A STUDY OF THE CHARACTERISTICS OF DEPARTMENTS OF VOCATIONAL AGRICULTURE IN OKLAHOMA

By

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OF VOCATIONAL AGRICULTURE IN OKLAHOMA

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This acknowledgement would not be complete without giving due credit to Betty, my wife, for her untiring efforts to assist, encourage and inspire me through the writing of this thesis.

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INTRODUCTION

INTRODUCTION

Statement of the Problem:

The Oklahoma Agricultural and Mechanical College has had the problem of training teachers of vocational agriculture for Oklahoma high schools since the passage of the Smith-Hughes Act in 1917. There are at present 339 white schools maintaining departments of vocational agriculture. The schools vary considerably in size, available facilities and finances. There is also considerable variation in the type of communities in which the schools are located.

The variation in types of schools and community does directly affect the characteristics of the vocational agriculture department. Some characteristics may be common to most of the departments, while others may vary considerably. Prospective teachers should know the more important characteristics of departments of vocational agriculture in Oklahoma, in order to become more quickly adjusted when accepting a position as vocational agriculture teacher.

The department of Agricultural Education, at the Oklahoma Agricultural and Mechanical College, should know the specific characteristics of departments of vocational agriculture in Oklahoma, in order to plan an appropriate curriculum for training prospective teachers of vocational agriculture. A knowledge of the condition under which the teachers are working is necessary in formulating a basis for teacher education in agriculture. The characteristics of a department of vocational agriculture largely determine the activities performed by the teacher. These activities should become the basis for curriculum development

for prospective teachers of vocational agriculture. Smith, Stanley, and Shores had this to say about determining the curriculum for prospective teachers:[1]

> If anyone wished to know what should be taught in the professional preparation of teachers, an analysis of what teachers actually do would be made to determine what specific activities are performed by teachers; and these activities, in turn would become the basis of teacher education.

Several studies have been made concerning various phases of the agriculture program, but very little is recorded on the characteristics of the vocational agriculture departments in Oklahoma. These characteristics include the resources and available teaching aids at the disposal of the teacher. Also included are the present and prospective enrollment. These characteristics determine the measure of success possible for the Program of Vocational Agriculture.

The history of the department of vocational agriculture may serve as a guide in determining the progress of the program.

Scope and Delimitation of the Problem:

The original purpose of this study included all white departments of vocational agriculture in Oklahoma. The term "Department" hereafter in this study means the department of vocational agriculture in the white schools of Oklahoma. The term "high school" includes grades nine through twelve in schools included in this study. There will be no

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[1]Smith, Stanley, and Shores, Fundamentals of Curriculum Development, World Book Company, Hudson, N. Y. P. 307.

distinction made between the departments with two teachers and those having one teacher. The only characteristics of the school and community included in this study shall be those of the department of vocational agriculture.

This study sought to discover the characteristics of the service area. The present and prospective enrollment of farm and non-farm boys was included to discover the human resources in the departments. The scope of the supervised farm training program was studied to determine the boys' establishment in farming. An attempt to determine the opportunities for educational experiences was made in studying the teaching aids and facilities. This study also includes the scope of the adult educational program progress in the departments. The progress of the programs of vocational agriculture in the departments was studied as reported in the history of the departments.

This study sought to discover those characteristics as outlined above. The departments were not compared with each other, or with any standard. There is no attempt to evaluate the departments found in this study.

Purposes of the Problem:

1. To determine the more important characteristics of the departments of vocational agriculture in Oklahoma.
2. To secure information that may be of help to the Department of Agriculture Education in placing teachers of vocational agriculture.

Method of Procedure:

The questionnaire method was the chief type of research used in making this study. It was selected because this method was the only one practicable to secure the information needed from so many teachers. The tentative questionnaire was first presented to a graduate seminar class for consideration and suggestions. It was then submitted to the [illegible] for consideration and revision. The revisions were made as deemed necessary. A letter explaining the questionnaire was written and mailed to the 339 white teachers of vocational agriculture. A stamped self-addressed envelope was also sent to each instructor for his reply. This questionnaire was sent with another questionnaire concerning the characteristics of schools that maintain departments of agriculture. That questionnaire was used by Fred Rawsiker, Jr. to determine the characteristics of the schools. These studies were made together in order to increase the scope of the problem. These questionnaires were sent to the vocational agriculture instructor, as he seemed the most logical source of information.

The second reminder was mailed to 215 teachers in those departments that had failed to reply to the questionnaire. This study was based on the reply from 152 departments cooperating.

The letter and the questionnaire are presented on the following pages.

Dear Teacher of Vocational Agriculture:

We are making a cooperative study with the Department of Agricultural Education to secure information that will help the Department have clearer concepts concerning:

1. The characteristics of schools and communities maintaining departments of vocational agriculture.

2. The characteristics of departments of vocational agriculture in Oklahoma.

The only practicable way we have of securing the information needed is to send a questionnaire to each teacher of vocational agriculture in Oklahoma. We know you are very busy, but if you will take the time to fill out the enclosed questionnaire you will be making a valuable contribution to the undergraduate training of prospective teachers of vocational agriculture.

It is not our purpose to compare or evaluate schools, departments or teachers. The teacher training staff wants to know more about the conditions under which teachers work and the facilities they have to work with.

May we assure you that we will appreciate your cooperation in making this study. A stamped and addressed envelop is enclosed for your convenience in returning the questionnaire. We need a reply from every teacher of vocational agriculture in Oklahoma. We will consider it a personal favor to receive your reply within the next five days.

Very sincerely yours,

Fred Rounniker, Jr.

Approved: Don M. Orr, Acting Head
Dept. of Agri. Education

William H. Townes

Name of School_____ Adress_____ Date_____

CHARACTERISTICS OF THE DEPARTMENT OF VOCATIONAL AGRICULTURE

A. The Service Area

1. Distance and direction from school: Miles North ___; East ___; West ___; South ___;

2. Number of farms in the area_____. 3. Most common size____ acres

4. Major types of farming in the area: _____, _____, _____, _____, _____

5. Average gross income per farm in the area $_____

6. Condition of roads in the area_____

B. Human Resources

1. Number of boys enrolled in vocational agriculture _____

2. Agri. 1 ____; Agri. 2 ____; Agri. 3 ____; Agri. 4 _____

3. Number of boys in vocational agriculture whose parents actually farm for a living_____

4. Number of boys whose parents secure no income or very little income from farming_____

5. What is the prospective enrollment in vocational agriculture for the fall of 1954_____; 1955 _____

6. Number of boys in class whose parents own farms _____

7. Number of boys in class whose parents are tenants_____

8. Approximate number of young farmers in the area under 35 years of age and not in school _____

C. Supervised Farm Training

1. Students total investment in supervised farming in 1954 $_____

2. Average number of animal units owned per student in 1954_____

3. Average number of acres of crops per student grown as supervised farm practice in 1954 _____

D. Rooms for Vocational Agriculture

1. Is vocational agriculture in a building separate from the main school building? Yes ___ No ___

2. Do other departments share the building with vo-agri.? Yes ___ No ___

3. List the departments that share the building with vocational agriculture: _____, _____, _____

4. Is there a farm shop used only by the teacher of vO-agri.? Yes___ No ____

5. Does vocational agriculture share a shop with indus. arts? Yes ___ No___

6. Size of the farm shop: Length ____ ft.; Width _____ ft.

7. Size of the class room: Length ____ ft.; Width _____ ft.

8. Is the class room shared with other departments? Yes ___ No ___

E. Areas Taught in Farm Shop

Check the area taught in the farm shop:

1. No farm shop is taught ___ 2. Oxy-Acetylene Welding ___

3. Electric Welding ___ 4. Farm carpentry ___

5. Farm tractor servicing ___ 6. Farm machinery repair ___

7. Concrete work ___ 8. Saw filing ___

9. Homestead plumbing ___ 10. Wiring for electricity ___

11. Soldering ___ 12. Leather work ___ 13. Mechanical Drawing ___

L. Land for Vocational Agriculture

1. Does the school own land used for vocational agriculture? Yes ___ No ___

2. Is land leased or rented for vocational agriculture? Yes ___ No ___

3. If land is used, what is the area? _____ acres

4. Check the use made of the land: Laboratory work for the class ___; To demonstrate approved farming practices ___; Experimental plots ___; Place for town boys to have projects ___

G. Transportation

1. How are boys transported on field trips? School owned buss ___; Chapter pickups ___; boys' cars ___; teacher's car ___

H. Teaching Plan

1. Check your teaching plan as listed on your contract: A__; B__; C__; D__

I. Library References

1. Number of copies of Morrison's Abridged Edition of Feeds and Feeding on hand.____

2. Soils book: Author_____; Title _____; No. of Copies__

   Author_____; Title _____; No. of Copies__

3. Farm Management book: Author_____; Title_____; No. of Copies___ Author _____; Title_____; No. of copies___

J. Teaching Aids (Check aids available)

1. Movie projector ___ 2. Slides or film Strips projector____
3. Sound recorder ___ 4. Opaque projector ___
5. Dehorner ___ 6. Babcock tester ___
7. Farm level ___ 8. Soil testing equipment ___

K. Future Farmers of America

1. Number of meetings per month ____ 2. Number of daytime meetings___

3. Percentage of attendance at night meetings ____

L. Young Farmer and Adult Meetings

1. Is there an organized group of young farmers that meets separately from the adults? Yes ___ No ___

2. What is the average sttendance at meetings for young farmers only? _____

3. How often do they meet?_____

4. Do you have planned meetings with adult farmers for the purpose of teaching approved farming practices? Yes ___ No ___

5. Where are the adult meetings held?_____

6. How often do the adults meet? _____

M. History of the Department

1. When was the department established? _____

2. How many teachers of vocational agriculture have served the department? _____

3. How many years was the department discontinued, if any? _____

4. How many Junior Master Farmers from the department? _____

5. How many former students of vocational agriculture are now farming in the area? _____

List of Schools Included in This Study.

