

**A STUDY OF TEACHING LOAD RECOMMENDATIONS OF  
EXPERIENCED OKLAHOMA VOCATIONAL  
AGRICULTURE TEACHERS**

**By**

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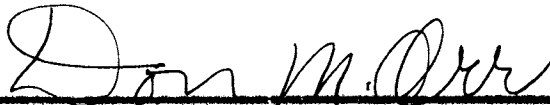
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Thesis Approved:



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C. K. D.

## PREFACE

The writer became interested in vocational agriculture about two years before entering high school in 1935. The influence of such teachers as O. S. Adams, J. L. Maynard, Howard Williams, and Hugh Cloud caused the writer to decide to become a vocational agriculture teacher. The writer's undergraduate study at Oklahoma Agricultural and Mechanical College was interrupted by three and one half years of service in World War II. At least half of this time was spent in a teaching capacity. The writer was privileged to teach agricultural courses one semester (spring, 1946) in the Tokoyo College branch of the Army Educational Program.

From 1947 until he was called back into service in 1950, the writer taught vocational agriculture at Lone Grove, Oklahoma. When he returned from Korea in 1952, the writer decided to return to Oklahoma Agricultural and Mechanical College for graduate study.

During all this time the writer has been interested in effective teaching, especially in the field of vocational agriculture, and increasingly aware of the complex factors that influence the effectiveness of the teaching of vocational agriculture. The writer feels that one of these factors is the teaching load a teacher is asked to carry, both in terms of uses the teacher is expected to make of time and the number of students he is expected to instruct and supervise.

This study is based on the premise that experienced vocational agriculture teachers know: (1) what effective teaching is; (2) how much a teacher can do; and, (3) what he should do for the greatest benefit to his community, the profession, and himself. The writer assumes that the program a teacher actually carries on in a given situation is a compromise in an area bounded by: (1) his opinions concerning what he should do; (2) his personal initiative and effectiveness; (3) the pressures of those who administer his program; and, (4) the community situation with which he is dealing.

It is the purpose of this study to consider only the first of these factors and eliminate the others in so far as this is possible. Therefore this study is based on the opinions of present and former teachers with at least five years experience teaching vocational agriculture.

It is safe to say that a complete list of factors affecting the teaching load may never be compiled and would be too extensive to lend itself to a study of this nature, even if it existed. Therefore the writer has attempted to select a few of the factors which he considers most important for use in this study.

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## CHAPTER I

### INTRODUCTION

"Teaching load" is a term that does not as yet appear in dictionaries. Nevertheless it is a term that often finds its way into teachers' publications and is a part of the vocabulary of teachers. It is commonly used to refer to the sum total of a teacher's accountable professional responsibilities. Included in this realm are such things as classes to be taught, supervisory visits to be made, meetings to be attended, clubs to be sponsored and advised, lessons and teaching material to be prepared, and a host of other duties.

Vocational agriculture teachers are encouraged to participate in an ever growing list of activities. If a teacher tried to enter his students in every show and contest for which they are eligible, he would have little time for the classroom. There are enough agricultural organizations in almost any community to monopolize his talents. He has the job of deciding how much time he can afford to give to each activity.

It is doubtful whether a vocational agriculture teacher at work in his community thinks of what he is doing in terms of carrying a teaching load. But many teachers will agree with Mark Nichols as he summarizes the teaching load problem:

**HELP! This Teacher Overload is Killing Me**

Are vocational agriculture teachers overloaded with work, worry, and responsibility? Every teacher worthy of his hire will answer this

in the affirmative. The demands on time and effort in this field are always greater than a teacher can give. Every teacher is constantly in the position of making decisions as to where he shall devote his time and effort to the greatest good for the greatest number. He has accepted a position as a public servant and the public expects productive returns for the investment made in his services.<sup>1</sup>

Verd Peterson pointed out a need for studies of teaching load when he wrote:

The problem of the use of the agriculture teacher's time in the different phases of his program ought also to be subject to careful study by people who are concerned with the total program in vocational agriculture since this factor is directly related to class time. By the very nature of agricultural learning there is much that has to be done on the farm rather than in the classroom or laboratory. The out-of-school program must also have the time and attention of the agriculture teacher. The amount of time for this phase of his work should not be determined arbitrarily without the understanding that comes out of a careful study of the problem.<sup>2</sup>

The lack of studies directed at determining what the teaching load should be, is mentioned by W. A. Smith in a report, "What Do Studies Show?" He writes:

A considerable amount of attention in the field of organization of personnel, as reviewed here, has been in the ever-present problem of use and distribution of the teacher's time. Even so, only seven studies are included. Since each seems to come up with a picture of existing conditions without establishing any clear-cut remedy for the over-worked teacher the problem still awaits research as to what the teacher's load should be.<sup>3</sup>

The writer feels that there is a sound approach to this problem. There are many factors that tend to influence the size of a teacher's teaching load. They are all inter-related but they may be classified

<sup>1</sup>Mark Nichols, "Help! This Teacher Overload is Killing Me," Agriculture Education Magazine, XXIII (September, 1950), 68.

<sup>2</sup>Verd Peterson, "Length of Period for Vocational Agriculture Classes", Agricultural Education Magazine, XXI (February, 1949) 171-181.

<sup>3</sup>W. A. Smith, "Administration and Supervision", What Do Studies Show? Summaries and Interpretations of Research in Selected Areas of Agricultural Education, (Danville, Illinois, 1952) 45.

as follows:

1. The community situation. The accomplishments that are possible for a vocational agriculture teacher are influenced by the existing circumstances of his school and community, their size, population composition, and wealth, and are beyond his immediate control. He has to work with the people and facilities that are available.
2. The pressures of those who administer his program. A vocational agriculture teacher receives supervision, direction, regulation, instruction, recommendations, advice, and sometimes persuasion from those who administer his program. In addition he receives requests, proposals, and advice from many other quarters. All these have their effect on the kind of a job he does and therefore on his teaching load.
3. The individual volition of the teacher. Such things as his initiative, energy, perseverance, motives, tact, and organizational ability help to determine what he will do in a given situation.
4. The intellect of the teacher. The writer assumes that those who qualify to teach are intelligent, have the capacity to comprehend and diagnose most of the problems they encounter in their work, and arrive at logical solutions. Teachers who have taught a few years should develop a little of the profundity recognized as wisdom. The opinions of such teachers should be especially valuable in a study of teaching load.

Purpose of This Study: To make an analysis of the opinions of experienced vocational agriculture teachers concerning:

1. The desirable number of students per teacher in various phases of a vocational agriculture program.
2. The desirable time allotments to various types of common vocational agriculture teacher activities.
3. The desirability of various activities for vocational agriculture teachers.
4. The effect of selected factors on the ability of a vocational agriculture teacher to carry an adequate teaching load.

Basic Assumptions:

1. There is a minimum, an optimum, and a maximum teaching load that is practical for the employment of a vocational agriculture teacher.
2. Present assignment of responsibilities to vocational agriculture teachers is not necessarily ideal.
3. Vocational agriculture teachers are especially aware of the complex nature of their teaching loads, and are competent to judge how their efforts should be distributed for the greatest effectiveness.
4. Vocational agriculture teachers who have taught a long time are likely to have more valid opinions on teaching load problems.
5. Experienced former vocational agriculture teachers may be less emotionally involved in teaching load problems than teachers who are now teaching. Their opinions on this subject are worthy of careful consideration.
6. The consensus of opinion of a large group is usually more dependable than a random individual opinion.

### Scope and Method of Study:

The questionnaire used in this study appears, along with the letter that accompanied it, in the Appendix of this volume. This questionnaire was developed over a period of a year. First an attempt was made to list all the various activities that are commonly participated in by Oklahoma vocational agriculture teachers. From this list a questionnaire was prepared, aimed at determining the relative importance of these activities in a program of vocational education in agriculture. As this questionnaire went through numerous revisions its character changed until its only purpose was to determine the opinions of teachers concerning selected teaching load factors.

The questionnaire was distributed to one-hundred-fifty-three vocational agriculture teachers in Oklahoma with at least five years experience and twenty-five former Oklahoma teachers with at least five years experience teaching vocational agriculture.

Within one week ninety-one responses, or over 51% of the total sent out, had been returned. The second week brought in only one or two per day. An analysis of returns showed nine former teachers and eighty-five present teachers, of which forty-two had over ten years experience, and forty-three had less than ten years experience. The writer decided to terminate the collection of data when 100 questionnaires were in. This goal was reached during the third week, with ten former teachers, forty-five teachers with five but less than ten years experience, and forty-five teachers with over ten years experience. This represents a 58.8% return on the total sent out, or at least half of all those who met the qualifications as set up.



### Possible Uses of This Study:

It is hoped that this study will be of some use to those who administer vocational agriculture programs. Supervisors, local administrators and other policy makers may find information here that will help them in making their own studies leading to the more effective employment of teachers. It would be unfortunate if this study led to an over-emphasis of the importance of giving every teacher the same size teaching load, without reference to the individual teacher's capacity to get results.

The writer believes that this study will influence his own future planning and help him to avoid over-concentration on some phases of vocational agriculture, to the detriment or elimination of other important phases.

### Limitations of This Study:

The opinions of teachers and former teachers of vocational agriculture included in this study are from a limited geographic area. They represent only a fraction of the population that should be interested in this study. Every taxpayer is an employer of teachers. Should the employee determine his own work load?

If teachers and former teachers did not have emotions they could always give unbiased answers. It may be too much to ask of teachers who have felt the strains and pressures of actual teaching load situations. They are likely, on the one hand, to over-estimate the teaching load that should be carried, as a reflection of their aspirations and ambitions. On the other hand, other teachers will tend to underestimate the teaching load that should be carried as a justification of their own programs or as an effort to counteract the overload that they may

feel that they are carrying. It is hoped that these opposing effects will tend to counteract one another in this study.

Policies concerning various teaching load factors have been handed down in the past. Vocational agriculture teachers have opinions of these policies. Answers to certain questions in the questionnaire are likely to reflect these policies, or to reflect teachers' reactions to these policies. The writer knows of no way to adjust for this effect on the answers given.

There are serious limitations on the number of factors affecting teaching load that can be considered in a study of this nature. Questionnaires that are too long and too detailed may not be answered by busy teachers, yet a short questionnaire cannot consider more than a few of the factors involved in the problem. A middle course was chosen in an attempt to solve this dilemma.

Every one of the seventy-seven answers that each vocational agriculture teacher gave in the questionnaire is related to the other seventy-six answers. Many of these relationships are significant. The time and space limitations of this study preclude a careful analysis of these relationships.

Table 1.

## Teachers and Former Teachers Cooperating in The Study

Teachers with Over Ten Years Experience

	<u>Teacher</u>	<u>Years Experience</u>	<u>Town and County</u>
1.	William E. Brown	30	Grandfield, Tillman
2.	E. D. Brown	28	Sand Springs, Tulsa
3.	Ray O. Baird	27	Ponca City, Kay
4.	Herbert G. Jones	26	Oklahoma City, Oklahoma
5.	J. C. Gilledge	24	Sallisaw, Sequoyah
6.	O. S. Adams	23	Wetumka, Hughes
7.	C. C. Cooper	23	Luther, Oklahoma
8.	C. Leonard Bell	22	Pawnee, Pawnee
9.	Ralph W. Kessel	21	Hennessey, Kingfisher
10.	J. D. Connally	19	Stratford, Garvin
11.	H. C. Kirkpatrick	19	Quinton, Pittsburgh
12.	Otto T. Krause	19	Shawnee, Pottawatomie
13.	Ross Chandler	18	Blackwell, Kay
14.	W. A. Hesser	18	Locust Grove, Mayes
15.	M. J. Robertson	18	El Reno, Canadian
16.	Albert L. Scott	18	Idabel, McCurtain
17.	W. D. Sumner	18	Ames, Major
18.	George W. Ennis	17	Konawa, Seminole
19.	J. L. Maynard	17	Choctaw, Oklahoma
20.	C. G. McMinden	17	Eldorado, Jackson
21.	Lloyd Murdock	17	Hammen, Custer

Table 1. Cont'd.

	<u>Teacher</u>	<u>Years Experience</u>	<u>Town and County</u>
22.	H. K. Rutledge	17	Fairland, Ottawa
23.	Lewis E. Burton	16	Chandler, Lincoln
24.	Arvie A. Haire	16	Moore, Cleveland
25.	Kermit T. Jones	16	Meeker, Lincoln
26.	J. C. Miller	16	Choteau, Mayes
27.	Travis Pylon	16	Seminole, Seminole
28.	W. G. Parker	15	Muskogee, Muskogee
29.	B. P. Prickett	15	Comanche, Stephens
30.	Glyde Quattlebaum	15	Hydro, Caddo
31.	Alvin L. Steward	15	Mannford, Creek
32.	James R. Clegg	14	Geary, Blaine
33.	Jack Harper	14	Cordell, Washita
34.	Robert Massengale	14	Hugo, Choctaw
35.	Herbert C. Trustison	14	Sentinel, Washita
36.	Spudis Widener	14	Perry, Noble
37.	Lee Elgin	13	Chelsea, Rogers
38.	Rodger Howell	13	Kingfisher, Kingfisher
39.	Lillard Brown	11	Spiro, LeFlore
40.	Paul H. Evans	11	Perkins, Payne
41.	Harold R. Miner	11	Vinita, Craig
42.	Gene Beach	10	Muskogee, Muskogee
43.	E. L. Collins	10	Idabel, McGurtain
44.	Keith Hoar	10	Pond Creek, Grant
45.	Bill Stevenson	10	Boswell, Choctaw

Table 1. Cont'd.

Teachers with Five to Nine Years Experience, Inclusive

	<u>Teachers</u>	<u>Years Experience</u>	<u>Town and County</u>
46.	W. W. Bonham	9	Keota, Haskell
47.	Conn Price	9	Okeene, Blaine
48.	Emel W. Renfrow	9	Stigler, Haskell
49.	William H. Brandley	8	Pryor, Hayes
50.	Glyde E. Browers	8	Sand Springs, Tulsa
51.	Leon Duffle	8	Edmond, Oklahoma
52.	Theron E. Jones	8	Tuttle, Grady
53.	Ernest Muncrief	8	Marlow, Stephens
54.	Otis E. Rose	8	Wagoner, Wagoner
55.	Leonard B. Widener	8	Newkirk, Kay
56.	James F. Bost, Jr.	7	Luther, Oklahoma
57.	Glen M. Gardner	7	Haskell, Muskogee
58.	J. A. Hart	7	Westville, Adair
59.	Charles Hathaway	7	Tahlequah, Cherokee
60.	Lewis K. Knight	7	Temple, Cotton
61.	Dwight L. Peck	7	Calvin, Hughes
62.	Norvel E. Pennell	7	Pauls Valley, Garvin
63.	John Sokolosky	7	Wilburton, Latimer
64.	Dale E. Anderson	6	Hobart, Kiowa
65.	Lester Arnold	6	Ringwood, Major
66.	Leo E. Barnes	6	Sulphur, Murray
67.	James V. Coleman	6	Wynnewood, Garvin
68.	Muriys L. Crawford	6	Allen, Pontotoc

Table 1. Cont'd.

