A STUDY OF VOCATIONAL AGRICULTURE PROGRAMS IN OKLAHOMA AS REPORTED BY SCHOOL ADMINISTRATORS

By

C. R. WOOD

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1948

Submitted to the Faculty of the Graduate School of the Oklahoma Agricultural and Mechanical College in Partial Fulfillment of the Requirements for the Degree of

MASTER OF SCIENCE

1951

A STUDY OF VOCATIONAL AGRICULTURE PROGRAMS IN OKLAHOMA AS REPORTED BY SCHOOL ADMINISTRATORS

C. R. WOOD

MASTER OF SCIENCE

1951

THESIS AND ABSTRACT APPROVED:

Robert K. Price
Thesis Adviser

Chris White
Faculty Representative

A. C. McCulloch
Dean of the Graduate School

ACKNOWLEDGEMENT

The writer wishes to acknowledge his sincere appreciation for the suggestions offered for this study by Mr. W. R. Felton, Assistant State Supervisor of Vocational Agriculture, Mr. C. L. Angerer, Head, Department of Agricultural Education and Mr. Don Orr, Associate Professor of Agricultural Education.

Special appreciation is expressed to Mr. Robert R. Price, Assistant Professor of Agricultural Education and Mr. Chris White, Assistant Professor of Agricultural Education, who acted as thesis advisors during this study.

This acknowledgement would be incomplete without expressing deserving credit to the writer's wife, Wilma, for her unwavering assistance, encouragement, and inspiration during the conduct of this study.

C. R. W.

PREFACE

Vocational Agriculture in Oklahoma high schools has experienced a tremendous growth since its beginning in 1917 with six departments, to 317 white departments in operation during the 1950-51 school year. There are also now 29 Negro departments in operation. These are not included in this study.

A program which has expanded so rapidly is certain to have many desirable features. It is also recognized, however, that there may be certain features of the program in which improvement may yet be desirable.

The object of this study is to determine what administrators desire and what they may not desire in a Vocational Agriculture program, and to offer suggestions, based on data obtained, for the improvement of Vocational Agriculture in the high schools of Oklahoma.

TABLE OF CONTENTS

TABLES

STATEMENT OF PURPOSES OF STUDY AND METHOD USED

Purposes: (1) To evaluate the contribution of programs of Vocational Agriculture in Oklahoma toward meeting educational needs of rural youth and adults.

(2) To determine possible ways in which the program of Vocational Agriculture may be better integrated into the program of Secondary Education.

(3) To determine possible ways in which the Vocational Agriculture program may be better recognized as being an integrated part of the educational program.

Method: Comprehensive survey forms were submitted to each Superintendent of Schools in Oklahoma where departments of Vocational Agriculture had been in operation for a period of three years or more. This survey covered items as follows:

a. General information about school and Vocational Agriculture Department

b. The teacher of Vocational Agriculture

c. The teaching program for High School pupils

d. The physical plant of the Vocational Agriculture Department

e. The Future Farmer Chapter

f. The educational program with Adult and Young Farmers

A History and Summary of Vocational Agriculture in Oklahoma

Agriculture in Common Schools.

When Oklahoma became a state in 1907 the legislature recognized the importance of agriculture. They, therefore, passed a law making it necessary that agriculture be offered in the common schools receiving state funds. Agriculture continued to be offered to the present time mainly as an appreciation or orientation course for those enrolled in the seventh and eighth grades or in the high schools of the state. Agriculture at the same time became a requirement for all teacher certification and continued to be a requirement until 1950. This provision tended to encourage the teaching of agriculture and has emphasized the place of agriculture among high school subject-matter offerings.

Smith-Hughes Act.

> Oklahoma immediately accepted the provisions of the Smith-Hughes Act and six departments of Vocational Agriculture were established in the school year 1917-18. Since the beginning, Vocational Agriculture has had a rapid and healthy growth.[1]

In 1949-50 there were 323 Vocational Agriculture departments (including colored) with an enrollment of 21,703 students.

The demand for Vocational Agriculture training through the public school has increased each year. At the close of the fiscal year 1949-50, 110 requests for establishment of programs of Vocational Agriculture had been received from local boards of education by the State Board for Vocational Education.

---

[1] R. W. Stimson and Frank W. Lathrop, History of Agricultural Education of Less-Than College Grade in the U. S., Pp. 370-373.

The number of high schools offering Vocational Agriculture training has increased from 217 to 323 during the biennium (1948-50). However, this took care of only a small per cent of the schools requesting this type of training. The problems of agriculture in this country affect the general welfare of the nation to such an extent that vast sums are being expended annually by numerous governmental agencies. The contribution made by Vocational Agriculture in offering agricultural training under the supervision and direction of qualified, capable agricultural college graduates to the oncoming generation is one of the most economical means of meeting this situation. This, in part, accounts for school boards, and the public generally making insistent and widespread demands for departments of Vocational Agriculture.[2]

Organization and Selection of Subject Matter.

The subject matter was organized for the all-day group on the basis of crops and soils, animal husbandry, community specialities, and farm management. A desirable change was made in the school year 1931-32 to the cross-section plan with subject matter selected and organized on the basis of:

1. Its direct values in giving the pupils understanding, abilities, habits, skills, and appreciations desirable in the activities to which the objectives of course pertain.

2. The relative number of individuals who will use the abilities, skills, etc.

---

[2] Twenty-third Biennial Report of Superintendent of Public Instruction, 1949-50, Pp. 68-76.

3. The adaptability to the learner's stage of maturity.

4. The appeal to the learner.

5. Its requirements in time and effort.

6. The life-like setting.

7. The immediate needs of the students.

8. The intimacy of its relation to other elements of subject matter used in the development of a job.

9. Vital significance.

10. Proved superior merit.

11. Mortality.

12. Trends.

13. Live-at-home needs and the improvement of the homestead.

Soil Conservation.

The foundation of the soil-conservation program was being laid by teachers of vocational agriculture with evening-school students several years before the United States Soil Conservation Service was established to take care of the program on a national basis. Because of the interest of farmers in pertinent problems, relating to their farming operations, evening classes have continued to receive major consideration in each community where Vocational Agriculture is taught.

Farm Surveys.

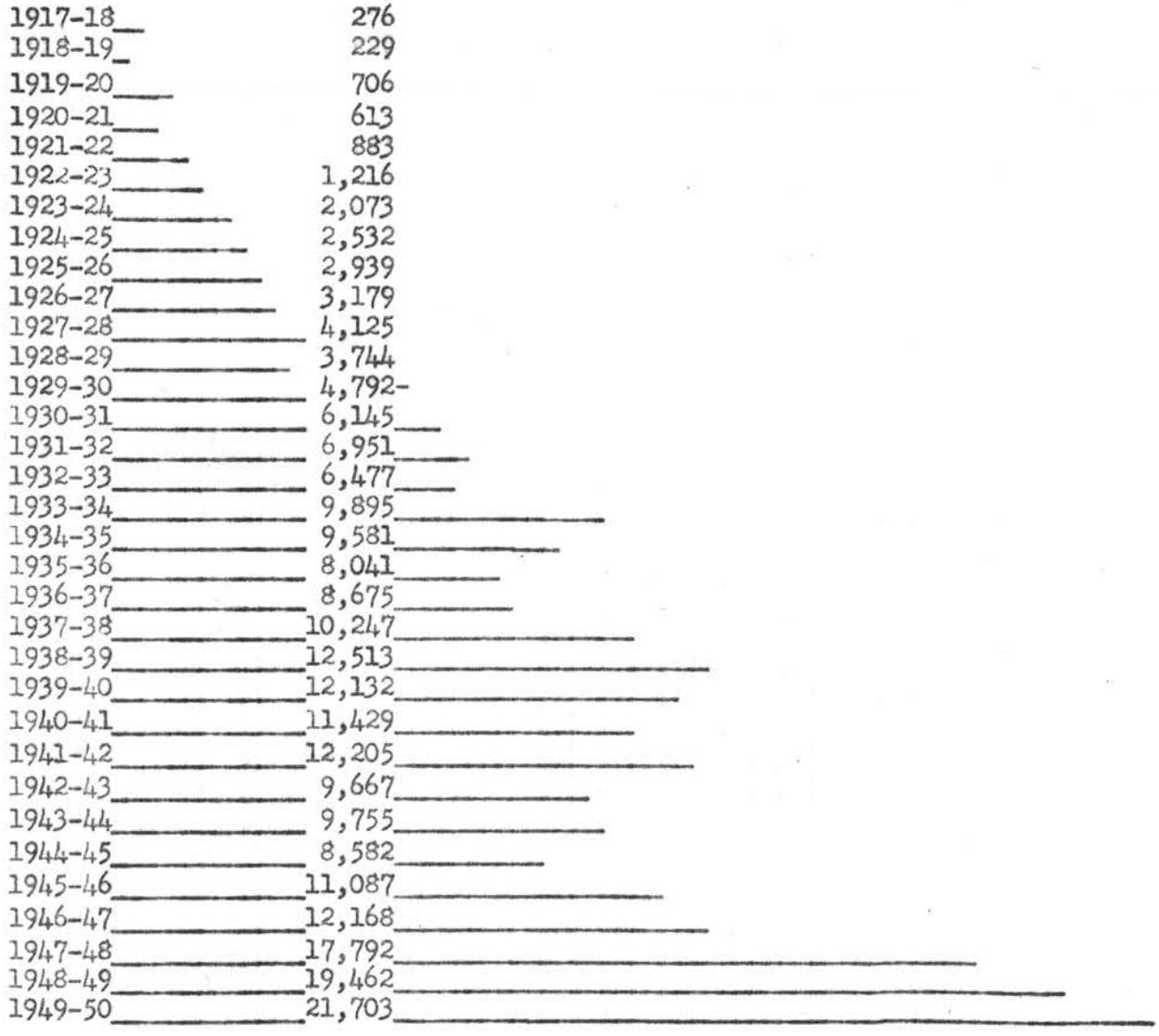
It has been realized in Oklahoma that any program planned for the improvement of agriculture must be based upon a complete analysis of the agricultural resources, the experiences of farmers, the trends in farm enterprises, land values, the abilities to be developed by individuals,

the standards to be obtained, and similar factors. A teacher was supplied with a sufficient number of these forms to make a detailed survey of each of the major farming types in his community. The general farm-survey form and the accompanying instruction sheet "How to Make Surveys" were prepared by C. L. Angerer of the teacher-training department and Peter Nelson, head of the farm-management department of the Oklahoma Agricultural and Mechanical College.[3]

---

[3] Ibid.

Enrollment in Vocational Agriculture for the Past 33 Years[4]



---

[4] Ibid.

Future Farmers of America.

Probably the most important goal of Vocational Agriculture is the successful establishment of boys in the business of farming. Membership in F. F. A. is limited to Vocational Agriculture students and is voluntary. The organization embodies the fundamentals of democratic procedure in that each individual member has a voice in setting up policies and making rules and regulations by which he is governed.

The Oklahoma Association was chartered in 1928 and has grown from 15 chapters at that time to 323 in 1950 with a membership of approximately 13,335. Indications are that the program is in a new stage of growth that will send memberships and number of chapters far above the present figure. [5]

Oklahoma is the only state in the nation which has furnished three national F. F. A. presidents in the last 18 years; and Oklahoma, with its 113 American Farmers, is the holder of more American Farmer degrees on a per capita basis than any state in the nation. American Farmer is the highest degree awarded by the National Association of F. F. A., and the boys who receive this degree represent the cream of the crop of young farmers of America.[6]

Teacher Training.

The Oklahoma Agricultural and Mechanical College has been recognized as the teacher-training institution of the State. C. L. Angerer is in charge of the teacher-training program. Don M. Orr, Chris White, Robert

---

[5] Ibid.

[6] Oklahoma State Board for Vocational Education, "Brief Report of Oklahoma Future Farmers of America, 1950-51".

R. Price, and Clifford Kinney are members of the teacher-training staff. In addition to studies completed on the campus, trainees receive six weeks of apprentice teaching in 18 selected vocational agriculture departments out over the State.

A "follow-up program" with beginning teachers of vocational agriculture is chiefly carried on by district supervisors and itinerant teacher trainers. Two staff members of the teacher-training department devote full time to duties of itinerant teacher-training.

Supervision.

J. B. Perky became a local supervisor in 1926, State Supervisor in 1931, and State Director of Vocation Education in 1941. W. R. Felton is Assistant State Supervisor of Vocational Agriculture and also supervisor of the Central District.

