

THE OPINIONS OF SCHOOL ADMINISTRATORS  
CONCERNING THE YEAR AROUND EMPLOYMENT  
OF VOCATIONAL AGRICULTURE TEACHERS IN OREGON

by

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THE OPINIONS OF SCHOOL ADMINISTRATORS  
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CHAPTER I

INTRODUCTION

For many years, probably since the inception of vocational agriculture as first authorized by the Smith-Hughes Act of 1917, the twelve month employment of the vocational agriculture instructor on the secondary school level has been the subject of much discussion. Academic teachers, administrators, taxpayers, those within and without education have long questioned the arrangement whereby the vocational agriculture teacher is employed on the year around basis.

The vocational aspect of farming as a continuous occupation and the stipulations of the authorizing act requiring a supervised farming program by the enrollee (5, p. 39) provides the basis for the year around employment of the instructor of vocational agriculture. In recent years, however, with the changing picture in agriculture wherein fewer farmers are able to produce more food than is consumed, and in consequence, fewer young men being able to engage in farming, an increased amount of attention is being focused on vocational agriculture and the seemingly decreasing need for year around instruction in vocational agriculture. Thus, some instructors of vocational agriculture are being presented contracts of less than a twelve month

duration, which in effect would destroy the year around aspect of the vocational agriculture program.

In Oregon this trend became so apparent that the State Department of Vocational Agriculture was prompted to circulate a general letter to all administrators of schools having a vocational agriculture department within its system stating that unless the instructor of the program was employed on the year around basis reimbursement monies would be withheld. (See Appendix)

Although this temporarily solved the problem for the vocational agriculture instructor favoring the year around employment, it did not answer the questions in the minds of the administrators who instigated the trend away from the year around program of vocational agriculture.

### Purpose of the Study

It is the purpose of this study to determine the opinions of school administrators concerning the year around employment of the vocational agriculture teachers in Oregon; to attempt to determine the basis of their opinions, and from this data go on to make suggestions that can aid both the vocational agriculture teacher and his administrator in formulating and putting into operation that kind of program that warrants the approval of both.

### Limitations of the Study

Limitations of the study are of two kinds as the author sees the problem: A) Those limitations set by the author for the sake of clarity and scope; and B) Those inherent within the problem area which may tend to render the results not as valid as might be desired.

Of the first the author submits the following:

1. The problem will be limited to data obtained in Oregon with the selection of selected references from similar studies in other states.
2. The problem will be limited to schools which are currently offering vocational agriculture in their curriculum.

This, then, leads to limitations of the second type:

1. That in the attempt to obtain an honest and frank opinion of the high school administrator it will be most difficult for him to evaluate the vocational agriculture program and not the instructor of that program.
2. That the questionnaire designed by the author may be interpreted differently by the participating administrations.
3. That inasmuch as federal reimbursement monies

are involved in the vocational agriculture program, this may tend to lead the administrator to be less critical than would he be of a completely locally financed program.

4. That in the use of simple percentages in presenting the tabulated data, inferences and conclusions might be drawn that are invalid.

#### Definitions of Key Terms

For the sake of clarity the following terms will be used in this study as defined:

Vocational Agriculture Program: The term as used in this study has reference to the total scope of activity under the direction of the department of vocational agriculture in a local high school. As defined in Phipps and Cook (10, p. 13):

Vocational education in agriculture is a nationwide, federally aided program of systematic instruction in agriculture and farm mechanics of less than college grade conducted in the public school, or classes for those persons over fourteen years of age who have entered upon or are preparing to enter upon the work of the farm or the farm home."

Smith-Hughes Act: An act of the 65th United States Congress setting forth provisions for vocational education and providing annual appropriations for distribution to states for programs of vocational education in agriculture, trades and industries, and home economics

of less than college grade. It also provided for training of teachers in these fields.

Advisory Council: A committee of laymen who represent community interests and who have been named by the local board of education to assist with the development of school policies and programs affecting agriculture. The council serves in an advisory capacity only, having no administrative powers.

Future Farmers of America: As defined by Phipps and Cook (10, p. 18-19):

"The Future Farmers of America is the national organization of, by, and for farm boys studying Vocational Agriculture under provisions of the National Vocational Education Act. The Future Farmers of America is an intra-curricular part of vocational education in agriculture of America."

Supervised Farming Program: The activity required of all vocational agricultural students to carry out on their home farm or another farm, a program consisting of a productive project(s), improvement project(s), and supplementary farm practices. As used in this study the productive project, which continues through one production cycle or six months, whichever is longer, shall be a farming activity entered into for learning and profit.

Administrator: As used in this study reference is made to the local high school principal or superintendent of secondary as well as primary grades. The administrator is generally considered to be

the person whose responsibility it is to carry out the directives of the local board of education and as such is the direct superior to the teacher of vocational agriculture.

Adult Farmer Classes: This term has reference to specific courses of a short duration offered by the program of vocational agriculture to aid those engaged in agriculture to become more proficient in his occupation. In the State of Oregon these classes must meet for a minimum of twenty hours of instruction in not less than ten sessions in order to be eligible for reimbursement under the Vocational Education Acts.

On-the Farm Instruction: As applied to vocational agriculture this term refers to the teaching that takes place on the boys' farm as the vocational agriculture instructor supervises the students' farming projects. This area of instruction is most vital to the complete program of education in vocational agriculture.

Agricultural Education: This term, although generally considered to be synonymous with vocational agriculture, is of a much broader scope. In addition to the activities which are generally assigned to the vocational agriculture program (that is, classroom, farm shop, Future Farmers of America, young and adult farmers) agricultural education encompasses the complete spectrum of all agricultural agencies operative in a community. Hamlin (5, p. 104) states:

"One effect of our failure to visualize an entire community program of agricultural education has been our tendency to elaborate the high school program and increase enrollments in it until there is no teacher time left to provide work for those beyond the high school. Thus we squander an individual's patrimony in agricultural education upon him before he reaches the age when he needs it most and can make the best use of it."

State Department: This is an abbreviation of the Oregon State Department of Vocational Education in Agriculture which is the administrative body between the Federal program of Public Vocational Education and the local high school district. In the state of Oregon the Vocational Agriculture Department is a branch of the Division of Vocational Education and works closely with the local board of education in formulating policies and practices which are incorporated into the program of vocational agriculture in the local community.

General Agriculture: A program which is non-reimbursable under the vocational education acts which is designed to provide general agricultural information to students who do not wish to enter agriculture as an occupation or who are unable to carry on a supervised farming program. It is generally accepted as being exploratory and as such is being offered not only in the senior high school but the junior high, and in some cases even in the lower grades. It is most effectively taught by the regular instructor of vocational agriculture and students are allowed to articulate from one program to the other as their interest change.

Academic Teacher: This term is used to indicate the person responsible for instruction in such fields of education that are not designated as vocational such as the sciences. Although they may later serve a person in his chosen vocation they do not generally prepare a graduate for immediate employment in that field of endeavor as do the vocational areas. The academic teacher has no definite responsibilities to the employing school district between the regular academic school years so, consequently, is employed for a nine to ten month period.

Agriculturally Related Occupations: A common term for those jobs which are not involved in the actual process of producing food and fiber but are considered essential to the profitable and efficient marketing, storing, processing, and provision of the necessary equipment and raw materials which go into the task of production. The term is in reality a misnomer inasmuch as it more accurately describes "farm related" occupations since they are all dealing with agricultural supplies and produce.

#### Background Material

Before the problem can be thoroughly understood a great deal of background material dealing with vocational education must be understood, for therein lies many of the differences between vocational agriculture and the strictly academic courses with which many people compare it. Vocational education, and with it vocational agriculture, must

be examined in the light of its purpose before it can be objectively evaluated.

In the discussion that follows, the author shall attempt to present vocational education in such a light, for it is his belief that few administrators or vocational agriculture instructors comprehend the full meaning of vocational education; or if they do, they are guilty of attempting to parallel an academic pattern for ease of administration.

#### The Purpose of Vocational Education

Vocational education, which has as its controlling purpose to fit persons for useful employment, is designed to meet the needs of two distinct groups of people: (1) Those who have entered upon, and (2) those who are preparing to enter upon, the work of various occupations in agriculture, distribution, homemaking, and trades and industries. Vocational education programs provide training for young persons in regular day schools and for out-of-school youths and adults. . . . (17, p. 1)

The Federal Vocational Education Acts limit the use of federal funds to programs that are:

1. Under public supervision and control
2. Of less than college grade
3. For persons over fourteen years of age.

The Federal-State program of cooperation for the development

of vocational education is based upon two fundamental ideas: (1) that vocational education is in the national interest and is essential to the national welfare, and (2) that federal funds are necessary to stimulate and assist the states in making adequate provisions for such training.

It is well to note that the vocational education program does not take the place of general academic education: it supplements and enhances it as special education for students who want training for a chosen occupation.

#### How to Recognize Vocational Instruction

The title of a course alone is not a reliable guide for distinguishing vocational instruction from non-vocational. Instruction is vocational if it meets all of the following criteria: (19, p. 2)

1. It provides training to develop the abilities, skills, understandings, and attitudes needed by a worker in his occupation.
2. It is of greater value to a worker in his occupation than to a person not in his occupation.
3. It is of value to all workers in the same occupation on the level for which the training is given.

#### Essentials for Successful Vocational Education Programs

To be successful, a vocational education program must be characterized by the following: (17, p. 2, 3)

1. The program is directly related to employment opportunities, determined by school officials in cooperation with occupationally concerned and competent individuals and groups.
2. The content of courses is confirmed or changed by periodic analysis of the occupations for which the training is being given.
3. The courses for a specific occupation are set up and maintained with the advice and cooperation of the various occupational groups concerned.
4. The facilities and equipment used in instruction are comparable to those found in the particular occupation.
5. The conditions under which instruction is given duplicate as nearly as possible desirable conditions in the occupation itself and at the same time provide effective learning situations.
6. The length of teaching periods and the total hours of instruction are determined by the requirements of the occupation and the needs of the students.
7. Training in a particular occupation is carried to the point of developing marketable skills, abilities, understandings, attitudes, work habits, and appreciations sufficient to enable the trainee to get and hold a job in that occupation.
8. Day and evening classes are scheduled at hours and during seasons convenient to enrollees.
9. Instruction is offered only to persons who need, desire, and can profit from it occupationally.
10. The teachers are competent in the occupation for which they are giving instruction and possess adequate professional qualifications for teaching.

11. Vocational guidance, including effective follow-up of all students who finish or drop out of a course, is an integral and continuing part of the program.
12. Continuous research is an integral part of the program.

### Characteristics of Vocational Education in Agriculture

Vocational education in agriculture, more commonly known as vocational agriculture, is an authorized part of the program of vocational education which has as its major objectives the following

- (18, p. 41):
1. To make a beginning and to advance in farming.
  2. To produce farm commodities efficiently.
  3. To market farm products advantageously.
  4. To conserve soil and other natural resources.
  5. To manage a farm business effectively.
  6. To maintain a favorable environment.
  7. To participate in rural leadership activities.

All students enrolled in vocational agriculture classes are required under the vocational acts "to do at least 6 month's directed or supervised practice in agriculture per year. No choice can be made or discretion exercised by the Office of Education or the states in dealing with this mandatory provision of section 10 of the organic act."

(18, p. 41) "It is recommended that in developing effective supervised farming programs instruction and assistance be provided for students

on all of their important farming activities. This requires that provisions be made for the teachers of vocational agriculture to visit farms of students throughout the year." (Ibid. p. 41)

#### Employment of Teachers in Vocational Agriculture

It is of interest to note that no mention is made regarding the required period of employment of the vocational agriculture instructor in the 1958 edition of the booklet "Administration of Vocational Education" which is published by the Department of Health, Education, and Welfare. Whereas the 1948 edition definitely stated that the instructor should be employed on a twelve month basis, the 1958 edition reads: "Provision is to be made to assure that the directed or supervised practice is on a farm and is adequately supervised by the local teacher of vocational agriculture." (16, p. 41, 42)

## REVIEW OF RELATED LITERATURE

Introduction

Little material was located by the author dealing directly with the opinions of administrators concerning the year around employment of the vocational agriculture teacher. A preponderance of data is available, however, on the comparative totals of hours worked by the vocational agriculture teacher during the academic and summer months. Because it is the belief of the author that the latter data was compiled ostensibly to substantiate the theory that the summer program is a necessary and integral part of the vocational agriculture program, a brief summary of the findings in this area shall be included.

Administrative opinions concerning selected aspects of the Vocational Agriculture Program

In a recent study conducted by Earle S. Webb in Missouri (19), selected aspects of the vocational agriculture program were presented to both high school superintendents and principals for their opinions. Based upon 227 superintendents and 204 principals the following was reported:

Fifty four percent indicated they believed the controlling purpose of vocational education in agriculture should be to train for useful employment in agricultural occupations of which farming is one, while thirty four percent believed the controlling interest to be that of training only for farming.

Sixty five percent expressed the opinion that vocational agriculture does offer the necessary basic occupational preparation for graduates who go into farming. Twenty two percent believed they did not receive the necessary training while thirteen percent were undecided.

Fifty four percent indicated that, in their opinions, summer programs of teachers justify 12 month employment. Forty two percent gave negative opinions and fourteen percent were undecided.

Sixty seven percent were of the opinion that vocational agriculture could be justified in their schools, twenty percent believed it could not be justified and thirteen percent were undecided.

Forty percent believed their communities would support the vocational agriculture program if federal funds were no longer available. Thirty percent thought theirs would not and twenty percent were undecided.

Concerning the phases of vocational agriculture that should receive more emphasis; classroom teaching was first with 63.1 percent; farm mechanics second with 60.8 percent; and farming programs of students third, with 59.3 percent. Approximately one-third believed adult and young farmer classes should be given more emphasis.

Approximately three-fourths were of the opinion that contests should receive less emphasis, approximately one-third believed the FFA should be given less emphasis, and 21.1 percent held the same opinion for adult farmer classes.

In his conclusions, Webb makes several statements that are worthy of repeating:

It is apparent that training in vocational agriculture is believed to be vocational education. However, disagreement apparently exists concerning the current administrative interpretation of the Smith-Hughes Act, which is to train only for farming. It seems apparent that agricultural education should have responsibilities for training students who enter occupations related to farming.

Restrictions imposed by the use of state and federal funds apparently hinder administrators in assigning teachers of vocational agriculture to duties believed to be in the best interest of schools and school communities.

