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**A STUDY OF THE IMAGE OF VOCATIONAL EDUCATION
IN SOUTH DAKOTA SCHOOLS**

BY

MELVIN T. SIMEK

**A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Major in
Agricultural Education,
South Dakota State
University**

1965

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MTS

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INTRODUCTION

Under the provisions of the Smith-Hughes Act and supplementary acts comprehensive programs of vocational education have been developed. Although much has been accomplished, existing programs need to be expanded and new programs developed if vocational education is to be made available to all who can profit from the instruction.

Vocational education helps to give definite purpose and meaning to education by relating training to specific occupational goals. In addition to training for job skills, it also develops abilities, understandings, attitudes, work habits and appreciations which contribute not only to successful employment but also to a satisfying and productive life.

Vocational education does not take the place of general academic education, but rather supplements and enhances it for students who want specific training for a chosen occupation. Vocational education sponsored by the national vocational education acts and academic education are administered by legally constituted state and local school authorities, who recognize their responsibility to provide opportunities for both forms of education. Vocational education is an important part of a well-balanced school program and aims at developing competent workers, recognizing that the American worker should also be competent economically, socially, emotionally, physically, intellectually and in a civic sense.

Industry, business, agriculture and the home all require men and women with thorough general academic training and a high degree of

manipulative skill, technical knowledge and adaptability. The percentage of unskilled workers required in the labor force is steadily declining; the percentage of skilled and semi-skilled workers is increasing. Technological advances will continue to increase the demand for highly skilled technical workers. The scientific farm of today makes it necessary for the farmer to acquire essential mechanical skills along with training for scientific management, conservation, production and marketing. The mobile family, early marriages, women working outside the home, the high divorce rate and availability of more leisure time have all had a strong impact on the home and upon instruction in home-making. Vocational education programs, which serve both youth and adults, are constantly being adjusted to the demands of this mechanical age and to new technological, social and economic conditions.

It is very important that the vocational education offered be based on the specific manpower needs of the nation. As these needs change, the program of vocational education must be adapted to meet the changes. This makes it necessary to continue changing vocational education programs by the adaptation of curriculums, courses, equipment, teacher education, the elimination of obsolete programs and the addition of new programs. By careful program planning, leaders in vocational education can help make it possible for updated curriculums to be utilized as needed by the students.

Program planning can be used effectively by teachers, supervisors and teacher educators in the modification of vocational education today and in its further development in the years ahead. This study is

designed to discover the revisions and additions that are needed in the vocational curriculums of South Dakota, so that youth may be better prepared for employment. The attitudes of school administrators, vocational agriculture teachers and vocational homemaking teachers relative to the expansion and modification of appropriate programs of vocational education were collected. The responses as reported by school administrators and teachers are appraised and compared as to the effectiveness of the vocational education programs as they function in South Dakota.

PURPOSE

The controlling purpose of vocational education is to fit persons for useful employment. The needs of two distinct groups of people are served by the program: (1) those who have entered upon and (2) those who are preparing to enter upon the work of various occupations in the fields of agriculture, business and commerce, distribution, homemaking and trades and industry. Vocational education programs provide training for young persons in regular day school classes and for out-of-school youths and adults, both employed and unemployed.

From this goal stems the necessity to appraise, evaluate and revise present vocational curriculums at intervals in order that the programs make a worthy contribution in preparing individuals to assume happily and successfully their roles as employees in the competitive, demanding and ever-changing society.

The purpose of this study was to have South Dakota school administrators who had one or more vocational departments, vocational agriculture teachers and vocational homemaking teachers express their attitudes in regard to vocational education in the South Dakota public high schools. This was done to determine the effectiveness of the programs and to obtain an image of vocational education as it presently exists. The aim of this study is to provide some tangible assistance in revisions and additions to the present vocational educational curriculums of South Dakota.

The writer formulated the following hypotheses to be investigated by the study:

1. The vocational education programs as offered in the high schools in South Dakota are designed primarily for students from the lower socio-economic group in the community.
2. The vocational education programs in the secondary schools are causing too many administrative problems to justify having them.
3. The vocational education programs should serve geographic areas larger than the school districts.
4. The vocational education programs are not designed to train the students completely for immediate employment upon graduation from high school.

REVIEW OF LITERATURE

Some form of vocational education has been used since the dawn of history. From man's earliest efforts to conquer his environment, vocational skills and knowledge have been transmitted from man to man and from generation to generation. The industrial revolution during the 18th and 19th centuries and the progress made in agriculture and business were closely associated with instruction in vocational education. During the formative years of this country's development, vocational methods adopted from Europe were used to a limited extent.

In order to understand more clearly certain terms used in this study, it is pertinent to repeat their definitions as indicated below.

Vocational education. An aspect of education that aims at the development of human abilities in terms of knowledge, skills and understandings so that the individual may serve happily and efficiently in carrying on the activities in the vocational pursuits of his choice.

Vocational agriculture. The training of youths and adults for proficiency in farming and related fields of agriculture.

Vocational homemaking. The training of youths and adults in family-centered instruction, experience and guidance in all aspects of family and social living.

Distributive education. The training and helping of workers in distributive occupations to give better service and, thereby, to promote the general welfare of producers, consumers, business workers and business itself.

Industrial education. The skill and training which enable workers and prospective workers in industry to acquire efficiency in a chosen occupation.

Distributive occupation. The type of employment in which there is a transfer of goods and services from producers to consumers.

Practical nursing. The study which prepares an individual to care for chronic or convalescent persons under the supervision of a registered nurse or a physician.

The development of vocational education in the future will be greatly influenced by the experiences gained in the administration and conduct of programs of vocational education for which federal funds have been made available beginning with the passage of the Smith-Hughes Act in 1917.¹

Every state and territory offers federally aided vocational education programs. Each state has a vocational education board to set policy. Federal funds can, in some cases, be used for classroom or shop equipment, but not for buildings; nearly all the federal funds made available through the Smith-Hughes Act and the George Barden Act are used by the states as partial reimbursement for teachers' salaries. In all but the most recent programs, states must match federal funds, dollar for dollar. In general, state and local expenditures far exceed the matching requirements. The types of reimbursable vocational instruction

¹Vocational Education in the Next Decade, United States Department of Health, Education and Welfare, p. 1, United States Government Printing Office, Washington, D. C., 1961.

are specified by federal law, as well as the age and job status of the students.²

According to a report written by Walker³ of the United States Department of Health, Education and Welfare, the number of persons receiving training in public vocational education programs has reached and passed the four million mark. From 1961 through 1962 more than four million persons enrolled in vocational education programs. Forty-two per cent received training in homemaking, 25 per cent in trade and industrial fields, 20 per cent in agriculture, eight per cent in distributive occupations, four per cent in technical occupations and one per cent in practical nursing. All the programs in which these persons were enrolled received federal funds. Forty-seven per cent of the persons enrolled in 1961-1962 were in day classes, 45 per cent in evening classes and eight per cent in part-time classes. By type of program, the enrollment distribution was as follows: agriculture, 58 per cent day, 32 per cent evening and 10 per cent part-time; distributive education, 86 per cent evening and 14 per cent part-time; homemaking, 62 per cent day, 35 per cent evening and three per cent part-time; trade and industrial, 30 per cent day, 55 per cent evening and 15 per cent part-time; practical nursing, 72 per cent day and 28 per cent evening;

²Education for a Changing World of Work, Panel of Consultants on Vocational Education, United States Department of Health, Education and Welfare, p. 7, United States Government Printing Office: Washington, D. C., 1962.

³Rose M. Walker, "Increasing Enrollments in Vocational Education," School Life, vol. 45:15, United States Government Printing Office: Washington, D. C., July, 1963.

and technical education, 64 per cent day and 36 per cent evening.

The 1960's will record an unprecedented growth in the American labor force. Benjamin C. Willis⁴ reports that the 26 million new young workers entering the labor market during this decade represent a 46 per cent increase over the 1950's. Willis⁵ believes this decade will also see a 20 per cent increase in the number of older workers of both sexes who are 45 years of age and over. But there will be small growth in the central age groups; in fact, the number of workers 35-45 years old will actually decrease.

It may be said to those who view this large influx with alarm that it offers an enormous potential increase in human energy and skill. It is not a time for regret, but rather a time for hope and planning. Willis⁶ states:

...the United States must provide skills and find employment opportunities for a labor force rate of increase 50 per cent larger than that prevailing during the previous decade... more people must learn more things in less time, and learn them better, than at any previous time in history. From this we can make the generalization that there are not enough schools, not enough vocational programs, and serious financial problems.

⁴Benjamin C. Willis, "Vocational Education in the Years Ahead," American Vocational Journal, vol. 38:18, American Vocational Association, Inc., Washington, D. C., April, 1962.

⁵Ibid., p. 19.

⁶Ibid.

During the past few years there has been much concern over the increasing number of drop-outs in this nation's schools. Brandon⁷ maintains that 87 million American youths and adults will need vocational or technical training within the next decade. He says, "Only two out of 10 children now in grade school will finish four years of college."⁸ The other eight, according to this specialist, will need specific training to succeed in our fast-moving, skill-demanding society.⁹

Boutwell¹⁰ asserted that in this decade, 1960-1970, 26 million young people will be looking for jobs. Boutwell¹¹ further states:

In this decade automation is expected to reduce employment in 18 major industries. Automation is not only reducing jobs; it is wiping out jobs once open to the unskilled. In the 1960's only five per cent of all jobs can be open to the unskilled. Three years ago James B. Conant, in his book Slums and Suburbs described our cities as filled with "social dynamite."

Today's complex, technological society has become entirely unforgiving of the untrained. Young people who once could have worked as unskilled factory or farm laborers have no place to go but street

⁷George L. Brandon, "Perspectives-Vocational Education," Michigan Education Journal, vol. 40:35, Michigan Education Association: Lansing, Michigan, January, 1964.

⁸Ibid.

⁹Ibid.

¹⁰William D. Boutwell, "What's Happening in Education?" Parent-Teacher Association Magazine, vol. 58:23, Parent-Teacher Association Magazine: Chicago, Illinois, May, 1964.

¹¹Ibid.

corners. Cohen and Fremon¹² point out that 40 per cent more new workers will be job seeking than were 10 years ago. They say, "For unskilled youngsters, jobs are already scarce from coast to coast and the bleak picture is becoming more typical."¹³

Moss¹⁴ maintains that for most drop-outs the crux of the problem is the inadequacy of the curriculum. They find in the old traditional curriculum little which appears to relate to their needs and interests. One step in the right direction is the widely diversified curriculum. Naturally the prerequisite for such a curriculum is a thorough grounding in the fundamentals (the three R's). Moss further supports this view when he states:¹⁵

In addition to this basic problem the schools should provide other courses which meet more specialized needs....By offering elective courses in the various interest areas of students, a school achieves two purposes: it encourages the pupil to remain in school, and it equips him with a really salable asset and renders him ready to enter the world of employment upon graduation. When the school realizes that each pupil must be given what he needs for the future, the broadening of the curriculum to include this sort of vocational course will follow.

¹²Eli Cohen and Suzanne Fremon, "Will There be Jobs for Our Children?" Parents' Magazine and Better Homemaking, vol. 38:100, Parents' Magazine Enterprises, Inc.: New York, New York, November, 1963.

¹³Ibid.

¹⁴Jerome Moss, "Universal Vocational Education: A Vital Element of Public Education," Educational Forum, vol. 28:64-65, George Bonta Company, Inc.: Menoska, Wisconsin, November, 1963.

¹⁵Ibid., pp. 69-70.

Vocational and technical education must be treated as an integral part of total education, which it is. Total education should introduce school youth to the world of work along with the world of the professions and of culture. Smith¹⁶ sums it up this way:

It should enable youth to move into their next role in life whether that be to attend college, the professional school, or the vocational-technical school; or to enter directly into employment. But there should be no deadend tracks....the educational system should provide adults and out-of-school youth, wherever they may live, the opportunities for general and vocational-technical or retraining while on the job....The system should provide the facilities, the curricula, the teaching skills, and the organizational knowledge required for such special short courses and crash training programs as are constantly being required for the benefit of the unemployed and others needing them.

The projected growth of the economy and the increase in the number of workers who will be needed make it essential to expand programs of vocational education. The continuation and extension of current vocational education programs will not meet all of the needs for vocational education. Conditions in the world today result in many new demands on education. A statement taken from Vocational Education in the Next Decade¹⁷ is:

Providing adequate vocational education for the work force of the nation is a complex and difficult problem and requires essential staff and desirable facilities. Vocational education is currently available to only a portion of those who are in need of such education....one of the most promising ways of providing vocational education is through area vocation education programs. These programs serve areas larger than the regular school district. It is thus possible to provide

¹⁶Harold T. Smith, Education and Training for the World of Work, p. 1, W. E. Upjohn Institute for Employment Research: Kalamazoo, Michigan, July, 1963.

