

THE ESTABLISHMENT AND OPERATION OF TWO-TEACHER  
DEPARTMENTS OF VOCATIONAL AGRICULTURE

By

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DEPARTMENTS OF VOCATIONAL AGRICULTURE

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D.E.W.

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## CHAPTER I

### INTRODUCTION

Nearly one-half million high school boys were enrolled in vocational agriculture in 1952-1953. This number has increased considerably over the last few years, and there are indications that it will continue to increase in the future. Along with this group of all-day students are two more groups which are important parts of a complete program of vocational agriculture. One group is the young farmers, young men not in high school and not fully established in farming. Individuals in young farmer classes in 1952-1953 in the United States numbered 47,835. The other group is adult farmers, who are established in farming. This group numbered slightly less than 275,000 in 1952-1953.

There are various activities incurred in working with these three groups. Some of the activities are: the Future Farmers of America, supervising the farming programs of all-day students, assisting in supervision of young and adult farmer farming programs, community services, cooperation with other agencies connected directly with agriculture, and the correlation of vocational agriculture with other high school subjects.

As the demand for services has increased there has developed a need for additional manpower to achieve desir-



able results. In some schools the administrators have seen fit to employ an additional teacher to assist in developing and carrying on the type of program which more nearly meets the needs of their particular communities.

There is a question as to when an additional teacher should be employed. The vocational agriculture program, because of its nature, cannot be treated as some of the other high school subjects. The high school subjects may be divided and an additional teacher secured when the enrollment reaches a certain number. This could only be one criterion when considering the addition of a second teacher of vocational agriculture. Other factors, such as, the young and adult farmer programs, the physical facilities available, the size of service area, community services rendered, the Future Farmers of America, and the quality of the complete program, under the present instructor's supervision, would need to be considered in determining the need for adding a second teacher of vocational agriculture.

A school is confronted with a number of problems if it is determined there is a need for the second teacher of vocational agriculture. Certain necessary steps or procedures may need to be followed in the selection of the second teacher.

After a second teacher has been selected and employed, several changes may need to be made in the department which will more nearly fit a two-teacher type of program. This reorganization should be well planned and worked out in a manner suitable to all concerned in the actual operation of

a two-teacher department.

In 1952-1953 there were 90 all-day students and 56 young and adult farmers enrolled in agriculture at the school in which the writer is employed. In 1953-1954 the all-day enrollment had decreased to 75 students, while the enrollment of the other classes remained about the same. The high school records reveal that there are from 50 to 65 boys in each grade in junior high school. The writer estimates that 75 percent of these junior high school boys will meet the specific requirements for enrolling in vocational agriculture prescribed in the National Vocational Education Act of 1917.

This act states:

....(1) The education provided shall be designed for persons over 14 years of age who have entered upon, or are preparing to enter upon, the work of the farm or the farm home.

(2) Provision shall be made for directed or supervised farm practice in agriculture for at least 6 months per year..<sup>1</sup>

Harrisburg High School does not have a school farm, therefore, students taking vocational agriculture must do their supervised farming practice on their own farms.

In addition to the activities listed above, increased work with the Future Farmers of America, community services, and a broader program of Agricultural Education has caused the writer to become interested in the possibility of securing an additional teacher. Should the employment of a second teacher become a reality, the writer is interested in secur-

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<sup>1</sup>U. S. Office of Education, Administration of Vocational Education, Vocational Education Bulletin No. 1, (Washington 25, D.C., 1948), p. 90.

ing as much information as possible on the establishment and operation of a two-teacher department. It would aid in carrying out a program that would be more beneficial to the community in which he is located.

### PURPOSES OF THIS STUDY

There are two main purposes in making the study.

- (1) To determine how a two-teacher department of vocational agriculture is established.
- (2) To determine how a department operates after the addition of a second teacher of vocational agriculture.

There are several sub-purposes, some of which are:

- (1) To determine if any specific requirements are set up by the state departments which must be fulfilled by schools' officials interested in a two-teacher department of vocational agriculture.
- (2) To determine what conditions were largely responsible for the addition of a second teacher.
- (3) To obtain information on how the duties and responsibilities of the two teachers are determined.
- (4) To determine the administrative duties of the teachers.
- (5) To determine what type of working relationship exists between the two teachers.
- (6) To determine the arrangements used by the two teachers in carrying on the F.F.A. activities, the supervised farming programs, young and adult farmer classes, community services, and the cooperation given other agricultural agencies.

## REVIEW OF LITERATURE

After a search for available literature on the subject, the writer realized that very little has been written about two-teacher departments of vocational agriculture.

There has been only one study similar to this study. Gilbert R. Kinzie<sup>2</sup> made a study of departments where more than one teacher was employed. This study was made 13 years ago, so some of the information presented in his study may be somewhat obsolete, because vocational agriculture departments are continually changing along with a changing agriculture. This study should represent the two-teacher departments of today as the Kinzie study represented multiple-teacher departments in 1941.

A small amount of information on multiple-teacher departments is found in Phipps and Cook's handbook.<sup>3</sup> One article was found in the Agricultural Education Magazine on this subject. Two, rather small, special reports were compiled by teachers in two workshops held at Texas A and M College.

The writer contacted Mr. R. E. Naugher,<sup>4</sup> Agriculture Education Program Specialist, to obtain information that

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<sup>2</sup>Gilbert R. Kinzie, Multiple-Teacher Departments of Vocational Agriculture, Thesis, (Virginia Polytechnic Institute, 1941).

<sup>3</sup>Lloyd J. Phipps and Glen C. Cook, A Handbook on Teaching Vocational Agriculture, (Chicago, 1952).

<sup>4</sup>R. E. Naugher, Agriculture Education Program Specialist, (Southern Region) Department of Health, Education and Welfare, Washington 25, D.C.

might be useful in this study. Mr. Naugher stated that he had requested a study on this subject, but it had not been completed.

#### THE PROCEDURE USED IN SECURING INFORMATION FOR THIS STUDY

The writer decided to study all of the two-teacher departments in seven states. It was assumed that the seven states selected for the study would have enough two-teacher departments to supply the information needed to realize the purposes of this study.

In order to get a more complete understanding of the establishment and operation of a two-teacher department of vocational agriculture, it was decided to contact four persons who have a direct connection with each of the departments studied. The state supervisor of vocational agriculture was contacted to secure information on the establishment of a two-teacher department from a state level, and to obtain information about the schools in the state which had departments of this type.

The school superintendent was then contacted to obtain information concerning the process of establishing the department on a two-teacher basis, and for some information on the operation of the department. The other two persons contacted were the instructors in the department. Information on the actual operations of the departments were to be obtained from the teachers.

Questionnaires were used to secure this information. Three questionnaires were composed by the writer under the direction of Mr. Don M. Orr, acting Head of the Department of Agricultural Education of the Oklahoma A and M College, and presented to a seminar class in Agricultural Education. The class evaluated the questionnaires and gave helpful criticism.

After the questionnaires had been revised, the writer used the questionnaire to secure information from one state supervisor, one school superintendent, and three vocational agriculture instructors from two different schools. Another revision of the questionnaires was made, based upon these personal contacts.

The remaining state supervisors of the seven states were then contacted. They returned the questionnaires which contained a list of the schools in their states which had two-teacher departments.

Copies of the superintendent's and the teachers' questionnaire and letter were made and mailed to all the schools named by the seven state supervisors. Fifty-two schools received both of the questionnaires. Four schools reported they did not actually have two-teacher departments. Forty-eight schools had this type of department. Forty-six teachers returned the instructors' questionnaire, and forty-four superintendents returned the questionnaires sent to them. Ninety-three and six-tenths percent of the questionnaires were completed and returned. Some were contacted a second

time before the return was made. Five states returned one hundred percent of the questionnaires sent to them. The writer was very pleased with such a high percentage, but believed it was necessary to have a reasonably high percentage returned as there were so few schools contacted.

Most of the schools were contacted by mail, however, the writer was able to contact in person, two state supervisors, three superintendents, and six instructors in addition to three other persons who had worked in a two-teacher department.



## CHAPTER II

### INFORMATION FROM STATE SUPERVISORS REGARDING TWO-TEACHER DEPARTMENTS OF THE COOPERATING STATES

State departments of vocational agriculture have definite responsibilities in the establishment of two-teacher departments, the same as they do in the establishment of one teacher departments. To determine what some of these responsibilities are, the writer contacted the state supervisors of the states included in this study. The information received from them was compiled and analyzed. It is presented later in this chapter.

#### STATES INCLUDED IN THIS STUDY

The states selected to include in this study were Arkansas, Kentucky, Louisiana, Mississippi, Missouri, Oklahoma, and Tennessee. These states were selected, because it was thought their conditions were somewhat similar to conditions in Arkansas, the writer's home state.

## LETTER OF TRANSMITTAL

HARRISBURG HIGH SCHOOL  
DEPARTMENT OF AGRICULTURE  
HARRISBURG, ARKANSAS

September 6, 1953

Dear Sir:

Your state has been selected to be included in a study on the establishment and operation of a two-teacher department of vocational agriculture. This study is being made as a part of the requirement for a master's degree.

To secure the needed information for this study, it is requested that you please fill out the enclosed questionnaire. It is hoped that too much unnecessary information has not been included in the questionnaire, and that it will be of service to other departments of vocational agriculture when they add a second teacher.

Enclosed is a stamped, self-addressed envelop for your convenience in returning the questionnaire. Your cooperation in providing this information will be most beneficial to me and sincerely appreciated.

Very truly yours,

(S) DARREL WAY  
Darrel Way  
Harrisburg, Arkansas

Encl.

