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ORIENTATION AND INITIATION OF AGRICULTURAL RELATED OCCUPATIONS  
IN THE HIGH SCHOOL CURRICULUM

by 6791

GEORGE L. LAMBERT

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James Albracht  
Major Professor

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G. L. L.

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## Chapter 1

### INTRODUCTION

The secondary schools of Kansas basically had a college preparatory type of curriculum with very little done for the student who does not want or is unable to attend college. With the incorporation of an Agricultural Occupations Program, hereafter referred to as ag. occupations, it appeared that students left high school with a saleable skill and a better understanding of what employers expected from them. Occupational experiences enabled students to develop personal initiative, responsibility, and confidence as they worked in realistic situations. The students recognized the importance of developing desirable attitudes, skills, and competencies necessary for success.<sup>1</sup>

The author was in the process of developing ag. occupations for Hoxie, Kansas, where he is the vocational agriculture teacher. Hoxie is located in the northwest part of Kansas and has a population of 1,200. The high school has an enrollment of 296 students with 92 enrolled in vocational agriculture. The author desired to assess the acceptance of ag. occupations which were conducted in Kansas by surveying the vocational agriculture teachers who conducted these programs in the 1969-70 school year. The author surveyed all schools which conducted ag. occupations programs. There were twenty-nine programs in the state with twelve in towns under 2,500 and seventeen in towns 2,500 and over.

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<sup>1</sup>Kern Doerner and Mark Kern, "Supervised Agricultural Experience Programs in Junior Colleges," Agricultural Education, XXXXI (December, 1968), 131.

### Statement of the Problem

The major purpose of this study was to assess the acceptance of ag. occupations which were conducted in Kansas. The writer was especially interested in assessing the acceptance of ag. occupations in towns under 2,500, as this was what the school boards and superintendents wanted to know.

Specific objectives of the study were to determine:

1. When was the classroom instruction and occupational experience conducted?
2. What were the total hours of classroom instruction and the total hours spent in training stations?
3. What was the acceptance of the program and what were the problems encountered?

### A Definition of the Program

Ag. occupations refers to a system whereby students receive their occupational experience under actual on-the-job training in cooperation with an employer. The program is cooperative in nature, where the school and business combine to offer an educational experience. The employers recognize their role in making the experience educational. In most cases, students spend part of the school day working in the training station. The remainder of the day is spent at school in completing the requirements for graduation.

This program differs from the mere employment of students in that it is planned and coordinated so that students receive related instruction at the school, and on-the-job supervision and instruction at the training station. The vocational agriculture teacher has the responsibility for

providing the classroom instruction and the coordination of the program. The student, employer, and parents also have specific responsibilities to insure that the occupational education program is truly educational in nature and leads to the gainful employment of the student.

An ideal way to attain job competency is to supplement classroom and laboratory experience and instruction at the school with learning opportunities at an actual job. Occupational education not only gives students an opportunity to learn by doing, but also makes learning a pleasant experience. As they work in realistic situations the students more readily recognize the importance of the development of desirable attitudes and skills necessary to become successfully employed. Once employers in agricultural businesses and industry are familiar with the program they agree to cooperate with the school.

Ag. occupations were successful when certain basic conditions existed in the school and community. Some of the basic conditions were:

1. It was important that the philosophy of the school recognized the value of ag. occupations. Not only the school administrator but the entire school staff understood and appreciated the values derived from it. A few administrative personnel and faculty members believed ag. occupations tended to disrupt school activities which to them seemed more valuable. The vocational agriculture teacher, with the help of the local administrator and the entire staff, developed a positive working philosophy toward cooperative occupational education.
2. There were enough interested students to utilize the program. Time and effort were needed to properly plan and conduct

this phase of the program. Most schools had a potential enrollment of twelve to fifteen students to be placed.

3. Each vocational agriculture teacher examined the community carefully before making the decision to start the program. Most of the success depended on the experience gained by the students at the training stations.

Some of the following questions were answered before a final decision was made to start a program:

1. Did the community have a sufficient number of agricultural businesses or firms that could provide training stations?
2. Were the potential employers interested in the program and willing to give it adequate support?
3. Were the conditions at available training stations such that the students were employed throughout the year or a sufficient duration of time to obtain experience in all phases of the business?
4. Did the available training stations provide the students with the occupational experience that was closely related to the instruction provided at school?

#### Assumptions and Limitations

It was assumed that there were enough ag. occupations programs in Kansas high schools to run a meaningful survey by means of a questionnaire. Consequently, it was expected to have less than 100 percent response, and some vocational agriculture teachers would give incomplete answers when filling out the questionnaire.

Since some high schools in Kansas may have conducted ag. occupations without reporting them to the State Department of Education, a complete picture of the programs may not have been accomplished. The teachers may have had difficulty in interpreting the questionnaire as the writer had intended, and the investigator may have had difficulty in interpreting the responses as the respondents had intended.

#### Definitions of Terms Used

Most of the terms used in the report of this study were terms which were, in the opinion of the writer, commonly used and understood by vocational agriculture teachers, agricultural education teacher educators, and vocational agricultural supervisory personnel. However, for the sake of clarity it was decided by the writer that the following key terms should be defined.

Agricultural Occupations Programs was interpreted as meaning learning programs whereby students gained work experience and classroom instruction in occupational areas related to agriculture in lieu of, or in addition to, the maintenance of a farming program. These occupational areas were designated by United States Office of Education agricultural occupational category numbers.

Occupational Experience or Work Experience was made up of the hours the student was at the various agricultural businesses cooperating with the school in ag. occupations. This was an integral part of the instruction under the guidance and supervision of the teacher of vocational agriculture and the manager or owner of the individual business.

Training Stations were the business places in which the students were placed for their occupation or work experience.

Classroom Instruction was interpreted as the material presented to the students by the teacher on various phases of agricultural occupations.

Acceptance of the Program was by the students in the program, the employers of the students, the parents of the students, the administrators of the school, and the teacher in charge. The vocational agriculture teacher indicated the degree of acceptance for each of the above as excellent, good, fair, or poor.

Problems covered a broad field in areas where the program could have been improved. These areas were rated by the vocational agriculture teacher as a definite problem, some problem, or no problem for them while conducting the program. Nine problems were considered in this study as follows: student placement, scheduling, transportation, discipline, obtaining training stations, instruction in class, instruction in training station, visitation time, and minimum wage.