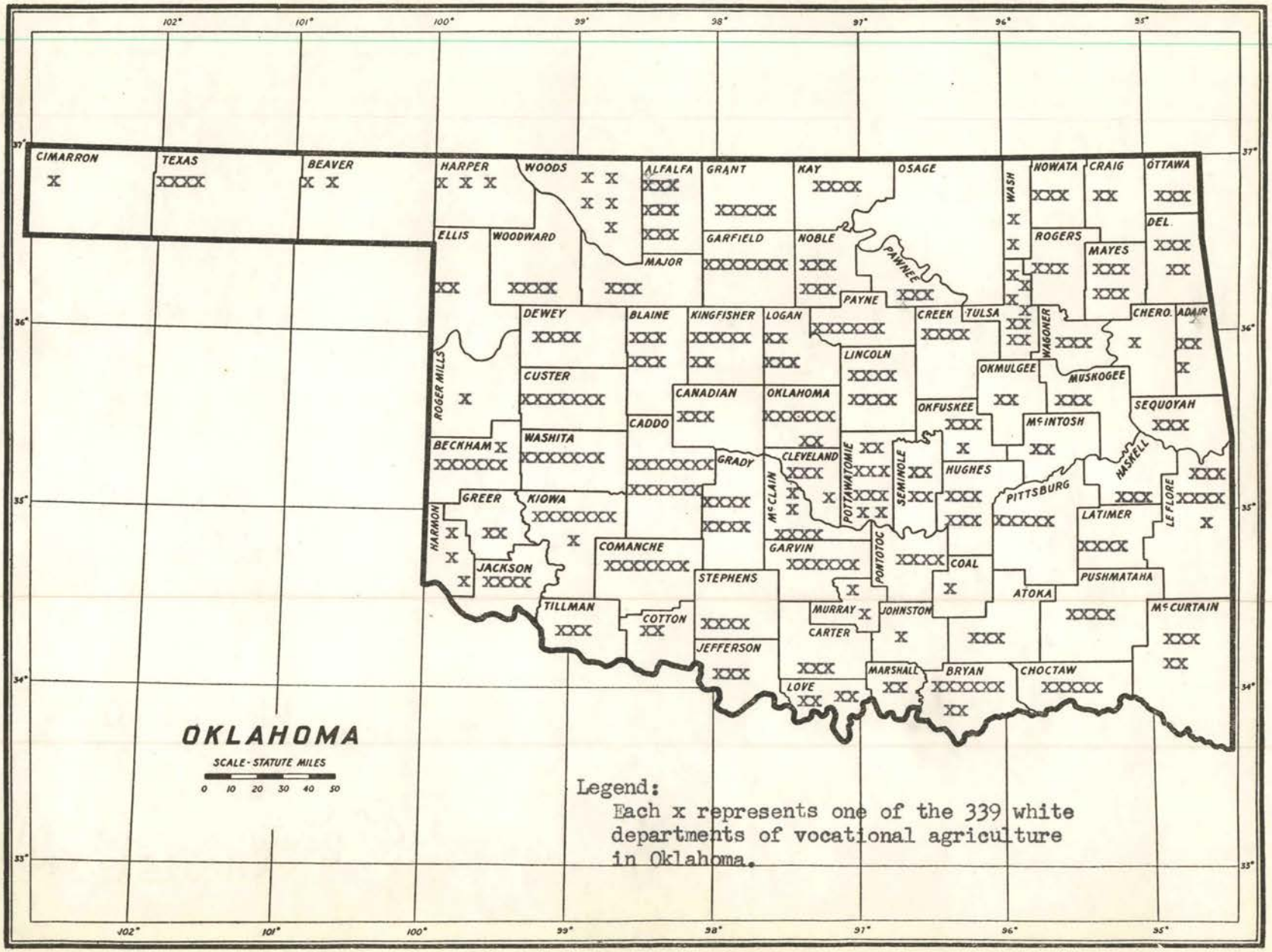
The following is a list of schools with their mailing addresses that were included in this study.

Post Office	Name of School	County	Name of Teacher
Achille	Achille S. D. 3	Bryan	Howard E. Zachary
Adair	Adair S. D. 2	Mayes	James I. Boston
Agra	Agra S. D. 134	Lincoln	Jimmie D. Wolf
Albert	Oney S. D. 10	Caddo	Billy E. Dyer
Altus	Altus S. D. 18	Jackson	Thomas E. Perryman
Alva	Alva S. D. 1	Woods	Ronald Meek
Ames	Ames S. D. 3	Major	W. D. Sumner
Amorita	Amorita S. D. 5	Alfalfa	Homer C. Evans, Jr.
Apache	Broxton S. D. 68	Caddo	Cleamon H. Stone
Atwood	Atwood S. D. 6	Hughes	Herby Jordan
Battiest	Battiest S. D. 71	McCurtain	Harry Dee Askew
Beaver	Beaver S. D. 22	Beaver	Otto P. Legg
Beggs	Beggs S. D. 4	Okmulgee	Hollis N. Long
Bennington	Bennington S. D. 40	Bryan	Harold G. Chitwood
Bixby	Bixby S. D. 4	Tulsa	Carl Fenderson, Jr.
Blanchard	Dibble S. D. 2	McClain	Stanley J. Ward
Boise City	Boise City S. D. 2	Cimarron	John E. Coltharp
Bokchito	Bokchito S. D. 23	Bryan	Louis R. Prentice
Boswell	Boswell S. D. 1	Choctaw	Bill Stevenson
Broken Arrow	Broken Arrow S. D. 3	Tulsa	Clyde R. Kindell
Broken Bow	Broken Bow S. D. 74	McCurtain	Raymond A. Anderson
Buffalo	Buffalo S. D. 4	Harper	Lloyd Wiggins
Butler	Butler S. D. 46	Custer	Tommy Jack Carey
Cache	Cache S. D. 1	Commanche	C. E. Ellins
Calera	Calera S. D. 48	Bryan	Arnold J. Rambo
Calvin	Calvin S. D. 48	Hughes	Dwight L. Peck
Canute	Canute S. D. 11	Washita	Archie C. Smith
Capron	Capron S. D. 31	Woods	Donald P. Haxton
Carter	Carter S. D. 50	Beckham	Eddie L. Moore
Cashion	Cashion S. D. 89	Kingfisher	John E. Dawes
Checotah	Checotah S. D. 19	McIntosh	Neill Lefors Raymond Carey
Chelsea	Chelsea S. D. 2	Rogers	Lee Elgin
Cheyenne	Cheyenne S. D. 7	Roger Mills	J. C. Rogers
Choctaw	Choctaw S. D. 4	Oklahoma	J. L. Maynard
Chouteau	Chouteau S. D. 6	Mayes	J. C. Miller
Claremore	Claremore S. D. 14	Rogers	Zeb R. Johnson
Clayton	Clayton S. D. 10	Pushmataha	F. L. Crabtree
Clinton	Clinton S. D. 99	Custer	J. B. Morton
Colbert	Colbert S. D. 4	Bryan	Robert H. Emberty
Colcord	Colcord S. D. 4	Delaware	Foyle K. Howerton