A QUESTIONNAIRE TO STATE SUPERVISORS OF VOCATIONAL AGRICULTURE  
 CONCERNING THE ESTABLISHMENT AND OPERATION OF A TWO-TEACHER  
 DEPARTMENT OF VOCATIONAL AGRICULTURE

1. State \_\_\_\_\_ 2. State Supervisor \_\_\_\_\_
3. Total number of vocational agriculture departments in the state during school year 1952-1953 \_\_\_\_\_
4. Total number of departments employing two vocational agriculture instructors during 1952-1953 school year \_\_\_\_\_
5. Number of two-teacher departments operating for the first time this year (1953-1954) \_\_\_\_\_
6. Are there any minimum requirements which must be met by a school desiring the addition of the second vocational agriculture instructor? \_\_\_\_\_ yes; \_\_\_\_\_ no
  - A. If any of the following are requirements, please indicate by number where appropriate, otherwise answer "yes" or "no"
    1. Number of vocational agriculture students \_\_\_\_\_
    2. Number of boys in high school \_\_\_\_\_
    3. Size of school district (square miles) \_\_\_\_\_
    4. Two classrooms other than shop \_\_\_\_\_
    5. Size of vocational agriculture shop (square feet) \_\_\_\_\_
    6. Number of young farmer classes \_\_\_\_\_
    7. Number of adult farmer classes \_\_\_\_\_
    8. Both teachers required to make reports \_\_\_\_\_
7. Is there a special application form for a school to use when desiring to become a two-teacher department? \_\_\_\_\_ yes; \_\_\_\_\_ no  
 (If answer is "yes", please include a copy)
8. Are federal funds used in the payment of salaries of each teacher? \_\_\_\_\_ yes; \_\_\_\_\_ no

9. The name of the school, school superintendent, and the two instructors of schools with a two-teacher department in 1952-1953.

SCHOOL	SUPERINTENDENT	INSTRUCTORS
1. _____	_____	1. _____
		2. _____
2. _____	_____	1. _____
		2. _____
3. _____	_____	1. _____
		2. _____
4. _____	_____	1. _____
		2. _____
5. _____	_____	1. _____
		2. _____
6. _____	_____	1. _____
		2. _____
7. _____	_____	1. _____
		2. _____
8. _____	_____	1. _____
		2. _____
9. _____	_____	1. _____
		2. _____
10. _____	_____	1. _____
		2. _____

TABLE I

## TWO-TEACHER DEPARTMENTS REPORTED IN THE COOPERATING STATES

States	: Total no. : : of depts. : : :	: Total no. of : : two-teacher : : depts. in : : 1952-1953 :	: Schools reporting : : two-teacher depts. : : the first time in : : 1953-1954 :
Arkansas	284	3	0
Kentucky	224	14	5
Louisiana	239	7	0
Mississippi	276	3	0
Missouri	247	3	0
Oklahoma	338	6	1
Tennessee	285	10	0
Totals	1793	46	6

Table I shows there are relatively few two-teacher departments in existence in the seven states contacted. There is only one two-teacher department in every 35 vocational agriculture departments in the states included in this study. Kentucky had the smallest ratio of twelve to one, while Arkansas had the largest ratio of ninety-four to one. Eleven and five-tenths percent of these two-teacher departments were operating for the first time during the 1953-1954 school year. This indicates that the number of two-teacher departments continues to increase slightly.

TABLE II

REQUIREMENTS WHICH MUST BE MET BEFORE ADDING  
A SECOND TEACHER OF VOCATIONAL AGRICULTURE

Specific Requirements:	Ark.	Ky.	La.	Miss.	Mo.	Okla.	Tenn.	No. of Req.
No. of Ag. students required	No	60	40*	No	No	60	No	3
No. of boys in high school	No	No	No	No	No	No	No	0
Size of school district	No	No	No	No	No	No	No	0
Two class rooms other than shop	No**	Yes	No	Yes	Yes	No	Yes	4
Size of shop (sq. ft.)	No	1500	No	2400	2400	No	No	3
No. of adult farmer classes	No	One	***	One	No	No	One	3
No. of young farmer classes	No	One	***	One	No	No	One	3
Both teachers required to make reports	** Yes**	Yes	** Yes**	Yes	Yes	Yes	Yes	7

\*Recommended enrollment of this number as a maximum for one teacher, and an additional teacher for every major fractional part thereof.

\*\*Not a requirement, but all two-teacher departments have two classrooms at present.

\*\*\*Not a specific requirement, but in some cases carry weight in determining the possibility of adding a second teacher.

\*\*\*\*Both teachers make some reports, but not all of the reports required by the department.

Table II shows that the cooperating states have very few requirements regarding the addition of a second teacher of vocational agriculture to a department. The number of agriculture students which would seem to be one of the most important factors, was listed by only three states as a specific requirement.

Both teachers are required to make either some or all reports. This is the only requirement which was listed by all states.

Four states reported that two classrooms were requirements. The size of shop, and the number of young and adult farmer classes were requirements in some states. The number of boys in high school, and the size of the school district had no connection with the addition of a second teacher.

## CHAPTER II SUMMARY

The two preceding tables indicate that the number of two-teacher agriculture departments is gradually increasing.

The tables also show, generally speaking, that very few specific requirements are set up by the state department concerning the addition of a second teacher of vocational agriculture. Each of the seven states required both teachers to make some or all of the reports required of teachers.

In answer to the question concerning the use of a special application form for a school to use when desiring to become a two-teacher department, all states reported a negative answer. Two states reported the same form is used as when applying for a one teacher department. One state reported the only application form used by any school was designed to be used by a school applying for a two-teacher department.

In answer to the question concerning federal funds, it was reported by all the cooperating states that federal funds are used in the payment of the salaries of both teachers. This was found even in schools reporting the second teacher on a part-time basis.



### CHAPTER III

#### INFORMATION FROM SCHOOL SUPERINTENDENTS IN SCHOOLS HAVING TWO-TEACHER DEPARTMENTS

The school superintendent, who is an official representative of the school board, is a key individual in the establishment and operation of a two-teacher department of vocational agriculture. He is probably the one person who exercises the most influence in determining whether or not the present vocational agriculture department will add a second teacher. He is also a key person in the operation of the department after the second teacher is added.

With the above in mind the writer thought this study would not be complete without contacting the school superintendents to seek information on the two-teacher departments from a school administrator's viewpoint.

#### SCHOOLS WHERE THE SUPERINTENDENTS COOPERATED

ARKANSAS  
Newport  
Paragould  
Sheridan

KENTUCKY  
Barlow  
Benton  
Jackson  
Marion  
Lexington  
Cynthiana  
Eddyville  
Bardstown  
Owenton  
Brodhead  
Franklin  
Bowling Green  
Edmonton  
Tompkinsville

LOUISIANA  
Crowville  
Bogalusa  
Harrisonburg  
Ville Platte  
Gueydan  
Mount Herman

MISSISSIPPI  
Fulton  
Charleston  
Webb

MISSOURI  
El Dorado  
Springs  
Unionville

OKLAHOMA  
Atoka  
Checotah  
Perry  
Stigler  
Stilwell  
Temple

TENNESSEE  
Cleveland  
Erwin  
Manchester  
Dickson  
Ashland City  
Livingston  
Gallatin  
Sparta  
Halls  
Savannah

## LETTER OF TRANSMITTAL

HARRISBURG HIGH SCHOOL  
DEPARTMENT OF AGRICULTURE  
HARRISBURG, ARKANSAS

October 15, 1953

Dear Sir:

Your school was named by Mr. \_\_\_\_\_, State Supervisor of Vocational Agriculture, as having a two-teacher department of vocational agriculture. It has been selected to be included in a study on the establishment and operation of a two-teacher department of vocational agriculture. This study is being made as a part of the requirement for a master's degree.

To secure the needed information for this study, it is requested that you please fill out the enclosed questionnaire. It is hoped that too much unnecessary information has not been included in the questionnaire, and that it will be of service to other departments of vocational agriculture when they add a second teacher.

The two teachers in the vocational agriculture department will also receive a questionnaire concerning some of their operations within the department, but it is most necessary that you be contacted for information from the administrative view point.

Your cooperation in this matter will be sincerely appreciated as both questionnaires from the school will be needed to make the study more conclusive.

Enclosed is a stamped, self-addressed envelop for the return of the questionnaire.

Very truly yours,

(S) DARREL WAY  
Darrel Way  
Harrisburg, Arkansas

Encl.

A QUESTIONNAIRE TO SCHOOL SUPERINTENDENTS CONCERNING THE  
ESTABLISHMENT AND OPERATION OF A TWO-TEACHER DEPARTMENT  
OF VOCATIONAL AGRICULTURE

1. School \_\_\_\_\_ 2. Superintendent \_\_\_\_\_
3. Number of years the vocational agriculture department has  
been on a two teacher basis \_\_\_\_\_
4. What conditions led to the two-teacher department? (please  
check the items that apply)
  - A. Consolidation of other school districts \_\_\_\_\_
  - B. Increased enrollment of vocational agriculture boys \_\_\_\_\_
  - C. Number of junior high school boys indicating  
a desire to enroll when they reach the 9th grade \_\_\_\_\_
  - D. Addition of young farmer classes \_\_\_\_\_
  - E. Addition of adult farmer classes \_\_\_\_\_
  - F. (Other) \_\_\_\_\_
5. Who first suggested the addition of a second teacher?
 

A. Original teacher _____	D. School board _____
B. Superintendent _____	E. School patrons _____
C. District Supervisor _____	
6. Was the department evaluated by a state department represent-  
ative to determine the need for the second teacher? \_\_\_\_\_yes  
\_\_\_\_\_no
7. Was the original teacher consulted in the selection of the  
second teacher? \_\_\_\_\_yes; \_\_\_\_\_no
  - A. If "yes", do you think it was necessary? \_\_\_\_\_yes; \_\_\_\_\_no
  - B. If "no", do you think he should have been? \_\_\_\_\_yes; \_\_\_\_\_no
8. Was the scheduling of classes made easier by the addition of  
the second teacher? \_\_\_\_\_yes; \_\_\_\_\_no

9. Who determined the duties and responsibilities of the teachers?
- A. Original teacher \_\_\_\_\_ C. Original teacher and superintendent \_\_\_\_\_
- B. Second teacher \_\_\_\_\_ D. Both teachers \_\_\_\_\_
- E. Both teachers and superintendent \_\_\_\_\_
10. Was one teacher made "head" of department? \_\_\_\_\_ yes; \_\_\_\_\_ no
- A. If one was made "head" of department:
1. Which teacher? the original \_\_\_\_\_ the second \_\_\_\_\_
2. Would you recommend that neither hold position as "head" of the department? \_\_\_\_\_ yes; \_\_\_\_\_ no
- B. If one was not made "head" of department:
1. Does each have equal administrative duties? \_\_\_\_\_ yes; \_\_\_\_\_ no
2. Would you recommend one serve as "head"? \_\_\_\_\_ yes; \_\_\_\_\_ no
11. Does there seem to be dissatisfaction existing between the two teachers? \_\_\_\_\_ yes; \_\_\_\_\_ no
- A. If there is any dissatisfaction existing, to what do you attribute it? (please check any that apply)
- |  |   |
|--|---|
| 1. One serves as "head" of department _____    | 5. One in system longer than the other _____                    |
| 2. One does not serve as "head" of dept. _____ | 6. One thinks he does more work _____                           |
| 3. One is on a higher salary schedule _____    | 7. One makes friends more readily _____                         |
| 4. Are not cooperative with each other _____   | 8. Do not agree on care and use of building and equipment _____ |
- B. If there is no dissatisfaction existing, to what do you attribute it? (please check any that apply)
- |   |   |
|---|---|
| 1. No "head" of department _____              | 5. Tenure is about the same for both _____                    |
| 2. One serves as "head" of department _____   | 6. Each with about the same amount of work _____              |
| 3. Salary schedule is the same for both _____ | 7. Both makes friends readily _____                           |
| 4. Cooperate with each other _____            | 8. Both agree on care and use of building and equipment _____ |