Some teachers of vocational agriculture have not utilized their time during summer months to best advantage of the program. However, it seems apparent that summer programs of vocational agriculture are a necessary part of the instruction.

Changing social and economic conditions in agriculture seem to be having an impact on the program of vocational agriculture in Missouri. It is apparent that program planning is needed to bring about realistic adjustments.

A 1955 study by Richard F. Boehm, done in Texas and quoting information obtained in Maryland and Indiana states:

"The majority of school administrators consider the summer program of the vocational agriculture instructor desirable and justified twelve months' employment" (1, p. 78).

#### Comparative Time Analysis of Summer and Academic Months of Vocational Agriculture Teachers

As could most accurately be determined by the author from a host of assorted sources (see appendix), the vocational agriculture instructor maintains an average work week of 59.21 hours during the academic school year, 52.68 hours during the remaining three summer months for an average yearly work week of 57.71 hours.

#### Comparative Time Utilization Analysis of Summer and Academic Months of Vocational Agriculture Teachers

From data compiled by R. A. Hendricks (6, p. 89) on what he determined as the "ten major activities" of the vocational agriculture instructor he made the following comparison (as shown in Table 1).

TABLE 1

COMPARISONS OF TIME UTILIZED BY BASIC ROLES OF THE  
PROFESSIONAL HOURS OF OREGON VOCATIONAL  
AGRICULTURE INSTRUCTORS

Basic Roles	Academic Months		Summer Months		Complete Year	
	Percent	Ranking	Percent	Ranking	Percent	Ranking
1. Classroom Activities	36.6	1	8.79	5	28.80	1
2. Shop Activities	17.0	2	.01	10	12.85	3
3. Out-of-School (excludes FFA)	10.2	4	19.45	3	12.43	4
4. FFA (in and out of school time)	14.1	3	23.00	1	16.35	2
5. Guidance	2.3	9	4.3	7	2.54	9
6. Administra- tion of Physi- cal plant	5.2	6	12.00	4	7.05	6
7. Public Relations	2.7	8	1.40	9	3.02	8
8. Professional Improvement	4.6	7	22.90	2	9.15	5
9. Living and learn- ing community	.8	10	2.40	8	1.30	10
10. Education and Agricultural Coordination	6.8	5	5.75	6	6.51	7
TOTAL	100.0		100.0		100.0	

## COLLECTION OF DATA

The main data gathering device utilized in this study was a questionnaire designed by the author and sent to an administrator of each of the eighty eight high schools in Oregon offering vocational agriculture as part of their curriculum during the 1961-1962 school year.

Before the questionnaire was put in the hands of the administrators it was studied and revised by a high school principal, the Agricultural Education Department at Oregon State University, and the Oregon State Department of Vocational Agriculture. This was done in an effort to eliminate ambiguous and misleading questions which would yield invalid data.

A copy of the questionnaire, along with the accompanying cover-letter are included in the appendix.

In such instances where both a superintendent and a high school principal were concerned with a single vocational agriculture program the questionnaire was sent to the one who, in the estimation of the author, the head of the department of Agricultural Education at the state college, and the acting head of The State Department of Vocational Education in Agriculture, was most familiar with the program of vocational agriculture as operative in their school. It was, however,

stressed in the cover letter which accompanied the questionnaire that should the one receiving the questionnaire deem himself the least capable of arriving at an objective and unbiased evaluation of the program, he should feel himself free to seek assistance. Three questionnaires were returned with the notation that someone other than the recipient had filled it out.

Eighty one questionnaires were returned, constituting 92.5 percent of the eighty eight Oregon public schools currently offering vocational agriculture. All returns were usable totally or in part.

Information received from the questionnaire dealt not only with the opinions of the administrators concerning the year around employment of the vocational agriculture teacher but yielded as well, the feelings of the respondents as to the responsibilities of the vocational agriculture teacher in such areas as Future Farmers of America activities, adult farmer classes, use of advisory councils and other areas. The administrator was asked to rate the effectiveness of the vocational agriculture program in his school and indicate general and specific recommendations which he felt might serve to improve the effectiveness of the program. All of this was done in an effort to determine if there exists any noticeable consistency in the objectives, responsibilities, and effectiveness of the vocational agriculture program on the local level sufficient to substantiate the opinions of the administrators concerning the duration of the employment period they favor.

## FINDINGS OF STUDY

Introduction

The data obtained from the study will be presented in three sections: section one will compare certain aspects of the vocational agriculture program as influenced by the number of years the administrator has experienced with a vocational agriculture program in his school system, section two views the program as seen by the administrator according to the degree of effectiveness of the vocational agriculture program under his administration, while section three indicates the opinions of administrators concerning the program according to their expressed feelings towards the year around employment of the vocational agriculture teacher.

Before this is done, however, a fairly detailed analysis will be presented relative to the experiences of the administrators who participated in the study in the hope that it will aid in understanding the materials that follow.

Experience of Respondents in Selected Areas of Teaching and Administration

The most frequent range of teaching experience prior to becoming a high school administrator of the participants in the study is 1-5 years with about half falling in this range. An additional

one third taught 6-10 years and another one eighth had 11-15 years of teaching experience prior to assuming high school administration. Less than one tenth had taught for sixteen or more years and only one of the eighty respondents indicated no teaching experience prior to becoming a high school administrator.

About two thirds of the participating administrators have been associated with high school administrative matters for more than six years, with about an equal number in the 6-10 and sixteen or more year ranges. Another twenty five percent have been high school administrators for one to five years, and fifteen per cent have functioned in this position for eleven to fifteen years. Using an average of each range the median experience as a high school administrator in this study would be 10.1 years.

TABLE 2

TEACHING AND ADMINISTRATIVE EXPERIENCE OF ADMINISTRATORS HAVING A  
PROGRAM OF VOCATIONAL AGRICULTURE UNDER THEIR DIRECTION

Activity	Years of Experience											
	0		1-5		6-10		11-15		16 or more		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Teaching prior to becoming an Administrator	1	1.25	37	46.25	26	32.50	11	13.75	5	6.25	80	100
High Schoo Administrator	-	-	18	22.78	24	30.38	12	15.19	25	31.65	79	100
Administrator of a High School Offering Voca- tional Agriculture	-	-	26	34.21	24	31.58	12	15.79	14	18.42	76	100

As shown in Table 2 well over sixty percent of the participating administrators have been associated with a school system offering vocational agriculture from 1-10 years. Of the remaining, about equal numbers have been working closely with the vocational agriculture program in the ranges of 11-15 years and 16 or more years. For the convenience of the study the first section of this chapter will be divided into two groups: those having had up to ten years of administrative experience, and those who have had eleven or more years of experience with the vocational agriculture program.

#### Years of Vocational Agriculture Completed by Administrators During Their High School Attendance

While well over half of the administrators indicated that vocational agriculture was not offered in the high school they attended, more of them completed some work in vocational agriculture than did those who completed none where the program was available to them. It is of interest also that about half of those who enrolled in the program of vocational agriculture completed three to four years.

TABLE 3

YEARS OF VOCATIONAL AGRICULTURE COMPLETED  
BY ADMINISTRATORS DURING THEIR  
HIGH SCHOOL ATTENDANCE

	Number	Percent
No vocational agriculture offered	50	63.29
Offered but not taken	12	15.19
1-2 years	8	10.13
3-4 years	9	11.39
<b>TOTAL</b>	<b>79</b>	<b>100.00</b>

The data shown in Table 3 would provide information which could form the basis of a companion study wherein the opinions of those having direct vocational agriculture experience could be compared with those not having had such experience, but since the sample is so small no attempt will be made to pursue it further in this study.

### SECTION I

#### THE OPINIONS OF ADMINISTRATORS CONCERNING SELECTED ASPECTS OF THE VOCATIONAL AGRICULTURE PROGRAM, BASED UPON HIS PERIOD OF EXPERIENCE WITH THE PROGRAM

##### The Major Objective of the Vocational Agriculture Program

As seen in Table 4 following, a very few indicated that the main

objective of the vocational agriculture department in their system was to prepare young men to become farmers, while both groups overwhelmingly favored a broad program of agricultural education for those engaged in and those undergoing preparation for an agricultural occupation. In subordination to this the less experienced administrator saw about twice as much value in leadership training as did the older group who felt more strongly concerning preparation for an agricultural occupation. It is significant that over half of both groups indicated that they favored a broad program of agricultural education which includes both high school and post-high school programs, but when narrowed down as shown in Table 5 training for proficiency in farming increased to about twenty five percent.

#### Explanation of Tables

It should be noted that in comparing the responses of grouped administrators in Sections II and III of this chapter that percentages are based upon the number responding within each group and not the total number of participating administrators. Consequently each group totals 100.0 and may total 300.0 percent when totaled horizontally.

TABLE 4

OPINIONS OF ADMINISTRATORS CONCERNING THE MAJOR  
OBJECTIVE OF THE VOCATIONAL AGRICULTURE  
PROGRAM IN THEIR SCHOOLS

Objective	Years of Experience					
	1-10		11 or More		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
To prepare young men to become farmers.	3	5.45	-	-	3	3.45
To provide leadership training for farm boys.	9	16.36	2	8.00	11	13.75
To provide training in mechanical skills.	2	3.63	1	4.00	3	3.75
To prepare young men for an agricultural occupation	8	14.54	5	20.00	13	16.25
To provide a broad program of agricultural education to those who are engaged in, or about to become engaged in, farming.	4	7.27	-	-	4	5.00
To provide a broad program of agricultural education for those who are engaged in, or about to become engaged in, an agricultural occupation	29	52.72	16	64.00	45	56.25
Other	-	-	1	4.00	1	1.25
<b>TOTAL</b>	<b>55</b>	<b>100.00</b>	<b>25</b>	<b>100.00</b>	<b>80</b>	<b>100.00</b>

The Major Responsibility of the Vocational Agriculture Instructor

TABLE 5

OPINIONS OF ADMINISTRATORS CONCERNING THE  
MAJOR RESPONSIBILITY OF THE VOCATIONAL  
AGRICULTURE INSTRUCTOR IN THEIR SCHOOL

Responsibility	Years of Experience					
	1-10		11 or More		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
To train high school students for proficiency in farming	11	20.37	8	30.77	19	23.75
To administer a program of high school and post-high school agricultural education	39	72.22	14	53.85	53	66.25
Other	4	7.40	4	15.38	8	10.00
<b>TOTAL</b>	<b>54</b>	<b>100.00</b>	<b>26</b>	<b>100.00</b>	<b>80</b>	<b>100.00</b>

Well over half of the administrators indicated that the major responsibility of the vocational agriculture instructor is to administer a program of high school and post-high school agricultural education, while about twenty five percent felt it was to train high school boys for proficiency in farming. It is note worthy that the administrators having had eleven or more years experience chose training for farming about ten percent more frequently than did those with less experience with vocational agriculture.

Of the five indicating other responsibilities two indicated that his major responsibility was to teach general and some specific agricultural education to interested students. Another felt that it was a combination of the two with special consideration of related areas of agriculture, while still another indicated that the vocational agriculture instructor had no responsibility for post-high school education. The last was very emphatic in his opinion that "any boy who expects to be in ANY type of business in an agricultural community should have at least one year, preferably two, of vocational agriculture training." This he based upon twenty years of teaching and administering high school programs in predominantly agricultural communities. The exact responsibility of the vocational agriculture instructor in assuring that this took place was not indicated.

#### Supervised Farming Program Requirements

The years of experience with the vocational agriculture program has little effect on this aspect of the program. Ninety three percent of the administrators with up to ten years experience require supervised farming programs of their vocational agriculture enrollees while eighty nine percent of the more experienced men has the same requirement.

Allowance of Credit for Supervised Farming Program

TABLE 6

NUMBERS OF VOCATIONAL AGRICULTURE DEPARTMENTS  
ALLOWING ANY SCHOOL CREDIT FOR STUDENTS  
NOT HAVING A SUPERVISED FARMING PROGRAM

Allowed	Experience					
	1-10 years		11 or more years		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	21	41.17	6	24.0	27	35.53
No	30	58.83	19	76.0	49	64.47

As shown in Table 6 experience with the program has a significant bearing on the allowance of credit to those enrollees in the vocational agriculture department who do not carry the mandatory supervised farming program. It is evidenced that the more experienced administrators are more strict in holding to the supervised farming program requirements.

The Order of Importance of Responsibilities of the  
Vocational Agriculture Instructor

TABLE 7

OPINIONS OF SCHOOL ADMINISTRATORS CONCERNING  
THE ORDER OF IMPORTANCE OF CERTAIN AREAS  
OF RESPONSIBILITY OF THE VOCATIONAL  
AGRICULTURE INSTRUCTOR

Responsibility	Up to 10 years		11 or more years		Total	
	Experience		Experience		Experience	
	Rating	Rank	Rating	Rank	Rating	Rank
Attend fairs and live- stock shows	4.90	4	4.73	4	4.65	4
	4.90	4	4.73	4	4.65	4
Provide on-the-farm instruction for the vo-ag students	2.43	2	2.13	2	2.28	2
Improve community- school relations	5.00	5	4.73	4	4.87	5
Teach high school vo-ag students	1.21	1	1.17	1	1.13	1
Organize and hold regular meetings of an advisory council	5.82	7	6.20	7	6.01	7
Conduct Adult Farmer classes	5.50	6	5.60	6	5.55	6
Advise the Future Farmers of America	3.00	3	3.19	3	3.10	3

Both groups were in accord as to the order of importance of certain areas within the responsibility of the vocational agriculture instructor. Only in the areas of fairs and livestock shows, and community-school relations, which both received a number four rating

by the more experienced group, was there a lack of agreement. Teaching high school vocational agriculture students is the first responsibility, providing on-the-farm instruction is second, advising the Future Farmers of America is third, and attending livestock shows and fairs is fifth. Conducting adult farmer classes rates as next to the last while organizing and holding meetings of an advisory council is the least of the responsibilities of the vocational agriculture instructor. Since very little difference is noticeable when examined as to the efficiency rating by the administrators and by those who favored and opposed the twelve month employment of the vocational agriculture teacher this aspect of the program will receive no attention in Sections II and III of this chapter. However, should more detailed examination of the data be desired it can be obtained from the tabulated questionnaires in each area which are included in the appendix.