	<u>Teacher</u>	<u>Years Experience</u>	<u>Town and County</u>
69.	Elmer L. Forrest, Jr.	6	Maud, Pottawatomie
70.	Warren R. Hanni	6	Davis, Murray
71.	Dyton Matthews	6	Madill, Marshall
72.	Ralph S. Peck	6	Dewey, Washington
73.	Roland P. Ridge	6	Amber, Grady
74.	William R. Stewart	6	Tecumseh, Pottawatomie
75.	Burley Whited	6	Eufala, McIntosh
76.	Frank L. Bartlett	5	Oyril, Caddo
77.	Willard E. Bradley	5	Shattuck, Ellis
78.	E. L. Grabtree	5	Clayton, Pushmataha
79.	Doyle E. Edge	5	Panama, LeFlore
80.	Royce Foley	5	Lindsay, Garvin
81.	E. L. Goodwin	5	Gotebo, Kiowa
82.	Joe W. Holman	5	Paden, Okfuskee
83.	Jimmie T. Lane	5	Maysville, Garvin
84.	Harold L. Jennings	5	Medford, Grant
85.	Herbert W. Mackey	5	Norman, Cleveland
86.	Robert Meisner	5	Guyman, Texas
87.	Marsena M. Norris	5	Skiatook, Tulsa
88.	Milford E. Quimby	5	Vian, Sequoyah
89.	Ted Wilkerson	5	Cooperton, Kiowa
90.	Howard E. Zachary	5	Achille, Bryan

Table 1. Cont'd.

Former Teachers of Vocational Agriculture

	<u>Former Teachers</u>	<u>Years of Vocational Agriculture Teaching</u>	<u>Present Position</u>
91.	G. E. Gaines	28	Insurance Salesman, Watonga, Oklahoma
92.	Charles Hogan	18	Farm Manager, Western State Hospital, Clinton, Oklahoma
93.	Floyd Whisenhunt	17	Ford Implement Dealer, Weatherford, Oklahoma
94.	Harold P. Hutton	15	President, State Board of Agriculture, Oklahoma City
95.	E. H. Foreman	9	Real Estate Agency, Norman, Oklahoma
96.	Glenn Ward	8	Farm Representative, Farmers and Merchants Bank, Tulsa
97.	Francis Tuttle	7	Superintendent of Schools, Gotebo, Oklahoma
98.	Harold Dedrick	7	WKY Farm Department, Oklahoma City, Oklahoma
99.	Thomas W. Glaze	7	Head, Agri. Research Dept. Swift & Co. Chicago, Illinois
100.	A. G. Kirkpatrick	7	Soil Conservation Service Fort Worth, Texas

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## CHAPTER II

### TEACHING LOAD IN TERMS OF NUMBER OF STUDENTS

Teachers and former teachers who took part in this study gave their opinions of the numbers of high school, young farmer, and adult farmer students that would constitute a teaching load under various conditions. The questionnaire used appears in the Appendix. Questions dealing with number of students were scattered throughout the questionnaire, but are assembled in this chapter.

The number of students taught by vocational agriculture instructors should reflect a high level of professional effort. For the best interests of vocational agricultural education and for the welfare of the teachers, the number of students taught should be as large as is consistent with the proper instruction of each student to meet his vocational needs.

High schools vary greatly in size and composition. Any number of rural farm high school students that might arbitrarily be set as a minimum to justify a vocational agriculture program would exclude some schools where the students are individually as worthy of the training as students in other high schools.

The cost of employing a teacher economically dictates the minimum number of students that justifies employing him. There is no question that there must be a policy on the minimum number of students to justify employing a full time vocational agriculture teacher. The crux of the problem is to determine exactly where this minimum should be set.



Table 2. Smallest Number of Rural High School Boys That Would Justify Employing a Full Time Vocational Agriculture Instructor (a)

Group	Mean (b) (Average)	Modal Answers (c)	Range Between Quartiles (d)	Number Answering
Teachers, 10 to 30 years experience	23.0	20	20 to 25	45
Teachers, 5 to 9 years experience	21.8	25	20 to 25	45
Former teachers, 7 to 28 years experience	28.0	30	25 to 30	10
Summaries and Total	23.0	20	20 to 25	100

(a) Paraphrased from question 2. of the questionnaire in the Appendix.

(b) Mean is the sum of the answers divided by the number answering.

(c) Modal answer is the answer most frequently given.

(d) The extremes of an array, after one-fourth of the answers have been removed from the ends, leaving the middle fifty percent of answers.

The former Oklahoma state plans for vocational education provided; "Secondary schools with less than 25 in all-day classes shall not receive reimbursement from Smith-Hughes or George-Barden funds." The existence of that regulation set a precedent which probably tended to influence the opinions of those affected by it. The average, the mode, and the range between quartiles of the answers summarized in Table 2.; were all no more than five students in variance with the former policy. This indicates that the standard was sound or at least received general acceptance by teachers.

As shown in the range between quartiles, at least seventy-five percent of the respondents believed that twenty-five students would be enough to justify a department and seventy-five percent would agree that

<sup>1</sup>State Board of Vocational Education, Oklahoma State Plans for Vocational Education, 1947-1952, (Stillwater, Oklahoma), 39.

less than twenty students would be too few to justify a department.

Former teachers generally agreed that twenty-five to thirty students were needed. Since only ten percent of the respondents were former teachers, their answers had little effect on the summary.

The present state plans say, "Reimbursement from Smith-Hughes and George-Earden funds will be made to secondary schools where an adequate number of students are available for training in all-day classes".<sup>2</sup>

Table 3. Number of Students Considered Ideal in a One-Teacher Department\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	38.7	40	35 to 40	45
Teachers, 5 to 9 years experience	37.8	40	35 to 40	45
Former teachers, 7 to 28 years experience	50.3	60	40 to 60	10
Summaries and Total	39.5	40	35 to 40	100

\*Paraphrased from question 3. of the questionnaire in the Appendix.

What would be an ideal number of vocational agriculture students in a one-teacher department? Certainly it would be more than the minimum to justify a department. The answers of teachers and former teachers to this question are summarized in Table 3.

It is significant that the modal, or most common ideal number of students indicated by former teachers was sixty students, while the

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<sup>2</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education, (Stillwater, Oklahoma, July 1, 1952 to June 30, 1957), 6-7.

greatest number of teachers who are still teaching indicated only forty students as the best size for a one teacher department.

Table 4. Number of Students That Would Constitute a Full-Time Teaching Load if the Teacher Taught Only High School Students\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	38.4	40	30 to 40	44
Teachers, 5 to 9 years experience	42.3	50	35 to 50	45
Former teachers, 7 to 28 years experience	48.4	60	35 to 60	10
Summaries and Total	41.2	40	35 to 50	99

\*Paraphrased from question 15. of the questionnaire in the Appendix.

Table 5. Number of High School Students That Would Constitute a Full-Time Teaching Load for a Teacher with Over Seventy-two Hours of Organized Adult and Young Farmer Instruction per Year\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	30.1	40	25 to 36	44
Teachers, 5 to 9 years experience	32.0	40	25 to 40	45
Former teachers, 7 to 28 years experience	42.1	45	36 to 45	10
Summaries and Total	32.4	40	25 to 40	99

\*Paraphrased from question 16. of the questionnaire in the Appendix.

The number of high school students that is desirable for a vocational agriculture department is influenced by the number of young

farmers and adults that the teacher is teaching. Opinions on the effect of this factor are summarized in Tables 4 and 5.

A teacher who has taught vocational agriculture more than ten years commented, "No program can be justified on all-day students alone". According to the average of the answers tabulated in Table 4 and 5., a teacher without an adult or young farmer program should handle less than nine more high school students than a teacher with over seventy-two hours of organized adult and young farmer instruction per year. The number of adults and young farmers that should be taught are discussed later in this chapter. But even before that part of the program is studied, it becomes evident that teachers will justify the cost of the program best when they are meeting the vocational agricultural education needs of all the various groups in a community, that need this training.

Table 6. Maximum Number of Students That One Vocational Agriculture Teacher Should Be Expected to Teach\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	50.2	50	40 to 60	45
Teachers, 5 to 9 years experience	49.8	40	40 to 60	45
Former teachers, 7 to 28 years experience	60.8	60	50 to 70	10
Summaries and Total	51.1	50	40 to 60	100

\*Paraphrased from question 4. of the questionnaire in the Appendix.

"In order to provide an effective vocational agriculture program, it is recommended that the agriculture teacher's load be limited to

15 students per class and a total of 45 all-day students per day."<sup>3</sup> The recommendation is for about five less students than the average indicated by those who were questioned. Former teachers generally agreed that sixty high school students should be the maximum while present teachers would set the limit at fifty. It is not to be overlooked that the State Department's figure is a recommendation for an effective program while the answers tabulated in Table 6. were for an absolute maximum that one teacher should be expected to teach.

Table 7. Minimum Number of Vocational Agriculture Students Justifying a Two-Teacher Department\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	60.1	60	50 to 70	44
Teachers, 5 to 9 years experience	60.6	60	50 to 65	45
Former teachers 7 to 28 years experience	72.0	70 & 75	60 to 80	10
Summaries and Total	61.5	60	50 to 70	99

\*Paraphrased from question 5. of the questionnaire in the Appendix.

The minimum number of students recommended for a two-teacher department is about ten students higher than the maximum recommended for a one-teacher department. In actual practice this difference can be adjusted by a careful selection of students for a one-teacher department, unless it is felt that there are enough farm students in the

<sup>3</sup> Ibid., p. 6.

school to employ a second teacher.

The intra-quartile range of answers for all the respondents was fifty to seventy students. Probably fifty percent of those questioned could come to an agreement on sixty students as a minimum for a two teacher department if they were called together to set up a policy.

Table 8. Number of Students Considered Most Desirable for a Two-Teacher Vocational Agriculture Department\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	71.8	80	60 to 80	44
Teachers, 5 to 9 years experience	70.8	80	65 to 76	45
Former teachers, 7 to 28 years experience	94.4	80	80 to 120	10
Summaries and Total	73.6	80	60 to 80	99

\*Paraphrased from question 6. of the questionnaire in the Appendix.

As might be expected, the respondents indicated that the most desirable number of students for a two-teacher department, as shown in Table 8., is roughly twice as many students as they considered ideal in a one-teacher department, as summarized in Table 3., page 15. The former teachers believe that two teachers should have from eighty to one-hundred-twenty students while those who are now teaching seem to think that sixty to eighty students would be enough. A possible explanation of this difference of opinion might be that the former teachers view the vocational agriculture program as taxpayers, while present teachers realize that they are recommending a work load for themselves.

Table 9. Maximum Number of Students Considered Allowable in a Two-Teacher Department\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	93.1	100	80 to 100	44
Teachers, 5 to 9 years experience	95.1	100	80 to 100	45
Former teachers, 7 to 28 years experience	117.0	100	100 to 140	10
Summaries and Total	96.4	100	80 to 100	99

\*Paraphrased from question 7. of the questionnaire in the Appendix.

Forty percent of those questioned replied that one hundred students should be the maximum number allowed in a two-teacher department. A comparison of Table 9. to Table 6., page 17, indicates that those questioned did not think that two-teachers working in the same school could handle any more students than they could if they were working in different schools.

On the basis of the answers that have been summarized concerning the number of students for one and two-teacher departments, it should be possible to predict that the opinions of the respondents would have been, had they been asked about the desirable size of a three-teacher department.

They probably would have recommended from eighty to one-hundred-ten as the minimum number of students that could justify a three-teacher department, and from one-hundred-twenty to one-hundred-sixty as the maximum allowable in a three-teacher department. Of course this is just a studied guess, but since Oklahoma has no three-teacher departments,

the answers that might have been received to such questions might have been no more accurate.

Table 10. Number of Students Considered Most Desirable in Individual Vocational Agriculture Class Sections\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Vocational Agri. I (Summary of Answers)	14.3	15	11 to 15	100
Vocational Agri. II (Summary of Answers)	13.1	15	10 to 15	100
Vocational Agri. III (Summary of Answers)	12.0	10	10 to 15	100
Vocational Agri. IV (Summary of Answers)	11.6	10	10 to 12	100

\*Paraphrased from question 1. of the questionnaire in the Appendix.

As previously mentioned the state plans recommend a maximum of fifteen students for individual vocational agriculture sections.<sup>4</sup> However, most of those questioned indicated that fifteen students would be the ideal size for sections in vocational agriculture I and II classes.

The answers received concerning the most desirable section size for vocational agriculture III and IV were difficult to tabulate and interpret. Many teachers indicated that these two classes should be combined into one section and the course content taught in alternate years so that every student would have an opportunity to take both courses. This is a prevalent practice in Oklahoma high schools. A comparison of answers given to this question and answers summarized in

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<sup>4</sup>Ibid., p. 6.



Table 3. indicated that seventy-three percent of those questioned would combine junior and senior students into one section. Seventy percent of the former teachers indicated that juniors and seniors should be taught in separate sections. Table 10. does not give a true picture of the size that those questioned would consider most desirable for junior and senior class sections. The teachers and former teachers questioned used a number of systems of indicating the number of sections that should be taught. A specific question should have been included in the questionnaire to clarify this point.

Table 11. Should Every Vocational Agriculture Department Have an Organized Out-of-School Instructional Program?\*

Type of Answers	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	93.3%	77.8%	90%	86%
"No"	6.7%	17.8%	10%	12%
Omitted	0%	4.4%	0%	2%

\*Question 17. from the questionnaire in the Appendix.

"THE PURPOSE of vocational education in agriculture is to increase proficiency in farming on the part of those now engaged in farming and of prospective farmers." This was set forth by the U. S. Office of Education Bulletin No. 1, which further stated, "The complete program consists of: (1) classes for in-school youth (all-day or day-unit), (2) classes for out-of-school young farmers, and (3) classes for adult farmers".<sup>5</sup> This indicates that an out-of-school instruction program

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<sup>5</sup>Federal Security Agency, Office of Education, Administration of Vocational Education, Education Bulletin No. 1, General Series No. 1, (Washington, D. C., Revised, 1948), 38.

is considered important by the U. S. Office of Education.