TABLE III

THE NUMBER OF YEARS THE DEPARTMENTS HAVE BEEN ON  
A TWO-TEACHER BASIS IN THE COOPERATING SCHOOLS

School & State	: Years in	: School & State	: Years in
	: operation		: operation
ARKANSAS			
1. Newport	3	: 1. Fulton	15
2. Paragould	3	: 2. Charleston	2
3. Sheridan	4	: 3. Webb	2
KENTUCKY			
1. Barlow	2	: 1. El Dorado Springs	4
2. Benton	10	: 2. Unionville	3
3. Jackson	4		
4. Marion	4	OKLAHOMA	
5. Lexington	14	: 1. Atoka	4
6. Cynthiana	3	: 2. Checotah	1
7. Eddyville	1	: 3. Perry	4
8. Bardstown	4	: 4. Stigler	2
9. Owenton	3	: 5. Stilwell	4
10. Brodhead	2	: 6. Temple	7
11. Franklin	5		
12. Bowling Green	3	TENNESSEE	
13. Edmonton	2	: 1. Cleveland	7
14. Tompkinsville	1	: 2. Erwin	7
LOUISIANA			
1. Crowville	4	: 3. Manchester	5
2. Bogalusa	14	: 4. Dickson	3
3. Harrisonburg	3	: 5. Ashland City	3
4. Ville Platte	2	: 6. Livingston	6
5. Gueydan	14	: 7. Gallatin	4
6. Mount Herman	1	: 8. Sparta	8
		: 9. Halls	6
		: 10. Savannah	5

This table indicates that most of the departments have been on a two teacher basis only a short time. The range is from one to 15 years; 29 schools falling in a range of two to five years. Five departments have been in operation ten or more years. There is a trend towards increasing the number of two-teacher departments in the cooperating states.

TABLE IV  
THE FACTORS THAT LED TO THE ESTABLISH-  
MENT OF TWO-TEACHER DEPARTMENTS

Factors	Ark.	Ky.	La.	Miss.	Mo.	Okla.	Tenn.	Freq. of occurrence
Consolidation of districts	1	6	0	1	0	0	0	8
Increased enroll. of Ag. students	2	9	4	3	2	6	8	34
Prospective Ag. students	0	4	0	2	0	1	1	8
Interest in young farmer classes	0	1	1	1	0	2	3	8
Interest in adult classes	0	1	1	1	0	2	3	8
Other conditions	0	0	2	0	0	1	2	5

An increased number of vocational agriculture students was the major factor that led to the establishment of two-teacher departments. This was listed by 34 of the reporting schools, and was reported in each of the seven states.

Consolidation with other school districts, prospective students of vocational agriculture, interest in young farmer classes, and interest in adult farmers were listed eight times each as being important in securing a second teacher.

Five schools listed other conditions which aided in the addition of another teacher. Some of the reasons listed were:

(1) food preservation center supervisor, (2) supervisor of veterans agriculture training program, and (3) a broad community program.

TABLE V

PERSONS WHO SUGGESTED THE ADDITION  
OF A SECOND TEACHER

Person	Ark.	Ky.	La.	Miss.	Mo.	Okla.	Tenn.	Freq. of occurrence
Original teacher	2	7	4	2	1	3	4	24
Superintendent	2	7	2	2	2	5	5	25
District supervisor	0	3	2	1	0	1	3	10
School board	0	0	1	1	0	1	1	4
School patrons	0	0	1	0	0	1	0	2

Table V shows that more than one person seems to have suggested that the department needed another teacher. Twenty-four schools reported that the original teacher suggested a second teacher. Twenty-five replies indicated that the superintendent was one of the persons suggesting the addition of the second teacher. Eight schools reported both, the superintendent and the original teacher suggested the need for the second teacher. This accounts for the totals in Table V being greater than the number of schools in each of the co-

operating states.

In ten schools the district supervisor made the suggestion, but in only three of these was he the only person making the suggestion. The school board played a rather small part in suggesting the addition of another teacher. The school board was not listed separately in any school as offering the first suggestion.

In two schools the school patrons suggested the addition of the second teacher. In only one of these two schools were the school patrons the only persons making the suggestion.



TABLE VI

THE DEPARTMENTS EVALUATED BY A STATE DEPARTMENT  
REPRESENTATIVE TO DETERMINE THE NEED  
FOR THE SECOND TEACHER

States	: No. of : : depts.:	: Evaluated : :	: Not evaluated :
Arkansas	3	1	2
Kentucky	14	12	2
Louisiana	6	5	1
Mississippi	3	3	0
Missouri	2	1	1
Oklahoma	6	5	1
Tennessee	10	7	3
Totals	44	34	10

In most departments a representative from the state department came to evaluate the department to determine if there was a definite need for the addition of a second vocational agriculture instructor. Mississippi was the only state where each department was evaluated by a representative, although it had only three two-teacher departments. Arkansas was the only state where there were more departments not evaluated than were evaluated.

The ten departments not evaluated are relatively new. The reason they were not evaluated may be because there was an increase in the total number of departments, both one and two-teacher, therefore, increasing the work of the state department staffs.

TABLE VII

THE FREQUENCY AND NECESSITY OF CONSULTING THE ORIGINAL  
TEACHER IN THE SELECTION OF THE SECOND TEACHER

States:	Was the original teacher consulted?		If he was con- sulted, was it necessary?		If he was not con- sulted, should he have been?	
	: Yes	: No	: Yes	: No	: Yes	: No
Ark.	2	1	2	0	1	0
Ky.	11	2	11	0	2	0
La.	5	1	5	0	1	0
Miss.	3	0	3	0	0	0
Mo.	2	0	1	1	0	0
Okla.	6	0	5	1	0	0
Tenn.	8	2	6	2	2	0
Totals	37	6	33	4	6	0

The school officials consulted the original teacher in the selection of the second teacher to be added to the department in 37 of the cooperating schools. This indicated the original teacher had a part in the selection. Of the 37 schools where the original teacher was contacted, 33 thought that it was necessary to do this, while only four thought that it was not necessary and evidently of little value. In the six departments where the original teacher was not consulted, all stated that he should have been contacted.

One reason listed for some unsatisfactory two-teacher departments was the failure to allow the present agriculture

teacher a voice in the selection of a co-worker.<sup>1</sup> It was recommended that before hiring the new teacher or co-worker the superintendent and present teacher discuss the type and kind of man to get, and to request the privilege to assist the superintendent in selecting the co-worker.<sup>2</sup> In the hiring of the second teacher, the present teacher should be consulted by all concerned before that teacher is hired, and an agreement reached by all.<sup>3</sup>

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<sup>1</sup>Workshop Report by Teachers of Vocational Agriculture  
(Agricultural and Mechanical College of Texas, summer, 1949),  
p. 162.

<sup>2</sup>Ibid., p. 164.

<sup>3</sup>Workshop Report by Teachers of Vocational Agriculture  
(Agricultural and Mechanical College of Texas, summer, 1951),  
p. 9.

TABLE VIII

THE DESIRABILITY OF CLASS SCHEDULES AFTER  
THE SECOND TEACHER WAS ADDED

States	Class Schedules	
	: More	: Less
	: satisfactory	: satisfactory
Arkansas	3	0
Kentucky	10	3
Louisiana	5	1
Mississippi	3	0
Missouri	1	1
Oklahoma	4	2
Tennessee	10	0
Totals	36	7

Thirty-six, or 81.6 percent of the schools reported that the scheduling of classes was more suitable after the school added the second teacher of vocational agriculture. Two superintendents in one state said that this was true for vocational agriculture, but not for the other classes in the high school. Seven schools reported that the scheduling of classes was less satisfactory after the second teacher was added, but there were no explanations as to why this was the case. One department in Kentucky opened as a two-teacher department, and it is not included in Table VIII. Evidently it was started in a suitable arrangement, because no unsatisfactory condition was mentioned.

TABLE IX

THE PERSONS WHO DETERMINED THE DUTIES AND  
RESPONSIBILITIES OF EACH INSTRUCTOR

Persons	Ark.	Ky.	La.	Miss.	Mo.	Okla.	Tenn.	Totals
Original teacher	0	0	0	0	0	0	1	1
Second teacher	0	0	0	0	0	0	0	0
Original teacher & superintendent	1	2	3	1	0	0	4	11
Both teachers	0	2	0	0	0	0	0	2
Both teachers & superintendent	2	10	3	3	2	6	5	30

This table shows that both instructors and the superintendent worked together in outlining the duties and responsibilities of each of the teachers within the department in 30 of the 44 schools. This high number indicates that it is this group of people that get together and decide just what each instructor is going to do in his job as a teacher of vocational agriculture. The superintendent and the original instructor worked out this arrangement in 11 schools. In one school the second instructor joined the group for this purpose after the first year. In two schools the superintendent was the only individual who determined the duties and responsibilities of the two teachers. In two

schools this was left up to the two instructors. The original instructor in one school was the only person who determined what duties each would do, and the responsibilities each would have.

One group of teachers recommended the following:

(A) decide upon the responsibilities and duties of the new teacher before hiring him; (B) have very clearly defined policies for each teacher; and (C) there should be an understanding between both teachers as to their obligations to each other.<sup>4</sup>

There should be a set procedure for setting up the division of responsibilities of the teachers, and in order to have a coordinated, efficient department, there should be a written agreement on the division of responsibilities and duties to be worked out and signed by the teachers of vocational agriculture and the superintendent.<sup>5</sup>

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<sup>4</sup>Workshop Report, 1949, op.cit., p. 164.

<sup>5</sup>Workshop Report, 1951, op.cit., p. 9.