Other District Supervisors are:

Northwest District - B. F. Thomason

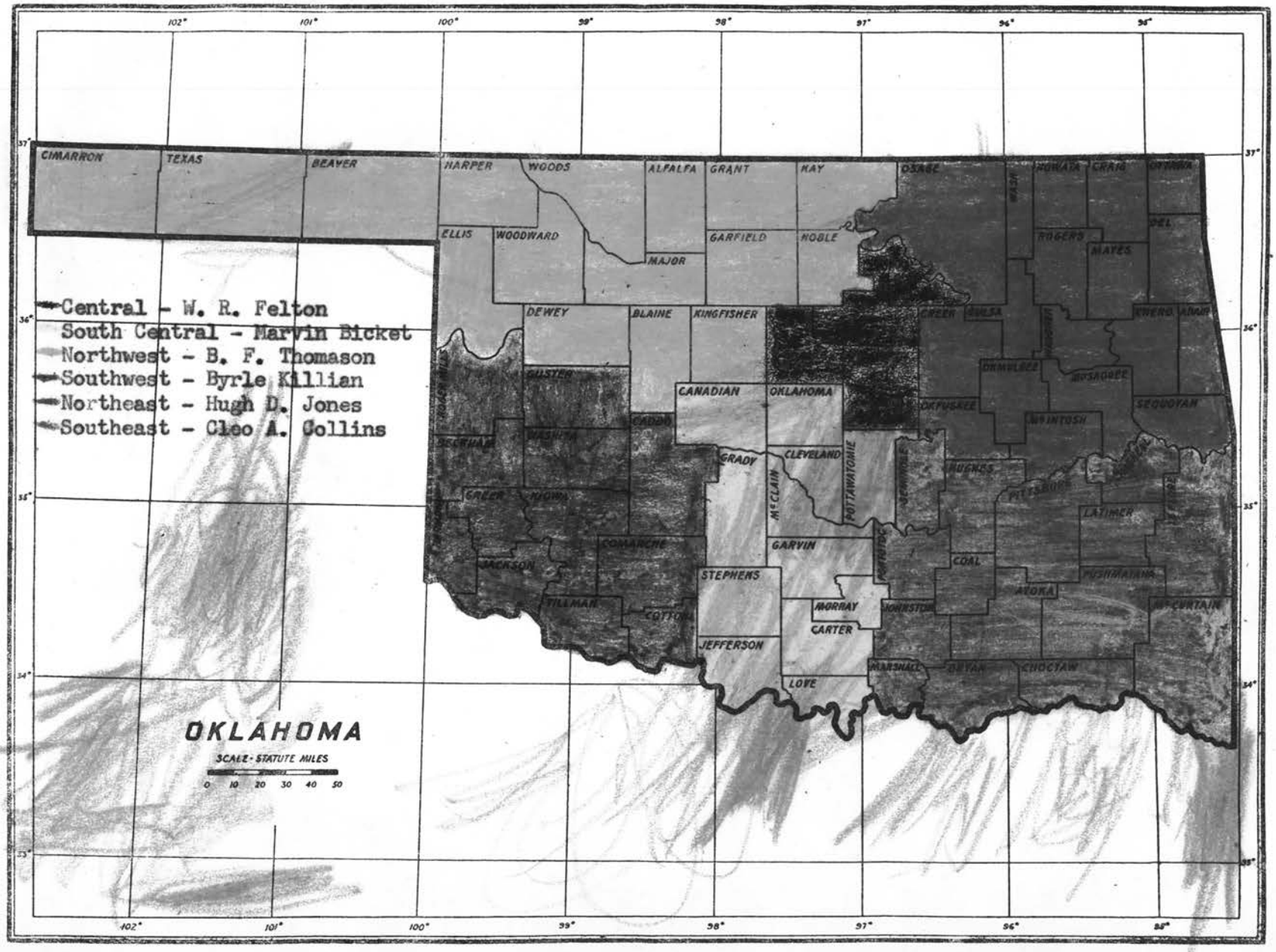
Southwest District - Byrle Killian

Northeast District - Hugh Jones

Southeast District - Cleo Collins

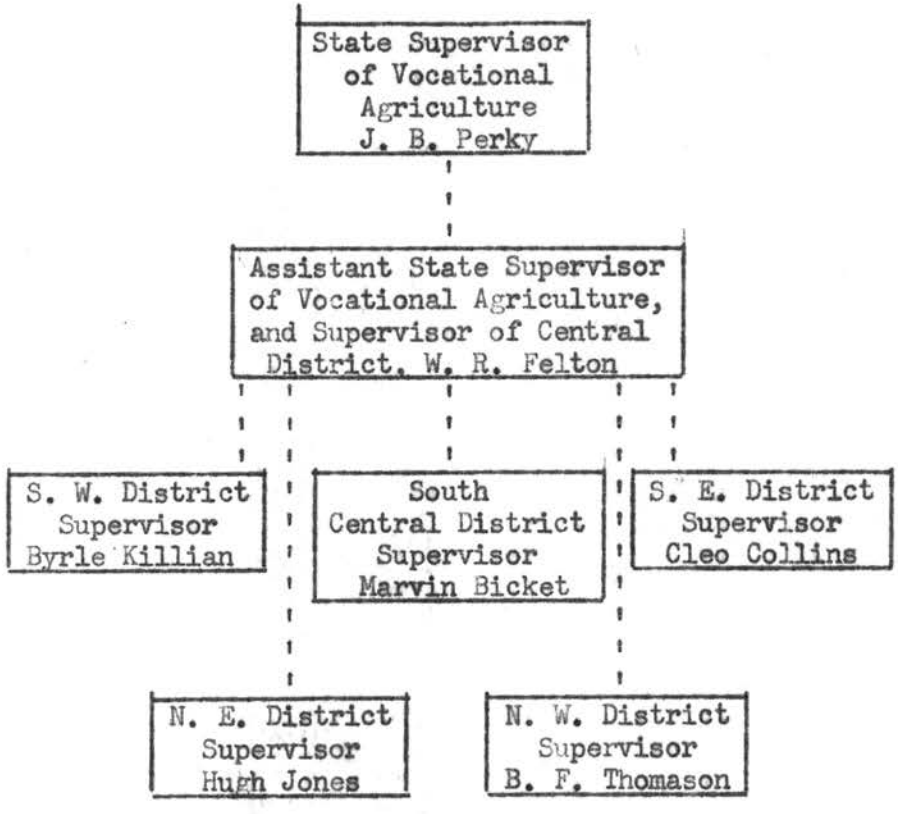
South Central District - Marvin Bicket

DISTRICTS OF VOCATIONAL AGRICULTURE

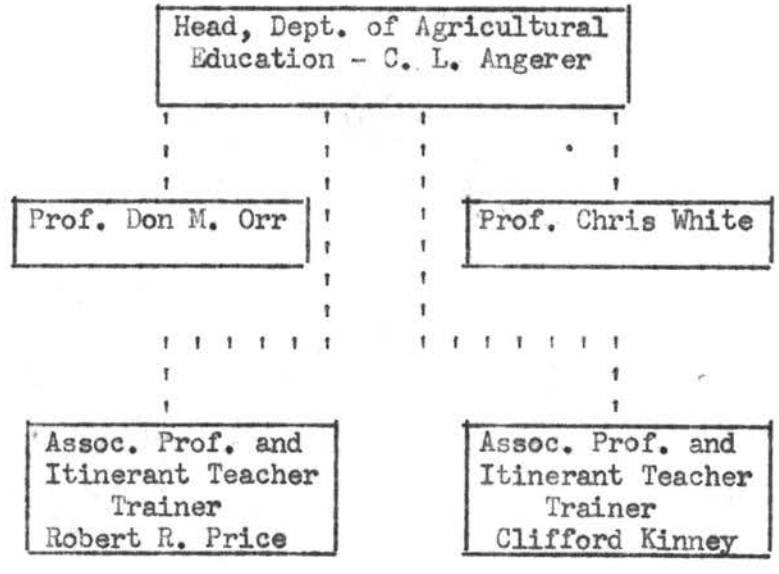


At the time of this study the organization of the Vocational Agriculture Program in Oklahoma is as follows:

State Department of Vocational Agriculture



Agricultural Education Department, Oklahoma Agricultural and Mechanical College



There are five alternate plans under which vocational agriculture departments may be operated. These plans are as follows:

> 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.
>
> Plan E - Thirty clock-hours of scheduled class instruction in agriculture during each school month for each class.[7]

Presentation of Methods and Procedure.

Letters and questionnaires were mailed to administrators of 231 schools in which Vocational Agriculture had been a part of the curriculum for three or more years. (Schools for colored were not included in this study.) A stamped, self-addressed envelope was also sent to each administrator for his reply.

Immediately following are copies of the letter and questionnaire which were sent to each administrator; and a list of the schools to which questionnaires were sent.

---

[7] "Oklahoma State Plans for Vocational Education", Amendment to Section III, Pp. 39-40.

Dear High School Administrator:

You are requested to aid us in a cooperative study of the Vocational Agriculture Programs in Oklahoma. This study aims to help determine what administrators desire and what they may not desire in a Vocational Agriculture teacher and Vocational Agriculture Programs.

It is hoped that this study will aid in making plans for possible improvement of the program of Vocational Agriculture. It is evident that certain items included in the questionnaire are of a nature somewhat personal. Let me emphasize in the strongest manner possible that neither your name nor the name of your teacher or school will be used in any manner. In fact, as the study is planned, each questionnaire will lose its identity and all the information will be used in a statistical manner only.

This study is being made in cooperation with the Department of Agricultural Education, Oklahoma A. and M. College. It also has the approval of the State Department of Vocational Agriculture.

A self-addressed, stamped envelope is enclosed for your reply. Thanking you for your cooperation in an attempt to further the cause of Agricultural Education, I am

Gratefully yours,

C. R. Wood

C. R. Wood
Vocational Agriculture Instructor
Inman, Kansas

A STUDY OF VOCATIONAL AGRICULTURE DEPARTMENTS IN OKLAHOMA

AS REPORTED BY SCHOOL ADMINISTRATORS

Please fill in the questionnaire, inserting your answer in the blank after each question. You are requested not to list the name of your school or your own name as we wish to keep the identity of the individual reports anonymous. Any additional remarks which you care to make about any items will be welcomed.

- - - - - -

PART I - GENERAL

1. Years which you have been associated with schools as teacher or administrator. _____

2. Years which you have served as school administrator. _____

3. Years in which you have had a Vocational Agriculture Department in schools served. _____

4. Years you have served as administrator in present school. _____

5. Years Vocational Agriculture has been offered as a course in this school. _____

6. Years present Vocational Agriculture teacher has been employed in this school. _____

7. Number of boys enrolled in high school. _____

8. Number of rural boys enrolled in high school. _____

9. Number of boys enrolled in Vocational Agriculture. _____

10. Are the regulations as to Vocational Agriculture imposed by the Federal and State boards too rigid? _____

_____

11. Do the supervision policies seem to conflict with the best interests of your local department? _____

12. Do you consider that adequate long time planning for agricultural improvement in your community has been made? _____
Is there evidence that the plan is being followed? _____

PART II - THE VOCATIONAL AGRICULTURE TEACHER

Note: Please check in the column which you think is an appropriate answer or evaluation of your teacher.	Excellent	Satisfactory	Needs Improvement	Should reorganize or discontinue practice
1. As a Vocational Agriculture teacher, is he professionally competent?				
2. Indicates that he considers himself as a definite part of the school system.				
3. Response to teachers meetings, conferences, faculty meetings.				
4. Cooperation with other teachers regarding time lost from classes by pupils engaged in Vocational Agriculture activities.				
5. Counsels with administrator regarding program.				
6. Guidance of pupils with regard to attitude toward other subjects.				
7. Provides itinerary of trips so he can be located at any time.				
8. Assumes share of school duties.				
9. Maintains discipline in classroom.				
10. Maintains a high standard of conduct with pupils when on trips out of community.				
11. Indications of promptness and reliability in business dealings.				
12. Assumes obligations as to community activities, civic clubs, etc.				
13. Assumes definite obligations as to activities in rural and farm organizations.				
14. Personal conduct in community an asset to the school personnel.				
15. Maintains neat appearance, dresses appropriately.				
16. Evidences sufficient knowledge of technical agriculture and farming.				

