

ANS.	1st	2nd	3rd	4th	5th
	___	___	___	___	___

A. Developed interest in subject matter.
B. Developed goal or an ideal to attain.
C. Developed an understanding of subject matter.
D. Developed proficiency in specific ability.
E. Developed a favorable response or feeling of self satisfaction toward achievement.

IV. Do you as a vocational agriculture teacher feel there is a need for some changes in the subject matter presented and method of presentation in vocational agriculture in your school?

Please comment on your answer.

Subject matter change		Method of presentation change	
A. Yes	____	A. Yes	____
B. No	____	B. No	____

February 23, 1960

Dear Former Student:

Ross Stivers, Vocational Agriculture Teacher in Howe High School, is compiling his masters thesis preparatory to receiving his masters degree.

In order to successfully compile the data required for this thesis, it will be necessary to obtain the opinions of a majority of the former graduates from the highschools of LeFlore and Latimer Counties.

If you will complete the enclosed questionnaire and return it in the enclosed self-addressed envelope, it will be a great help to Ross as well as all the vocational agriculture teachers in LeFlore and Latimer Counties. The results of this study should be beneficial to agriculture teachers in composing a course of study that will better fit the needs of agriculture students in our highschools.

Please fill out the questionnaire and mail it at the earliest possible date.

Sincerely yours,

Vocational Agriculture Teacher

"A SURVEY OF VOCATIONAL AGRICULTURE VALUES"
FOR FORMER STUDENTS OF VOCATIONAL AGRICULTURE.

1. What subject matter or experience which was taught to you while you were a student in vocational agriculture in highschool has helped you most in your present employment? List them according to their importance to you.

EXAMPLE:	1st	2nd	3rd	4th	5th	6th	7th
	5-A	7-B	19-B	21-A	3-C	1-D	4-A

ANS.	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

(A) SUBJECT MATTER TAUGHT IN CLASSROOM

1-A Swine Production Practices
2-A Beef Production Practices
3-A Dairy Production Practices
4-A Poultry Production Practices
5-A Sheep Production Practices
6-A Field Crop Production Practicas
7-A Vegetable Production Practices
8-A Fruit Production Practices
9-A Feeding Livestock
10-A Livestock Diseass & Parasite Control
11-A Crop Disease & Insect Control
12-A Soils & Fertilizers
13-A Farm Management
14-A Marketing
15-A Cooperative Associations
16-A Taxation & Rents
17-A Farm Finance & Insurance
18-A Managing Farm Labor
19-A Farm Drainage
20-A Farm Irrigation
21-A Pasture Improvement
22-A Landscape Gardening
23-A Others (Please list)

(B) SKILLS AND EXPERIENCES LEARNED ON FIELD TRIPS

1-B Judging Swine
2-B Judging Dairy
3-B Judging Beef
4-B Judging Poultry
5-B Judging Sheep
6-B Judging Land
7-B Judging Meats
8-B Judging Crops
9-B Judging Fruits & Veg.
10-B Treating Sick Animals
11-B Dehorning
12-B Branding
13-B Casterating
14-B Vaccinating
15-B Spraying for External Parasites
16-B Butchering
17-B Treating Animals for Internal Parasites
18-B Culling Poultry
19-B Shearing Sheep
20-B Prunning Orchards
21-B Running Terrace Lines
22-B Running Profile Lines
23-B Staking Farm Ponds
24-B Others (Please list)

SKILLS AND EXPERIENCES LEARNED IN FARM SHOP

1-C Welding
2-C Woodwork
3-C Concrete Work
4-C Electricity
5-C Farm Buildings
6-C Farm Machinery, Care & Repair

7-C Farm Safety
8-C Others (Please list)

(D) EXPERIENCES LEARNED IN FFA ACTIVITIES

1-D Public Speaking
2-D Parliamentary Procedure
3-D Citizenship
4-D Member of FFA Committees
5-D Participation in Leadership Training Conferences
6-D Participation in Cooperative Activities
7-D Preparing Exhibits for Fairs and Open House
8-D Television & Radio Programs
9-D Serving as FFA Officer
10-D Owning an FFA Productive Enterprise Project
11-D Scholarship Contests
12-D Guidance
13-D Others (Please list)

II. Which of the preceding studies or experiences do you feel would have helped you more in your present employment had you been given more training and experience in them in vocational agriculture in highschool?

ANS. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

III. Which of the following methods of teaching do you feel presented the material in a manner that has proved most valuable to you? Rank in order, first, second, third, and fourth.

ANS. ☐ ☐ ☐ ☐

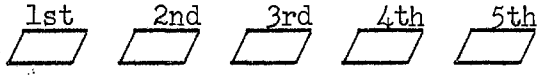
1. Classroom lecture
2. Film strips and movies
3. Field trips
4. Demonstrations & examples
5. Panel discussions
6. Class supervised study & discussions

IV. Of all the subjects which you studied in highschool select five (5) in order of their importance, which you think have helped you most in your present employment. Place number of correct term in answer square.