## Chapter 2

### RELATED LITERATURE

The author read textbooks, periodicals, and Master of Science degree theses and reports in the libraries at both Kansas State University and Fort Hays Kansas State College. The information which was derived from the review of literature was incorporated into the following areas: conducting ag. occupations; steps in initiating the program; selection of the training station; developing training plans; objectives of ag. occupations; utilizing an advisory council when conducting ag. occupations; policy statement for ag. occupations; follow-up and evaluation of ag. occupations.

#### Preparation of a Plan for Agricultural Occupations

An article by Herbert Bruce of Kentucky explained how to initiate and conduct ag. occupations and reported on interrelating agriculture into the total school program. He discussed a pilot program of 57 students who had exploratory occupational experiences at the junior level and placement experience at the senior level. As a result of their experiences, he made the following recommendations: orientation for the ninth grade students; guide the students into a vocational program of their interest; use a team teaching approach; and follow a broad course of study.<sup>1</sup> Wesley E. Budke of Ohio State University also had similar recommendations in an

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<sup>1</sup>Herbert Bruce, "Interrelating Agriculture into the Total School Program," Agriculture Education, June, 1971, p. 300.

article on Occupational Exploration--An Aspect of Vocational Education.<sup>2</sup>

The materials the author read for the development of selecting training stations, developing training plans, the policy statement, and the objectives of the ag. occupations were obtained from the following books: Public School Education in Agriculture by Herbert McNee Hamlin<sup>3</sup>; Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations, developed by Ohio State University<sup>4</sup>; Planning and Conducting Cooperative Occupational Education Programs, developed by the University of Nebraska<sup>5</sup>; Teaching Agricultural Occupations by Roland M. Stewart<sup>6</sup>; and articles and periodicals from Agricultural Education, American Vocational Journal, and American Education.

Information on the utilization of an advisory council when conducting ag. occupations was reported in articles such as the Advisory Committee for Vocational Education by J. W. Guilinger<sup>7</sup> and Advisory Councils in Education by William Martinie and Wayne Sampson.<sup>8</sup>

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<sup>2</sup>Wesley E. Budke, "Occupational Exploration of Vocational Education," Agricultural Education, June, 1971, p. 310.

<sup>3</sup>Herbert McNee Hamlin, Public School Education in Agriculture (Danville, Illinois: Interstate Publishers, 1962), p. 71.

<sup>4</sup>Vocational and Technical Education in Agriculture for Off-Farm Occupations, Ohio State University, Columbus, Ohio, p. 12.

<sup>5</sup>Planning and Conducting Cooperative Occupational Education Programs, University of Nebraska, Lincoln, Nebraska, p. 82.

<sup>6</sup>Roland M. Stewart, Teaching Agricultural Occupations (New York: John Wiley and Sons, Inc., 1927), p. 150.

<sup>7</sup>J. W. Guilinger, "Advisory Committee for Vocational Education," Agricultural Education, June, 1970, p. 314.

<sup>8</sup>William Martinie and Wayne Sampson, "Advisory Councils in Agricultural Education," Agricultural Education, July, 1969, p. 21.

The articles which assisted in the development of the follow-up and evaluation of ag. occupations were: Advisory Councils in Agricultural Education by William Martinie and Wayne Sampson in which it was stated that periodic evaluation of ag. occupations helped determine whether or not the objectives of the program were met and served as a basis for making adjustments in the program.<sup>9</sup> Material was also obtained in this area from books such as Planning and Conducting Cooperative Occupational Education Programs, developed at the University of Nebraska.<sup>10</sup>

As a result of the information gathered from the literature sources which were reviewed by the author an outline was developed which was used to orient the administrators, teachers, students, parents, businessmen, and policy makers to the ag. occupations program. After reviewing the information in the outline, the Hoxie Board of Education sanctioned the inauguration of the program in the high school curriculum.

#### Conducting Ag. Occupations Programs

When adopting an ag. occupations program there were three options which were acceptable by the State Board of Education, Division of Vocational Education. These were:

##### I. Exploratory type program

- A. Fifty hours class instruction in work related areas.
- B. 100 hours minimum work time on the job.
- C. One-half credit per semester.
- D. Eight weeks in class, eight weeks on-the-job experience and two weeks class at the end of the semester.

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<sup>9</sup>Ibid.

<sup>10</sup>Planning and Conducting Cooperative Occupational Education Programs, University of Nebraska, Lincoln, Nebraska, p. 135.

II. Exploratory pre-employment program

- A. 180 hours class instruction in business related and ag. related areas.
- B. 200 hours minimum work time on-the-job.
- C. Two hours credit.

III. Placement program

- A. 360 hours class time. Instruction equally divided between directly related information and the commonalities.
- B. 400 hours work time on-the-job.
- C. One hour coordination each day for instructor with twenty students or less.
- D. Three hours credit.<sup>11</sup>

Along with these three programs, the State of Kansas makes these additional requirements:

- I. A minimum of three supervisory visits per semester will be made by the vocational agriculture instructor to each student at his training station.
- II. A training station outline will be prepared for each student by the instructor in cooperation with the student and the supervisor.
- III. The job supervisor will give the student instruction and help on the job as needed.
- IV. Pay local wage rates for beginning employees, as approved by the advisory council. If in interstate commerce, student-learner certificates may be secured.
- V. The instructor must have had a course in teaching ag. occupations.<sup>12</sup>

Steps in initiating the program. The following steps in initiating the program are in accordance with the manual: Planning and Conducting Cooperative Occupational Education Programs, published by the University of Nebraska.

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<sup>11</sup>State Board of Vocational Education (Kansas), Requirements for Cooperative Education Programs, Topeka, Kansas.

<sup>12</sup>Ibid.

1. The Vocational Agriculture instructor and appropriate school administrators should discuss the program and agree on the organizational procedures which should be carried out. This step could include organizing a steering committee.
2. Determine the possible training stations in the community.
3. A preliminary survey of the high school student body to determine the number of prospective students.
4. Contact with the State Board of Vocational Education.
5. Advisory committee should be appointed.
6. The program should be promoted.
7. The school should develop and adopt a policy statement to serve as an operational guide for the administration of the program.
8. Students should be selected.
9. Training stations should be selected.
10. Students should be placed in training stations.
11. The training plan and agreement should be developed.
12. The necessary forms and certificates should be completed.
13. Arrangements should be made with the school administrators concerning class schedules, travel allowance, instructional materials and other factors so that an adequate job of coordination can be accomplished.
14. The necessary records and reports should be maintained.
15. Students should be "followed-up" upon graduation.
16. The program should be evaluated.