The answers summarized in Table 11. show that twelve percent of the respondents thought that there could be circumstances where an out-of-school instructional program might not be desirable. There are communities where it is difficult to interest out-of-school young farmers or adult farmers in an organized instructional program. Some farmers are not interested in changing their methods while others feel that they receive adequate education through radio, periodicals, etc. Probably some of those who answered this question negatively have had difficulty in organizing out-of-school classes. Others who answered "no" may have felt when a teacher has an overload of high school students he may have no time to organize out-of-school groups.

Table 12. In a School Where One Teacher Has All He Can Do to Teach His High School Students, Would It Be Practical to Hire Another Teacher to Provide a Program for Adults and Young Farmers?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	66.7%	57.8%	70%	63%
"No"	28.9%	35.6%	30%	32%
Omitted	4.4%	6.7%	0%	5%

\*Question 18. from the questionnaire in the Appendix.

There is a provision in the Oklahoma state plans to provide for a special teacher for young farmers and adult classes<sup>6</sup> but the plans also recommend:

When more than one teacher of agriculture is employed, a program should be developed to give each instructor a comparable load of class

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<sup>6</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education, 19.

instruction, supervision of farming program, FFA and Young Farmer groups so that effective accomplishment in vocational agricultural education may be achieved.<sup>7</sup>

About two-thirds of those questioned indicated that it would be practical to hire a second teacher, to provide a program for adults and young farmers. Several persons cooperating in this study wrote in comments explaining their answers. A former teacher that responded "no", said, "There is danger in such an arrangement. It would be better to have a two-man department. Keep both teachers closely identified with the public school system". Teachers who answered "yes" commented as follows:

"Both teachers should teach boys and adults."

"A large part of the adult class comes from your association with students in school. Yes, if adults will meet with extra teacher."

"In some cases it might be highly beneficial to the community."

A negative comment was, "The other teacher will soon be the only teacher as far as the adult public is concerned". Apparently sometimes both those who answered "yes" and those who answered "no" had the same viewpoint. There seems to be a general agreement that if a second teacher is hired, he should be hired to take part in all the activities of the department rather than as an exclusive educator for the young farmers and adults of the community. This attitude carries over into the answers of the next question. Seven teachers would not even estimate the number of adults and young farmers that would constitute a full time teaching load for a teacher who might teach these groups only.

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<sup>7</sup>Ibid., p. 6.

Table 13. Number of Adults and Young Farmers That Would Constitute a Full-Time Teaching Load, if a Teacher Taught These Groups Only.\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	44.8	30	30 to 50	44
Teachers, 5 to 9 years experience	41.4	30 & 50	25 to 50	39
Former teachers, 7 to 28 years experience	61.0	30	30 to 60	10
Summaries and Total	45.1	30	30 to 50	93

\*Paraphrased from question 19. of the questionnaire in the Appendix.

The only full-time out-of-school instructional program that Oklahoma vocational agriculture teachers have witnessed is the Veterans' Agricultural Training Program which followed World War II. Class size under this program was limited to twenty-four students per teacher.<sup>8</sup>

Eighty-five percent of those questioned agreed that less than twenty-five students would be too few for a program of this nature. The answers ranged up to as high as two hundred out-of-school students per teacher. As many of the respondents would consent to sixty out-of-school students or over as agreed on thirty as the desirable number. This wide divergence of opinion on this subject must reflect different opinions on the intensity of the training that is desirable for out-of-school groups as well as differences in methods of organization and instruction.

<sup>8</sup>Oklahoma State Board of Vocational Education, Division of Veterans Training, Oklahoma Plan of Operation for the Veterans Agriculture Training Program, 1952-1953, Stillwater, Oklahoma, 12.

Table 14. Number of Members Considered Most Desirable for One Young Farmer Class\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	14.8	10	12 to 18	45
Teachers, 5 to 9 years experience	14.4	15	12 to 15	45
Former teachers, 7 to 28 years experience	24.5	20	15 to 30	10
Summaries and Total	15.8	15	12 to 15	100

\*Paraphrased from question 20. of the questionnaire in the Appendix.

It is the belief of the State Board of Vocational Education that in most cases young farmer classes should not be organized for less than ten students. Approval will be given for smaller classes where the need for training exists and would not be available otherwise.<sup>9</sup>

This recommendation of the State Board of Vocational Education is the only published indication of the opinions of those who administrate the program concerning the desirable number of members for a young farmer class.

There is agreement among experienced teachers on about fifteen members for one class. Former teachers are not in such close agreement, but recommend between fifteen and thirty members per organized young farmer class. A teacher commented, "Large groups do not participate well". None of the teachers indicated over twenty-five students for a young farmer class. It is reasonable to assume that they would rather form more than one class than have a large and unwieldy group.

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<sup>9</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education, 14.

Table 15. Number of Members Considered Most Desirable for One Adult Farmer Class\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	16.0	15	12 to 18	45
Teachers, 5 to 9 years experience	14.6	15	12 to 15	45
Former teachers, 7 to 28 years experience	23.2	20	18 to 20	10
Summaries and Total	16.2	15	12 to 18	100

\*Paraphrased from question 20. of the questionnaire in the Appendix.

The statement in the state plans pertaining to the desirable number for an adult farmer class is:

These classes are open to any adult interested in, or engaged in, agricultural pursuits. While believing that classes should not be conducted for less than ten students, the State Board will approve classes with fewer than ten enrolled where the need for training exists and would not be available otherwise.<sup>10</sup>

Opinions of teachers and former teachers bearing on the proper number of students for adult farmer classes are essentially the same as those expressed concerning young farmer classes.

On all the questions concerning teaching load in terms of numbers of students, former teachers advocated larger numbers of students than did present teachers. Teachers now teaching showed but slight differences in numbers of students considered desirable.

The writer believes that the most significant measure of the answers received is reflected in the range between quartiles. This is the middle ground upon which a majority of those questioned agreed.

<sup>10</sup>Ibid., p. 16.

**Table 16. Summary of Teaching Load Considered Desirable, in Terms of Numbers of Students**

Questions That Were Considered*	Range Between Quartiles
Smallest Number of Rural High School Boys That Would Justify Employing a Full-Time Vo-Ag Instructor.....	20 to 25
Number of High School Students Considered Ideal in a One-Teacher Vocational Agriculture Department.....	35 to 40
Number of Students Constituting a Full-Time Teaching Load if Teacher Taught Only High School Students.....	35 to 50
Number of Vocational Agriculture Students Constituting a Full-Time Teaching Load in a Balanced Program.....	25 to 40
Maximum Number of Vocational Agriculture Students That One Teacher Should Be Expected to Teach.....	40 to 60
Minimum Number of Vocational Agriculture Students Justifying a Two-Teacher Department.....	50 to 70
Number of Students Considered Ideal for a Two-Teacher Vocational Agriculture Department.....	60 to 80
Maximum Number of High School Students Considered Allowable in a Two-Teacher Department.....	80 to 100
Number of Students Considered Most Desirable in a Vocational Agriculture Class Section.....	10 to 15
Number of Adults and Young Farmers Constituting a Teaching Load, if Teacher Taught These Only.....	30 to 50
Number of Members Considered Most Desirable for One Young Farmer Class.....	12 to 15
Number of Members Considered Most Desirable for One Adult Farmer Class.....	12 to 18

\*These questions are paraphrased. See questionnaire in the Appendix.

This chapter has emphasized numbers of students as a factor in teaching load. This is only one measure of teaching load. Other measures will be taken up in subsequent chapters.

## CHAPTER III

### TEACHING LOAD IN TERMS OF TIME REQUIRED FOR TEACHING

Time is a vital element but its value is determined by how it is used. Arthur Kurtz comments:

Did a real fisherman ever fail to find time in which to do his fishing? Does a person who really likes to play golf find it impossible to do so because he has no time? In short, does an individual who really believes in something or really enjoys doing some particular thing fail to do so because of the lack of time? To be sure, some of his activities may be limited because of the demand of a large number of varied obligations; but it is a rare person indeed, who does not get the important things done if he really has a mind to do so.<sup>1</sup>

Getting the important things done is a matter of organization and proper use of time. One of the purposes of this study is to determine the time allotments that it is desirable for a vocational agriculture teacher to make to various activities.

The State Board of Vocational Education will approve a vocational agriculture teaching schedule that satisfies any of the following plans:

Plan A - Two consecutive 60-minute periods of instruction, 5 days per week, for 1 year; and one 60-minute period of instruction, 5 days per week, for the other years.

Plan B - Two consecutive 60-minute periods of instruction, 2 days per week, and one 60-minute period, 3 days per week, for each class, each year.

Plan C - Two consecutive 45-minute periods of instruction per day, 5 days per week, for each class, each year.

Plan D - Sixty minutes of instruction per day, 5 days per week, for each class, each year, provided, that there is in operation a program of systematic group instruction for out-of-school young farmers and for adult farmers for not less than a total of 72 clock-hours during the year.

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<sup>1</sup>Arthur Kurtz, "Finding Time to Teach Adult Classes", Agricultural Education Magazine, XXII (January, 1950), 152.



Plan E - Thirty clock-hours of scheduled class instruction in agriculture during each month for each class.<sup>2</sup>

These plans give high school administrators and vocational agriculture teachers considerable latitude in scheduling vocational agriculture courses. Numerous types of schedules could be approved under "Plan E" alone. However, it is often a difficult administrative problem to reconcile any of these plans except "Plan D" to the schedule of a high school organized on a sixty-minute basis.

Table 17. Length of Classroom Period, in Minutes, Considered Most Desirable for Vocational Agriculture Classes\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	77.2	60	60 to 90	43
Teachers, 5 to 9 years experience	77.8	60	60 to 90	45
Former teachers, 7 to 28 years experience	70.5	60 & 90	60 to 90	10
Summaries and Total	76.8	60	60 to 90	98

\*Paraphrased from question 8. of the questionnaire in the Appendix.

Fifty percent of the teachers and former teachers who gave an opinion of the most desirable length of classroom period for high school vocational agriculture were in favor of sixty-minute periods. Most of the rest favored ninety-minute periods, but a few favored periods of one-hundred-twenty minutes.

<sup>2</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education (Stillwater, Oklahoma, July 1, 1952 to June 30, 1957), 7.

The average given in Table 17, might seem to indicate that the seventy-five minutes class period was popular but it was not mentioned once. Perhaps if this hour and fifteen-minutes period could be tried out it would prove popular. It would represent a compromise between the sixty and ninety-minute periods that have been used in laboratory courses. Half of the seventy-five-minute period could be a compromise between the forty-five and the sixty-minute periods that have commonly been used for high school non-laboratory courses.

Table 18. Is It Desirable to Schedule Double Periods for Shop Work and Field Trips?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	91.1%	93.3%	90%	92%
"No"	8.9%	4.4%	10%	7%
Omitted	0%	2.2%	0%	1%

\*Question 9. from the questionnaire in the Appendix.

Table 19. Number of Double Periods Per Week That It Is Desirable to Schedule for Shop Work and Field Trips\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Vocational Agri. I (Summary of Answers)	1.66	2	1 to 2	95
Vocational Agri. II (Summary of Answers)	1.66	2	1 to 2	95
Vocational Agri. III (Summary of Answers)	1.98	2	1 to 2	95
Vocational Agri. IV (Summary of Answers)	2.10	2	1 to 2	95

\*Paraphrased from question 18. of the questionnaire in the Appendix.

Three of the teachers who answered that it was not desirable to schedule double periods, modified their answers by adding that it would be desirable to schedule them if they were not so difficult to fit into the schedule. If these answers are counted as "yes", ninety-five percent of those questioned were in favor of scheduling some double periods.

An analysis of the individual answers summarized in Table 19. showed that eight percent of the respondents considered it desirable to have five double periods per week for one class. In schools organized on a sixty-minute basis this would meet the requirements of "Plan A". Thirty percent of those questioned thought it desirable to schedule two double periods per week for each class, satisfying the requirements under "Plan B", in schools organized on a sixty minute basis. Four percent of those questioned would desire five double periods per week for all their classes. In schools organized on a forty-five minute basis this would fit "Plan C".

Seven percent of the respondents think it is undesirable to try to schedule double periods. A schedule of this type would require that there be in operation a suitable out-of-school program and that the school be organized on a sixty-minute basis, to qualify under "Plan D".

Eight percent indicated preference for schedules with two double periods per week for some classes and more than two for others. These schedules could be approved under either "Plan B" or "Plan E". Forty-three percent indicated the desirability of some double periods but because of technicalities their preferred schedule could not be approved under any of the existing plans. They would desire to teach an average of six and one half periods per week, per class. Over one third of this group would prefer to schedule one double period per week per class.

Table 20. Number of Minutes a Teacher Should Spend in Preparation for an Average Hour of Class Instruction\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	40.0	30	30 to 45	45
Teachers, 5 to 9 years experience	44.1	30	30 to 60	45
Former teachers, 7 to 28 years experience	36.5	30 & 60	30 to 60	10
Summaries and Total	41.5	30	30 to 60	100

\*Paraphrased from question 10. of the questionnaire in the Appendix.

The experienced teacher has taught most lessons and may have lesson plans that need but little reorganization before each use. He probably knows some subjects so well that he carries his lesson organization in his mind. All the teachers included in this study have taught vocational agriculture more than five years. They all indicated that a teacher should put in some time on preparation for instruction and their average answer was over forty minutes per hour of teaching. Evidently they agree with G. C. Cook, who says:

A contractor would not think of building a structure without first working out some definite plans and blue prints. If this be true of the contractor, it certainly should be true of a teacher, since definite objectives cannot be established without previously being worked out. A person must know where he is going and what he expects to accomplish before entering the classroom.<sup>3</sup>

Inexperienced teachers normally need to spend much more time on program planning, organization of courses, job analysis and lesson planning than more experienced teachers.

<sup>3</sup>Glen Charles Cook, Handbook on Teaching Vocational Agriculture (Danville, Ill., 1938), p. 103.

Table 21. Should a Teacher Schedule Time During School Hours for Individual Conferences with His Students?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	93.3%	91.1%	90%	92%
"No"	6.7%	2.2%	10%	5%
Omitted	0%	6.7%	0%	3%

\*Question 11. from the questionnaire in the Appendix.

Table 22. Minutes per Day During School Hours That a Teacher Should Schedule for Individual Conferences\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	56.5	60	30 to 60	40
Teachers, 5 to 9 years experience	59.1	60	15 to 60	38
Former teachers, 7 to 28 years experience	71.6	60	60 to 60	8
Summaries and Total	59.0	60	30 to 60	86

\*Paraphrased from question 11. of the questionnaire in the Appendix.

Those who answered "no" in Table 21. usually explained that conferences can be held before school, at noon, after school, or during farm visits. One teacher expressed reluctance to interfere with a student's study time.

Nearly forty-five percent of those favoring individual conference periods were in favor of scheduling sixty minutes per day for this purpose. Others indicated thirty minutes, forty-five minutes, and two hours as being desirable for a conference period.