Remarks:

PART III - THE TEACHING PROGRAM FOR HIGH SCHOOL PUPILS

1. Is there evidence that the farm training program being given is of practical value? _____

2. Are approved methods of teaching used to the best advantage? _____

3. Have you had opportunity to examine the Annual Teaching Plan which the teacher has in use? _____

4. Do you think the teaching program is sufficiently well organized? _____

5. Does the teacher have enough actual classroom instruction? _____

6. Is too much of the pupils' time taken up with activities such as shows, fairs and contests? _____

7. Do the pupils enrolled all have some program of farm training in operation at home? _____

8. Is there evidence that the teacher makes adequate visits to the homes of pupils? _____

9. Is there sufficient time allocated for laboratory, shop and field trip activities to gain the maximum effectiveness in Agricultural training? _____ Do you consider that 60-minute periods provide sufficient time? _____

Remarks:

PART IV - PHYSICAL PLANT AND TEACHING FACILITIES

Please answer by inserting yes, no, or needs improvement in blank after question.

1. Does the department have a separate building? _____ If not, do they have a separate classroom? _____

2. Does the department maintain a shoproom separate from industrial arts or other shop? _____

3. Do they have sufficient laboratory facilities for soils testing? _____ milk testing? _____ seed treatment and study? _____

4. Is adequate equipment available to carry out training programs in:
   a. Soils testing? _____
   b. Milk testing? _____
   c. Farm surveying and soil conservation? _____

   d. Spraying livestock for parasite control? _____
   e. Fertilizer distribution and application? _____
   f. Mixing and preparing livestock feeds? _____

   g. Disease prevention and other minor veterinary work with livestock? _____
   h. Constructing farm equipment (woodmaking)? _____
   i. Constructing farm equipment (metalwork and welding)? _____

5. Approximately how many text references are available in sufficient quantity for class use in supervised study periods? _____ Have these been provided recently enough that the material is up to date? _____

6. Does the department have the use of a truck or pickup? _____ To whom does it belong? _____ Was it procured through purchase or donation? _____ Do you think it desirable for the chapter to have a truck or pickup? _____ Is the proper supervision given with regard to use of vehicle by students? _____

7. Does the department maintain a neat and attractive classroom? _____ Are tables, chairs and other classroom equipment properly cared for by students? _____

8. Is the equipment in the laboratory used sufficiently to justify its purchase? _____

9. Is the care given the shop equipment adequate? _____

10. Are the facilities of the school available for the use of adult farmer groups? _____

11. Are the facilities of the school available for use of the out-of-school young farmer groups? _____

PART V - THE FUTURE FARMER CHAPTER

1. Does the F.F.A. Chapter function to provide leadership training for rural boys in your school?_____

2. Is the F.F.A. Chapter well recognized in the community?_____

3. Does the F.F.A. Chapter function as an asset to your school programs? _____

4. Is the Chapter allocated certain areas for use as a means of raising money for Chapter funds.? _____

5. Does your local Chapter make wise expenditures of its funds? _____

6. Does the school provide transportation for F.F.A. members to shows, contests, and district meetings? _____

Remarks:

* * *

PART VI - THE ADULT AND YOUNG FARMER PROGRAM

1. Are organized classes participated in by adult farmers of your community? _____

2. Are the out-of-school rural young men of the community given an opportunity to attend Young Farmer group meetings?_____

3. Does the teacher make visits to the homes of adult farmers of the community to help them with their problems?_____

4. What percent of the teacher's time does he devote to work with adult farmer and out-of-school young men?_____

5. Do you consider this work of advantage to your school? _____

6. Does the teacher spend too much time as a 'service agent' for people of the community? _____

7. Is the amount of adult or out-of-school work required of your teacher detrimental to his work with the high school boys? _____ _____

Remarks:

Schools which were included in this study:

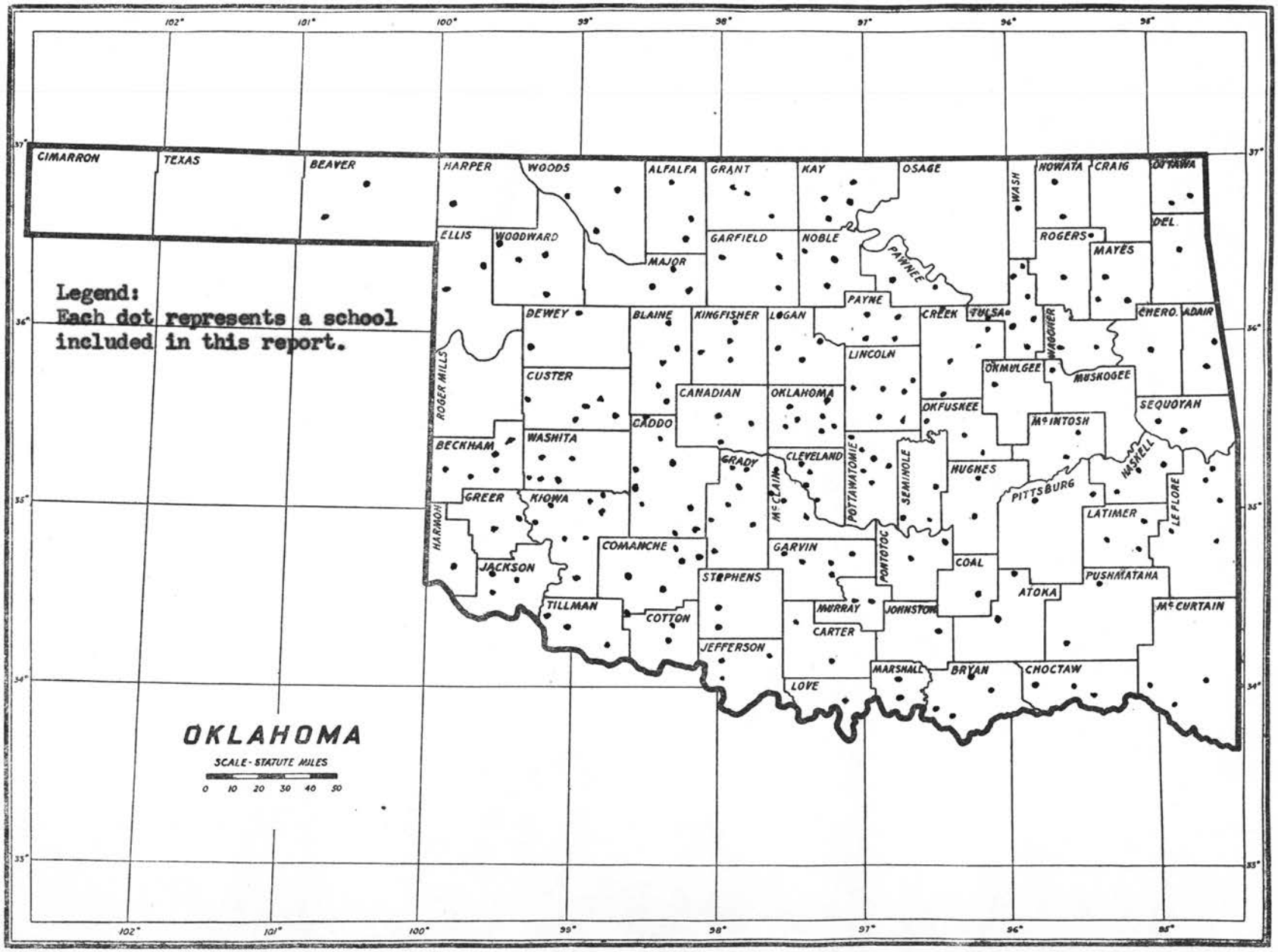
Post Office	Name of School	County
Achille	Achille S.D.C. 3	Bryan
Ada, Rt. 1	Latta S.D. 24	Pontotoc
Alex	Alex S.D.C. 56	Grady
Alfalfa	Alfalfa S.D.J.C. 4	Caddo
Allen	Allen S.D.Jt. 1	Pontotoc
Altus	Altus S.D. 18	Jackson
Alva	Alva S.D. 1	Woods
Amber	Amber S.D.C. 28	Grady
Ames	Ames S.D.J.C. 3	Major
Amorita	Amorita S.D.C. 5	Alfalfa
Anadarko	Anadarko S.D. A	Caddo
Antlers	Antlers S.D. A	Pushmataha
Arapaho	Arapaho S.D.C. 5	Custer
Atoka	Atoka S.D. 15	Atoka
Balko	Balko S.D.C. 75	Beaver
Beaver	Beaver S.D. 22	Beaver
Beggs	Beggs S.D. 4	Okmulgee
Billings	Billings S.D.Jt. 4	Noble
Binger	Binger S.D. 15	Caddo
Bixby	Bixby S.D. 23	Tulsa
Blackwell	Blackwell S.D. 45	Kay
Blanchard	Blanchard S.D.J. 29	McClain
Blanchard	Dibble S.D.J.U.G. 2	McClain
Bokchito	Bokchito S.D. 23	Bryan
Boswell	Boswell S.D. 1	Choctaw
Bristow	Bristow S.D. 2	Creek
Broken Arrow	Broken Arrow S.D. 3	Tulsa
Broken Arrow, Rt. 4	Union S.D.C. 2	Tulsa
Broken Bow	Broken Bow S.D.C. 74	McCurtain
Cache	Cache S.D. 1	Comanche
Caddo	Caddo S.D. 5	Bryan
Calvin	Calvin S.D.C. 48	Hughes
Carnegie	Carnegie S.D.Jt. 33	Caddo
Carrier	Carrier S.D.C. 5	Garfield
Carter	Carter S.D.C. 50	Beckham
Cement	Cement S.D.C. 160	Caddo
Chandler	Chandler S.D. 1	Lincoln
Chattanooga	Chattanooga S.D.J. 132	Comanche
Checotah	Checotah S.D. 19	McIntosh
Chelsea	Chelsea S.D. 2	Rogers
Chickasha	Chickasha S.D. 1	Grady
Choctaw	Choctaw S.D.C. 4	Oklahoma
Chouteau	Chouteau S.D. 6	Mayes
Claremore	Claremore S.D. 14	Rogers
Clayton	Clayton S.D.U.G. 10	Pushmataha

Post Office	Name of School	County
Cleveland	Cleveland S.D. 6	Pawnee
Clinton	Clinton S.D. 99	Custer
Coalgate	Coalgate S.D. 1	Coal
Colbert	Colbert S.D.C. 4	Bryan
Collinsville	Collinsville S.D. 35	Tulsa
Comanche	Comanche S.D. 2	Stephens
Cooperton	Cooperton S.D.C. 10	Kiowa
Cordell	Cordell S.D. 78	Washita
Covington	Covington S.D.C. 77	Garfield
Coweta	Coweta S.D. 17	Wagoner
Coyle	Coyle S.D.J.C. 2	Logan
Crescent	Crescent S.D.U.G. 1	Logan
Crowder	Crowder S.D.C. 28	Pittsburg
Cushing	Cushing S.D. 67	Payne
Cyril	Cyril S.D.C. 64	Caddo
Dale	Dale S.D.C. 2	Pottawatomie
Davenport	Davenport S.D.U.G. 3	Lincoln
Davis	Davis S.D. 10	Murray
Delhi	Delhi S.D.C. 1	Beckham
Dewey	Dewey S.D. 7	Washington
Dill City	Dill City S.D.C. 3	Washita
Dover	Dover S.D.C. 2	Kingfisher
Duke	Duke S.D.J.C. 14	Jackson
Duncan	Duncan S.D. 1	Stephens
Earlsboro	Earlsboro S.D. 34	Pottawatomie
Edmond	Edmond S.D.Jt. 12	Oklahoma
Eldorado	Eldorado S.D.J.C. 25	Jackson
Elgin	Elgin S.D. 16	Comanche
Elk City	Elk City S.D. 6	Beckham
El Reno	El Reno S.D. 34	Canadian
Erick	Erick S.D. 51	Beckham
Eufaula	Eufaula S.D. 1	McIntosh
Fairland	Fairland S.D. 31	Ottawa
Fairview	Fairview S.D. 84	Major
Fargo	Fargo S.D.J.C. 2	Ellis
Fletcher	Fletcher S.D. 9	Comanche
Fort Cobb	Fort Cobb S.D. 7	Caddo
Fox	Fox S.D.J.C. 74	Carter
Frederick	Frederick S.D. 158	Tillman
Freedom	Freedom S.D.J.C. 3	Woods
Garber	Garber S.D. 47 1/2	Garfield
Geary	Geary S.D.J.C. 80	Blaine
Gotebo	Gotebo S.D.Jt. 3	Kiowa
Gould	Gould S.D.J.C. 6	Harmon
Grandfield	Grandfield S.D. 249	Tillman
Granite	Granite S.D. 3	Greer
Grant	Grant S.D. 3	Choctaw
Greenfield	Greenfield S.D.C. 97	Blaine