Selection of the training stations. The careful selection of the training stations is one of the most important factors to be considered, as this could determine whether the program is a success or failure. The selection of training stations for the program should be done by the vocational agriculture teacher and his advisory council. The vocational

agriculture teacher, with the help of each of the employers, needs to develop training plans for each of the training stations. The training plan should serve as a guide and help the employer present his business to the student.

Developing training plans. The employment of a student in a job does not necessarily insure that the student will receive training and that the experience will be educational in nature. To insure that the student's on-the-job experience will be truly educational, a training plan is necessary.

The training plan consists of a listing of the activities in which the student should be engaged while working at the training station. The training plan is valuable to the teacher, employer, and student. It enables them to know what is expected and what is to be covered during the training period.

When developing training plans, the following procedures may be helpful:

1. The teacher should thoroughly explain to the employer and the student-learner the purpose of a training plan and the procedure for developing such a plan.
2. The teacher, employer, and the student-learner should develop a list of skills, attitudes, and information needed for a successful career in the student-learner's chosen occupation.
3. The teacher, employer, and the student-learner should develop a list of activities, knowledge, and skills that will contribute to the student-learner's occupational goals.

4. The teacher should assume the responsibility for preparation of the final plan.<sup>13</sup>

#### Objectives of the Ag. Occupations Program

The development of objectives was essential in the establishment of an ag. occupations program. This permitted the students, parents, employers, and administrators to know what was expected from the program and how it could improve the school curriculum. These objectives were kept concise as they could be confusing and lose their effectiveness.

The following list of objectives were established:

1. To prepare students for gainful employment in an occupation of interest to them.
2. To help students develop personal and social qualities which enable them to make satisfying personal and occupational adjustments.
3. To help students develop an appreciation and understanding of the social and economic aspects of work, employment and productivity and their relationship to the individual's occupational, personal, and social welfare goals.
4. To help the employer discover promising candidates for permanent positions.
5. To provide employers the opportunity to share in the educational growth of the students.
6. To develop mutual understandings and improve relations between the school and business.
7. To help the teacher profit from new techniques and procedures as they are introduced.<sup>14</sup>

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<sup>13</sup>Planning and Conducting Cooperative Occupational Education Programs, University of Nebraska, Lincoln, Nebraska, p. 82.

<sup>14</sup>Ibid, p. 6.



Utilizing an Advisory Council when  
Conducting the Ag. Occupations Program

There was a need for an advisory council in the Hoxie High School. This council was to be used extensively in the ag. occupations course, but it also could be used in other agricultural matters. According to Guilinger,<sup>15</sup> such a council could be very helpful in planning and conducting the program. Few vocational agriculture teachers have the background to conduct an effective training program without assistance from personnel directly associated with agricultural occupations.

In organizing the council, the plan prepared by the Division of Vocational Agriculture of the Kansas State Department of Education, should be followed. A constitution should be developed for the advisory council and approved by the local school board. A sample constitution is located in Appendix C.

Policy Statement for an  
Ag. Occupations Program

A policy statement needed to be prepared and approved by the administration and adopted by the local school board. This was one of the areas in which an advisory council can help the instructor. The policy statement was essential to the program so that the students and parents would know what was taking place and what was expected of them. The following policy statement was patterned from the manual: Planning and Conducting Cooperative Occupational Education Programs, published by the University of Nebraska.

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<sup>15</sup>J. W. Guilinger, "Advisory Committee for Vocational Education," Agriculture Education, June, 1970, p. 314.



- I. Time for on-the-job instruction
  - A. Students will be permitted to work in training stations during regular school hours.
  - B. Students will be released from classes to work in training stations a maximum of one regular school period per day.
- II. Student's age
  - A. Students must be sixteen years of age to enroll in the program.
- III. Student selection
  - A. Final selection of students will be made by the instructor.
  - B. Students must have completed two years of vocational agriculture prior to enrolling.
  - C. All students interested in enrolling must complete all forms and tests as required by the guidance counselor and instructor.
- IV. Student wages
  - A. All students enrolled in the program should receive compensation for their work while at the training stations.
  - B. The minimum wage any student may receive will be governed by the minimum wage for an entry level occupation.
- V. Length of on-the-job instruction
  - A. All students must complete 120 hours of on-the-job instruction.
- VI. Student safety and liability
  - A. All students enrolled in the program will be required to purchase school insurance.
  - B. Students are responsible for providing their own travel to the training station.
  - C. Training stations will be selected so as to provide maximum safety of the students.
- VII. Training plans and agreements
  - A. Training plans will list the on-the-job experiences to be gained at the training stations and the related classroom instruction to be given.
  - B. An individual training plan will be developed cooperatively by the instructor, the student-learner, and the person responsible for training each student.

VIII. Length of class instruction

- A. A minimum of sixty hours will be provided for related classroom instruction.

IX. Content of related instruction

- A. Instruction applicable to each student's occupation will be provided in individual study or small group procedures.
- B. Approximately fifty percent of the classroom instruction will be applicable to the individual student's occupation in which he is engaged.

X. Class size

- A. The maximum number of students to be enrolled in a class will be twelve.

XI. Facilities and instructional materials

- A. The school will provide students with individual study guides and other material required in the related classroom instruction.
- B. Students must purchase materials that are required by individual employers and are not required of all the students in the class.

XII. Supervision by the employer

- A. The employer or person designated by him will be responsible for the educational experiences for the student at his firm.
- B. The employer will be responsible for providing the on-the-job experiences listed in the training plan.

XIII. Supervision by the vocational agriculture instructor

- A. The instructor will make periodic supervision-coordination visits to the training station to confer with the employer and observe the progress of the student.
- B. The vocational instructor will work closely with the employer and/or person responsible for the student's training to determine the needed adjustments in the training plan and the related classroom instruction needed by the student.

XIV. Time and travel allowances for the instructor

- A. The instructor will be provided at least one period of each school day for supervision.
- B. The school will provide transportation for the instructor.

XV. Financing the program

- A. The school district will provide adequate financial support to the program.
- B. The following will be budgeted annually for this phase of the program:
  - 1. Books and references ..... \$ 50.00
  - 2. Supplies ..... 25.00
  - 3. Miscellaneous costs ..... 25.00
  - \$100.00

XVI. Advisory committee

- A. An advisory committee will be organized.
- B. The advisory committee will be equally represented by management and labor.