Table 23. Number of Supervised Training Visits Per Year That a Vocational Agriculture Teacher Should Make to Each Student\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	10.9	12	8 to 12	44
Teachers, 5 to 9 years experience	12.3	12	6 to 15	39
Former teachers, 7 to 28 years experience	10.6	12	9 to 12	10
Summaries and Total	11.5	12	8 to 12	93

\*Paraphrased from question 12. of the questionnaire in the Appendix.

There was considerable variation, in the opinions of those questioned, on the number of supervised training visits that a teacher should make to each vocational agriculture student. The most common answers and the average answers indicated that about one visit per month is considered desirable. Seven percent of those questioned failed to answer this question, but they usually indicated that each student is to be given as much supervision as seems necessary. These data are consistent with the recommendation of G. P. Deyoe who writes:

It seems unwise to be too specific with respect to frequency of visitation to the students on their home farms or on the farms where they are employed. Perhaps, a fair approximation is an average of one visit every one or two months, varying in accordance with the needs arising from the program of supervised farming and with the ability of the individual student to cope satisfactorily with situations as they arise in developing the program. Ordinarily, if broad programs of supervised farming are being developed, these visits should be distributed throughout the year rather than be concentrated almost exclusively in the summer months.<sup>4</sup>

<sup>4</sup>George P. Deyoe, Supervised Farming in Vocational Agriculture (Danville, Ill., 1943), p. 341.

Table 24. Length of the Average Supervisory Visit, in Minutes, Considered Most Desirable for Vocational Agriculture Students\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	44.7	30	30 to 60	45
Teachers, 5 to 9 years experience	50.5	30	30 to 60	42
Former teachers, 7 to 28 years experience	45.5	60	30 to 60	10
Summaries and Total	47.3	30	30 to 60	97

\*Paraphrased from question 13. of the questionnaire in the Appendix.

According to the Oklahoma state plans for vocational education:

Schools maintaining departments of vocational agriculture shall arrange the work schedule of the teacher of vocational agriculture so that he will have a reasonable amount of time for supervision of the individual boys in all-day classes. Supervision shall be for the purpose of (1) acquainting the parents of the pupils with the nature and purpose of supervised farming programs, (2) cooperating with the parent and pupil in the selection of individual farming programs, (3) teaching the pupil how to do jobs that are new and different to him, (4) encouraging the pupil, (5) inspecting the work of the pupil and offering suggestions for improvement, (6) directing the pupil in the study and planning of his farming activities.<sup>5</sup>

If this purpose is to be realized it is evident that each supervisory visit must be more than a social call. A visit should justify the time and expense involved by advancing the vocational development of the student visited.

Supervisory visits, according to the respondents, should ordinarily be from thirty to sixty minutes in length. However, the length of any given visit will depend on its purpose and the individual situation.

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<sup>5</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education, 8.

Table 25. Number of Future Farmers of America Chapter Meetings Per Year That It Is Considered Desirable to Schedule\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	20.4	24	15 to 24	45
Teachers, 5 to 9 years experience	18.8	24	15 to 24	45
Former teachers, 7 to 28 years experience	20.3	12	12 to 26	10
Summaries and Total	19.7	24	14 to 24	100

\*Paraphrased from question 14. of the questionnaire in the Appendix.

Table 26. Number of F.F.A. Chapter Meetings Per Year That Should Be Scheduled During School Hours, and the Number That Should Be Held Outside of School Hours\* (Summary of Answers Received)

Meetings Scheduled	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Meetings during school hours	10.6	9	8 to 12	97
Meetings outside school hours	9.2	12	5 to 12	99

\*Paraphrased from question 14. of the questionnaire in the Appendix.

Only three teachers thought it desirable to hold less than twelve F.F.A. meetings per year. Most of those questioned favored either twelve or twenty-four meetings, but fifteen and twenty meetings were favored by over ten percent of those responding.

Individual teachers who considered it desirable to schedule a large number of meetings during school hours tended to favor very few after-school and summer F.F.A. meetings. The characteristics of the community would tend to influence the time when it is most desirable to hold the



majority of these meetings. In areas of poor roads or limited transportation it may be difficult to get good attendance to night and summer meetings, even though the members are interested in attending.

The recommendation of the State Department of Vocational Education on this subject follows:

The local adviser, who is the teacher of vocational agriculture, should spend adequate time in supervising FFA or MFA organizations in order that all pupils will profit from this training.<sup>6</sup>

Table 27. Should a Teacher and Part or All of His Students Ever Leave the Community and Miss a Day of School?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	100%	100%	100%	100%
"No"	0%	0%	0%	0%

\*Question 31. from the questionnaire in the Appendix.

Table 28. Number of School Days Per Year Considered Desirable to Spend on Trips Out of the Community\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	10.7	10	7 to 14	45
Teachers, 5 to 9 years experience	13.1	10	6 to 15	43
Former teachers, 7 to 28 years experience	10.5	10	6 to 15	10
Summaries and Total	11.7	10	7 to 15	98

\*Paraphrased from question 31. of the questionnaire in the Appendix.

<sup>6</sup>Ibid., p. 13.

One-hundred percent of those questioned believe that a teacher and all or part of his students should be permitted to leave the community and miss a day of school for some occasions. This was the only unanimous opinion that was expressed on the questionnaire.

Vocational agriculture teachers normally use trips away from the community to take students to shows, fairs, contests, field days and other educational events. It would be undesirable for any student to participate in all of the events of this type that are available to him. However, most vocational agriculture students would benefit from participation in some of these events.

If a teacher missed twelve school days per school year of thirty-six weeks, he would miss an average of one day every three weeks. Over twenty-five percent of those questioned, indicated that the teacher should miss fifteen or more days per school year. If he missed fifteen school days he would average one day missed in less than two and one half weeks.

When a teacher misses a day of school the students that accompany him miss their classes. The teacher seldom takes all his students with him, and those who are left behind may create an administrative problem during vocational agriculture class periods. A study by C. R. Woods reports:

A great deal of dissatisfaction was shown by administrators in their answers to the question, "Is too much of the pupils time taken up with activities such as fairs, shows, and contests"? Eighty-four (59.2%) believed that too much of the pupils' time was not taken up by such activities; but, on the other hand, 55 (38.7%) answered that it was. This is a rather significant proportion of administrators in disagreement with a major policy of the vocational agriculture program.<sup>7</sup>

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<sup>7</sup>C. R. Wood, A Study of Vocational Agriculture Programs in Oklahoma as Reported by School Administrators, Thesis, 1951, Oklahoma A & M, 51.

Table 29. Length of Young Farmer Class Meetings, in Minutes, Considered Most Desirable\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	109	120	90 to 120	45
Teachers, 5 to 9 years experience	111	120	90 to 120	45
Former teachers, 7 to 28 years experience	88	90	90 to 90	10
Summaries and Total	107	120	90 to 120	100

\*Paraphrased from question 21. of the questionnaire in the Appendix.

The former state plans for vocational education stipulated that the length of young farmer class sessions should be, "Not less than 90 consecutive minutes per meetings".<sup>8</sup> Most teachers agreed on ninety to one-hundred-twenty minutes per class session. Former teachers agreed substantially on the ninety minute class, but the average of their answers was only eighty-eight minutes. Five teachers indicated that young farmer class sessions should be longer than two hours duration.

The present state plans do not stipulate any minimum length for a young farmer class session but they do say, "Young farmer classes meet at any time convenient to both students and instructor not less than 30 clock hours, 15 or more times per year".<sup>9</sup> If a vocational agriculture teacher held only the minimum number of meetings, these meetings would have to average one-hundred-twenty minutes per meeting.

<sup>8</sup>State Board of Vocational Education, Oklahoma State Plans for Vocational Education, 1947-1952, 47.

<sup>9</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education, 14.

Table 30. Number of Young Farmer Class Meetings Per Year Considered Necessary to Maintain Maximum Interest\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	16.4	15	12 to 20	45
Teachers, 5 to 9 years experience	14.7	15	12 to 15	45
Former teachers, 7 to 28 years experience	13.9	10, 12 & 20	10 to 20	10
Summaries and Total	15.4	15	12 to 18	100

\*Paraphrased from question 22. of the questionnaire in the Appendix.

Table 31. Number of Days Between Young Farmer Class Meetings Considered Desirable When Meetings Are Most Frequent\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	10.9	14	7 to 14	45
Teachers, 5 to 9 years experience	12.5	7	7 to 15	45
Former teachers, 7 to 28 years experience	10.8	7 & 15	7 to 15	10
Summaries and Total	11.6	14	7 to 14	100

\*Paraphrased from question 23. of the questionnaire in the Appendix.

Forty-two percent of the respondents indicated that less than fifteen meetings per year would sustain the maximum interest of young farmer classes. Only six percent of the respondents deemed it desirable to schedule class sessions more often than once per week.

The Oklahoma state plans advise "This is dependent upon the seasonal

nature of the course. No minimum number of meetings per month is required; however, the class should meet for a minimum of 15 times per year.<sup>10</sup> This appears to indicate that the state plans call for a minimum number of class sessions higher than nearly half of the teachers and former teachers questioned believe should be held per year.

Table 32. Percent of Young Farmer Class Instruction That Should Be Delegated to Resource Personnel\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	38.2	50	25 to 50	44
Teachers, 5 to 9 years experience	47.5	50	30 to 60	45
Former teachers, 7 to 28 years experience	42.3	50	33 to 50	10
Summaries and Total	42.9	50	25 to 50	99

\*Paraphrased from question 25. of the questionnaire in the Appendix.

Vocational agriculture teachers usually refer to Extension Department specialists, veterinarians, Soil Conservation Service personnel and other agricultural specialists who are asked occasionally to assist in teaching a class, as resource personnel. The vocational agriculture teacher organizes the class and the program and fits willing volunteer specialists into the program.

On this question, teachers who have taught from five to nine years answered that 47.5% of a teacher's organized young farmer class instruc-

<sup>10</sup>Ibid., pp. 14-15.

tion should be delegated to resource personnel, while those with ten to thirty years experience indicate that only 38.2% of this instruction should be so delegated. Former teachers who have taught vocational agriculture from seven to twenty-eight years agreed with the average of the two figures. This shows a slight tendency of less experienced teachers to consider it desirable to call in specialists from various fields to deal with specialized agricultural problems more often than more experienced teachers.

Table 33. Number of Minutes a Teacher Should Use for Preparation of Instruction for an Average Young Farmer Class\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	72.5	60	60 to 120	44
Teachers, 5 to 9 years experience	111.8	60	60 to 150	45
Former teachers, 7 to 28 years experience	114.0	60 & 120	60 to 120	10
Summaries and Total	94.5	60	60 to 120	99

\*Paraphrased from question 24. of the questionnaire in the Appendix.

It was hoped that the respondents would make recommendations of how much time the average teacher should spend on the preparation of instruction for a young farmer class, but the data in Table 33. seem to reflect some self-identification on the part of teachers with over ten years experience. The average of their answers was only 72.5 minutes per class whereas the average of the answers of the other respondents was 112.2 minutes per class. Probably these more experienced teachers do not require more than two-thirds as much time to prepare for

a young farmer class session as the less experienced teacher needs. These data may reflect some self-analysis on the part of those questioned.

**Table 34. Number of Farm Visits Per Year That Should Be Made to a Young Farmer Class Member\***

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	8.9	10	5 to 12	45
Teachers, 5 to 9 years experience	8.5	6	4 to 12	43
Former teachers, 7 to 28 years experience	6.9	4, 6 & 12	4 to 12	10
Summaries and Total	8.6	6	5 to 12	98

\*Paraphrased from question 27. of the questionnaire in the Appendix.

**Table 35. Most Effective Average Length of Farm Visit, in Minutes, to a Young Farmer Class Member\***

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	51.3	60	30 to 60	44
Teachers, 5 to 9 years experience	57.5	30	30 to 60	43
Former teachers, 7 to 28 years experience	49.5	60	30 to 60	10
Summaries and Total	53.8	60	30 to 60	97

\*Paraphrased from question 26. of the questionnaire in the Appendix.

An analysis of Tables 34 and 35. compared to Tables 23. and 24.,

which dealt with the number and length of supervisory visits for high school students of vocational agriculture, shows that the respondents thought teachers should make twenty-six percent fewer supervisory visits per year to each young farmer, but that the average visit should be over twelve percent longer. The state plans say:

Young farmers must participate in at least six months of supervised farm training under the supervision of the vocational agriculture instructor. Such training shall be of the same nature as that of all-day students, and supervision on the part of the teacher will likewise be the same.<sup>11</sup>

Young farmer classes are required to meet only fifteen times per year, while vocational agriculture classes meet one hundred eighty times per year. Therefore those questioned indicated that a much higher proportion of the young farmer instruction should be in the form of supervision on the farm. This is in agreement with Don M. Orr, who says:

It is necessary, however, to do a great amount of individual teaching and counseling of young farmers. They have many personal problems that can not be satisfactorily worked out in a group. Family relations, partnership agreements, securing adequate financial assistance, obtaining the use of land, leaving home and getting a job are types of personal problems that require skillful counseling and guidance. Much of this may be done out on the farm, perhaps in conference with the boy's parents. Of course good teaching and a good attitude on the part of the teacher would cause the young men to feel free to call on the teacher any time for counsel and guidance on farm problems or other types of problems.

Supervised farm practice, which is essential for members of young farmer classes, is not to be limited to projects commonly accepted in high school. A broad and comprehensive program of supervised farm practice for young men already established in farming is relatively simple. It is important to get young men not established in farming launched into full participation in all phases of farm work early in the training program in order to hold their interest. Close individual work and careful long-time planning may be very helpful in taking young men through the steps necessary for them to become established in farming.<sup>12</sup>

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<sup>11</sup>Ibid., p. 15.

<sup>12</sup>Don M. Orr, Characteristics of Good Teaching of Young Farmer Classes, (Mimeograph, Department of Agricultural Education, Oklahoma A & M College, Stillwater, Oklahoma), p. 3.



Table 36. Length of Adult Farmer Class Meeting, in Minutes, Considered Most Desirable\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	108.4	90 & 120	90 to 120	45
Teachers, 5 to 9 years experience	112.0	120	90 to 120	45
Former teachers, 7 to 28 years experience	90.0	90	90 to 90	10
Summaries and Total	102.6	120	90 to 120	100

\*Paraphrased from question .21. of the questionnaire in the Appendix.

Regarding the length of adult class meetings, the former state plans said, "These classes may meet at any time convenient to the members and the teacher for periods of not less than 90 minutes and not less than 15-  
clock hours during the year".<sup>13</sup> Present state plans omit this.

