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## **Agricultural education as perceived by East Tennessee school administrators**

Silles Ray Henegar

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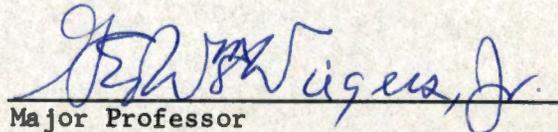
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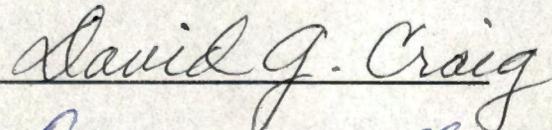
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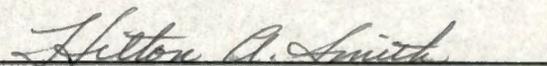
I am submitting herewith a thesis written by Silles Ray Henegar entitled "Agricultural Education as Perceived by East Tennessee School Administrators." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

  
Major Professor

We have read this thesis  
and recommend its acceptance:


Accepted for the Council:

  
Vice Chancellor for  
Graduate Studies and Research

**AGRICULTURAL EDUCATION AS PERCEIVED BY EAST TENNESSEE  
SCHOOL ADMINISTRATORS**

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**A Thesis  
Presented to  
the Graduate Council of  
The University of Tennessee**

---

**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science**

---

**by  
Silles Ray Henegar**

**March 1969**

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## ABSTRACT

In an effort to improve the programs of vocational agriculture, questionnaires regarding certain aspects of the present and future programs were mailed to every school administrator in East Tennessee who had a vocational agriculture program in the school system. Eighty-two per cent of the 108 administrators furnished data which is presented in the epitome.

The administrators strongly agreed that the results of the training in vocational agriculture contributed to the growth of the national economy and it is a valuable part of the secondary school program. The program should serve all students, regardless of their sex, who are interested in pursuing an occupation or gaining a general knowledge of agriculture.

A new name "Agricultural Education," should replace the present name "Vocational Agriculture." The use of a statewide core curriculum which should be adapted to meet the local needs by the agriculture teacher, school administrators, and the agriculture advisory council was supported; and college of agriculture education professors should be invited to serve as consultants. The program and facility needs should be presented to the governing bodies for consideration.

Provisions should be made to maintain or extend the use of multiple teacher departments, land laboratories and field demonstrations, practical experience for the students, integrating basic science principles with agriculture science, and supervision for all students enrolled in agriculture.

Units which consist of jobs should be taught during the appropriate season. The one period schedule per day for each student was considered most valuable to allow overall educational growth. Class time spent in agricultural mechanics should depend on the selected objectives.

The first two years of agriculture should be general in nature and include plant science, animal science, soil science, and agricultural mechanics. The third and fourth year of agriculture should be more specialized and specific titles, indicative of course content should be used.

In general, agriculture teachers were considered to be doing a good job conveying to the public the objectives of the program and the program accomplishments.

Strong agreement was expressed that the FFA organization provides experiences in the development of desirable leadership, civic interest and social abilities; and the organization should maintain the present name. In general, the FFA was not considered over-emphasized in relation to the instructional program.

Adult education in agriculture should be conducted by the vocational agriculture teacher and he should receive supplementary pay that is complimentary to his experience and education. The suggestion to consider adult classes as factors in calculating teacher load was rejected.

Professional growth through graduate study was supported unanimously followed closely by agriculture in-service education, attending workshops and reading professional literature.

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## CHAPTER I

### THE PROBLEM AND ITS DEFINITION

#### I. INTRODUCTION

The vocational agriculture program has a past, growing out of the efforts of many people. Like any other program, it is an evolving program with evident strengths and weaknesses. Change will occur. Selection of objectives, content, points of emphasis, aspects of organization and administration of the program must of necessity respond to new knowledge.

This study is based on the assumption that the major attention must be given to the opinions of those who are held directly responsible for the school curriculum, the school administrators.

#### II. STATEMENT OF THE PROBLEM

This study is an analysis of the opinions of East Tennessee School Administrators regarding certain aspects of the present and future programs of vocational agriculture.

The two main objectives of this study are as follows:

1. To analyze the opinions of the East Tennessee School Administrators regarding the present programs of vocational agriculture.
2. To analyze the same school administrators' opinions regarding suggested ways of making the programs more useful.

### III. IMPORTANCE OF THE STUDY

In an effort to improve the programs of vocational agriculture, which necessitates maintaining certain aspects of the program or changing certain aspects of the program whatever the case may be, it is important to gain the opinions of those who are directly responsible for the school curriculum. Administrators have the authority to accept or reject any proposal including those from the vocational agriculture teacher.

Many variables may occur in the organization and administration of the instructional program, the Future Farmers of America, and adult education in agriculture; therefore, it becomes necessary to periodically collect data regarding the present and proposed changes to gain a greater understanding of the needs that may exist in the vocational agriculture program.

In an evaluation speech made by Dr. George W. Wieggers, Jr., at the 1968 annual conference for Kentucky Vocational Agriculture Teachers, it was explained explicitly that:

In order for the program, curriculum, or course builder to reach sound decisions with so many variables playing a part he must have a set of criteria against which alternatives can be weighed. For too long we have neglected giving our attention to developing sets of criteria that are acceptable and will be supported by parents, students, school administrators, teachers, supervisors and others (1, p. 7).\*

This study is conducted in connection with the school administrators because they have the authority to recommend, reject or accept

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\*Numbers in parentheses refer to numbered references in the Bibliography.

programs of vocational agriculture.

It seems apparent that attention should be given to the opinions of those who are responsible for programs of vocational agriculture in the secondary school systems.

#### IV. PROCEDURE OF STUDY

After the writer conferred with his graduate committee regarding certain aspects of the vocational agriculture program, he revised his proposed questionnaire.

In an effort to check the communications power of the questionnaire, two field tests were conducted. The first test respondents were college of agriculture professors. The second field test respondents were school administrators.

Before each field test the writer conferred with members of the graduate committee, discussed the questionnaire and made adjustments to insure correct interpretation of the questionnaire.

Efforts were made to secure information from every principal and superintendent in East Tennessee that has a vocational agriculture department in the school system.

An up-to-date list of principals and superintendents of East Tennessee who have one or more vocational agriculture programs in the school system was obtained from the Regional Office of Agricultural Education.

Contacts were made with the Regional Office of Agricultural Education before the questionnaires were mailed. It was suggested that attention be given to the opinions of others. This implied a voice of approval to conduct the study.

In approximately fourteen days a follow-up letter was mailed to the administrators that had not responded. Prior to the follow-up letter 72 per cent had responded. After the follow-up letter was sent out another 10 per cent responded making a total of 82 per cent responding to the questionnaire.

#### V. DELIMITATION OF STUDY

The boundaries of the study included the 108 East Tennessee School Administrators who had one or more agriculture programs in their school systems.

The study was limited to school administrators because of time and finances. It is recognized that data from students, parents, and vocational agriculture teachers could also furnish usable data on certain aspects of the program.

#### VI. DEFINITION OF TERMS

Vocational agriculture. Vocational agriculture is the study of agriculture taught in the secondary school under the provisions of the Smith-Huges Act of 1917 and subsidiary acts that provide funds for programs which lead to proficiency in agricultural occupations.

Vocational agriculture teacher. Vocational agriculture teacher refers to a teacher with a degree in agriculture with a major in Agricultural Education who is employed to carry out the duties and responsibilities as defined in the local and state agricultural education program.

Administrators. Administrators are high school principals and superintendents of the school system who are responsible for implementing

the school curriculum.