XVII. Promotion

- A. Planned and continuous efforts will be made to promote the program to students, school personnel, employers, and the public.
- B. The instructor will have the main responsibility for the promotion of the program.

XVIII. Selection of training stations

- A. The instructor will have the responsibility for locating and selecting the training stations.

XIX. Placement of students in training stations

- A. A concerted effort will be exerted by the instructor to insure that the interest of both students and employers is considered when a student is recommended for employment in a training station.
- B. Employers will interview students before placement.

XX. School credit for on-the-job experience

- A. Students may earn a maximum of one credit toward graduation depending upon the extent and duration of the on-the-job experience.
- B. Achievement and progress on both related classroom work and on-the-job experiences will be considered when grading students.
- C. The employer will rate the student, and the instructor will grade the student.

## XXI. Records and reports

- A. In addition to the regular school records and reports, the instructor will maintain the following:
  1. reports of supervisory visits to training stations.
  2. placement records of former students.
  3. individual student earnings and hours worked while enrolled in the program.
  4. individual training plans and agreements.

## XXII. Student follow-up after graduation

- A. The school will maintain an organized system of following up students upon graduation from this program.
- B. The instructor, in cooperation with the guidance counselor, will assume the responsibility for following up students.

## XXIII. Program evaluation

- A. A comprehensive evaluation of the agricultural related occupational education program will be conducted every three years.<sup>16</sup>

Follow-Up and Evaluation of  
Ag. Occupations

A basic follow-up concerning each student, should be conducted each year. A follow-up of this type would keep addresses current and would also show the employment status of the individual. Five to ten years after graduation a follow-up in depth should be conducted. This follow-up would provide more accurate information on the relationship of employment to career objectives. Also, a person was more likely to become more or less permanently employed in an occupation, or an occupational cluster, than he would be at the end of one to three years.

There were various methods of conducting a follow-up of students.

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<sup>16</sup>Planning and Conducting Cooperative Occupational Education Programs, University of Nebraska, Lincoln, Nebraska, p. 122.

Some of these are:

- I. Mail each graduate a questionnaire.
- II. Telephone interview.
- III. Personal interview.

The method of follow-up used would be determined primarily by where the student was located. A telephone or personal interview would be an excellent method of follow-up for those graduates who still lived in the local community. The questionnaire, while being the easiest to administer, does present some problems, mainly that some will never be returned. The information gathered by interview or questionnaire should be transferred to a more permanent record.

In a report by Martinie and Sampson the periodic evaluation of ag. occupations helped determine whether or not the objectives of the program were being met and also served as a basis for making adjustments in the program.<sup>17</sup>

Evaluation of ag. occupations should involve those affected by the program. The following list indicates some of the personnel who should be involved in evaluating the program:

1. Present students.
2. Former students.
3. Employers.
4. Advisory council.
5. School administrator.
6. Local businessmen.
7. State Vocational Agriculture consultants.

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<sup>17</sup>William Martinie and Wayne Sampson, "Advisory Councils in Agricultural Education," Agricultural Education, July, 1969, p. 21.

There was much information available on ag. occupations programs. The information presented in this chapter was helpful to the author in the development of the ag. occupations program at the Hoxie High School during the 1970-71 school year.

## Chapter 3

### METHODS AND PROCEDURES

This study was conducted to obtain information concerning ag. occupations programs in Kansas high schools for the 1969-70 school year. In order to gather the information necessary for this study, a questionnaire was sent to each high school vocational agriculture teacher in Kansas who conducted ag. occupations programs during the 1969-70 school year.

The questionnaire was mailed to thirty-five Kansas schools that were conducting ag. occupations programs. The mailing list was obtained from Mr. C. C. Eustace, State Supervisor for Agricultural Education in Kansas, and Dr. James Albracht, teacher-educator at Kansas State University. Of the thirty-five questionnaires mailed, sixteen or 48.6 percent were sent out to towns of under 2,500 population, and nineteen or 51.4 percent were sent to towns of over 2,500 population.

A letter of explanation, which appears in Appendix A, accompanied the questionnaire which appears in Appendix B, along with a stamped, self-addressed return envelope. By using the directory published by the State Board of Vocational Education, it was possible to obtain the name and address of each vocational agriculture teacher in the schools surveyed. Thus, by personalizing the questionnaire and supplying a stamped, self-addressed return envelope, a quick reply was facilitated. This was done with the intent of obtaining a good return of the questionnaires.

The questionnaire included four sections: one regarding general information as to college degree held, size of city, the number of training stations, number of years taught, the years in the present school system, number of college hours in occupational experience education, the number of years they had conducted ag. occupations, and the number of high school credits granted for the program. The second section pertained to each of the six-week periods for both the Junior and Senior years. Each was asked to respond to the time when the classroom instruction was conducted, and to respond to the time when the work experience was obtained. The total number of hours in classroom and on the work experience for the Junior and Senior years were obtained. The respondents were also asked to indicate whether the work experience was for pay or non-pay.

The third section obtained responses as to the acceptance of the program by students, employers, parents, teachers, and administrators. The ratings included excellent, good, fair, and poor choices.

The fourth and final section was to determine the problems involved with the operation of the program. The responses indicated the problems as definite, some, or none for the following areas: student placement, scheduling, transportation, discipline, obtaining training stations, instruction in class, instruction in training station, visitation time, minimum wage, and others.

The findings were presented in tabular form and the responses of the instructors were presented in two groups. One was the under 2,500 population, and the other group was composed of teachers in schools in towns of 2,500 population or more. The findings were summarized and



conclusions and recommendations were made as a result of the data which was presented. Information was also presented on the degree held, the amount of experience, and the number of college hours of ag. occupations by the instructor.

## Chapter 4

### FINDINGS OF THE STUDY

#### Characteristics of Groups Surveyed

The facts concerned with ag. occupations in Kansas high schools during the 1969-70 school year were collected by means of a questionnaire which was sent to the high school vocational agriculture teachers conducting such programs. The returns from the questionnaires were tabulated, and the results are presented in this chapter.

Data in Table 1 indicated that 35 questionnaires were mailed and 33 (94.3%) were returned. Teachers in towns under 2,500 population returned 14 of 16 (87.5%), and in towns 2,500 and over teachers returned 19 of 19 (100%). Of 33 questionnaires returned, 29 (87.9%) indicated the program was in operation. In towns under 2,500 population, 12 of 14 (85.7%) programs were in operation, and in towns 2,500 and over, 17 of 19 (89.5%) were held during the 1969-70 school year.