TABLE X

THE POSITION HELD BY THE TEACHERS RELATIVE TO THE ADMINISTRATIVE  
DUTIES OF THE DEPARTMENTS IN THE COOPERATING SCHOOLS

States	: Schools reporting a "head" of dept.				: Schools reporting no "head" of dept.					
	: Which instructor		: Recommend neither		: Each have equal ad-		: Recommend one			
	: was made "head"		: hold this position:		: ministrative duties		: serve as "head"			
	:Original	: Second	: Yes	: No	:	: Yes	: No	:	: Yes	: No
Arkansas	2	0	0	2	:	1	0	:	1	0
Kentucky	11	0	1	10	:	2	0	:	1	1
Louisiana	5	0	2	3	:	1	0	:	0	1
Mississippi	2	0	0	2	:	1	0	:	1	0
Missouri	1	0	1	0	:	1	0	:	0	1
Oklahoma	4	0	0	4	:	2	0	:	0	2
Tennessee	5	0	0	5	:	5	0	:	0	5
Totals	30	0	4	26	:	13	0	:	3	10

Table X shows that 30 of the original teachers became the "head" of the department when the second teacher was added. In no case was the second teacher made the "head". Four superintendents in the 30 schools where the original teacher was made "head" recommended neither teacher hold this position, while 26 superintendents recommended one teacher should be the "head".

In the 13 schools reporting no "head" of department, both teachers have equal administrative duties. Of this group only three superintendents recommended that one would serve as the "head".

TABLE XI

THE WORKING RELATIONSHIP OF THE TWO  
TEACHERS IN THE DEPARTMENTS OF  
THE COOPERATING SCHOOLS

States	Working relation of teachers		Totals
	Satisfactory	Unsatisfactory	
Arkansas	3	0	3
Kentucky	13	1	14
Louisiana	5	1	6
Mississippi	2	1	3
Missouri	2	0	2
Oklahoma	5	1	6
Tennessee	9	1	10
Totals	39	5	44



Table XI indicates that the two teachers work together satisfactorily in the vocational agriculture program in most schools. The 39 schools that reported satisfactory working relationships between the two teachers listed the following reasons for such relationships: (The number preceding the reasons indicate the number of schools reporting the reason).

- (37) They cooperate with each other.
- (25) Both agree on the care and use of building and equipment.
- (23) Each had about the same amount of work to do in the department.
- (21) Both make friends readily.
- (16) Both have about the same amount of tenure at the school.
- (16) One teacher serves as "head" of department.
- (11) Both are on the same salary schedule.
- ( 8) There is no "head" of the department.

The five schools that reported unsatisfactory relationships between the two teachers listed the following reasons for the dissatisfaction. (The number preceding the reasons indicate the number of schools reporting the reason).

- (3) One has been in the system longer than the other.
- (3) One thinks he does more work than the other.
- (2) One is on a higher salary schedule.
- (2) They do not agree on the care and use of building and equipment.
- (1) One serves as "head" of the department.
- (1) One makes friends more readily than the other.

### CHAPTER III SUMMARY

Most of the departments included in this study have been in existence only a short period. They came into existence, mainly, as a result of an increased enrollment of vocational agriculture students. The superintendent and the original teacher shared in suggesting the addition of another teacher.

Most of the departments were evaluated by a state department representative to see if the second teacher was actually needed. In the selection of the additional teacher the school officials consulted the original teacher in most schools. In the few schools where this was not done, the superintendent thought it should have been.

The scheduling of classes were more satisfactory after the addition of the second teacher. In 30 of the schools the superintendent and both of the teachers shared in determining the duties each teacher would assume. In every case the original teacher was "head" of the department if one teacher acted as "head".

In only a few schools did the two teachers not have a satisfactory working relationship. The reasons for a high percentage of teachers having a satisfactory working relationship is reported on page 34. One superintendent's comment was, "This is a different situation than any other found in high school. The two teachers cannot have any dissatisfaction existing between them or there is no vocational agriculture program." Another superintendent re-

ported it was very essential that the two teachers have no dissatisfaction existing between them. One superintendent wrote, "I saw no point in the last sheet of this questionnaire, for there has to be a "head" of the department, and there can be no dissatisfaction between them."

## CHAPTER IV

### INFORMATION FROM THE TWO TEACHERS OF VOCATIONAL AGRICULTURE IN SCHOOLS HAVING TWO-TEACHER DEPARTMENTS

A teacher of vocational agriculture has many problems, he must endeavor to solve in carrying out the type of program which is beneficial to the community where he is located. A large number of these problems must be considered by the teachers in a two-teacher department of vocational agriculture. More problems arise when two teachers work in the same department.

In this chapter the original teacher is sometimes referred to as "Teacher A", and the second teacher, or the one added, as "Teacher B".

It will be noted that the tables in this chapter include two more schools in Kentucky than the tables in the previous chapter. In this state, two more questionnaires were returned from the teachers than were returned from the superintendents. There are 46 cooperating schools in each of the following tables, except Table XV. This table, because of its nature, has only 45 reporting schools.

#### SCHOOLS WHERE THE INSTRUCTORS' COOPERATED

##### ARKANSAS

Newport  
Paragould  
Sheridan

##### MISSOURI

El Dorado Springs  
Unionville

##### LOUISIANA

Crowville  
Bogalusa  
Harrisonburg  
Ville Platte  
Gueydan  
Mount Herman

##### OKLAHOMA

Atoka  
Checotah  
Perry  
Stigler  
Stilwell  
Temple

## MISSISSIPPI

Fulton  
Charleston  
Webb

## KENTUCKY

Barlow  
Benton  
Jackson  
Marion  
Owensboro

## KENTUCKY (con't.)

Lexington  
Cynthiana  
Eddyville  
Slayersville  
Bardstown  
Brodhead  
Franklin  
Bowling Green  
Edmonton  
Tompkinsville  
Butler

## TENNESSEE

Cleveland  
Erwin  
Manchester  
Dickson  
Ashland City  
Livingston  
Gallatin  
Sparta  
Halls  
Savannah

## LETTER OF TRANSMITTAL

HARRISBURG HIGH SCHOOL  
DEPARTMENT OF AGRICULTURE  
HARRISBURG, ARKANSAS

October 15, 1953

Dear Sirs:

Your department was named by Mr. \_\_\_\_\_, State Supervisor of Vocational Agriculture, as having a two-teacher department of vocational agriculture. It has been selected to be included in a study on the establishment and operation of a two-teacher department of vocational agriculture. This study is being made as a part of the requirement for a master's degree.

To secure the needed information for this study, it is requested that you please fill out the enclosed questionnaire. It is hoped that too much unnecessary information has not been included in the questionnaire, and that it will be of service to other departments of vocational agriculture when they add a second teacher.

Your superintendent will also receive a similar questionnaire concerning the process by which the department was established on a two-teacher basis, but it is most necessary that you be contacted for information from the operation view point.

Your cooperation in this matter will be sincerely appreciated as both questionnaires from the school will be needed to make the study more conclusive.

Enclosed is a stamped, self-addressed envelop for the return of the questionnaire.

Very truly yours,

(S) DARREL WAY  
Darrel Way  
Harrisburg, Arkansas

Encl.

A QUESTIONNAIRE TO VOCATIONAL AGRICULTURE INSTRUCTORS  
CONCERNING THE ESTABLISHMENT AND OPERATION OF A TWO-  
TEACHER DEPARTMENT OF VOCATIONAL AGRICULTURE

1. School \_\_\_\_\_ Post Office \_\_\_\_\_
2. Names of instructors \*A. \_\_\_\_\_ B. \_\_\_\_\_  
\*Please let the original instructor be known as Teacher A  
and the instructor that was added known as Teacher B
- |                                 | Teacher A | Teacher B |
|---------------------------------|-----------|-----------|
| 3. Years of teaching experience | _____     | _____     |
| 4. Years at present department  | _____     | _____     |
| 5. College degree now held      | _____     | _____     |
6. Size of service area (sq. miles, estimated) \_\_\_\_\_
7. The number of boys enrolled in vocational agriculture the  
year before the department added the second teacher \_\_\_\_\_
8. Courses offered in vocational agriculture: (check one that  
applies)
- A. Four years of agriculture are taught each year \_\_\_\_\_
- B. Three years of agriculture are taught each year \_\_\_\_\_
- C. Alternate third and fourth years \_\_\_\_\_
9. Teaching arrangement: (please check the one that most nearly  
fits arrangement)
- A. Each instructor teaches the same group all four years \_\_\_\_\_
- B. One instructor teaches a group the first two years then  
the other instructor teaches it the last two years \_\_\_\_\_
- C. One instructor teaches first and fourth years and the  
other instructor teaches the second and third years \_\_\_\_\_
- D. One instructor teaches first and third years and the  
other instructor teaches the second and fourth years \_\_\_\_\_
- E. One instructor teaches all classes certain enterprises,  
such as: soils, livestock, crops, farm mgt., etc. \_\_\_\_\_
- F. There is no particular arrangement \_\_\_\_\_

10. Number of boys enrolled in vocational agriculture in 1952-1953

AGRI I    AGRI II    AGRI III    AGRI IV

A. Farm boys                    \_\_\_\_\_

B. Non-farm boys                \_\_\_\_\_

Totals                            \_\_\_\_\_

11. Number of hours class meets per week                    \_\_\_\_\_
12. The length of periods in the school system \_\_\_\_\_ (minutes)
13. Does the schedule allow ample time for each instructor in his supervised farm visits? \_\_\_\_\_ yes; \_\_\_\_\_ no
14. Teaching arrangement of high school students during 1952-53

A. Classroom instruction

<u>COURSE</u>	<u>NUMBER OF SECTIONS</u>	<u>NUMBER OF STUDENTS IN EACH SECTION</u>	
		Teacher A	Teacher B
AGRI I	_____	_____	_____
AGRI II	_____	_____	_____
AGRI III	_____	_____	_____
AGRI IV	_____	_____	_____
B. Shop instruction			
AGRI I	_____	_____	_____
AGRI II	_____	_____	_____
AGRI III	_____	_____	_____
AGRI IV	_____	_____	_____