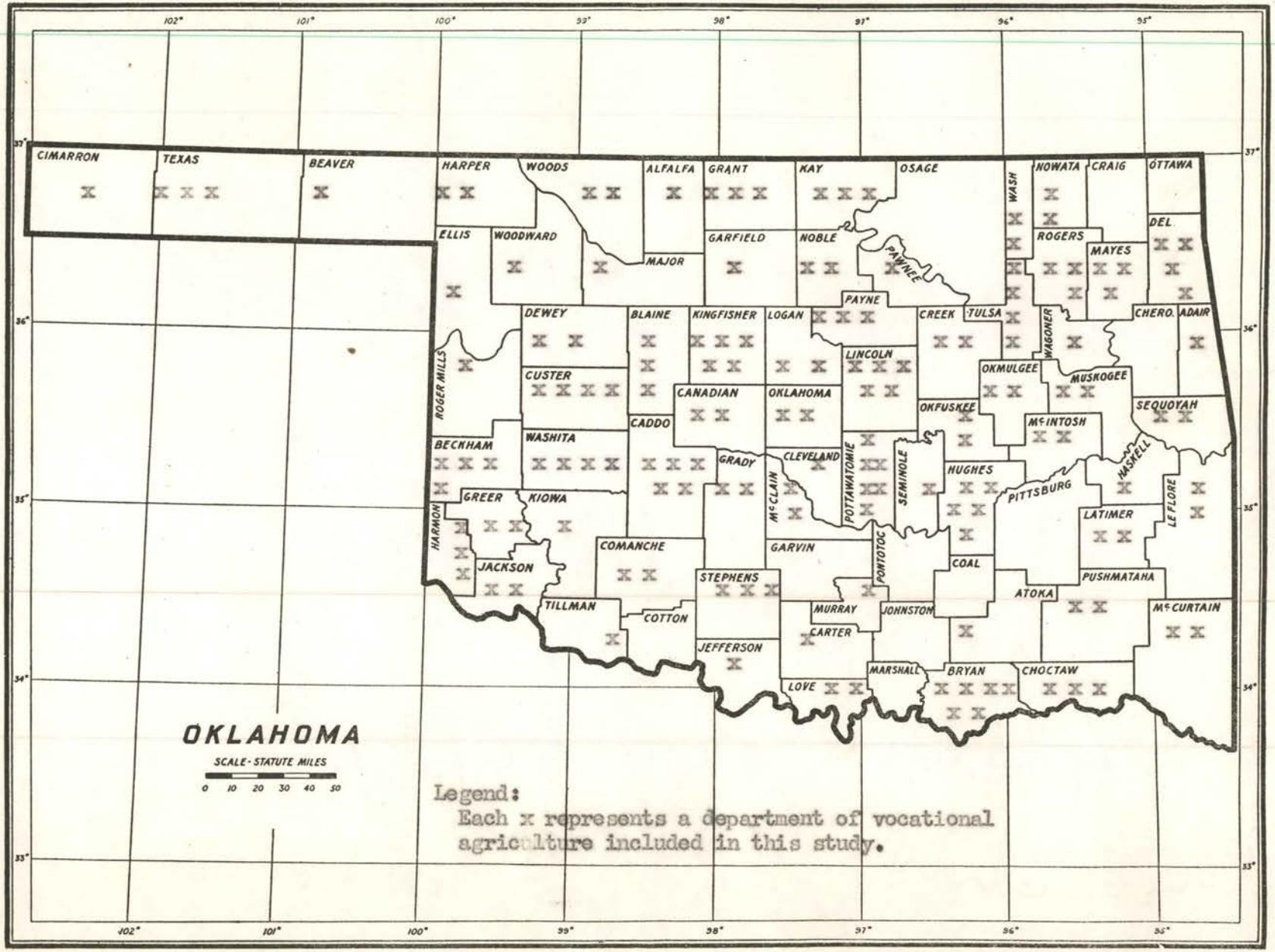
Post Office	Name of School	County	Name of Teacher
Comanche	Comanche S. D. 2	Stephens	R. P. Teichatt
Copan	Copan S. D. 4	Washington	Roy Brents
Cordell	Cordell S. D. 78	Washita	Jack Harper
Coyle	Coyle S. D. 4	Logan	Richard G. Muncie
Cushing	Cushing S. D. 67	Payne	Robert L. Woods
Cyril	Cyril S. D. 64	Caddo	Frank L. Bartlett
Dale	Dale S. D. 2	Pottawatomie	Gerald L. Dunkins
Davenport	Davenport S. D. 3	Lincoln	Edward C. Kitchens
Delhi	Delhi S. D. 1	Beckham	W. R. Brown
Dewey	Dewey S. D. 7	Washington	Ralph S. Peck
Duke	Duke S. D. 14	Jackson	Nelson C. Herschler
Duncan	Duncan S. D. 1	Stephens	Raymond E. Page
Durant, Rt. 2	Cobb S. D. 1	Bryan	Eugene F. Youree
Dustin	Dustin S. D. 9	Hughes	Orville E. Duncan
Earlsboro	Earlsboro S. D. 34	Pottawatomie	Paul O. McKinley
El Reno	El Reno S. D. 34	Canadian	K. J. Robertson
Eufaula	Eufaula S. D. 1	McIntosh	Everett L. Griffin
Fort Cobb	Fort Cobb S. D. 7	Caddo	John Kusel
Fort Towson	Fort Towson S. D. 2	Choctaw	Thurman L. Rhodes
Gould	Gould S. D. 6	Harmon	Vernon H. Duncan
Granite	Granite S. D. 3	Greer	Jess Parks, Jr.
Greenfield	Greenfield S. D. 97	Blaine	W. J. Olivo
Grove	Grove S. D. 2	Delaware	Philip R. Davis
Guthrie	Guthrie S. D. 1	Logan	Olen L. Smith
Guymon	Guymon S. D. 8	Texas	Robert Weidner
Harmon	Harmon S. D. 66	Custer	Lloyd Murdock
Hardesty	Hardesty S. D. 15	Texas	George L. Roberts
Harrah	Harrah S. D. 7	Oklahoma	Jesse H. Champion
Haskell	Haskell	Muskogee	Glen M. Gardner
Hinton	Hinton S. D. 161	Caddo	L. R. Porter
Holdenville Rt. 2	Moss S. D. 1	Hughes	Joseph Ramsiker
Hollis	Hollis S. D. 66	Harmon	Grady Byrd
Hooker	Hooker S. D. 22	Texas	Randal Hancock
Inola	Inola S. D. 22	Rogers	Darius F. Mitchell
Kansas	Kansas S. D. 3	Delaware	A. R. Snodgrass
Kingfisher	Kingfisher S. D. 7	Kingfisher	Rodger Revell
Kiowa, Rt. 1	Limestone Gap S. D. 1	Atoka	Harvey J. Clegg
Lahoma	Lahoma S. D. 61	Garfield	Claude A. Nabors
Lawton	Lawton S. D. 8	Comanche	Alfred Green
Leedey	Leedey S. D. 3	Dewey	William R. Harrison
Lenapah	Lenapah S. D. 1	Nowata	Lerver S. Pigott
Leon	Leon S. D. 8	Love	Robert H. Hart
Locust Grove	Locust Grove S. D. 17	Mayes	W. A. Hesser
Lone Wolf	Lone Wolf S. D. 2	Kiowa	Jack E. Stone
Loyal	Loyal S. D. 56	Kingfisher	Lyndon Mercer
Mangum	Mangum S. D. 1	Greer	Pen Sorrells
Mannford	Mannford S. D. 9	Creek	Alvin L. Stuard
Marietta, Rt.1	Vandorbrook S. D. 5	Love	Haskell C. Morgan

Post Office	Name of School	County	Name of Teacher
Marlow	Marlow S. D. 3	Stephens	Ernest Muncrief
Mason	Mason S. D. 2	Okfuskee	Leslie D. Anderson
McLoud	McLoud S. D. 1	Pottawatomie	Jack Hollingsworth
Medford	Medford S. D. 54	Grant	Harold L. Jennings
Morris	Morris S. D. 3	Okmulgee	Clyde C. Matthews, jr.
Muldrow	Muldrow S. D. 3	Sequoyah	Wm. Don Horton
Muskogee	Muskogee S. D. 20	Muskogee	Gene Beach
Mutual	Mutual S. D. 3	Woodward	Willard B. Collier
Newkirk	Newkirk S. D. 29	Kay	Leonard B. Widener
Ninnekah	Ninnekah S. D. 51	Grady	Wesley Hobbs
Norman	Norman S. D. 29	Cleveland	Herbert W. Mackey
Nowata	Nowata S. D. 40	Nowata	Eldred Harris
Oaks	Oaks S. D. 15	Delaware	Judge Sanders
Oilton	Oilton S. D. 20	Creek	Jim E. Bomby
Okarche	Okarche S. D. 105	Kingfisher	Houston Adams
Okeene	Okeene S. D. 9	Blaine	Conn Price
Okemah	Okemah S. D. 26	Okfuskee	Ray Holman
Omega	Omega S. D. 3	Kingfisher	Ramon H. Tent
Orlando	Orlando S. D. 4	Noble	Charles Scovil, Jr.
Owasso	Owasso S. D. 11	Tulsa	James V. Thomas
Panola	Panola S. D. 4	Latimer	Claude H. Williams
Perry	Perry S. D. 1	Noble	Spudds Widener
Ponca City	Ponca City S. D. 71	Kay	Ray O. Baird
Pond Creek	Pond Creek S. D. 90	Grant	Keith Hoar
Porter	Porter S. D. 3	Wagoner	Neil E. Price
Prague	Prague S. D. 103	Lincoln	Hervey E. Russell
Ralston	Ralston S. D. 60	Pawnee	Walter McCurley
Rattan	Rattan S. D. 1	Pushmataha	Leroy Benefield
Ringling	Ringling S. D. 14	Jefferson	George J. Smith
Rocky	Rocky S. D. 6	Washita	Richard Worthington
Sallisaw	Sallisaw S. D. 1	Sequoyah	J. C. Gulledge
Sayre	Sayre S. D. 31	Beckham	Henry Heise
Selman	Selman S. D. 5	Harper	Loyd Parker
Seminole	Seminole S. D. 1	Seminole	Travis Byron
Sentinel	Sentinel S. D. 1	Washita	Herbert C. Pattison
Shattuck	Shattuck S. D. 42	Ellis	Willard E. Bradley
Shawnee	Shawnee S. D. 93	Pottawatomie	Otto T. Krause
Shawnee Rt. 4	Bethel, S. D. 3	Pottawatomie	Marvin G. Hilton
Skiatook	Skiatook S. D. 7	Tulsa	Marsena M. Norris
Soper	Soper S. D. 4	Choctaw	Calvin A. Meyers
Spiro	Spiro S. D. 2	LeFlore	Lillard Brown
Springer	Springer S. D. 21	Carter	Ollie J. Westerman
Stigler	Stigler S. D. 20	Haskell	Euel W. Renfrow
			Dwight Blankenship
Stillwater	Stillwater S. D. 16	Payne	Clarence O. Lober
Sulphur	Sulphur S. D. 1	Murray	Leo H. Barnes
Sweetwater	Sweetwater S. D. 15	Beckham	Henry V. Ford
Talihina	Talihina S. D. 52	LeFlore	Carl G. Chatham
Thomas	Thomas S. D. 6	Custer	Billy Joe Hutchison