#### General Information

The first part of the questionnaire was concerned with general information. The responses in Table 2 indicated that the instructors in towns under 2,500, 8 of 12 (66.7%) indicated they had Bachelor of Science degrees and 4 of 12 (33.3%) of the teachers in towns under 2,500 responded that they had acquired the Master of Science degree, and 5 of 17 (29.4%) replied that they had obtained the Master of Science degree. Twenty of 29 (68.9%) of all the teachers had the Bachelor of Science degree, and

Table 1  
Returns on Questionnaires

	Size of Towns					
	Under 2,500		2,500 and over		Total	
	No.	%	No.	%	No.	%
Total Number of Questionnaires Sent	16	48.6	19	51.4	35	100.0
Total Number Returned	14	87.5*	19	100.0	33	94.3
Programs in Operation	12	85.7**	17	89.5	29	87.9

\*Percent is based upon the number of questionnaires sent and the number returned for each group of schools according to the size of town.

\*\*Percent is based upon the number of questionnaires returned and the number of programs in operation according to the size of town.

Table 2  
College Degrees of Instructors

	Size of Towns					
	Under 2,500		2,500 and over		Total	
	No.	%	No.	%	No.	%
Bachelor of Science	8	66.7	12	70.6	20	68.9
Master of Science	4	33.3	5	29.4	9	31.1
Total	12	100.0	17	100.0	29	100.0

9 of 29 (31.1%) had the Master of Science degree. There appeared to be little difference between the two groups with the Bachelor and Masters degrees.

For college hours above the present degree held, as indicated in Table 3, instructors in towns under 2,500 had an average of 24.5 hours above the Bachelor of Science degree, and those who had the Master of Science degree had 3.6 hours above this degree. In towns 2,500 and over the instructors averaged 12.3 hours above the Bachelor of Science degree and those with Master of Science degree had 13.2 hours beyond this degree. When all instructors are considered, those with the Bachelor of Science degree averaged 15.8 hours beyond the Bachelor of Science degree, and those with a Master of Science degree had 9.9 hours above their last degree. There was little difference in the number of hours earned beyond their last degree by the instructors in each of the groups.

Table 3  
College Hours Above Degree Held

	Size of Towns					
	Twelve Under 2,500		Seventeen 2,500 and over		Twenty-nine Total	
	Total	Ave.	Total	Ave.	Total	Ave.
College Hours Above B. S. Degree	270	24.5	209	12.3	479	15.8
College Hours Above M. S. Degree	43	3.6	224	13.2	267	9.9

The responses in Table 4 indicated that in towns under 2,500 instructors taught an average of 11 years, and in towns 2,500 and over instructors taught an average of 9.9 years. The over-all average was 10.4 years taught for all instructors. In towns under 2,500, the number of years in the present system was 8.6 years, and in towns 2,500 and over was 5 years; in all instances the tenure was 6.7 years in that system. The number of college hours in occupational experience education was 4.8 college hours for instructors in towns under 2,500 and 5.5 college hours in towns 2,500 and over and an over-all average of 5.3 college hours for each instructor. The number of years programs were conducted in towns under 2,500 was 2.2 years; and in towns 2,500 and over, 2.8 years with the over-all average of 2.6 years. There appeared to be little difference between the Bachelor of Science and Master of Science groups when tenure and academic hours were considered.

The average number of high school credits given for the program was 1.3 in towns under 2,500 and 1.9 credits in towns 2,500 and over. The average total number of credits for all schools was 1.7 credits for each program. The number of training stations found in towns under 2,500 was 118 for a 9.8 average in each town; in towns 2,500 and over there were 265 stations for an average of 15.8 with an average of 13.2 training stations for all towns in the study. The number of agricultural training stations for an average of 15.8, with an average of 13.2 training stations for all towns under 2,500 was 88 of 118 for an average of 7.3 per school, while in towns 2,500 and over, 185 of 265 were agricultural for an average of 11 per school. Over-all, 273 of 371 training stations for an average of 9.4 training stations per town were available in agricultural areas.

The above information may be found in Table 4.

Table 4  
General Information

	Size of Towns					
	Twelve Under 2,500		Seventeen 2,500 and over		Twenty-nine Total	
	Total	Ave.	Total	Ave.	Total	Ave.
Number of Years Taught	132	11.0	162	9.9	294	10.4
Number of Years in Present System	103	8.6	85	5.0	188	6.7
Number of College Hours in Occup. Exp. Ed.	58	4.8	95	5.5	153	5.3
Number of Years You Have Conducted Program	27	2.2	46	2.8	73	2.6
High School Credit Given for Program	16	1.3	32	1.9	48	1.7
Number of Training Stations	118	9.8	265	15.8	383	13.2
Training Stations in Ag. Areas	88	7.3	185	11.0	273	9.4

Classroom Instruction and  
Occupational Experience

The second part of the questionnaire was concerned with classroom instruction and occupational experience information. Questions which were asked included the six week periods in which both of the above were offered: the total hours in the classroom and in training stations; and

if the work experience was for pay or non-pay. The responses in Table 5 indicated the classroom instruction as tabulated by six week periods.

Table 5  
Classroom Instruction for Occupational  
Experience Program by Six Weeks

Six Week Periods	Year	Size of Towns					
		Twelve		Seventeen		Twenty-nine	
		Under 2,500		2,500 and over		Total	
		No.	%*	No.	%	No.	%
1	Jr.	3	25.0	5	29.4	8	27.6
	Sr.	8	66.7	11	64.7	19	65.5
2	Jr.	2	16.7	4	23.5	6	20.7
	Sr.	8	66.7	11	64.7	19	65.5
3	Jr.	1	8.3	4	23.5	5	17.2
	Sr.	7	58.3	10	58.8	17	58.6
4	Jr.	1	8.3	5	29.4	6	20.7
	Sr.	5	41.7	11	64.7	16	55.2
5	Jr.	1	8.3	5	29.4	6	20.7
	Sr.	3	25.0	9	52.9	12	44.4
6	Jr.	3	25.0	5	29.4	8	27.6
	Sr.	4	33.3	4	23.5	8	27.6

\*There were 12 programs in towns under 2,500; 17 programs in towns 2,500 and over for a total of 29 programs. A program may have offered classroom instruction in one or more six week periods.