15. Supervised farm visits (please check the one that best fits situation)

A. Each instructor visits the students he teaches in class \_\_\_\_\_

B. Each instructor visits all boys in certain areas \_\_\_\_\_

C. There is no particular assignment on visitation \_\_\_\_\_



16. Young farmer classes (please check the one that best fits situation)
- A. One instructor has full responsibility\_\_\_\_\_
  - B. Each instructor has a class or section\_\_\_\_\_
  - C. Both work together with a class or section\_\_\_\_\_
17. Adult farmer classes (please check the one that best fits situation)
- A. One instructor has full responsibility\_\_\_\_\_
  - B. Each instructor has a class or section\_\_\_\_\_
  - C. Both work together with a class or section\_\_\_\_\_
18. F.F.A. activities (please check the one that best fits situation)
- A. Both instructors have equal responsibilities\_\_\_\_\_
  - B. One has most of responsibility with the other assisting when needed\_\_\_\_\_
  - C. One instructor has all the responsibility\_\_\_\_\_
19. Community services (please check the one that best fits situation)
- A. Both instructors perform community services\_\_\_\_\_
  - B. One instructor has a field (such as livestock) and the other instructor a certain field (such as crops)\_\_\_\_\_
  - C. One performs more of the services with assistance of the other\_\_\_\_\_
20. Cooperation with other agricultural agencies (please check the one that fits situation)
- A. Both instructors cooperate about equally\_\_\_\_\_
  - B. One cooperates more than the other\_\_\_\_\_
  - C. One does practically all the cooperating\_\_\_\_\_

21. Administrative duties of the department (please check items that apply)

A. Does one teacher serve as "head" of the department?

\_\_\_\_\_yes;\_\_\_\_\_no

B. Is there a written understanding as to what duties or responsibilities each teacher will assume?\_\_\_\_\_yes;\_\_\_\_\_no

22. Do you consider both of the agriculture teacher sufficient to provide adequate instruction in vocational agriculture for all groups (all-day, young farmer, and adult farmer) in the area served by the school?\_\_\_\_\_yes;\_\_\_\_\_no

23. Which group do you think profits the most by additional instruction in vocational agriculture?

All-day boys\_\_\_\_\_Adult farmers\_\_\_\_\_Young farmers\_\_\_\_\_

24. Is the supervision of the student's farming programs as adequate and as closely followed as might be done in a one teacher department?\_\_\_\_\_yes;\_\_\_\_\_no. Why?

25. Please list below some difficulties (solved or unsolved) that you have encountered with your present organization of a two-teacher department of vocational agriculture.

26. Please make any comment you desire on the operation of a two-teacher department.

TABLE XII

THE TEACHING EXPERIENCE OF THE TWO TEACHERS OF VOCATIONAL AGRICULTURE IN THE COOPERATING SCHOOLS

States	:No. of : :depts. :	Teacher A				Teacher B			
		:(Original teacher) :				:(Second teacher)			
		:Yrs. of : :teaching : :experience:	:Yrs. at : :present : :depart. :	:Yrs. of : :teaching : :experience:	:Yrs. at : :present : :depart. :	:No. :	:Ave.:	:No. :	:Ave.:
Arkansas	: 3	: 27	9.0	12	4.0	: 34	11.3	: 31	10.3
Kentucky	: 16	: 229	14.3	120	7.5	: 99	6.2	: 50	3.1
Louisiana	: 6	: 66	11.0	64	10.7	: 35	5.8	: 24	4.0
Mississippi	: 3	: 56	18.7	19	6.3	: 14	4.7	: 12	4.0
Missouri	: 2	: 35	17.5	14	7.0	: 9	4.5	: 8	4.0
Oklahoma	: 6	: 70	11.7	57	9.5	: 16	2.7	: 10	1.7
Tennessee	: 10	: 194	19.4	135	13.5	: 59	5.9	: 36	3.6
Totals	: 46	: 677	14.6	421	9.2	: 266	5.8	: 171	3.7

Table XII shows original teacher with slightly over twice as many years of teaching experience as the second teacher. The same is true for the number of years experience in the present departments in which they were employed. In all of the cooperating states, except Arkansas, the average original teacher had more total experience and more experience in the present departments than the average second teacher. Most of the original teachers had between 10 and 20 years total experience, while most of the additional teachers had between four and seven. Nearly all of the sec-

ond teachers had been in the present departments between two and five years, while most of the original teachers had been there between five and fourteen years.

TABLE XIII  
THE COLLEGE DEGREES HELD BY THE TWO TEACHERS  
OF VOCATIONAL AGRICULTURE

States	Original teacher					Second teacher				
	BS	BSA	MA	MS	ME	BS	BSA	MA	MS	ME
Arkansas	1	1		1			2		1	
Kentucky	11		2	3		14		1	1	
Louisiana	6					6				
Mississippi	2		1			2				1
Missouri	2					1			1	
Oklahoma	4			2		6				
Tennessee	5	3	1	1		3	3	1	3	
Totals	31	4	4	7	0	32	5	2	6	1

Table XIII shows that 31 of the original teachers and 32 of the second teachers held Bachelor of Science degrees. The degree, Bachelor of Science in Agriculture, was held by four of the original teachers and by five of the additional teachers. There were seven original teachers who held Master of Science degrees compared to six second teachers who held equivalent degrees. Two second teachers and four original teachers held the Master of Art degrees. One of the additional teachers held a Master of Education degree. Eleven of the

46 original teachers held master's degrees, while nine of the 46 second teachers held master's degrees. Five of the nine teachers with master's degrees were assistants to persons holding only bachelor's degrees. Approximately one in every four and one-half teachers held a master's degree. This shows a trend toward obtaining a higher degree, for in 1941 there was only one in every six teachers holding a master's degree.<sup>1</sup>

In 1941 there was approximately one assistant in every five head teachers holding a master's degree.<sup>2</sup> Today there is approximately one assistant in every three holding the same degree.

There is a gradual increase in the raising of teacher qualifications in both original and second teachers.

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<sup>1</sup>Gilbert R. Kinzie, Multiple-Teacher Departments of Vocational Agriculture, Thesis, (Virginia Polytechnic Institute, 1941), p. 37.

<sup>2</sup>Ibid., p. 37.

TABLE XIV

THE SIZE OF AREA SERVED BY THE TWO TEACHERS IN THE  
DEPARTMENTS OF THE COOPERATING SCHOOLS

School	Sq. miles	School	Sq. miles
Arkansas		Mississippi	
Newport	500	Fulton	384
Paragould	300	Charleston	262
Sheridan	768	Webb	279
Kentucky		Missouri	
Barlow	259	El Dorado Springs	30
Benton	400	Unionville	500
Jackson	494		
Marion	365	Oklahoma	
Owensboro	15	Atoka	350
Lexington	600	Checotah	144
Cynthiana	400	Perry	475
Eddyville	192	Stigler	448
Slayersville	300	Stilwell	273
Bardstown	300	Temple	475
Brodhead	312		
Franklin	200	Tennessee	
Bowling Green	450	Cleveland	175
Edmonton	600	Erwin	20
Tompkinsville	225	Manchester	324
Butler	400	Dickson	500
		Ashland City	200
Louisiana		Livingston	130
Crowville	300	Gallatin	340
Bogalusa	100	Sparta	380
Harrisonburg	180	Halls	200
Ville Platte	100	Savannah	400
Gueydan	250		
Mount Herman	40		

Table XIV shows a very large range in the size of area served by the two teachers in these two-teacher departments. This range is from 15 square miles at Owensboro, Kentucky, to 768 square miles at Sheridan, Arkansas. The average service area for all departments was 311.7 square miles. Thirty-two schools had service areas between 200 and 500 square miles.

In 1941 the average size of area served by the 30 schools included in the Kinzie study was 892 square miles.<sup>3</sup> This indicates that since that time there has been a reduction in the average size of service areas. It was noted that in 1941, one school had a service area of 9,507 square miles which was over twelve times as great as the largest reported in this study.<sup>4</sup>

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<sup>3</sup>Ibid., p. 51.

<sup>4</sup>Ibid., p. 44.





Table XV shows the number of boys enrolled in all-day classes of vocational agriculture the last year the department functioned as a one teacher department. It can be seen from the table that in nearly all the schools there were large groups of boys, undoubtedly, too many for one teacher to do an effective job. The range of students was from 43 in Louisiana, to 143 in Tennessee. This difference of 100 seems rather large. The average number of boys for the 45 schools was slightly over 77. There were 22 school having smaller number of students than this average, while 23 had larger numbers. Twenty-five schools had a number of students within a range between 61 and 80 students.

One department in Kentucky was not included in this table because it was opened as a two-teacher department.

TABLE XVI  
COURSES OFFERED IN VOCATIONAL AGRICULTURE  
IN THE COOPERATING SCHOOLS

States	: Four yrs. of : Agri. taught : each year	: Three yrs. of : Agri. taught : each year	: Alternate : third and : fourth yrs.
Arkansas	0	1	2
Kentucky	11	0	5
Louisiana	6	0	0
Mississippi	0	3	0
Missouri	1	0	1
Oklahoma	6	0	0
Tennessee	10	0	0
Totals	34	4	8

Table XVI shows that in 91.3 percent of the schools, four years of vocational agriculture were offered each year. In four schools the same course was offered, but it was necessary to place the juniors and seniors together, thereby alternating agriculture III and IV. There were only four of the 46 schools that offered only three years of vocational agriculture. Three of these were in Mississippi, the other in Arkansas. Since there are two teachers in these departments, this is probably the reason why in nearly three out of four schools the four courses of vocational agriculture are taught separately each year.

TABLE XVII

THE ARRANGEMENT USED BY THE TWO TEACHERS IN TEACHING  
THE COURSES OFFERED IN THE COOPERATING SCHOOLS

Teaching arrangement	Ark.	Ky.	La.	Miss.	Mo.	Okla.	Tenn.	Total
Each teach same group all 4 yrs.	0	0	0	0	2	0	1	3
One teaches 1st 2 yrs; the other the last 2 yrs.	0	2	0	0	0	1	2	5
One teaches 1st & 4th yrs; the other the 2nd & 3rd yrs.	0	2	1	0	0	2	3	8
One teaches 1st & 3rd yrs; the other the 2nd & 4th yrs.	0	3	1	0	0	0	0	4
One teaches 1st yr; the other the last 3 yrs.	1	4	1	0	0	0	3	9
One teaches 2nd yr; the other the 3rd yr; each teach 1 sec. of 1st yr.	0	1	0	0	0	0	0	1
One teaches 2nd & 3rd yrs; each teach 1 sec. of 1st yr.	0	0	0	1	0	0	0	1
One teaches 2nd, 3rd, & 4th yrs; each teach 1 sec. of 1st year	0	0	1	0	0	0	0	1
One teaches certain enterprises to all groups	0	1	0	0	0	1	0	2
There is no particular arrangement	2	3	2	2	0	2	1	12

Table XVII indicates most of the schools have some arrangement whereby the high school boys have classes with both teachers some time during the four year period. However, there is probably no arrangement that could be used with satisfaction in all two-teacher departments. Phipps and Cook<sup>5</sup> state,

Giving all teachers in a department an opportunity to participate in all activities of the department is conducive to the mental health of all the teachers. This does not mean that all the teachers in a department must share in an activity each time it occurs. It does mean, however, that if a teacher is designated to teach agriculture I one year, another teacher might teach this course the following year. The participation of a teacher in all activities in his department over a period of years prevents some activities from developing more prestige value than the other activities. It also keeps the teacher, "on his toes," and it keeps teaching from becoming monotonous.