¹⁷Vocational Education in the Next Decade, op. cit., pp. 2-3.

training for many occupational fields, where it is not practical for it to be offered in the many local communities or schools.... Many vocational education programs should be offered beyond the usual 12 grades in the secondary schools. Therefore, programs at the post-high school levels particularly in the 13th and 14th year will be expanded.

Smith¹⁸ further supports this view when he states:

The institutions needed are (1) the comprehensive area post-secondary and adult education institution, located ultimately at the heart of every commuting area or education center that is not yet able economically or otherwise to support a post-secondary institution. The center would be in fact an embryo of a post-secondary and adult education institution.

The hub of the whole vocational education system of tomorrow, by whatever name it is called, will be the comprehensive area post-secondary and adult education institution. The national trend is in this direction, and the reasons for it are clear. Most individual high schools cannot offer the variety of programs needed. More and more vocational-technical courses beyond the high school level are needed. The public favors later initial employment than at high school graduation. Employers favor the older employee and the one who has taken his vocational training at a post-secondary institution. The post-secondary institution will have better facilities and a more specialized staff in many fields than the high schools can have. For these reasons, more and more youth, when post-secondary education is available to them, are likely to postpone their vocational training until after high school graduation. Adults tend to favor the post-secondary institution over the high school for their training and retraining for the additional reasons that the teaching methods and the professional climate may be more to their liking.

The intrusion of vocational activities into the all-academic program of the public schools has naturally given rise to as lively a jurisdictional dispute as has ever occurred among trade unions.

Keller¹⁹ contends that we have had a good deal of "looking down" upon

¹⁸Smith, op. cit., p. 3.

¹⁹Franklin J. Keller, Principles of Vocational Education, p. 244, D. D. Heath and Company: Boston, 1948.

vocational education as something for duller children and we have had some aggressive independence exhibited by vocational people intent upon compensating for inferiority complexes. However, he maintains that, in recent years, as leaders in vocational education have shown their mettle and justified their cause, the controversies have subsided to a considerable extent. Nevertheless, Keller²⁰ says, "There always remains the question as to who shall decide the when, where, how, what kind, and how much of vocational education in any community." Keller²¹ holds the view that the situation is usually complicated by heavy overweighting of academic teachers whose primary interest is in teaching what they know and who generally tend to resist the fearsome unknown. He further believes that the vocational program can only sputter out into futility if the school administrator does not have the liveliest appreciation of occupational demands of agriculture and homemaking and also of the striking individual differences in the children concerned.²²

Legg²³ believes that, if administrators do not have on hand workable plans for vocational education, they will not implement these courses even though they should be as responsible for developing

²⁰Ibid.

²¹Ibid., p. 292.

²²Ibid., p. 293.

²³Otto Legg, "Vocational Education Depends Upon the Community Power Structure," Agricultural Education Magazine, vol. 36:161, Interstate Printers and Publishers: Danville, Illinois, December, 1963.

vocational education as they are in preparing for college. He further maintains that many vocational departments have only an appendage status. The subsequent curriculum offered is based on financial and administrative decisions, causing many vocational efforts to become negative learning situations and, as such, vocational classes become a receptacle for misfits.

Legg²⁴ agrees that vocational education has been somewhat successful in obtaining funds at the federal level, but is having little or no voice in educational expenditures at the local or county level. Legg supports this view when he writes:

...pressure groups exert sufficient pressure on local school officials to make most vocational offerings token efforts when educational funds are severely limited....after sufficient funds have been made available to care for the college preparatory demands of the power group, then the vocational training of the remaining children is next considered for vocational courses....vocational education, except for a few crash programs, has generally succumbed to a lesser role in education as the demands continue to increase for academic preparation and gymnasiums for spectator sports.

There has never been a better time or a time of greater urgency than the present for replanning vocational programs. This is a belief being expressed not only by leaders in vocational education, but also by educators outside of vocational education. Some of the well-recognized leaders in this country have warned of the need for revising objectives, overhauling curriculums and improved methods.²⁵

²⁴Ibid., p. 162.

²⁵Ibid.

There is a reawakening to the true importance of vocational education. Byram²⁶ maintains there is a growing realization that only a minority of students can master higher mathematics and can successfully major in specialized aspects of the physical and biological sciences. He notes that our best educational leaders have reappraised the situation and are seeing it in true perspective. They realize that the majority of youth will not pursue higher education for degrees. There is increasing awareness of dangers of having large numbers of young people out of work and with no salable skills.²⁷

All youth need recognition and approval. Many cannot get it in the more academic pursuits because they cannot successfully compete in the activities. A statement from Byram and Wenrich²⁸ supports this view:

Most of the general education subjects in the secondary school curriculum require skill in the use of words. Youth with less aptitude in verbal matters must get recognition in some other field. This does not mean that youth should not be taught to read, write, and speak effectively; it does mean that, since school experiences in the vocational field are generally based on activities that involve doing, youth less talented are not necessarily handicapped as much as they might be in academic subjects. The vocational offerings of the school frequently provide the opportunity for youth to show achievement and gain recognition.

²⁶Harold M. Byram, "Re-Planning High School Programs in Agriculture Education," Agricultural Education Magazine, vol. 36:90, Interstate Printers and Publishers: Danville, Illinois, October, 1963.

²⁷Ibid., p. 91.

²⁸Harold M. Byram and Ralph C. Wenrich, Vocational Education and Practical Arts in the Community School, pp. 55-56, MacMillan Company: New York, 1956.

The economic and social well-being of any society is dependent upon the abundance of goods and services made available for its people. Dr. Walter Cocking, retired editor of the School Executive, now called Overview, and a man of considerable experience in administration of programs including agriculture education, made this summarization: "Vocational agriculture either will have to adjust its objectives and programs to the dynamic and rapidly changing occupational complex or it will gradually recede or be crowded out by programs that are adjusted."²⁹

Vocational agriculture, which has been primarily concerned with farm training up to now, is leading the drive for more technical agriculture education. Geyer³⁰ reports that new training programs in technical agriculture are expanding employment prospects for farm boys who will, by choice or circumstances, neither farm nor go to a four-year college. These programs are designed from high school vocational agriculture courses and on-farm experience. Such post-high school curriculums run from several weeks to two years in length. Geyer³¹ asserts that these courses prepare youth for agricultural jobs in which a degree is not necessary, but in which a diploma is not adequate. The programs train youths for the following occupations: sales and service

²⁹Byram, op. cit., p. 91.

³⁰Richard C. Geyer, "Coming, Better Agriculture Jobs Without College," Successful Farming, vol. 62:88, Meredith Publishing Company: Des Moines, Iowa, April, 1964.

³¹Ibid.

of farm machinery, fertilizer, chemicals and other farm production items; technical assistance to veterinarians and laboratory scientists, management of business, such as grain elevators and farm supply stores; and technical work in forestry and horticulture.

Geyer³² contends that, although post-high school vocational instruction emphasizes practical knowledge rather than theory, long-lasting principles are not ignored. He points out that one- and two-year programs may include courses in basic sciences, mathematics, business, communications and leadership arts, as well as technical agriculture subjects. Geyer³³ supports the need for more technical agricultural education when he notes that over 80 per cent of the farm boys entering the labor force in the 1960's will have to turn to non-farm work.

Byram and Wenrich³⁴ maintain that vocational programs in homemaking are designed to have an important part in secondary education. Such programs give major attention to human relationships, child development, child rearing and the management aspects of homemaking. They deal with the complex problems which face young people in the early years of marriage and for which so few feel adequately prepared.³⁵

³²Ibid.

³³Ibid.

³⁴Byram and Wenrich, op. cit., p. 58.

³⁵Ibid., p. 66.

Many changes are taking place in particular occupations that will have significant influences on vocational education. Curriculum evaluation must be an integral part of the educational procedure if it is to meet the challenges of a changing world.

PROCEDURE

Little research in regard to the proposals for vocational education in a changing world of work has been compiled. Therefore, little background information was available concerning methods used in obtaining data.

After reviewing the trends of the increasing numbers of drop-outs of high school students and of the underemployed, it seemed important to obtain an image of the vocational programs of the South Dakota public schools to see if there is a relation between the type of vocational education programs offered and the educational needs of the students.

The hypotheses for the study were formulated from the trends seen in the literature on vocational education. It was decided that the questionnaire method would be the best possible means of obtaining data as it would be impossible to reach the school administrators, vocational agriculture teachers and vocational homemaking teachers by any other feasible method. It would produce uniformity in checking results to determine attitudes concerning: (1) curriculum development and administration, (2) socio-economic and academic aspects and (3) teacher-administrator relationships.

A data gathering instrument was developed to obtain attitudes concerning an image survey of vocational education in the South Dakota public schools. A letter of explanation (Appendix A), the data gathering instrument (Appendix B) and a return self-addressed envelope were mailed to a six-member jury composed of authorities in the field of

vocational education. These jury members were chosen because they are very influential and instrumental in recommending needed changes in the vocational education program.

The data gathering instrument was returned by all the jury members. One jury member did not express his attitudes concerning the 33 items listed on the instrument. All members responded with helpful suggestions for revisions of the final instrument.

The revised data gathering instrument (Appendix D) was mailed to 100 school administrators who had one or more vocational teachers employed in their school systems, 76 vocational agriculture teachers and 116 vocational homemaking teachers in South Dakota. Names and addresses were secured from the current Secondary School Directory for South Dakota compiled by the State Department of Public Instruction and the South Dakota Vocational Directories compiled by the state supervisors in vocational agriculture and vocational homemaking.

A letter of explanation (Appendix C) of the study and a self-addressed stamped envelope accompanied the data gathering instrument. Postal cards and second letters (Appendix E) were sent to late respondents. The data gathering instrument, after the second mailing, was returned by 93 school administrators or 93 per cent of those contacted. Instruments were returned by 75 vocational agriculture teachers or 99 per cent and 110 vocational homemaking teachers or 95 per cent of those contacted. School administrators, vocational agriculture teachers and vocational homemaking teachers were chosen because the writer believed their attitudes would be valuable in determining the needs of vocational

education and they were the greatest number available to be sampled for this study.

Raw data from the data gathering instrument were tabulated by tallying responses from each group contacted in chart form. These results were totaled and the numbers and percentages set up in table form. The questions from the survey instrument were placed in three groupings; namely, curriculum development and administration, socio-economic and academic aspects and teacher-administrator relationships, for each group of respondents. In analyzing the data gathered for purposes of evaluating the images, a work sheet was prepared bearing the complete list of 33 items which appeared on the instrument sent to school administrators, vocational agriculture teachers and vocational homemaking teachers. A value was assigned to each response: under "Strongly Agree," a value of plus two; under "Agree," a value of plus one; under "Undecided," a zero value; under "Disagree," a value of minus one; and under "Strongly Disagree," a value of minus two.

A weighted frequency for each item was then computed by summing the products of the assigned values and their respective response frequencies. The weighted frequency was then divided by the total number of respondents in each item to complete the mean weighted frequency computation.

The following example illustrates the procedure used in determining the weighted frequency and mean weighted frequency values.

	Strongly agree (+2)	Agree (+1)	Undecided (0)	Disagree (-1)	Strongly disagree (-2)	Weighted frequency	Mean frequency
Item A Table 4	28	50	10	3	2	99	1.06

In the foregoing table, each weighted frequency was computed by multiplying the frequency value assigned to each response; such as, 28 responses under "Strongly agree" were multiplied by the frequency value of +2 and each succeeding response multiplied by its respective assigned value. The summing of the products produced the weighted frequency. The mean frequency was then obtained by dividing the total number of respondents, which in this example was 93.

RESULTS OF THE INVESTIGATION

Introduction

This chapter presents the findings of the study based on the data collected and analyzed in accordance with the procedures as explained in the previous section. The primary purposes of this survey were to make a study to obtain an image of vocational education as it presently exists and to determine the effectiveness of the South Dakota vocational programs for training of students for future employment. Further aims were to determine what should be included or deleted and to find where to place emphasis.

The findings are presented in two classifications: (1) attitudes of jury members, school administrators, vocational agriculture teachers and vocational homemaking teachers concerning curriculum development and administration, socio-economic and academic aspects and teacher-administrator relationships; and (2) composite presentation of responses from all respondents compared to those of a jury of professionals in vocational education.

In analyzing the data gathered for purposes of ascertaining the images, a work sheet was first prepared bearing the complete list of 33 attitudes which appeared on the instrument sent to the jury of professionals, school administrators, vocational agriculture teachers and vocational homemaking teachers. A value was assigned to each response as follows: under "Strongly agree," a value of plus two; under "Agree," a value of plus one; under "Undecided," a zero value; under "Disagree,"

a value of minus one; and under "Strongly disagree," a value of minus two.