Curriculum. The school curriculum refers to the classes, clubs, organizations and all school activities that make up a school program.

Adult education in agriculture. Adult education in agriculture refers to an organized class in agriculture for out of school persons. The class is usually conducted at night by the vocational agriculture teacher.

Principle. A principle is a fundamental truth, law or doctrine from which other truths are derived.

FFA organization. The Future Farmers of America (FFA) is a national organization for boys that are engaged in the study of vocational agriculture. The local organization is under the supervision of the vocational agriculture teacher.

Teaching facilities. Teaching facilities refer to anything that promotes ease in teaching which includes buildings, agriculture mechanics equipment, laboratory, supplies, audio-visual equipment, books, etc.

Agriculture advisory council. Agriculture advisory council refers to an organized group of agriculturists, agriculture business men, parents and other lay citizens that are representative of the community. The group usually consists of 7 to 11 members who are selected for the purpose of assisting in identifying policies, determining needs, and helping to establish objectives for the agricultural program. Their responsibility is to offer suggestions and advice.

Governing bodies. Governing bodies include the school board, school commission, city council, and county court. They have the power to approve the budget, establish policies, etc.

Respondents. Respondents refers to the administrators who expressed their opinions on the questionnaire for study.

Clientele to be served. Persons that could benefit by pursuing a course or courses in vocational agriculture.

Needs. Needs may be classified into two groups, known and unknown. Both known and unknown needs may be determined by exposing the present situation in light of a standard. The standard must be known or perceived before the unknown need can be discovered.

Objectives. Objectives are the ends which the students are expected to acquire. Establishing objectives deals with the identification of the behavior to be developed and the area of life which the behavior is expected to take place.

Standard. Standard refers to that which is accepted or perceived by a group or authority.

## VII. ORGANIZATION OF THE STUDY

Chapter I introduces and defines the problem.

Chapter II presents the review of literature.

Chapter III contains the data and analysis of the study.

Chapter IV is devoted to the summary and recommendations.

The Bibliography follows chapter four.

Appendix A consists of the letter to prospective respondents

from the Superintendent in support of the study and a follow-up letter to respondents.

Appendix B is the questionnaire used in collecting data.

## CHAPTER II

### REVIEW OF LITERATURE

Part I of this chapter presents excerpts regarding the vocational agriculture programs taken from literature and research dated from 1961 through 1964. The review illustrates some of the concerns prior to and after the passage of the 1963 Vocational Education Act. The excerpts are parts related to the whole program of vocational agriculture and no attempt has been made to place the parts into program divisions; rather, the writer brought into focus such questions as:

1. What influence does one segment have upon other areas of the agriculture program?
2. Where should the emphasis be placed?
3. What part of the program should be maintained or changed?
4. What is perceived in vocational agriculture?

Part II of this chapter relates to current articles, two studies conducted in 1968, and an analysis of the Vocational Education Act of 1963. The two major problems which appeared to be the concern are:

1. If a change in procedure is needed in vocational agriculture how strongly are the proposed changes supported?
2. If our present procedures are adequate, to what extent are the responsibilities being fulfilled?

#### I. PART I

Nylin stated that the current press is full of articles which portray the true and only education our youth should have. It is

evident that misunderstandings are prevailing that vocational education should be on the alert to safeguard the true values in education (2, p. 7).

Legg states:

As the critical function of providing our food supply is concentrated in the hands of fewer people it becomes ultimately more important that these people be highly skilled and educated in their field. In America our food supply has been our first line of defense and remains our first claim to fame among the nations.

America's efficiency in producing food and fiber has been responsible for its being able to buy more and better food with a smaller percentage of its income than has any other nation in the world. Thus, our agriculture has allowed a diversion of a greater portion of our funds to the purchase of luxuries or to savings and has fostered this unprecedented era of prosperity (3, pp. 21-22).

Wieggers states that the FFA program was originally designed to provide new experiences for youth enrolled in vocational agriculture courses. The program was expected to help change members in many ways, an important purpose was to motivate them to participate in group activities (4, p. 195).

In Hemp's article, he points out that the FFA activities should be recognized as a vehicle for learning experiences in the area of leadership training and citizenship (5, p. 124).

Atherton implies that it is easy to become sidetracked and spend large blocks of time on trivial items. He suggests a more concentrated effort should be taken on the essentials of agriculture (6, p. 129).

It was reported by Ruth that vocational agriculture teachers thought contests and fairs helped them do a better job teaching. Yet, 25 to 32 per cent of those teachers felt that it contributed to their spending too much class time on contests and fairs (7, p.75).

Legg revealed that it was not necessary for so much diversity to exist in the program of vocational agriculture as was exhibited by schools that were studied. The greatest agreement on what to teach

was reached among schools that also showed the greatest gain in agriculture knowledge (3, pp. 76-77).

In Merrill's study on farm mechanics it was revealed that approximately 50 per cent of the total time was spent in the area of farm mechanics in Idaho (8, p. 26).

Snodderly found in his study of opinions of school administrators regarding vocational agriculture in East Tennessee that 86 per cent indicated the main purpose of the course was to provide basic training in agriculture. Ninety-one per cent indicated that course content should include general broad knowledge of agriculture and related fields. Sixty per cent suggested that young adult farmer classes should be taught by the teacher of vocational agriculture (9, pp. 84-86).

In his study Legg discovered that the adult and young farmer class enrollment had declined 40 per cent and 51 per cent respectively from 1955 through 1961 (3, p. 86).

In Krebs' article he indicated that the public schools will not be the adult farmer education centers in the future unless changes in regulations are made (10, p. 3).

Starosta stated in his article that vocational agriculture teachers have an excellent opportunity to teach related science in their classes. The students should be instructed in those areas of agriculture to which science is related if they are to understand the relation of science and agriculture (11, p. 3).

Hammonds implied that in vocational agriculture much attention is being given to teaching principles, concepts, values, and other

generalizations, and greater emphasis will be given in the future (12, p. 123).

Woodin stated that teachers of vocational agriculture face new problems in the field of agriculture. The body of technical information in agriculture has doubled in 10 years and more new knowledge becomes available every day. (13, p. 123).

Hemp stated:

The ever-increasing body of agricultural knowledge and the rapidity of change within this body of knowledge keeps even the best informed teachers hopping to keep up to date. Keeping abreast of current subject matter is of primary importance to teachers, but the accumulation and the changing character of knowledge has some important implications for teaching practice.

There is a place for programed learning in vocational education. Research at Pennsylvania State and Cornell University suggests some possible uses of programed learning in vocational education. In Illinois, some types of programed learning has proved successful in vocational agriculture (5, pp. 124-125).

Legg implied that a definite shortage of facilities among many of the departments had hampered the progress of the student by failure to meet the vocational needs (3, p. 86).

Calkins said:

No branch of higher education is more neglected today than the re-education of the educated. No one in these times can go far on the intellectual capital he acquires in his youth. Unless he keeps his knowledge or skill up to date, revises it, adds to it, enriches it with experience, and supplements it with new ideas, he is soon handicapped for the duties of the day (14, p. 3).

Wieggers stated:

Unfortunately, too many persons occupying leadership positions in agricultural education and teachers of vocational agriculture have placed low priority on advancing themselves professionally and technically through graduate study. The day has passed when leaders and teachers can be exempted from responsibility for advanced learning (15, p. 3).

Atherton referred to public relations as doing the appropriate thing in the proper manner and informing others about it. He also

points out that it is imperative that the public relations program be grounded on real interest, sincerity, and integrity (16, p. 177).