One group of teachers recommended that one teacher should not teach the same boys throughout the four years they are enrolled in agriculture.<sup>6</sup> Kitts<sup>7</sup> states,

Some departments prefer to have one teacher in charge of the incoming freshmen class and the young farmer and adult groups. He tends to "get the boys off on the right foot". Others prefer to have one teacher responsible for students up through the junior year. This organization has the advantage of a carryover for the other teacher from the last year in high school into the young farmer group. However, it does not give this teacher contact with the high school students until many may have already dropped out of school. It is not desirable for each teacher to be responsible for separate sections of large classes. Unless there is close coordination, the two groups will not receive the same instruction and supervision. Largely for this reason, if the group is so large as to require division, one teacher should be responsible for both sections.

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<sup>5</sup>Lloyd J. Phipps and Glen C. Cook, A Handbook on Teaching Vocational Agriculture, (Chicago, 1952), p. 945.

<sup>6</sup>Workshop Report, 1951, op.cit., p.3.

<sup>7</sup>Harry W. Kitts, "Multiple-Teacher Departments," The Agriculture Education Magazine, XXIII (June, 1951), P. 275.

TABLE XVIII

THE AVERAGE NUMBER OF FARM AND NON-FARM BOYS  
ENROLLED IN VOCATIONAL AGRICULTURE IN  
1952-53 IN THE COOPERATING SCHOOLS

States	Ag. I		Ag. II		Ag. III		Ag. IV		Total number of boys
	Farm: boys:	Non- farm: boys:	Farm: boys:	Non- farm: boys:	Farm: boys:	Non- farm: boys:	Farm: boys:	Non- farm: boys:	
Arkansas	42	3	41	0	29	1	0	0	116
Kentucky	36	1	23	1	16	1	13	1	92
Louisiana	16	4	15	4	10	3	11	3	66
Mississippi	73	3	32	3	14	1	0	0	126
Missouri	34	0	26	0	27	0	11	0	98
Oklahoma	29	5	20	2	16	2	13	2	89
Tennessee	44	5	30	2	25	2	16	1	125

Seven percent of the total number of students enrolled in vocational agriculture in the cooperating schools were non-farm boys. Most of these boys were found in the first and second years of agriculture. There is a gradual decrease in the number of students from the freshman year to the senior year.

Missouri was the only state reporting departments without any non-farm boys enrolled.

There was an average of 51 students per teacher, and 102 students per department of the cooperating schools included in this study. In 1941 there was an average of 104 students per department, and 41.59 students per instructor.<sup>8</sup>

<sup>8</sup>Kinzie, op.cit., p. 29.

(This smaller number of students per instructor was due to the fact that some schools in that study employed more than two teachers in the departments.)

TABLE XIX

THE NUMBER OF HOURS PER WEEK VOCATIONAL AGRICULTURE CLASSES MEET IN THE COOPERATING SCHOOLS

States	Ag. I			Ag. II			Ag. III			Ag. IV		
	:Hrs.per wk.:			:Hrs.per wk.:			:Hrs.per wk.:			:Hrs.per wk.:		
	: 5	: 7	: 10	: 5	: 7	: 10	: 5	: 7	: 10	: 5	: 7	: 10
Arkansas	: 0	3	0	: 0	3	0	: 0	3	0	: 0	0	0
Kentucky	:14	2	0	:14	2	0	:13	2	0	:13	2	0
Louisiana	: 5	1	0	: 5	1	0	: 5	1	0	: 5	1	0
Mississippi	: 3	0	0	: 3	0	0	: 2	0	0	: 1	0	0
Missouri	: 0	1	1	: 1	1	0	: 1	1	0	: 1	0	0
Oklahoma	: 6	0	0	: 5	0	1	: 6	0	0	: 6	0	0
Tennessee	: 4	1	5	:10	0	0	:10	0	0	:10	0	0
Total no. schools	:32	8	6	:38	7	1	:37	7	1	:35	3	0

The vocational agriculture classes in most of the co-operating schools met five hours per week for each class. This was found in all courses during the four years. Seven hours and ten hours of class per week were found in a relative small number of schools. This was found mostly in the first and second years of agriculture. Arkansas was the only state that had one certain number of hours of class per

week in all classes. The students met seven hours per week in all of the schools reporting in that state.

TABLE XX  
LENGTH OF CLASS PERIODS IN THE  
COOPERATING SCHOOLS

States	Number of Schools Reporting	
	: 45 min. period	: 60 min. period
Arkansas	0	3
Kentucky	1	15
Louisiana	0	6
Mississippi	0	3
Missouri	1	1
Oklahoma	0	6
Tennessee	0	10
Totals	2	44

Sixty minute class periods were used throughout the school in all but two of the cooperating schools. This is one of the most uniform practices of the cooperating schools used in this study.

TABLE XXI

THE OPINION OF THE TEACHERS AS TO THE ADEQUACY  
OF TIME THE SCHEDULE ALLOWS FOR  
SUPERVISED FARM VISITS

States	Time allowed for supervision	
	Adequate	Inadequate
Arkansas	2	1
Kentucky	11	5
Louisiana	4	2
Mississippi	3	0
Missouri	2	0
Oklahoma	6	0
Tennessee	5	5
Totals	33	13

This table shows that in 13 schools the instructors thought the amount of time allowed for supervision of the students' farming programs was inadequate. This was not generally true, as it was reported by schools in only four states. In Tennessee the teachers were evenly divided in their opinion concerning the adequacy of time allowed for supervision.



TABLE XXII

THE AVERAGE NUMBER OF STUDENTS ENROLLED  
PER TEACHER IN CLASSROOM INSTRUCTION

States	Agri. I			Agri. II			Agri. III			Agri. IV		
	: Number : of sec- : tions	Number		: Number : of sec- : tions	Number		: Number : of sec- : tions	Number		: Number : of sec- : tions	Number	
		of boys			of boys			of boys			of boys	
		Teacher			Teacher			Teacher			Teacher	
A	B	A	B	A	B	A	B					
Arkansas	: 2.3	15.0	29.6:	2.3	30.0	10.6:	1.3	23.3	6.3:	0	0	0
Kentucky	: 2.1	11.9	25.1:	1.6	14.9	7.9:	1.0	12.4	3.9:	.9	9.1	4.1
Louisiana	: 1.3	9.3	11.2:	1.3	8.8	9.8:	1.2	11.6	1.5:	1.2	8.0	5.0
Mississippi	: 3.6	10.3	66.0:	2.0	24.3	10.6:	1.0	15.3	0	: 0	0	0
Missouri	: 2.0	16.0	17.5:	2.0	11.5	14.5:	2.0	15.5	11.5:	1.0	5.0	6.0
Oklahoma	: 2.0	22.3	11.0:	1.8	8.0	14.6:	1.3	5.8	12.8:	1.3	8.0	6.5
Tennessee	: 2.2	27.2	21.5:	1.6	9.4	22.8:	1.4	11.3	15.8:	1.0	15.7	1.2
Average	: 2.2	16.0	26.0:	1.8	15.3	13.0:	1.7	13.5	7.5:	.8	6.5	3.4

Table XXII shows the average number of classroom students enrolled under teacher A and teacher B in the schools included in this study. It also shows the average number of sections of the classes taught.

In nearly all schools the classes were so large that it was necessary to form two or more sections for each year of vocational agriculture. There were more sections in the first year than in the other years. There were usually two sections for each second and third year agriculture.

Only in agriculture I did teacher B have more students than teacher A. The range of students for teacher A was from 6.7 in agriculture IV to 16.0 in agriculture I. The range for teacher B was from 3.4 students in agriculture IV to 26.0 in agriculture I.

It was the usual practice for the original teacher to teach more high school students in classes than the second teacher.

TABLE XXIII

THE AVERAGE NUMBER OF STUDENTS ENROLLED  
PER TEACHER IN SHOP INSTRUCTION

States	Agri. I		Agri. II		Agri. III		Agri. IV					
	Number	Number	Number	Number	Number	Number	Number	Number				
	of sec-	of boys	of sec-	of boys	of sec-	of boys	of sec-	of boys				
	tions		tions		tions		tions					
	Teacher		Teacher		Teacher		Teacher					
	A	B	A	B	A	B	A	B				
Arkansas	2.3	15.0	29.6	2.3	30.0	10.6	1.3	23.3	6.3	0	0	0
Kentucky	1.6	10.6	19.4	1.3	12.1	7.9	.8	9.2	3.9	.8	9.1	3.0
Louisiana	.8	7.6	6.8	.8	4.8	5.3	.8	6.5	1.5	.6	3.5	2.3
Mississippi	3.6	10.3	66.0	2.0	24.3	10.6	1.0	15.3	0	0	0	0
Missouri	2.0	16.0	17.5	2.0	11.5	14.5	2.0	15.5	11.5	1.0	5.0	6.0
Oklahoma	1.6	11.5	16.6	1.2	5.1	12.5	.8	2.5	13.5	.6	2.8	6.5
Tennessee	2.4	27.2	21.5	1.7	9.4	22.8	1.4	11.3	16.0	1.0	15.5	1.2
Average	2.0	14.0	25.4	1.6	13.9	12.0	1.1	11.9	7.5	.6	5.1	2.7

Table XXIII shows the average number of shop students enrolled per teacher in the cooperating schools. The number of sections for the average class is also included in the table.

The number of sections and students in shop follow a similar pattern as classroom students in the preceding table. The averages are slightly less in all cases since some schools offer no shop in vocational agriculture.

Agriculture I was the only class with an average of two or more sections. Teacher A had more students in shop than teacher B in all classes except agriculture I.