Post Office	Name of School	County	Name of Teacher
Tipton	Tipton S. D. 6	Tillman	Herman M. Grizzle
Tonkawa	Tonkawa S. D. 87	Kay	T. J. Allen
Tryon	Tryon S. D. 125	Lincoln	Merrell D. Dilks
Union City	Union City S. D. 57	Canadian	Clarence McIlrain, Jr.
Verden	Verden S. D. 99	Grady	Richard G. Yeager
Vici	Vici S. D. 5	Dewey	Carl Smith
Vinson	Vinson S. D. 5	Harmon	Garland Howell
Wakita	Wakita S. D. 33	Grant	Leo Templer
Wanette	Wanette S. D. 115	Pottawatomie	Virgil Smith
Watonga	Watonga S. D. 42	Blaine	Theodore J. Scott
Wayne	Wayne S. D. 10	McClain	Billy R. Oliver
Wellston	Wellston S. D. 4	Lincoln	Cleis E. Huffer
Westville	Westville	Adair	J. A. Hart
Wetumka	Wetumka S. D. 5	Hughes	O. S. Adams
Wilburton	Wilburton S. D. 1	Latimer	John Sokolosky
Yale	Yale S. D. 103	Payne	Foster F. Johnson, Jr.



Legend:
Each x represents one of the 339 white departments of vocational agriculture in Oklahoma.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GRANT
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OTTAWA
ELLIS
WOODWARD
MAJOR
GARFIELD
NOBLE
PAWNEE
ROGERS
MAYES
DEL.
PAYNE
DEWEY
BLAINE
KINGFISHER
LOGAN
CREEK
TULSA
WAGONER
CHERO.
ADAIR
ROGER MILLS
LINCOLN
CUSTER
CANADIAN
OKLAHOMA
OKMULGEE
MUSKOGEE
OKFUSKEE
SEQUOYAH
CADDO
Mc INTOSH
BECKHAM
WASHITA
GRADY
CLEVELAND
POTTAWATOMIE
SEMINOLE
HUGHES
HASKELL
PITTSBURG
GREER
KIOWA
Mc CLAIN
LATIMER
LE FLORE
HARMON
COMANCHE
GARVIN
PONTOTOC
COAL
JACKSON
STEPHENS
PUSHMATAHA
ATOKA
TILLMAN
COTTON
MURRAY
JOHNSTON
Mc CURTAIN
CARTER
JEFFERSON
MARSHALL
BRYAN
CHOCTAW
LOVE
OKLAHOMA
SCALE - STATUTE MILES
0 10 20 30 40 50
Legend:
Each x represents a department of vocational agriculture included in this study.

CHAPTER II

PRESENTATION AND ANALYSES OF DATA

TABLE I

SQUARE MILES IN THE SERVICE AREA OF 150 DEPARTMENTS OF VOCATIONAL AGRICULTURE IN OKLAHOMA.

Square Miles	No. Reporting	Percent
0 - 49	5	3.3
50 - 99	31	20.7
100 - 149	29	19.3
150 - 199	30	20.0
200 - 249	16	10.7
250 - 299	12	8.0
300 & over	27	18.0
Total	150	100.0

It seems that there is no size of service area common to a large percentage of the departments reporting. Table I indicates that the majority of the departments reporting have a service area of 50 to 199 square miles. Eighteen percent of the departments report over 300 square miles in their service areas, and 3.3 percent reported having less than 49 square miles. This would indicate that the teachers serving the larger areas would have greater travel expenses involved in visiting boys' supervised farm training programs. More time would also be required in travel. This may result in fewer farm visits. The larger areas may have the same effects on visits to adult farmers as to the all-day boys. The large service areas suggest the need for careful planning for effective visitation.

TABLE II

NUMBER OF FARMS IN SERVICE AREAS OF 123 SCHOOLS

No. Farms	: No. Reporting	: Percent
0 - 49	2	1.6
50 - 99	10	8.1
100 - 149	14	11.4
150 - 199	13	10.6
200 - 249	28	22.7
250 - 299	8	6.5
300 - 349	13	10.6
350 - 399	6	4.9
400 & over	29	23.6
Total	123	100.0

A total of 123 departments reported on the number of farms in their service area. A wide range is indicated in the numbers of farms they serve.

It appears that the departments reporting from the eastern half of the state have a greater number of farms in their service areas than those reporting from the western half of the state. This would indicate more farms in the service areas of eastern Oklahoma as compared to those of western Oklahoma. As the number of farms in the service areas increase they tend to be smaller in size.

In areas where the smaller number of farms were reported the all-day enrollment of boys was also smaller. Over eight percent of the departments reported less than 100 farms in their service areas. It appears that opportunities for an extensive adult program would be somewhat limited due to the lack of adult farmers in sparsely populated areas. It seems likely that the scope of the vocational agriculture program is dependent largely on the number of farms in the service area.

TABLE III

MOST COMMON SIZE OF FARMS IN THE SERVICE AREA OF 139 DEPARTMENTS OF VOCATIONAL AGRICULTURE

Size in Acres	No. Reporting	Percent
99 & less	14	10.0
100 - 149	10	7.2
150 - 199	56	40.3
200 - 249	22	15.8
250 - 299	8	5.8
300 - 349	16	11.5
350 & over	13	9.4
Total	139	100.0

The most common size farm in the 139 departments reporting was 160 acres. Table III shows that 40.3 percent of the departments reported farms 150 to 199 acres in size. Those reporting from the western half of the state generally indicated that the most common size of farms is larger than those reporting from the eastern half.

This would probably be due to the topographic and climatic conditions of these areas. Also the legal restrictions on land allotted to Indians influenced the size of farms in the eastern half of Oklahoma. These factors would influence a wide variation in type of farming and in turn influence the size of farms as indicated by the departments reporting.

The teacher should be concerned with preparing students to increase the farm business in those areas reporting smaller size farms. By increasing the number of acres a higher standard of living may be secured. The size of farms may affect the scope of the boys' supervised farm training programs. Limited acreages on some farms may limit the scope of boys' supervised farming programs.

TABLE IV

MAJOR TYPES OF FARMING REPORTED IN THE SERVICE AREAS OF 151 DEPARTMENTS OF VOCATIONAL AGRICULTURE.

Major types	No. Reporting	Percent
General	17	11.2
Livestock	21	13.9
Livestock & General	62	41.0
Wheat	15	10.0
Wheat & Beef	46	30.5
Grain Sorghums	22	14.6
Truck Farming	7	4.6
Poultry	6	4.0
Cotton	22	14.6
Dairy	49	32.5
Alfalfa	8	5.3
Peanuts	4	2.7
Total Reporting 151		

Table IV indicates the major types of farming in Oklahoma as reported by 151 departments. The major type of farming reported was livestock and general farming which represents 41 percent of those reporting; while 32.5 percent reported dairy as their enterprise. Forty-six departments reported wheat and beef as being the major type of farming in their service area which represents 30.5 percent of the total number reporting.

As this table indicates, a greater number of farms have livestock and general farming than have only one specific enterprise.

This would suggest the curriculum for prospective teachers of vocational agriculture should include several enterprises that are more prevalent in Oklahoma. These data would indicate that programs of vocational agriculture in most areas of Oklahoma should be quite diversified.

TABLE V

AVERAGE GROSS INCOME PER FARM IN THE SERVICE AREAS OF 121 DEPARTMENTS OF VOCATIONAL AGRICULTURE

Dollars	No. Reporting	Percent
0 - 999	8	6.6
1000 - 1999	20	16.5
2000 - 2999	21	17.3
3000 - 3999	20	16.6
4000 - 4999	12	9.9
5000 - 5999	11	9.1
6000 - 6999	9	7.4
7000 & over	20	16.6
Total	121	100.0

Table V shows the average gross income per farm in the service areas of 121 departments. Six and Six-tenths percent of the 121 departments reported an average of less than one thousand dollars income per farm. Sixteen and five-tenths percent reported an average gross income between one thousand and two thousand dollars. The greatest number reported an average income of two to three thousand dollars. While 40.2 percent of the average gross income ranges between one thousand and four thousand dollars.

The departments in the eastern and southeastern sections generally reported a lower gross income per farm than those reporting from western and northwestern sections of the state. This would possibly be due to the number and smaller size of farms in the eastern part as compared to the larger size and smaller number of farms indicated in the western half of the state.

TABLE VI

CONDITIONS OF ROADS IN THE SERVICE AREA OF 151 DEPARTMENTS.