The difference in opinions concerning the ideal length of class sessions raises these questions: What is the attention span of adult farmers in a class session? Do the teachers that advocate two-hour sessions have the same type of instruction in mind as the former teachers who are almost unanimously in favor of ninety-minute periods? There is only thirty minutes difference in the two periods but that is a long time for a farmer to sit in a meeting, if he believes it should be over earlier. Probably the most important consideration is to agree on a definite time for the formal class to convene and end, and to stay strictly within the time limitations as set up.

<sup>13</sup>State Board of Vocational Education, Oklahoma State Plans for Vocational Education, 1947-1952, 49.

Table 37. Number of Adult Farmer Class Meetings Per Year Considered Necessary to Maintain Maximum Interest\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	14.3	12	12 to 15	45
Teachers, 5 to 9 years experience	13.8	12	10 to 15	45
Former teachers, 7 to 28 years experience	10.1	10	10 to 11	10
Summaries and Total	13.6	12	12 to 15	100

\*Paraphrased from question 22. of the questionnaire in the Appendix.

Table 38. Number of Days Between Adult Farmer Class Meetings Considered Desirable When Meetings Are Most Frequent\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	11.2	14	7 to 14	45
Teachers, 5 to 9 years experience	12.1	7	7 to 15	45
Former teachers, 7 to 28 years experience	11.1	7	7 to 15	10
Summaries and Total	11.6	14	7 to 14	100

\*Paraphrased from question 23. of the questionnaire in the Appendix.

Of the respondents, only one former teacher indicated the desirability of less than ten meetings per year. This is in agreement with the minimum set by the state plans which say:

No minimum number of meetings per week or per month is required; however, a minimum of 10 meetings should be held during the year. The unit or

enterprise being taught will determine the time of year classes should be held as well as the number of meetings.<sup>14</sup>

Ninety-four percent of those questioned believed the most frequent meetings of adult farmer classes should be scheduled no more often than once per week.

Table 39. Percent of Adult Farmer Class Instruction That Should Be Delegated to Resource Personnel\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	41.4	50	25 to 50	44
Teachers, 5 to 9 years experience	51.2	50	30 to 75	45
Former teachers, 7 to 28 years experience	48.3	50 & 60	33 to 60	10
Summaries and Total	46.5	50	25 to 60	99

\*Paraphrased from question 25. of the questionnaire in the Appendix.

The Average of the respondents' answers indicates that they think vocational agriculture teachers should delegate less than four percent more of adult class instruction than young farmer instruction to resource personnel. It is the general consensus of opinion of all groups that somewhere between twenty-five and sixty percent of all out-of-school instruction should be delegated to agricultural specialists and other resource personnel. Teachers with five to nine years experience indicated that about ten percent more instruction should be delegated to resource personnel than was indicated by the teachers who had taught over ten years.

<sup>14</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education, 16.

Table 40. Number of Minutes a Teacher Should Require for Preparation of Instruction for an Average Adult Farmer Class\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	91.4	60	60 to 120	44
Teachers, 5 to 9 years experience	115.3	60	60 to 150	45
Former teachers, 7 to 28 years experience	123.0	60	60 to 120	10
Summaries and Total	106.4	60	60 to 120	99

\*Paraphrased from question 24. of the questionnaire in the Appendix.

The extreme range of answers dealing with the amount of time needed to prepare instruction for an adult class was fifteen to three-hundred-sixty minutes. It is unlikely that there is this wide a range in the efficiency of the teachers questioned. This wide range of answers must be reflected in the quality of instruction that different teachers would recommend for adult classes. Ekstrom and McGlelland say, "A written teaching plan or guide sheet is justifiable if it accomplishes no other purpose than that of requiring the teacher to make an extensive and systematic plan for each lesson of his adult course."<sup>15</sup> It would take a genius to write a really good teaching plan for the average adult farmer class meeting in fifteen minutes. Even if the class is to be turned over to an agricultural specialist the responsible teacher would hardly be able to talk over the material to be covered with the visitor in this short time.

<sup>15</sup>George F. Ekstrom and John E. McGlelland, Adult Education in Vocational Agriculture, (Danville, Illinois, 1952), p. 83.

**Table 41. Number of Farm Visits Per Year That Should Be Made to an Adult Farmer Class Member\***

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	7.9	6	4 to 10	45
Teachers, 5 to 9 years, experience	7.3	6	3 to 10	43
Former teachers, 7 to 28 years experience	6.1	4 & 6	4 to 8	10
Summaries and Total	7.5	6	4 to 10	98

\*Paraphrased from question 27. of the questionnaire in the Appendix.

**Table 42: Most Effective Average Length of Farm Visit, in Minutes to an Adult Farmer Class Member\***

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	51.6	60	30 to 60	45
Teachers, 5 to 9 years experience	54.1	30	30 to 60	43
Former teachers, 7 to 28 years experience	50.5	60	30 to 60	10
Summaries and Total	52.6	60	30 to 60	98

\*Paraphrased from question 26. of the questionnaire in the Appendix.

The state plans make provision for supervision of adult farming programs as follows:

Two types of supervised farm training are generally recognized in adult farmer classes:

(a) Improved practices

Each member of an adult farmer class shall carry on improved practices for a period of at least six months. These practices should consist of farming procedures in advance of the normal practices of the community. They may have been developed by the more successful farmers or may have resulted from the work of experiment stations or class discussion and analysis.

(b) Other supervised practices

Supervised farm training not definitely related to the group instruction of the adult farmer class may be carried on under the supervision of the vocational agriculture teacher as a part of an individual farm training instruction program.

In making up the schedule of the vocational agriculture teacher, adequate time should be allowed for supervision of adult farmer programs along with all-day and young farmer groups.<sup>16</sup>

Most of the respondents indicated that vocational agriculture teachers could give sufficient supervision to their adult farmer class members by making four to ten farm visits of from thirty to sixty minutes to each adult farmer class member. Those replying indicated that almost one-seventh as much time should be spent on individual instruction of each adult class member as they thought should be spent in adult class sessions.

Table 43. summarizes the respondents' teaching-time recommendations that have been presented in this chapter. Only the range between quartiles for each question is given. The range between quartiles is the variation in the answers given by those respondents representing the middle fifty percent of an array of all the respondents. Three-fourths of those questioned gave an answer that was at least as high as the first number in the range, and three-fourths gave an answer that was as low as the last number in the range.

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<sup>16</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education, 16-17.

Table 43. Summary of Teaching Load Considered Desirable, in Terms of Time Required for Teaching.

Questions That Were Considered*	Range Between Quartiles
Length of Classroom Period, in Minutes, Considered Most Desirable for Vocational Agriculture Classes.....	60 to 90
Number of Double Periods Per Week That It Is Desirable to Schedule for Shop Work and Field Trips.....	1 to 2
Number of Minutes a Teacher Should Spend in Preparation for an Average Hour of Class Instruction.....	30 to 60
Minutes per Day During School Hours That a Teacher Should Schedule for Individual Conferences.....	30 to 60
Number of Supervised Training Visits Per Year That a Vocational Agriculture Teacher Should Make to Each Student...	8 to 12
Length of the Average Supervisory Visit, in Minutes, Considered Most Desirable for Vocational Agri. Students.....	30 to 60
Number of Future Farmers of America Meetings Per Year That It Is Considered Desirable to Schedule.....	14 to 24
Number of F.F.A. Meetings Per Year That Should Be Scheduled During School Hours.....	8 to 12
Number of F.F.A. Meetings Per Year That Should Be Scheduled Outside of School Hours.....	5 to 12
Number of School Days Per Year Considered Desirable to Spend on Trips Out of the Community.....	7 to 15
Length of Young Farmer Class Meetings, in Minutes Considered Most Desirable.....	90 to 120
Number of Young Farmer Class Meetings Per Year Considered Necessary to Maintain Maximum Interest.....	12 to 18
Number of Days Between Young Farmer Class Meetings Considered Desirable When Meetings Are Most Frequent.....	7 to 14
Percent of Young Farmer Class Instruction That Should Be Delegated to Resource Personnel.....	25 to 50
Number of Minutes a Teacher Should Require for Preparation of Instruction for an Average Young Farmer Class.....	60 to 120

\*These questions are paraphrased. See questionnaire in the Appendix.

Table 43. (cont'd)

Questions That Were Considered*	Range Between Quartiles
Number of Farm Visits per Year That Should Be Made to a Young Farmer Class Member.....	5 to 12
Most Effective Average Length of Farm Visit, in Minutes, to a Young Farmer Class Member.....	30 to 60
Length of Adult Farmer Class Meeting, in Minutes, Considered Most Desirable.....	90 to 120
Number of Adult Farmer Class Meetings Per Year Considered Necessary to Maintain Maximum Interest.....	12 to 15
Number of Days Between Adult Farmer Class Meetings Considered Desirable When Meetings Are Most Frequent.....	7 to 14
Percent of Adult Farmer Class Instruction That Should Be Delegated to Resource Personnel.....	25 to 50
Number of Minutes a Teacher Should Require for Preparation of Instruction for an Average Adult Farmer Class.....	60 to 120
Number of Farm Visits Per Year That Should Be Made to an Adult Farmer Class Member.....	4 to 10
Most Effective Average Length of Farm Visit, in Minutes, to an Adult Farmer Class Member.....	30 to 60

\*These questions are paraphrased. See questionnaire in the Appendix.

The nation-wide movement for economy demands that teachers everywhere give an account of the use of their time. Teachers of vocational agriculture must account for time spent outside as well as inside the classroom. One of the first considerations in time accounting involves an analysis of the time budgeted to the various activities of the teacher's job. While the important consideration is not how long but how well one works, tradition demands that a reasonable number of hours per day be spent on the job.<sup>17</sup>

The foregoing statement was written two decades ago but it is still pertinent.

<sup>17</sup>Roy W. Roberts, "How Vocational Agriculture Teachers in Arkansas Use Their Time", Agricultural Education Magazine, XVI (May, 1934), 164.



## CHAPTER IV

### TEACHING LOAD IN TERMS OF THE TEACHER'S RESPONSIBILITY TO THE SCHOOL, THE COMMUNITY, THE PROFESSION AND HIMSELF

The paramount responsibility of a vocational agriculture teacher is to organize and carry through an educational program that will increase the farming proficiency of the farmers and prospective farmers in his community. However, vocational agriculture teachers have certain obligations and responsibilities arising from the fact that they are professional men. As educators and members of the school faculty, they are expected to advance the total school program and education in general. As trained agriculturalists, they are expected to promote actively the agricultural affairs of the community. As professional men, they are expected to keep abreast of the latest developments in education and agriculture, and to be well informed on many other subjects. And because they are professional members of a community, they are usually expected to be active in the civic and cultural affairs of the community.

The data presented in this chapter cover only a few of the various activities that may consume some of the time of a vocational agriculture teacher, and therefore influence the size of teaching load that he can carry. Some of the activities studied border on the personal life of the teacher, but no attempt has been made to determine how much time he should spend on his personal home life, avocations, etc., although it is generally accepted that these are important factors affecting his professional efficiency.

Table 44. Should a Vocational Agriculture Teacher Be Required to Share School Duties, Such as Playground Supervision, Hall Duty, Etc.?"

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	60.0%	73.3%	60%	66%
"No"	37.8%	26.7%	40%	33%
Omitted	2.2%	0%	0%	1%

\*Question 29 from the questionnaire in the Appendix.

Two-thirds of the respondents were of the opinion that a vocational agriculture teacher should share some school duties such as hall duty and playground supervision with the other teachers on the faculty.

Glen Charles Cook writes:

An agricultural instructor must be willing to cooperate with the school officials at all times. He should realize that he is a part of that school system and that he must uphold the policies of the school. A school depends not only on its administrators, but also upon all of the teachers in the system. Like a chain, a school system is no stronger than its weakest link. Every teacher forms a link in the school; consequently, the system cannot be its strongest without every teacher cooperating and doing his part to help construct, build, and maintain a strong school program. The agricultural instructor has the opportunity to render a fine service to his superintendent and principal in this respect. He may help at registration time for students, help organize the high school curricula and assist with many other activities.<sup>1</sup>

Some of those who indicated that they did not believe a vocational agriculture teacher should be required to share school duties such as playground supervision and hall duty wrote in reasons, as follows:

"No, If he is doing a good job his hours are long enough."

"No, In the interest of good relations he should volunteer whenever possible."

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<sup>1</sup>Glen Charles Cook, Handbook on Teaching Vocational Agriculture (Danville, Illinois, 1938), pp. 24-25.

Table 45. Percent of Teachers Considering It Reasonable to Expect a Vocational Agriculture Teacher to Sponsor Various Organizations\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
4-H Club	2.2%	11.1%	50%	11%
Hobby Club	8.9%	0%	30%	7%
Social Club	11.1%	2.2%	10%	7%
Boy Scouts	15.6%	4.4%	20%	11%
Freshman Class	53.3%	64.4%	50%	58%
Sophomore Class	48.9%	51.1%	40%	49%
Junior Class	28.9%	28.9%	30%	29%
Senior Class	28.9%	20.0%	10%	23%
None of Above	35.6%	20.0%	30%	28%

\*Paraphrased from question 30 of the questionnaire in the Appendix.

Seventy-two percent of the respondents considered it reasonable to expect a vocational agriculture teacher to sponsor one or more of the organizations listed. Over ninety percent of those who favored such sponsorship considered it reasonable to expect him to sponsor a high school class. Of those who thought he could be expected to sponsor a class ninety percent indicated the freshman class, seventy percent indicated the sophomore class, forty-six percent indicated the junior class, and only thirty-seven percent indicated the senior class.

Half of the former teachers indicated that it would be reasonable to expect a vocational agriculture teacher to sponsor a 4-H Club. Possibly they tend to discount the competition between the 4-H Club and F.F.A., now that they can look at it from a different prespective. Few of those now teaching thought sponsoring the 4-H Club would be desirable.

Table 46. Should a Vocational Agriculture Teacher Accept Responsible Positions in Non-Agricultural Teachers' Organizations?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	95.6%	84.4%	90%	90%
"No"	4.4%	13.3%	10%	9%
Omitted	0%	2.2%	0%	1%

\*Question 34. from the Questionnaire in the Appendix.

Table 47. Number of Hours Per Week That It Is Considered Desirable to Spend on Non-Agricultural Teachers' Organizations\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Numbers Answering
Teachers, 10 to 30 years experience	1.4	1	1/2 to 2	36
Teachers, 5 to 9 years experience	1.3	1	1/2 to 2	41
Former teachers, 7 to 28 years experience	.9	1	1/4 to 1	8
Summaries and Total	1.3	1	1/2 to 2	85

\*Paraphrased from question 34. of the questionnaire in the Appendix.

The term "non-agricultural" was used to distinguish between vocational agriculture teachers' organizations and teachers' organizations such as county teachers' associations, O.E.A. and N.E.A.