For the first six week period in towns under 2,500, 3 of 12 (25%) held classroom instruction the junior year and 8 of 12 (66.7%) held classroom instruction the senior year. In towns 2,500 and over, 5 of 17 (29.4%) conducted classroom instruction the junior year and

11 of 17 (64.7%) the senior year. The totals of the two groups indicated 8 of 29 (27.6%) with classroom instruction in the junior year and 19 of 29 (65.5%) classroom instruction the senior year. There was little difference in the responses of the instructors for the two groups. There were approximately twice as many schools giving classroom instruction during the first six week period than in the other six week periods throughout the year.

The responses in the second six weeks followed the same pattern as the first six week period. In towns under 2,500, 2 of 12 (16.7%) gave classroom instruction the junior year and 8 of 12 (66.7%) the senior year. In towns 2,500 and over, 4 of 17 (23.5%) had classroom instruction during the junior year and 11 of 17 (64.7%) the senior year.

The first indication of a decrease in classroom instruction the senior year showed up in the second six week period. In towns under 2,500, 1 of 12 (8.3%) had classroom instruction the junior year and 7 of 12 (58.3%) the senior year. In towns 2,500 and over, 4 of 17 (23.5%) held classroom instruction in the junior year and 10 of 17 (58.8%) the senior year.

The trend for schools to decrease classroom instruction continued during the fourth six week period. In towns under 2,500, 1 of 12 (8.3%) instructors gave classroom instruction during the junior year, and 5 of 12 (41.7%) instructors gave classroom instruction during the senior year. In towns of 2,500 and over, 5 of 17 (29.4%) gave instruction the junior year and 11 of 17 (64.7%) the senior year.

The trend for the fifth six week period showed the classroom instruction remained consistent the junior year with a sharp decrease



the senior year. One of 12 (8.3%) conducted classroom instruction the junior year and 3 of 12 (25.0%) had instruction the senior year in towns under 2,500. Five of 17 (29.4%) gave classroom instruction the junior year and 9 of 17 (52.9%) had instruction the senior year in towns 2,500 and over. The total for the two groups indicated 6 of 29 (20.7%) presented classroom instruction the junior year and 12 of 29 (41.4%) the senior year.

In the sixth six week period, the responses indicated a slight increase in classroom instruction the junior year with a continued decrease the senior year. In towns under 2,500, 3 of 12 (25.0%) schools conducted classroom instruction the junior year and 4 of 12 (33.3%) the senior year. In towns 2,500 and over, 5 of 17 (29.4%) conducted classroom instruction the junior year and 4 of 17 (23.5%) the senior year. The total for the combined groups indicated 8 of 29 (27.6%) held classroom instruction the junior year and 8 of 29 (27.6%) the senior year.

Each six-week period had approximately the same number of schools having classroom instruction the junior year in both towns under 2,500 and in towns 2,500 and over. The trend for the senior year was for the classroom instruction to be given the first part of the school year for both towns under 2,500 and towns 2,500 and over.

The responses in Table 6 listed the Occupational Experience for the program by six-week periods. There was a larger percentage of schools utilizing paid occupational experience the senior year in both the under 2,500 and 2,500 and over groups during the first six week period. For towns under 2,500, 6 of 12 had non-pay or pay experiences the junior year and 2 of 12 (16.7%) had pay the senior year during the first six week

Table 6  
Occupational Experience Junior and Senior Year by Six Weeks

		Size of Towns											
Six Week Periods	Year	Twelve Under 2,500				Seventeen 2,500 and over				Twenty-nine Total			
		No.	Non-pay %*	Pay %	No.	No.	Non-pay %	Pay %	No.	No.	Non-pay %	Pay %	No.
1	Jr. Sr.	0 0	0.0 0.0	0.0 16.7	1 5	1 5	5.9 29.4	0.0 35.3	0 6	1 5	3.4 17.2	0 8	0.0 27.6
2	Jr. Sr.	0 0	0.0 0.0	0.0 16.7	1 2	1 2	5.9 11.8	0.0 35.3	0 6	1 2	3.4 7.0	0 8	0.0 27.6
3	Jr. Sr.	0 1	0.0 8.3	0.0 16.7	1 5	1 5	5.9 29.5	0.0 35.3	0 6	1 6	3.4 20.7	0 8	0.0 27.6
4	Jr. Sr.	0 4	0.0 33.3	0.0 25.0	1 4	1 4	5.9 23.5	0.0 41.2	0 7	1 8	3.4 27.6	0 10	0.0 34.8
5	Jr. Sr.	1 5	8.3 41.7	0.0 16.7	2 5	2 5	11.8 29.5	0.0 46.7	0 8	3 10	10.3 34.8	0 10	0.0 34.8
6	Jr. Sr.	0 4	0.0 33.3	0.0 16.7	2 6	2 6	11.8 35.3	0.0 46.8	0 8	2 10	7.0 34.8	0 10	0.0 34.8
Summer	Jr. Sr.	0 0	0.0 0.0	8.3 8.3	0 0	0 0	0.0 0.0	0.0 5.9	0 1	0 0	0.0 0.0	1 2	3.4 7.0

\*Total percentage does not add up to 100 because students may have been placed for occupational experience in more than one six week periods.

period. In towns 2,500 and over, 1 of 17 (5.9%) had non-pay and none of 17 had pay experiences the junior year, while 5 of 17 (29.4%) had non-pay and 6 of 17 (35.3%) had pay experiences the senior year.

The second six week period showed the largest percentage of schools which provided paid occupational experience the senior year. In towns under 2,500, none of 12 had non-pay or pay experiences the senior year. In towns 2,500 and over, 1 of 17 (5.9%) had non-pay and 6 of 17 (35.3%) had pay the senior year.

There was a larger number of schools using paid occupational experience during the third six week period for the senior year. In towns under 2,500, none of 12 had non-pay or pay experiences the junior year and 1 of 12 (8.3%) had non-pay while 2 of 12 (16.7%) had pay the senior year. In towns 2,500 and over, 1 of 17 (5.9%) had non-pay and none of 17 had pay experiences the junior year, while 5 of 17 (29.4%) had non-pay and 6 of 17 (35.3%) had pay the senior year.

The trend was for more schools to have occupational experience during the fourth six week period. In towns under 2,500 none of 12 had non-pay or pay experiences the junior year and 4 of 12 (33.3%) had non-pay while 3 of 12 (25.0%) had pay the senior year. In towns 2,500 and over, 1 of 17 (5.9%) had non-pay and none of 17 had pay the junior year, while 4 of 17 (23.5%) had non-pay and 7 of 17 (41.2%) had pay the senior year.