Opinions of Administrators Relative to Employment Period

TABLE 8

OPINIONS OF ADMINISTRATORS DESCRIBING WHY  
THE VOCATIONAL AGRICULTURE INSTRUCTORS SHOULD  
BE EMPLOYED ON AN ACADEMIC SCHOOL YEAR BASIS

Reason	Years of Experience					
	1-10		11 or more		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
His responsibility is no different	4	36.37	3	60.0	7	43.75
Since he is not full time agriculture during the academic year he need not be during the summer	2	18.18	1	20.0	3	18.75
The instructor of voca- tional agriculture favors it	1	9.09	-	-	1	6.25
The declining need for farmers leaves the voca- tional agriculture instruc- tor less to do	3	9.09	1	20.0	2	12.5
Others	3	27.27	-	-	3	18.75
TOTAL	11	100.00	5	100.0	16	100.00

TABLE 9

OPINIONS OF ADMINISTRATORS CONCERNING WHY  
THEIR VOCATIONAL AGRICULTURE MAN IS  
EMPLOYED ON A TWELVE MONTH BASIS

Reason	Years of Experience					
	1-10		11 or more		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
The nature of the subject he teaches requires his continuous attention and study	7	12.96	2	7.69	9	11.25
The supervised farming program requires it	16	29.63	10	38.46	26	32.5
Community-school relations	-	-	-	-	-	-
In order to administer an effective program of agricultural education he must be on the job the year around	24	44.45	13	50.0	37	46.25
Tradition	4	7.40	1	3.85	5	6.25
Other	3	5.56	-	-	3	3.75
TOTAL	54	100.00	26	100.00	80	100.00

Tables 8 and 9 show one serious inconsistency. Where about one half of the more experienced administrators indicate that their

vocational agriculture man is employed on a twelve month basis in order to administer an effective program of agricultural education. Well over one half of the administrators of equal experience but opposed to the year around employment do so on the basis that the responsibility of the vocational agriculture teacher is no different from other teachers. One of the groups would appear to be misinformed as to what responsibilities an effective program of agricultural education entails.

Effectiveness of the Vocational Agriculture Program

TABLE 10

THE OPINIONS OF ADMINISTRATORS CONCERNING THE  
EFFECTIVENESS OF THE VOCATIONAL  
AGRICULTURE PROGRAM IN THEIR SCHOOLS

Rating	Experience					
	1-10 yrs.		11-16 yrs.		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Very Satisfactory	21	39.62	9	36.00	30	38.46
Satisfactory	26	49.06	14	56.00	40	51.28
Unsatisfactory	6	11.82	2	8.00	8	10.26
TOTAL	53	100.00	25	100.00	78	100.00

As indicated by Table 10 about ninety percent of the administrators felt the department of vocational agriculture in their school was satisfactorily effective. The remaining ten percent rated their departments unsatisfactory. The less experienced administrators were more prone to assign a higher or lower rating while the more experienced men held more closely to the satisfactory rating.

Several comments were received in this area, one to the effect that the program was satisfactory but not needed, while the others were less specific.

Three questionnaires were not answered in this area.

#### The Major Sources of Weakness in the Vocational Agriculture Program

Table 11 that follows shows the opinions of the respondents concerning the weaknesses they recognized in the vocational agriculture program. It is of interest to note that only those who were dissatisfied with the program were requested to respond to this question. Eight so rated their departments while twenty-three of the seventy-eight respondents, or 29.5 percent, answered this question.

About three-fourths of the respondents attributed the weakness of the program on the local level to the inherent weaknesses of the program, whereas, about one-fifth of the administrators felt the vocational agriculture instructor weakened the program. The less experienced group were more willing to blame the program while the more

experienced were slightly more willing to attribute it to the instructor.

TABLE 11

THE OPINIONS OF ADMINISTRATORS CONCERNING THE  
MAJOR SOURCES OF WEAKNESS IN THE VO AG PROGRAM

Source of Weakness	Experience					
	1-10 yrs		11-16 yrs.		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
The inherent weak- nesses of the program	12	80.00	5	62.5	17	73.91
The vocational agricul- ture instructor that ad- ministers the program	3	20.00	2	25.0	5	21.74
Other	-	-	1	12.5	1	4.35
<b>TOTAL</b>	<b>15</b>	<b>100.00</b>	<b>8</b>	<b>100.00</b>	<b>23</b>	<b>100.00</b>

This question was most prolific in comments. Of the eight received, however, only two appeared more than once; these being that the program needs to be re-designed to meet the needs of the semi-urban boy, and that the summer program is no longer needed. Those that appeared singly felt the program no longer interested the high school student, state restrictions make it impossible to fit the program to the needs of the community, and that contests and meetings caused the boys to miss other classes. One administrator complained of too few students while another had so many the instructor spent all his time in project visitation.

In the eyes of the author the whole situation is very well summed up in a comment which says: "I think it is necessary that we take a good look at our vocational agriculture program today in comparison to the requirements of one fifteen or twenty years ago. Times are changing and we find that there is not the same need for the same type of vocational agriculture program that we had twenty years ago."

#### Selected Proposals as They Would Affect Programs of Vocational Agriculture

Table 12 which follows is the result of the administrator being asked to register his reactions to proposals which the author has gleaned from recent educational articles, and those heard by the author during his college and teaching experiences. The administrator was requested to record his opinions as strongly favoring, mildly favoring, no opinion, mildly opposed, or strongly opposed. In order to assign a numerical rating to each question the strong reactions were assigned a number two (2) rating, the mild reactions a number one (1) rating, and the no opinion response was given a zero (0) rating. In so doing the more strongly the group felt about a proposal the more closely the numerical rating would approach the number 2, with a plus (+) prefix showing that the group favored it while a minus (-) indicated disapproval. Those closely grouped around the 0.00 showed little feelings either way. Since some proposals are worded negatively it

necessitates that this be taken into consideration when interpreting the rating.

TABLE 12

THE OPINIONS OF ADMINISTRATORS CONCERNING  
SELECTED PROPOSALS AS THEY WOULD AFFECT  
THEIR PROGRAMS OF VOCATIONAL AGRICULTURE

Proposal	Years of Experience		
	1-10	11-16	Total
Discontinue the supervised farming program	- .75	- .90	- .75
Discontinue the FFA part of the program	-1.3	-1.5	- .83
Institute a program of general agriculture for all interested students	+ .53	+ .40	+ .50
Transfer the mechanical training aspect of the program to some other shop program	- .62	- .40	- .50
Reduce the number of contests in which FFA member participate	+ .01	+ .40	+ .20
Place the program strictly on an academic school year basis	- .78	- .80	- .80
Place increased emphasis on agriculturally related occupations	+1.3	+1.5	+1.4
Provide sabbatical leave for vo-ag men who wish to study for an advanced degree	+ .32	+ .04	+ .20
Discontinue the program entirely	-1.51	-1.50	-1.50
Require the vo-ag man to teach on the same certificate as other teachers	+ .69	0.00	+ .60
Provide increased in-service instruction to help improve the quality of teaching	+1.2	+1.1	+1.2

As shown in Table 12 only three proposals received higher than a number one rating; with discontinuance of the program receiving a -1.5, placing increased emphasis on agriculturally related occupations rated at 1.4, and the provision of increased in-service instruction at +1.2. Discontinuance of the Future Farmers of America rated a -1.3 and 1.5 for small groups but when combined, fell to a -.83 rating. Placement of the program on an academic-year basis drew a -.8 rating. Dropping of the supervised farming program received a -.75.

Next in importance as indicated by the ratings of the administrators was the problem of the vocational certificate received by the vocational agriculture teacher. By a rating of +.6 they felt that the vocational agriculture teacher should be certificated in the same manner as other teachers. Two comments were received here indicating that such a requirement would make for more consistency in administration. It is noteworthy that the 11-16 year experienced group rendered the only zero rating here, indicating that they had no feelings either way on the proposal. Items drawing only slightly more feelings were those of general agriculture and transferral of the shop program with the former drawing a +.5 and the latter -.5.

Little feeling was mustered by the question of Future Farmers of America contests, many of which require students to absent themselves from classes. The proposal to reduce the number of such absences was

assigned a very mild +.2. Sabbatical leave for advanced study, while given the same rating, however, drew six comments, four stating they favored it equally for all teachers and the remaining two feeling that it was an impossibility in a one-man department.

## SECTION II

### ADMINISTRATIVE OPINIONS BASED UPON RATINGS AS TO THE EFFECTIVENESS OF THE PROGRAM

Each of the cooperating administrators was asked to rate the department of vocational agriculture in his system as to its degree of effectiveness and so indicate by a very satisfactory, satisfactory or unsatisfactory rating. Of the seventy-eight responding, 38.46 percent allowed a very satisfactory rating; 51.28 percent indicated a satisfactory program; and 10.26 percent assigned an unsatisfactory rating. This section shall compare certain aspects of the program according to the rating of the administrator in an effort to determine how these areas of the program influence the administrator relative to his opinions on the year around employment of the vocational agriculture teacher.

Supervised Farming Requirements

TABLE 13

NUMBERS OF VOCATIONAL AGRICULTURE DEPARTMENTS  
REQUIRING SUPERVISED FARMING PROGRAMS AS REPORTED BY  
ADMINISTRATORS WHO REPORTED THEIR VOCATIONAL  
AGRICULTURE PROGRAM AS TO ITS EFFECTIVENESS

Required	RATING					
	Very Satisfactory		Satisfactory		Unsatisfactory	
	Number	Percent	Number	Percent	Number	Percent
Yes	28	92.3	37	92.5	8	100.0
No	2	7.7	3	7.5	-	-
TOTAL	30	100.0	30	100.0	8	100.0

As shown in Table 13 little difference exists in project requirements with the exception that those rating unsatisfactory require all enrollees to carry projects. One administrator indicated that ninth grade students were not required to carry a supervised farming program.

Allowance of Credit for Supervised Farming Program

Correspondingly, Table 14 indicates that the more effective the program the less stringent are the supervised farming program requirements in relation to the allowance of academic credit for vocational agriculture. It is significant that only slightly over fifty percent of enrollees in programs administratively rated as very satisfactory are withheld academic credit for failure to comply with the supervised farming program requirements.

TABLE 14

NUMBER OF SCHOOLS ALLOWING ANY ACADEMIC CREDIT  
IN VO-AG FOR ENROLLEES NOT HAVING A SUPERVISED  
FARMING PROGRAM AS REPORTED BY ADMINISTRATORS  
WHO RATED THEIR PROGRAM AS TO ITS EFFECTIVENESS

Credit Allowed	RATING					
	Very Satisfactory		Satisfactory		Unsatisfactory	
	Number	Percent	Number	Percent	Number	Percent
Yes	15	53.5	8	21.0	3	37.5
No	13	46.5	30	79.0	5	62.5
TOTAL	18	100.0	38	100.0	8	100.0

#### Provision for Project Visitation

From Table 15 it is noted that the more satisfactory the rating assigned the vocational agriculture program the more time per week on-the-farm instruction is allowed the vocational instructor. Sixty five percent of the eighty administrators who marked this area scheduled one school period for the vocational agriculture man to do his visitation. About twenty two percent allowed no school time for visitation while only thirteen percent were given more than one hour per day for this purpose.

TABLE 15

HOURS OF SCHOOL TIME PER WEEK PROVIDED FOR  
ON-THE-FARM INSTRUCTION AS REPORTED BY  
ADMINISTRATORS WHO RATED THE EFFECTIVENESS  
OF THE VOCATIONAL AGRICULTURE PROGRAMS IN  
THEIR SCHOOLS

Number of Hours	RATING					
	Very Satisfactory		Satisfactory		Unsatisfactory	
	Number	Percent	Number	Percent	Number	Percent
0	4	16.6	8	20.0	3	37.5
1-5	18	75.0	23	57.5	3	37.5
6-10	1	4.2	6	15.0	1	12.5
10 or more	1	4.2	1	7.5	1	12.5
TOTAL	24	100.0	38	100.0	8	100.0

#### Responsibility in Adult Farmer Classes

Data obtained from Table 16 indicates that the departments rated unsatisfactory have little to do with post-high school agricultural education and those more effective departments have increasing responsibility. Three administrators indicated that the vocational agriculture instructor would teach adult classes only when other instructors were not available.

TABLE 16

THE RESPONSIBILITY OF VOCATIONAL AGRICULTURE INSTRUCTORS IN ADULT FARMER CLASSES AS REPORTED BY ADMINISTRATORS WHO RATED THE EFFECTIVENESS OF THE VOCATIONAL AGRICULTURE PROGRAM IN THEIR SCHOOL

Responsibility	RATING					
	Very Satisfactory		Satisfactory		Unsatisfactory	
	Number	Percent	Number	Percent	Number	Percent
None	9	24.3	12	22.2	5	71.4
Select	6	16.2	14	26.0	-	-
Administer	17	46.0	19	35.2	2	28.6
Teach	5	13.5	5	9.3	-	-

#### Advisory Council Meetings

Table 17 shows that sixty three percent of the vocational agriculture programs rating less than satisfactory held no advisory council meetings for the period of September to January of this school year. Administrators were about equally in attendance of meetings held except that they more frequently attended advisory council meetings of the department earning a satisfactory rating.

TABLE 17

ADVISORY COUNCIL ACTIVITIES OF ADMINISTRATORS  
WHO RATED THE EFFECTIVENESS OF THE VOCATIONAL  
AGRICULTURE PROGRAM IN THEIR SCHOOL

Attendance	RATING					
	Very Satisfactory		Satisfactory		Unsatisfactory	
	Number	Percent	Number	Percent	Number	Percent
None held	15	38.5	15	37.5	5	62.5
None	8	21.0	12	30.0	2	25.0
One or More	6	15.5	11	27.5	1	12.5
<b>TOTAL</b>	<b>29</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

Policy Determination in Vocational Agriculture

It is difficult to infer much data of significance from Table 18, however the following is apparent:

- A) The agriculture instructor shares about equally in the policy roll in all three groups.
- B) The satisfactory group places three times the responsibility of policy determination on the advisory council and state department.
- C) About sixty two percent of the policy is determined with the consultation of the state department.