TABLE XXIV

THE ARRANGEMENTS USED BY THE TWO TEACHERS  
IN VISITING THE STUDENTS

States	: Each teacher : : visits the : : students he : : instructs	: Each teacher : : visits all : : boys in cer- : : tain areas	: there is no : : particular : : arrangement : : on visitation
Arkansas	1	0	2
Kentucky	13	2	1
Louisiana	4	0	2
Mississippi	3	0	0
Missouri	2	0	0
Oklahoma	3	0	3
Tennessee	10	0	0
Totals	36	2	8

The majority of the teachers visit the students on the farm he instructs in class. This arrangement is used in 36 of the 46 reporting schools. In two departments the boys in certain areas are visited by one teacher, regardless of which teacher instructs the boys in class. The advantage of this is in the reduced amount of travel for each teacher. However, Phipps and Cook<sup>9</sup> state a disadvantage:

This is not a satisfactory procedure, because a student needs to be supervised by his teacher. No blanket solution seems to be satisfactory. Each department with this situation must solve the problem individually.

Eight schools reported there was no particular arrangement used in visiting students. One of these stated that the visits were alternated by the two teachers. One group of teachers agreed that the teacher should be responsible for the supervised farming program of the boys he teaches in class.<sup>10</sup>

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<sup>9</sup>Phipps and Cook, op.cit., p. 946.

<sup>10</sup>Workshop Report, 1951, p. 3.

TABLE XXV  
THE ARRANGEMENTS USED BY THE TWO TEACHERS  
IN CONDUCTING YOUNG FARMER CLASSES

States	:One teacher :has all classes	:Each teacher :has a class	:Both work :with a class
Arkansas	1	2	0
Kentucky	10	2	4
Louisiana	1	1	4
Mississippi	0	2	0
Missouri	0	0	1
Oklahoma	1	0	5
Tennessee	1	2	2
Totals	14	9	16

This table shows there is no one arrangement more widely used than others in conducting young farmer classes. One of the teachers in each of 14 departments was responsible for all classes taught to young farmers. In 16 departments both teachers worked together with the class or classes, if there were more than one. Each teacher had one or more classes in nine departments. Seven departments reported no organized young farmer classes were being conducted.

Further comments on the arrangement of young farmer classes will be found following Table XXVI.

TABLE XXVI  
 THE ARRANGEMENTS USED BY THE TWO TEACHERS  
 IN CONDUCTING ADULT FARMER CLASSES

States	: One teacher has : all classes	: Each teacher : has a class	: Both work : with a class
Arkansas	0	2	1
Kentucky	10	2	4
Louisiana	0	1	5
Mississippi	0	3	0
Missouri	0	0	2
Oklahoma	0	0	6
Tennessee	0	8	2
Totals	10	16	20

All departments reported that one or more adult farmer classes were being conducted. In 20 of the 46 departments both teachers worked together with the one or more classes conducted. Ten departments reported that one teacher was responsible for conducting all classes for the adult farmers. Each of the teachers had one or more classes in 16 departments. Fifty percent of the departments in which each teacher had a class were in Tennessee. Five of these eight departments in Tennessee reported the following arrangements were used: (1) Each teacher had two classes, (2) Each teacher had three classes (this was reported by two departments), (3) One teacher had one class, the other had three classes, and (4) One teacher had two classes, and the other had three classes.

Each teacher taught all-day students in all schools reporting adult farmer classes and young farmer classes (Table XXV). In no school did one teacher handle only the out of school program. H. W. Kitts<sup>11</sup> expressed an opinion that this was not a good arrangement. He states,

One department in Minnesota was organized with one teacher responsible for the all-day students and F.F.A. activities, and the other teacher handled only the out-of-school program. The administration and the teachers involved felt that the teacher handling the young farmer and adult program lacked contact with other faculty members. Citizens of the community failed to identify and associate the instructor as closely with the school as they did other teachers. Since many of the meetings for these older groups were held away from the school or in the evening, because of the limited physical facilities at the school, townspeople unjustly criticized the teacher for not going to work at nine in the morning like the other teachers and for being out in the community during school hours.

The staff of the Agricultural Education Department at Texas A and M College recommended that the number one (original) teacher be responsible for adult farmer classes.<sup>12</sup>

Either the original teacher or both teachers should conduct both young and adult farmer classes. The latter being the most practical and desired arrangement.

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<sup>11</sup>Kitts, op.cit., p. 275.

<sup>12</sup>Workshop Report, 1951, op.cit., p. 3.



TABLE XXVII

THE ARRANGEMENTS USED BY THE TWO TEACHERS  
IN ADVISING F.F.A. ACTIVITIES

States	:Both teachers :advise equally : :	:One does the most :advising with the :other assisting :when needed	:One teacher :does all the :advising :
Arkansas	2	1	0
Kentucky	11	4	1
Louisiana	3	3	0
Mississippi	2	1	0
Missouri	1	1	0
Oklahoma	4	2	0
Tennessee	7	3	0
Totals	30	15	1

Teachers of vocational agriculture frequently use the title of F.F.A. Adviser for the Future Farmers of America organization. In these two-teacher departments, it was found that in 30 departments, each teacher shared equally as advisers. Fifteen teachers served as advisers most of the time. The other teacher assisted him when the need arose for additional assistance. Only in one department did one teacher do all the advising.

Kitts<sup>13</sup> stated that the F.F.A. should be the joint responsibility of both teachers. One group of teachers sug-

<sup>13</sup>Kitts, op.cit., p. 275.

gested in one sample of a written agreement, that one teacher be responsible for active members while the other be responsible for former F.F.A. members.<sup>14</sup> In another agreement it was suggested that teacher number two (additional teacher) should have full responsibility with this group.<sup>15</sup>

TABLE XXVIII

THE ARRANGEMENTS USED BY THE TWO TEACHERS  
IN CONDUCTING COMMUNITY SERVICES

States	:Both teachers :perform commu- :nity services :	: Each has a : certain : field :	: One performs : more, with : assistance of : the other
Arkansas	2	0	1
Kentucky	15	0	1
Louisiana	6	0	0
Mississippi	3	0	0
Missouri	2	0	0
Oklahoma	5	0	1
Tennessee	9	1	0
Totals	42	1	3

Both of the teachers of vocational agriculture shared in the performance of community services in 91.3 percent of the cooperating schools. In three schools one teacher only as-

<sup>14</sup>Workshop Report, 1951, op.cit., p. 7.

<sup>15</sup>Ibid., p. 8.

sisted the other in these services. In one school one teacher had a certain field, such as crops, while the other teacher had another field, such as livestock.

TABLE XXIX

THE ARRANGEMENTS USED BY THE TWO TEACHERS  
IN COOPERATING WITH OTHER AGRICULTURAL  
AGENCIES

States	: Both teachers : cooperate about : equally	: One cooperates : more than the : other	: One does : all of the : cooperating
Arkansas	2	0	1
Kentucky	15	1	0
Louisiana	6	0	0
Mississippi	2	1	0
Missouri	2	0	0
Oklahoma	5	1	0
Tennessee	9	1	0
Totals	41	4	1

Table XXIX shows that in 41 schools both of the teachers cooperated with other agricultural agencies about equal. In four schools one teacher did more cooperating than the other. In one school only one teacher was responsible for this part of the vocational agriculture program.

TABLE XXX

THE ADMINISTRATIVE DUTIES IN THE DEPARTMENTS  
OF THE COOPERATING SCHOOLS

States	:	Head of Department	:	Written Agreement of	:	Duties
	:	:One teacher	:	:Neither	:	:There is
	:	:serves as	:	:teacher	:	:a written
	:	:head	:	:serves	:	:agreement
	:	:	:	:as head	:	:agreement
	:	:	:	:	:	:
Arkansas	:	3	:	0	:	3 0
Kentucky	:	14	:	2	:	15 1
Louisiana	:	5	:	1	:	1 5
Mississippi	:	2	:	1	:	2 1
Missouri	:	1	:	1	:	0 2
Oklahoma	:	3	:	3	:	0 6
Tennessee	:	6	:	4	:	1 9
Totals	:	34	:	12	:	22 24

One teacher served as "head" of the department in 34, or 74 percent, of the cooperating schools. In Table X the superintendents of 30 schools stated that one served as "head". Evidently in four schools there was no understanding between the superintendents and the instructors concerning a "head" of department.

Phipps and Cook<sup>16</sup> state, "A permanent 'head' of a department is not essential. A chairman of a department with time allotted to administer the department is essential, however."

<sup>16</sup>Phipps and Cook, op.cit., p. 945.

One group of teachers recommended that one teacher should be responsible for the functions and actions of the vocational agriculture department to the administration of the school.<sup>17</sup>

There was a written agreement of duties and responsibilities of each teacher in slightly less than one-half of the departments. Each of the cooperating states was almost uniform in either having written agreements or not having written agreements between the two teachers in its departments.

The first recommendation found in a workshop report<sup>18</sup> concerning multiple-teacher departments is quoted:

In order to have a coordinated, efficient multiple-teacher department of vocational agriculture there should be a written agreement on the division of responsibilities and duties to be worked out and signed by the teachers of vocational agriculture and the superintendent.

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<sup>17</sup>Workshop Report, 1951, op.cit., p. 3.

<sup>18</sup>Ibid., p. 9.

TABLE XXXI

THE OPINION OF THE TWO TEACHERS CONCERNING THE ADEQUACY  
OF INSTRUCTION TO ALL GROUPS IN THE SERVICE AREA

States	: Adequacy of instruction	
	: Adequate	: Inadequate
Arkansas	3	0
Kentucky	8	8
Louisiana	6	0
Mississippi	1	2
Missouri	2	0
Oklahoma	6	0
Tennessee	9	1
Totals	35	11

Thirty-five, or 76 percent, of the two teachers thought the instruction they offered to all-day, young, and adult farmer students in the service area was adequate.

Two comments were made by the teachers in two departments on why this was inadequate. They were, (1) the size of the service area was too large, and (2) there was a need for the third teacher.

TABLE XXXII

THE OPINION OF THE TEACHERS AS TO WHICH GROUP BENEFITS  
MOST FROM THE ADDITION OF THE SECOND TEACHER

States	: All-day : students	: Young farmer : students	: Adult farmer : students
Arkansas	3	0	0
Kentucky	15	1	3
Louisiana	5	0	1
Mississippi	2	1	2
Missouri	2	0	0
Oklahoma	4	4	2
Tennessee	7	3	6
Totals	38	9	14

This table indicates that the all-day students benefited the most after the addition of the second teacher. This was reported by 38 schools. The teachers thought that the adult farmer students were second in the benefits received. The young farmer students gained less than the other groups.