The fifth six week period was the first six week period in which the non-pay and paid occupational experience was equal during the senior year. In towns under 2,500, 1 of 12 (8.3%) had non-pay and none of 12 had pay experience the junior year, and 5 of 12 (41.7%) had non-pay,

while 2 of 12 (16.7%) had pay the senior year. In towns 2,500 and over, 2 of 17 (11.8%) had non-pay and none of 17 had pay the junior year, while 5 of 17 (29.5%) had non-pay and 8 of 17 (46.7%) had pay the senior year.

There was little change between the responses of the sixth six week period and that of the fifth six week period. None of 12 had non-pay or pay experience the junior year, and 4 of 12 (33.3%) had non-pay while 2 of 12 (16.7%) had pay the senior year in towns under 2,500. In towns 2,500 and over, 2 of 17 (11.8%) had non-pay and 0 of 17 had pay the junior year, while 6 of 17 (35.3%) had non-pay and 8 of 17 (46.8%) had pay the senior year.

The responses indicated that very few schools placed students on the job, non-pay or pay, the junior year. In towns under 2,500, a larger percentage were on a non-pay work experience program. In towns 2,500 and over, the schools were utilizing the paid work experience to a larger degree. There were only two schools with occupational experience in the summer. In towns under 2,500 none of 12 had non-pay and 1 of 12 (8.3%) had pay experience the junior year, and none of 12 had non-pay and 1 of 12 (8.3%) had pay the senior year. In towns 2,500 and over none of 17 had non-pay or pay experience the junior year while none of 17 had non-pay and 1 of 17 (5.9%) had pay the senior year.

The responses in Table 7 indicated the total hours spent in the classroom for the ag. occupations program. There were none of the 12 schools which indicated no classroom instruction the junior and senior year in towns under 2,500. In towns 2,500 and over, 2 of 17 (11.8%) indicated no classroom instruction the junior year and none of 17 the senior year.

Table 7  
Hours Spent in Classroom

Hours	Year	Size of Towns					
		Twelve Under 2,500		Seventeen 2,500 and over		Twenty-nine Total	
		No.	%	No.	%	No.	%
None	Jr.	0	0.0	2	11.8	2	6.9
	Sr.	0	0.0	0	0.0	0	0.0
Less than 30	Jr.	2	16.6	1	5.9	3	10.3
	Sr.	1	8.3	3	17.6	4	13.8
30 to 60	Jr.	0	0.0	1	5.9	1	3.4
	Sr.	3	25.0	4	23.5	7	24.1
60 to 120	Jr.	0	0.0	0	0.0	0	0.0
	Sr.	3	25.0	2	11.8	5	17.2
Over 120	Jr.	1	8.3	4	23.5	5	17.2
	Sr.	4	33.3	7	41.2	11	37.9

The responses indicated that in towns under 2,500, 2 of 12 (16.6%) had less than 30 hours of classroom instruction the junior year and 1 of 12 (8.3%) the senior year. In towns 2,500 and over, 1 of 17 (5.9%) had classroom instruction of less than 30 hours the junior year and 3 of 17 (17.6%) the senior year. The totals indicated 3 of 29 (10.3%) had less than 30 hours of classroom instruction the junior year and 4 of 29 (13.8%) the senior year.

In towns under 2,500 none of 12 had 30 to 60 hours of classroom instruction, the junior year and 3 of 12 (25.0%) the senior year. In towns 2,500 and over, 1 of 17 (5.9%) had 30 to 60 hours of classroom instruction the junior year and 4 of 17 (23.5%) the senior year. The

totals indicated 1 of 29 (3.4%) the junior year and 7 of 29 (24.1%) the senior year.

In towns under 2,500 none of 12 had 60 to 120 hours of classroom instruction, the junior year and 3 of 12 (25.0%) the senior year. In towns 2,500 and over, none of 17 had 60 to 120 hours of classroom instruction the junior year and 2 of 17 (11.8%) the senior year. The totals indicated for the schools which had 60 to 120 hours of classroom instruction, 1 of 29 the junior year, and 5 of 29 (17.2%) the senior year.

In towns under 2,500, 1 of 12 (8.3%) had over 120 hours of classroom instruction the junior year and 4 of 12 (33.3%) the senior year. In towns 2,500 and over, 4 of 17 (23.5%) had over 120 hours of classroom instruction the junior year and 7 of 17 (41.2%) the senior year. The total indicated 5 of 29 (17.2%) had over 120 hours of instruction the junior year and 11 of 29 (37.9%) the senior year.

The responses in Table 7 were incomplete as 18 instructors did not complete the survey form for the junior year and 2 instructors did not complete the survey form for the senior year. For those who replied the responses indicated that most schools, large or small, had over 120 hours of classroom instruction.

The responses in Table 8 indicated the total hours spent in the training station. In towns under 2,500, 2 of 12 (16.6%) had non-pay and none of 12 had pay programs during the junior year, while no schools had non-pay or pay programs the senior year. In towns 2,500 and over, 2 of 17 (11.8%) had non-pay and none of 17 had pay programs the junior year, while none had either non-pay or pay the senior year.



The findings for those schools having less than 30 hours at the training station in towns under 2,500 indicated none had non-pay and 1 of 12 (8.3%) had pay programs the junior year, while none of 12 had non-pay and 1 of 12 (8.3%) had a pay program the senior year. In towns 2,500 and over none of 17 had either non-pay or pay programs during the junior or senior years.

In towns under 2,500 none of 12 had non-pay or pay programs the junior year, while 5 of 12 (41.7%) had non-pay and none of 12 had pay programs the senior year involving 30 to 60 hours of occupational experience at the training station. In towns 2,500 and over none of 17 had non-pay or pay programs during the junior year, while 3 of 17 (17.6%) had non-pay and 2 of 17 (11.8%) had pay the senior year which involved 20 to 60 hours of occupation experience. The combined groups indicated that 8 of 29 (27.6%) had non-pay programs and 2 of 29 (6.9%) had pay programs during the senior year which involved 30 to 60 hours of occupational experience.

In towns under 2,500 there was 1 school of 12 (8.3%) that indicated 60 to 120 hours at the training station on a non-pay basis and none of 12, which had pay programs during the junior year, while 2 of 12 (16.6%) had non-pay and 1 of 12 (8.3%) had pay the senior year. In towns 2,500 and over, none of 17 had non-pay or pay the junior year, while 1 of 17 (5.9%) had non-pay and 0 of 17 had pay the senior year. The total indicated 1 of 29 (3.4%) had non-pay and 0 of 29 had pay the junior year, while 3 of 29 (10.3%) had non-pay and none of 29 (3.4%) had pay programs the senior year which involved 60 to 120 hours of occupational experience at the training stations.