A weighted frequency for each item was then computed by summing the products of the assigned values and their respective response frequencies. The weighted frequency was then divided by the total number of respondents in each item to complete the mean weighted frequency computation.

Attitudes of Professionals

The response frequencies of the items as answered by the jury of professionals are revealed in Tables 1, 2 and 3.

The majority of the items were checked as "strongly agree" or "agree" in the area of curriculum development and administration. As shown in Table 1, jury members felt that vocational education programs should be offered, but broadened at the high school, post-high school and adult levels and carry academic credit equal to courses of a non-vocational nature. They also indicated that interested boys in town and farm boys should have an opportunity for more formal in-school training in vocational agriculture. Likewise, they felt there is a definite need for homemaking training in high school; however, they were divided in their attitudes about homemaking courses being elective or required. Members were divided in their thinking concerning the size of high school enrollment before a farming community should establish a vocational agriculture program. They agreed that there is a need for special programs for drop-outs and industrial training for out-of-school youths and adults.

Table 1. Attitudes of Jury Members Concerning Curriculum Development and Administration of Vocational Education (N = 5)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
A. Vocational education programs should be offered at the secondary level and post-high school level, particularly in the 13th and 14th years.	3	60	2	40	0	0	0	0	0	0	1.60
B. There is need for improvement in the vocational curriculum in the schools of South Dakota.	0	0	0	0	0	0	1	20	4	80	-1.80
C. More vocational programs should be offered for adults in more fields or areas of vocational education.	4	80	1	20	0	0	0	0	0	0	1.80
D. Vocational education courses should carry academic credit equal to nonvocational courses in the secondary school curriculum.	3	60	2	40	0	0	0	0	0	0	1.60
E. Special programs should be available for the youth who have dropped out of school and remain underemployed or unemployed.	2	40	3	60	0	0	0	0	0	0	1.40
F. Vocational teachers should be consulted by school administrators and school board officials in planning a vocational education program in South Dakota public high schools.	4	80	1	20	0	0	0	0	0	0	1.80

Table 1. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per No.	cent	Per No.	cent	Per No.	cent	Per No.	cent	Per No.	cent	
G. Farm boys receive sufficient training on the farm, thus making formal in-school training in agriculture unnecessary.	0	0	0	0	0	0	0	0	5	100	-2.00
H. Girls can receive adequate homemaking training in their homes without taking further homemaking training in high school.	0	0	0	0	0	0	1	20	4	80	-1.80
I. Vocational homemaking courses should be elective rather than required.	2	40	1	20	0	0	0	0	2	40	.20
J. The public schools have a responsibility for providing industrial occupational training for out-of-school youth and adults where needs are evident.	3	60	2	40	0	0	0	0	0	0	1.60
K. Vocational education programs in South Dakota public schools, being principally in agriculture and homemaking, need to be broadened and made more comprehensive, to include such preparation as trades, distribution, and office occupations, in order to meet the educational needs of more students.	3	60	2	40	0	0	0	0	0	0	1.60

Table 1. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
L. More state aid is needed to expand the vocational education programs.	4	80	1	20	0	0	0	0	0	0	1.80
M. At present vocational education is a federally controlled educational program.	0	0	0	0	0	0	3	60	2	40	-1.40
N. It is desirable to have vocational education financed in part by federal funds.	2	40	3	60	0	0	0	0	0	0	1.40
O. Vocational education programs should serve geographic areas larger than the regular school district.	2	40	2	40	0	0	1	20	0	0	1.00
P. Every farming community that has a high school enrollment of 100 pupils or more needs a vocational agriculture department.	1	20	1	20	1	20	1	20	1	20	0
Q. Boys in town who are interested in working in agriculture should have an opportunity to enroll in vocational agriculture classes.	4	80	1	20	0	0	0	0	0	0	1.80
R. Having a vocational education program in a secondary school causes too many administrative problems to justify having it.	0	0	0	0	0	0	1	20	4	80	-1.80

The five-member jury was the only group of respondents who felt the vocational curriculums in the schools of South Dakota are adequate, but felt, as the other groups did, that vocational programs should serve geographic areas larger than the regular school district. These members are unaware of any administrative problems existing in a public high school in South Dakota which has a vocational education program. Jury members believed that vocational teachers should be consulted by school administrators and school board officials in planning a vocational education program. The members felt federal financing and more state aid are desirable for the expansion of vocational education, but did not feel that the present vocational program is federally controlled.

As shown in Table 2, all jury members felt that the secondary school should encourage academically talented pupils to enroll in vocational education; and they supported this attitude when they disagreed that vocational education is not decreasing in need. Eighty per cent of the members felt vocational education can help reduce the drop-out rate of high school students, and 100 per cent said that those enrolled in vocational education courses are not from the lower socio-economic group in the community. Sixty per cent of the jury respondents felt vocational education students are subjected to more social disadvantages than those in nonvocational education; however, one member or 20 per cent felt they were and one member responded that he was undecided. Three jury members believed all high school pupils are interested in some vocational subjects and two members were undecided. All jury

Table 2. Attitudes of Jury Members Concerning Socio-Economic and Academic Aspects of Vocational Education (N = 5)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
A. Students enrolled in vocational education are subjected to more social disadvantages than those in nonvocational education.	0	0	1	20	1	20	3	60	0	0	-.40
B. Vocational education is decreasing in need.	0	0	0	0	0	0	1	20	4	80	-1.80
C. Vocational education can play a significant role in reducing the drop-out rate of high school students.	3	60	1	20	0	0	1	20	0	0	1.20
D. The secondary school should discourage academically talented pupils from taking vocational education courses.	0	0	0	0	0	0	0	0	5	100	-2.00
E. High school students selecting vocational education courses are usually from the lower socio-economic group in the community.	0	0	0	0	0	0	4	80	1	20	-1.20
F. Most high school pupils are interested in some vocational subjects.	0	0	3	60	2	40	0	0	0	0	.60

Table 2. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
G. Farming requires less intelligence than most other occupations.	0	0	0	0	0	0	1	20	4	80	-1.80
H. High school agriculture courses are an economic help to the farm boy who is interested in agriculture.	2	40	3	60	0	0	0	0	0	0	1.40

members agree that farming requires intelligence at least equal to other occupations and that high school agriculture courses are an economic help to those interested in the occupations of related agriculture.

Table 3 shows the attitudes of the jury members concerning teacher-administrator relationships in vocational education. The jury members believed that the successful development of vocational education depends upon the encouragement and support obtained from the school administrator and all believed that nonvocational teachers do not understand and appreciate the needs of vocational education. All members felt that vocational teachers are adequately trained and the assistance of skilled craftsmen in team teaching would be undesirable. However, they felt that more in-service professional training should be provided. All members agreed that vocational teachers are cooperative in helping with extra-class school activities.

It is interesting to note in summarizing that all jury members felt there was not an urgent need for improvement in the vocational curriculums in the schools of South Dakota. The members felt vocational education programs should be offered, but broadened, at the high school, post-high school and adult levels and should serve larger geographic areas. They felt more financial aid, however, would be needed for expansion; that academically talented students should be encouraged to enroll in vocational education courses; that vocational education can reduce the drop-out rate of high school students; and that students enrolled in vocational education are not subjected to more social disadvantages, or come from the lower socio-economic groups.

Table 3. Attitudes of Jury Members Concerning Teacher-Administrator Relationships in Vocational Education (N = 5)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per	Per	Per	Per	Per	Per	Per	Per	Per		
	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent		
A. Nonvocational teachers understand and appreciate the need for vocational education.	0	0	0	0	0	0	3	60	2	40	-1.40
B. The successful development of a local program of vocational education depends largely upon the degree to which local school administrators encourage and support the program.	0	0	5	100	0	0	0	0	0	0	1.00
C. Most vocational teachers are lacking in professional training.	0	0	0	0	0	0	3	60	2	40	-1.40
D. The vocational teachers in public schools should have the assistance of skilled craftsmen in team teaching.	0	0	0	0	0	0	1	20	4	80	-2.20
E. More in-service professional training should be provided for vocational teachers.	3	60	2	40	0	0	0	0	0	0	1.60
F. Vocational teachers are as cooperative as other teachers in helping with extra-class school activities.	3	60	2	40	0	0	0	0	0	0	1.60
G. The daily work load for vocational teachers is greater than of other teachers in the high school.	0	0	1	20	3	60	1	20	0	0	0

The professional jury believed that the successful development of vocational education depends upon the encouragement, support and understanding obtained from the school administrators and other teachers. They also believed vocational teachers are adequately trained and do not need the assistance of skilled craftsmen. However, they felt more in-service professional training is advisable.

Attitudes of School Administrators

Tables 4, 5 and 6 reveal the response frequencies of the items as answered by the school administrators. More than 95 per cent of the school administrators felt that there is a need for improvement in the vocational curriculums in the schools of South Dakota. This same view was held by vocational agriculture teachers and vocational homemaking teachers, but was contradicted by the jury members.

Table 4 further reveals that school administrators' responses show a 94.7 to 71.5 per cent range for "strongly agree" or "agree" on the following aspects of vocational education listed in descending order of frequency: need for broadening of programs so that they are made more comprehensive; consultation of vocational teachers, school administrators and school board officials in program planning; more state aid needed for expansion; serve geographic areas larger than the regular school district; homemaking courses should be elective; programs should be conducted at the high school, post-high school and adult levels; special programs for drop-outs that are underemployed or unemployed; should carry academic credit equal to nonvocational courses;

Table 4. Attitudes of School Administrators Concerning Curriculum Development and Administration of Vocational Education (N = 93)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
A. Vocational education programs should be offered at the secondary level and post-high school level, particularly in the 13th and 14th years.	28	30.1	50	53.8	10	10.8	3	3.2	2	2.1	1.06
B. There is need for improvement in the vocational curriculum in the schools of South Dakota.	46	49.5	43	46.3	1	1.0	0	0	3	3.2	1.38
C. More vocational programs should be offered for adults in more fields or areas of vocational education.	12	12.9	60	64.6	17	18.3	2	2.1	2	2.1	.84
D. Vocational education courses should carry academic credit equal to nonvocational courses in the secondary school curriculum.	14	15.2	65	69.8	9	9.7	4	4.3	1	1.0	.93
E. Special programs should be available for the youth who have dropped out of school and remain underemployed or unemployed.	14	15.2	57	61.2	16	17.2	6	6.4	0	0	.84
F. Vocational teachers should be consulted by school administrators and school board officials in planning a vocational education program in South Dakota public high schools.	16	17.2	68	73.1	5	5.4	4	4.3	0	0	1.03

Table 4. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
G. Farm boys receive sufficient training on the farm, thus making formal in-school training in agriculture unnecessary.	0	0	1	1.0	9	9.7	57	61.2	26	28.1	-1.16
H. Girls can receive adequate homemaking training in their homes without taking further homemaking training in high school.	0	0	3	3.2	4	4.3	55	59.2	31	33.3	-1.22
I. Vocational homemaking courses should be elective rather than required.	10	10.8	68	73.1	0	0	12	12.9	3	3.2	.75
J. The public schools have a responsibility for providing industrial occupational training for out-of-school youth and adults where needs are evident.	1	1.0	33	35.6	39	41.9	17	18.3	3	3.2	.13
K. Vocational education programs in South Dakota public schools, being principally in agriculture and homemaking, need to be broadened and made more comprehensive, to include such preparation as trades, distribution, and office occupations, in order to meet the educational needs of more students.	30	32.4	58	62.3	2	2.1	3	3.2	0	0	1.24

Table 4. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per No.	Per cent	Per No.	Per cent	Per No.	Per cent	Per No.	Per cent	Per No.	Per cent	
L. More state aid is needed to expand the vocational education programs.	38	40.9	45	48.5	6	6.4	3	3.2	1	1.0	1.24
M. At present vocational education is a federally controlled educational program.	1	1.0	23	24.8	15	16.1	49	52.7	5	5.4	-.37
N. It is desirable to have vocational education financed in part by federal funds.	11	11.8	58	62.4	14	15.1	8	8.6	2	2.1	.73
O. Vocational education programs should serve geographic areas larger than the regular school district.	32	34.5	47	50.5	9	9.7	4	4.3	1	1.0	1.13
P. Every farming community that has a high school enrollment of 100 pupils or more needs a vocational agriculture department.	4	4.3	28	30.1	22	23.6	35	37.7	4	4.3	-.08
Q. Boys in town who are interested in working in agriculture should have an opportunity to enroll in vocational agriculture classes.	7	7.5	64	68.8	10	10.8	7	7.5	5	5.4	.65
R. Having a vocational education program in a secondary school causes too many administrative problems to justify having it.	3	3.2	4	4.3	5	5.4	55	59.2	26	27.9	-1.03

financing by federal funds desirable; and interested boys in town should have an opportunity to enroll in vocational agriculture classes.