Post Office	Name of School	County
Guthrie	Guthrie S.D. 60	Logan
Hammon	Hammon S.D.J. 66	Custer
Harrah	Harrah S.D.J.C. 7	Oklahoma
Haskell	Haskell S.D.J.U.G. 2	Muskogee
Heavener	Heavener S.D. 3	LeFlore
Helena	Helena S.D. 89	Alfalfa
Hennessey	Hennessey S.D. 16	Kingfisher
Hinton	Hinton S.D. 161	Caddo
Hitchcock	Hitchcock S.D. 29	Blaine
Hobart	Hobart S.D. 1	Kiowa
Hugo	Hugo S.D. 39	Choctaw
Hydro	Hydro S.D. 1	Caddo
Idabel	Idabel S.D. 5	McCurtain
Jay	Jay S.D. 1	Delaware
Jenks	Jenks S.D.Jt. 27	Tulsa
Jet	Jet S.D.J.C. 4	Alfalfa
Jones	Jones S.D.C. 9	Oklahoma
Kellyville	Kellyville S.D. 39	Creek
Keota	Keota S.D.C. 43	Haskell
Kingfisher	Kingfisher S.D. 7	Kingfisher
Kingston	Kingston S.D.C. 3	Marshall
Kinta	Kinta S.D. 13	Haskell
Kiowa, Rt. 1	Limestone Gap S.D.C. 1	Atoka
Konawa	Konawa S.D.Jt. 39	Seminole
Lamont	Lamont S.D. 95	Grant
Laverne	Laverne S.D.C. 1	Harper
Lawton	Lawton S.D. 8	Comanche
Leedey	Leedey S.D.C. 3	Dewey
LeFlore	LeFlore S.D.J.C. 4	LeFlore
Lenapah	Lenapah S.D.C. 1	Nowata
Lexington	Lexington S.D. 57	Cleveland
Lindsay	Lindsay S.D. 9	Garvin
Locust Grove	Locust Grove S.D. 17	Mayes
Lone Grove	Lone Grove S.D.C. 32	Carter
Lone Wolf	Lone Wolf S.D.C. 2	Kiowa
Luther	Luther S.D.C. 3	Oklahoma
Madill	Madill S.D. 2	Marshall
Mangum	Mangum S.D. 1	Greer
Mannford	Mannford S.D.J.C. 3	Creek
Marietta	Marietta	Love
Marlow	Marlow S.D. 3	Stephens
Marshall	Marshall S.D.J.C. 3	Logan
Maysville	Maysville S.D.C. 2	Garvin
McLoud	McLoud S.D.J.C. 1	Pottawatomie
Medford	Medford S.D. 54	Grant
Meeker	Meeker S.D. 95	Lincoln
Midwest City	Midwest City S.D. 52	Oklahoma
Minco	Minco S.D. 2	Grady

Post Office	Name of School	County
Moore	Moore S.D.J.C. 2	Cleveland
Mooreland	Mooreland S.D.C. 6	Woodward
Mountain View	Mt. View S.D.J. 39-82	Kiowa
Mutual	Mutual S.D.C. 3	Woodward
Newcastle	Newcastle S.D.J.C. 1	McClain
Newkirk	Newkirk S.D. 29	Kay
Noble	Noble S.D. 40	Cleveland
Norman	Norman S.D. 29	Cleveland
Nowata	Nowata S.D. 40	Nowata
Okeene	Okeene S.D.C. 9	Blaine
Okemah	Okemah S.D.C. 26	Okfuskee
Oklahoma City	Oklahoma City S.D. 89	Oklahoma
327 S.W. 36th	Capitol Hill H.S.	
Omega	Omega S.D.J.C. 3	Kingfisher
Owasso	Owasso S.D.J.C. 1	Tulsa
Paden	Paden S.D.J.C. 14	Okfuskee
Panama	Panama S.D. 20	LeFlore
Pauls Valley	Pauls Valley S.D. 18	Garvin
Pawnee	Pawnee S.D. 1	Pawnee
Perkins	Perkins S.D.C. 56	Payne
Perry	Perry S.D. 52	Noble
Ponca City	Ponca City S.C. 71	Kay
Poteau	Poteau S.D. 29	LeFlore
Prague	Prague S.D. 103	Lincoln
Pryor	Pryor S.D. 1	Mayes
Purcell	Purcell S.D. 15	McClain
Quinton	Quinton S.D. 17	Pittsburg
Red Oak	Red Oak S.D. 2	Latimer
Red Rock	Red Rock S.D.C. 3	Noble
Ringling	Ringling S.D. 14	Jefferson
Ringwood	Ringwood S.D.C. 1	Major
Rocky	Rocky S.D. 6	Washita
Roosevelt	Roosevelt S.D.C. 7	Kiowa
Rush Springs	Rush Springs S.D. 68	Grady
Ryan	Ryan S.D.C. 1	Jefferson
Sallisaw	Sallisaw S.D. 1	Sequoyah
Sand Springs	Sand Springs S.D. 2	Tulsa
Sapulpa	Sapulpa S.D. 33	Creek
Sasakwa	Sasakwa S.D.C. 41	Seminole
Sayre	Sayre S.D. 31	Beckham
Seiling	Seiling S.D.J.C. 8	Dewey
Seminole	Seminole S.D. 17	Seminole
Sentinel	Sentinel S.D. 1	Washita
Sentinel, Rt. 1	Port S.D.C. 5	Washita
Shattuck	Shattuck S.D. 42	Ellis
Shawnee	Shawnee S.D. 93	Pottawatomie
Shawnee, Rt. 4	Bethel S.D.C. 3	Pottawatomie
Skiatook	Skiatook S.D.Jt. 1	Tulsa

Post Office	Name of School	County
Snyder	Snyder S.D. 1	Kiowa
Spiro	Spiro S.D. 2	LeFlore
Sterling	Sterling S.D.J.C. 3	Comanche
Stigler	Stigler S.D. 20	Haskell
Stillwater	Stillwater S.D. 16	Payne
Stilwell	Stilwell S.D. 25	Adair
Stratford	Stratford S.D. 2	Garvin
Stroud	Stroud S.D.C. 54	Lincoln
Sulphur	Sulphur S.D. 1	Murray
Supply	Supply S.D.J.C. 5	Woodward
Sweetwater	Sweetwater S.D.J.C. 15	Beckham
Tahlequah	Tahlequah S.D. 35	Cherokee
Talihina, Rt. 2	Buffalo Valley S.D.U.G. 3	Latimer
Tecumseh	Tecumseh S.D. 92	Pottawatomie
Temple	Temple S.D. 101	Cotton
Thomas	Thomas S.D.C. 6	Custer
Tipton	Tipton S.D.C. 8	Tillman
Tonkawa	Tonkawa S.D. 87	Kay
Tuttle	Tuttle S.D.C. 97	Grady
Union City	Union City S.D.C. 57	Canadian
Valliant	Valliant S.D.C. 11	McCurtain
Verden	Verden S.D.J.C. 99	Grady
Vian	Vian S.D.C. 2	Sequoyah
Wagoner	Wagoner S.D. 19	Wagoner
Wakita	Wakita S.D. 33	Grant
Walters	Walters S.D. 1	Cotton
Wanette	Wanette S.D. 115	Pottawatomie
Wapanucka	Wapanucka S.D.J.C. 37	Johnston
Watonga	Watonga S.D.C. 42	Blaine
Waurika	Waurika S.D.C. 23	Jefferson
Waynoka	Waynoka S.D. 3	Woods
Weatherford	Weatherford S.D. 26	Custer
Weleetka	Weleetka S.D. 31	Okfuskee
Wellston	Wellston S.D.J.C. 1	Lincoln
Westville	Westville S.D. 11	Adair
Wetumka	Wetumka S.D. 5	Hughes
Wewoka	Wewoka S.D. 22	Seminole
Wilburton	Wilburton S.D. 1	Latimer
Woodward	Woodward S.D. 1	Woodward
Wyandotte	Wyandotte S.D.C. 1	Ottawa
Wynnewood	Wynnewood S.D. 38	Garvin
Yale	Yale S.D.C. 103	Payne
Yukon	Yukon S.D. 27	Canadian


Legend:
Each dot represents a school included in this report.
OKLAHOMA
SCALE - STATUTE MILES
0 10 20 30 40 50
CIMARRON
TEXAS
BEAVER
HARPER
WOODS
ALFALFA
GRANT
KAY
OSAGE
WASH
NOWATA
CRAIG
OTTAWA
ELLIS
WOODWARD
GARFIELD
NOBLE
PAWNEE
ROGERS
MAYES
DEL.
MAJOR
PAYNE
DEWEY
BLAINE
KINGFISHER
LOGAN
CREEK
TULSA
WAGONER
CHERO.
ADAIR
ROGER MILLS
LINCOLN
CUSTER
OKMULGEE
MUSKOGEE
CANADIAN
OKLAHOMA
OKFUSKEE
SEQUOYAH
CADDO
Mc INTOSH
BECKHAM
WASHITA
GRADY
CLEVELAND
POTTAWATOMIE
SEMINOLE
HUGHES
HASKELL
PITTSBURG
LE FLORE
GREER
KIOWA
Mc CLAIN
LATIMER
HARMON
COMANCHE
GARVIN
PONTOTOC
COAL
JACKSON
STEPHENS
PUSHMATAHA
ATOKA
TILLMAN
COTTON
MURRAY
JOHNSTON
Mc CURTAIN
CARTER
JEFFERSON
MARSHALL
BRYAN
CHOCTAW
LOVE
102°
101°
100°
99°
98°
97°
96°
95°
37°
36°
35°
34°
33°

THE STUDY

There were 145 of the 231 questionnaires returned, for a completed return of 62.7%.

Personal letters were received from three administrators concerning the study. Remarks about various parts of the program were included in returns by 49 administrators.

After the survey forms were returned, tabulations were made for each item, percentages were calculated, and items of similar nature were combined to form tables.

These tables were analyzed and are briefly discussed herein, the analysis and discussion immediately following each table. A summary and conclusions were drawn; and recommendations were made for possible improvement of Vocational Agriculture programs in Oklahoma.

TABLE I

INFORMATION ABOUT ADMINISTRATORS, AS INDICATED BY THE 145 FORMS RETURNED

Information Requested	Number Replying	Per cent Replying	Greatest No. of Years Indicated	Least No. of Years Indicated	Average No. of Years Indicated
Years associated with schools	142	97.9	37	4	21.55
Years served as administrator	144	99.3	35	2	16.97
Years in which you have had a vocational agriculture department in schools served	144	99.3	24	1	9.61
Years served as administrator in present school	145	100.0	30	1	7.78

Analysis of Table No. I

A total of 142, or 97.9%, of the administrators returning questionnaires answered the question as to years they had been associated with schools.

This table shows that the average number of years associated with schools by administrators is 21.55. This figure might indicate the possibility that the average age of administrators is somewhat greater than the average age of Vocational Agriculture teachers in the State.

These men have been working in the capacity of administrators for an average of 16.97 years. It is believed by the writer that, considering the importance of experience, the opinions of these men concerning vocational agriculture programs can be considered of value.

These administrators have been associated with schools in which a vocational agriculture department has been operating for an average of 9.61 years. This again lends weight to the consideration that these men are in a position to tender important suggestions for the improvement of vocational agriculture in Oklahoma.

Another fact which indicates that these administrators are men whose opinions and ideas might be considered of value is that their tenure as administrators in their present schools range from one to thirty years, with an average of 7.78 years. This 7.78 year tenure of administrators compares with 4.77 years average tenure in present school of vocational agriculture teachers. (Refer to Table II) The significance of this difference may be somewhat modified when it is considered that some of the departments of vocational agriculture are relatively new; hence, it would be impossible for any teacher to have had a very long tenure in these schools.

TABLE II

YEARS VOCATIONAL AGRICULTURE HAS BEEN OFFERED IN SCHOOLS, AND YEARS PRESENT VOCATIONAL AGRICULTURE TEACHERS HAVE BEEN EMPLOYED IN THESE SCHOOLS AS INDICATED BY THE 145 FORMS RETURNED

Information Requested	Number Replying	Per cent Replying	Greatest No. of Years Indicated	Least No. of Years Indicated	Average No. of Years Indicated
Years vocational agriculture has been offered in this school	141	97.2	29	3	11.53
Years present vocational agriculture teacher has been employed in this school	144	99.3	16	1	4.77

Analysis of Table No. II

Years vocational agriculture had been taught in schools questioned varied from 3 to 29 years with an average of 11.53 years. It is recognized that three would be the least number of years indicated since questionnaires were not sent to schools having vocational agriculture departments in operation for less than three years.