TABLE 18

POLICY DETERMINATION AS REPORTED BY  
ADMINISTRATORS WHO RATED THE EFFECTIVENESS  
OF VOCATIONAL AGRICULTURE IN THEIR SCHOOL

How Determined	RATING					
	Very Satisfactory		Satisfactory		Unsatisfactory	
	Number	Percent	Number	Percent	Number	Percent
The agriculture instructor	1	3.3	-	-	-	-
The administrator	-	-	-	-	-	-
The administrator and agriculture instructor	8	26.8	11	28.0	2	28.6
The State Department	1	3.3	-	-	-	-
The administrator and agriculture instructor in consultation with an advisory council	4	13.3	2	5.0	-	-
The administrator and agriculture instructor in consultation with an advisory council and the state department	4	13.3	14	36.0	1	14.3
The administrator and agriculture instructor in consultation with the state department	12	40.0	12	31.0	4	57.1
<b>TOTAL</b>	<b>30</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

### Opinions of Administrators Relative to Employment Period

Table 19 brings us to the crux of the problem since it reports the oppositions of the administrators to the year around employment of the vocational agriculture instructor. It is noteworthy, in the thinking of the author, that only two of the seventeen administrators who oppose the year around program also rated their departments ineffective, ten of the effective group oppose the year around program, while five of the very effective departments are operative under administrators favoring an academic year program. It is likewise of interest that forty seven percent of those opposing the year around program do so on the basis that the responsibilities of the vocational agriculture teacher do not differ from other teachers; and all of these from satisfactory or better programs.

Both administrators of unsatisfactory programs who favor the academic contract period do so with the reasoning of equal agriculture work loads during the academic and summer months.

TABLE 19

WHY THE INSTRUCTOR SHOULD BE EMPLOYED ON THE ACADEMIC YEAR BASIS AS REPORTED BY ADMINISTRATORS WHO RATED THE EFFECTIVENESS OF VOCATIONAL AGRICULTURE IN THEIR SCHOOLS

Reason for Employment	Rating					
	Very Satisfactory		Satisfactory		Un-Satisfactory	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
His responsibility is no different	3	60.0	5	50.0	-	-
Since he is not full-time agriculture during the academic year he need not be during the summer	-	-	1	10.0	2	100.0
The instructor of vocational agriculture favors it	1	20.0	-	-	-	-
The declining need for farmers leaves vocational agriculture man less to do	-	-	2	20.0	-	-
Other	1	20.0	2	20.0	-	-
TOTAL	5	100.0	10	100.0	2	100.0

Table 20, dealing with the reasoning of those favoring the year around employment of the vocational agriculture instructor, yields several significant comparisons. Both groups rated effective employed their vocational agriculture teachers in order to present an effective program, while the ineffective group does so because the

supervised farming program requires it, along with the subject matter requirements, and in order to present an effective program in supporting roles. The satisfactory group relies only slightly less on the supervised farming project requirements as it does on the effective program.

TABLE 20

WHY THE VOCATIONAL AGRICULTURE INSTRUCTOR IS EMPLOYED ON THE TWELVE MONTH BASIS AS REPORTED BY ADMINISTRATORS WHO RATED THE EFFECTIVENESS OF THE AGRICULTURE PROGRAM IN THEIR SCHOOL

<u>Reason</u>	<u>Rating</u>					
	<u>Very Satisfactory</u>		<u>Satisfactory</u>		<u>Un-Satisfactory</u>	
	<u>Num-ber</u>	<u>Per-cent</u>	<u>Num-ber</u>	<u>Per-cent</u>	<u>Num-ber</u>	<u>Per-cent</u>
The nature of the subject he teaches requires his continuous attention and study	4	12.9	4	10.0	2	25.0
The supervised farming program requires it	7	22.7	10	40.0	3	37.5
Community-school relations	-	-	1	2.5	-	-
In order to administer effective program of agricultural education he must be on job the year around	17	54.8	21	52.5	2	25.0
Other	2	6.4	2	5.0	-	-
<b>TOTAL</b>	<b>31</b>	<b>100.0</b>	<b>42</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

The Major Sources of Weakness in the Vocational Agriculture Program

As shown in Table 21 the administrators who rated their vocational agriculture programs as effective were very quick to lay any apparent weaknesses of the program at the feet of the program, while the ineffective group assigned equal responsibility to the vocational agriculture instructor. Table 22 that follows allows the administrator to pinpoint proposals which would help to overcome these weaknesses.

TABLE 21

SOURCES OF WEAKNESS IN THE PROGRAM AS REPORTED  
BY ADMINISTRATORS WHO RATED THE EFFECTIVENESS  
OF THE VOCATIONAL AGRICULTURE DEPARTMENT  
IN THEIR SCHOOLS

Source of Weakness	RATING					
	Very Satisfactory		Satisfactory		Unsatisfactory	
	Number	Percent	Number	Percent	Number	Percent
The inherent weaknesses of the program	2	66.7	13	92.9	4	50.0
The vocational agriculture in- structor that ad- ministers the program	1	33.3	1	7.1	4	50.0
TOTAL	3	100.0	14	100.0	8	100.0

Selected Proposals as They Would Affect Programs of Vocational  
Agriculture

TABLE 22

SELECTED PROPOSALS AS THEY WOULD AFFECT THE  
PROGRAM OF VOCATIONAL AGRICULTURE AS VIEWED  
BY ADMINISTRATORS WHO RATED THE EFFECTIVENESS  
OF THE PROGRAM IN THEIR SCHOOLS

Proposal	RATING		
	Very Satisfactory	Satisfactory	Unsatisfactory
Discontinue the supervised farming program requirements	-1.1	- .6	-1.0
Discontinue the Future Farm- ers of America part of the program	-1.7	-1.2	- .6
Institute a program of gen- eral agriculture for all interested students	+ .3	+ .8	+1.3
Transfer the mechanical train- ing aspect of the program to some other shop program	-1.1	- .4	+ .3
Reduce the number of contests in which Future Farmers of American members participate	- .3	+ .3	+ .9
Place the program strictly on an academic school year basis	-1.1	- .6	- .5
Place increased emphasis on agriculturally related occupa- tions	+1.2	+1.5	+1.6
Provide Sabbatical leave for vocational agriculture men who wish to study for an ad- vanced degree	+ .5	+ .3	- .4

TABLE 22 Continued

Proposal	Very Satisfactory	Satisfactory	Unsatisfactory
Discontinue the program entirely	-1.6	-1.4	- .9
Require the vocational agriculture man to teach on the same certificate as other teachers	+ .4	+ .7	+1.1
Provide increased in-service instruction to help improve the quality of teaching	+1.2	+1.4	+1.0

Table 22 shows a most clear picture of the attitudes of administrators concerning the various aspects of the vocational agriculture program. Almost without exception the more satisfactory the program the more strongly the administrators oppose proposals which would curtail the effectiveness of the year around program, while the programs recognized as less satisfactory favor proposals which would cancel the vocational aspects of the program of agriculture. This is most noticeable in discontinuance of the supervised farming requirements, institution of a general agriculture program, transferral of the shop program, placement of the program on an academic year basis, opposition to sabbatical leave, discontinuance of the program entirely, scrapping of the vocational certificate, and the decreased need for in-service instruction.

Several conclusions shall be drawn from this data in the summary of the findings.

### SECTION III

#### ADMINISTRATIVE OPINIONS CONCERNING THE TWELVE MONTH EMPLOYMENT OF THE VOCATIONAL AGRICULTURE TEACHER

Section three is designed to compare the vocational agriculture programs as operative under administrators who favor and oppose the year around program of vocational agriculture. No attempt shall be made to determine cause and effect and the recommendations which follow in a later chapter will do likewise. The sole purpose of this section is to compare conditions as they exist under the two administrations in a desire to obtain an insight into the feelings of the administrators concerning the year around employment of the vocational agriculture instructor.

As previously shown in section one of this chapter (Table 10 page 34) twenty percent of the participating administrators indicated that they favored the academic year employment while the remaining eighty percent favored the year around program.

Supervised Farming Program Requirements

Table 23 which follows, compares the supervised farming requirements as seen by the two groups. Ninety two percent of those administrators favoring the twelve month employment period require the vocational agriculture students to carry a program while only eighty eight of those opposing hold the same standard.

TABLE 23

SUPERVISED FARMING REQUIREMENTS AS REPORTED  
BY ADMINISTRATORS WHO FAVOR AND OPPOSE THE  
TWELVE MONTH EMPLOYMENT OF THE VOCATIONAL  
AGRICULTURE INSTRUCTOR

Required	Opinions of 12-month Employment			
	Favoring		Opposing	
	Number	Percent	Number	Percent
Yes	60	92.3	15	88.2
No	5	7.7	2	11.8
TOTAL	65	100.0	17	100.0

Table 24 presents a reverse situation in which those favoring the extended period allow academic credit for vocational agriculture students who fail to meet the supervised farming program requirements more frequently than do those administrators who oppose the extended employment period. This would merit some additional study but since it has only an indirect bearing on the problem of this study it will not be pursued further.

Allowance of Credit for Supervised Farming Program

TABLE 24

ALLOWANCE OF ACADEMIC CREDIT IN VOCATIONAL  
 AGRICULTURE FOR ENROLLEES NOT HAVING A  
 SUPERVISED FARMING PROGRAM BY ADMINISTRATORS  
 WHO FAVOR AND OPPOSE THE TWELVE MONTH  
 EMPLOYMENT OF THE AGRICULTURE INSTRUCTOR

Credit Allowed	Opinions of 12-month employment			
	Favoring		Opposing	
	Number	Percent	Number	Percent
Yes	22	37.3	5	29.4
No	37	62.7	12	70.6
TOTAL	59	100.0	17	100.0

Provision for Project Visitation

Table 25 shows a close correlation with Table 15 of section two in regards to the allotted school time for on-the-farm instruction, or more commonly known as project visitation. Twenty percent fewer vocational agriculture instructors who work under the direction of an administration who view the year around program with disfavor are allowed any school time for visitation while ten percent less are allowed one hour per school day, and nine percent less are granted more than an hour per school day for project visitation. It is noteworthy that about twenty percent of the combined group are allowed no project visitation time during school hours.

TABLE 25

HOURS OF SCHOOL TIME PER WEEK PROVIDED FOR  
ON-THE-FARM INSTRUCTION BY ADMINISTRATORS WHO  
FAVOR AND OPPOSE THE TWELVE MONTH EMPLOYMENT  
OF THE AGRICULTURE INSTRUCTOR

Number of hours	Opinions of 12-month Employment			
	Favoring		Opposing	
	Number	Percent	Number	Percent
0	11	17.2	6	37.5
1-5	43	67.2	9	56.3
6-10	8	12.5	1	6.2
10 or more	2	3.1	-	-
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

Responsibility in Adult Farmer Classes

Quite a difference exists in the responsibility of the vocational agriculture instructor where adult farmer classes are concerned. About equal percentages have no responsibilities in post-high school agricultural education, while those opposing the year around employment assign more responsibility to the vocational agriculture teacher in selection of class subject matter. The administration of adult farmer classes are assigned to the vocational agriculture instructor about twice as often by an administrator who favors the year around program while twice as many vocational agriculture instructors who work under an academic year favoring administration are expected to teach such classes.

Viewing the same topic from the standpoint of those vocational agriculture instructors who do have some responsibility in adult farmer classes twenty eight percent are expected to select courses, fifty nine percent are to administrate the class, and fourteen percent would teach the course if they were consistant with the desires of their administrator who favors the year around employment. On the other hand, those administrators who favor the academic year contract period would expect fifty nine percent to select the subject matter, twenty seven percent to administer, and sixteen percent of those having adult classes to teach them.

TABLE 26

OPINIONS OF ADMINISTRATORS WHO FAVOR AND OPPOSE  
THE TWELVE MONTH EMPLOYMENT OF THE VOCATIONAL AG-  
RICULTURE INSTRUCTOR REGARDING THE RESPONSIBILITY OF THE  
INSTRUCTOR IN ADULT FARMER CLASSES

Responsibility	Opinions on 12-month Employment			
	Favoring		Opposing	
	Number	Percent	Number	Percent
None.	22	27.5	7	29.2
Select	16	20.0	16	25.0
Administer	34	42.5	7	29.2
Teach	8	10.0	4	20.0
<b>TOTAL</b>	<b>80</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>

### Advisory Council Meetings

The degree of participation in advisory council attendance was not appreciably affected by the opinions of the administrators in light of their stand on the year around employment. As shown in Table 27 the attendance of administrators did not vary over two percent either way. Between both positions on the period of employment a noticeable absence of advisory council meetings is apparent, in that only about half of the vocational agriculture departments in each group are holding such meetings.

TABLE 27

#### ATTENDANCE OF ADMINISTRATORS AT ADVISORY COUNCIL MEETINGS

Attendance	Opinions on 12 month employment			
	Favoring		Opposing	
	Number	Percent	Number	Percent
None held	28	45.9	8	47.1
None	19	31.1	5	29.4
One or more	14	23.0	4	23.5
<b>TOTAL</b>	<b>60</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

### Policy Determination in Vocational Agriculture

In the determination of policy for the department of vocational agriculture several items are immediately noticeable. The first is that in those departments where the administrator does not favor the year around program the major responsibility rests with the agriculture instructor and his administrator with an additional one third being shared by the state office. Among those favoring the year around program less responsibility is assigned to the agriculture teacher and the state department takes a more active role. This is not to be construed that the state department is dictatorial in any sense since only one administrator of the eighty one responding stated that the state department determined the policy on the local level.

TABLE 28

OPINIONS OF ADMINISTRATORS WHO FAVOR AND OPPOSE  
THE TWELVE MONTH EMPLOYMENT OF THE VOCATIONAL  
AGRICULTURE INSTRUCTOR CONCERNING HOW THE  
POLICIES OF THE AGRICULTURE  
DEPARTMENT ARE DETERMINED

How Determined	Opinions on 12-month Employment			
	Favoring		Opposing	
	Number	Percent	Number	Percent
The agriculture instructor	2	3.2	-	-
The administrator	-	-	-	-
The administrator and agriculture teacher jointly	14	22.2	7	41.2
The state department	1	1.6	-	-
The administrator and agriculture instructor in consultation with an advisory council	4	6.3	3	17.6
The administrator and agriculture instructor in consultation with an advisory council and the state department	19	30.2	1	5.9
The administrator and agriculture instructor in consultation with the state department	23	36.5	6	35.3
<b>TOTAL</b>	<b>63</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

Opinions of Administrators Relative to Employment of the Agriculture Teacher

Table 29 indicates the thinking of administrators in regards to why they employ their vocational agriculture teachers on the year around basis. Most noticeable is the fact that the majority of those who favor the year around employment felt it is necessary to insure an effective program while those opposed to the longer contract period employed on the year around basis first because the supervised farming program required it, and secondly, because of tradition.