It is noteworthy that 87.1 per cent of the school administrators did not feel having a vocational education program caused too many administrative problems. Nearly three-fifths of this respondent group felt vocational education at present is not a federally controlled program. Approximately 90 per cent of the administrators responded that farm boys do not receive sufficient training on the farm, thus making formal in-school agriculture training necessary. Likewise, they felt the inadequacy of home training and thought additional high school homemaking training a necessity. This group indicated they are undecided and divided in their attitudes with reference to the establishment of a high school vocational agriculture department with an enrollment of 100 students. The highest per cent responding "undecided" for any item in the curriculum development and administration area and for any respondent group in this area appears in Table 4; namely, the responsibility of the public school for providing industrial training for out-of-school youth and adults.

In the area of socio-economic and academic aspects the administrators expressed the largest number of undecided responses of all the respondent groups. Table 5 shows that 48.2 per cent of the school administrators did not believe high school students enrolled in vocational education courses are from the lower socio-economic group. The jury members were in complete disagreement while vocational agriculture teachers and vocational homemaking teachers expressed a 69.3 per cent

Table 5. Attitudes of School Administrators Concerning Socio-Economic and Academic Aspects of Vocational Education (N = 93)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
A. Students enrolled in vocational education are subjected to more social disadvantages than those in nonvocational education.	0	0	12	12.9	16	17.2	50	53.8	15	16.1	- .73
B. Vocational education is decreasing in need.	3	3.2	1	1.0	4	4.3	38	40.9	47	50.6	-1.35
C. Vocational education can play a significant role in reducing the drop-out rate of high school students.	24	25.9	57	61.3	7	7.5	3	3.2	2	2.1	1.03
D. The secondary school should discourage academically talented pupils from taking vocational education courses.	6	6.4	13	13.9	10	10.8	54	58.1	10	10.8	- .53
E. High school students selecting vocational education courses are usually from the lower socio-economic group in the community.	0	0	28	30.1	20	21.5	38	40.9	7	7.5	- .26
F. Most high school pupils are interested in some vocational subjects.	6	6.4	77	83	6	6.4	3	3.2	1	1.0	.90

Table 5. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
G. Farming requires less intelligence than most other occupations.	3	3.2	4	4.3	4	4.3	48	51.7	34	36.5	-1.14
H. High school agriculture courses are an economic help to the farm boy who is interested in agriculture	9	9.7	64	68.8	13	13.9	4	4.3	3	3.2	.78

and 65.5 per cent disagreement rating, respectively. Over 75 per cent of the school administrators felt vocational education can play a significant role in reducing drop-outs. Only 68.9 per cent of the administrators felt academically talented pupils should take vocational education courses compared to 94.8 per cent of the vocational agriculture teachers and 86.5 per cent of the vocational homemaking teachers. Approximately 90 per cent of the school administrators see a need and interest in vocational education and the majority do not feel students enrolled in vocational education are subjected to more social disadvantages. They agreed with the other respondent groups that farming does not require less intelligence than other occupations and that high school agriculture courses are an economic help to those interested in agriculture.

A large percentage of school administrators, as revealed in Table 6, believed that nonvocational teachers understand and appreciate the need for vocational education. This agreement figure, 42.9 per cent, was considerably higher than that for the other three respondent groups. School administrators share the attitude with the other respondent groups that the successful development of vocational education depends on the encouragement and support of local school administrators. However, the per cent of agreement was lower than that expressed by the other groups surveyed. School administrators felt vocational teachers have adequate professional training and a sizeable majority felt vocational teachers should have the assistance of skilled craftsmen in team teaching. They shared the belief that more in-service professional

Table 6. Attitudes of School Administrators Concerning Teacher-Administrator Relationships in Vocational Education (N = 93)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per		Per		Per		Per		Per		
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
A. Nonvocational teachers understand and appreciate the need for vocational education.	1	1.0	39	41.9	19	20.4	30	32.4	4	4.3	.03
B. The successful development of a local program of vocational education depends largely upon the degree to which local school administrators encourage and support the program.	6	6.4	59	63.5	9	9.7	15	16.1	4	4.3	.51
C. Most vocational teachers are lacking in professional training.	3	3.2	6	6.4	15	16.1	59	63.5	10	10.8	-.72
D. The vocational teachers in public schools should have the assistance of skilled craftsmen in team teaching.	4	4.3	56	60.3	25	26.8	8	8.6	0	0	.60
E. More in-service professional training should be provided for vocational teachers.	6	6.4	61	65.3	20	21.9	6	6.4	0	0	.72
F. Vocational teachers are as cooperative as other teachers in helping with extra-class school activities.	11	11.8	62	66.7	8	8.6	9	9.7	3	3.2	.74
G. The daily work load for vocational teachers is greater than of other teachers in the high school.	3	3.2	1	1.0	11	11.8	68	73.2	10	10.8	-.87

training should be provided for vocational teachers. They reported that vocational teachers are as cooperative as other teachers in helping with extra-class school activities and do not believe the daily work load is greater than that of the other teachers.

The attitudes of school administrators are an important part of evaluating the vocational education program needs. The administrators are in a position to influence board officials and community leaders. With this thought in mind, it is imperative that the attitudes of school administrators concerning the various aspects of vocational education be carefully considered.

School administrators agreed with their vocational agriculture and vocational homemaking teachers that there is a need for revisions in the vocational curriculums in the schools of South Dakota. This respondent group believed there is a need for broadening of vocational programs so that they may be made more comprehensive, but according to comments from the administrators they felt it cannot be broadened under the present taxation system and without reorganization of school districts. The majority of the administrators did not believe there were in existence administrative problems resulting from the inclusion of vocational education in their schools.

This respondent group felt that neither girls nor farm boys receive sufficient training at home or on the farm and, therefore, formal in-school training is a necessity. They felt interested town boys should have an opportunity to enroll in vocational agriculture courses. However, comments from the group mentioned that their

vocational agriculture class enrollments were small and one mentioned that the program had been dropped and industrial arts was introduced because of the size of the enrollment. Others commented that only a small proportion of the farm boys return to farming upon graduation, whereas, many will be employed in related fields of agriculture, thus necessitating formal in-school training. Several school administrators commented that we could not train for industrial occupations because our South Dakota colleges do not train teachers qualified for teaching in this field. Others mentioned that we do not have industry in South Dakota and, therefore, it is difficult to determine what training is needed.

School administrators believe that vocational education can play a role in reducing drop-outs, and according to comments from this group they believe academically talented pupils should take a sampling of vocational courses and specialize later in college if they desire. They felt there are no social disadvantages attached to enrollment in vocational education, but commented that the vocational education students set the barriers themselves.

School administrators believe that nonvocational teachers understand and appreciate the need for vocational education. According to their comments, misunderstandings occur when vocational teachers strive to fight the rest of the school to preserve their programs rather than offering something worthwhile. Administrators realize that their encouragement and support of vocational education is necessary for a successful program. They felt their vocational teachers were adequately

trained professionally, but more in-service professional training and the assistance of skilled craftsmen would be desirable. The comments implied a need for more professional information from the State Department of Public Instruction and colleges. The administrators believed their vocational teachers to be cooperative with extra-class school activities and believed the daily work load was equal to that of other teachers.

Attitudes of Vocational Agriculture Teachers

Table 7, 8 and 9 reveal response frequencies of the items as answered by the vocational agriculture teachers.

As seen in Table 7, vocational agriculture teachers felt strongly about curriculum development and administration of the high school agriculture program. All but two of the agriculture teachers agreed that formal in-school training in agriculture was necessary for farm boys. A large majority of this respondent group reported that every farming community that has a high school enrollment of 100 or more should have a vocational agriculture program. These teachers believed that interested boys in town should be allowed to enroll in vocational agriculture classes. Approximately the same views on vocational agriculture education were held by the other three respondent groups, although the percentage of school administrators in agreement was not as high as the jury members and homemaking teachers.

Over 65 per cent of the vocational agriculture teachers felt that the public school should be responsible for providing industrial occupational training for out-of-school youth and adults. This was the

Table 7. Attitudes of Vocational Agriculture Teachers Concerning Curriculum Development and Administration of Vocational Education (N = 75)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
A. Vocational education programs should be offered at the secondary level and post-high school level, particularly in the 13th and 14th years.	23	30.7	34	45.3	9	12	9	12	0	0	.95
B. There is need for improvement in the vocational curriculum in the schools of South Dakota.	35	46.7	38	50.7	1	1.3	0	0	1	1.3	1.41
C. More vocational programs should be offered for adults in more fields or areas of vocational education.	14	18.8	54	72	5	6.6	1	1.3	1	1.3	1.53
D. Vocational education courses should carry academic credit equal to nonvocational courses in the secondary school curriculum.	27	36	44	58.8	2	2.6	2	2.6	0	0	1.28
E. Special programs should be available for the youth who have dropped out of school and remain underemployed or unemployed.	8	10.7	53	70.7	10	13.4	2	2.6	2	2.6	.84
F. Vocational teachers should be consulted by school administrators and school board officials in planning a vocational education program in South Dakota public high schools.	27	36	46	61.4	1	1.3	1	1.3	0	0	1.32

Table 7. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per		Per		Per		Per		Per		
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
G. Farm boys receive sufficient training on the farm, thus making formal in-school training in agriculture unnecessary.	0	0	0	0	2	2.6	11	14.6	62	82.8	1.80
H. Girls can receive adequate homemaking training in their homes without taking further homemaking training in high school.	0	0	2	2.6	0	0	25	33.4	48	64	-1.58
I. Vocational homemaking courses should be elective rather than required.	5	6.6	40	53.4	10	13.3	16	21.4	4	5.3	.35
J. The public schools have a responsibility for providing industrial occupational training for out-of-school youth and adults where needs are evident.	5	6.6	44	58.8	18	24	5	6.6	3	4	.57
K. Vocational education programs in South Dakota public schools, being principally in agriculture and homemaking, need to be broadened and made more comprehensive, to include such preparation as trades, distribution, and office occupations, in order to meet the educational needs of more students.	27	36	44	58.7	3	4	1	1.3	0	0	1.29

Table 7. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
L. More state aid is needed to expand the vocational education programs.	27	36	43	57.4	4	5.3	1	1.3	0	0	1.28
M. At present vocational education is a federally controlled educational program.	2	2.6	15	20	13	17.4	42	56	3	4	- .39
N. It is desirable to have vocational education financed in part by federal funds.	4	5.3	49	65.3	14	18.8	6	8	2	2.6	.63
O. Vocational education programs should serve geographic areas larger than the regular school district.	10	13.4	43	57.4	12	16	8	10.6	2	2.6	.76
P. Every farming community that has a high school enrollment of 100 pupils or more needs a vocational agriculture department.	28	37.4	30	40	12	16	4	5.3	1	1.3	1.07
Q. Boys in town who are interested in working in agriculture should have an opportunity to enroll in vocational agriculture classes.	22	29.4	49	65.3	3	4	0	0	1	1.3	1.21
R. Having a vocational education program in a secondary school causes too many administrative problems to justify having it.	3	4	1	1.3	0	0	26	34.7	45	60	-1.45

highest percentage for this item reported by the three groups surveyed in the public schools of South Dakota. However, the jury members were in complete agreement about the responsibility of providing industrial occupational training and the view was shared by 56.3 per cent of the homemaking teachers.

Over 90 per cent of the agriculture teachers reported that more vocational programs should be offered for adults. This percentage was surpassed only by the jury of professionals, although this item received over 75 per cent agreement from all respondent groups. All of the groups surveyed believed there should be consultation of vocational teachers, school administrators and school board officials in planning a vocational education program; however, the vocational agriculture teachers' responses showed the greater percentage of agreement among the teacher-administrator respondents. This group shared the views of the other respondents concerning broadening and expansion of vocational education, equal academic credit, elective homemaking courses, financing, geographic areas, and administrative problems of the program.