Condition	No. Reproting	Percent
Good	72	47.7
Fair	72	47.7
Poor	7	4.6
Total	151	100.0

Table VI indicates the conditions of the roads in the service areas of 151 departments reporting. Seventy-two or 47.7 percent of the 151 departments reported the roads in their service areas to be in good condition. An equal number and percent reported roads to be in fair condition, while only seven departments or 4.6 percent reported roads that were poor.

The condition of the roads generally effect the travel expenses to farm training visits. No sections of the state reported a uniform condition of roads.

As generally indicated roads in the service areas of departments of vocational agriculture in Oklahoma are from fair to good. However, the data presented in table VI should be considered as an estimate. Each teacher used his own standards for judging the conditions of roads in his service area.

TABLE VII

PRESENT AND PROSPECTIVE ENROLLMENT OF STUDENTS IN DEPARTMENTS OF VOCATIONAL AGRICULTURE COOPERATING IN THIS STUDY

Enrollment	1953-1954 Number	1953-1954 Percent	1954-1955 Number	1954-1955 Percent	1955-1956 Number	1955-1956 Percent
9 or less	-	-	4	2.7	6	4.2
10 - 19	6	4.0	14	9.4	8	5.6
20 - 29	24	15.9	9	6.0	12	8.4
30 - 39	45	29.8	33	22.0	24	16.8
40 - 49	39	25.8	41	27.3	41	28.6
50 - 59	21	13.9	29	19.3	29	20.3
60 - 69	6	4.0	12	8.0	14	9.8
70 or more	10	6.6	8	5.3	9	6.3
Total	151	100.0	150	100.0	143	100.0

The enrollment of vocational agriculture students for the 1953-54 school term is reported in table VII and also the expected enrollment for the next two years.

Four percent of the departments reporting show they have a total enrollment for the present year of 10 to 19 students. While six and six-tenths percent of those reporting have over 70 students enrolled. This indicates a wide range in numbers of students enrolled in Vocational Agriculture for 1953.

It was reported by 55.6 percent of the 151 departments that 30 to 49 students are presently enrolled in Vocational Agriculture.

The enrollment in some of the smaller departments is expected to decrease. This is indicated by 12.1 percent of the departments reporting that less than 20 students are expected in the 1954 enrollment compared with 4.0 percent presently having less than 20 students enrolled.

TABLE VIII

NUMBERS ENROLLED IN VOCATIONAL AGRICULTURE BY CLASSES

Numbers Enrolled	Agriculture I		Agriculture II		Agriculture III		Agriculture IV	
	Numbers Reporting	Percent	Numbers Reporting	Percent	Numbers Reporting	Percent	Numbers Reporting	Percent
0 - 4	12	7.9	15	9.9	34	22.4	47	30.9
5 - 9	30	19.7	41	26.9	52	34.2	59	38.8
10 - 14	49	32.1	55	36.2	47	30.9	22	14.5
15 - 19	32	21.0	31	20.4	16	10.5	19	12.5
20 - 24	17	11.2	7	4.6	2	1.3	4	2.6
25 - 29	5	3.5	3	2.0	1	0.7	0	0.0
30 & over	7	4.6	0	0.0	0	0.0	1	0.7
Total	152	100.0	152	100.0	152	100.0	152	100.0

TABLE IX

INCOME AND FARM OWNERSHIP OF PARENTS OF BOYS ENROLLED IN VOCATIONAL AGRICULTURE

Number of Boys in School	Little or no Income From Farming		Actually Farm For Living		Parents Who Own Farms		Parents Who Are Tenants	
	Schools Reporting		Schools Reporting		Schools Reporting		Schools Reporting	
Boys	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0 - 9	75	52.8	6	4.1	10	6.7	70	47.6
10 - 19	52	36.6	34	23.1	59	39.3	55	37.4
20 - 29	10	7.1	46	31.3	43	28.6	17	11.6
30 - 39	2	1.4	33	22.5	23	15.3	3	2.0
40 - 49	1	0.7	20	13.6	10	6.7	1	0.7
50 - 59	1	0.7	6	4.1	4	2.7	1	0.7
60 & over	1	0.7	2	1.4	1	0.7	-	-
Total	142	100.0	147	100.0	150	100.0	147	100.0

Analysis of Table VIII:

The enrollment in vocational agriculture from the departments reporting shows that the first year class in vocational agriculture is usually the largest of the four classes. The enrollment of the last two years is usually smaller in numbers enrolled than the first two. Sixty-nine and seven-tenths percent of the teachers reported nine or less boys enrolled in Agriculture IV. This would indicate that the numbers enrolled in Agriculture IV would be smaller than any other year. The new departments reported only one year and indicated it as Agriculture I.

Analysis of Table IX:

Table IX shows that most of the parents of the boys enrolled in vocational agriculture actually farm for a living. More than one-half of the departments report less than 10 boys enrolled whose parents derive little or no income from farming. About 96 percent of the departments reported more than 10 boys enrolled whose parents actually farm for a living.

The boys parents are more frequently owner than tenants. Fifteen percent of the departments reported 20 or more boys enrolled whose parents are tenants, and 54 percent reported 20 or more boys whose parents own farms. The data presented here would indicate that the parents of most boys who are enrolled in vocational agriculture depend upon their own farms for a living. The opportunities for supervised farm training programs may be more limited on tenant farms and further limited if parents derive little or no income from farming. Chapter sponsored projects may be valuable in providing experiences for boys who do not have opportunities for supervised farm training at home.

TABLE X

APPROXIMATE NUMBER OF YOUNG FARMERS UNDER 35 YEARS OF AGE NOT IN SCHOOL REPORTED IN 144 COMMUNITIES.

Young Farmers in Community	Frequency	
	No. Reporting	Percent
9 & less	8	5.5
10 - 19	42	29.2
20 - 29	37	25.7
30 - 39	18	12.5
40 - 49	14	9.7
50 & over	25	17.4
Total	144	100.0

Table X shows that five and one-half percent of the departments report they have less than nine young farmers under 35 years of age in their service areas. Fifty-four and nine-tenths percent of all departments reported they have 10 to 29 young farmers in the areas which they serve. Twenty-five or 17.4 percent of the 144 departments report over 50 young farmers in their service area.

More than one-third of the departments reported less than 20 young farmers in the community. In those communities it would seem advisable to have the young farmers in meetings with adult farmers for teaching approved farming practices. It appears that a relatively small percentage of the farmers in most communities are under 35 years of age. This is significant because establishment in farming is a very important phase of the vocational agriculture program.

TABLE XI

STUDENTS TOTAL INVESTMENT IN SUPERVISED FARMING

Investment	Number Reporting	Percent
$ 9,999 & less	42	31.1
10,000 - 19,000	51	37.8
20,000 - 29,000	20	14.8
30,000 - 39,000	10	7.4
40,000 - 49,000	7	5.2
50,000 & over	5	3.7
Total	135	100.0

Table XI shows that 31.1 percent of the departments report that the students total investment in supervised farming is less than $10,000.00, while 37.8 percent report more than $10,000.00 but less than $20,000.00. Fourteen and eight-tenths percent of the 144 departments report boys have 20 to 30 thousand dollars invested. While only 16.3 percent have over 30 thousand dollars invested in supervised farming programs.

As indicated by table XI over two-thirds of the departments reported the student total investment in supervised farm training programs to be less than 20 thousand dollars.

There are several factors that influence the variation in the students total investments. Some of the more important contributing factors are: number of boys enrolled; year the department was established; types of farming in the community and the number of boys whose parents farm for a living. The total investment of students as presented in table XI could not be used as a criterion to measure the scope of individual farming programs.

TABLE XII

AVERAGE SIZE OF SUPERVISED FARMING PROGRAMS REPORTED BY 135 SCHOOLS

Number of Acres or Animal Units	Animal Units Owned Per Student		Acres of Crops Grown Per Student	
	No. Reporting	Percent	No. Reporting	Percent
1 - 2	51	37.8	33	26.8
3 - 4	54	39.9	26	21.2
5 - 6	12	8.9	19	15.5
7 - 8	10	7.4	12	9.7
9 - 10	4	3.0	6	4.9
11 & over	4	3.0	27	21.9
Total	135	100.0	123	100.0

Four animal units or less were reported by 77.7 percent of the departments as being the average number of animal units per student compared to 22.3 percent that report over four animal units per student. As indicated by this table the number of animal units in the supervised training program seldom exceed four per student while he is in school.

The greatest number of departments reported an average of one to two acres of crops per student in the supervised farming program. An average of one to ten acres was reported by 79.1 percent of the departments.

The average size of the supervised farm training programs reported were relatively small. The question may have been misinterpreted by a few teachers who reported abnormally high figures. The average number of acres of crops were reported as high as 420 acres per student. Those answers were not included in this table.

TABLE XIII

DEPARTMENTS USING BUILDING SEPARATE FROM MAIN SCHOOL BUILDING

Is Building separate from main school building?	No. Reporting	Percent
Yes	108	71.1
No	44	28.9
Total	152	100.0

It was reported by 108 departments, which represent 71.1 percent of the schools reporting, that vocational agriculture is taught in a building separate from the main school building. Twenty-eight and nine-tenths percent of the 152 departments reported that vocational agriculture does not have a separate building.

It is generally more desirable to have a separate building for vocational agriculture. However, those departments reporting a separate building may share the building with other departments or activities in the school system. Those departments or activities are shown in table XIV. Where vocational agriculture is taught in a separate building the class room and shop facilities are generally more adequate.