TABLE 29

OPINIONS OF ADMINISTRATORS WHO FAVOR AND OPPOSE  
THE TWELVE MONTH EMPLOYMENT OF THE VOCATIONAL  
AGRICULTURE INSTRUCTOR CONCERNING WHY THE  
AGRICULTURE INSTRUCTOR IS EMPLOYED ON THE  
TWELVE MONTH BASIS

Reason	Opinions on 12 month Employment			
	Number	Percent	Number	Percent
The nature of the subject he teaches requires his continuous attention and study	8	12.5	1	6.2
The supervised farming program requires it	21	32.8	5	31.2
Community-school relations	-	-	-	-
In order to administer an effective program of agricultural education he must be on the job the year around	34	53.1	3	18.8
Tradition	1	1.6	4	25.0
Other	-	-	3	18.8
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

### Effectiveness of the Program

It would appear from the results presented in Table 30 that the degree of opposition of the administrators to the year around program has little influence on the opinions as to how effectively the existing program carries out its objectives, for those who favor the longer period rate 90.5 percent satisfactory or better while those less favorable to year around employment assign 86.7 percent this rating. As was noted earlier (section two, page 41) no group, be it satisfactory or very satisfactory, was immune to criticism; although those administrators who indicated they had effective vocational agriculture programs were more prone to blame the inherent weakness of the vocational acts than the local instructor for the exhibited shortcomings of the local program of vocational agriculture.

TABLE 30

THE OPINIONS OF ADMINISTRATORS WHO FAVOR AND  
OPPOSE THE TWELVE MONTH EMPLOYMENT OF THE  
VOCATIONAL AGRICULTURE INSTRUCTOR CONCERNING  
THE EFFECTIVENESS OF THE AGRICULTURE  
PROGRAM IN THEIR SCHOOL

Rating	Opinions on 12 month Employment			
	Favoring		Opposing	
	Number	Percent	Number	Percent
Very Satisfactory	26	41.3	4	26.7
Satisfactory	31	49.2	9	60.0
Unsatisfactory	6	9.5	2	13.3
<b>TOTAL</b>	<b>63</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>

### Weaknesses of the Program

When examined from the view point of their stand on the period of employment of the vocational agriculture instructor, the administrators who are negative to the year around program are much more critical of the federally regulated program than of the local instructor who administers it in their schools. Only 12.5 percent of the weakness of the local program is attributed to the instructor by those administrators who favor the academic employment period while 28.6 percent of the proponents of the year around program assign the weaknesses to the local instructor.

TABLE 31

THE OPINIONS OF ADMINISTRATORS WHO FAVOR AND OPPOSE THE TWELVE MONTH EMPLOYMENT OF THE VOCATIONAL AGRICULTURE INSTRUCTOR CONCERNING THE WEAKNESSES OF THE AGRICULTURE PROGRAM

Source of Weakness	Opinions on 12 month Employment			
	Favoring		Opposing	
	Number	Percent	Number	Percent
The inherent weaknesses of the program	10	71.4	7	87.5
The vocational agriculture instructor that administers the program	4	28.6	1	12.5
TOTAL	14	100.0	8	100.0

### Selected Proposals as They Would Effect the Program

Little difference would appear to exist on the opinions of administrators regarding proposals for improvement of their vocational agriculture programs. Based upon Table 32 in which a number 2 rating indicates strong agreement or disapproval only four proposals drew a 1 or higher rating, with three of the four consistent with both groups. Only on the proposal to place the program strictly on an academic school year basis did the two groups split; where the group favoring the year around employment reacted with a -1.0 rating while, as expected, the administrators who earlier indicated opposition to the year around employment of the vocational agriculture program could only muster a +.1 rating: only slightly above the "no opinion" classification. The opposing group did, however show more unanimity on such proposals as discontinuance of the supervised farming program, instigation of the general agriculture course, reduction of contests, opposition to sabbatical leave, and the matter of certification of teachers.

TABLE 32

THE OPINIONS OF ADMINISTRATORS WHO FAVOR AND  
OPPOSE THE TWELVE MONTH EMPLOYMENT OF THE  
VOCATIONAL AGRICULTURE INSTRUCTOR CONCERNING  
SELECTED PROPOSALS AS THEY WOULD AFFECT THEIR  
PROGRAM OF AGRICULTURE

Proposal	Ratings as to Opinions on 12 month Employment	
	Favoring	Opposing
Discontinue the supervised farming program requirement	- .94	- .3
Discontinue the Future Farmers of America part of the program	-1.4	-1.4
Institute a program of general agriculture for all interested students	+ .45	+ .7
Transfer the mechanical training aspect of the program to some other shop program	- .45	- .3
Reduce the number of contest in which Future Farmers of America members participate	+ .11	+ .5
Place the program strictly on an academic school year basis	-1.0	+ .1
Place increased emphasis on agriculturally related occupations	+1.3	+1.6
Provide sabbatical leave for vocational agriculture men who wish to study for an advanced degree	-1.6	-1.2
Discontinue the program entirely	+ .65	+ .9
Require the vocational agriculture man to teach on the same certificate as other teachers	+ .65	+ .9
Provide increased in-service instruction to help improve the quality of teaching	+1.2	+1.1

## CHAPTER V

## SUMMARY AND CONCLUSIONS

Vocational education, which has as its major objective the fitting of students for useful employment, is interpreted differently by secondary school administrators in Oregon. This is particularly true in its application to vocational education in agriculture.

Confusion exists in the interpretation of the Smith-Hughes and other organic acts which serve as a basis for authorizing instruction in vocational agriculture in the public high schools of Oregon.

Wherein the acts clearly state that the purpose of vocational education in agriculture is to prepare boys to make a beginning and to advance in farming, many more liberal interpretations have confused the issue until few Oregon high school administrators are completely clear in their minds as to just how the program should operate.

This is evidenced in the twelve month employment issue which led to the instigation of this study. The early interpretation of the law clearly directed that the instructor of vocational agriculture was to be employed on a twelve month basis. The more recent philosophy only requires a period of employment sufficient to assure

adequate project supervision. This interpretation led administrators of certain Oregon high schools to feel justified in shortening the period of time under which the vocational agriculture teacher is employed by the local school district. As this became more frequent the Oregon State Department of Vocational Agriculture found it necessary to remind the administrators of high schools offering vocational agriculture that they were not meeting with the federal requirements and by so doing stood in jeopardy of forfeiting their federal reimbursement monies for the program.

Administrators responded to this directive and checked the swing from less than year around employment. This was not without opposition from several administrators. It has been the purpose of this study to discover the basis of this opposition and the thinking of those administrators who favor the year around employment of the vocational agriculture teacher. This has been attempted in the light of agriculture as a vocational program which aims for useful employment of its graduates.

Questionnaires were sent to administrators of all eighty eight high schools in Oregon currently offering vocational agriculture. Eighty one, or ninety two percent, of the administrators responded. The data obtained from these questionnaires were compared on the basis of three different groupings: A) Years of experience with the

vocational agriculture program, B) By their ratings of the effectiveness of the vocational agriculture program, and C) By their reaction to the issue of the year around employment of the vocational agriculture teacher.

### Summary of Related Findings

Related Studies indicate the following:

1. That the vocational agriculture teacher maintains only a slightly shorter week during the summer than he does during the academic months, and that he uses his summer months in project supervision, Future Farmers of America activities, and faculty and professional improvement.
2. That studies in other states show the summer program to be an integral and necessary part of the year around program of vocational agriculture.
3. That confusion exists among administrators relative to interpretation of the Smith-Hughes Act but that administrators do consider agricultural instruction as conducted in the high school to be vocationally justifiable in their schools.

### Summary of This Study

As seen by the author several pertinent facts are noticeable:

1. Eighty percent of the eighty administrators responding to this issue expressed no opposition to the year around employment of the vocational agriculture teacher.
2. Fifty percent of those administrators opposing the year around employment of the vocational agriculture teacher feel that his responsibility differs little from other teachers in their system.
3. Those administrators who oppose the year around employment of the vocational agriculture teacher hire him on the twelve month contract largely on the basis of the supervised farming requirement and tradition. Those more favorable to year around employment do so in order to assure their districts of an effective program of agricultural education.
4. Those Oregon high school administrators having more than ten years of administrative dealings with the program of vocational agriculture maintain policies more in line with the provisions of the national acts than do less experienced administrators.

5. About nine of every ten participating Oregon high school administrators rate their programs of vocational agriculture satisfactory or better as to its effectiveness.
6. The more effective the program as rated by the individual administrator the more liberal were his interpretations of the vocational acts.
7. Three-fourths of the exhibited weaknesses of the local program are attributed by the administrators to the requirements of the federal program rather than the local vocational agriculture instructor.
8. The high school administrators having vocational agriculture departments in their schools indicated strong opinions on certain proposals as they would affect the agriculture program:
  - a. Favoring continuance of the entire program
  - b. Favoring increased emphasis on agriculturally related occupations
  - c. Favoring the provision of increased in-service instruction.
9. The same administrators have lesser feelings on the following proposals:
  - a. Favoring the continuance of the Future Farmers of America program

- b. Favoring the year around program
- c. Favoring the continuance of the supervised farming program
- d. Favoring the vocational agriculture instructor to teach on the same certificate as other teachers.

### Conclusions

Based on the research and study that has been completed by the writer, certain conclusions are justifiable at this point.

1. That uncertainty does exist in the minds of administrators having a vocational agriculture program in their system in regards to the purpose and requirements of vocational education in agriculture.
2. That administrators with less experience with the vocational agriculture program are those who need the most direction in maintaining policies consistent with the requirements of the vocational acts.
3. That, although the administrators of Oregon schools supporting vocational agriculture programs are reasonably satisfied with the existing program, serious consideration must be given to a program which will fit the vocational agriculture graduate for useful employment in an ever-changing agricultural picture.

### Recommendations for Consideration

Based upon the foregoing conclusions the author would hazard the following recommendations:

1. That the local instructor of vocational agriculture more completely familiarize himself with the over-all picture of agriculture in his community and tailor his program to meet the needs of tomorrow's agriculturist.
2. That a state-wide program be instigated, involving all agricultural agencies, to develop methods and materials for the more effective teaching of agricultural occupations in the high schools.
3. That the above program, and others of equal urgency, be made readily available to the vocational agriculture instructors of the state on an in-service basis.
4. That the local instructor of vocational agriculture take every available opportunity to familiarize his administrator with the vocational aspects of the agriculture program he heads.

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SALEM

General Letter No. 20

Sent to: School Administrators of School Districts  
offering Vocational Agriculture Programs  
and to all Vocational Agriculture Person-  
nel

Date: March 24, 1961

It has been called to our attention that some school districts are planning to employ Vocational Agriculture instructors on the basis of less than 12-months employment for the 1961-62 school year.

We wish to advise all persons concerned that school districts should not expect to receive reimbursement from State Vocational funds for such programs.

We believe this is a sound policy and it is in the best interests of the state-wide program of Vocational Agriculture. Education that instructors be employed on a 12-months basis.

It has been our experience that the Vocational Agriculture programs operated on less than a 12-months basis have

not been educationally desirable and do not contribute to the high quality programs necessary in Vocational Agriculture today. We feel this is particularly true when the need for technically trained persons in Agriculture was never greater than it is today. It is true that the number engaged in farming has decreased, but there has been a corresponding increase of those needed in the business of Agriculture. Special education is needed by the man that runs the farm, the man who provides services for this farmer, and the man who handles the products for the farm. The amount and kind of education required by these Agriculture workers will vary, but one thing appears to be needed by all - experience in, and knowledge of the production of crops and livestock, and in farm mechanics as offered in Vocational Agriculture courses in this state.

Agriculture schools in general are not providing the number of graduates needed to replace farmers who are retiring and to fill the newly created jobs in agriculture business and to insure a supply of adequately prepared persons who will be prepared for the great agriculture industry of the future.

Each teacher of Vocational Agriculture should enroll in his department all those students in his community that should study Agriculture. He will have to exert a special effort to identify those interested in Agriculture and create an interest in Agriculture in others.

We recognize that in some school districts there may be a question of full-time employment for summer period, especially in those instances where the number of Vocational Agriculture students is small. In these instances where the school district does have a question concerning full-time employment for summer and expects to receive reimbursement from the State Vocational Funds, we suggest that you contact us as soon as possible and outline to us in writing your specific proposal as to how the program should be handled in the summer months. School districts should not assume that they will automatically receive reimbursement from State Vocational Funds. On receipt of your proposal we shall arrange to visit with you and we will give you a written letter of commitment concerning arrangements for operating programs less than full-time summer employment basis.

We would suggest in those instances where Vocational Agriculture instructors are employed less than full-time in the summer months that each Vocational Agriculture instructor be requested to draw up a plan of activities indicating the time required for the summer months including project visitation and supervision of students enrolled in Vocational Agriculture, activities involved in visiting new students and consulting with their parents about supervised farming programs, activities of the Future Farmers of America, maintenance and repair activities in the school shops, preparation for FFA exhibits at county and state fairs, vacations, etc.

We suggest also that this plan of summer work activities be the basis for determining the portion of full-time employment, particularly in the summer months of the 12-months period.

If you have any questions concerning this matter, we trust you will advise us accordingly.

Very truly yours,

William R. Morris  
Acting Director  
Agricultural Education

COMPARISON OF STUDIES OF TIME USED BY  
VOCATIONAL AGRICULTURE INSTRUCTORS FOR  
THE SUMMER MONTHS

81

Study by State	Average Weekly Hours
<u>1</u> / Arizona	51.75
<u>2</u> / Oregon	54.28
<u>3</u> / Arizona*	52.31
California*	47.50
Idaho*	50.02
Montana*	52.92
Nevada*	59.16
New Mexico*	55.98
Utah*	50.62
Washington*	50.80
<u>4</u> / Illinois	52.65
<u>5</u> / Alabama	54.2

\*Figures for these states were obtained from Knuti's study in time utilization of vocational agriculture teachers in eight western states.

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COMPARISON OF STUDIES OF THE AVERAGE WEEKLY  
HOURS USED BY VOCATIONAL AGRICULTURE  
INSTRUCTORS FOR THE COMPLETE YEAR

Study by State	Average Weekly Hours
<u>1</u> / Oregon	54.63
<u>2</u> / Oregon	59.78
<u>3</u> / Illinois	61.27
<u>4</u> / Georgia	56.20
<u>5</u> / Illinois, Ohio, Minnesota, Michigan, Texas, West Virginia, North Carolina, and Montana	57.00
<u>6</u> / Washington	57.40

- 1 / Hendricks, Roland A. Program emphasis as determined by time utilization of Oregon vocational agriculture instructors. Master's thesis. Corvallis, Oregon State College, 1958. 100 numb. leaves.
- 2 / Lee, Allen. Time devoted to professional duties by teachers of vocational agriculture in Oregon. Oregon, State Department of Education, Division of Vocational Education, Salem, 1955. 7 unnumb. leaves. (Mimeographed).
- 3 / Scott, Marshall J. A study of Illinois vocational agriculture teachers use of time. College of Education, University of Illinois, Urbana, Illinois. 1951. 9 p. (Agricultural Education Series No. 1). (Mimeographed).
- 4 / Tolbert, Ralph Harmon. The use of professional time by teachers of vocational agriculture in Georgia. Ph.D. thesis. Ohio State University, 1954. 200 numb. leaves.
- 5 / Zimmerman, Chester L. Use of professional time by teachers of vocational agriculture in a group of selected states. Ohio State University, Columbus, Ohio. 1953. 27 p. (Mimeographed).