Omar expressed that county extension agents and teachers of vocational agriculture are the first line faced with the challenge of a new agriculture. He pointed to the value of harmonious working relationships, cooperation and coordination and its encouragement by state and national leaders (17, p. 180).

## II. PART II

Agriculture and its many ramifications have challenges to meet. Agriculture is basic to the progress of America, and it is thought to contribute substantially to our Nation's efforts in maintaining world peace and in helping other nations to maintain democratic stability.

Realizing the importance of agriculture to the National welfare and its contributing factors to a stable democracy in any country, the United States Congress enacted a new vocational education law December 18, 1963 which included vocational agriculture as an expanding program.

Public Law 88-210 was enacted by the Senate and House of Representatives of the United States of America in Congress assembled.

Part A, Vocational Education declaration of purpose is as follows:

Section I. It is the purpose of this part to authorize grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the state--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high

quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and is suited to their needs, interests, and ability to benefit from such training (18, p. 1).

Section 10, Act (b) provides for any amounts allotted for agriculture to be used for vocational education in any occupation involving knowledge and skills in agriculture subjects, whether or not such occupation involves work of the farm or of the farm home and such education may be provided without direct or supervised practice on a farm (18, p. 8).

It appears, the 1963 vocational education act made provisions for vocational agriculture education to broaden and strengthen the programs of agriculture.

The purposes of vocational and technical education in agriculture appear to be derived from student and national needs in a democratic society. The purposes concur with the educational objectives of American public education and provide for gainful employment which is realistic in light of actual or perceived employment opportunities (19, p. 3).

A resume of the program objectives for vocational and technical education in agriculture involves the development of technical abilities in production agriculture, occupations in agriculture other than production agriculture, development of abilities in human relations, and to develop abilities in agriculture leadership, social abilities, and civic responsibilities.

Beeman in the study of vocational agriculture in Mississippi reported that a majority agreed that agriculture should serve off-farm agriculture, and the program of agriculture should be open to all who can profit from the course. The study showed that many school administrators and vocational agriculture teachers objected rather strongly

to admitting girls, while the lay public strongly supported the proposal. Other accepted suggestions were specific titles for agriculture classes, multiple teacher departments where possible, four year programs for agriculture based on a statewide core curriculum. Vocational agriculture was considered to be a valuable part of a well rounded school program. The respondents agreed to changing the name of the FFA to a name more indicative of the program of agriculture (20, pp. 232-233).

In the North Carolina occupational study conducted by Hamlin, three major goals regarding vocational education received near universal acceptance. One of the goals was expressed as follows:

Provisions as rapidly as feasible of appropriate occupational education for all who need it, want it, and can profit from it, regardless of age, sex, race, socio-economic situation, or any other consideration (21, p. 153).

It was also noted that superintendents were under pressure to expand and improve their programs of occupational education (21, p. 153).

In the study of the Southern Region conducted by Todd, double majors for persons training for the teaching profession could be obtained in many of the Southern Region States. Plans were progressing in four states toward endorsement in specialized areas of agriculture (22, p. 172).

This could prove to be an important move as specialization becomes more accepted in agriculture.

Craig reported values in micro-teaching, he suggests it provides supervisors and teacher educators a clearer view of the complex process of teaching. It also provides those who are preparing or improving teaching abilities to learn about and improve their teaching step by step. (23, p. 170).

The need for improved teaching appears to be a never-ending process.

In carrying out the mandate of agriculture, the educators should be aware of the need of sharing the educational responsibilities with other vocational educational services, with general agriculture agencies and groups including those concerned with the teaching of non-vocational subjects in agriculture (19, p. 4).

## CHAPTER III

### PRESENTATION AND DISCUSSION OF DATA

Eighty-two per cent of the school administrators supplied personal data and expressed opinions for the study regarding certain aspects of organization and administration, the instruction of the program, the FFA, adult education in agriculture and professional growth.

#### I. PERSONAL DATA

A study of Table I reveals that 80 per cent of each group of responding school administrators have obtained a Master's degree. Educational Specialist's were represented by 2 per cent of the principals and 4 per cent of the superintendents. Doctoral degrees were held by 5 per cent of the principals and 8 per cent of the superintendents. Those with Bachelor of Science degrees were represented by 13 per cent of the principals and 8 per cent of the superintendents.

As shown by Table II, the responding school administrators represent a wide range of experience in the area of administration. Principals with less than five years of experience were represented by 35 per cent. Superintendents were represented by 23 per cent with five years or less and 23 per cent represented experience of 16 to 20 years.

TABLE I  
EDUCATION OF 62 PRINCIPALS AND 26 SUPERINTENDENTS

	<u>Principals</u> No.	Per Cent	<u>Superintendents</u> No.	Per Cent
Bachelor's Degree	8	13	2	8
Master's Degree	50	80	21	80
Doctoral Degree	3	5	2	8
Educational Specialist's Degree	1	2	1	4

TABLE II  
YEARS OF SCHOOL ADMINISTRATIVE EXPERIENCE OF 62 PRINCIPALS AND  
26 SUPERINTENDENTS RESPONDING TO THE QUESTIONNAIRE

<u>Years of Experience</u>	<u>Principals</u> No.	Per Cent	<u>Superintendents</u> No.	Per Cent
0 - 5	22	35	6	23
6 - 10	14	23	2	8
11 - 15	7	11	4	15
16 - 20	6	10	6	23
21 or More	13	21	8	31

## II. GENERAL DATA

In interpreting Table III the reader should bear in mind that no description of rural, town or city was given on the questionnaire; therefore, interpretation of each by the respondent may have resulted in some question as to size. The majority of the schools are considered rural, but town and city schools are represented according to the respondents opinion.

## III. ANALYSIS OF QUESTIONNAIRE DATA

The principals and superintendents who are referred to in this chapter have expressed their opinions regarding each question.

Program value. As shown in Table IV, the results of vocational agriculture training in the United States are contributing factors to the growth of the national economy. There were 92 per cent of the principals and 93 per cent of the superintendents supporting the statement.

Table V affords additional evidence that vocational agriculture is a valuable program. In fact, 93 per cent of the principals and 88 per cent of the superintendents were in some degree of agreement to its value.

In addition Table V shows that only 1 per cent of the principals and none of the superintendents were in disagreement to the value of the program.

Clientele to be served. It is apparent from Table VI that agriculture college bound students should complete two or more years of vocational agriculture in high school. The statement was supported

TABLE III

SCHOOL CLASSIFICATION ACCORDING TO LOCATION  
BY 62 PRINCIPALS AND 26 SUPERINTENDENTS

	<u>Principals</u>	<u>Per</u>	<u>Superintendents</u>	<u>Per</u>
	<u>No.</u>	<u>Cent</u>	<u>No.</u>	<u>Cent</u>
Rural	35	56	19	73
Town	20	32	5	20
City	7	12	2	7

TABLE IV

VOCATIONAL AGRICULTURE IN THE HIGH SCHOOL  
CONTRIBUTES TO THE NATIONAL ECONOMY

Administrators	No.	*SA	<u>Per Cent of Response</u>			
			<u>A</u>	<u>I</u>	<u>D</u>	<u>SD</u>
Principals	62	35	58	5	1	1
Superintendents	26	19	73	4	4	0

\*The per cent of opinions are expressed by the symbols as follows:

SA - The symbol SA means strongly agree

A - The symbol A means agree

I - The symbol I means indifferent

D - The symbol D means disagree

SD - The symbol SD means strongly disagree

TABLE V

VOCATIONAL AGRICULTURE IS A VALUABLE PART  
OF THE SECONDARY SCHOOL PROGRAM

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	39	54	6	0	1
Superintendents	26	27	61	12	0	0

TABLE VI

VOCATIONAL AGRICULTURE AS A PRE-REQUISITE TO  
THE COLLEGE OF AGRICULTURE\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	59	32	1	8	0
Superintendents	26	50	42	0	8	0

\*Students planning to enter the college of agriculture should complete 2 or more years of vocational agriculture in high school.

by 91 per cent of the principals with 59 per cent of those strongly agreeing. The superintendents supported the statement by 92 per cent and 50 per cent of those expressed strong support.