The number of years the present vocational agriculture teacher had been employed in schools varied from one to 16 years, with an average tenure of 4.77 years. With the rapid expansion of vocational agriculture in recent years, and the addition of new departments, it is probable that this tenure average is much lower than would be true if only older departments had been questioned.

TABLE III

ENROLLMENT OF BOYS IN HIGH SCHOOL AND VOCATIONAL AGRICULTURE AS INDICATED BY 145 QUESTIONNAIRES RETURNED

Information Requested	Number Replying	Per cent Replying	Greatest No. of boys Indicated	Least No. of boys Indicated	Average No. of boys Indicated
Number of boys enrolled in high school	143	98.6	425	23	102
Number of rural boys enrolled in high school	142	97.9	190	20	51
Number of boys enrolled in vocational agriculture	142	97.9	108	21	45

Analysis of Table No. III

It is shown that the average number of boys enrolled in the high schools is 102, however the average enrollment of rural boys is 51 in high schools with 45 enrolled in vocational agriculture. This seems to indicate that the major portion of the vocational agriculture enrollment is made of of rural boys.

This table also shows a wide variation in the number of boys enrolled per department, with 21 as the smallest number, and 108 as the largest number.

This also gives an indication of possible limited expansion of the program because many small high schools have an enrollment of less than 20 rural boys, which was the least number shown for any school included in this study.

TABLE IV

INFORMATION ABOUT REGULATIONS, SUPERVISION, AND PLANNING OF THE VOCATIONAL AGRICULTURE PROGRAM, AS REPORTED IN THE 145 RETURNED FORMS

Information Requested	Number Replying	Per cent Replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No
Are the regulations as to vocational agriculture imposed by Federal and State boards too rigid?	141	97.2	40	28.4	101	71.6
Do the supervision policies seem to conflict with the best interests of your local department?	144	99.3	22	15.8	122	84.2
Do you consider that adequate long time planning for agricultural improvement in your community has been made?	140	96.5	87	62.1	63	37.9
Is there evidence that the plan is being followed?	115	79.3	91	79.1	24	20.9

Analysis of Table No. IV

It is shown in this table that 40 (28.4%) of the administrators believed that the regulations imposed by Federal and State boards on the vocational agriculture program were too rigid. It is not known by this writer in what manner the regulations were considered too rigid, since particular points were not taken up in this study. Nor does this study bring out whether the grievances concerning regulations are connected with those imposed by the State Board, the Federal Board, or both.

It might be suggested here, however, that the members of the State Board for Vocational Education might be interested in determining in what way or ways these regulations are considered too rigid. The possibility presented is that either the regulations should be somewhat modified, or perhaps a clearer explanation made to the administrators as to why such regulations are considered necessary for the welfare of the program of vocational agriculture. The fact, as shown by this study, that more than one-fourth of the administrators are in disagreement with the regulations governing the vocational agriculture program may be somewhat significant.

Remarks to the questions, "Are the regulations as to vocational agriculture imposed by Federal and State Boards too rigid?" included:

"Yes, so far as freedom of local school to make best use of instructor's time and talents."

"The vocational agriculture program needs to remember that there are a lot of things that have to be done to operate a school that cannot be foreseen and that do not come under any particular category. Why shouldn't an agriculture teacher keep a study hall if we expect any other

teacher to keep a study hall. No-- They say. Government regulation -- Bull."

According to this report, 22 (15.8%) of the administrators felt that the supervision policies seem to conflict with the best interests of their local departments. This might tend to indicate that in some cases misunderstanding may exist between supervisors and administrators. However, it is to be noted that the percentage of replies indicating a favorable relationship is relatively much higher. This study does not bring out the way or ways in which supervision policies may be causing conflict.

A total of 87 (67.1%) of the administrators answering this question believed that adequate long time planning for agricultural improvement in their communities had been made, while 63 (37.9%) believed that planning was not adequate. This relatively higher figure would indicate that administrators are recognizing a possible weakness which needs attention toward correction on the part of teachers of vocational agriculture.

Only 115 administrators answered the question, "Is there evidence that the plan is being followed?" It appears to the writer logical to assume that several who answered the previous question in the negative declined to answer this one. Of the 115 who answered, 91 (79.1%) said, "Yes", and 24 (20.9%) said, "No". Apparently some administrators believed that adequate planning had been made, but saw little evidence that the plan was being carried out. Typical remark made in answer to question considered above: "Plan that will work has not been worked out."

TABLE V

INFORMATION ABOUT THE TEACHER'S PROFESSIONAL ATTITUDE, AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number Replying	Per cent Replying	No. Rating Teacher Excellent	% Rating Teacher Excellent	No. Rating Teacher Satisfactory	% Rating Teacher Satisfactory	No. Indicating "Needs Improvement"	% Indicating "Needs Improvement"	No. Answering "Should reorganize or discontinue practice"	% Answering "Should reorganize or discontinue practice"
As a vocational agriculture teacher, is he professionally competent?	144	99.3	59	40.9	73	50.7	11	8.4	0	0.0
Indicates that he considers himself as a definite part of the school system.	144	99.3	72	50.0	52	36.1	16	11.1	4	2.8
Response to teachers meetings, conferences, faculty meetings.	143	98.6	66	46.2	58	40.5	13	9.1	6	4.2
Cooperation with other teachers regarding time lost from classes by pupils engaged in vocational agriculture activities.	143	98.6	54	37.7	63	44.1	23	16.1	3	2.1
Counsels with administrator regarding program.	144	99.3	70	48.6	60	41.7	13	9.0	1	0.7

Analysis of Table V

Practically all administrators returning questionnaires answered the questions in this table, with no less than 98.6% answering any question.

Fifty-nine believed their vocational agriculture teachers were "excellent" concerning professional competence. A total of 73 answered "satisfactory" to this question, while only 11 (8.4%) felt that their teachers needed improvement in this particular detail. No administrator answered that his teacher "Should reorganize or discontinue practice."

To the question, "Indicates that he considers himself as a definite part of the school system", 72 (50.0%) of the administrators answered "excellent". Fifty-two (36.1%) said their teachers were "satisfactory" in this respect; 16 indicated "needs improvement", while 4 (2.8%) said "Should reorganize or discontinue practice".*

Concerning response to teachers meetings, conferences, and faculty meetings, 66 (46.2%) of the administrators indicated that their teachers were "excellent"; and 58 (40.5%) answered "satisfactory". Thirteen administrators said "needs improvement", and 6 (4.2%) believed the teachers "Should reorganize or discontinue practice". According to the opinions of some administrators, there is room for improvement in the matter of responding to teachers meetings, conferences, and faculty meetings.

More than 81% of administrators said their vocational agriculture teachers were "satisfactory", or "excellent" in cooperating with other teachers regarding time lost from classes by pupils engaged in vocational agriculture activities. On the other hand over 18% of administrators felt

---

* "Should reorganize or discontinue practice", is interpreted to mean, "Very, very poor".

that improvement should be made in this particular matter.

Apparently, administrators were reasonably well pleased with the way their instructors counseled with them concerning the vocational agriculture program. Over 90% indicated "satisfactory", or "excellent" in answer to this question; leaving less than 10% feeling that improvement was desirable.

TABLE VI

ADDITIONAL INFORMATION ABOUT THE TEACHER CONCERNING GUIDANCE, DUTIES, AND DISCIPLINE, AS REPORTED ON 145 RETURNED FORMS

Information Requested	Number Replying	Per cent Replying	No. Rating Teacher Excellent	% Rating Teacher Excellent	No. Rating Teacher Satisfactory	% Rating Teacher Satisfactory	No. Indicating "Needs Improvement"	% Indicating "Needs Improvement"	No. Answering "Should reorganize or discontinue practice"	% Answering "Should reorganize or discontinue practice"
Guidance of pupils with regard to attitude toward other subjects.	144	99.3	47	32.6	64	44.4	31	21.5	2	1.5
Assumes share of school duties.	144	99.3	60	41.6	59	40.9	22	15.2	3	2.1
Maintains discipline in classroom.	144	99.3	56	36.1	70	48.6	17	11.8	1	0.7

Analysis of Table No. VI

All questions in this table were answered by 99.3% of the administrators.

One-third of administrators indicated that guidance of pupils with regard to attitude toward other subjects was "excellent", while 64 (44.4%) replied that this guidance was "satisfactory".

In contrast, 31 (21.5%) believed that this item needed improvement, and 2 answered, "Should reorganize or discontinue practice".* In the opinions of over one-fifth of the administrators answering, improvement should be made on this particular phase of guidance.

A total of 81.5% of administrators reported that their instructors assumed their share of school duties satisfactorily or better; and 18.5% answered that their instructors needed improvement, or "Should reorganize or discontinue practice".

Fifty-six, or 36.1%, of the administrators felt that classroom discipline needed improvement; and one man answered, "Should reorganize or discontinue practice".

A more favorable report was made on the discipline question than on either the guidance question or the question concerning assumption of school duties.

---

* The answer, "Should reorganize or discontinue practice", is interpreted to mean, "Very, very poor".

TABLE VII

ADDITIONAL INFORMATION ABOUT TEACHER-ITINERARY OF TRIPS, AS REPORTED ON 145 FORMS RETURNED

Information Requested	Number Replying	Per cent Replying	No. Rating Teacher Excellent	% Rating Teacher Excellent	No. Rating Teacher Satisfactory	% Rating Teacher Satisfactory	No. Indicating "Needs Improvement"	% Indicating "Needs Improvement"	No. Answering "Should reorganize or discontinue practice"	% Answering "Should reorganize or discontinue practice"
Provides itinerary of trips so he can be located at any time.	144	99.3	35	24.3	60	41.6	44	30.5	5	3.4

Analysis of Table No. VII

A total of 144 administrators answered this question. Thirty-five reported their teachers were excellent in providing an itinerary of trips so that they could be located at any time. Sixty (41.6%) indicated "satisfactory" as their answer; while 49, or 33.9%, were not satisfied with the way their teachers handled this matter. Five answered "Should reorganize or discontinue practice".* Considerably more dissatisfaction was indicated by administrators concerning this question than was shown toward any other question about the vocational agriculture instructor. Perhaps it is fitting for the writer to point out that this may be an area in which it would be quite easy for vocational agriculture teachers to improve the program.

---

* "Should reorganize or discontinue practice" is interpreted to mean, "Very, very poor".

TABLE VIII

ADDITIONAL INFORMATION ABOUT THE TEACHER-STANDARD OF CONDUCT, AS INDICATED BY 145 RETURNED QUESTIONNAIRES

Information Requested	Number Replying	Per cent Replying	No. Rating Teacher Excellent	% Rating Teacher Excellent	No. Rating Teacher Satisfactory	% Rating Teacher Satisfactory	No. Indicating "Needs Improvement"	% Indicating "Needs Improvement"	No. Answering "Should reorganize or discontinue practice"	% Answering "Should reorganize or discontinue practice"
Maintains a high standard of conduct with pupils when on trips out of community.	144	99.3	76	52.8	56	38.9	12	8.3	0	0.0

Analysis of Table VIII

In answering this question, administrators indicated that they were generally well pleased with their teachers on this point. Seventy-six (52.8%) of the administrators said their teachers were excellent in maintaining a high standard of conduct with pupils when on trips out of their communities. Fifty-six (38.9%) checked "satisfactory" as their answer, while 12 (8.3%) felt that their teachers needed improvement on this particular item. No administrator marked "Should reorganize or discontinue practice" as his answer. The record vocational agriculture teachers have made with regard to this phase of the program is certainly to be commended.

TABLE IX

ADDITIONAL INFORMATION ABOUT THE TEACHER: BUSINESS DEALINGS, OBLIGATIONS, PERSONAL CONDUCT, DRESS, AND AGRICULTURAL KNOWLEDGE, AS INDICATED BY 145 RETURNED FORMS

Information Requested	Number Replying	Per cent Replying	No. Rating Teacher Excellent	% Rating Teacher Excellent	No. Rating Teacher Satisfactory	% Rating Teacher Satisfactory	No. Indicating "Needs Improvement"	% Indicating "Needs Improvement"	No. Answering "Should reorganize or discontinue practice"	% Answering "Should reorganize or discontinue practice"
Indications of promptness and reliability in business dealings.	144	99.3	70	48.6	64	44.4	10	6.9	0	0.0
Assumes obligations as to community activities, civic clubs, etc.	144	99.3	74	51.3	58	40.2	10	6.9	2*	1.3
Assumes definite obligations as to activities in rural and farm organizations.	144	99.3	77	53.4	53	36.8	13	9.0	1*	.7
Personal conduct in community an asset to the school personnel.	144	99.3	81	56.2	51	35.4	12	8.3	0	0.0
Maintains neat appearance, dresses appropriately.	144	99.3	67	46.5	69	47.9	7	4.8	1*	.7
Evidences sufficient knowledge of technical agriculture and farming.	143	98.6	69	48.2	66	46.2	8	5.7	0	0.0

* Interpreted to mean "Very, very poor".