6/ Loreen, Oscar C.

COMPARISON OF STUDIES FOR THE AVERAGE WORK  
WEEK FOR VOCATIONAL AGRICULTURE INSTRUCTORS  
FOR THE ACADEMIC MONTHS

Study by State	Average Hours Per Week
<u>1</u> / Oregon	54.75
<u>2</u> / Montana	59.01
<u>3</u> / Ohio	59.57
<u>4</u> / Illinois	64.22
<u>5</u> / Michigan	58.5

- 1 / Hendricks, Roland A. Program emphasis as determined by time utilization of Oregon vocational agriculture instructors. Master's thesis. Corvallis, Oregon State College, 1958. 100 numb. leaves.
- 2 / Knuti, Leo L. Use of time by Montana teachers of vocational agriculture during the 1951-52 school year. Montana State College, Bozeman, Montana. 1952. 4 p. (Mimeographed).
- 3 / Purkey, D. P. How Ohio teachers of vocational agriculture spread their professional time. Ohio State Department of Education, Division of Vocational Education, Columbus, Ohio. 1951. 7 p. (Mimeographed).
- 4 / Scott, Marshall J. Study of Illinois Vocational agriculture teachers use of time. College of Education, University of Illinois, Urbana, Illinois. 1951. 9 p. (Agricultural Education Series No. 1). (Mimeographed).
- 5 / Sweany, Paul H. Use of time by teachers of agriculture in Michigan. Michigan State College, East Lansing, Michigan. 1945. 48 p. (Mimeographed).

Corvallis, Oregon  
January 30, 1962

Dear Mr.

You have been selected, as an administrator of a high school having a program of vocational agriculture, to participate in a study which may well significantly affect the future of vocational agriculture in Oregon. President Kennedy recently signed into law an expenditure in excess of \$250 million to vocational education, part of which is earmarked for pilot programs which could revolutionize vocational education as it is now known.

In anticipation of such programs, we are undertaking this study to determine your opinions on certain phases of the vo-ag program; however, should you feel someone else in the system better qualified to render an objective and unbiased evaluation of the program we encourage you to solicit his assistance. Our only interest is in obtaining valid data upon which to formulate recommendations for the improvement of agricultural education in Oregon.

To facilitate the speed and accuracy of distribution we have coded the questionnaire; we hope, however, in the light of our above stated objective, that this will not cause you to withhold your frank and honest opinions. Likewise, if you wish to comment, feel free to do so on the back of the sheet. Thanks for sharing with us.

Sincerely,

Tom Williams  
Graduate Student  
Department of Agricultural Education

Dr. Henry TenPas  
Head Teacher Trainer  
Department of Agricultural  
Education

## Up to Ten Years Administration Experience

## PART I

- |   | <u>0</u> | <u>1-5</u> | <u>6-10</u> | <u>11-15</u> | <u>16 or more</u> |
|---|----------|------------|-------------|--------------|-------------------|
| 1. How many years did you teach before becoming a high school administrator?  | <u>2</u> | <u>37</u>  | <u>26</u>   | <u>—</u>     | <u>—</u>          |
| 2. How many years have you been an administrator of a high school system?   | <u>—</u> | <u>18</u>  | <u>24</u>   | <u>—</u>     | <u>—</u>          |
| 3. How many years have you been an administrator of a high school offering vo-ag?   | <u>—</u> | <u>26</u>  | <u>24</u>   | <u>—</u>     | <u>—</u>          |
| 4. How many years of vocational agriculture did you complete while in high school?<br>None offered _____, 0 _____, 1-2 _____, 3-4 _____ |          |            |             |              |                   |

## PART II

- Does your program of vocational agriculture require the students to have a supervised farming program? Yes 52  
No 4
- Is any vo-ag credit given to those who do not have a supervised farming program? Yes 21 No 30
- How many hours of school time per week are provided the vo-ag instructor for on-the-farm instruction? 0 11,  
1-5 37, 6-10 6, 10 or more 1
- How many Saturdays per month is the vo-ag instructor expected to work? 0 38, 1 2, 2 5, 3 2, 4 2
- What are the responsibilities of the ag. instructor in adult farmer classes? None 18, Select 14, Administer 30,  
Teach 9
- How many meetings of the advisory council to the vo-ag program have you attended this school year? None held 27,  
None 14, 1 or more 12

## PART III

- What is the major objective of the vo-ag program in your school? (select only one)

- 3 a.) To prepare young men to become farmers.
- 9 b.) To provide leadership training for farm boys.
- 8 c.) To prepare young men for an agricultural occupation.
- 2 d.) To provide training in mechanical skills.
- 4 e.) To provide a broad program of agricultural education to those who are engaged in, or are about to become engaged in, farming.
- 29 f.) To provide a broad program of agricultural education for those who are engaged in, or about to become engaged in, an agricultural occupation.
- g.) Other (please specify on back)
2. What is the major responsibility of the vo-ag instructor in your school? (select one)
- 11 a.) To train high school students for proficiency in farming.
- 39 b.) To administer a program of high school and post-high school agricultural education.
- 4 c.) Other (please specify on back)
3. How would you rate the following as to the order of importance in the responsibility of the vo-ag instructor? (encircle the rank you assign to each)
- a.) Attend fairs and livestock shows. 1 2 3 4 5 6 7
- b.) Provide on-the-farm instruction for the vo-ag students. 1 2 3 4 5 6 7
- c.) Improve community-school relations. 1 2 3 4 5 6 7
- d.) Teach high school vo-ag students. 1 2 3 4 5 6 7
- e.) Organize and hold regular meetings of an advisory council. 1 2 3 4 5 6 7
- f.) Conduct adult farmer classes. 1 2 3 4 5 6 7
- g.) Advise the F.F.A. 1 2 3 4 5 6 7
4. Which of the following most accurately describes how the policies of the vo-ag department are determined? (select only one)
- 2 a.) The ag. instructor
- b.) The administrator
- 14 c.) The administrator and the ag. instructor jointly
- 1 d.) The state department
- 2 e.) The administrator and ag. instructor in consultation with an advisory council.

- 14 f.) The administrator and ag. instructor in consultation with an advisory council and the state department.
- 21 g.) The administrator and ag. instructor in consultation with the state department.

## PART IV

Please answer each	<u>Academic Teacher</u>		<u>Vo-ag Teacher</u>	
	Yes	No	Yes	No
a.) Does your district require continuous advanced study?	<u>41</u>	<u>10</u>	<u>41</u>	<u>11</u>
b.) Is summer attendance of classes for college credit counted as vacation time?	<u>30</u>	<u>17</u>	<u>24</u>	<u>26</u>
c.) Are your teachers expected to work during state-allowed school holidays (Thanksgiving, Christmas, Spring vacation)?	<u>2</u>	<u>47</u>	<u>3</u>	<u>48</u>
2. How is the salary of your teachers determined? (check one for each teacher)				
<u>Academic teacher</u>		<u>Vo-ag teacher</u>		
<u>9</u> a.) Base pay		<u>1</u> a.) Base pay		
<u>42</u> b.) Base pay plus allowance for extra duty		<u>11</u> b.) Base pay plus 1/3		
<u>1</u> c.) Mutual agreement		<u>17</u> c.) Base pay divided by regular contract period times vo-ag contract period		
<u>1</u> d.) Other (please specify on back)		<u>17</u> d.) Base pay plus flat summer wage		
		<u>5</u> e.) Mutual agreement		
		<u>4</u> f.) Other (please specify on back)		

3. In your opinion which of the following most clearly describes why the vo-ag instructor should be employed on the same contract period as the academic teacher? (If satisfied with the extended contract period go to item 5) check one
- 4 a.) His responsibility is no different.  
2 b.) Since he is not full-time ag. during the academic year he need not be during the summer.  
1 c.) The instructor of vo-ag favors it.  
1 d.) The declining need for farmers leaves the vo-ag instructor less to do.  
3 e.) Other (specify on back)
4. In your opinion which of the following most clearly describes why the vo-ag man should be employed on a twelve-month contract? (check one)
- 8 a.) The nature of the subject he teaches requires his continuous attention and study.  
12 b.) The supervised project program requires it.  
~~-~~ c.) Community-school relations.  
27 d.) In order to administer an effective program of agricultural education he must be on the job the year around.  
4 e.) Tradition  
2 f.) Other (specify on back)
5. In your opinion which of the following most clearly describes why your vo-ag man is employed on a twelve-month contract? (check only one)
- 7 a.) The nature of the subject he teaches requires his continuous attention and study.  
16 b.) The supervised farming program requires it.  
~~-~~ c.) Community-school relations.  
24 d.) In order to administer an effective program of agricultural education he must be on the job the year around.  
4 e.) Tradition  
3 f.) Other (please specify on back)

## PART V

1. What is your opinion concerning the effectiveness of the vocational agriculture program as now operative in your school? Very satisfactory 21, satisfactory 26, unsatisfactory 6. (If dissatisfied please answer question

- 2)
2. To which of the following do you attribute the major source of dissatisfaction?
- 1 a.) The inherent weaknesses of the program.
- 3 b.) The vo-ag instructor that administers the program.
3. What is your feeling on the following proposals as they would affect your program of vocational agriculture? (check each)

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strongly oppose
a.) Discontinue the supervised farming program requirement.	<u>3</u>	<u>9</u>	<u>6</u>	<u>18</u>	<u>19</u>
b.) Discontinue the F.F.A. part of the program.	<u>1</u>	<u>5</u>	<u>2</u>	<u>14</u>	<u>31</u>
c.) Institute a program of general agriculture for all interested students.	<u>17</u>	<u>14</u>	<u>7</u>	<u>10</u>	<u>5</u>
d.) Transfer the mechanical training aspect of the program to some other shop program.	<u>4</u>	<u>12</u>	<u>5</u>	<u>14</u>	<u>20</u>
e.) Reduce the number of contests in which F.F.A. members participate.	<u>11</u>	<u>13</u>	<u>9</u>	<u>15</u>	<u>7</u>
f.) Place the program strictly					

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strong- ly oppose
on an acade- mic school- year basis.	<u>3</u>	<u>7</u>	<u>7</u>	<u>20</u>	<u>18</u>
g.) Place increas- ed emphasis on agricul- turally relat- ed occupa- tions.	<u>25</u>	<u>24</u>	<u>2</u>	<u>1</u>	<u>1</u>
h.) Provide sabbatical leave for vo- ag men who wish to study for an advanc- ed degree	<u>12</u>	<u>13</u>	<u>12</u>	<u>12</u>	<u>4</u>
i.) Discontinue the program entirely.	<u>-</u>	<u>3</u>	<u>4</u>	<u>9</u>	<u>37</u>
j.) Require the vo-ag man to teach on the same certifi- cate as other teachers.	<u>22</u>	<u>8</u>	<u>13</u>	<u>10</u>	<u>2</u>
k.) Provide increased in- service instruc- tion to help improve the quality of teach- ing.	<u>26</u>	<u>16</u>	<u>11</u>	<u>2</u>	<u>0</u>
l.) Others:	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>

## More Than Ten Years Administration Experience

## PART I

- |   | <u>0</u> | <u>1-5</u> | <u>6-10</u> | <u>11-15</u> | <u>16 or more</u> |
|---|----------|------------|-------------|--------------|-------------------|
| 1. How many years did you teach before becoming a high school administrator?  | <u>-</u> | <u>-</u>   | <u>-</u>    | <u>11</u>    | <u>5</u>          |
| 2. How many years have you been an administrator of a high school system?   | <u>-</u> | <u>-</u>   | <u>-</u>    | <u>12</u>    | <u>25</u>         |
| 3. How many years have you been an administrator of a high school offering vo-ag?   | <u>-</u> | <u>-</u>   | <u>-</u>    | <u>12</u>    | <u>14</u>         |
| 4. How many years of vocational agriculture did you complete while in high school?<br>None offered____, 0____, 1-2____, 3-4____ |          |            |             |              |                   |

## PART II

- Does your program of vocational agriculture require the students to have a supervised farming program? Yes 23  
No 3
- Is any vo-ag credit given to those who do not have a supervised farming program? Yes 6 No 19
- How many hours of school time per week are provided the vo-ag instructor for on-the-farm instruction? 0 6,  
1-5 15, 6-10 3, 10 or more 1
- How many Saturdays per month is the vo-ag instructor expected to work? 0 18, 1 -, 2 6, 3 -, 4 -
- What are the responsibilities of the ag. instructor in adult farmer classes? None 11, Select 8, Administer 11,  
Teach 3
- How many meetings of the advisory council to the vo-ag program have you attended this school year? None held 9,  
None 10, 1 or more 6

## PART III

- What is the major objective of the vo-ag program in your school? (select only one)

- a.) To prepare young men to become farmers.  
2 b.) To provide leadership training for farm boys.  
5 c.) To prepare young men for an agricultural occupation.  
1 d.) To provide training in mechanical skills.  
- e.) To provide a broad program of agricultural education to those who are engaged in, or are about to become engaged in, farming.  
16 f.) To provide a broad program of agricultural education for those who are engaged in, or about to become engaged in, an agricultural occupation.  
1 g.) Other (please specify on back)
2. What is the major responsibility of the vo-ag instructor in your school? (select one)  
8 a.) To train high school students for proficiency in farming.  
14 b.) To administer a program of high school and post-high school agricultural education.  
4 c.) Other (please specify on back)
3. How would you rate the following as to the order of importance in the responsibility of the vo-ag instructor? (encircle the rank you assign to each)
- a.) Attend fairs and livestock shows. 1 2 3 4 5 6 7  
b.) Provide on-the-farm instruction for the vo-ag students. 1 2 3 4 5 6 7  
c.) Improve community-school relations. 1 2 3 4 5 6 7  
d.) Teach high school vo-ag students. 1 2 3 4 5 6 7  
e.) Organize and hold regular meetings of an advisory council. 1 2 3 4 5 6 7  
f.) Conduct adult farmer classes. 1 2 3 4 5 6 7  
g.) Advise the F.F.A. 1 2 3 4 5 6 7
4. Which of the following most accurately describes how the policies of the vo-ag department are determined? (select only one)
- a.) The ag. instructor  
- b.) The administrator  
7 c.) The administrator and the ag. instructor jointly  
- d.) The state department  
5 e.) The administrator and ag. instructor in consultation with an advisory council.