Ninety percent of those questioned thought a teacher should accept responsible positions in teachers' organizations. Only eighty-five percent would estimate how much time a vocational agriculture teacher should devote to these organizations. Slightly over one hour per week was the average of the answers given.

Table 48. Should a Vocational Agriculture Teacher Assume Positions of Responsibility in Agricultural Organizations?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	100%	97.8%	90%	98%
"No"	0%	2.2%	10%	2%

\*Paraphrased from question 32. of the questionnaire in the Appendix.

Table 49. Number of Hours Per Week That It Is Considered Desirable to Spend on Agricultural Organizations\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	3.0	2	2 to 3	41
Teachers, 5 to 9 years experience	3.1	2	2 to 4	41
Former teachers, 7 to 28 years experience	2.1	2	1 to 3	9
Summaries and Total	3.0	2	2 to 3	91

\*Paraphrased from question 32. of the questionnaire in the Appendix.

The training of a vocational agriculture teacher makes him valuable for positions of responsibility and leadership in agricultural organizations. These organizations in many communities could monopolize his time unless he places a reasonable limit on his participation in them.

Ninety-eight percent of the respondents thought a vocational agriculture teacher should serve on committees or assume positions of responsibility in agricultural organizations. Three hours per week was the average amount of time specified by the ninety-one percent of those questioned who chose to make a recommendation.

**Table 50. Should a Vocational Agriculture Teacher Perform Personal Services of a Non-Instructional Nature in His Community?\***

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	77.8%	86.7%	60%	80%
"No"	15.5%	13.3%	20%	15%
Omitted	6.7%	0%	20%	5%

\*Interpreted from question 28. of the questionnaire in the Appendix.

This question appeared in the questionnaire as, "28. How much time per average week should a teacher spend on personal services of a non-instructional nature in his community? \_\_\_\_\_ hours per day." Obviously this was a misleading question for those respondents who did not notice the error. Some respondents crossed out either week or day, but most of them inserted a figure ranging from one-half to twelve hours with no separation in the array to indicate whether their answers were intended to mean two hours per week or two hours per day.

The writer assumed that all those who made an estimation of the time that should be devoted to the performance of personal services of a non-instructional nature thought that a vocational agriculture teacher should perform such personal services. It is further assumed that those who answered "no" or "none" were opposed to personal services and those who left their question blank were undecided. On this basis, eighty percent of the respondents considered it proper for a vocational agriculture teacher to perform some personal service of a non-instructional nature. Some teacher comments were:

"Though criticized, it is a tremendous factor for teacher staying power."

"There is no better way for teacher to sell himself to the community."

"As little as possible."

Table 51. Should a Teacher Assume Responsible Positions in Civic Clubs and Civic Drives?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	100%	97.8%	90%	98%
"No"	0%	2.2%	10%	2%

\*Question 33. from the questionnaire in the Appendix.

Table 52. Number of Hours Per Week That It Is Considered Desirable to Spend on Civic Activities\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	2.2	1 & 2	1 to 3	40
Teachers, 5 to 9 years experience	2.1	2	1 to 2	41
Former teachers, 7 to 28 years experience	1.9	2	1 to 2	8
Summaries and Total	2.1	2	1 to 3	89

\*Paraphrased from question 33. of the questionnaire in the Appendix.

Ninety-eight percent of the respondents said it would be desirable for a teacher to assume responsible positions in civic clubs and civic drives. The amount of time indicated as being desirable by those who answered this part of the question varied from one-half to eight hours per week.

Those who answered "no" were emphatic in answering:

"If you have to, to keep peace in the community."

"While this is admirable we must not lose sight of the major justification of a teacher of vocational agriculture."

A former teacher who did not return a questionnaire made the following comment that might apply to any of the questions considered thus far in this chapter:

"It is my feeling that the profession will suffer considerably if the outside activities are promoted to the exclusion of high school activities. Farm communities are willing to make genuine financial sacrifices to provide educational opportunity for the high school youth. I am not so sure that they are willing to dig up tax money for a lot of outside activities."

Table 53. Number of Hours Per Week That Should Be Spent Engaged in Church Activities\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	3.0	2 & 3	2 to 4	41
Teachers, 5 to 9 years experience	3.5	2	2 to 4	43
Former teachers, 7 to 28 years experience	2.2	1 & 2	1 to 4	8
Summaries and Total	3.1	2	2 to 4	92

\*Paraphrased from question 35. of the questionnaire in the Appendix.

Ninety-two percent of those questioned indicated that teachers should spend some time engaged in church activities. Seven teachers and former teachers declined to give specific answers. One teacher indicated that a teacher should not spend time on church activities. Thirty-one percent of the respondents thought a teacher should spend four or more hours per week on church activities. Some comments were:

"His personal interest and no other."

"All the hours he can possible get in."

"I personally deem this highly important - especially to my profession."

"Teacher should not be compelled to work with church activities."



Table 54. Number of Weeks of Vacation That Should Be Granted Per Year\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	2.1	2	2 to 2	45
Teachers, 5 to 9 years experience	2.2	2	2 to 2	45
Former teachers, 7 to 28 years experience	2.2	2	2 to 2	10
Summaries and Total	2.2	2	2 to 2	100

\*Paraphrased from question 37. of the questionnaire in the Appendix.

The respondents were in substantial agreement with the state plans, which say, "Teachers are entitled to not more than two weeks summer vacation. Such vacation must be approved by the local school authorities and by the State Supervisor of Vocational Agriculture."<sup>2</sup>

The recommendation from the Federal Security Agency is:

A leave of absence of not more than four weeks during the calendar year should be used either for vacation or for training purposes and vacation. This should make it possible for teachers to take advantage of a special summer session and summer conferences.<sup>3</sup>

Some of the comments received on the questionnaire were:

"Two weeks, if experience is less than three years."

"Should be similar to industry - 2 weeks up to 15 years service - over 15 years, 3 weeks annual vacation."

"I don't take a legal two weeks vacation. I figure I waste two weeks in twelve months time."

<sup>2</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education (Stillwater, Oklahoma, July 1, 1952 to June 30, 1957), 19.

<sup>3</sup>Federal Security Agency, Office of Education, Administration of Vocational Education, Education Bulletin No. 1, General Series No. 1, (Washington D. C., Revised, 1948), 42.

Table 55. Should All Vocational Agriculture Teachers Be Required to Take Additional College Training Occasionally?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	95.6%	95.6%	90%	95%
"No"	4.4%	4.4%	10%	5%

\*Question 36. from the questionnaire in the Appendix.

Table 56. Number of Semester Hours That Should Be Required Per Five Years of Teaching Vocational Agriculture\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	3.3	3	3 to 4	43
Teachers, 5 to 9 years experience	3.5	3	3 to 5	45
Former teachers, 7 to 28 years experience	6.6	5	5 to 9	9
Summaries and Total	3.7	3	3 to 5	97

\*Paraphrased from question 36. of the questionnaire in the Appendix.

Ninety-five percent of the respondents thought a vocational agriculture teacher should be required to take additional college training occasionally. Only five percent of those questioned thought he should be required to earn more than five semester hours of credit per five years of teaching. Thirteen percent of the respondents indicated that he should be required to earn less than three hours credit each five years.

Vocational agriculture teaching certificates in Oklahoma are temporary and are issued on a five year basis. The state plans stipulate that in order to renew a Standard Vocational Agriculture Certificate:

Teachers of vocational agriculture shall complete three (3) semester hours of graduate credit in professional and/or technical courses since the date the last certificate was issued. Such credit shall be from a land-grant college or from an institution approved for training teachers of vocational agriculture.<sup>4</sup>

Former vocational agriculture teachers indicate by their average of answers that a teacher should be required to complete over six semester hours of college credit per five years of teaching.

Table 57. Number of Weeks of Leave Per Year That Should Be Granted for Professional Improvement\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	3.0	3	3 to 3	45
Teachers, 5 to 9 years experience	3.6	3	3 to 4	45
Former teachers, 7 to 28 years experience	2.2	1	1 to 3	9
Summaries and Total	3.2	3	3 to 4	99

\*Paraphrased from question 37. of the questionnaire in the Appendix.

The answers of former vocational agriculture teachers seem contradictory on the subject of professional improvement. They set the highest requirements of any group for the amount of college training teachers should be required to take, then indicated the least amount of time to be allowed for professional improvement.

The average of the answers of the respondents indicates that at least three weeks should be allowed per year for professional improvement.

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<sup>4</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education, 19.

The state plans say:

In lieu of this two weeks' vacation, three weeks may be allowed for professional improvement in agricultural education or technical agriculture, if requested by the local school authorities and approved by the State Supervisor of Vocational Agriculture.<sup>5</sup>

One teacher suggested on the questionnaire that the rule be, "Three weeks per year and can be accumulated". He did not indicate how long it might be allowed to accumulate.

Table 58. Maximum Number of Weeks per Year That Should Be Granted for Both Vacation and Professional Improvement\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	4.1	3	3 to 5	43
Teachers, 5 to 9 years experience	4.3	3	3 to 5	44
Former teachers, 7 to 28 years experience	4.2	3	3 to 6	9
Summaries and Total	4.2	3	3 to 5	96

\*Paraphrased from question 37. of the questionnaire in the Appendix.

Fifty-eight percent of the respondents indicated that it would be desirable to allow more time for combined vacation and professional improvement than is now allowed in Oklahoma. The average answer for every group questioned indicated that at least four weeks combined vacation and professional improvement time per year should be approved. The most common combination of responses indicated that vacation should be one week when a teacher takes three weeks for professional improvement.

<sup>5</sup>Ibid., p. 19.

Table 59. Should a Full-Time Teacher Be Permitted to Have an Income-Producing Side Line?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	93.3%	100%	90%	96%
"No"	6.7%	0%	10%	4%

\*Question 38. from the questionnaire in the Appendix.

Table 60. Could Such a Side Line Improve His Professional Worth to the Community?\*

Type of Answer	10 to 30 Years Experience	5 to 9 Years Experience	Former Teachers	Summary of Answers
"Yes"	88.9%	95.6%	90%	92%
"No"	6.7%	0%	10%	4%
Omit	4.4%	4.4%	0%	4%

\*Question 38. from the questionnaire in the Appendix.

Ninety-six percent of the respondents said a teacher should be permitted to have an income-producing side line. However, only ninety-two percent thought that such a side line could improve his professional worth to the community.

Comments concerning whether or not side lines should be permitted were:

"Bankers, doctors, lawyers do and no one Gripes."

If not, "I wonder how it is expected that the ex-teacher will make a living after age 40 or 45."

"His energies should be directed exclusively to the job for which he was hired."

"Otherwise he would be fishing or play pool."

"As long as he can do his job it is O.K."

Comments concerning whether or not side lines could improve a teacher's professional worth were:

"Yes, if agricultural."

"This appears to me to be an excuse rather than real justification of the side line."

"Agricultural enterprise only."

Table 61. Maximum Percentage of Vocational Agriculture Teacher's Time to Be Spent on All Income-Producing Side Lines\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	10.4	10	5 to 10	39
Teachers, 5 to 9 years experience	14.2	10	10 to 20	43
Former teachers, 7 to 28 years experience	9.2	10	5 to 16	9
Summaries and Total	12.1	10	10 to 15	91

\*Paraphrased from question 38. of the questionnaire in the Appendix.

There was considerable variation in the respondents' opinions of what percent of his time a teacher should spend on income-producing side lines. It might have been better to ask this question on the basis of hours per week, but the seasonal nature of many side lines would make this difficult to answer.

The most common answer was that he should not spend over ten percent of his time on income-producing side lines. Some comments were:

"After school hours - when not busy."

"As long as he can do his job, all the time he wants."

"Most time thus spent is not considered a part of the working day."

"This is usually after dark and before daylight."

"As much time as he wants after 40 hours per week."

Harold R. Cushman, in an unpublished doctor's dissertation expressed this opinion:

Teachers who supplemented their income with non-school employment such as operating a farm, building houses, etc., seldom conducted young farmer programs. Voluntary cessation of such work or the employment of a new teacher appeared to be the only solutions found in Vermont.<sup>6</sup>

Table 62. Maximum Percentage of Vocational Agriculture Teacher's Total Income to Be Permitted to Come from Income-Producing Sidelines\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teacher, 10 to 30 years experience	22.6	20	15 to 50	30
Teachers, 5 to 9 years experience	27.7	10	10 to 50	28
Former teachers, 7 to 28 years experience	32.0	25 & 50	25 to 50	5
Summaries and Total	25.6	10	10 to 50	63

\*Paraphrased from question 38. of the questionnaire in the Appendix.

The respondents showed a greater reluctance to answering this question than any other question in the questionnaire. Of the sixty-three percent who did answer it, the average indicated that a teacher might be allowed to make as much as one-fourth of his income from side lines.

<sup>6</sup>Harold R. Cushman, "What's Hindering the Development of the Young Farmer Program" (Unpublished Doctor's Dissertation, Cornell University, 1951), Agricultural Education Magazine, XXV (November, 1952), 100.

Table 63. Summary of Teaching Load Considered Desirable, in Terms of the Teacher's Responsibility to the School, the Community, the Profession, and Himself\*

Questions That Were Considered*	Range Between Quartiles
Number of Hours Per Week That It Is Considered Desirable to Spend on Non-Agricultural Teacher's Organization.....	1/2 to 2
Number of Hours Per Week That It Is Considered Desirable to Spend on Agricultural Organizations.....	2 to 3
Number of Hours Per Week That It Is Considered Desirable to Spend on Civic Activities.....	1 to 3
Number of Hours Per Week That Should Be Spent Engaged in Church Activities.....	2 to 4
Number of Weeks of Vacation That Should Be Granted Per Year.	2 to 2
Number of Semester Hours That Should Be Required Per Five Years of Teaching Vocational Agriculture.....	3 to 5
Number of Weeks of Leave Per Year That Should Be Granted for Professional Improvement.....	3 to 4
Maximum Number of Weeks Per Year That Should Be Granted for Both Vacation and Professional Improvement.....	3 to 5
Maximum Percentage of Vocational Agriculture Teacher's Time to Be Spent on All Income-Producing Side Lines.....	10 to 15
Maximum Percentage of Vocational Agricultural Teacher's Total Income to Be Permitted to Come from Income-Producing Side Lines.....	10 to 50

\*These questions are paraphrased. See questionnaire in the Appendix.

This chapter completes the presentation of data dealing with the activities that make up the teaching load. Many time-consuming and important activities have been neglected. No consideration has been given to such things as the time required for travel from activity to activity, for program planning, for reporting, for making facility improvements, and for a host of other necessary activities that add to a teaching load.



## CHAPTER V

### THE EFFECT OF AGE AND EXPERIENCE ON TEACHING LOAD

The questionnaire did not contain a question regarding the minimum age limit for vocational agriculture teaching. The writer assumed that those who have completed the necessary college training are mature enough to enter the profession. Few complete their college training before they are twenty-one and many serve in the armed forces before they teach vocational agriculture.