Analysis of Table No. IX

To the question, "Indications of promptness and reliability in business dealings", 70 (48.6%) reported their teachers were excellent. Sixty-four, or 44.4% indicated "satisfactory" as their answer; while 10 (6.9%) believed their teachers needed improvement in this respect.

A total of 74, more than one-half, of the administrators reported their teachers were "excellent" in assuming obligations as to community activities, civic clubs, etc. Fifty-eight (40.2%) checked "satisfactory" as their answer to this question, while 10 (6.9%) felt their instructors needed improvement on this point. Two administrators marked "Should reorganize or discontinue practice" as their answer.*

To the question, "Assumes definite obligations as to activities in rural and farm organizations", 77 (53.4%) of the administrators reported their teachers were "excellent". In contrast one administrator answered that his instructor "Should reorganize or discontinue practice".* Fifty-three indicated satisfaction in this respect, while 13 (9.0%) believed their teachers needed improvement.

Apparently, in general, the personal conduct of vocational agriculture teachers in their communities is an asset to the school personnel. A total of 81, or 56.2%, of the administrators checked "excellent" in reply to this question. Fifty-one administrators expressed satisfaction on this point while only 12 (8.3%) indicated that their teachers needed improvement. No answers of "Should reorganize or discontinue practice" were given.

---

* Interpreted to mean, "Very, very poor".

Concerning maintaining neat appearance and dressing appropriately, 67 administrators felt that their teachers were excellent. It is shown here that 69 (47.9%) believed their teachers were satisfactory in this respect; 7 (4.8%) indicated their teachers needed improvement; and one answered "Should reorganize or discontinue practice".*

To the question "Evidences sufficient knowledge of technical agriculture and farming", 69, or 48.2%, of the administrators answered "excellent". Sixty-six (46.2%) indicated their teachers were satisfactory in this respect, but 8 administrators checked "needs improvement" as their answer. Apparently, these 8 administrators feel that either their instructors do not have sufficient knowledge or are unable to make use of such knowledge to do a good job of teaching vocational agriculture.

It may be noted in this table that there is little variation in numbers of particular answers to any given question. For example, "excellent" answers varied only from 67 to 81 to the different questions. "Satisfactory" ranged only from 61 to 59; "needs improvement" varied from 7 to 13; and "Should reorganize or discontinue practice" varied from zero to two. This might tend to suggest that a particular administrator has a tendency to rate his instructor high on practially all points or low on practically all points considered in this table.

Remarks included concerning the teacher of vocational agriculture:

"An exceptionally good teacher".

"We have an excellent young man for our instructor, one that fits our school policy".

---

* Interpreted to mean, "Very, very poor".

"I consider our instructor far above the average vocational agriculture instructor".

"I have to hold the teacher down some in his work. He thinks that agriculture is the center of school and that all other activity should revolve around it".

"Very competent and cooperative".

"A very good teacher".

"Our instructor is one of the best in Oklahoma".

TABLE X

THE FARM TRAINING PROGRAM AND TEACHING METHODS, AS INDICATED ON 145 RETURNED FORMS

Information Requested	Number Replying	Per cent Replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Other
Is there evidence that the farm training program being given is of practical value?	143	98.6	137	95.8	4	2.8	2 "Fair"; and "If applied".
Are approved methods of teaching used to best advantage?	140	96.5	123	87.9	15	10.7	2 "Fair"; and "Fairly".

Analysis of Table No. X

It is shown in this table that the vast majority of administrators believes that the training program being given is of practical value. A total of 137 (95.8%) answered "yes" to this question, while only 4 said "no". Two other answers were received: "Fair", and "If applied".

Typical remarks regarding the question concerning the practical value of the farm training program:

"Could be improved".

"Yes, while student is in school; but after graduation (over 15 year period) we have less than a dozen boys engaged in farming or any phase of it".

Only 140 (96.5%) of the administrators answered the question concerning the advantageous use of approved methods of teaching. A total of 123 (87.9%) answered "yes" on this point; but over 10 per cent answered "no". Again, two other answers were given: "Fair", and "Fairly".

Typical remarks:

"Could be improved".

"Not entirely satisfactory".

"Generally — we specialize in livestock; need more general farming".

TABLE XI

THE TEACHING PROGRAM - PLANNING AND ORGANIZATION, AS REPORTED ON 145 RETURNED QUESTIONNAIRES

Information Requested	Number answering	Per cent answering	Number answering Yes	Per cent answering Yes	Number answering No	Per cent answering No	Number answering in some other manner.
Have you had opportunity to examine the annual teaching plan which the teacher has in use?	143	98.6	120	83.9	23	16.1	0
Do you think the teaching program is sufficiently well organized?	136	93.1	111	81.6	21	15.4	2

Analysis of Table No. XI

A total of 120 (83.9%) of the administrators reported that they had had opportunity to examine the annual teaching plan of the instructor, while 23 (16.1%) stated that they had not had such opportunity. Evidently some instructors are not keeping their administrators informed as to the plans made for their departments.

Nine administrators declined to answer the question, "Do you think the teaching program is sufficiently well organized?" A total of 111 (81.6%) indicated that they thought it was sufficiently well organized, while 21 (15.4%) thought it was not. There were 4 other answers, which administrators included in remarks.

Typical remarks:

"Plans are largely paper plans".

"Too limited to one field".

"No knowledge of this point".

"Satisfactory".

"I don't believe my instructor has his 4-year courses planned as he should. There seems to be too much repetition when a boy takes agriculture all 4 years. Some upper classmen lose interest due to the lack of a challenge that new material would put in the program."

TABLE XII

CLASSROOM INSTRUCTION, FAIRS, SHOWS AND CONTESTS, AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number Answering	Per cent Answering	Number Answering Yes	Per cent Answering Yes	Number Answering No	Per cent Answering No	Number "Other"
Does the teacher have enough actual classroom instruction?	135	93.1	118	87.4	15	11.1	2
Is too much of the pupils time taken up with activities such as shows, fairs and contests?	142	97.9	55	38.7	84	59.2	3

Analysis of Table No. XII

Only 135 (93.1%) of the administrators answered the question "Does the teacher have enough actual classroom instruction?" A total of 118 (87.4%) checked "yes"; while 15 indicated "no" as their answer. Two other answers given in the form of "remarks" are included below.

Remarks:

"Yes, except when he is away at Fairs in Fall".

"Could do more".

"I doubt it".

"He also wants to take time of other classes for outside work".

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

Remarks:

"There can easily be too much of this sort of thing."

"Show program should be slowed down."

"Show only projects produced by the boy."

"More than necessary."

"This is my chief criticism."

"I had rather see more work in which all students participate."

"Vocational agriculture is a stable subject in our school -- Its weakness is that there are too many stock shows -- and too little general agriculture."

"We do not attend all shows and contests that are held. We believe that it is possible to spend too much time at those activities if we attempted to attend all of them."

"In our area, I mean most of Oklahoma, the stress is too often placed on immediate results, such as winning places in livestock shows. We have a badly eroded county and school district and it is necessary that the soil be rebuilt and that a different type of agricultural pursuit be followed by the farmers. But this is slow and doesn't make the headlines, so too many patrons feel that the program is not too successful."

"Number of fairs, shows, etc. should be limited, and more time given all the boys and less time on some of the outstanding boys."

This question of fairs, shows, and contests, as indicated by returned questionnaires, aroused many times more interest and brought forth many more remarks, than the average question asked the administrators. This study reveals that this is a particularly sore spot with certain administrators.

TABLE XIII

THE TEACHING PROGRAM FOR HIGH SCHOOL PUPILS WITH REGARD TO SUPERVISED TRAINING, AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number Indicating "Other"
Do the pupils enrolled all have some program of farm training in operation at home?	140	96.5	121	86.4	19	13.6	0
Is there evidence that the teacher makes adequate visits to homes of pupils?	143	98.6	125	87.4	18	12.6	0

Analysis of Table No. XIII

One hundred twenty-one (86.4%) of the administrators answering reported that all pupils enrolled had some program of farm training in operation at home, while 19, or 13.6% answered "no" to this question.

A total of 125 administrators replied that there is evidence that their teachers make adequate visits to homes of pupils and 18 (12.6%) of the administrators believe that their teachers do not do adequate visiting of pupils.

Since this table shows 19 administrators reporting boys with no farming programs, and 18 administrators reporting inadequate visiting by teachers it might tend to indicate that boys with little or no farming programs are not often visited by their vocational agriculture teachers. It might also be pointed out as significant that 13% of administrators recognize weaknesses in the local program as far as home farm training programs and supervision are concerned.

TABLE XIV

THE TEACHING PROGRAM FOR HIGH SCHOOL PUPILS REGARDING SCHEDULING OF PROGRAM, AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	"Others"
Is there sufficient time allocated for laboratory, shop, and field trip activities to gain the maximum effectiveness in agricultural training?	142	97.9	118	83.1	24	16.9	0
Do you consider that 60 minute periods provide sufficient time?	141	97.2	91	64.5	44	31.2	6

Analysis of Table No. XIV

These two questions on scheduling the vocational agriculture program into the school system apparently aroused more interest, and certainly drew more remarks, than even the question on fairs, shows, and contests. It is evident that many administrators are not satisfied with the scheduling situation as it is; but, it is also apparent that they have no unified plan for improving it. This latter fact is borne out by the many and varied remarks and suggestions.

To the question, "Is there sufficient time allocated for laboratory, shop, and field trip activities to gain the maximum effectiveness in agricultural training?", 118 (83.1%) answered "yes", and 24 (16.9%) answered "no".

Of 141 administrators answering, about two-thirds believe that 60 minute periods provide sufficient time, while one-third has an opinion contrary to this. It is obvious that administrators do not agree on the desirable length of periods for vocational agriculture. There were six other answers to this question, and they are included in the remarks on Table XIV.

Typical remarks:

"I feel that no class is ever given enough time to actually master the subject. Agriculture is given, usually, more time than any other class."

"Sixty-minute periods are long enough for classwork, but not for laboratory and field trips."

"This amount of time could be greater, but I hardly see how it could be fitted into the school program if any increase is made."

"We formerly had double periods for agriculture, science, home economics, etc.; under that program it was hard to keep the students busy."

"Agriculture III and IV should have laboratory periods."

"Yes, provided teacher gives time allocated to program for visitation and supervision is used in a useful way."

"It would be difficult to have periods longer than one hour and not interfere with the rest of the curriculum work."

"We give 120 minutes to first year groups. I think even second year groups would profit by it. It is not possible here."

"The program for vocational agriculture is arranged so that each boy has a vacant period following agriculture. This gives 2 hours for each boy if that much time is needed."

"Two hour lab. would be improvement but would call for careful scheduling."

"Boys in vocational agriculture should be permitted to devote 2 hours per day to vocational agriculture and be given two units of credit per year. In other words, a boy majoring in vocational agriculture should be permitted to earn as much as 8 units in vocational agriculture during his high school training. Why should a vocational student spend so much time with non-vocational subjects?"

"Yes, except on occasions of field trips and shop activities -- only a few times."

"No, but the same is true of other subjects."

General remarks on the Teaching Program for High School Boys:

"Leave speech activities to speech department."

"There is a general tendency in our area to stay too far from the general school program."

"Good agriculture men are very valuable, there are few of them; they need to be taught to be a part of and not apart from the school system. They need to know boys better, they have an opportunity to be of real service to high school boys."

"The program as set up is very hard on other classes. They miss far too much time from other classes and spend too much time in Study Hall when the instructor is gone to look for projects, etc. -- Example -- 3 boys exhibited in the State Fair -- Instructor gone 5 days -- 33 boys in Study Hall one week without assignment."

"It has been my experience that vocational agriculture teachers are too narrow in their educational experience. They need more general education - history, government - English - at least 3 hours of speech. Too few of them can talk intelligently and forcefully."

"Our instructor is constantly trying to improve the program."

"My gripe is that pupils have to put in more time in vocational agriculture for the same credit than they do in other work. They should have more credit for their time. If we required the same time in all other work, there would not be time enough."

"Our shop and laboratory need expansion. It will likely be three years before we can construct a satisfactory building."

"My feelings are that more emphasis should be placed on teaching boys how to make a decent living on the farm. We have had a steady exodus of farm boys from this community and it has been largely due to the fact that they see nothing but poverty on the farm. Dairying and poultry raising it seems to me would help. Less emphasis on "fancy stuff" and more emphasis on something that will provide a respectable living."