TABLE XIV

OTHER DEPARTMENTS IN SCHOOL THAT SHARE BUILDING WITH VOCATIONAL AGRICULTURE

Departments	No. Reporting	Percent
Science	2	1.3
Cafeteria	5	3.3
Athletics	3	2.0
Music	1	0.7
Industrial Arts	23	15.1
Band	5	3.3
Grade School	2	1.3
Veterans Agriculture Training Program	3	2.0
Junior High	1	0.7
Home Economics	6	3.9
History	2	1.3
English	1	0.7
Gym	1	0.7
T & I	2	1.3
All	1	0.7
Total Sharing	69	
Total Reporting	152	

As indicated by table XIV there are a variety of high schools sharing buildings with vocational agriculture. Twenty-three departments indicated they shared the vocational agriculture building with industrial arts. A total of 69 departments reported that a building was shared with some other school department or activity. This would indicate that 39 departments representing 36.1 percent of the 108 departments reporting a separate building as shown in table XIII, shared the building with no other department or activity.

In those schools where vocational agriculture is taught in the same building with other school departments the interference may cause a less desirable teaching situation. Some departments or activities sharing the

building would interfere more than others. The interference may be caused by using available space or noise caused by some activities.

TABLE XV

USES MADE OF BUILDINGS IN WHICH FARM SHOP IS TAUGHT

	Used Only For Farm Shop	Shared With Industrial Arts	Others	No Building	Total
Number	75	35	5	37	152
Percent	49.3	23.0	3.3	24.4	100.0

Seventy-five or 49.3 percent of the 152 departments reporting have shops set up for farm shop and used only by vocational agriculture. Thirty-five, or 23.0 percent, share a shop with the industrial arts department. Five departments, or 3.3 percent, reported sharing the building with departments other than industrial arts. Thirty-seven, or 24.4 percent, of the 152 departments have no shop building at all.

This would indicate that about 75 percent of all departments included in this study have farm shops used specifically for farm shop, or shared with some other department. Approximately one-fourth of the departments have no farm shop.

Farm shop instruction reported by department shows a great frequency. Vocational agriculture teachers who received their college training several years ago may need in-service training in methods of shop instruction. The great increase in farm mechanization in the past few years has resulted in a change in the areas to be taught in farm shop. A need is indicated for considerable emphasis on farm shop instruction for prospective teachers.

TABLE XVI

SIZE OF SHOP AND CLASS ROOM AS REPORTED BY DEPARTMENTS COOPERATING.

Size of area in Square Feet	Shop		Class Room	
	No. Reporting	Percent	No. Reporting	Percent
400 & less	3	2.6	14	9.7
500 - 999	34	29.6	97	66.8
1000 - 1499	31	27.0	28	19.3
1500 - 1999	31	26.9	3	2.1
2000 - 2499	10	8.7	1	0.7
2500 & over	6	5.2	2	1.4
Total Reporting	115	100.0	145	100.0

Three departments of 115 reporting the size of shops, have shops of less than 500 square feet. Those reporting over 2,500 square feed represented only 5.2 percent. One department reported a shop 60 feet wide and 120 feed long. This would indicate a considerable range in size of farm shops used by vocational agriculture departments.

The most common size of farm shop reported was 500 to 999 square feet. More than 80 percent was reported within the range of 500 to 1,999 square feet.

The size of class room reported did not show as much variation as the size of the farm shops. Two-thirds of the departments reported a class room 500 to 999 square feet. Only two departments reported a class room of 2,500 square feet or more. It was indicated by some of the departments reporting that the class room and farm shop were combined.

Less than 1,000 square feet of shop space was reported by 32.2 percent of the departments. It is evident that those departments do not have adequate space for an optimum shop program. Most of the sizes of of the shops reported are smaller than would be generally desired.

The vocational agriculture class rooms and shops reflect the inadequate school plants which are quite prevalent due to the increasing numbers of students.

TABLE XVII

CLASS ROOMS FOR VOCATIONAL AGRICULTURE THAT ARE SHARED WITH OTHER DEPARTMENTS.

Is Classroom Shared?	No. Reporting	Percent
Yes	7	4.6
No	145	95.4
Total	152	100.0

Four and six-tenths percent of the departments reported that the class room for vocational agriculture is being shared with other departments. One hundred forty-five departments, or 95.4 percent, indicated that the class room is not shared with any other department. This would suggest that most of the class rooms are used exclusively for vocational agriculture.

The class room situation for vocational agriculture seems favorable in most departments. The teacher of vocational agriculture may equip the room with appropriate teaching aids and paraphernalia used exclusively for vocational agriculture. Since vocational agriculture has a separate class room in almost all departments, the appropriate equipment and its arrangement may be included in the curriculum for prospective teachers.

TABLE XVIII

AREAS TAUGHT IN THE FARM SHOPS AS REPORTED BY 152 DEPARTMENTS.

Areas Taught	No. Reporting	Percent
No Farm Shop	33	21.7
Oxy-Acetylene Welding	73	48.0
Electric Welding	88	57.9
Farm Carpentry	108	71.0
Farm Tractor Servicing	60	39.5
Farm Machinery Repair	74	48.7
Concrete Work	61	40.2
Saw Filing	37	24.3
Homestead Plumbing	49	32.2
Wiring for Electricity	75	49.3
Soldering	74	48.7
Leather Work	11	7.2
Mechanical Drawing	11	7.2
Total Reporting	152	

A total of 152 departments reported on what areas are being taught in farm shop. Thirty-three departments, or 21.7 percent of those reporting, teach no farm shop at all. As indicated by table XVIII farm carpentry is taught more frequently than any other area listed.

Some of the departments that reported having no farm shop building indicated that some areas in farm shop were being taught. The most common areas reported by such departments were : farm carpentry, farm tractor servicing, concrete work, and wiring for electricity.

A limited shop program was indicated in many departments. Those departments reported only a few of the areas listed above. This may be due to limited facilities, teachers lack of knowledge in all areas, or other reasons.

TABLE XIX

LAND USED BY THE DEPARTMENT OF VOCATIONAL AGRICULTURE

Land Status	No. Reporting	Percent
Owned	30	19.7
Leased	18	11.8
None	108	71.1
Total Reporting	152	

Over seventy percent of the departments reported no land is used for vocational agriculture. More of the departments having land signified that the land was owned rather than leased.

It is significant that 31.5 percent of the departments have land available for vocational agriculture. Such land could be used as a valuable teaching aid. The land could be used for providing participating experiences in using approved practices for boys who could not receive such training at home.

TABLE XX

AMOUNT OF LAND USED FOR VOCATIONAL AGRICULTURE BY FORTY-SIX SCHOOLS REPORTING

Acres	No. Reporting	Percent
4 & less	20	43.5
5 - 9	11	23.9
10 - 14	5	10.9
15 & over	10	21.7
Total Reporting	46	100.0

Thirty and two-tenths percent of the departments answering the questionnaire indicated they used land for vocational agriculture.

Less than 5 acres of land was the most frequently reported acreage being used by those departments reporting use of land. Table XX indicates a considerable range in the amount of land used by departments of vocational agriculture. The amount of land used ranged up to 200 acres.

Over two-thirds of the departments reporting land indicated that less than 10 acres was being used for vocational agriculture. The limited acreages reported by most departments would suggest that the land would be used more for educational purposes than for financial support of the chapters.

TABLE XXI

USE MADE OF LAND FOR VOCATIONAL AGRICULTURE

Uses	No. Reporting	Percent
Laboratory	28	58.4
Demonstration	23	47.9
Experiment	27	56.3
Town Boys Projects	22	45.8
Total Reporting	46	

Departments of vocational agriculture have land for several uses. They usually have a small number of acres as indicated by 46 departments reporting. These acres are used in various ways as indicated by table XXI. The largest number report using land for laboratory and experimental purposes. Twenty-two departments reported using land for

town boys to have and care for their projects.

Education experiences that are not secured from other sources could be provided for all-day boys' and adult farmers from use of land by the departments. This could be done for those who have limited experiences due to living in town or on farms where the scope of their supervised training program is limited. The acres of land available would be a limiting factor.

TABLE XXII

MEANS OF TRANSPORTING STUDENTS ON FIELD TRIPS

Transportation	No. Reporting	Percent
School Owned Bus	96	63.2
Chapter Pick-ups	93	61.2
Boys Cars	53	34.8
Teachers Cars	107	70.1
Total Reporting	152	

Several of the departments specified that all four means of transportation were used to transport students on field trips. While others may have used only one of those listed. The most common source of transportation reported was the teacher's car being reported by 70.1 percent of the departments. The transportation facilities available would greatly influence the amount of expense a teacher would have in carrying on his program.

Table XXII indicates that 61.2 percent of the departments reported having chapter pick-ups. It was not specified whether the pick-ups were chapter owned, district owned, or on loan from an automobile dealer.

TABLE XXIII

TEACHING PLAN AS LISTED ON CONTRACT BY 112 TEACHERS

Teaching Plan	No. Reporting	Percent
A	35	31.2
B	7	6.2
C	6	5.4
D	64	57.2
Total Reporting	112	100.0

Table XXIII indicates 57.2 percent of the teachers are on contract under plan "D". Those departments would have considerable young farmer and adult instruction.