Nearly 60 per cent of the agriculture teachers reported strong agreement that agriculture courses are an economic help to the farmer boy interested in agriculture. The other agriculture teachers reported they agree, as shown in Table 8, concerning socio-economic and academic aspects of vocational education. They supported this view by expressing a 97.4 per cent "agreement" that farming requires intelligence at least equal to other occupations. This group of respondents felt strongly about the increasing needs of vocational education and held

Table 8. Attitudes of Vocational Agriculture Teachers Concerning Socio-Economic and Academic Aspects of Vocational Education (N = 75)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
A. Students enrolled in vocational education are subjected to more social disadvantages than those in nonvocational education.	0	0	4	5.3	6	8	43	57.3	22	29.4	-1.11
B. Vocational education is decreasing in need.	3	4	1	1.3	0	0	11	14.7	60	80	-1.65
C. Vocational education can play a significant role in reducing the drop-out rate of high school students.	33	44.1	39	52	2	2.6	1	1.3	0	0	1.38
D. The secondary school should discourage academically talented pupils from taking vocational education courses.	2	2.6	1	1.3	1	1.3	40	53.4	31	41.4	-1.29
E. High school students selecting vocational education courses are usually from the lower socio-economic group in the community.	1	1.3	16	21.4	6	8	36	47.9	16	21.4	- .67
F. Most high school pupils are interested in some vocational subjects.	17	22.6	52	69.4	3	4	3	4	0	0	1.09
G. Farming requires less intelligence than most other occupations.	2	2.6	0	0	0	0	8	10.7	65	86.7	-1.78
H. High school agriculture courses are an economic help to the farm boy who is interested in agriculture.	43	57.4	32	42.6	0	0	0	0	0	0	1.57

the view that academically talented pupils should be encouraged to enroll in vocational subjects as all high school pupils are interested in vocational education.

Over 70 per cent of the vocational agriculture teachers reporting responded that vocational teachers are adequately trained professionally. However, Table 9 reveals that 18.4 per cent felt vocational teachers were inadequately trained and represents the largest percentage of all the respondent groups in response to this item. A sizeable majority felt the support and encouragement of school administrators is needed for a successful program; however, eight agriculture teachers were in disagreement which was higher, proportionately, than that of the professional jury members and homemaking teachers.

Nearly 75 per cent of the agriculture teachers felt they should have the assistance of skilled craftsmen. Approximately 95 per cent reported that more in-service professional training was needed. This represents a high percentage rating in comparison to homemaking teachers and school administrators who reported 69.1 per cent and 71.7 per cent, respectively. Over 53 per cent felt the daily work load was greater for vocational teachers, a proportion comparable to that of the vocational homemaking teachers.

The vocational agriculture teachers were in almost complete agreement that formal in-school training in agriculture is necessary and an economic help for farm boys, and that farming requires intelligence at least equal to that required by other occupations. This group believed that town boys should be allowed to enroll in agriculture

Table 9. Attitudes of Vocational Agriculture Teachers Concerning Teacher-Administrator Relationships in Vocational Education (N = 75)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per		Per		Per		Per		Per		
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
A. Nonvocational teachers understand and appreciate the need for vocational education.	2	2.6	13	17.4	16	21.4	36	47.9	8	10.7	- .47
B. The successful development of a local program of vocational education depends largely upon the degree to which local school administrators encourage and support the program.	17	22.6	45	60	5	6.6	8	10.7	0	0	.95
C. Most vocational teachers are lacking in professional training.	1	1.3	13	17.4	7	9.3	38	50.6	16	21.4	- .73
D. The vocational teachers in public schools should have the assistance of skilled craftsmen in team teaching.	8	10.7	48	64	15	20	4	5.3	0	0	1.44
E. More in-service professional training should be provided for vocational teachers.	17	22.7	54	72	3	4	1	1.3	0	0	1.16
F. Vocational teachers are as cooperative as other teachers in helping with extra-class school activities.	20	26.7	48	64	6	8	1	1.3	0	0	1.37
G. The daily work load for vocational teachers is greater than of other teachers in the high school.	13	17.4	27	36	22	29.3	13	17.3	0	0	.53

classes and commented that this was necessary so the town boys could obtain jobs, upon graduation, in fields related to agriculture. Several commented that a general agriculture course was needed rather than vocational agriculture for the town boys. Others mentioned that the vocational agriculture curriculum needs revisions so that all phases of agriculture are covered and not just centered around the occupation of farming. This respondent group believed that farming communities with a high school enrollment of 100 need vocational agriculture departments; however, some commented that some communities of this size might not be able, financially, to provide adequate facilities. This group felt that more vocational programs should be offered for adults. The vocational agriculture teachers expressed a definite need for consultation of administrators and school board officials in program planning and mentioned in comments that they felt administrators should be required to take a course in principles of vocational education so that better understandings would develop. Vocational agriculture teachers felt the most strongly of all the teacher-administrator groups that industrial occupational training should be provided for out-of-school youths and adults. According to comments the vocational agriculture teachers felt additional financial aid would need to be provided before training for industrial occupations and additional guidance assistance could be provided in the schools of South Dakota. The vocational agriculture teachers surveyed held the belief that the academically talented are interested and should be encouraged to enroll in vocational classes. Some of the teachers

supported this view when they commented that vocational education will need students of high mentality in order to conduct a program; thus, it is necessary to have good students in the program at the high school level. They believe that vocational education can help reduce the drop-out rate; however, some commented that too many administrators and parents believe vocational education is a "cure-all" for high school drop-outs and a place to "baby-sit" with the slow students. They further commented that vocational education can only be one of the means of preventing high school drop-outs.

A sizeable majority of the vocational agriculture teachers felt vocational teachers are adequately trained professionally, but do believe the assistance of skilled craftsmen in team teaching and more in-service professional training are needed. They firmly believe the support and encouragement of the school administrators is a needed factor in a successful program. Over one-half of the vocational agriculture teachers thought the daily work load was greater for vocational teachers. They commented that they spend more time in outside activities, such as written reports, evening FFA meetings and trips, making farm visits, ordering and securing class and laboratory supplies and maintaining shop and laboratory equipment.

In general this group held the same views as the other respondent groups concerning the following aspects of vocational education: expansion, financing, administrative problems, social disadvantages and cooperation with extra-class school activities.

Attitudes of Vocational Homemaking Teachers

The response frequencies within each of the three areas of attitudes are shown in Tables 10, 11 and 12 for the vocational homemaking teachers.

Slightly over one-half of the vocational homemaking teachers felt their course should be elective rather than required, as shown in Table 10 concerning curriculum development and administration. This represents a lower proportion than with the other three groups surveyed, as the vocational agriculture teachers and jury professionals responded with a 60 per cent agreement and administrators responded with 83.9 per cent agreement. Vocational homemaking teachers further revealed that over one-third were in complete disagreement, while 16.4 per cent, the largest per cent reporting, were undecided concerning this item. More than 95 per cent of the vocational homemaking teachers felt that additional homemaking training in high school is needed because the home does not provide adequate training. It is astonishing to note, however, that three teachers strongly disagreed, one teacher agreed and two were undecided. Over 98 per cent of these respondents felt a need for formal in-school training in agriculture for farm boys, none were in disagreement and only two were undecided. Likewise, they felt strongly that interested town boys should have an opportunity to enroll in vocational agriculture courses and nearly three-fourths held the belief that every farming community with an enrollment of 100 pupils needs a vocational agriculture department.

Table 10. Attitudes of Vocational Homemaking Teachers Concerning Curriculum Development and Administration of Vocational Education (N = 110)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per		Per		Per		Per		Per		
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
A. Vocational education programs should be offered at the secondary level and post-high school level, particularly in the 13th and 14th years.	28	25.5	59	53.6	18	16.4	5	4.5	0	0	1.0
B. There is need for improvement in the vocational curriculum in the schools of South Dakota	35	31.8	61	55.5	9	8.2	5	4.5	0	0	1.14
C. More vocational programs should be offered for adults in more fields or areas of vocational education.	21	19.1	69	62.7	16	14.6	4	3.6	0	0	.97
D. Vocational education courses should carry academic credit equal to nonvocational courses in the secondary school curriculum.	38	34.6	63	57.3	6	5.4	3	2.7	0	0	1.23
E. Special programs should be available for the youth who have dropped out of school and remain underemployed or unemployed.	25	22.8	66	60	15	13.6	2	1.8	2	1.8	1.0
F. Vocational teachers should be consulted by school administrators and school board officials in planning a vocational education program in South Dakota public high schools.	42	38.2	63	57.3	2	1.8	2	1.8	1	.9	1.30

Table 10. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per		Per		Per		Per		Per		
	No.	cent.	No.	cent.	No.	cent.	No.	cent.	No.	cent.	
G. Farm boys receive sufficient training on the farm, thus making formal in-school training in agriculture unnecessary.	0	0	0	0	2	1.8	47	42.7	61	55.5	-1.62
H. Girls can receive adequate homemaking training in their homes without taking further homemaking training in high school.	3	2.7	1	.9	2	1.8	27	24.6	77	70	-1.58
I. Vocational homemaking courses should be elective rather than required.	8	7.2	49	44.6	18	16.4	27	24.6	8	7.2	.20
J. The public schools have a responsibility for providing industrial occupational training for out-of-school youth and adults where needs are evident.	7	6.3	55	50	30	27.2	17	15.6	1	.9	.45
K. Vocational education programs in South Dakota public schools, being principally in agriculture and homemaking, need to be broadened and made more comprehensive, to include such preparation as trades, distribution, and office occupations, in order to meet the educational needs of more students.	31	28.1	65	59.2	11	10	3	2.7	0	0	1.12

Table 10. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per	Per	Per	Per	Per	Per	Per	Per			
	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent			
L. More state aid is needed to expand the vocational education programs.	36	32.8	53	48.1	20	18.2	1	.9	0	0	1.12
M. At present vocational education is a federally controlled educational program.	0	0	29	26.3	32	29.2	44	40	5	4.5	-.22
N. It is desirable to have vocational education financed in part by federal funds.	12	10.9	74	67.3	18	16.4	6	5.4	0	0	.84
O. Vocational education programs should serve geographic areas larger than the regular school district.	13	12.5	48	43.6	35	31.2	11	10	3	2.7	.52
P. Every farming community that has a high school enrollment of 100 pupils or more needs a vocational agriculture department.	15	13.6	67	60.9	19	17.3	7	6.4	2	1.8	.78
Q. Boys in town who are interested in working in agriculture should have an opportunity to enroll in vocational agriculture classes.	14	12.8	89	80.9	4	3.6	3	2.7	0	0	1.04
R. Having a vocational education program in a secondary school causes too many administrative problems to justify having it.	1	.9	0	0	9	8.1	40	36.4	60	54.6	-1.45

On the average, 83.5 per cent of the vocational homemaking teachers held the following views concerning curriculum development and administration of vocational education: should be offered at the secondary, post-high school and adult levels; need for improvement in the vocational curriculums of South Dakota; equal academic credit; special programs for drop-outs; consultation in program planning; programs should be broadened and made more comprehensive; and absence of administrative problems. Approximately 80 per cent held the belief that more state aid is needed for expansion and financing in part by federal funds is desirable. However, 26.3 per cent of this respondent group believed that at present vocational education is federally controlled. Approximately 25 per cent of the school administrators and vocational agriculture teachers believed that at present vocational education is a federally controlled educational program. Likewise, nearly 30 per cent of the homemaking teachers were undecided about federal control compared to 16.1 per cent and 17.4 per cent for the administrators and agriculture teachers. Over 60 per cent felt industrial occupational training a necessity, but 27.2 per cent were undecided and 16.5 per cent were in disagreement.

Vocational homemaking teachers' response frequencies for items included in socio-economic and academic aspects of vocational education are disclosed in Table 11. There is no appreciable difference in their responses than for the other groups surveyed. They felt somewhat more strongly about the economic help given in vocational agriculture classes, the intellectual requirements of farming, and the social

Table 11. Attitudes of Vocational Homemaking Teachers Concerning Socio-Economic and Academic Aspects of Vocational Education (N = 110)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per	Per	Per	Per	Per	Per	Per	Per			
	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent	No. cent			
A. Students enrolled in vocational education are subjected to more social disadvantages than those in nonvocational education.	2	1.8	14	12.8	15	13.6	48	43.6	31	28.2	-.84
B. Vocational education is decreasing in need.	2	1.8	2	1.8	1	.9	31	28.2	74	67.3	-1.57
C. Vocational education can play a significant role in reducing the drop-out rate of high school students.	36	32.8	64	58.2	9	8.1	1	.9	0	0	1.22
D. The secondary school should discourage academically talented pupils from taking vocational education courses.	5	4.5	5	4.5	5	4.5	41	37.3	54	49.2	-1.22
E. High school students selecting vocational education courses are usually from the lower socio-economic group in the community.	1	.9	26	23.6	11	10	53	48.2	19	17.3	-.58
F. Most high school pupils are interested in some vocational subjects.	17	15.6	81	73.6	6	5.4	6	5.4	0	0	.99

Table 11. (continued)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	Per		Per		Per		Per		Per		
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
G. Farming requires less intelligence than most other occupations.	0	0	0	0	1	.9	45	40.9	64	58.2	-1.57
H. High school agriculture courses are an economic help to the farm boy who is interested in agriculture.	26	23.6	76	69.1	7	6.4	1	.9	0	0	1.15

disadvantages of vocational education than did the school administrators. Among the items in the area with which Table 11 deals, this respondent group also attached great importance to the need for vocational education, encouraging academically talented in vocational education and the role of vocational education in reducing drop-outs. They held a greater percentage rating in the belief that vocational education students are from the lower socio-economic group than did the vocational agriculture teachers, but rated the socio-economic group status considerably higher than did the administrators.