Table VII shows that special classes in agriculture should be available to high school students who are interested in acquiring a knowledge of agriculture.

Special classes in agriculture were suggested by some of the respondents as the schools become more urbanized with fewer students having a rural background.

An analysis of Table VIII shows that the vocational agriculture program in the secondary school should be open to all high school students regardless of their sex if they have an interest in the program.

While the higher percentage of respondents were in some degree of agreement to the proposal of allowing all students regardless of sex to enroll in the agriculture program, there were 30 per cent of the principals and 19 per cent of the superintendents in some degree of disagreement.

Principles of administration. Table IX shows that a wide range of opinions were expressed regarding the changing of the name "Vocational Agriculture to Agricultural Education." Supporting the suggestion of "Agricultural Education" were 50 per cent or more in the two responding groups. Furthermore, this table shows that 50 per cent of the superintendents agreed to the proposal, 19 per cent disagreed and 31 per cent were indifferent. The writer observed that 30 per cent of the principals were indifferent and 17 per cent expressed disagreement.

TABLE VII  
SPECIAL CLASSES IN AGRICULTURE SHOULD BE  
AVAILABLE TO HIGH SCHOOL STUDENTS\*

Administrators	No.	SA	Per Cent of Response			SD
			A	I	D	
Principals	62	20	55	11	11	3
Superintendents	26	23	62	8	7	0

\*Special classes in agriculture (other than vocational agriculture) should be available to students that desire a general knowledge of agriculture but who not interested in pursuing a career in agriculture.

TABLE VIII  
SEX SHOULD NOT BE A FACTOR TO ENROLLING  
IN VOCATIONAL AGRICULTURE\*

Administrators	No.	SA	Per Cent of Response			SD
			A	I	D	
Principals	62	13	47	10	22	8
Superintendents	26	27	50	4	12	7

\*The vocational agriculture program in the secondary school should be open to all high school students regardless of their sex if they have an interest in the program.

TABLE IX  
A NEW NAME SHOULD BE ADOPTED\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	29	24	30	8	9
Superintendents	26	15	35	31	19	0

\*A new name, "Agricultural Education," should be adopted to replace the present name, "Vocational Agriculture."

According to Table X, the combined efforts of the agriculture teacher, school administrators, and an agriculture advisory committee is one of the best known ways of deciding what to include in the agriculture program. There were 38 per cent of the administrators strongly agreeing. Further analysis shows an additional 50 per cent agreeing to the proposal.

Table XI shows that a degree of agreement was expressed by a majority of the responding groups that college of education professors should be invited to serve as consultants in developing specific areas of the vocational agriculture program. There were 8 per cent of the responding groups that were in some degree of disagreement and slightly over 20 per cent showing no concern one way or another.

According to Table XII, the principals indicated that a standardized state wide core curriculum in vocational agriculture, with provisions to adapt to fit local agriculture needs should be adopted.

The superintendents as shown in Table XII had a wide range of opinions on the rating scale regarding a state wide core curriculum for vocational agriculture. Yet, 54 per cent were in some degree of agreement that a state wide program for vocational agriculture should be adopted.

Table XIII shows the respondents to be in some degree of agreement by more than 50 per cent that multiple teacher departments may be necessary as instruction becomes more specialized. Some respondents commented, "depending on the situation," and "would help out but may not be necessary." The comments may have indicated that the word "necessary" was a little strong, because enrollment could also be a factor in making the decisions.

TABLE X

AGRICULTURE TEACHERS, SCHOOL ADMINISTRATORS AND  
AN ADVISORY COUNCIL SHOULD MAKE DECISIONS\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	38	52	7	3	0
Superintendents	26	38	50	12	0	0

\*The combined efforts of the agriculture teacher, school administrators and an advisory committee is one of the best known ways of deciding what to include in the agriculture program.

TABLE XI

COLLEGE OF EDUCATION PROFESSORS  
SHOULD SERVE AS CONSULTANTS\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	11	54	21	8	6
Superintendents	26	3	61	20	2	0

\*College of Education professors should be invited to serve as consultants in developing specific areas of the vocational agriculture program.

TABLE XII  
A STANDARDIZED STATE WIDE CORE CURRICULUM  
SHOULD BE STRESSED\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	28	57	4	11	0
Superintendents	26	15	39	15	16	15

\*There should be a standardized state wide core curriculum in vocational agriculture, with provisions to adapt to fit local agriculture needs.

TABLE XIII  
MULTIPLE TEACHER DEPARTMENTS ARE NECESSARY\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	21	47	8	24	0
Superintendents	26	8	46	19	23	4

\*When the agriculture program includes instructions in specialized areas, such as horticulture, mechanics, occupational experience and training, etc., multiple teacher departments are necessary.

A further analysis of Table XIII indicates the percentage of superintendents who were indifferent and disagreeing to the proposal was twice the percentage of principals who were indifferent or disagreeing that multiple teacher departments were necessary as instruction becomes more specialized.

Table XIV shows an analysis of who is responsible for acquiring and maintaining the necessary facilities for a vocational agriculture program. The responding administrators indicated by some degree of agreement that the school administrator, agriculture teacher, agriculture advisory council, and governing bodies should be responsible. It was noted that a low percentage disagreed and some strongly disagreed to the mentioned groups as sharing the responsibility of obtaining facilities. Also there was a ranging percentage who were indifferent to the responsibilities.

As shown by Table XV, acquiring and maintaining departmental facilities is a necessary responsibility that deserves constant attention. The principals were in 98 per cent agreement to the proposals with 53 per cent strongly agreeing. The superintendents show 92 per cent in agreement.

Instruction. It is apparent from Table XVI that land laboratories and field demonstrations should be provided as a part of the instructional program in vocational agriculture.

An examination of Table XVII shows that 50 per cent of the responding superintendents agreed to a one hour schedule per day for each agriculture student as being superior. Seventy-four per cent of the principals favored the one hour schedule. Table XVII also illustrates

TABLE XIV

OPINIONS OF EAST TENNESSEE SCHOOL ADMINISTRATORS ABOUT THE RESPONSIBILITY FOR ACQUIRING AND MAINTAINING THE NECESSARY FACILITIES FOR A VOCATIONAL AGRICULTURE PROGRAM

	No.	Per Cent of Response				
		SA	A	I	D	SD
<b>School Administrators:</b>						
Principals	51	29	51	4	14	2
Superintendents	20	45	45	5	5	0
<b>Agriculture Teacher:</b>						
Principals	46	32	56	0	10	2
Superintendents	15	34	34	6	26	0
<b>Agriculture Advisory Council:</b>						
Principals	42	22	50	12	14	2
Superintendents	15	6	53	14	27	0
<b>Governing Bodies:</b>						
Principals	50	40	42	8	6	4
Superintendents	18	28	44	22	6	0
<b>Other Organized Groups:</b>						
Principals	40	2	35	20	23	20
Superintendents	13	0	8	46	46	0

TABLE XV

ACQUIRING AND MAINTAINING DEPARTMENT FACILITIES IS A NECESSARY  
RESPONSIBILITY THAT DESERVES CONSTANT ATTENTION

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	53	45	0	0	2
Superintendents	26	34	58	8	0	0

TABLE XVI

LAND LABORATORIES AND FIELD DEMONSTRATIONS SHOULD BE PROVIDED\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	44	48	4	2	2
Superintendents	26	31	65	4	0	0

\*Land laboratories and field demonstrations should be provided  
as a part of the instructional program in vocational agriculture.