- 6 f.) The administrator and ag. instructor in consultation with an advisory council and the state department.
- 8 g.) The administrator and ag. instructor in consultation with the state department.

## PART IV

Please answer each	<u>Academic Teacher</u>		<u>Vo-ag Teacher</u>	
	Yes	No	Yes	No
a.) Does your district require continuous advanced study?	<u>23</u>	<u>1</u>	<u>23</u>	<u>3</u>
b.) Is summer attendance of classes for college credit counted as vacation time?	<u>14</u>	<u>7</u>	<u>11</u>	<u>13</u>
c.) Are your teachers expected to work <u>during</u> state-allowed school holidays (Thanksgiving, Christmas, Spring vacation)?	<u>-</u>	<u>25</u>	<u>3</u>	<u>23</u>
2. How is the salary of your teachers determined? (check one for each teacher)				
<u>Academic teacher</u>		<u>Vo-ag teacher</u>		
<u>-</u> a.) Base pay		<u>1</u> a.) Base pay		
<u>25</u> b.) Base pay plus allowance for extra duty		<u>6</u> b.) Base pay plus 1/3		
<u>-</u> c.) Mutual agreement		<u>12</u> c.) Base pay divided by regular contract period times vo-ag contract period		
<u>-</u> d.) Other (please specify on back)		<u>6</u> d.) Base pay plus flat summer wage		
		<u>-</u> e.) Mutual agreement		
		<u>1</u> f.) Other (please specify on back)		

3. In your opinion which of the following most clearly describes why the vo-ag instructor should be employed on the same contract period as the academic teacher? (If satisfied with the extended contract period go to item 5) check one
- 3 a.) His responsibility is no different.  
1 b.) Since he is not full-time ag. during the academic year he need not be during the summer.  
 - c.) The instructor of vo-ag favors it.  
1 d.) The declining need for farmers leaves the vo-ag instructor less to do.  
 - e.) Other (specify on back)
4. In your opinion which of the following most clearly describes why the vo-ag man should be employed on a twelve-month contract? (check one)
- 2 a.) The nature of the subject he teaches requires his continuous attention and study.  
8 b.) The supervised project program requires it.  
 - c.) Community-school relations.  
13 d.) In order to administer an effective program of agricultural education he must be on the job the year around.  
 - e.) Tradition  
1 f.) Other (specify on back)
5. In your opinion which of the following most clearly describes why your vo-ag man is employed on a twelve-month contract? (check only one)
- 2 a.) The nature of the subject he teaches requires his continuous attention and study.  
10 b.) The supervised farming program requires it.  
 - c.) Community-school relations.  
13 d.) In order to administer an effective program of agricultural education he must be on the job the year around.  
1 e.) Tradition  
 - f.) Other (please specify on back)

## PART V

1. What is your opinion concerning the effectiveness of the vocational agriculture program as now operative in your school? Very satisfactory 9, satisfactory 14, unsatisfactory 2. (If dissatisfied please answer question

- 2) 2.) To which of the following do you attribute the major source of dissatisfaction?
- 5 a.) The inherent weaknesses of the program.
- 2 b.) The vo-ag instructor that administers the program.
- 3.) What is your feeling on the following proposals as they would affect your program of vocational agriculture? (check each)

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strongly oppose
a.) Discontinue the supervised farming program requirement.	<u>2</u>	<u>2</u>	<u>3</u>	<u>7</u>	<u>10</u>
b.) Discontinue the F.F.A. part of the program.	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>17</u>
c.) Institute a program of general agriculture for all interested students.	<u>6</u>	<u>8</u>	<u>3</u>	<u>4</u>	<u>3</u>
d.) Transfer the mechanical training aspect of the program to some other shop program.	<u>3</u>	<u>4</u>	<u>4</u>	<u>7</u>	<u>6</u>
e.) Reduce the number of contests in which F.F.A. members participate.	<u>5</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>1</u>
f.) Place the program strictly					

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strong- ly oppose
on an acade- mic school- year basis.	<u>3</u>	<u>2</u>	<u>3</u>	<u>6</u>	<u>10</u>
g.) Place increas- ed emphasis on agricul- turally relat- ed occupa- tions.	<u>15</u>	<u>6</u>	<u>2</u>	<u>1</u>	<u>-</u>
h.) Provide sabbatical leave for vo- ag men who wish to study for an advanc- ed degree	<u>4</u>	<u>3</u>	<u>9</u>	<u>6</u>	<u>2</u>
i.) Discontinue the program entirely.	<u>-</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>17</u>
j.) Require the vo-ag man to teach on the same certifi- cate as other teachers.	<u>7</u>	<u>8</u>	<u>3</u>	<u>2</u>	<u>4</u>
k.) Provide increased in- service instruc- tion to help improve the quality of teach- ing.	<u>11</u>	<u>6</u>	<u>6</u>	<u>1</u>	<u>-</u>
l.) Others:	<u>                    </u>				

TOTAL EXPERIENCE OF ADMINISTRATIONS

PART I

	<u>0</u>	<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16 or more</u>
1. How many years did you teach before becoming a high school administrator?	<u>2</u>	<u>37</u>	<u>26</u>	<u>11</u>	<u>5</u>
2. How many years have you been an administrator of a high school system?	<u>-</u>	<u>18</u>	<u>24</u>	<u>12</u>	<u>25</u>
3. How many years have you been an administrator of a high school offering vo-ag?	<u>-</u>	<u>26</u>	<u>24</u>	<u>12</u>	<u>14</u>
4. How many years of vocational agriculture did you complete while in high school? None offered <u>50</u> , 0 <u>12</u> , 1-2 <u>8</u> , 3-4 <u>9</u>					

PART II

- Does your program of vocational agriculture require the students to have a supervised farming program? Yes 75  
No 7
- Is any vo-ag credit given to those who do not have a supervised farming program? Yes 27 No 49
- How many hours of school time per week are provided the vo-ag instructor for on-the-farm instruction? 0 17,  
1-5 52, 6-10 9, 10 or more 2
- How many Saturdays per month is the vo-ag instructor expected to work? 0 56, 1 2, 2 11, 3 2, 4 2
- What are the responsibilities of the ag. instructor in adult farmer classes? None 29, Select 22, Administer 41,  
Teach 12
- How many meetings of the advisory council to the vo-ag program have you attended this school year? None held 36,  
None 24, 1 or more 18

PART III

- What is the major objective of the vo-ag program in your school? (select only one)

- 3 a.) To prepare young men to become farmers.  
11 b.) To provide leadership training for farm boys.  
13 c.) To prepare young men for an agricultural occupation.  
3 d.) To provide training in mechanical skills.  
4 e.) To provide a broad program of agricultural education to those who are engaged in, or are about to become engaged in, farming.  
45 f.) To provide a broad program of agricultural education for those who are engaged in, or about to become engaged in, an agricultural occupation.  
1 g.) Other (please specify on back)
2. What is the major responsibility of the vo-ag instructor in your school? (select one)  
19 a.) To train high school students for proficiency in farming.  
53 b.) To administer a program of high school and post-high school agricultural education.  
8 c.) Other (please specify on back)
3. How would you rate the following as to the order of importance in the responsibility of the vo-ag instructor? (encircle the rank you assign to each)
- a.) Attend fairs and livestock shows. 1 2 3 4 5 6 7  
b.) Provide on-the-farm instruction for the vo-ag students. 1 2 3 4 5 6 7  
c.) Improve community-school relations. 1 2 3 4 5 6 7  
d.) Teach high school vo-ag students. 1 2 3 4 5 6 7  
e.) Organize and hold regular meetings of an advisory council. 1 2 3 4 5 6 7  
f.) Conduct adult farmer classes. 1 2 3 4 5 6 7  
g.) Advise the F.F.A. 1 2 3 4 5 6 7
4. Which of the following most accurately describes how the policies of the vo-ag department are determined? (select only one)  
2 a.) The ag. instructor  
- b.) The administrator  
21 c.) The administrator and the ag. instructor jointly  
1 d.) The state department  
2 e.) The administrator and ag. instructor in consultation with an advisory council.

- 20 f.) The administrator and ag. instructor in consultation with an advisory council and the state department.
- 29 g.) The administrator and ag. instructor in consultation with the state department.

## PART IV

Please answer each	Academic Teacher		Vo-ag Teacher	
	Yes	No	Yes	No
a.) Does your district require continuous advanced study?	<u>64</u>	<u>11</u>	<u>64</u>	<u>14</u>
b.) Is summer attendance of classes for college credit counted as vacation time?	<u>44</u>	<u>24</u>	<u>35</u>	<u>39</u>
c.) Are your teachers expected to work during state-allowed school holidays (Thanksgiving, Christmas, Spring vacation)?	<u>2</u>	<u>72</u>	<u>6</u>	<u>71</u>
2. How is the salary of your teachers determined? (check one for each teacher)				
<u>Academic teacher</u>		<u>Vo-ag teacher</u>		
<u>9</u> a.) Base pay		<u>1</u> a.) Base pay		
<u>67</u> b.) Base pay plus allowance for extra duty		<u>17</u> b.) Base pay plus 1/3		
<u>1</u> c.) Mutual agreement		<u>29</u> c.) Base pay divided by regular contract period times vo-ag contract period		
<u>1</u> d.) Other (please specify on back)		<u>23</u> d.) Base pay plus flat summer wage		
		<u>5</u> e.) Mutual agreement		
		<u>5</u> f.) Other (please specify on back)		

3. In your opinion which of the following most clearly describes why the vo-ag instructor should be employed on the same contract period as the academic teacher? (If satisfied with the extended contract period go to item 5) check one
- 8 a.) His responsibility is no different.  
3 b.) Since he is not full-time ag. during the academic year he need not be during the summer.  
1 c.) The instructor of vo-ag favors it.  
2 d.) The declining need for farmers leaves the vo-ag instructor less to do.  
2 e.) Other (specify on back)
4. In your opinion which of the following most clearly describes why the vo-ag man should be employed on a twelve-month contract? (check one)
- 10 a.) The nature of the subject he teaches requires his continuous attention and study.  
20 b.) The supervised project program requires it.  
~~-~~ c.) Community-school relations.  
40 d.) In order to administer an effective program of agricultural education he must be on the job the year around.  
4 e.) Tradition  
3 f.) Other (specify on back)
5. In your opinion which of the following most clearly describes why your vo-ag man is employed on a twelve-month contract? (check only one)
- 9 a.) The nature of the subject he teaches requires his continuous attention and study.  
26 b.) The supervised farming program requires it.  
~~-~~ c.) Community-school relations.  
37 d.) In order to administer an effective program of agricultural education he must be on the job the year around.  
5 e.) Tradition  
3 f.) Other (please specify on back)

## PART V

1. What is your opinion concerning the effectiveness of the vocational agriculture program as now operative in your school? Very satisfactory 30, satisfactory 40, unsatisfactory 8. (If dissatisfied please answer question

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strong- ly oppose
on an acade- mic school- year basis.	<u>6</u>	<u>9</u>	<u>10</u>	<u>26</u>	<u>28</u>
g.) Place increas- ed emphasis on agricul- turally relat- ed occupa- tions.	<u>40</u>	<u>30</u>	<u>4</u>	<u>2</u>	<u>1</u>
h.) Provide sabbatical leave for vo- ag men who wish to study for an advanc- ed degree	<u>16</u>	<u>16</u>	<u>21</u>	<u>18</u>	<u>6</u>
i.) Discontinue the program entirely.	<u>-</u>	<u>5</u>	<u>5</u>	<u>13</u>	<u>54</u>
j.) Require the vo-ag man to teach on the same certifi- cate as other teachers.	<u>29</u>	<u>16</u>	<u>16</u>	<u>12</u>	<u>6</u>
k.) Provide increased in- service instruc- tion to help improve the quality of teach- ing.	<u>37</u>	<u>22</u>	<u>17</u>	<u>3</u>	<u>-</u>
l.) Others:	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strong- ly oppose
on an acade- mic school- year basis.	<u>6</u>	<u>9</u>	<u>10</u>	<u>26</u>	<u>28</u>
g.) Place increas- ed emphasis on agricul- turally relat- ed occupa- tions.	<u>40</u>	<u>30</u>	<u>4</u>	<u>2</u>	<u>1</u>
h.) Provide sabbatical leave for vo- ag men who wish to study for an advanc- ed degree	<u>16</u>	<u>16</u>	<u>21</u>	<u>18</u>	<u>6</u>
i.) Discontinue the program entirely.	<u>-</u>	<u>5</u>	<u>5</u>	<u>13</u>	<u>54</u>
j.) Require the vo-ag man to teach on the same certifi- cate as other teachers.	<u>29</u>	<u>16</u>	<u>16</u>	<u>12</u>	<u>6</u>
k.) Provide increased in- service instruc- tion to help improve the quality of teach- ing.	<u>37</u>	<u>22</u>	<u>17</u>	<u>3</u>	<u>-</u>
l.) Others:	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>

## ADMINISTRATORS OPPOSING YEAR AROUND EMPLOYMENT

## PART I

- 0 1-5 6-10 11-15 16 or more
1. How many years did you teach before becoming a high school administrator? \_\_\_\_\_
  2. How many years have you been an administrator of a high school system? \_\_\_\_\_
  3. How many years have you been an administrator of a high school offering vo-ag? \_\_\_\_\_
  4. How many years of vocational agriculture did you complete while in high school?  
None offered \_\_\_\_\_, 0 \_\_\_\_\_, 1-2 \_\_\_\_\_, 3-4 \_\_\_\_\_

## PART II

1. Does your program of vocational agriculture require the students to have a supervised farming program? Yes 15  
No 2
2. Is any vo-ag credit given to those who do not have a supervised farming program? Yes 5 No 12
3. How many hours of school time per week are provided the vo-ag instructor for on-the-farm instruction? 0 6,  
1-5 9, 6-10 1, 10 or more -
4. How many Saturdays per month is the vo-ag instructor expected to work? 0 14, 1 -, 2 1, 3 -, 4 -
5. What are the responsibilities of the ag. instructor in adult farmer classes? None 7, Select 6, Administer 7,  
Teach 4
6. How many meetings of the advisory council to the vo-ag program have you attended this school year? None held 8,  
None 5, 1 or more 4

## PART III

1. What is the major objective of the vo-ag program in your school? (select only one)

- 1 a.) To prepare young men to become farmers.
- 2 b.) To provide leadership training for farm boys.
- 1 c.) To prepare young men for an agricultural occupation.
- 2 d.) To provide training in mechanical skills.
- 1 e.) To provide a broad program of agricultural education to those who are engaged in, or are about to become engaged in, farming.
- 9 f.) To provide a broad program of agricultural education for those who are engaged in, or about to become engaged in, an agricultural occupation.
- g.) Other (please specify on back)
2. What is the major responsibility of the vo-ag instructor in your school? (select one)
- 4 a.) To train high school students for proficiency in farming.
- 10 b.) To administer a program of high school and post-high school agricultural education.
- 3 c.) Other (please specify on back)
3. How would you rate the following as to the order of importance in the responsibility of the vo-ag instructor? (encircle the rank you assign to each)
- a.) Attend fairs and livestock shows. 1 2 3 4 5 6 7
- b.) Provide on-the-farm instruction for the vo-ag students. 1 2 3 4 5 6 7
- c.) Improve community-school relations. 1 2 3 4 5 6 7
- d.) Teach high school vo-ag students. 1 2 3 4 5 6 7
- e.) Organize and hold regular meetings of an advisory council. 1 2 3 4 5 6 7
- f.) Conduct adult farmer classes. 1 2 3 4 5 6 7
- g.) Advise the F.F.A. 1 2 3 4 5 6 7
4. Which of the following most accurately describes how the policies of the vo-ag department are determined? (select only one)
- a.) The ag. instructor
- b.) The administrator
- 7 c.) The administrator and the ag. instructor jointly
- d.) The state department
- 3 e.) The administrator and ag. instructor in consultation with an advisory council.