ANS. ☐ ☐ ☐ ☐ ☐

1. Vocational agriculture
2. Mathematics
3. English
4. History
5. Science
6. Typing
7. Bookkeeping
8. Drivers education
9. Industrial arts
10. Public speaking
11. Physical edu.
12. Geography
13. Biology
14. Chemistry
15. Others (List)

V. What particular things about your vocational agriculture teacher would you evaluate as being of paramount value to you since you left school? Place number of correct term in answer square.

ANS. 

1. Personality	5. Conduct	9. Knowledge of subject
2. Appearance	6. Moral standards	10. Methods of teaching
3. Guidance	7. Ethics	11. Citizenship
4. Attitude	8. Leadership	12. Interest

VI. What particular thing impressed you most about your vocational agriculture program in highschool?

ANS. 

1. Instructor
2. Subject matter taught in classroom
3. Skills and experiences learned on field trips
4. Skills and experiences learned in farm shop
5. Experiences learned in FFA Activities
6. Methods of teaching
7. Related subjects
8. Others (Please list)

VII. Please comment in your own way as to what you feel could have been done in vocational agriculture which would have made the courses more valuable to you. In other words what would you like to have had more of while you were in vocational agriculture in highschool that you feel would have made the program more valuable in relation to your present job?

VIII. Describe your present occupation.

February 19, 1960

Dear Mr. Administrator:

I am compiling my masters thesis preparatory to receiving my masters degree.

In order to successfully compile the data required it has been suggested by the Agricultural Educational Department of Oklahoma State University that it would be valuable to have information from school administrators pertaining to the four questions included.

If you will complete the questionnaire on each of the four questions in the space provided and return it in the enclosed self-addressed envelope, it will be a great help to me as well as all vocational agriculture teachers in LeFlore and Latimer Counties. The results of this study should be beneficial to agriculture teachers in composing a course of study that will better fit the needs of agriculture students in our highschools.

Please fill out the questionnaire and mail it at the earliest possible date.

Sincerely yours,

Vocational Agriculture Teacher

"A SURVEY OF VOCATIONAL AGRICULTURE VALUES FROM ADMINISTRATORS OF LEFLORE AND LATIMER COUNTY HIGHSCHOOLS"

(1) Which of the following phases of vocational agriculture studied in the agriculture department of your school do you as an administrator feel were most helpful to boys who have graduated and are now employed in the field of agriculture or fields related to agriculture?

Please number in order of importance:

____ A. Subject matter taught in classroom.
____ B. Skills and experiences learned in field trips.
____ C. Skills and experiences learned in farm shop.
____ D. Experiences learned in F.F.A. Activities.

(2) Which of the following phases of vocational agriculture do you as an administrator feel were not emphasized enough in the agriculture department of your school, but had they been, would have perhaps better qualified these boys for their present agriculture employment?

Please number in order of importance:

____ A. Subject matter taught in classroom.
____ B. Skills and experiences learned in field trips.
____ C. Skills and experiences learned in farm shop.
____ D. Experiences learned in F.F.A. Activities.

(3) Which of the following methods of teachings do you as an administrator feel would most efficiently present the various phases of vocational agriculture in order to make the learning process more effective?

Please number in order of importance:

____ A. Classroom lecture.
____ B. Film strips and movies.
____ C. Field trips.
____ D. Demonstrations and examples.
____ E. Panel discussions.
____ F. Class supervised study and discussion.

(4) Do you as an administrator feel that there is a need for some changes in the subject matter presented, and method of presentation in vocational agriculture in your school?

Please comment on your answer:

____ A. Yes.
____ B. No.

VITA

Ross Bell Stivers

Candidate for the Degree of

Master of Science

Thesis: AN APPRAISAL AND EVALUATION OF VOCATIONAL AGRICULTURE PROGRAMS IN LEFLORE AND LATIMER COUNTIES.

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Wilburton, Oklahoma, January 4, 1926, a twin son of Emmitt and Sadie Stivers.

Education: Attended grade school at Wilburton, Oklahoma; graduated from Wilburton High School in 1944; attended Eastern Oklahoma Agriculture and Mechanical Junior College 1947-1948; received the Bachelor of Science degree from Oklahoma State University in 1950 with a major in Agricultural Education; completed requirements for the Master of Science degree in 1960.

Experiences: Served in the United States Navy during World War Two in the South Pacific Theater, 1944-1946; taught vocational agriculture in the Howe Public Schools, Howe, Oklahoma 1950-1960.

Member of Baptist Church, Masonic Lodge, American Legion, Oklahoma Vocational Association, National Vocational Association, Oklahoma Education Association, National Education Association, LeFlore County Teachers Association and LeFlore County School Masters Association.

Date of Final Examination: July, 1960