TABLE XVII  
 SCHEDULE ONE CLASS PERIOD PER DAY IN AGRICULTURE\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	18	56	10	8	8
Superintendents	26	4	54	11	27	4

\*Vocational agriculture class time consumed by each vocational agriculture student at the rate of one period per day is one of the most desirable schedules to allow overall educational growth.

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that 31 per cent of the superintendents disagreed that a one hour schedule per day was best for vocational agriculture students.

Table XVIII indicates that consideration should be given to the teaching of jobs at the appropriate season when possible. An example could be a unit including the jobs on gardening during the gardening season. Another example, a job of marketing feeder calves could be taught prior to or during the time for application of the principle. The study of agriculture marketing could be under discussion during the appropriate season.

An interpretation of Table XIX reveals that the first two years in vocational agriculture should be general in nature and include basic instructions in plant science, animal science, and agricultural mechanics. Being general in nature leaves some leadway for adjustment of the program to meet recognized needs.

The two responding groups, as shown in Table XX, clearly indicate the third and fourth year of instructions in agriculture should be in one or more specialized areas of agriculture occupations.

Table XXI shows some indifferent responses as well as some disagreeing to giving specific titles to Agriculture I, II, III, and IV. A majority in each group supported the suggestion.

Table XXII presents a summary of opinions regarding 50 per cent of the class time in agricultural mechanics. It is apparent, a wide range of reaction is expressed. There was no majority expressed on either side of the scale.

A study of Table XXIII reveals that practical experience in vocational agriculture should be a part of the requirements for completion of the course; however, there are some who disagree and some

TABLE XVIII

SEASONAL JOBS TAUGHT DURING THE APPROPRIATE  
SEASONS ARE MORE VALUABLE\*

Administrators	No.	SA	Per Cent of Response			SD
			A	I	D	
Principals	62	20	55	18	7	0
Superintendents	26	19	50	11	12	8

\*Seasonal jobs taught during the appropriate seasons are more valuable to the student of vocational agriculture than longer units of study taught without regard to seasons.

TABLE XIX

THE FIRST TWO YEARS OF INSTRUCTIONS IN VOCATIONAL  
AGRICULTURE SHOULD BE GENERAL IN NATURE\*

Administrators	No.	SA	Per Cent of Response			SD
			A	I	D	
Principals	62	24	58	15	2	1
Superintendents	26	12	73	11	4	0

\*The first two years of instructions in vocational agriculture should be general in nature and include basic instructions in plant science, animal science, soil science, and agriculture mechanics.

TABLE XX

THIRD AND FOURTH YEAR ON INSTRUCTIONS IN AGRICULTURE  
SHOULD BE MORE SPECIALIZED\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	31	56	8	3	2
Superintendents	26	19	65	8	8	0

\*The third and fourth year of instructions in agriculture should be in one or more specialized areas of agricultural occupations.

TABLE XXI

SPECIFIC TITLES SHOULD BE USED FOR AGRICULTURE CLASSES\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	24	44	16	13	3
Superintendents	26	8	50	31	11	0

\*Specific titles, indicative of the course content should be used for agriculture classes rather than the conventional agriculture I, II, III, and IV.

TABLE XXII

## AGRICULTURE MECHANICS SHOULD CONSUME ONE HALF THE CLASS TIME\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	6	37	29	23	5
Superintendents	26	4	35	15	38	8

\*Approximately one half of the annual class time in vocational agriculture should be devoted to the agriculture mechanics program.

TABLE XXIII

## PRACTICAL EXPERIENCE IN VOCATIONAL AGRICULTURE SHOULD BE A PART OF THE REQUIREMENT FOR COMPLETION OF A COURSE

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	29	50	13	6	2
Superintendents	26	27	61	4	8	0



who strongly disagree to the practice. Some were indifferent to the suggestion of practical experience for completion of the course.

Supervision is presented in Table XXIV. The vocational agriculture teacher should supervise the boys engaged in an agriculture work experience training program as well as those engaged in agriculture production. Only 4 per cent of each responding group disagreed to the statement; therefore, support exceeded 90 per cent with each group.

Table XXV furnishes support to integrating basic science principles to the studies in vocational agriculture.

Table XXVI shows that in many cases the agriculture teacher is not doing a good job of conveying to the public the objectives of the program and program accomplishments. One respondent commented, "I feel this is the weakest point of the program."

It is shown in Table XXVI that 38 per cent of the responding superintendents disagreed to the suggestion that the agriculture teacher was doing a good job conveying to the public the program objectives; however, a majority of the responses were of a positive nature either agreeing or strongly agreeing.

Future Farmers of America organization. Strong support was shown in Table XXVII that the Future Farmers of America organization provides experiences as currently operating in the development of desirable leadership, civic interest, and social abilities. The responding principals show 94 per cent support and 44 per cent of that offered strong support about the FFA developing desirable leadership, civic interest, and social abilities. The superintendents responded in the affirmative by 92 per cent to the statement.

TABLE XXIV

THE VOCATIONAL AGRICULTURE TEACHER SHOULD SUPERVISE  
ALL THE AGRICULTURE STUDENTS\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	35	56	5	4	0
Superintendents	26	27	65	4	4	0

\*The vocational agriculture teacher should supervise the boys engaged in an agriculture work experience training program as well as those engaged in agriculture production.

TABLE XXV

BASIC BIOLOGICAL AND PHYSICAL SCIENCE  
PRINCIPLES SHOULD BE STRESSED\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	27	60	11	2	0
Superintendents	26	19	77	0	0	4

\*Basic biological and physical science principles should be integrated with plant science, animal science, and farm mechanics studies in vocational agriculture.

TABLE XXVI

THE AGRICULTURE TEACHER IS DOING A GOOD JOB CONVEYING  
TO THE PUBLIC THE OBJECTIVES OF THE PROGRAM  
AND THE PROGRAM ACCOMPLISHMENTS

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	25	42	11	16	6
Superintendents	26	12	42	4	38	4

TABLE XXVII

THE FUTURE FARMERS OF AMERICA ORGANIZATION PROVIDES EXPERIENCES  
AS CURRENTLY OPERATING IN THE DEVELOPMENT OF DESIRABLE  
LEADERSHIP, CIVIC INTEREST, AND SOCIAL ABILITIES

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	44	50	1	5	0
Superintendents	26	19	73	8	0	0

According to Table XXVIII, in general, The FFA is not over-emphasized in relation to the agriculture instructional program. This was revealed by both responding groups disagreeing in some degree to a suggestion that the FFA was overemphasized; however, one agreeing respondent commented, "I get the idea that students are taking FFA instead of agriculture."

Further analysis of Table XXVIII shows 16 per cent of the principals agreed and 6 per cent strongly agreed that the FFA was overemphasized. The responding superintendents agreed by 12 per cent and strongly by 12 per cent and another 15 per cent were indifferent.