All but one of the vocational homemaking teachers surveyed felt vocational teachers were as cooperative as other teachers with extra-class school activities. Table 12, concerning teacher-administrator relationships, further shows that over one-half felt their daily work load was greater than that of other teachers and approximately one-fourth felt their work load was not greater; others were undecided. Over 80 per cent responded that vocational education teachers are adequately trained professionally, but felt the need for the assistance of skilled craftsmen in team teaching. Over three-fifths felt more in-service professional training should be provided. This respondent group felt the most strongly of all the groups surveyed that the successful development of vocational education depends upon the encouragement and support given by the school administrators. Over 60 per cent held the belief that nonvocational teachers do not understand and appreciate the need for vocational education.

Table 12. Attitudes of Vocational Homemaking Teachers Concerning Teacher-Administrator Relationships in Vocational Education (N = 110)

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean frequency
	No.	cent	No.	cent	No.	cent	No.	cent	No.	cent	
A. Nonvocational teachers understand and appreciate the need for vocational education.	0	0	20	18.2	22	20	48	43.6	20	18.2	-.62
B. The successful development of a local program of vocational education depends largely upon the degree to which local school administrators encourage and support the program.	38	34.6	61	55.5	5	4.5	6	5.4	0	0	1.19
C. Most vocational teachers are lacking in professional training.	0	0	6	5.4	9	8.2	61	55.5	34	30.9	-1.11
D. The vocational teachers in public schools should have the assistance of skilled craftsmen in team teaching.	10	9.1	78	70.9	22	20	0	0	0	0	.89
E. More in-service professional training should be provided for vocational teachers.	12	10.9	64	58.2	29	26.4	4	3.6	1	.9	.74
F. Vocational teachers are as cooperative as other teachers in helping with extra-class school activities.	58	52.7	51	46.4	0	0	1	.9	0	0	1.44
G. The daily work load for vocational teachers is greater than of other teachers in the high school.	24	21.8	37	33.7	23	20.8	25	22.8	1	.9	.53

In summary, it is evident that over one-half of the vocational homemaking teachers felt their courses should be elective rather than required and carry academic credit equal to courses of a nonvocational nature. Many commented that they felt one year of homemaking should be required and the remainder should be elective. Over 95 per cent felt that additional high school homemaking training is a necessity. They supported the importance of their program when they mentioned that girls are marrying younger and a basic background in home management and in buying and family living is vital as they will be assuming a dual role as homemaker and wage earner. Likewise, they felt strongly in favor of the importance of vocational agriculture programs. Vocational homemaking teachers felt vocational programs should be offered, but broadened and made more comprehensive at the secondary and post-high school levels. Some teachers felt their homemaking curricula could be revised to include many facets that would be beneficial to the girls seeking employment on or before graduation from high school. They expressed the feeling that course offerings could and should include training for waitresses, department and grocery store clerks, housekeepers, maids and baby-sitters. One teacher further commented strongly that employment preparation could be successfully done in smaller towns as well as in larger towns and cities. She mentioned that she had plans for incorporating employment training in her next year's program.

This group also felt strongly that special programs were needed for high school drop-outs, but mentioned that the program should extend

to those very capable persons over 40 years of age where "too old to train you" or "cannot risk your health" is used as an excuse for not hiring these persons. Some mentioned that perhaps the high school drop-outs probably would not attend the classes even if they were available. This respondent group did not believe a vocational program caused administrative problems and felt they should be consulted by the administrator and school board members in program planning. Several mentioned that it was especially important in department planning, remodeling, equipment purchasing and teacher-class scheduling. They held the belief that federal and state aid is needed in financing and expansion; however, over one-fourth felt vocational education is federally controlled. They commented that soon we will be told what, when and where to teach. Over three-fifths believed industrial occupational training to be a necessity, but mentioned that the teacher shortage must be solved before introducing new programs into an existing school system.

They believe a little more strongly than the other respondent groups that vocational education students are subjected to more social disadvantages. Comments from the group indicate that too often those of lower academic ability are pushed into vocational courses because of some officials or counselors who feel these courses are "easy" and require less intelligence. They further commented that this attitude is carried over to the other students who possess high scholastic ability and to their parents as well as the general public. Therefore, it is increasingly difficult for vocational teachers to motivate the

learning and stimulate academic achievement among the students. This respondent group attached great importance to the need for vocational education. These persons were in favor of the economic help given in vocational agriculture classes, the intellectual requirements of farming, the need for encouraging the academically talented in vocational education and the role of vocational education in reducing drop-outs. They commented that vocational education helps round out the personalities of all students. They placed a somewhat lower rating on the socio-economic group status of vocational education students, but commented that the socio-economic status is not lower in the smaller communities.

Homemaking teachers felt strongly about their cooperativeness in extra-class school activities. They commented that often vocational teachers are much more cooperative and do more in extra-curricular activities because of their training. Over one-half of this respondent group felt the vocational teachers' daily work load is greater than that of nonvocational teachers. Some commented that this is true because of the extra requirement for preparation and care of laboratory classes and classrooms. They felt they were adequately trained professionally, but felt the need for utilizing trained craftsmen in team teaching. A sizeable majority felt more in-service professional training was needed. They pointed out that the extension personnel have this available to them at the present time and have found it a valuable asset. The homemaking teachers believed that the encouragement and support of the administrator is important, but some mentioned that public and parental support is also needed. The majority held the belief

that nonvocational teachers do not understand and appreciate the need for vocational education. Comments from this respondent group indicate that the younger teachers appreciate and understand the need for vocational education more than the older ones.

Composite Presentation of All Respondents' Attitudes

Table 13 shows combined response frequencies for responses of the school administrators, vocational agriculture teachers and vocational homemaking teachers. The jury group's responses are excluded in the all-respondents' columns. The items from the data gathering instrument (Appendix D) were abridged in the interest of conserving space. It was decided that only four columns were necessary for each group. Thus, percentages for strongly agree and agree were summed and divided by the total number of respondents in the all-respondents' columns and jury members' column placed in one column under "agree." The same procedure was followed for the "disagree" columns. For uniformity and clarity in the all-respondent group, the "undecided" column and the mean frequency column were summed and divided by the total number of responses in each respective column. The results were placed in their respective columns in the composite table. It was unnecessary to do any mathematical computations with the "undecided" column and the mean frequency column for the jury of professionals as these statistics would remain the same.

It is interesting to note that the greatest variation of any of the 33 items listed was reported in the area of curriculum development and administration; namely, the need for improving the vocational

Table 13. Composite Presentation of Responses from all Respondents Compared to Those of the Jury of Professionals in Vocational Education

Items	All respondents (N = 278)				Jury members (N = 5)			
	Dis- Agree Per cent	Un- agree Per cent	Un- decided Per cent	Mean frequency	Dis- Agree Per cent	Un- agree Per cent	Un- decided Per cent	Mean frequency
I. Curriculum Development and Administration								
A. Conducting vocational education at high school and post-high school level	79.9	6.8	13.3	1.00	100.0	0	0	1.60
B. Improving vocational education curriculum	92.8	3.2	4.0	1.22	0	100.0	0	-1.80
C. Teaching adult classes	82.7	3.6	13.7	.94	100.0	0	0	1.80
D. Equal academic credit	90.2	3.6	6.2	1.14	100.0	0	0	1.60
E. Teaching special programs	80.2	5.1	14.7	.91	100.0	0	0	1.40
F. Consultation in organizing a vocational program	94.2	2.9	2.9	1.21	100.0	0	0	1.80
G. Evaluating training needs of farm boys	.4	94.9	4.7	-1.48	0	100.0	0	-2.00
H. Evaluating the homemaking program	3.2	94.6	2.2	-1.46	0	100.0	0	-1.80
I. Teaching homemaking as an elective	64.7	25.2	10.1	.42	60.0	40.0	0	.20
J. Industrial occupational training classes	52.2	16.6	31.2	.37	100.0	0	0	1.60
K. Evaluating and replanning the vocational education curriculum	91.7	2.5	5.8	1.24	100.0	0	0	1.60
L. More state aid for expansion	87.1	2.2	10.7	1.24	100.0	0	0	1.80

Table 13. (continued)

Items	All respondents (N = 278)				Jury members (N = 5)							
	Dis-	Un-	Mean	Dis-	Un-	Mean	Dis-	Un-	Mean			
	Agree	agree	decided	frequency	Agree	agree	decided	frequency	Agree	agree	decided	frequency
	Per	Per	Per		Per	Per	Per		Per	Per	Per	
	cent	cent	cent		cent	cent	cent		cent	cent	cent	
M. Federal funds mean federal control	25.2	53.2	21.6	- .31	0	100.0	0	-1.40				
N. Financing with federal funds	74.8	8.6	16.6	.74	100.0	0	0	1.40				
O. Serving the geographic area	69.4	10.4	20.2	.78	80.0	20.0	0	1.00				
P. Identifying the vocational agriculture needs of the community	61.8	19.1	19.1	.57	40.0	40.0	20.0	0				
Q. Establishing the vocational agriculture curriculum to meet needs of everyone	88.1	5.8	6.1	1.00	100.0	0	0	1.80				
R. Evaluating the administrative problems	4.3	90.6	5.1	-1.24	0	100.0	0	-1.80				
II. Socio-Economic and Academic Aspects												
A. Social disadvantages of vocational education	11.5	75.2	13.3	- .87	20.0	60.0	20.0	- .40				
B. Decreasing need for vocational education	4.3	93.9	1.8	-1.52	0	100.0	0	-1.80				
C. Reducing the drop-out rate	91.0	2.5	6.5	1.20	80.0	20.0	0	1.20				
D. Guiding academically talented students to non-vocational courses	11.5	82.7	5.8	-1.00	100.0	0	0	-2.00				

Table 13. (continued)

Items	All respondents (N = 278)				Jury members (N = 5)			
	Dis- Agree Per cent	Un- agree Per cent	Un- decided Per cent	Mean frequency	Dis- Agree Per cent	Un- agree Per cent	Un- decided Per cent	Mean frequency
E. Socio-economic status of vocational students	25.9	60.8	13.3	-.49	0	100.0	0	-1.20
F. Vocational courses interest all high school pupils	89.9	4.7	5.4	.99	60.0	0	40.0	.60
G. Understanding the needs of today's farming	3.2	95.0	1.8	-1.48	0	100.0	0	-1.80
H. Vocational agriculture training produces better farmers	89.9	2.9	7.2	1.14	100.0	0	0	1.40
III. Teacher-Administrator Relationship								
A. Establishing and maintaining better professional relationships	27.0	52.5	20.5	-.35	0	100.0	0	-1.40
B. Encouragement and support of administrator needed	81.3	11.9	6.8	.89	100.0	0	0	1.00
C. Need for better teacher preparation	10.4	78.4	11.2	-.88	0	100.0	0	-1.40
D. Organizing use of skilled craftsmen	73.4	4.3	22.3	.94	0	100.0	0	-1.80
E. More in-service training	76.9	4.3	18.8	.84	100.0	0	0	1.60
F. Cooperating with extra-class school activities	89.9	5.0	5.1	1.19	100.0	0	0	1.60
G. Organizing teacher work load	37.7	42.1	20.2	.06	20.0	20.0	60.0	0

education curriculum. Table 13 shows that jury members' responses brought a mean frequency of -1.80 and those of the other respondent groups had a mean frequency of 1.22. In the other items listed under the area of curriculum development and administration, the jury members felt more strongly than did the all-respondents group for all but two of the items listed; namely, teaching homemaking as an elective and identifying the vocational agriculture needs of the community. A great variation is shown in the attitudes of jury members concerning the necessity of industrial occupational training classes and that use of federal funds mean federal control. These items respectively received 1.60 and -1.40 mean frequencies by the jury of professionals. The all-respondents group received a .37 and -.31 mean frequencies. Teaching adult classes and establishing the vocational agriculture curriculum to meet the needs of everyone received the same mean frequencies of 1.80 by the jury members and .94 and 1.00, respectively, by the all-respondents group. The jury members expressed stronger feelings as compared to the all-respondents group on the following aspects of curriculum development and administration: financing with federal funds, more state aid for expansion, conducting vocational education at high school and post-high school levels, consultation in organizing a vocational program, evaluating the administrative problems, evaluating training needs of farm boys and teaching special programs. They also favored vocational courses to carry academic credit equal to nonvocational courses, evaluating and replanning the vocational educational curriculums, evaluating the home-making course and serving larger geographic areas.