Plans for minimum time provisions which may be approved on vocational agriculture teaching schedules are as follows:[1]

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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[1]State Plans for Vocational Agricultural Education. July 1, 1952 to June 30, 1957. J. B. Perky, Director.

TABLE XXIV

BASIC REFERENCE BOOKS USED BY COOPERATING TEACHERS

Copies in the School	Feeds & Feeding		Soils		Farm Management	
	Number Reporting	Percent	Number Reporting	Percent	Number Reporting	Percent
0 - 4	22	14.6	30	30.3	20	22.8
5 - 9	31	20.7	14	14.1	13	14.8
10 - 14	59	39.3	29	29.3	26	29.5
15 - 19	24	16.0	11	11.1	13	14.8
20 & over	14	9.4	15	15.2	16	18.1
Total	150	100.0	99	100.0	88	100.0

Feeds and Feeding by Morrison was the most commonly reported reference book used by departments of vocational agriculture. More than ten copies of this book were reported by 65.7 percent of the departments. This would indicate that sufficient copies were generally available for each member of a class. Ninety nine percent of the departments reported that Feeds and Feeding was available as a reference.

Books on soils and farm management were less frequently reported. This may be due to a greater availability of other sources of reference material on these subjects. These other sources such as experiment station and extension publications may present more current information than would be presented in reference books.

The teachers indicated a great variation in authors of the soils and farm management reference books. No predominate reference book on soils or farm management was reported.

TABLE XXV

AVAILABLE TEACHING AIDS USED FOR VOCATIONAL AGRICULTURE

Teaching Aids	No. Reporting	Percent
Movie Projector	153	94.0
Slides and Filmstrips	140	92.2
Sound Recorder	80	52.6
Opaque Projector	64	42.1
Dehorners	142	93.5
Babcock Tester	103	67.8
Farm Level	144	94.8
Soil Testing Equipment	121	79.9
Total Reporting	152	

The farm level was the most frequently reported teaching aid available to departments of vocational agriculture. More than 90 percent of the departments reported farm levels, movie projectors, dehorners, and slides and filmstrips. All departments reported that some of the teaching aids were available that are listed in table XXV.

Prospective teachers should become familiar with the use of teaching aids most commonly available to teachers of vocational agriculture. The great frequency of audio-visual aids would suggest that emphasis be given to the use of such aids in teacher training.

TABLE XXVI

F.F.A. MEETINGS HELD PER MONTH BY 152 TEACHERS REPORTING

No. of Meetings per Month	Schools Reporting			
	Meetings Per Month		Daytime Meetings	
	No.	%	No.	%
1	79	52.0	68	44.7
2	66	43.4	32	21.1
3	5	3.3	3	2.0
4	2	1.3	2	1.3
Total Reporting	152	100.0	105	69.1

Table XXVI indicates that all the departments have at least one F. F. A. meeting per month. Forty-three and four-tenths percent of the teachers have two meetings per month.

One hundred and five reported having F. F. A. meetings during the day time. It is indicated in table XXVII that 121 chapters hold night meetings. These data would indicate that 74 chapters, or 48.6 percent, hold both day and night meetings.

TABLE XXVII

PERCENTAGE OF ATTENDANCE AT F.F.A. MEETINGS

Percentage of Members Attending	Schools Reporting	
	Number	Percent
Less than 49	10	8.3
50 - 59	11	9.1
60 - 69	16	13.1
70 - 79	20	16.5
80 - 89	27	22.3
90 & Over	37	30.6
	121	100.0

Table XXVII indicates 121 of the chapters hold F.F.A. night meetings. A wide range in attendance at night meetings is indicated. Thirty and six-tenths percent of the chapters reporting attendance at night have less than 70 percent of the members attending. Less than 50 percent attendance was reported by eight and three-tenths percent of the chapters.

Thirty-one of the chapters did not report on the attendance at night meetings. This would indicate that about 23.9 percent of the chapters do not hold regular F.F.A. night meetings.

TABLE XXVIII

ORGANIZED GROUP OF YOUNG FARMERS THAT MEET SEPARATELY FROM ADULTS

Organized Young Farmers Meeting Separately	Number Reporting	Percent
Yes	59	38.8
No	93	61.2
Total Reporting	152	100.0

Fifty-nine of the 152 departments reporting have organized groups of young farmers, while 93 departments do not have organized young farmer groups.

Many of the teachers specified that young farmers meet with adult groups. This may be due to a limited number of young farmers in some communities. The needs and concerns of young farmers becoming established in farming may be quite different from those of adult farmers. The adult program in most schools may not be suited to young men becoming established in farming. Prospective teachers should be prepared to plan the programs for out-of-school groups suited to their educational needs.

TABLE XXIX

AVERAGE ATTENDANCE AT YOUNG FARMER MEETINGS

Attendance	No. Reporting	Percent
0 - 4	1	1.1
5 - 9	43	48.9
10 - 14	26	29.6
15 - 19	8	9.1
20 - 24	4	4.5
25 - 29	3	3.4
30 or More	3	3.4
Total Reporting	88	100.0

Table XXIX shows that 50 percent of the 88 departments reporting have an average attendance of less than 10 young farmers. Twenty-nine and six-tenths percent of those reporting have an attendance of 10 to 15. Therefore, 79.6 percent of those reporting have 15 or less attenting young farmer meetings.

The low attendance reported by most departments may be due to the lack of many young farmers in the community.

Twenty-nine more departments reported an attendance at young farmer meetings than reported organized groups of young farmers. These data would indicate that many teachers have meetings with young farmers that are not scheduled organized meetings.

TABLE XXX

NUMBER OF YOUNG FARMER MEETINGS HELD PER MONTH

Frequency	No. Reporting	Percent
1	43	53.8
2	34	42.5
3	3	3.7
Total Reporting	80	100.0

Over one-half of the departments that hold young farmer meetings report holding one meeting per month. Table XXX indicates that departments seldom have more than two meetings per month.

Several meetings per week were reported by some departments during the slack season of the year. Generally those departments did not specify that regular meetings were held during each month.

TABLE XXXI

DEPARTMENTS HAVING PLANNED MEETINGS WITH ADULT FARMERS

Meeting with Adults	Number Reporting	Percent
Yes	132	86.9
No	20	13.1
Total Reporting	152	100.0

Table XXXI shows 86.9 percent of the 152 schools reporting to have planned meetings with adult farmers, while 13.1 percent have no planned meeting with adult farmers for the purpose of teaching approved farming practices.

The difference indicated by these data may be largely due to the plan of instruction which is specified on each teacher's contract. Adult instruction is a requirement for a majority of the teachers of vocational agriculture in Oklahoma as shown by table XXIII.

TABLE XXXII

PLACE WHERE ADULT MEETINGS ARE HELD REPORTED BY 138 TEACHERS.

Meeting Place	Schools Reporting	
	No. Reporting	Percent
Vocational Agriculture Building	124	89.9
Other Places in the Community	14	10.1
Schools Reporting	138	100.0

This would indicate most meetings pertaining to agriculture with out-of-school groups are held in the vocational agriculture building.

Some of the other places listed by teachers were farmers homes, community centers, rural schools, and experiment stations.

The vocational agriculture building was used as the adult meeting place by 124 departments. Other meeting places in the community was reported by 10.1 percent of the teachers.

TABLE XXXIII

FREQUENCY OF ADULT FARMER MEETINGS OF 123 SCHOOLS REPORTING

Meetings Per Month	Schools Reporting	
	No. Reporting	Percent
1	67	54.4
2	43	35.0
3	2	1.6
4 & over	11	9.0
Total	123	100.0

The frequency of adult meetings was reported by 123 departments. Fifty-four and four-tenths percent of those reporting have at least one meeting per month with adult farmers for the purpose of teaching approved practices in farming. Thirty-five percent have two meetings per month, while only ten and six-tenths percent have three or more per month. Many of the departments do not have regularly scheduled adult meetings throughout the year. Those departments usually reported having several meetings during the winter months. The number of meetings were computed on the basis of regularly scheduled meetings throughout the year in table XXXIII.

TABLE XXXIV

DATES DEPARTMENTS OF VOCATIONAL AGRICULTURE WERE ESTABLISHED IN THE COOPERATING SCHOOLS

Year	Schools Reporting	
	No. Reporting	Percent
1920 - 1924	6	4.1
1925 - 1929	14	9.5
1930 - 1934	16	10.8
1935 - 1939	25	16.9
1940 - 1944	13	8.8
1945 - 1949	51	34.4
1950 - 1953	23	15.5
Total	148	100.0

Only 148 departments reported as to the year the department was established. From those reporting none were established before 1920. Table XXXIV shows there was a steady increase in departments established over the state until 1940 at which time there was a decrease. This decrease was probably due to the war years. Immediately following the war there was a tremendous increase in those established over the state. Thirty-four and four-tenths percent of the departments were established in the five year period 1945-1949.

The validity of the information presented in table XXXIV is not accurately determined. It is possible that certain groups of teachers showed greater response than other groups.

TABLE XXXV

NUMBER OF TEACHERS HAVING SERVED EACH DEPARTMENT

No. of Teachers Serving	Schools Reporting	
	No. Reporting	Percent
1	42	28.0
2	45	30.0
3	18	12.0
4	16	10.7
5	11	7.3
6	7	4.7
7 & over	11	7.3
Total	150	100.0

The number of teachers having served each department was reported by 150 departments. Table XXXV shows 28.0 percent of the departments reported that only one teacher has served the department. Thirty percent of the departments have been served by two teachers.