Table XXIX shows the present name, "Future Farmers of America," (FFA) to be under question in the eyes of East Tennessee School Administrators. The organization is designed for boys studying vocational agriculture. The percentage of indifferent respondents could have put a majority on either side of the rating scale if they had chosen to give a positive or negative opinion. There were strong feelings on both sides of the scale, but a higher percentage rejected the idea of a new name for FFA. One respondent commented, "A rose is not half so sweet without its name."

Adult education. Table XXX shows 61 per cent of the principals and 77 per cent of the superintendents in some degree of agreement that agriculture teachers should conduct adult classes in agriculture. There were 26 per cent of the responding principals indifferent to the program. Those strongly disagreeing to the agriculture teacher conducting adult classes were represented by 8 per cent of each group.

As shown in Table XXXI, vocational agriculture teachers who are teaching adult and young farmer classes in addition to high school

TABLE XXVIII

THE FUTURE FARMERS OF AMERICA IS OVER EMPHASIZED IN RELATION  
TO THE AGRICULTURE INSTRUCTIONAL PROGRAM

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	6	16	11	43	24
Superintendents	26	12	12	15	38	23

TABLE XXIX

A NEW NAME SHOULD BE ADOPTED FOR THE FFA\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	6	10	41	23	20
Superintendents	26	12	19	30	31	8

\*A new name, such as "Young Agriculture Leaders" (YAL), should be adopted to replace the present name, "Future Farmers of America" (FFA), an organization for boys studying vocational agriculture.

TABLE XXX

## TEACHERS OF VOCATIONAL AGRICULTURE SHOULD CONDUCT ADULT CLASSES

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	11	50	26	5	8
Superintendents	26	19	58	11	4	8

TABLE XXXI

VOCATIONAL AGRICULTURE TEACHERS SHOULD RECEIVE  
SUPPLEMENTARY PAY FOR TEACHING ADULT CLASSES\*

Administrators	No.	SA	Per Cent of Response			
			A	I	D	SD
Principals	62	41	46	5	6	2
Superintendents	26	15	61	4	12	8

\*Vocational agriculture teachers who are teaching adult and young farmer classes (ten 2 hour sessions of technical agriculture for each group) in addition to high school agriculture classes should receive supplementary pay that is complimentary to his work and qualifications.

agriculture classes should receive supplementary pay that is complimentary to his work and qualifications. The proposal drew 87 per cent support from the responding principals and 76 per cent support from the responding superintendents.

A look at the bottom line of Table XXXII reveals an equal distribution of opinions regarding the proposal to consider adult classes as a part of the teaching load.

Perhaps the disagreement in many cases to considering the adult classes a part of the teacher load could be exemplified by the voluntary comment from a number of respondents, "not if he receives extra pay."

A further analysis of Table XXXII shows the responding principals supporting the proposal by 52 per cent. There were strong opinions on both sides of the scale.

Professional growth. A summary of Table XXXIII presents four ways of obtaining professional growth in agricultural education. Graduate study received 100 per cent support from all the administrators. Agriculture in-service education and attending workshops each received 93 per cent support from the principals. Reading professional literature was supported by 92 per cent of the principals. The superintendents supported all four areas as mentioned by 100 per cent.

TABLE XXXII

MEMBERS OF THE ADULT AGRICULTURE CLASSES SHOULD BE CONSIDERED  
AS FACTORS IN CALCULATING TEACHER LOAD

Administrators	No.	SA	Per Cent of Response			SD
			A	I	D	
Principals	62	18	32	17	18	15
Superintendents	26	8	39	4	41	8

TABLE XXXIII

ACHIEVING PROFESSIONAL GROWTH IN AGRICULTURAL EDUCATION AS  
PERCEIVED BY EAST TENNESSEE SCHOOL ADMINISTRATORS

	No.	SA	Per Cent of Response			
			A	I	D	SD
<b>Agriculture In-service Education:</b>						
Principals	57	26	67	5	2	0
Superintendents	24	29	71	0	0	0
<b>Graduate Study:</b>						
Principals	58	33	67	0	0	0
Superintendents	23	26	74	0	0	0
<b>Reading Professional Literature:</b>						
Principals	55	27	65	6	2	0
Superintendents	20	15	85	0	0	0
<b>Attending Workshops:</b>						
Principals	58	29	64	7	0	0
Superintendents	22	27	73	0	0	0

## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

#### I. SUMMARY

In an effort to improve the programs of vocational agriculture, questionnaires regarding certain aspects of the present and future program of vocational agriculture were mailed to every school administrator in East Tennessee who had one or more vocational agriculture programs in the school system. Eighty-two per cent of the 108 school administrators furnished opinions regarding certain aspects of the vocational agriculture programs.

The summary which follows is based upon an analysis of the opinions of the administrators.

Over 80 per cent of the administrators had earned a Master's Degree. An additional 10 per cent had earned a Doctoral or Educational Specialist Degree.

There was a wide range of experience represented among the administrators that included rural, town, and city systems.

According to the administrators, vocational agriculture contributes to the national economy and it is highly considered a valuable part of the secondary school program. The two items were supported by 92 per cent of the administrators.

Agriculture college bound students should complete two or more years of vocational agriculture in high school. The statement was supported by more than 91 per cent of the respondents with more than

50 per cent of those showing strong support.

Special classes in agriculture should be available to students who desire a general knowledge of agriculture.

Vocational agriculture in the secondary school should be open to all students regardless of their sex.

Slightly over 50 per cent agreed to changing the name of vocational agriculture to "agricultural education." More than 30 per cent were indifferent to the proposal.

The combined efforts of the agriculture teacher, school administrators, and an agriculture advisory committee is one of the best known ways of deciding what to include in the agriculture program. This was shown by 88 per cent of the administrators.

A majority of the administrators agreed that College of Education professors should be invited to serve as consultants in developing specific areas of the vocational agriculture program.

A standardized state wide core curriculum with provisions to adapt to fit local agriculture needs should be used.

Multiple teacher departments may be necessary as instruction becomes more specialized or as enrollment increases.

The responding administrators indicated by some degree of agreement that the school administrators, agriculture teacher, agriculture advisory council, and governing bodies should be responsible for obtaining facilities to operate the vocational agriculture program. Acquiring and maintaining departmental facilities is a responsibility that deserves constant attention.

A consensus of opinion among the school administrators was that land laboratories and field demonstrations should be provided as a

part of the instructional program in vocational agriculture.

Seventy-four per cent of the principals and 58 per cent of the superintendents agreed that a one hour schedule per day for each student was considered superior to the development of the over-all educational growth. Some suggested longer periods for certain situations. There was also strong disagreement to a one hour schedule.

When possible, units of study should be conducted at the appropriate season. An example could be gardening and commercial vegetable production, taught in late winter or early spring. The appropriate season could be considered as prior to the job to be done.

The first two years of vocational agriculture should be general in nature and include basic instruction in plant science, animal science, soil science, and agriculture mechanics.

The responding administrators clearly showed that the third and fourth year of instruction in agriculture should be in one or more of the specialized areas of agriculture occupations.

A majority of the administrators indicated support to giving specific titles to agriculture I, II, III, and IV.

A wide range of reactions was expressed regarding the use of 50 per cent of the class time for agriculture mechanics instruction.

Practical experience in vocational agriculture should be a part of the requirements for completion of the course.

The vocational agriculture teacher should supervise the boys engaged in an agriculture work experience training program as well as those engaged in agriculture production.

The administrators furnished support to integrating basic science principles with the studies in vocational agriculture.

A majority of the respondents indicated the agriculture teacher was doing a good job conveying to the public the objectives of the program and the program accomplishments. Yet, there were considerable disagreements to the suggestion.

Strong support was shown that the Future Farmer of America organization provides experiences as currently operating in the development of desirable leadership, civic interest, and social abilities.