TABLE XV

BUILDING AND CLASSROOM, AS REPORTED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No
Does the department have a separate building?	140	96.5	95	67.9	45	32.1
If not, do they have a separate classroom?	61	42.1	61	100.0	0	0.0

Analysis of Table No. XV

This table shows that 67.9% of the departments have separate buildings; and the remainder of the departments represented in this table have separate classrooms for vocational agriculture study. One administrator remarked that plans for a new building are in process.

TABLE XVI

SHOPROOM AND SHOP EQUIPMENT AS REPORTED BY 145 RETURNED FORMS

Information Requested	Number Replying	Per cent Replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No
Does the department maintain a shoproom separate from Industrial Arts or other shop?	141	97.2	89	63.1	52	36.9
Do they have sufficient laboratory facilities for constructing farm equipment (woodmaking)?	141	97.2	99	70.2	42	29.8
Do they have sufficient laboratory facilities for constructing farm equipment (metalwork, welding)?	139	95.8	74	53.2	61	43.9

Analysis of Table No. XVI

Eighty-nine (63.1%) of the departments maintain a shoproom separate from Industrial Arts or other shop, according to this report. However, 52 (36.9%) of the departments either have no shop, or must share a shop with some other group.

A total of 99 (70.2%) departments have sufficient laboratory facilities for constructing farm equipment from wood, this table shows; but, 42 (29.8%) are not so well equipped for wood working.

Fewer departments were equipped to do metal work and welding than were equipped for woodwork. Only 74 (53.2%) of the administrators reported that their vocational agriculture departments had sufficient facilities for metal work and welding. The remaining 65, or 46.2%, reported they did not have sufficient facilities for welding and metal work.

TABLE XVII

LABORATORY EQUIPMENT, AS REPORTED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No
Do they have sufficient laboratory facilities for:						
Soils testing?	139	95.8	111	79.8	28	20.1
Milk testing?	141	97.2	115	81.6	26	18.4
Seed treatment and study?	137	94.5	98	71.5	39	28.5

Analysis of Table No. XVII

The number of administrators answering these questions varied only from 137 to 141.

Indications are that approximately four-fifths of the departments have sufficient laboratory facilities for testing soils and milk, while the remainder of the departments are not so equipped.

Ten per cent more departments had facilities for testing milk and soils than had facilities for seed treatment and study. Only 98 (71.5%) of the departments were reported as having facilities for this latter activity.

TABLE XVIII

LABORATORY EQUIPMENT AND MACHINERY, AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No
Is adequate equipment available to carry out training programs in:						
Soils testing?	139	95.8	109	78.4	30	21.6
Milk testing?	139	95.8	117	84.2	22	15.8
Farm surveying and soil conservation?	140	96.5	131	93.6	9	6.4
Spraying livestock for parasite control?	139	95.8	104	74.8	35	25.2
Fertilizer distribution and application?	137	94.5	70	51.1	67	47.9

Analysis of Table No. XVIII

Apparently departments which have facilities for testing soils are equipped to carry on a training program in this activity, there being no significant difference in the number reporting having such facilities and the number equipped to carry out such a training program.

There is evidence which indicates there was some misinterpretation concerning the question, "Is adequate equipment available to carry out a training program in milk testing?" More administrators reported having adequate equipment to carry out a training program than reported having sufficient laboratory facilities for performing the activity. No attempt is made to explain this misinterpretation.

A total of 131 (93.6%) of the 140 administrators answering reported having adequate equipment to carry out a training program in farm surveying and soil conservation while only 6.4% reported not having this equipment. Departments are better equipped to teach this activity than any other activity mentioned in this table.

Three-fourths of the departments are shown to have livestock spraying equipment but only one-half of the departments have fertilizer distributing machinery.

TABLE XIX

LIVESTOCK FEEDING AND VETERINARY EQUIPMENT AS REPORTED IN 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number of other replies
Is adequate equipment available to carry out training programs in:							
Mixing and Preparing livestock feeds?	138	95.2	90	65.2	44	31.9	4
Disease prevention and other minor veterinary work with livestock?	139	95.8	123	88.5	14	10.1	2

Analysis of Table No. XIX

Ninety (65.2%) of the 138 administrators answering, indicated their schools were adequately equipped to carry out a training program in mixing and preparing livestock feed. Forty-four (31.9%) answered "no" to this question; and 4 gave answers of "needs improvement".

To the question "Is adequate equipment available to carry out a training program in disease prevention and minor veterinary work with livestock?" 123 (88.5%) checked "yes" as their answer. Fourteen (10.1%) answered "no", and there were two other answers -- "needs improvement". This would indicate that most of the teachers include some veterinary work in their programs.

TABLE XX

INFORMATION ABOUT REFERENCE BOOKS, AS REPORTED IN 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Greatest Number Indicated	Least Number Indicated	Average Number Indicated		
Approximately how many text references are available in sufficient quantity for class use in supervised study periods?	102	70.3	500	2	117		
	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Other
Have these been provided recently enough that the material is up to date?	126	86.9	121	96.0	3	2.4	2

Analysis of Table No. XX

Only 102 (70.3%) of the administrators answered the question, "Approximately how many text references are available in sufficient quantity for class use in supervised study periods?" There was apparently some misunderstanding of this question as evidenced by the two extremes in answers. The highest number was 500, and the lowest number was 2. It is probable that the answer of "500" indicates all copies of all books; while the answer of "2" probably means 2 different editions of books, and not the individual copies. The average number was 117.

While only 102 answered concerning the number of books, 126 gave indications as to how recent their material had been obtained. It is likely that they did not want to go to the trouble of finding out how many books they had, but that they did have a knowledge as to whether they were new or relatively old.

A total of 121 (96%) stated that their reference books were up-to-date; 3 said their material was not; and 2 answered, "Some of it."

TABLE XXI

TRANSPORTATION FACILITIES AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No
Does the department have the use of a truck or pickup?	142	97.9	86	60.6	56	39.4

Information Requested	Number replying	Per cent replying	Number Indicating School	Per cent Indicating School	Number Indicating F.F.A.	Per cent Indicating F.F.A.	Number Indicating Teacher	Per cent Indicating Teacher	Number Indicating Local dealer	Per cent Indicating Local dealer	Number Indicating Other	Per cent Indicating Other
To whom does it belong?	93	64.1	41	44.1	26.	28.0	13	14.0	5	5.4	8	8.5

Information Requested	Number replying	Per cent replying	Number Indicating Purchase	Per cent Indicating Purchase	Number Indicating Donations	Per cent Indicating Donations	Number Indicating Both	Per cent Indicating Both
Was it procured through purchase or donation?	62	43.3	47	76.2	9	14.3	6	9.5

TABLE XXI
Continued

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No
Do you think it desirable for the chapter to have a truck or pickup?	127	87.6	108	85.0	19	15.0
Is proper supervision given with regard to use of vehicle by students?	84	57.9	73	86.9	11	13.1

Analysis of Table No. XXI

A total of 142, or 97.9%, of the administrators answered the question, "Does the department have the use of a truck or pickup?" Indications are that 86 (60.6%) of the departments do have use of such a vehicle, while 56 (39.4%) do not have use of a truck or pickup.

It is reported that the school district owns 44.1% of these vehicles; the F. F. A. Chapter owns 28%; 14% are owned by the instructors; and 5.4% are owned by local automobile dealers. Eight vehicles are owned in combination: F.F.A. and school owning five, and F.F.A. and local dealer owning three. Further information about this joint ownership of vehicles is not available in this study.

It may be noted that 93 answered the question concerning ownership while only 86 indicated that their departments had use of vehicles. A few administrators, who had answered question number one in this table in the negative, then went ahead and answered "teacher" to question number two. This may account for the obvious discrepancy in numbers answering.

This table shows that 62 answered the question "Was it procured through purchase or donation?" Forty-seven (76.2%) were purchased; nine were donated; and six (9.5%) were acquired partially by purchase and partially by donation.

A total of 108 (85.0%) of the 127 administrators answering indicated that they thought it desirable for the chapter to have the use of a vehicle. Nineteen (15.0%) answered "no" to this question. It may be noted that while 85% of administrators deem it desirable that chapters have vehicles, only 60.6% of chapters actually have use of a truck or pickup.

The question, "Is the proper supervision given with regard to use of vehicle by students?" was answered by 84 administrators. Seventy-three (86.9%) believed that proper supervision was given; but 11 (13.1%) stated that the supervision given this matter was not satisfactory.

TABLE XXII

CLASSROOM AND SCHOOL FURNITURE, AS REPORTED ON 145 RETURNED QUESTIONNAIRES

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number of other replies
Does the department maintain a neat and attractice classroom?	141	97.2	126	89.4	13	9.2	2
Are tables, chairs and other classroom equipment properly cared for by students?	140	96.5	121	86.4	15	10.7	4

Analysis of Table No. XXII

Almost 90% of the administrators indicated that their vocational agriculture departments maintained a neat and attractive classroom. However, 9.2% answered "no" to this question, while two remarked that the matter needed improvement.

School furniture and classroom equipment was reported well cared for by 121 (86.4%); 10.7% replied that such was not the case in their schools. Four answered, "needs improvement".

TABLE XXIII

LABORATORY AND SHOP EQUIPMENT, AS REPORTED BY 145 RETURNED FORMS

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number of Other answers
Is equipment in the laboratory used sufficiently to justify its purchase?	136	93.8	119	87.5	14	10.3	3
Is the care given the shop equipment adequate?	133	91.7	106	79.7	24	18.0	3

Analysis of Table No. XXIII

A total of 119 (87.5%) of the replies in this table indicate that laboratory equipment is used sufficiently to justify its purchase. Fourteen (10.3%) answered this question in the negative; two answered "doubtful", and one replied "hardly".

Only 133 answered the question, "Is the care given the shop equipment adequate?" It is probable that some administrators, where departments had little or no shop-equipment declined to answer. A total of 106 believed equipment care was adequate; 24 believed it was not; and 3 answered "needs improvement".

TABLE XXIV

USE OF SCHOOL FACILITIES BY ADULT AND YOUNG FARMER GROUPS, AS REPORTED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number Indicating Other replies
Are the facilities of the school available for the use of adult farmer groups?	141	97.2	132	93.6	8	5.7	1
Are the facilities of the school available for use of the out-of-school young farmer groups?	142	98.6	132	93.0	8	5.6	2

Analysis of Table No. XXIV

This table shows that 132 departments make the facilities of the school available for use by adult farmer groups and young farmer groups, while 8 (between 5% and 6%) of the departments do not provide such service to their communities. Three answered "needs improvement" to these questions.

TABLE XXV

THE F.F.A. CHAPTER - LEADERSHIP TRAINING, RECOGNITION, AND VALUE, AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number Indicating Other replies
Does the F.F.A. Chapter function to provide leadership training for rural boys in your school?	139	95.8	129	92.8	7	5.0	3
Is the F.F.A. Chapter well recognized in the community?	139	95.8	130	93.5	5	3.6	4
Does the F.F.A. Chapter function as an asset to your school programs?	138	95.2	127	92.0	9	6.5	2

Analysis of Table No. XXV

This table shows that administrators in general have a high regard for the F.F.A. program. Over 90% of the administrators answered all three questions in the affirmative. However, between 3% and 6.5% indicated negative replies. The answers included under "other", were: "needs improvement", and "sometimes".

TABLE XXVI

THE FUTURE FARMER CHAPTER - FINANCES AND TRANSPORTATION AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number of Other replies
Is the Chapter allocated certain areas for use as a means of raising money for Chapter funds?	136	93.8	114	83.8	21	15.4	1
Does your local Chapter make wise expenditure of its funds?	137	94.5	130	94.9	4	2.9	3
Does the school provide transportation for F.F.A. members to shows, contests and district meetings?	136	93.8	107	73.8	20	14.7	9

Analysis of Table No. XXVI

A total of 114 (83.8%) of the 136 chapters are allocated certain areas for use in raising money for chapter funds, while 21 (15.4%) of the chapters are not so favored in this respect. Since only 2.9% of the chapters were reported as not making wise expenditures of their funds, it would appear that more chapters might well be allocated certain areas for raising funds for their organization. Almost 95% of the chapters were reported as making wise expenditure of their money.

One hundred and seven administrators report that their schools provide transportation for F.F.A. members to shows, contests and district meetings. Twenty, or 14.7% answered "no" to the question; and there were nine answers of "sometimes", "partly", and "usually".