Neither did the questionnaire contain a question regarding the physical qualifications for teaching vocational agriculture. The state plans say, "He must not have any handicap which will interfere with his speaking or which will prevent him from taking part in the activities which are necessary in teaching vocational agriculture."<sup>1</sup> Physical fitness is a factor influencing the teaching load a teacher can carry, but it is a factor that can best be weighed by the prospective employer on an individual basis.

Age and experience are measured in years. The effect that they have on the proficiency of each individual differs. However, both industry and the professions recognize seniority as a basis for promotion. They also recognize age as a basis for retirement. Logic might indicate that this is a contradiction since age and experience necessarily increase together. It is difficult to determine the point at which the increase in proficiency as a result of experience is offset by the decrease in proficiency

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<sup>1</sup>State Board of Vocational Education, State Plans for Vocational Agricultural Education (Stillwater, Oklahoma, July 1, 1952 to June 30, 1957), 18.

brought on by age. However, both the age and the experience of a vocational agriculture teacher are definitely factors that limit the teaching load he is able to carry.

Table 64. Number of Years Experience Before Average Vocational Agriculture Teacher Tends to Level Off at Maximum Proficiency\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	10.0	5	5 to 10	42
Teachers, 5 to 9 years experience	7.2	5	5 to 8	42
Former teachers, 7 to 28 years, experience	6.9	5	5 to 10	10
Summaries and Total	8.4	5	5 to 10	94

\*Paraphrased from question 39. of the questionnaire in the Appendix.

The proficiency of a novice vocational agriculture teacher should increase for at least a few years as he gains experience. Regular pay increases are granted to teachers and other workers on this basis. The experience of a teacher has an effect on the teaching load he can carry proficiently.

Half of those who responded were of the opinion that a vocational agriculture teacher tends to level off at a maximum proficiency by the time he has taught five years. The other half gave answers ranging upward from five years experience. The teachers with more than ten years experience gave an average answer of ten years experience, while those with less, gave an average answer of about seven years experience. One teacher with over ten years experience commented, "Never- With age and experience they become more practical."

**Table 65. Age at Which the Average Teacher Should Retire for the Good of the Vocational Agriculture Teaching Profession\***

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	56.0	50	50 to 60	45
Teachers, 5 to 9 years experience	57.0	60	50 to 60	41
Former teachers, 7 to 23 years experience	56.5	60	50 to 60	10
Summary and Total	56.4	50	50 to 60	96

\*Paraphrased from question 40. of the questionnaire in the Appendix.

Eighty-five percent of the respondents indicated that an average vocational agriculture teacher should retire for the good of the profession at sixty years of age or younger. Half of those questioned expressed the opinion that he should retire by the time he is fifty-five years old. These answers are clear evidence that experienced Oklahoma vocational agriculture teachers consider their profession to be suited best to younger men. The Oklahoma state plans do not make recommendations for retirement of teachers.

Some of the comments were:

"This job requires youth, vigor, and aggressiveness- it is not for elderly people. "

"Depends on health. Some are old at 40 years."

"50 years- He won't live that long if he puts in all the hours on this questionnaire."

"50 years, if he has taught 30 years required to retire under the Oklahoma teachers retirement plan."

"75, or physical and mental ability."

Table 66. Age at Which Average Man Is Considered Too Old to Enter the Vocational Agriculture Teaching Profession for the First Time\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	37.6	30	30 to 40	45
Teachers, 5 to 9 years experience	38.5	40	35 to 40	43
Former teachers, 7 to 28 years experience	37.5	40	35 to 40	10
Summaries and Total	38.0	40	35 to 40	98

\*Paraphrased from question 41. of the questionnaire in the Appendix.

The respondents considered the average man to be too old to enter the vocational agriculture teaching profession after he is thirty-eight years old, according to the average of their answers. Only fourteen percent of the respondents thought a man should be allowed to start teaching after he is forty years old.

According to the Oklahoma state plans, "A teacher of vocational agriculture must not be over 40 years of age at the time he enters or re-enters the service."<sup>2</sup> The majority of respondents thought this age was set high enough for original entry.

A respondent commented, "If a man waits until he is past 30 years it sure took him a long time to warm up." Often a man who enters a new profession late, has been unsuccessful in earlier endeavors in other fields. He is not too likely to do a commendable job of teaching.

If it takes five to ten years to reach maximum proficiency, and if a teacher retires for the good of the profession at fifty or sixty, entry

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<sup>2</sup>Ibid., p. 18.

at forty does not leave much time for really proficient teaching.

One consideration that should not be overlooked is the length of time between the prospective teacher's preparation for teaching and his entry into the teaching field. If he completes his collegiate training at twenty-five but waits until he is thirty to take his first teaching job, he may be inferior to a teacher going directly from training to teaching at the age of forty.

Table 67. Age at Which Average Man Should Be Forbidden to Re-Enter the Vocational Agriculture Teaching Profession after an Absence of Two or Three Years\*

Group	Mean (Average)	Modal Answers	Range Between Quartiles	Number Answering
Teachers, 10 to 30 years experience	45.5	45	40 to 50	44
Teachers, 5 to 9 years experience	46.5	45	40 to 50	43
Former teachers, 7 to 28 years experience	50.0	45 & 50	45 to 50	10
Summaries and Total	46.4	45	40 to 50	97

\*Paraphrased from question 41. of the questionnaire in the Appendix.

As previously noted, the state plans provided that a teacher of vocational agriculture must not be over forty years of age at the time he re-enters the service.

Only thirty percent of the respondents indicated that a man forty years old should be forbidden to re-enter the vocational agriculture teaching profession after an absence of two or three years. Thirty-seven percent of the respondents think the age limit for re-entering the profession should be at fifty years of age or above. It is evident

that experienced teachers and former teachers think the age limit for re-entry should be higher than the age limit for original entry into the profession.

A respondent's comment on re-entry was, "This depends on why he quit teaching." If a teacher decides to leave the field because he is dissatisfied, his decision to return might be based on a greater dissatisfaction elsewhere, rather than a change of attitude toward the teaching profession. On the other hand, if a teacher decides to leave the field because of some emergency that arises and subsides, his value as a teacher probably would not be seriously affected, regardless of his age.

It may be more important to consider the length of the teacher's absence from the field, rather than his age at the time he returns. A teacher returning to the profession at the age of thirty after an absence of five years may be less proficient than a teacher returning to the field at forty-five after an absence of three years.

Table 68. Summary of Respondent's Opinions Regarding the Effect of Age and Experience on Teaching Load.

Questions That Were Considered*	Range Between Quartiles
Number of Years Experience Before Average Vocational Agricultural Teacher Tends to Level Off at Maximum Proficiency....	5 to 10
Age at Which the Average Teacher Should Retire for the Good of the Vocational Agriculture Profession.....	50 to 60
Age at Which Average Man Is Considered Too Old to Enter the Voc. Agri. Teaching Profession for the First Time.....	35 to 40
Age at Which Average Man Should Be Forbidden to Re-Enter the Profession after an Absence of Two or Three Years.....	40 to 50

\*These Questions are paraphrased. See Questionnaire in the Appendix.

## CHAPTER VI

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study has been to make an analysis of the opinions of experienced vocational agriculture teachers concerning: (1) the desirable number of students per teacher in various phases of a vocational agriculture program, (2) the desirable time allotments to various types of common vocational agriculture teacher activities, (3) the desirability of various activities for vocational agriculture teachers, and (4) the effect of selected factors on the ability of a vocational agriculture teacher to carry an adequate teaching load.

The data used in this study were compiled from questionnaires that were returned by ninety percent and ten former Oklahoma teachers of vocational agriculture. The respondents had all taught vocational agriculture five or more years.

#### Summary of Findings:

At the end of the preceding chapters, there has been a tabular summary of the intra-quartile range of answers to each question in the questionnaire. The questionnaire in the Appendix contains the average of the answers received for each question. In this summary the writer will attempt to turn some of the averages into a picture of the average teaching load recommended by the respondents. For the sake of simplicity, fractions will be dropped from the summary figures but they will be considered in arriving at these figures.

(1) The desirable number of students per teacher in various phases of a vocational agriculture program.

The respondents indicated that the minimum number of rural high school boys justifying a full-time vocational agriculture instructor is twenty-three students, and that sixty-one students would justify employing a second teacher. They indicated that fifty-one high school students is the maximum number that one teacher should be expected to teach, and ninety-six students is the maximum number that should be allowed in a two-teacher department.

According to the respondents, the most desirable size class section for vocational agriculture I is fourteen students, and for vocational agriculture II is thirteen students, and for vocational agriculture III and IV is twelve students, each. The total for the four sections is fifty-one students. Most respondents indicated it was desirable to combine junior and senior classes and teach vocational agriculture III and IV in alternate years. The ideal number of students for a one-teacher department was expressed as thirty-nine. Fourteen vocational agriculture I students, plus thirteen vocational agriculture II students, plus twelve vocational agriculture III or IV students equals thirty-nine students.

The respondents indicated that if a teacher taught only high school vocational agriculture students, forty-one students would constitute a teaching load. However, eighty-six percent of the respondents thought every department should have an out-of-school instructional program. Thirty-nine high school vocational agriculture students plus the most desirable size of young farmer or adult class of sixteen students equals fifty-five students. If the teacher had both an adult and a young farmer class along with the ideal number of high school students he would have seventy-one students.



The respondents indicated that if a teacher had a large out-of-school program for adult farmers and young farmers, with over seventy-two hours of group instruction per year, only thirty-two high school students would constitute a full-time teaching load. Based on the time recommendations of the respondents, a teacher would have to teach either two adult farmer classes and one young farmer class, or one adult farmer class and two young farmer classes in order to have over seventy-two hours of organized out-of-school instruction per year. Thirty-two high school students plus three out-of-school groups of sixteen students each, equals eighty students.

(2) The desirable time allotments to various types of common vocational agriculture teachers activities.

(a) Class instruction: twenty-six to twenty-seven hours per week.

The respondents recommended that a vocational agriculture teacher should teach three high school class sections, seventy-seven minutes long, three days per week and one one-hundred-fifty-four minutes long two days per week. A computation indicates a recommendation of just less than twenty-six hours per week that should be scheduled for instructing high school classes, or over eight hours per class section, for each of three sections.

The average of the respondents' answers recommends that it would be desirable to conduct twenty-three hours of adult class instruction per class per year, or twenty-seven minutes per week. The most desirable number and length of young farmer class meetings per year, would take only thirty-two minutes of instruction time per week. It becomes apparent that a vocational agriculture teacher can teach two or three out-of-school groups with an average of about an hour of instruction time per week, on a year-around basis. Seventy-two hours of instruction

per year is an average of an hour and twenty-three minutes per week.

(b) Supervision of farming programs; eight to twelve hours per week.

Based on the average recommended numbers of students, numbers of supervisory visits, and length of supervisory visits of the respondents, a teacher with forty-one high school students and no out-of-school program could give enough supervision in only seven hours per week. However, since eighty-six percent of the respondents said every department should have an organized out-of-school instructional program, this figure was not used as a minimum.

If the teacher taught an ideal number of high school students and instructed the most desirable size of adult farmer class, he should spend eight hours per week supervising farm programs. If he teaches thirty-nine high school students, sixteen young farmers, and sixteen adults, he should spend ten hours per week at supervising individual farm training. If he teaches thirty-two high school students and forty-seven students in a seventy-two hour out-of-school organized instructional program, he should devote twelve hours per week to on-the-farm supervision.

(c) Individual conferences scheduled during school hours; five hours per week.

The average recommendation of those responding, concerning the amount of time a vocational agriculture teacher should schedule per week for individual conferences during school time, was five hours per week.

The respondents recommended that the average teacher spend thirty-nine to forty-four hours per week on instructional activities. This amount is the total of their recommendations for class instruction, on-

-the-farm supervision, and individual conferences. This is only a little over seven hours per day for a six day week. However it does not include the time required to get from one place of instruction to the next. Travel between farms in a sparsely settled area or an area of poor roads can consume a lot of time.

(d) Preparation for class instruction: eighteen to nineteen hours per week.

If a vocational agriculture teacher follows the respondents' recommendation on the amount of time to spend in preparation of each class, he would need to devote eighteen hours per week to preparing for three high school vocational agriculture class sections. If he taught seventy-two hours per year of out-of-school instruction in addition to his three high school classes, he would need to spend an average of nineteen hours per week on preparation for instruction.

This amount of time added to the recommended instructional time gives a total of fifty-seven to sixty-three hours per week that the respondents recommended that the average teacher should devote to instruction and preparation for instruction, or a little over ten hours per day for a six day week.

(e) Miscellaneous activities: seven hours or more per week.

The respondents recommended there be twenty F.F.A. chapter meetings per year. This will take about an hour per week of the vocational agriculture teacher's time. They also recommended that he devote three hours per week to agricultural organizations, two hours per week to civic activities, and one hour per week to teachers' organizations. There were no definite recommendations as to the amount of time he should spend on personal services, sponsoring high school organizations or

a host of other worthy activities. They did recommend that he spend three hours per week on church work, but this is perhaps questionable to classify as to whether it is or is not a part of teaching load.

(f) Total time recommendations for teaching vocational agriculture: sixty-four to seventy or more hours per week.

These figures include only the recommendations of the respondents for the uses of an average vocational agriculture teacher's time that were specifically mentioned in the questionnaire. Obviously some time-consuming activities have been overlooked. However, on the basis of what data were gathered, it is evident that the respondents think a teacher should work from ten to twelve or more hours per day, six days per week.

The respondents recommended that a vocational agriculture teacher take two weeks vacation per year. However, they recommended that this vacation be shortened to one week when the teacher takes three weeks of a year for professional improvement.

This time for vacation and professional improvement was not deducted from the fifty-two week year that was used as a basis for all these calculations, except those dealing with high school class instruction. To accomplish the things enumerated, the teacher would have to make up this time during the rest of the year.

Then, if he has twelve percent of his time left over, the respondents recommended that the vocational agriculture teacher be allowed to devote it to an income-producing side line, which ninety-two percent of the respondents said could improve his professional worth to the community.

(3) The desirability of various activities for vocational agriculture teachers.

It was assumed that all the respondents considered it desirable for vocational agriculture teacher to teach high school students, super-

wise their farming programs and sponsor an F.F.A. chapter. Ninety-two percent of the respondents thought a vocational agriculture teacher should schedule time for individual conferences with his students during school hours. Eighty-six percent of the respondents thought every vocational agriculture department should have an out-of-school instructional program, but only sixty-three percent thought it would be practical to hire another teacher in order to provide such a program, where the present teacher is overworked.