According to the administrators, in general, the FFA is not over-emphasized in relation to the agriculture instructional program; however, there were 22 per cent of the principals and 22 per cent of the superintendents who expressed opinions that the FFA was overemphasized in relation to the agriculture instructional program.

There were strong feelings on both sides of the scale, but a higher percentage rejected the idea of a new name for the FFA.

The study revealed 61 per cent of the principals and 77 per cent of the superintendents were in some degree of agreement that agriculture teachers should conduct adult classes in agriculture.

Vocational agriculture teachers who are teaching adult and young farmer classes in addition to high school agriculture classes should receive supplementary pay that is complimentary to his work and qualifications. The proposal drew 87 per cent support from the responding principals and 76 per cent from the superintendents.

The administrators rejected the proposal of the adult classes as being a part of the teacher load.

Graduate study received 100 per cent support as a means of professional growth followed closely by agriculture in-service education, attending workshops, and reading professional literature.

## II. RECOMMENDATIONS

The recommendations which follow are based upon an analysis of the opinions that were expressed by 82 per cent of the East Tennessee School Administrators who had one or more vocational agriculture departments in the school system.

Program value. Vocational agriculture should retain its rightful place as a valuable part of the secondary school program, keeping certain aspects of the program and adopting suggested innovations that are based on careful study.

Clientele to be served. The vocational agriculture program should be broad enough in its scope to provide training for college of agriculture bound students, as well as for those students engaged in other areas of agriculture. Eliminate a sex barrier that sometimes prohibits girls from taking vocational agriculture. Provide special classes in agriculture for students desiring a general knowledge of agriculture and who are not planning a career in agriculture.

Administration of the program. Agricultural Education or a similar name indicative of the program should be adopted to replace the present name "Vocational Agriculture." Changing the name to "Agricultural Education" could change the image of vocational agriculture and still carry the full value of the overall agriculture program; however, agricultural education for high school students may become confused with college agricultural education.

The study implies that specific titles, indicative of course content should be adopted for agriculture I, II, III, and IV. The

student could more adequately identify and select a course or courses to suit his interest.

It is apparent that an agriculture advisory council, the school administrator and the agriculture teacher should work together to decide what to include in the program and secure needed facilities for implementing the program.

The agriculture teacher should invite college of education professors to assist in planning specific areas of the program, where help may be of value.

Alternative state wide core curriculum should be provided with provisions for local adoption. Alteration to fit local needs should be selected by the local administrators and approved by the regional and state departments of agricultural education. A system of this nature could more nearly meet the needs of the students, strengthen communication with the community and school administrators, and implement more unity in the state wide agriculture programs.

As the schools enrollment in agriculture increases there should be greater effort to establish multiple teacher departments to allow for more flexibility and specialization. The college of agricultural education has developed a program which provides for opportunity to specialize while securing a major in agricultural education. It may also become necessary for some of the vocational agriculture teachers to work toward specialization in order to meet the growing demands in their area.

It is apparent, the agriculture teacher should take the lead in establishing the facility needs. He should secure the support of the agriculture advisory council, school administrators and assist in

further presenting the program needs to the governing bodies.

The administrators should present the program request to the governing bodies accompanied by well developed plans for the program, which would be a responsibility of the agriculture teacher. As a working team, with each respecting the rights of others and the responsibility of his position, adequate facilities can become a reality. Lack of communication, lack of a program, lack of established needs may result in a state of confusion with little being done to better the facilities for the students; therefore, agriculture teachers, school administrators, agriculture advisory councils, and the governing bodies should work as a team to secure the necessary facilities.

The agriculture mechanics program should occupy proportions of the class time which should depend on the student needs and the adopted program.

Without doubt the study revealed that practical experience must continue to be a part of the requirements for completion of a course in vocational agriculture.

Publicity. Agriculture teachers should give more attention to informing the public about the objectives of the program and program accomplishments. Additional study should be conducted to determine the communication strengths and weaknesses.

FFA. The Future Farmers of America organization serves its members well in developing desirable leadership, civic interests, and social abilities. This should continue to be the primary objective of the FFA. As a secondary objective, the FFA should serve as a vehicle for the application of acquired knowledge through the agriculture program. In general, the FFA was not considered overemphasized in relation

to the instructional program. In some cases it was considered to be overemphasized which should direct attention to a re-evaluation of the agriculture program in light of defined objectives.

Additional study should be conducted to locate the areas of overemphasis of the FFA in some departments. The resulted opinions could be a matter of communication regarding established program objectives or they could imply weaknesses that exist in the organization, administration or instructions of some of the agriculture programs. Any attempted explanation at this point would be speculative. The opinions deserve further study.

Adult education. School administrators are in agreement (majority) that agriculture teachers should conduct adult classes in agriculture. Yet, there were some who disagreed and others strongly disagreed to the proposal. Implications are that other factors should be considered before establishing adult classes such as teacher load, teacher time and the need for adult classes in agriculture.

When an agriculture teacher conducts adult classes in agriculture, he should receive pay that is complimentary to his qualifications and work.

In the opinion of the writer, one of the main reasons for the drop in the number of adult classes in agriculture is due to little or no compensation for teacher performance. A complementary salary would be in proportion to income of other professionals of equal education and experience.

Factors that should be considered in establishing an adult agriculture program are:

1. Class needs established by agriculture teacher, agriculture

advisory council and school administrators.

2. Teacher education and experience
3. Number in class (optimum 20-25 depending on type of instruction)
4. Length of each class (2 hours or more)
5. Number of classes needed to complete course
6. Time needed for supervision out of class
7. Time needed for preparation and securing teaching materials
8. Submit items one through seven to regional and state supervisors of agricultural education for evaluation and supplementary pay levied in compliance with "accepted" standards.

An additional agriculture teacher should be secured to assume part of the load when deemed necessary by the school administrators.

Professional growth. In an effort to make the greatest contribution to the agricultural education program the teacher of vocational agriculture should make definite plans for professional growth.

With the implied changes in vocational agriculture, greater efforts toward specialization, technological and cultural changes of a high society, graduate study apparently is becoming a necessity.

The teacher of vocational agriculture should attend and participate in the in-service education and workshops for agriculture teachers.

The study also implies that a teacher of vocational agriculture should subscribe to and study professional literature and other research findings that could be of value to a vocational agriculture teacher.

Professional agriculture teachers should continue the search for new knowledge. Finally, he should make the necessary application of the worthy discoveries in the area of education.



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**APPENDIXES**



**APPENDIX A**

**LETTER TO PROSPECTIVE RESPONDENTS**

**MORRISTOWN-HAMBLE HIGH SCHOOL EAST  
MORRISTOWN, TENNESSEE  
October 15, 1968**

**Dear Educator:**

One of our vocational agriculture teachers, Mr. Silles Ray Henegar, is conducting a study on vocational agriculture in East Tennessee. The study has a number of pertinent questions which, I believe, can be of value to our vocational agriculture programs.

Mr. Henegar has seven years experience as a vocational agriculture teacher in Southern Indiana and eleven years experience in East Tennessee. He is currently completing the requirements for a Master of Science degree with a major in agricultural education and a minor in administration and supervision.

The questionnaire will be mailed to every school superintendent and principal who has a vocational agriculture department in East Tennessee.

When you have completed and returned the enclosed questionnaire the information will be compiled and you may obtain a copy of the results.

Please indicate on the questionnaire your frank opinions and return it in the enclosed stamped envelope. Your cooperation will be greatly appreciated.