Several schools reported that all groups received equal benefits. All-day students and adult farmers were reported more than any other two combination of groups as receiving equal benefits from the addition of a second teacher.

TABLE XXXIII

THE OPINION OF THE TEACHERS AS TO THE ADEQUACY OF  
SUPERVISION OF THE STUDENTS' FARMING PROGRAMS

(The question was asked, "Is the supervision of the students' farming programs as adequate and as closely followed as might be done in a one teacher department? \_\_\_yes; \_\_\_no. Why?")

States	Yes	No
Arkansas	2	1
Kentucky	14	2
Louisiana	6	0
Mississippi	3	0
Missouri	2	0
Oklahoma	6	0
Tennessee	9	1
Totals	42	4

The teachers in 42, or 90 percent, of the departments cooperating in this study stated that the supervision of the students' supervised farming programs was as adequate and as closely followed as might be done in a department having one teacher of vocational agriculture.

Some of their answers to the second part of the question were as follows: (the number preceding the answers indicate the number of times the answer was reported).

- (9) Teacher has more time to spend with the students.
- (2) Better supervision because both supervise boy at one time or another.
- (2) Teachers meet daily to coordinate plans for visit-



ing in certain communities.

- (2) Fewer students per teacher.
- (1) Two teachers can do more field work.
- (1) Better job of supervision is done — one of prime reasons for a two-teacher department.

In the four departments whose teachers answered in the negative, these comments were made in answer to the second part of the question. (each answer is listed separately)

"The students are so widely scattered over the area that too much travel is needed for adequate supervision."

"Too much area to cover — this will also depend upon the number of boys per teacher and the teachers."

"The number of teachers do not affect supervision — it is the boys per teacher along with young and adult farmers."

"In the arrangement used, the boy is shifting from one teacher to the other each year."

More time for supervision and the number of boys per teacher were the leading factors given concerning adequate supervision of students' farming programs.

#### SPECIAL DIFFICULTIES

The following statement was on the questionnaire received by the teachers in the cooperating schools.

"Please list some difficulties (either solved or unsolved) that you have encountered with your present organization of a two-teacher department of vocational agriculture."

There were several difficulties listed by the two teachers in 23, or 50 percent, of the departments. The

writer has attempted to list the most frequently mentioned, because space would not justify listing all that were mentioned. Some of the difficulties were:

"Too much travel"

"No shop"

"Too large a number of boys"

"Difficulty in keeping all boys informed on F.F.A. work"

"Farmers do not like to travel the added distance for their adult classes"

"We have a Junior High School and Agri. I classes are in a different school"

"Getting superintendent to realize the second teacher was not my assistant. We were not on same salary schedule until this year."

"Teacher B is requested to have three biology classes"

"We only have one classroom"

"Area is too large"

"No travel payments"

"Keeping travel program in line"

"Equal division of classes"

"Second teacher is not full time"

"Adult farmers becoming accustomed to the additional teacher"

"Students want to continually change teachers"

"Scheduling use of F.F.A. pick-up truck"

"Explaining to people the half-day without a class"

"Supervision of projects"

"Division of time between F.F.A., farm visits, shop, and adult work"

"Both teachers have one or more high school subjects"

each besides agriculture"

"Principal wants agriculture teachers to teach science"

"Poor arrangement of classrooms"

"Teacher B has to teach too many other high school subjects"

In the other 23 departments, the teachers either did not state any difficulties, or stated there were no difficulties due to cooperation of the teachers in working together and planning carefully all important undertakings.

#### COMMENTS

The writer asked for any comments the two teachers in the cooperating schools desired to make on the operation of a two-teacher department.

The following were some of the comments listed by the teachers.

"Both must cooperate together"

"Have a definite understanding regarding duties, responsibilities, class, etc."

"Works very well"

"Each should agree on method to use in keeping project record books"

"It can and does work for us"

"Personalities are very important"

"Two-teachers are the only solution to as large an enrollment as we have"

"With 70 or more boys, there should be two teachers"

"One teacher must be 'head'"

"Department was discontinued after one year due to lack of funds"

"Both teachers should cover same subject matter if class is divided"

"More students can be reached"

"Two points of view are immediately available"

"Can be organized and function as well as a one teacher school, but more planning and organization is required"

"Results are more effective"

"This arrangement has worked very well"

"Department needs proper facilities"

"Original teacher must help choose second teacher"

"Both need to have equal desire to have the program succeed"

"We favor the two-teacher departments"

"It would be best to have a written agreement"

"Very satisfactory if number of students justify it"

#### CHAPTER IV SUMMARY

The original teacher had more than twice the amount of total teaching experience and experience at the present department than the second teacher. One in every four and one-half teachers included in this study held a master's degree.

Most of the cooperating schools had a service area between 200 and 500 square miles. The number of students enrolled in vocational agriculture the year preceding the addition of the second teacher ranged from 43 to 143. The average enrollment was 77 students.

In most schools, each student had a class with each teacher some time during the four year course. Four years of agriculture were offered in nine out of every ten departments. There were several teaching arrangements used by the teachers. A very small percent of the total enrollment in vocational agriculture was non-farm boys. This indicates a good job of counseling had been done by the two teachers. There were 51 students enrolled per teacher included in this study.

Most schools used a 60 minute period, and vocational agriculture was taught five of these periods (five hours) per week.

In approximately two-thirds of the departments, the two teachers thought that the schedule allowed adequate time for supervised farm visits.

The original teacher had a larger total number of students than did the second teacher in both classroom and shop

instruction. However, in agriculture I, teacher B had nearly twice as many students. The students were visited by the teacher who taught them in class, in the majority of the cooperating schools.

Young and adult farmer classes were conducted by both teachers in a large number of schools. This arrangement was reported more than any other arrangement in this part of the vocational agriculture program.

Both teachers advised the Future Farmer of America chapters in most of the departments.

The two teachers worked together in community services, and in cooperating with other agricultural agencies in nearly every department included in this study.

One teacher served as "head" in approximately 75 percent of the departments. There was a written agreement on the duties and responsibilities each teacher would have in slightly less than one-half of the departments.

Three-fourths of the teachers in the cooperating schools thought the instruction they offered the all-day, young, and adult farmer students was adequate. The teachers reported that the all-day students benefited the most after the addition of the second teacher in 38 of the 46 schools.

Ninety percent of the teachers also thought that the students' farming programs were as closely followed, and adequately supervised, as in one teacher departments. The primary reason for believing this true, was that the teacher had more time to spend with his students.

Fifty percent of the teachers reported one or more special difficulties they had encountered in their departments.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### SUMMARY

The following is a summary of the findings included in this study.

1. There was only one two-teacher department to every 35 vocational agriculture departments in the seven states studied.
2. All cooperating states required both teachers to make reports to the state supervisors office. Both teachers, however, do not make all detailed reports.
3. There was no special application form for a school to use when desiring to have a two-teacher department in any state.
4. Federal funds were used in the payment of salaries of both teachers in all states studied.
5. Most departments had been in operation a relatively short time. Twenty-nine schools have had two teachers for a period ranging from two to five years.
6. The major factor leading to the establishment of two-teacher departments was an increased number of vocational agriculture students. This factor was listed by 34 of the cooperating schools.
7. Twenty-four original teachers and 25 superintendents suggested the addition of a second teacher.
8. Thirty-four of the departments were evaluated by a state department representative to determine the need for a second teacher.
9. The original teacher was consulted in the selection of the second teacher in 37 schools. In the six schools where they were not consulted, the superintendents thought that they should have been consulted.
10. Eighty-one and six-tenths percent of the superintendents reported that the class schedules were more satisfactory after the addition of the second teacher.



11. In 30 schools, both teachers and the superintendents worked together in outlining the duties and responsibilities each teacher would assume.
12. There was a "head" of the department in 30 schools. In each of these 30 schools, the original teacher was made "head".
13. Thirty-nine of the cooperating schools reported satisfactory working relationships existed between the two teachers.
14. The original teacher had slightly more than twice as many years of teaching experience as the second teacher. The original teacher also had twice the tenure of the second teacher in the present location.
15. Approximately one in every four and one-half teachers had a master's degree.
16. Thirty-two schools had service areas between 200 and 500 square miles.
17. All four years of agriculture were taught each year in 34 of the reporting schools.
18. There was no uniformity in the teaching arrangements used by the teachers, other than a student normally had at least one class with each teacher sometime during the four year period.
19. Approximately 93 percent of the enrollment of all-day students were farm boys.
20. Thirty-three departments met each class of vocational agriculture for a total of five hours per week, and the other departments met classes for seven or ten hours per week.
21. The original teacher had a larger total number of students, but the second teacher had more agriculture I students.
22. It was the general practice for all of the work in each year of agriculture to be taught by the same teacher.
23. In 36 of the cooperating schools, the teachers visited the students they instructed in class.
24. Only one teacher in 14 schools had full responsibility of the young farmer classes, while in 16 schools both teachers worked together with a class or classes.
25. Adult farmer classes were conducted by both teachers working together in 20 of the reporting schools.

26. In 65 percent of the cooperating schools, both teachers had equal responsibilities in advising the F.F.A. chapters.
27. In approximately 90 percent of the schools, both teachers performed community services and cooperated with other agricultural agencies.
28. The teachers in 38 schools stated that the all-day students benefited the most after the second teacher was added.
29. There was a written agreement concerning the duties and responsibilities of each teacher in 22 of the cooperating schools.
30. Ninety-one percent of the teachers stated that the supervision of the students' farming programs was as adequate and as closely followed as might be done in a one teacher department.

### CONCLUSIONS

Based on the findings and as a result of this study, the following conclusions are drawn.

1. Two-teacher departments of vocational agriculture are working satisfactorily.
2. A department should be carefully analyzed and evaluated to determine the need for a second teacher.
3. The original teacher should have a part in the selection of an additional teacher.
4. Both teachers and the superintendent should work out a written agreement on the duties and responsibilities each teacher will assume.
5. The original teacher should handle the administrative duties of the department.
6. There should be a satisfactory working relationship between the two teachers.
7. Four years of vocational agriculture should be offered each year to students.
8. The classes should be arranged in order that each

student will have classes with each teacher some time during the four year courses.

9. The enrollment of non-farm boys should be kept to a minimum.
10. Each teacher should visit the students he instructs in class.
11. Both teachers should have joint responsibilities in the following: F.F.A. activities, young and adult farmer classes, community services, and cooperating with other agricultural agencies.
12. The all-day students should benefit the most from the addition of the second teacher since they are the most important part of the vocational agriculture program.

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