Eighty percent of the respondents recommended that a vocational agriculture teacher spend some time performing personal services of a non-instructional nature in his community. Sixty-six percent of the respondents thought a vocational agriculture teacher should be required to share school duties, such as play ground supervision and hall duty, and seventy-two percent considered it reasonable to expect him to sponsor a school organization other than the F.F.A.

Ninety percent of those responding thought a vocational agriculture teacher should accept responsible positions in non-agriculture teachers' organizations. Ninety-eight percent of the respondents recommended that a vocational agriculture teacher should serve on committees or assume responsible positions in agricultural organizations, and ninety-eight percent thought he should assume responsible positions in civic activities. Only one percent of the respondents expressed the opinion that a vocational agriculture teacher should not devote time to church work.

Ninety-five percent of the respondents thought a vocational agriculture teacher should be required to take additional college training regularly. Ninety-six percent thought he should be allowed to have an income-producing side line and ninety-two percent thought a side line

could improve his professional worth to the community.

Nearly every type of activity mentioned in the questionnaire received the approval of a majority of the respondents. The exception was the sponsorship of school-promoted organizations, other than the freshman class.

(4) The effect of selected factors on the ability of a vocational agriculture teacher to carry an adequate teaching load.

According to the average of the respondents' answers, a vocational agriculture teacher tends to level off at maximum proficiency after he has taught eight years. The average vocational agriculture teacher should retire for the good of the profession after he is fifty-six years old. If he began teaching at the age of twenty-two, he could teach thirty-three years before the respondents recommended his retirement. During this time they recommend that he should take twenty-two semester credit hours of college courses for professional improvement.

The respondents recommended that a vocational agriculture teacher should not be allowed to enter the profession for the first time after he is thirty-eight years old and that he should be forbidden to re-enter the profession after he has passed the age of forty-six if he has absented himself for as much as two or three years.

#### Conclusions:

1. Each vocational agriculture teacher should develop a well-balanced agricultural education program to satisfy the vocational needs of the present and prospective farmers of his school and community. The core of this program should be organized class instruction for high school students, young men beginning to farm, and adult farmers.

Built around this core should be a comprehensive program of instruction and supervision for the individual members of these organized groups. In addition to this, the vocational agriculture teacher should be a leader of agricultural, civic, educational, and religious affairs in his community.

2. A full-time vocational agriculture teacher should teach from thirty to forty high school students and from fifteen to fifty out-of-school students. The more high school students he teaches, the less out-of-school students he has time to teach. When the number of farm boys desiring vocational agriculture in high school passes sixty, a second teacher should be hired.

3. Teaching vocational agriculture properly is a task of such magnitude that the teacher should expect to work a minimum of sixty hours per week on instructional activities when he has an appropriate teaching load.

4. A teacher of vocational agriculture should be required to earn at least three hours of college credit during each five years of teaching. He should be allowed three weeks leave per year for professional improvement. He should be given two weeks vacation per year, but he should be allowed only four weeks for both vacation and professional improvement per year.

5. Teaching vocational agriculture is a profession for relatively young men. The average man should retire from the profession before he reaches the age of sixty. Aspirants to the profession should not be allowed to begin teaching after they reach the age of forty, and former teachers should not be allowed to re-enter if they have reached the age of fifty.

6. Experienced Oklahoma teachers and former teachers generally agree with the recommendations and stipulations contained in the Oklahoma state plans for vocational agricultural education. Evidently these plans are sound. Otherwise they would not be so widely accepted.

Recommendations:

The problem of making policies for the adjustment of the teaching load of vocational agriculture teachers is primarily administrative in nature. It involves both personnel administration and financial administration, since it affects the quality and number of teachers to be hired as well as the amount that they should be paid.

Any changes made in administrative policies are far-reaching in the final results they produce in the teaching field. Therefore any recommendations for changes should be carefully considered.

A study that is intended to establish a basis for remodeling existing administrative policies should be comprehensive enough to provide an integrated evaluation of the desirability of all the professional activities engaged in by vocational agriculture teachers. This study has been too narrow both in the scope of activities covered and in the interests of the respondents to justify recommendations for radical changes in administrative policies. It is hoped that the findings and conclusions of this study will be of use to administrators in evaluating present policies and making future decisions. This study should also be useful to teachers and prospective teachers in planning their teaching activities so that they will not neglect the activities that experienced teachers consider important.

The writer has been unable to find any record of previous studies directed toward the determination of the desirable teaching load for a



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vocational agriculture teacher. Possibilities for new and useful studies in this field are almost unlimited. Such studies might culminate in the development of a practical and equitable teaching load formula that could be used to equalize teaching loads or to adjust compensation according to the amount and quality of work being done. Much must be done before any such formula can evolve.

There is a need for more studies aimed at determining the characteristics of a desirable teaching load for vocational agriculture teachers. How much of a teaching load do the teachers in other states think a vocational agriculture teacher should carry? What do school board members and local school administrators think the teaching load should be? What do taxpayers, farmers and the parents of rural youth consider to be desirable activities for vocational agriculture teachers? How does the present teaching load carried by vocational agriculture teachers compare with the desirable teaching load recommendations of various interested groups?

There is a need for studies directed at determining the reactions of vocational agriculture teachers to various teaching loads. What are the effects of the facilities and teaching materials that a teacher has to work with on the teaching load he can carry? What are factors that decrease the vocational agriculture teacher's enjoyment of his occupation? What personal traits enable a teacher to carry a large teaching load easily? What organizational techniques have vocational agriculture teachers developed that ease the burden of a heavy teaching load? What can be included in the teacher training curricula to enable teachers to carry larger teaching loads more proficiently?

There is a need for comparative work load studies. How do the teaching loads of vocational agriculture teachers compare with the teaching loads of other teachers, both vocational and non-vocational? How do the work loads of other professional men compare with the teaching loads of vocational agriculture teachers with the same investment in education? How does the pay and difficulty of work in other professions compare with that of teachers of vocational agriculture?

There is also a need for summarizing studies to bring together, reorganize, or evaluate information that is gathered in related fields and would be useful in setting up teaching load standards in vocational agriculture.

Although the results of this study are somewhat inconclusive, the writer has enjoyed his labors and feels that the results are worthwhile. It is hoped that this study will be useful to those who are interested in solving teaching load problems.

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## APPENDIX

A letter and questionnaire like the ones that were sent to teachers and former teachers of vocational agriculture are included in this Appendix.

Inserted in parenthesis in the questionnaire are the mean or average answers that were received for each question. The percent of respondents giving affirmative answers has been inserted in the blanks for "yes" and "no" answers.

2-7 Jordan Street  
Stillwater, Oklahoma  
June 15, 1953

Mr. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


Dear Mr. \_\_\_\_\_

How much of a teaching load can a teacher carry, and still do his most effective work as a teacher of vocational agriculture? We would all like to know the answer to this question. Your long experience as a teacher makes your opinion on this subject especially valuable.

The enclosed questionnaire is designed to gather valid opinions to be used as a basis for a study that should benefit us all. The answers to the questions require estimates and opinions only. The origin of the answers to these question will be kept strictly confidential so it is not necessary to identify the questionnaire with your name or school. Please fill out all the blanks now, while you are thinking about it, and return the questionnaire in the enclosed stamped envelope.

For the purposes of this study, we are not interested in how much of a teaching load you have been able to carry. We only want to know how much of a teaching load you think a teacher should carry for the greatest benefit to his community, the profession, and himself. I assure you that I would sincerely appreciate your cooperation in this study.

Sincerely,



Carroll K. Darrow

## QUESTIONNAIRE

1. What is the most desirable size of an individual class section in the following groups? Vocational agriculture I, (14.3) students per section;  
Vocational agriculture II, (13.1) students per section;  
Vocational agriculture III, (12.0) students per section;  
Vocational agriculture IV, (11.6) students per section.
2. In your opinion, what is the smallest number of rural high school boys that would justify employing a full time vocational agriculture instructor in a school? (23.0) students.
3. What would be an ideal number of vocational agriculture students in a one teacher department? (39.5) students.
4. What is the maximum number of students that one vocational agriculture teacher should be expected to teach? (51.1) students.
5. What is the minimum number of vocational agriculture students that would justify a two teacher department? (61.5) students.
6. What would be the most desirable number of students for a two teacher department? (73.6) students.
7. What should be the maximum number of students allowed in a two teacher department? (96.4) students.
8. What is the most desirable length of classroom period for high school vocational agricultural? (76.8) minutes per class room period.
9. Is it desirable to schedule double periods for shop work and field trips? (92% Yes). If so, how many double periods should be scheduled per week? (yes or no) (1.66)  
Vocational agriculture I, (1.66) double periods per week;  
Vocational agriculture II, (1.98) double periods per week;  
Vocational agriculture III, (2.10) double periods per week;  
Vocational agriculture IV, (2.10) double periods per week.
10. How many minutes should a teacher spend in preparation for an average hour of class instruction? (41.5) minutes per instructional hour.

11. Should a teacher schedule time during school hours for individual conferences with his students? (92% Yes). If so, how many minutes per day? (59.0) minutes.
12. ~~How many times per year~~ should a teacher make supervised training visits to each student? (11.5) visits per year per student.
13. What is the ideal length of the average supervisory visit? (47.3) min.
14. How many F.F.A. meetings should be held per year? (19.7) total per year.  
 Number of meetings during school hours? (10.6) meetings.  
 Number of after-school and summer meetings? (9.2) meetings.
15. If a teacher taught only high school students and properly supervised their farm practices and the F.F.A., how many students should constitute a full time teaching load? (41.2) students.
16. If a teacher has a large out-of-school program for adult farmers and young farmers, with over seventy-two hours of group instruction per year, how many high school students would be a full time teaching load? (32.4) students.
17. Should every vocational agriculture department have an organized out-of-school instructional program? (86% Yes).  
 (yes or no)
18. In a school where one teacher has all he can do to teach his high school students, would it be practical to hire another teacher to provide a program for adults and young farmers? (63% Yes).  
 (yes or no)
19. If a teacher taught only adults and young farmers, and supervised them properly, how many such students would constitute a full time teaching load for one teacher at any given time? (45.1) total members.
20. What is the most desirable size for one adult farmer class? (16.2) members.  
 for a young farmer class? (15.8) members per class.
21. What is the most desirable length of an adult class meeting? (102.6) min.  
 for a young farmer class meeting? (107) minutes per meeting.
22. In order to maintain maximum interest, how many meetings per year should be held for an adult evening class? (13.6) meetings per year.  
 for a young farmers class? (15.4) meetings per year.



23. During the season when meetings are most frequent, how often should meetings be scheduled for an adult farmer class? (11.6) days apart.  
for a young farmer class? (11.6) days apart.
24. How many minutes should a teacher require for the preparation of the instruction for an average adult farmer class? (106) minutes per meeting.  
for a young farmer meeting? (94.5) minutes per meeting.
25. What percent of class instruction should be delegated to resource personnel such as veterinarians, S.C.S. personnel, etc? Adult class (46.5%) of classes.  
Young farmer classes, (42.9) % of classes.
26. What is the most effective average length of farm visit to an adult evening class member? (52.6) minutes per visit. Young farmer? (53.8) min. per visit.
27. How many times per year should a teacher make farm visits to an average adult evening class member? (7.5) visits per year.  
to a young farmer class member? (8.6) visits per year.
28. How much time per average week should a teacher spend on personal services of a non-instructional nature in his community? (?, 80% Yes) hours per day.
29. Should a vocational agriculture teacher be required to share school duties such as playground supervision, hall duty, etc. (66% Yes).  
(yes or no)
30. Underline any of the following organizations that a vocational agriculture teacher might reasonably be expected to sponsor. (Example, F.F.A.)
- |                                |                                 |                              |                                   |
|--------------------------------|---------------------------------|------------------------------|-----------------------------------|
| <u>4-H Club</u><br>(11%)       | <u>A Hobby Club</u><br>(7%)     | <u>A Social Club</u><br>(7%) | <u>A Boy Scout Troop</u><br>(11%) |
| <u>Freshman Class</u><br>(58%) | <u>Sophomore Class</u><br>(49%) | <u>Junior Class</u><br>(29%) | <u>Senior Class.</u><br>(23%)     |
31. Should a teacher and part or all of his students ever leave the community and miss a day of school? (100% Yes). How many school days per year is it desirable to spend on these trips? (11.7) days per average year.  
(yes or no)
32. Should a vocational agriculture teacher serve on committees or assume positions of responsibility in agricultural organizations? (98% Yes).  
(yes or no)  
How many hours, on the average, would it be wise to spend per week on these activities? (3.0) hours per week.

33. Should a teacher assume responsible positions in civic clubs and civic drives? (98% Yes) . How many hours per week should he spend on these activities? (yes or no) (2.1) hours per week.
34. Should a vocational agriculture teacher accept responsible positions in non-agricultural teachers' organizations? (90% Yes) . How many hours per week should he spend on these activities? (yes or no) (1.3) hours per week.
35. How many hours, on the average, should a teacher spend per week engaged in church activities? (3.1) hours per week.
36. Should all vocational agriculture teachers be required to take additional college training occasionally? (95% Yes) . How many semester hours per five years of teaching? (yes or no) (3.7) hours of college credit per five years.
37. How much leave per year should be granted for professional improvement? (3.2) weeks per year. How many weeks vacation should be granted per year? (2.2) weeks per year. What should be the maximum time granted for both vacation and professional improvement? (4.2) weeks per year.
38. Should a full time teacher be permitted to have an income-producing side line? (96% Yes) . Could such a side line improve his professional worth to the community? (yes or no) (92% Yes) . What should be the maximum percentage of his time spent on all side lines. (yes or no) (12.1)% . What percent of his total income should be allowed to come from side lines? (25.6) % of income.
39. How many years experience does an average vocational agriculture teacher have before he tends to level off at maximum proficiency? (8.4) years.
40. At what age should an average teacher retire for the good of the profession? (56.4) years of age.
41. At what age would you estimate the average man to be too old to enter the vocational agriculture teaching profession for the first time? (38.0) years. At what age should the average man be forbidden to re-enter the profession after an absence of two or three years? (46.4) years of age.
42. How many years have you taught vocational agriculture? (11.7) years.

## VITA

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candidate for the degree of  
Master of Science

**Thesis:** A STUDY OF TEACHING LOAD RECOMMENDATIONS OF EXPERIENCED  
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**THESIS TITLE: A STUDY OF TEACHING LOAD RECOMMENDATIONS  
OF EXPERIENCED OKLAHOMA VOCATIONAL AGRICULTURE  
TEACHERS**

**AUTHOR: Carroll Kenneth Darrow**

**THESIS ADVISER: Don M. Orr**

The content and form have been checked and approved by the author and thesis adviser. The Graduate School Office assumes no responsibility for errors either in form or content. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

**TYPISTS: Mrs. Anna Cress and Esther Darrow**