Thanking you and with kind personal regards, I am

Sincerely yours,

Carl T. Vance, Superintendent  
Morristown City Schools

**FOLLOW-UP LETTER TO ADMINISTRATORS**

**Morristown-Hamblen High School East  
Morristown, Tennessee  
October 30, 1968**

**Dear Administrator:**

I would like to call to your attention a questionnaire entitled, "Opinions Of East Tennessee School Administrators Regarding The Present And Future Program of Vocational Agriculture," mailed to you October 15, 1968.

As of today, your response to the questionnaire has not been received.

Your response to the thirty-three questions would be helpful in establishing the future programs of vocational agriculture.

Thank you for your cooperation.

**Respectfully,**

**Ray Henegar  
Vocational Agriculture Teacher**



A. Program Value

- IV. The results of vocational agriculture training in the United States are contributing factors to the growth of the national economy. . . . .SA A I D SD
- V. Vocational agriculture is a valuable part of the secondary school program . . . . .SA A I D SD

B. Clientele to be Served

- VI. Students planning to enter the college of agriculture should complete 2 or more years of vocational agriculture in high school . . . . .SA A I D SD
- VII. Special classes in agriculture (other than vocational agriculture) should be available to students that desire a general knowledge of agriculture but who are not interested in pursuing a career in agriculture . . . . .SA A I D SD
- VIII. The vocational agriculture program in the secondary school should be open to all high school students regardless of their sex if they have an interest in the program . . . . .SA A I D SD

C. Principles of Administration

- IX. A new name, "Agricultural Education," should be adopted to replace the present name, "Vocational Agriculture". . . . .SA A I D SD
- X. The combined efforts of the agriculture teacher, school administrators and an advisory committee is one of the best known ways of deciding what to include in the agriculture program . . . . .SA A I D SD
- XI. College of Education professors should be invited to serve as consultants in developing specific areas of the vocational agriculture program . . . . .SA A I D SD
- XII. There should be a standardized state wide core curriculum in vocational agriculture, with provisions to adapt to fit local agriculture needs..SA A I D SD
- XIII. When the agriculture program includes instructions in specialized areas, such as horticulture, mechanics, occupational experience and training, etc., multiple teacher departments are necessary . . . . .SA A I D SD

XIV. Acquiring and maintaining the necessary facilities for carrying out a vocational agriculture program is the responsibility of:

1. The school administrators. . . . .SA A I D SD
2. The agriculture teacher. . . . .SA A I D SD
3. An agriculture advisory council. . . . .SA A I D SD
4. The city or county governing bodies. . . . .SA A I D SD
5. Other organized groups . . . . .SA A I D SD

XV. Acquiring and maintaining department facilities is a necessary responsibility that deserves

constant attention. . . . .SA A I D SD

D. Instructional

XVI. Land laboratories and field demonstrations should be provided as a part of the instructional program in vocational agriculture . . . . .

SA A I D SD

XVII. Vocational agriculture class time consumed by each vocational agriculture student at the rate of one period per day is one of the most desirable schedules to allow overall educational growth. . . . .

SA A I D SD

XVIII. Seasonal jobs taught during the appropriate seasons are more valuable to the student of vocational agriculture than longer units of study taught without regard to seasons . . . . .

SA A I D SD

XIX. The first two years of instructions in vocational agriculture should be general in nature and include basic instructions in plant science, animal science, soil science and agriculture mechanics . . . . .

SA A I D SD

XX. The third and fourth year of instructions in agriculture should be in one or more specialized areas of agricultural occupations . . . . .

SA A I D SD

XXI. Specific titles, indicative of the course content should be used for agriculture I, II, III, and IV . . . . .

SA A I D SD

XXII. Approximately one half of the annual class time in vocational agriculture should be devoted to the agriculture mechanics program. . . . .

SA A I D SD

- XXIII. Practical experience in vocational agriculture should be a part of the requirement for completion of a course. . . . .SA A I D SD
- XXIV. The vocational agriculture teacher should supervise the boys engaged in an agriculture work experience training program as well as those engaged in agriculture production. . . .SA A I D SD
- XXV. Basic biological and physical science principles should be integrated with plant science, animal science and farm mechanics studies in vocational agriculture. . . . .SA A I D SD
- XXVI. The agriculture teacher is doing a good job conveying to the public the objectives of the program and the program accomplishments. . . . .SA A I D SD

E. Future Farmer of America Organization

- XXVII. The Future Farmers of America organization provides experiences as currently operating in the development of desirable leadership, civic interest and social abilities. . . . .SA A I D SD
- XXVIII. The Future Farmers of America is over-emphasized in relation to the agriculture instructional program. . . . .SA A I D SD
- XXIX. A new name, such as "Young Agriculture Leaders" (YAL), should be adopted to replace the present name, "Future Farmers of America" (FFA), an organization for boys studying vocational agriculture. . . . .SA A I D SD

F. Adult Education

- XXX. Teachers of vocational agriculture should conduct adult classes in agriculture during the school year (12 months for agriculture . . .SA A I D SD
- XXXI. Vocational agriculture teachers who are teaching adult and young farmer classes (ten 2 hour sessions of technical agriculture for each group) in addition to high school agriculture classes should receive supplementary pay that is complimentary to his work and qualifications . . . . .SA A I D SD

XXXII. Members of the adult agriculture classes should be considered as factors in calculating teacher load. . . . .SA A I D SD

G. Professional Growth

- XXXIII. Professional growth in agricultural education can be achieved by:
- 1. Agriculture in-service education. . . . .SA A I D SD
  - 2. Graduate study; . . . . .SA A I D SD
  - 3. Reading professional literature . . . . .SA A I D SD
  - 4. Attending workshops. . . . .SA A I D SD

If you would like to have a copy of the results of this questionnaire, check below.

       Yes, I would like to have a copy of the results of this questionnaire.

\_\_\_\_\_  
Signature



## VITA

Silles Ray Henegar, one of a family of seven, spent his early years on the 100 acre farm which was owned by his parents, Mr. and Mrs. S. J. Henegar. The author, a native of Campbell County Tennessee, attended LaFollette High School, majored in agriculture, and was active in boxing and basketball before entering the United States Navy in 1944.

Mr. Henegar attended Lincoln Memorial University, Harrogate, Tennessee, from 1946 to 1947. He transferred to The University of Tennessee in 1947, majored in Agricultural Education, and received a B. S. degree in 1950. Mr. Henegar received a Master of Science degree from The University of Tennessee in March, 1969 with a major in Agricultural Education and a minor in Educational Administration and Supervision. In addition to the requirements for the Master's degree, Mr. Henegar has completed 9 semester hours at Purdue University, Lafayette, Indiana.

The author's employment as a vocational agriculture teacher includes Charlestown, Indiana from 1950 to 1957; and Hamblen County, Tennessee from 1957 to the present. He taught agriculture to veterans as well as other adults. He was active in establishing a vocational agriculture department while employed in Charlestown, Indiana. Other teaching assignments have included biology and related sciences. In addition, Mr. Henegar has served as director of audio visual education, sponsored student council, FFA advisor, etc.

Mr. Henegar holds membership in the National Education Association, National Vocational Association, National Vocational Agriculture Teachers Association, and the subsidiary organizations. He has held various positions of leadership in the Lions Club, Ruritan Club, Community Club and other organizations.

Mr. Henegar is married to the former Martha Petree of LaFollette, Tennessee and they have four children, Beverly, Marvin, Stephen and Keith.

Mr. and Mrs. Henegar and family attend the First Baptist Church at Whitesburg, Tennessee where he is currently serving as Sunday School Superintendent.