TABLE XXVII

THE ADULT AND YOUNG FARMERS PROGRAM, AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number of Other replies
Are organized classes participated in by adult farmers of your community?	138	95.2	96	69.6	41	29.7	1
Are the out-of-school rural young men of the community given an opportunity to attend young farmer group meetings?	136	93.8	115	84.6	20	14.7	1
Does the teacher make visits to the homes of adult farmers of the community to help with their problems?	140	96.5	134	95.7	6	4.3	0

Analysis of Table No. XXVII

A total of 96 (69.6%) of the 138 administrators reported that their vocational agriculture departments held organized classes for adult farmers. Forty-one (29.7%) replied "no" to this question; and one answered, "needs improvement".

Young farmer group meetings were reported held by 115, or 84.6% of the departments, while 20 (14.7%) indicated that such meetings were not held. Again, one answered, "needs improvement".

The relatively high figure given here in contrast to the number of young farmer classes reported as held by vocational agriculture teachers might lead to the conclusion that many administrators included the Veterans Agricultural Training Program operating in their school when answering this question.

This table indicates that administrators in general consider that the vocational agriculture department reaches a satisfactory portion of the adult farmers, in local educational and farm improvement programs.

It may be noted that adult classes were reported by 69.6% of the schools, while 84.6% reported young farmer group meetings. It is probable that in many departments where adult classes were held that young farmer meetings were not held. The reverse of this statement is probably also true.

Over 95% of administrators indicated their teachers made visits to the homes of adult farmers to help with problems, while only 4.3% indicated that such visits were not made.

TABLE XXVIII

TIME SPENT WITH YOUNG FARMERS AND ADULT FARMERS BY TEACHERS, AS REPORTED IN 145 RETURNED FORMS

Information Requested	Number replying	Per cent replying	Highest Per cent	Lowest Per cent	Average Per cent
What per cent of the teacher's time does he devote to work with adult farmer and out-of-school young men?	115	79.3	almost full time	0	23.2

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number of Other replies
Do you consider this work of advantage to your school?	137	94.5	128	93.4	7	5.1	2

Analysis of Table No. XXVIII

Less than 80% of the administrators answered the question, "What per cent of the teacher's time does he devote to work with adult farmers and out-of-school young men?" One answered, "almost full time"; the lowest percentage indicated was 0.0; and the average percentage was 23.2. It is apparent that there is a great difference in the amount of time the teachers spend in working with adult and young farmers.

A total of 128 (93.4%) of the administrators answering, believed that this work with adult and young farmers was of advantage to their schools, while 7 (5.1%) did not share this belief. Two other answers, "some", were given.

TABLE XXIX

'SERVICE AGENT' WORK BY TEACHERS AS INDICATED BY 145 FORMS RETURNED

Information Requested	Number replying	Per cent replying	Number Indicating Yes	Per cent Indicating Yes	Number Indicating No	Per cent Indicating No	Number Indicating Other replies
Does the teacher spend too much time as a 'service agent' for people of the community?	138	95.3	24	17.4	113	81.9	1
Is the amount of adult or out-of-school work required of your teacher detrimental to his work with the high school boys?	140	96.5	23	16.4	117	83.6	0

Analysis of Table No. XXIX

Twenty-four (17.4%) of the administrators indicated that their teachers spent too much time as 'service agents' for people of their communities, while 113 (81.9%) reported that their instructors did not spend too much time in this manner. One administrator answered, "Too much for his own welfare".

Twenty-three (16.4%) reported that the amount of adult work required of instructors was detrimental to his work with high school boys, while 83.6% reported that such was not true in their cases.

It appears probable that most of the administrators who answered "yes" to the first question also answered "yes" to the second; and, those answering "no" to the first question answered "no" to the second.

SUMMARY AND CONCLUSIONS

The purposes of this study were threefold:

(1) To evaluate the contribution of programs of vocational agriculture in Oklahoma toward meeting educational needs of rural youth and adults;

(2) To determine possible ways in which the program of vocational agriculture may be better integrated into the program of secondary education;

(3) To determine possible ways in which the vocational agriculture program may be better recognized as being an integrated part of the educational program.

History of the vocational agriculture program shows that it grew from six departments in 1917-18 to 323 departments in 1949-50, with a total enrollment in this latter year of 21,703.

The writer wished to make this study because it was believed that high school administrators might make a contribution to the improvement of vocational agricultural education by revealing their ideas on certain phases of the program.

Questionnaires were mailed to all of the 231 heads of schools in which vocational agriculture had been a part of the curriculum for three years or longer. A total of 145, or 62.7%, of the questionnaires were returned. The study was made in such a manner that it is not known which administrators returned the forms, and which did not.

Administrators had been associated with schools for an average of 21.55 years; and had served in schools in which vocational agriculture

was a subject for an average of 9.61 years. These facts lead the writer to believe that the opinions of these men may be of value in making suggestions for the improvement of vocational agriculture.

Vocational agriculture had been offered in these schools for an average of 11.53 years, with a range from 3 to 29 years indicated. Years the present vocational agriculture teachers had been employed in these schools varied from one to 16, with an average of 4.77.

The number of boys enrolled in vocational agriculture classes varied from 21 to 108, while the average number enrolled per department was 45.

Considerable dissatisfaction was shown by administrators concerning regulations, supervision and planning of the vocational agriculture programs. Over one-fourth believed that Federal and State regulations were too rigid; and, supervision policies caused conflict in 15.8% of the schools. Sixty-three, over one-third, indicated that adequate long time agricultural planning had not been made for their communities, while 20% indicated that plans were not being followed.

Returns were generally favorable concerning the vocational agriculture teacher, personally. However, there were certain points which drew considerable adverse criticism.

Over 18% of the administrators indicated that their teachers did not cooperate with other teachers satisfactorily regarding time lost by pupils engaged in vocational agriculture activities.

Nearly 10% believed their instructors did not counsel with them adequately concerning the vocational agriculture program. Although it is not brought out in this study it is the opinion of the writer that if teachers had engaged in adequate counseling with their administrators that

there would have been fewer adverse remarks made about the teachers by the administrators. In other words, it is believed that much of the misunderstanding between teachers and administrators could be prevented by wise counseling.

Another point drawing more-than-average criticism concerned guidance of pupils with regard to attitude toward other subjects. A total of 23% indicated that this guidance was not satisfactory.

Failure to provide an itinerary of trips was a particular weakness indicated by some administrators. Over one-third expressed dissatisfaction on this point; five of these answering, "Should reorganize or discontinue practice". This answer was interpreted to mean, "Very, very poor".

It may be interesting to note that while 135 answered "excellent" and "satisfactory" to the question, "Evidences sufficient knowledge of technical agriculture and farming", eight answered this question with "needs improvement".

Fifty-five (38.7%) of the administrators believed that too much of the pupils' time was taken up with activities such as shows, fairs and contests. This appears to be a rather significant number of administrators in agreement with this part of the vocational agriculture program as is now in operation.

Twenty-four (16.9%) of the answers indicated that there was not sufficient time allocated for laboratory, shop and field trip activities to gain the maximum effectiveness in agricultural training. In addition, 44, or 31.2%, of the administrators believed that 60 minute periods do not provide sufficient time. Answers to the form questions and the many remarks included on this matter seem to indicate that many administrators

are not completely satisfied with the scheduling of the classes in vocational agriculture.

Ninety-five (67.9%) of the departments of vocational agriculture have separate buildings for this course; and the remainder of the departments have separate classrooms.

This study shows that 78.4% of the departments are equipped to carry out a training program in soils testing; 84.2% have such equipment for milk testing; and, 93.9% answered "yes" to this question as pertained to farm surveying and soil conservation equipment. A total of 74.8% of the departments reported having equipment for livestock spraying, and 51.1% reported having equipment for distributing fertilizer.

To the question, "Approximately how many text references are available in sufficient quantity for class use in supervised study periods?", answers varied from two to 500. The average figure was 117, but it is doubtful if this figure carries much significance because of the extremely wide range of answers. It is significant, however, that 96% indicated that their reference books were up-to-date.

Over 60.0% of the departments were reported as having the use of a truck or pickup. The school owned 44.1% of these vehicles; 28% were owned by the F.F.A.; and, 14% were owned by the teacher. Five vehicles were reported owned by the local dealer; and, eight were jointly owned by F.F.A. and school, or F.F.A. and local dealer.

A total of 76.2% of these vehicles were purchased; the per cent donated was 14.3; and, 9.5% were acquired through both purchase and donation.

It may be interesting to note that while 85% of the administrators felt that it was desirable for the departments to have the use of a truck

or pickup, only 60.6% actually had use of such vehicles.

Concerning care given classroom and school furniture, over 85% indicated that proper care was given, while only 79.7% replied that shop equipment was adequately cared for.

Over 93% of the administrators indicated that the facilities of their schools were made available for use by adult and young farmer groups. This study shows that adult farmer classes are held by 69.6% of the schools; and, that 84.6% of the schools hold young farmer group meetings. Over 95% of the teachers visit the homes of adult farmers for the purpose of helping them with their problems. These facts suggest that the vocational agriculture program reaches a large portion of the adult farmers.

The Future Farmers of America organization is generally of considerable value, according to administrators. Ninety-two per cent indicated that they believed it functioned as an asset to their school programs.

Concerning F.F.A. finances, it was reported that 83.8% of the chapters were allocated certain areas for raising money for their organizations; and, 94.9% of the chapters were reported as making wise expenditures of their funds.

On an average, 23.2% of the agriculture teacher's time was spent in working with adult farmers and out-of-school young men. Answers to this question varied from "0.0%" to "almost full time". This adult work was considered an advantage to the school by 93.4% of the administrators.

It was reported by 24 (17.4%) of the administrators that their teachers spent too much time as 'service agents' in their communities. Parallel to this fact is the report that 16.4% of the teachers engaged in work with adults and out-of-school people to the extent that it was detrimental to their work with high school boys.

This study shows that high school administrators in Oklahoma are, in general, well pleased with their vocational agriculture programs. However, it also brings out that there are certain areas in which the administrators believe that improvement should be made.

RECOMMENDATIONS

It is suggested that attempts be made by the members of the State Board for Vocational Education to determine in what way or ways the relations governing vocational agriculture are considered too rigid by high school administrators. Then, perhaps there would be a possibility for modification; or a more clear explanation made to the administrators as to why the regulations in question are necessary for the best interests and operation of the vocational agriculture program in Oklahoma.

In a like manner it is suggested that supervisors might wish to determine in what manner supervision policies are thought by a few administrators to conflict with the best interests of the local departments. This might prove a means for a better understanding concerning these conflicting policies. Attention should be given the matter of improvement of teachers with regard to the guidance of pupils in regard to attitude toward other subjects.

Teachers might also find it advantageous to counsel more with their administrators concerning the vocational agriculture program.

On days when field trips are planned, teachers should assume a definite obligation to leave word, or a note, in their administrator's office stating where they expect to be at various times during the day.

Administrators and teachers should put forth every effort to reach an amicable agreement on the matter of fairs, shows and contests. Each

party should make a sincere attempt to see the viewpoint of the other in order to eliminate friction concerning this phase of the vocational agriculture program.

Administrators, teachers and supervisors should study curriculum planning and class scheduling. Through such study it may be possible to evolve better ways of scheduling vocational agriculture into the various school curriculums.

All persons responsible for the advancement of vocational agriculture should work tirelessly to improve it; and to do all in their power to have this program work harmoniously through the schools to better serve present and future farmers.

BIBLIOGRAPHY

1. Stimson, R. W., and Lathrop, Frank W. "Agricultural Education of Less-Than-College Grade in the U. S." U. S. Office of Education, Vocational Division. Bulletin No. 217; Agricultural Series No. 55. 1942.

2. Shaw, D. E., et. al. "Twenty-Third Biennial Report of Superintendent of Public Instruction 1949-50" 1950.

Pamphlet

1. "Brief Report of Oklahoma Future Farmers of America 1950-51." Oklahoma State Board for Vocational Education; J. B. Perky, State Director.

2. "Oklahoma State Plans for Vocational Education 1947-1952." Oklahoma State Board for Vocational Education; J. B. Perky, State Director.

TYPIST PAGE

THESIS TITLE: A STUDY OF VOCATIONAL AGRICULTURE PROGRAMS IN OKLAHOMA AS REPORTED BY SCHOOL ADMINISTRATORS

NAME OF AUTHOR: C. R. WOOD

THESIS ADVISER: ROBERT R. PRICE

The content and form have been checked and approved by the author and thesis adviser. "Instructions for Typing and Arranging the Thesis" are available in the Graduate School office. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

NAME OF TYPIST: Mrs. J. O. Richardson