It is noteworthy that both the all-respondents group and the jury members were in complete agreement and strongly agreed on the role of vocational education in reducing the drop-out rate. In comparing the attitudes as indicated by the two groups under socio-economic and academic aspects, a somewhat smaller variation is noted than in curriculum development and administration. The all-respondents group felt somewhat more strongly concerning the social disadvantages of vocational education and the interest of all high school students in vocational education. The jury members felt considerably more certain that academically talented students should be guided to enroll in nonvocational courses. The jury group also favored somewhat more strongly the necessity of understanding the needs of today's farming, the need for vocational education and vocational agriculture training to produce better farmers.

Another noted variation of the 33 items listed was reported in the area of teacher-administrator relationships, expressing the use of skilled craftsmen in team teaching. The all-respondents group's responses received a mean frequency of .94 in agreement and the jury of professionals' responses received a -1.80 mean frequency in disagreement. The former group felt somewhat more strongly about the size of the vocational teachers' work load in comparison to nonvocational teachers. The jury members expressed considerably more certainty that the nonvocational teachers lacked understanding and appreciation of vocational education and felt there was a need for more in-service training. These items received mean frequencies of -1.40 and 1.60, respectively, by the jury members and the all-respondents group responses received

mean frequencies of $-.35$ and $.84$. Jury members were definitely in accord with the adequacies of vocational teachers' professional preparation and vocational teachers' cooperation with extra-class school activities than were the all-respondents group. Likewise, the jury members felt more strongly that the encouragement and support of administrators is needed for a successful vocational program.

In summary, it is essential to mention that the jury members were more consistently in agreement with each other than were those from the all-respondents group. Jury members felt there is not a need for improving the vocational education curriculums of South Dakota, but the all-respondents group felt improvement was necessary. The all-respondents group held a higher agreement than did the jury group that homemaking courses should be elective and in identifying the needs of vocational agriculture in the community. The jury members, however, held higher agreement on the following items: necessity for industrial occupational training classes; federal funds do not mean federal control; expansion and broadening of the vocational curriculum to meet the needs of all; and the necessity for state and federal aid and serving the geographic area.

The jury group and the all-respondents group were in complete agreement on the role of vocational education in reducing the drop-out rate. The all-respondents group held a little higher belief that there are social disadvantages of vocational education, but that all high school students are interested in vocational education. A great variation was noted concerning whether the academically talented students

should enroll in vocational education. The jury members responded in complete agreement, while the all-respondents group was not so emphatic in their agreement. Both groups felt strongly on the need for vocational education and the necessity for vocational agriculture training and vocational homemaking training.

A great variation in attitudes is shown in the views of the two groups in respect to the use of skilled craftsmen in team teaching. Jury members were in complete disagreement and a sizeable majority of the all-respondents group felt the use of skilled craftsmen would be desirable. Both groups felt nonvocational teachers did not understand and appreciate vocational education and that more in-service professional training should be provided. However, the jury members were more definitely in accord with these items. Both groups felt vocational teachers are adequately trained professionally, are cooperative in extra-class school activities and that the encouragement and support of the school administrator are important. Neither group felt to any appreciable extent that the vocational teachers' daily work load is greater than that of the nonvocational teachers.

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to have South Dakota school administrators who had one or more vocational departments, vocational agriculture teachers and vocational homemaking teachers express their attitudes in regard to vocational education in the South Dakota public high schools. This was done to determine the effectiveness of the programs for training students for future employment and to obtain an image of vocational education as it presently exists. The aim of this study is to provide some tangible assistance in proposing revisions and additions to the present vocational education curriculums of South Dakota.

A data gathering instrument was developed to obtain attitudes concerning an image survey of vocational education in the South Dakota public schools. It was sent to a six-member jury composed of authorities in the field of vocational education. The data gathering instrument was returned by all the jury members; however, one jury member did not express his attitudes concerning the 33 items listed on the instrument. All members responded with helpful suggestions for revisions of the final instrument. After revision, the instrument was mailed to 100 school administrators who had one or more vocational teachers employed in their school systems, 76 vocational agriculture teachers and 116 vocational homemaking teachers in South Dakota. The data gathering instrument after the second mailing was returned by 93 school administrators or 93 per cent of those contacted. Instruments

were returned by 75 vocational agriculture teachers or 99 per cent and 110 vocational homemaking teachers or 95 per cent of those contacted. In analyzing the data gathered for purposes of evaluating the images, a rating scale was devised, with degrees ranging from minus one to plus two.

The findings based on the analyses of the data appear to relate to three concise considerations: (1) curriculum development and administration, (2) socio-economic and academic aspects and (3) teacher-administrator relationships. Each of these, in turn, is summarized in this section.

Curriculum Development and Administration

1. The greatest variation of any of the 33 items listed was reported in the area of curriculum development and administration; namely, the need for improving the vocational education curriculum of South Dakota. The jury members were the only group of respondents who felt the vocational curricula in the South Dakota schools are adequate.

2. Substantial agreement was noted among the jury of professionals and the all-respondents group that vocational education programs should be offered at the secondary, post-high school and adult levels; be broadened and made more comprehensive; provide special programs for underemployed or unemployed youths who have dropped out of school; and carry academic credit equal to nonvocational courses.

3. All four respondent groups held the belief that vocational teachers should be consulted by school administrators and school board officials in planning a vocational education program; however, the

school administrators' attitudes on this point were less pronounced than those of the jury members and vocational teachers.

4. The jury of professionals and vocational teachers agreed that the public schools have a responsibility for providing industrial occupational training for out-of-school youths and adults where needs are evident; however, over 40 per cent of the school administrators reported they were undecided.

5. The school administrators' and vocational agriculture teachers' responses showed that they held strong beliefs that vocational homemaking courses should be elective rather than required. All respondent groups believed that the home does not provide adequate homemaking training; therefore, further homemaking training in high school is necessary.

6. All four respondent groups believed that farm boys do not receive sufficient training on the farm, thus making formal in-school training in vocational agriculture a necessity. They likewise felt that boys in town who are interested in working in related agriculture fields should have an opportunity to enroll in vocational agriculture classes. The jury professionals and the school administrators were divided in their responses concerning the item that every farming community that has a high school enrollment of 100 pupils or more needs a vocational agriculture department. The vocational agriculture teachers and vocational homemaking teachers, however, felt strongly in favor of this item.

7. All four respondent groups agreed that having a vocational education program in a secondary school does not cause too many administrative problems to justify having it. However, it is interesting to note that the school administrators' responses indicated that they were not so pronounced.

8. The belief was held by all four respondent groups that more state aid is needed to expand the vocational education programs. Likewise, all groups felt it is desirable to have vocational education financed in part by federal funds. The jury members' responses showed they felt the strongest in belief that at present vocational education is not a federally controlled educational program. However, the other three respondent groups' responses showed they held considerably lower beliefs on this item.

9. All four respondent groups believed that vocational education programs should serve geographic areas larger than the regular school district.

Socio-Economic and Academic Aspects

1. All four respondent groups felt strongly that vocational education is not decreasing in need and can play a role in reducing the drop-out rate of high school students. The school administrators' responses received somewhat lower percentages on these two items.

2. The vocational agriculture teachers felt the strongest that students enrolled in vocational education are not subjected to more social disadvantages than those in nonvocational education. The jury of professionals' responses showed the lowest belief.

3. Whereas, the jury members' responses showed the highest belief that high school students selecting vocational education are not usually from the lower socio-economic group in the community. The school administrators' attitudes were noted to be the lowest.

4. The jury of professionals and vocational teachers strongly believed that the secondary school should encourage academically talented pupils to enroll in vocational education courses. The school administrators' responses showed a lower percentage rating.

5. The school administrators and vocational teachers were somewhat more definitely in accord with than were the jury members on the item that most high school pupils are interested in some vocational subjects.

6. All four respondent groups believed that farming does not require less intelligence than other occupations. Likewise, they believed that high school agriculture courses are an economic help to the farm boy who is interested in agriculture. Responses from the jury members and vocational teachers showed they held a higher belief than did the school administrators.

Teacher-Administrator Relationships

1. The jury members and vocational teachers did not believe that nonvocational teachers understand and appreciate the need for vocational education. However, school administrators felt that nonvocational teachers did understand and appreciate the need for vocational education.

2. All four respondent groups felt that the successful development of a local program of vocational education depends largely upon the degree to which local school administrators encourage and support the program. The jury members' and vocational teachers' responses, however, showed a higher belief than did the responses from the school administrators.

3. All four respondent groups believed that vocational teachers are adequately trained professionally, but they indicated a need for more in-service professional training for vocational teachers.

4. A great variation was noted between the jury members' responses and the other respondent groups' responses in the belief that vocational teachers in public schools should have the assistance of skilled craftsmen in team teaching. The jury members were in complete disagreement on the use of skilled craftsmen in team teaching. The school administrators and vocational teachers responded strongly in favor of the use of skilled craftsmen.

5. All four respondent groups believed that vocational teachers are as cooperative as other teachers in helping with extra-class school activities. The jury members' and vocational teachers' responses showed appreciably the same beliefs; however, the school administrators' beliefs were somewhat lower.

6. The jury members were divided and undecided in their attitudes concerning the daily work load for vocational teachers. An appreciable number of vocational agriculture teachers and vocational homemaking teachers felt the daily work load for vocational teachers

is greater than of other high school teachers. However, the school administrators did not believe that the daily work load for vocational teachers is greater.

Conclusions

In view of the results of the survey, the writer arrived at the following conclusions:

1. The response from all groups contacted showed that they were definitely interested in evaluating the effectiveness of the vocational education programs and presenting an image of vocational education as it presently exists.

2. Evidence secured through this study indicates that the jury members were more consistently in agreement with each other than were those from the all-respondents group. One explanation of this difference may be that one group, the school administrators, as part of the all-respondents group, are not as a group professionally trained in or actively engaged in the instructional phases of vocational education.

3. The fact that jury members responded in denial of the needs for revisions of the vocational education curriculums in South Dakota may indicate that the curriculums are adequate, but the vocational teachers' and school administrators' understandings, comprehensives, appreciations and use of the curriculums are not being developed to their full potential. Other explanations of this difference in attitudes may be low tenure and high turnover of vocational teachers in the state; teachers who received their training from out-of-state institutions are not aware of the curriculum guides; and insufficient college

training on the applications of the principles of the use of the curriculum guides.

4. Evidence secured through this study revealed that there is a great awareness, recognition and perception of the quality, value and worth of the vocational education programs.

5. The survey points out that vocational teachers should strive to stimulate better relationships with their school administrators, nonvocational teachers, school board members and community.

6. This study disclosed that jury members and vocational teachers are in a position to see the need for providing industrial occupational training for out-of-school youths and adults where needs are evident, but may not see the implications involved as do the school administrators in enlarging and expanding the curriculum as well as obtaining additional staff and funds to provide the industrial occupational training in the schools of South Dakota.

7. This investigation indicates that both vocational homemaking and vocational agriculture teachers should endeavor to project the importance of their programs as neither the home nor the farm provides adequate training. This study further revealed that the vocational agriculture class enrollment should not be limited to farm boys, but that boys in town who are interested in working in related agricultural fields should have an opportunity to enroll in vocational agriculture classes. The jury members and the school administrators were not thoroughly convinced that every farming community that has a high school enrollment of 100 pupils or more needs a vocational agriculture

department. In the state of South Dakota there has been much concern about the tax burden in maintaining the local school districts and it may be that these respondents took into consideration the cost of the program in relation to the enrollment.

8. This research revealed that all groups realize that the local school districts could not finance and expand the vocational education programs without federal and state aid. This study disclosed that some felt that at present vocational education is a federally controlled program. One explanation of this may be that in order to obtain federal aid the teachers must meet certain vocational standards, the vocational departments must meet a desirable standard in equipment and space and classes must be at least 55 minutes in length. With the increased enrollments in the high schools, additional course offerings and shortage of vocational teachers especially in the vocational home-making field, it has in some cases made it difficult to meet the standards set by the federal government. Also some school districts have expressed a desire to establish new vocational departments, but because of the financial aspects involved in establishing new departments were unable to do so.

9. Results of the investigation showed that qualified teachers and finances could be better utilized if vocational education programs served geographic areas larger than the regular school district.

10. There is some evidence from the study that students enrolled in vocational education are subjected to more social disadvantages than those in nonvocational education. Greater effort should be made by

vocational teachers to help eliminate the social disadvantages of their programs. There is an indication that school administrators, in many instances, are encouraging those from lower socio-economic groups to enroll in vocational education subjects and are discouraging the academically talented from enrolling in vocational education.