- 1 f.) The administrator and ag. instructor in consultation with an advisory council and the state department.
- 6 g.) The administrator and ag. instructor in consultation with the state department.

PART IV

Please answer each	<u>Academic Teacher</u>		<u>Vo-ag Teacher</u>	
	Yes	No	Yes	No
a.) Does your district require continuous advanced study?	_____	_____	_____	_____
b.) Is summer attendance of classes for college credit counted as vacation time?	_____	_____	_____	_____
c.) Are your teachers expected to work during state-allowed school holidays (Thanksgiving, Christmas, Spring vacation)?	_____	_____	_____	_____

2. How is the salary of your teachers determined? (check one for each teacher)

<u>Academic teacher</u>		<u>Vo-ag teacher</u>	
<u>      </u> a.) Base pay		<u>1</u> a.) Base pay	
<u>      </u> b.) Base pay plus allowance for extra duty		<u>4</u> b.) Base pay plus 1/3	
<u>      </u> c.) Mutual agreement		<u>5</u> c.) Base pay divided by regular contract period times vo-ag contract period	
<u>      </u> d.) Other (please specify on back)		<u>4</u> d.) Base pay plus flat summer wage	
		<u>2</u> e.) Mutual agreement	
		<u>1</u> f.) Other (please specify on back)	

3. In your opinion which of the following most clearly describes why the vo-ag instructor should be employed on the same contract period as the academic teacher? (If satisfied with the extended contract period go to item 5) check one
- 8 a.) His responsibility is no different.
- 3 b.) Since he is not full-time ag. during the academic year he need not be during the summer.
- 1 c.) The instructor of vo-ag favors it.
- 2 d.) The declining need for farmers leaves the vo-ag instructor less to do.
- 2 e.) Other (specify on back)
4. In your opinion which of the following most clearly describes why the vo-ag man should be employed on a twelve-month contract? (check one)
- 1 a.) The nature of the subject he teaches requires his continuous attention and study.
- 4 b.) The supervised project program requires it.
- c.) Community-school relations.
- 4 d.) In order to administer an effective program of agricultural education he must be on the job the year around.
- 4 e.) Tradition
- 2 f.) Other (specify on back)
5. In your opinion which of the following most clearly describes why your vo-ag man is employed on a twelve-month contract? (check only one)
- 1 a.) The nature of the subject he teaches requires his continuous attention and study.
- 5 b.) The supervised farming program requires it.
- c.) Community-school relations.
- 3 d.) In order to administer an effective program of agricultural education he must be on the job the year around.
- 4 e.) Tradition
- 3 f.) Other (please specify on back)

## PART V

1. What is your opinion concerning the effectiveness of the vocational agriculture program as now operative in your school? Very satisfactory 4, satisfactory 9, unsatisfactory 2. (If dissatisfied please answer question

- 2) 2.)
2. To which of the following do you attribute the major source of dissatisfaction?
- 7 a.) The inherent weaknesses of the program.
- 1 b.) The vo-ag instructor that administers the program.
3. What is your feeling on the following proposals as they would affect your program of vocational agriculture? (check each)

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strongly oppose
a.) Discontinue the supervised farming program requirement.	<u>1</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>4</u>
b.) Discontinue the F.F.A. part of the program.	<u>-</u>	<u>2</u>	<u>-</u>	<u>5</u>	<u>10</u>
c.) Institute a program of general agriculture for all interested students.	<u>6</u>	<u>5</u>	<u>1</u>	<u>4</u>	<u>1</u>
d.) Transfer the mechanical training aspect of the program to some other shop program.	<u>1</u>	<u>5</u>	<u>3</u>	<u>4</u>	<u>4</u>
e.) Reduce the number of contests in which F.F.A. members participate.	<u>4</u>	<u>6</u>	<u>4</u>	<u>2</u>	<u>1</u>
f.) Place the program strictly					

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strong- ly oppose
on an acade- mic school- year basis.	<u>3</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>2</u>
g.) Place increas- ed emphasis on agricul- turally relat- ed occupa- tions.	<u>10</u>	<u>7</u>	<u>-</u>	<u>-</u>	<u>-</u>
h.) Provide sabbatical leave for vo- ag men who wish to study for an advanc- ed degree	<u>3</u>	<u>3</u>	<u>1</u>	<u>7</u>	<u>3</u>
i.) Discontinue the program entirely.	<u>-</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>9</u>
j.) Require the vo-ag man to teach on the same certifi- cate as other teachers.	<u>7</u>	<u>3</u>	<u>4</u>	<u>2</u>	<u>-</u>
k.) Provide increased in- service instruc- tion to help improve the quality of teach- ing.	<u>9</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>-</u>
l.) Others: _____					

ADMINISTRATORS FAVORING YEAR AROUND EMPLOYMENT

PART I

- 0 1-5 6-10 11-15 16 or more
1. How many years did you teach before becoming a high school administrator? \_\_\_\_\_
  2. How many years have you been an administrator of a high school system? \_\_\_\_\_
  3. How many years have you been an administrator of a high school offering vo-ag? \_\_\_\_\_
  4. How many years of vocational agriculture did you complete while in high school?  
None offered \_\_\_\_\_, 0 \_\_\_\_\_, 1-2 \_\_\_\_\_, 3-4 \_\_\_\_\_

PART II

1. Does your program of vocational agriculture require the students to have a supervised farming program? Yes 60  
No 5
2. Is any vo-ag credit given to those who do not have a supervised farming program? Yes 22 No 37
3. How many hours of school time per week are provided the vo-ag instructor for on-the-farm instruction? 0 11,  
1-5 43, 6-10 8, 10 or more 2
4. How many Saturdays per month is the vo-ag instructor expected to work? 0 42, 1 2, 2 -, 3 -, 4 -
5. What are the responsibilities of the ag. instructor in adult farmer classes? None 22, Select 16, Administer 34,  
Teach 8
6. How many meetings of the advisory council to the vo-ag program have you attended this school year? None held 28,  
None 19, 1 or more 14

PART III

1. What is the major objective of the vo-ag program in your school? (select only one)

- 2 a.) To prepare young men to become farmers.  
9 b.) To provide leadership training for farm boys.  
12 c.) To prepare young men for an agricultural occupation.  
1 d.) To provide training in mechanical skills.  
3 e.) To provide a broad program of agricultural education to those who are engaged in, or are about to become engaged in, farming.  
46 f.) To provide a broad program of agricultural education for those who are engaged in, or about to become engaged in, an agricultural occupation.  
1 g.) Other (please specify on back)
2. What is the major responsibility of the vo-ag instructor in your school? (select one)
- 15 a.) To train high school students for proficiency in farming.  
43 b.) To administer a program of high school and post-high school agricultural education.  
5 c.) Other (please specify on back)
3. How would you rate the following as to the order of importance in the responsibility of the vo-ag instructor? (encircle the rank you assign to each)
- a.) Attend fairs and livestock shows. 1 2 3 4 5 6 7
- b.) Provide on-the-farm instruction for the vo-ag students. 1 2 3 4 5 6 7
- c.) Improve community-school relations. 1 2 3 4 5 6 7
- d.) Teach high school vo-ag students. 1 2 3 4 5 6 7
- e.) Organize and hold regular meetings of an advisory council. 1 2 3 4 5 6 7
- f.) Conduct adult farmer classes. 1 2 3 4 5 6 7
- g.) Advise the F.F.A. 1 2 3 4 5 6 7
4. Which of the following most accurately describes how the policies of the vo-ag department are determined? (select only one)
- 2 a.) The ag. instructor  
~~-~~ b.) The administrator  
14 c.) The administrator and the ag. instructor jointly  
1 d.) The state department  
4 e.) The administrator and ag. instructor in consultation with an advisory council.

- 19 f.) The administrator and ag. instructor in consultation with an advisory council and the state department.
- 23 g.) The administrator and ag. instructor in consultation with the state department.

PART IV

Please answer each	<u>Academic Teacher</u>		<u>Vo-ag Teacher</u>	
	Yes	No	Yes	No
a.) Does your district require continuous advanced study?	_____	_____	_____	_____
b.) Is summer attendance of classes for college credit counted as vacation time?	_____	_____	_____	_____
c.) Are your teachers expected to work during state-allowed school holidays (Thanksgiving, Christmas, Spring vacation)?	_____	_____	_____	_____

2. How is the salary of your teachers determined? (check one for each teacher)

<u>Academic teacher</u>		<u>Vo-ag teacher</u>	
_____ a.) Base pay		<u>1</u> a.) Base pay	
_____ b.) Base pay plus allowance for extra duty		<u>13</u> b.) Base pay plus 1/3	
_____ c.) Mutual agreement		<u>24</u> c.) Base pay divided by regular contract period times vo-ag contract period	
_____ d.) Other (please specify on back)		<u>19</u> d.) Base pay plus flat summer wage	
		<u>3</u> e.) Mutual agreement	
		<u>4</u> f.) Other (please specify on back)	

3. In your opinion which of the following most clearly describes why the vo-ag instructor should be employed on the same contract period as the academic teacher? (If satisfied with the extended contract period go to item 5) check one
- a.) His responsibility is no different.
  - b.) Since he is not full-time ag. during the academic year he need not be during the summer.
  - c.) The instructor of vo-ag favors it.
  - d.) The declining need for farmers leaves the vo-ag instructor less to do.
  - e.) Other (specify on back)
4. In your opinion which of the following most clearly describes why the vo-ag man should be employed on a twelve-month contract? (check one)
- 9 a.) The nature of the subject he teaches requires his continuous attention and study.
  - 16 b.) The supervised project program requires it.
  - c.) Community-school relations.
  - 36 d.) In order to administer an effective program of agricultural education he must be on the job the year around.
  - e.) Tradition
  - f.) Other (specify on back)
5. In your opinion which of the following most clearly describes why your vo-ag man is employed on a twelve-month contract? (check only one)
- 8 a.) The nature of the subject he teaches requires his continuous attention and study.
  - 21 b.) The supervised farming program requires it.
  - c.) Community-school relations.
  - 34 d.) In order to administer an effective program of agricultural education he must be on the job the year around.
  - 1 e.) Tradition
  - f.) Other (please specify on back)

## PART V

1. What is your opinion concerning the effectiveness of the vocational agriculture program as now operative in your school? Very satisfactory 26, satisfactory 31, unsatisfactory 6. (If dissatisfied please answer question

- 2) 2.) To which of the following do you attribute the major source of dissatisfaction?
- 10 a.) The inherent weaknesses of the program.
- 4 b.) The vo-ag instructor that administers the program.
3. What is your feeling on the following proposals as they would affect your program of vocational agriculture? (check each)

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strongly oppose
a.) Discontinue the supervised farming program requirement.	<u>4</u>	<u>6</u>	<u>5</u>	<u>22</u>	<u>25</u>
b.) Discontinue the F.F.A. part of the program.	<u>2</u>	<u>4</u>	<u>3</u>	<u>13</u>	<u>38</u>
c.) Institute a program of general agriculture for all interested students.	<u>17</u>	<u>17</u>	<u>9</u>	<u>18</u>	<u>7</u>
d.) Transfer the mechanical training aspect of the program to some other shop program.	<u>6</u>	<u>11</u>	<u>6</u>	<u>17</u>	<u>22</u>
e.) Reduce the number of contests in which F.F.A. members participate.	<u>12</u>	<u>15</u>	<u>11</u>	<u>18</u>	<u>7</u>
f.) Place the program strictly					

	Strongly favor	Mildly favor	No opinion	Mildly oppose	Strong- ly oppose
on an acade- mic school- year basis.	<u>3</u>	<u>5</u>	<u>7</u>	<u>21</u>	<u>26</u>
g.) Place increas- ed emphasis on agricul- turally relat- ed occupa- tions.	<u>30</u>	<u>23</u>	<u>4</u>	<u>2</u>	<u>1</u>
h.) Provide sabbatical leave for vo- ag men who wish to study for an advanc- ed degree	<u>13</u>	<u>13</u>	<u>20</u>	<u>11</u>	<u>3</u>
i.) Discontinue the program entirely.	<u>-</u>	<u>2</u>	<u>3</u>	<u>10</u>	<u>45</u>
j.) Require the vo-ag man to teach on the same certifi- cate as other teachers.	<u>22</u>	<u>13</u>	<u>12</u>	<u>10</u>	<u>6</u>
k.) Provide increased in- service instruc- tion to help improve the quality of teach- ing.	<u>28</u>	<u>19</u>	<u>16</u>	<u>1</u>	<u>-</u>
l.) Others:	<u>          </u>				