It is indicated that the teacher tenure varies among the departments throughout the state. The larger number of departments being served by one or two teachers may be due to the fact that many departments have been recently established.

TABLE XXXVI

NUMBER OF YEARS DEPARTMENTS WERE DISCONTINUED

Number of years Department was Discontinued	Schools Reporting	
	No. Reporting	Percent
No interruption	129	85.0
3 or Less	4	2.6
4 - 7	7	4.6
8 - 11	4	2.6
12 - 15	4	2.6
16 & over	4	2.6
Total Reporting	152	100.0

From the 152 departments reporting only 23 departments reported being discontinued for a period of time. The period of discontinuation ranged from one to twenty-one years. There was no reason found in this study to indicate why the departments were discontinued for any period of time.

The reported number of years that departments were discontinued seemed uniformly distributed throughout the reported range.

TABLE XXXVII

DEPARTMENTS OF VOCATIONAL AGRICULTURE HAVING STUDENTS WHO WERE AWARDED THE DEGREE OF JUNIOR MASTER FARMER

Nos. Receiving Awards	Number Reporting	Percent
No degrees awarded	44	28.9
0 - 4	54	35.5
5 - 9	24	15.8
10 - 14	10	6.6
15 - 19	8	5.3
20 - 24	4	2.6
25 & over	8	5.3
Total Reporting	152	100.0

Table XXXVII shows that junior master farmer degrees have been awarded to students of 108 departments reporting. Nineteen and eight-tenths percent reported that more than ten degrees have been awarded to students of the departments. It was reported by fifty-one and three-tenths percent of the departments to have received less than 10 junior master farmer degrees.

Twenty-eight and nine-tenths percent of the departments reported no students receiving junior master farmer degrees. Several new departments having been added during the past few years is one of the reasons for the high percentage reporting no state farmer degrees.

TABLE XXXVIII

FORMER STUDENTS OF VOCATIONAL AGRICULTURE NOW FARMING IN AREA OF COOPERATING DEPARTMENTS

Number now Farming	Number Reporting	Percent
None reported	20	13.1
9 or less	53	35.0
10 - 19	36	23.6
20 - 29	19	12.5
30 - 39	10	6.6
40 - 49	4	2.6
50 & over	10	6.6
Total Reporting	152	100.0

Table XXXVIII indicates that relatively few students of vocational agriculture are farming in the area in which they received training. Forty-one and one-tenth percent of the departments reported that fewer than ten former students are farming in their areas. Thirty or more former students were reported by eighteen and two-tenths percent of those reporting, to be engaged in farming.

Some teachers indicated that some of their former students are in college, in service, or are preparing to enter the armed service.

CHAPTER III

SUMMARY AND CONCLUSIONS

SUMMARY OF FINDINGS AND CONCLUSIONS

This study sought to discover the characteristics of departments of vocational agriculture in Oklahoma high schools. Questionnaires were sent to 339 teachers and were returned by 152 teachers representing 44.8 percent of the departments in the State. The replies from the teachers seem to be representative of all departments; therefore, the purposes of this study may have been achieved to a great extent. The purposes were to determine some of the more important characteristics of the departments in Oklahoma for use in the training and placing prospective teachers of vocational agriculture.

Sixty percent of the 150 departments reported on size of service area and indicated a range from 50 to 199 square miles in their areas. Over 300 square miles was reported by 18.0 percent of the teachers. In the larger such departments, the teacher would have more expense in travel, and more time would be taken for supervised practice visits. The large service areas suggest the need for careful planning for effective visitation.

The number of farms reported and the size of farms also showed a considerable range. The size of farms reported seemed to be inversely proportional to the number of farms reported in the service areas. The eastern section of the state generally reported more farms in each service area; whereas, the western section generally reported fewer farms with larger acreages.

Livestock and general farming were the most frequently reported type of farming. About one-third of the departments also reported wheat

and beef, and dairy farming. Many teachers reported specific enterprises, whereas others reported several enterprises common to the community. This would suggest that prospective teachers should receive well rounded training in technical agriculture.

Fifty-seven percent of the departments reported that the average gross income per farm was less than four thousand dollars. As a rule farms on the eastern side of the state had less gross income than those on the west side. This is probably due to the number of farms and sizes reported. The resulting small net incomes from farms suggests that teacher training should give emphasis to farm management and economics. The phases suggested here would be increasing the size of business, more efficient production and marketing, and management.

The present enrollment of students in vocational agriculture shows a wide range in numbers enrolled. One hundred and twenty-one departments reported an enrollment of 30 students or more, while 30 departments indicated less than 30 enrolled. Less than 20 students enrolled was reported by 12.1 percent of the teachers. A decrease in enrollment was more commonly expected in the future than an increase, particularly in the smaller schools. These data suggest that teacher-trainers may need to give special consideration in training teachers to plan and justify a broad program of vocational agriculture in communities with small enrollment. They also need training in how to make the most efficient use of their time in schools where large enrollments are reported.

Over one-half of the departments reported 10 to 29 young farmers in their service areas. Fifty or more young farmers were reported in the service areas of 17.4 percent of the departments. It is significant that a smaller farm population results in a smaller number of farmers in the service area.

The total investment of students in supervised farming showed a considerable range among the departments. This variation may be due to the number of students enrolled, the year in which the department was established, and other factors within the service areas. Less than $20,000 was reported in more than two-thirds of the departments as the total investment of students in supervised farming. More than three-fourths of the departments reported less than five animal units owned per student. About one-half of the departments also reported less than five acres of crops grown per student.

It is quite apparent that the supervised farming program alone generally does not provide a vocational agriculture student with sufficient size of business upon graduation to be established in farming. Such small investments in farming suggest that teachers should be prepared to give counsel and guidance to boys on ways of securing capital, seeking other employment to provide additional income, or possibly suggest work in other related fields.

This study indicated that vocational agriculture is being taught in various class room situations. A building separate from the main school building is used by 71.1 percent of the departments. Industrial arts was the most frequently reported department sharing the building. The classroom was used exclusively for vocational agriculture by 95.4 percent of the teachers reporting. One-half of the teachers who have shops reported that their farm shops were used exclusively for farm shop instruction. Twenty-three percent specified the farm shop was shared with industrial arts department. One-fourth of the teachers reported that no building was available for teaching farm shop.

The areas of instruction in farm shop generally varied with the facilities available. However, some departments reported some areas were being taught who did not report a shop building. Farm carpentry was the most frequently taught area of farm shop. Electric welding was reported by 57.9 percent of the departments. An increase in farm mechanization and electrification on Oklahoma farms signifies a great need for training teachers in the agricultural engineering and farm mechanics phases of the curriculum.

Land for use by the vocational agriculture department was reported by 31.5 percent of the teachers. Most of the departments having land, signified that the land was owned rather than leased. Those reporting land usually indicated small acreages. Less than five acres was reported by 43.5 percent of those having land. Teacher training should probably include methods and techniques in the most advantageous use of such land for vocational education in agriculture.

Teaching aids to be used by vocational agriculture were available in almost all departments reporting. More than 90.0 percent of the teachers reported farm levels, movie projectors, dehorners, and slide and film strip projectors. For most effective teaching it would be well for prospective teachers to become proficient in the use of such teaching aids.

Over one-half of the teachers reported working under plan "D" of the vocational agriculture teaching contract. Over 30 percent reported plan "A" and relatively few reported "B" and "C". A requirement of 72 hours of adult instruction per year is specified under plan "D". The high proportion of teachers using plan "D" suggests the need for training in techniques of planning and conducting an effective adult education program in the curriculum of prospective teachers.

There was considerable variation indicated in the kind and type of instruction for out-of-school groups. Many of the departments specified that young farmers and adult farmers meet together. About one-third of the departments reported an organized group of young farmers that meet separately from adults. Planned meetings with adult farmers was reported by 86.9 percent of the departments. The average attendance of five to 14 was reported by more than three-fourths of the departments; although a wide range of average attendances were reported. One to two meetings per month were most commonly reported for both young farmers and adult farmers. Many departments indicated that adult instruction was seasonal and several meetings per month were held during those seasons.

The number of teachers having served each department showed considerable variation. Some factors influencing teacher tenure would be the year the department was established, qualifications of the teacher, and the characteristics of the school and community.

Twenty-three of the reporting teachers specified that their departments were discontinued for a period of time. The period of discontinuation showed uniform variation up to more than 16 years.

There were 108 departments reporting that members of their chapter have been awarded Junior Master Farmer degrees. Generally less than 10 degrees were received by each chapter, and over one-half reported less than five degrees have been received.

The teachers cooperating in this study indicated that relatively few former students are presently engaged in farming. This would suggest that we may need to revise the kind of training given to students of vocational agriculture. It may not be sufficient to teach only approved practices in the agricultural enterprises in order to justify the program. Possibly other areas which could be given more emphasis

would be community development, leadership, cooperation, and adaptability to other fields of work related to farming. Therefore, working toward the goals set forth in the F.F.A. constitution would become more prominent in the vocational agriculture program. This would suggest more emphasis should be given on how to realize the objectives stated in the constitution of the Future Farmer Organization.

CHAPTER IV

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