11. The study points out that the colleges are adequately professionally training vocational teachers, but there is a need for more in-service professional training. Both the vocational agriculture and vocational homemaking teachers attend fall conferences or workshops. The vocational homemaking teachers have held Saturday workshops during the school year; however, due to limited numbers of college and state department staff members, this has had to be eliminated some years.

12. This research indicates that perhaps jury members espay and descry implications that might result from the employing of skilled craftsmen in team teaching. Probably vocational teachers could achieve the same results by use of more field trips, resource persons and demonstrations by those skilled in certain technical phases of vocational instruction.

13. Results of this investigation showed that vocational teachers may have been imagining an ostensible truth and should re-evaluate their daily work load and make a genuine and an authentic comparison of their daily work load with all other high school teachers.

This section has summarized the important findings of the study. Conclusions presented were based on the findings. The next and final

section presents recommendations for the vocational education programs for the schools of South Dakota and recommendations for further study, based on this research.

RECOMMENDATIONS

From a study of the conclusions the writer assembled two lists of recommendations; namely, recommendations for vocational education programs for the schools of South Dakota and recommendations for further study, each of which appear in this section.

Recommendations for Vocational Education Programs for the Schools of South Dakota

As a result of this study, the writer recommends that in order to increase the effectiveness of the vocational education programs the vocational teachers, school administrators, school board members and colleges of South Dakota should:

1. continue to seek the help of college professors, school administrators and vocational teachers in evaluating the vocational education programs.
2. use the vocational education curriculums of South Dakota to their full potential.
3. continue to demand that vocational education courses carry academic credit equal to nonvocational education courses.
4. stress that vocational education programs at the high school, post-high school and adult levels be broadened and made more comprehensive.
5. strive for better understandings and relationships for the betterment of the vocational education programs.

6. continue to stress the importance of vocational homemaking and vocational agriculture courses.

7. recognize that boys in town who are interested in working in related agriculture fields should have an opportunity to enroll in vocational agriculture classes.

8. attempt to create an interest on the part of the general public in having vocational education programs serve geographic areas larger than the regular school districts.

9. secure the cooperation of the entire school staff in eliminating the social disadvantages of their programs and in encouraging the academically talented to enroll in more vocational education courses.

10. attempt to originate and attend more in-service professional training opportunities.

11. include more field trips, resource persons and demonstrations in teaching certain technical phases of vocational education.

12. re-evaluate their daily work load and make comparisons with nonvocational teachers.

Recommendations for Further Study

The writer feels that further research on the following phases of study would be worthwhile and add much to the value of the present study.

1. A study of other comparable states to find the implications for curriculum revisions leading to an image of vocational education.

2. A survey of the needs of early drop-outs for employment success--with implications for high school curriculum planning in vocational education.

3. A study to find interests and needs of adults in vocational education classes.

4. An investigation to determine the need for and interest in vocational education at the elementary level.

5. A survey to determine the needs and interest of youths and adults in post-high school vocational education--with implications for curriculum planning.

6. An investigation of the relationships between employment success and attainment by vocational education students and nonvocational education students.

7. A study to determine the optimum size of high school enrollment for the establishment of a vocational agriculture department.

8. A study to determine the effectiveness of resource persons in teaching.

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APPENDIX A

February 4, 1964

Dear _____:

The enclosed Data Gathering Instrument is to obtain information helpful in research for making an IMAGE SURVEY of Vocational Education in South Dakota public schools.

I am employing the jury technique to determine the validity of the Data Gathering Instrument. You have been selected as a member of a jury of experts in this field. I am planning to make a survey of all secondary schools in South Dakota with one or more Vocational Departments. School Administrators, Vocational Agriculture and Vocational Homemaking teachers will be surveyed.

Please feel free to delete or add to the questions or make any written comment. Also, I would appreciate any materials which you may have produced in this field of vocational work.

Thank you very much.

Yours sincerely,

Melvin Simak

APPENDIX B

DATA GATHERING INSTRUMENT

Instructions

What are your attitudes of the following statement in regard to vocational education in South Dakota Public High Schools? Your answer is correct if it expresses your true opinion. DO NOT OMIT ANY ITEM. In each case circle the coded letter or letters which represent your own ideas about each statement. Written comments will also be valuable.

SA-Strongly Agree; A-Agree; U-Undecided; D-Disagree;
SD-Strongly Disagree

- SA A U D SD 1. Vocational education programs should be offered at the secondary level and post-high school level, particularly in the 13th and 14th years.
- SA A U D SD 2. Vocational education programs should serve geographic areas larger than the regular school district.
- SA A U D SD 3. Vocational education has more social disadvantages than nonvocational education.
- SA A U D SD 4. Vocational education is decreasing in popularity.
- SA A U D SD 5. There is no need for improvement in the vocational curriculum in the schools of South Dakota.
- SA A U D SD 6. Vocational education can play a significant role in reducing the drop-out rate of high school students.
- SA A U D SD 7. More state aid is needed to expand the vocational education programs.
- SA A U D SD 8. More vocational programs should be offered for adults.
- SA A U D SD 9. Nonvocational teachers fully understand and appreciate the need for vocational education.
- SA A U D SD 10. The secondary school should discourage academically talented pupils from taking vocational education courses.

- SA A U D SD 11. Having a vocational education program in a secondary school causes too many administrative problems to justify having it.
- SA A U D SD 12. High school students selecting vocational education courses are usually from the lower socio-economic group in the community.
- SA A U D SD 13. The successful development of a local program of vocational education depends largely upon the degree to which local school administrators encourage and support the program.
- SA A U D SD 14. Vocational education courses should carry academic credit equal to nonvocational courses in the secondary school curriculum.
- SA A U D SD 15. Most high school pupils are interested in vocational subjects.
- SA A U D SD 16. At present vocational education is a federally controlled educational program.
- SA A U D SD 17. It is desirable to have vocational education financed in part by federal funds.
- SA A U D SD 18. Special programs should be provided for the youth who have dropped out of school and remain underemployed or unemployed.
- SA A U D SD 19. Every agricultural community that has a high school enrollment of 100 pupils or more needs a vocational agriculture department.
- SA A U D SD 20. High school agriculture courses are an economic help to the farm boy who is interested in agriculture.
- SA A U D SD 21. Boys in town who are interested in working in agriculture should have an opportunity to enroll in vocational agriculture classes.
- SA A U D SD 22. Most vocational teachers are lacking in professional training.
- SA A U D SD 23. Vocational teachers should be consulted in planning a vocational educational program.

- SA A U D SD 24. The vocational teachers in public schools should be replaced by skilled craftsmen.
- SA A U D SD 25. More in-service programs should be provided for vocational teachers.
- SA A U D SD 26. Vocational teachers are as cooperative as other teachers in helping with extra-class school activities.
- SA A U D SD 27. The daily work load for vocational teachers is greater than of other teachers in the high school.
- SA A U D SD 28. Farming requires less intelligence than most other occupations.
- SA A U D SD 29. Farm boys receive sufficient training on the farm, thus making formal in-school training in agriculture unnecessary.
- SA A U D SD 30. Girls can likewise receive adequate homemaking training in their home.
- SA A U D SD 31. Vocational homemaking courses should be elective rather than required.
- SA A U D SD 32. The public schools have a responsibility for providing industrial occupational training for out-of-school youth and adults where needs are evident.
- SA A U D SD 33. Vocational education programs in South Dakota public schools, being principally in agriculture and homemaking, need to be broadened and made more comprehensive, to include such preparation as trades, distribution, and office occupations, in order to meet the educational needs of more students.

List additional comments in this space.

APPENDIX C

March 9, 1964

Dear _____:

The enclosed Data Gathering Instrument is to obtain information helpful in research for making an IMAGE SURVEY of Vocational Education in South Dakota public schools.

Because of the increasing number of drop-outs of high school students and underemployed, interest has increased in this vital area. Most educators want to know what curriculum changes may be made to prevent drop-outs from high school.

Information received will be kept in strict confidence and in no case will names be used in written findings. In order for it to be valid, it is important for the questions to be answered as objectively as possible.

The success of this research depends on your interest and willingness to cooperate. The time taken from your busy schedule to answer this questionnaire will be a valuable contribution to research in this relatively new area. It is hoped you will not hesitate to answer freely.

Please fill out the questionnaire as soon as possible and return it in the enclosed, stamped, self-addressed envelope. A prompt reply will be most helpful.

Thank you very much.

Yours sincerely,

Melvin Simek

APPENDIX D

DATA GATHERING INSTRUMENT

Instructions

What are your attitudes of the following statements in regard to vocational education in South Dakota Public High Schools? Your answer is correct if it expresses your true opinion. DO NOT OMIT ANY ITEM. In each case circle the coded letter or letters which represent your own ideas about each statement. Written comments will also be valuable.

SA-Strongly Agree; A-Agree; U-Undecided; D-Disagree;
SD-Strongly Disagree

- SA A U D SD 1. Vocational education programs should be offered at the secondary level and post-high school level, particularly in the 13th and 14th years.
- SA A U D SD 2. Vocational education programs should serve geographic areas larger than the regular school district.
- SA A U D SD 3. Students enrolled in vocational education are subjected to more social disadvantages than those in nonvocational education.
- SA A U D SD 4. Vocational education is decreasing in need.
- SA A U D SD 5. There is need for improvement in the vocational curriculum in the schools of South Dakota.
- SA A U D SD 6. Vocational education can play a significant role in reducing the drop-out rate of high school students.
- SA A U D SD 7. More state aid is needed to expand the vocational education programs.
- SA A U D SD 8. More vocational programs should be offered for adults in more fields or areas of vocational education.
- SA A U D SD 9. Nonvocational teachers understand and appreciate the need for vocational education.
- SA A U D SD 10. The secondary school should discourage academically talented pupils from taking vocational education courses.

- SA A U D SD 11. Having a vocational education program in a secondary school causes too many administrative problems to justify having it.
- SA A U D SD 12. High school students selecting vocational education courses are usually from the lower socioeconomic group in the community.
- SA A U D SD 13. The successful development of a local program of vocational education depends largely upon the degree to which local school administrators encourage and support the program.
- SA A U D SD 14. Vocational education courses should carry academic credit equal to nonvocational courses in the secondary school curriculum.
- SA A U D SD 15. Most high school pupils are interested in some vocational subjects.
- SA A U D SD 16. At present vocational education is a federally controlled educational program.
- SA A U D SD 17. It is desirable to have vocational education financed in part by federal funds.
- SA A U D SD 18. Special programs should be available for the youth who have dropped out of school and remain underemployed or unemployed.
- SA A U D SD 19. Every farming community that has a high school enrollment of 100 pupils or more needs a vocational agriculture department.
- SA A U D SD 20. High school agriculture courses are an economic help to the farm boy who is interested in agriculture.
- SA A U D SD 21. Boys in town who are interested in working in agriculture should have an opportunity to enroll in vocational agriculture classes.
- SA A U D SD 22. Most vocational teachers are lacking in professional training.
- SA A U D SD 23. Vocational teachers should be consulted by school administrators and school board officials in planning a vocational educational program in South Dakota public high schools.

- SA A U D SD 24. The vocational teachers in public schools should have the assistance of skilled craftsmen in team teaching.
- SA A U D SD 25. More in-service professional training should be provided for vocational teachers.
- SA A U D SD 26. Vocational teachers are as cooperative as other teachers in helping with extra-class school activities.
- SA A U D SD 27. The daily work load for vocational teachers is greater than of other teachers in the high school.
- SA A U D SD 28. Farming requires less intelligence than most other occupations.
- SA A U D SD 29. Farm boys receive sufficient training on the farm, thus making formal in-school training in agriculture unnecessary.
- SA A U D SD 30. Girls can receive adequate homemaking training in their home without taking further homemaking training in high school.
- SA A U D SD 31. Vocational homemaking courses should be elective rather than required.
- SA A U D SD 32. The public schools have a responsibility for providing industrial occupational training for out-of-school youth and adults where needs are evident.
- SA A U D SD 33. Vocational education programs in South Dakota public schools, being principally in agriculture and homemaking, need to be broadened and made more comprehensive, to include such preparation as trades, distribution, and office occupations, in order to meet the educational needs of more students.

List additional comments in this space.

APPENDIX E

April 16, 1964

Dear _____:

In checking the returns of the Data Gathering Instrument pertaining to research for making an IMAGE SURVEY of Vocational Education in South Dakota public schools, I find that I have as yet not received a comment from you.

If this study is to be complete, a reply from all is desirable. Please complete and return the enclosed questionnaire in the stamped self-addressed envelope as soon as possible.

Thanks, in advance, for your help in this matter.

Sincerely yours,

Melvin Simek