In towns under 2,500, schools with over 120 hours at the training stations during the junior year indicated one of 12 with non-pay, and 1 of 12 (8.3%) with pay programs. For the senior year none of 12 had non-pay and 2 of 12 (16.6%) had pay programs. In towns 2,500 and over, none of 17 had non-pay and 2 of 17 (11.8%) had pay programs the junior year, while 2 of 17 (11.8%) had non-pay and 9 of 17 (52.9%) had pay programs. Totals for the combined groups indicated none of 29, non-pay and 3 of 29 (10.3%) with pay programs the junior year, while 2 of 29 (6.9%) had non-pay and 11 of 29 (37.9%) had pay programs the senior year.

The responses in Table 8 were incomplete as 20 instructors did not complete the survey form for the junior year, and 1 instructor did not complete the survey form for the senior year. It would appear from these findings that most schools were putting students on the job over 120 hours with pay during the senior year.

#### Acceptance of Program

The third part of the questionnaire was concerned with the acceptance of the ag. occupations by the students, employers, parents, teachers, and administrators. The teacher indicated the acceptance of the program for the above persons as excellent, good, fair or poor.

The responses in Table 9 indicated the acceptance of the ag. occupations program. For student acceptance in towns under 2,500 there were nine excellent, three good, and no fair or poor responses. In towns 2,500 and over, there were nine excellent, six good, two fair and no poor ratings. For the total of all 29 towns, 18 were excellent, nine good, two fair, and no poor ratings.

Table 9  
Acceptance of the Program

	Size of Towns											
	Twelve				Seventeen				Twenty-nine			
	Under 2,500				2,500 and over				Total			
	Excell	Good	Fair	Poor	Excell	Good	Fair	Poor	Excell	Good	Fair	Poor
Students	9	3	0	0	9	6	2	0	18	9	2	0
Employers	9	3	0	0	8	9	0	0	17	12	0	0
Parents	7	5	0	0	4	12	1	0	11	17	1	0
Teacher-Coordinator	7	5	0	0	8	5	3	1	15	10	3	1
Administration	9	3	0	0	9	6	2	0	18	9	2	0
Totals	41	22	0	0	38	38	8	1	79	60	8	1

The employer acceptance in towns under 2,500 indicated that nine were excellent, three good, with no fair or poor ratings. In towns 2,500 and over, there were eight excellent, nine good, and no fair or poor ratings. The totals for employer acceptance indicated 17 excellent, 12 good, and no fair or poor ratings.

The parent acceptance of ag. occupations in towns under 2,500 indicated seven were excellent, five good with no fair or poor ratings. In towns 2,500 and over, there were four excellent, 12 good, one fair, and no poor ratings. The total indicated 11 excellent, 17 good, one fair, and no poor ratings for parent acceptance.

For teacher acceptance in towns under 2,500, there were seven excellent, five good, and no fair or poor ratings. In towns 2,500 and over, there were eight excellent, five good, three fair, and one poor response. The total indicated 15 excellent, 10 good, three fair, and one poor rating for teacher acceptance.

The administrator acceptance of ag. occupations in towns under 2,500 indicated that there were nine excellent, three good, and no fair or poor ratings. In towns 2,500 and over, there were nine excellent, six good, two fair, and no poor ratings. The total indicated 18 excellent, nine good, two fair, and no poor ratings for administrator acceptance.

The total of all five groups in towns under 2,500, indicated that 41 were excellent, 22 good with no fair or poor ratings. In towns 2,500 and over, there were 38 excellent, 38 good, eight fair, and one poor rating. The over-all total showed 79 programs rating excellent, 60 good, eight fair, and one poor. These findings indicated that the programs were successful in all 29 schools where they were conducted.

Problems Encountered with  
Ag. Occupations

The fourth part of the questionnaire pertained to the problems encountered with the ag. occupations program. The teachers were requested to rank the following problems: student placement, scheduling, transportation, discipline, obtaining training stations, instruction in class, instruction in training stations, visitation time, minimum wage, and any other problems, as definite, some, or none.

The responses in Table 10 indicated the degree by which problems were encountered with the programs. Student placement in the training station in towns under 2,500 was considered to be a definite problem by one, five expressed some, and six indicated that it was no problem. In towns 2,500 and over, one indicated that student placement was a definite problem, ten indicated some, and six indicated no problem. The composite of responses to student placement found that two considered this a definite problem, 15 some, and 12 none. The problem of student placement did not appear to be a serious obstacle.

Scheduling the program in towns under 2,500 had four who indicated it as a definite problem, five some, and three none. Two responded that scheduling was a definite problem, seven some, and eight none in towns 2,500 and over. The totals showed that six considered scheduling as a definite problem, 12 some, and 11 none.

One instructor responded that transportation in towns under 2,500 was a definite problem, two some, and nine none. In towns 2,500 and over, transportation was considered to be a definite problem by one, seven some, and nine none. The total responses showed that transportation was a

Table 10

## Problems Encountered with the Program

Problem	Size of Towns					
	Twelve Under 2,500		Seventeen 2,500 and over		Twenty-nine Total	
	Definite	Some None	Definite	Some None	Definite	Some None
Student Placement	1	5 6	1	10 6	2	15 12
Scheduling	4	5 3	2	7 8	6	12 11
Transportation	1	2 9	1	7 9	2	9 18
Discipline	0	4 8	0	6 11	0	10 19
Obtaining Training Stations	1	6 5	1	6 10	2	12 15
Instruction in Class	0	7 5	3	8 6	3	15 5
Instruction in Training Station	0	10 2	3	8 6	3	18 8
Visitation Time	3	3 6	4	9 4	7	12 10
Minimum Wage	1	2 9	6	2 9	7	4 18
Other Labor Laws and Liability	0	1 0	2	0 0	2	1 0

definite problem for two instructors, nine some, and 18 none.

There were no definite responses which indicated that discipline was a definite problem in towns under 2,500, four indicated it was some and eight none. In towns 2,500 and over, there were no responses which indicated discipline as a problem, six some, and 11 none. The totals showed no definite, ten some, and 19 none for discipline as a problem in ag. occupations.

Obtaining training stations for the program in towns under 2,500 indicated that, one expressed it as a definite problem, six some, and five none. In towns 2,500 and over, one indicated it as definite problem, six some, and ten none. The total responses for the two groups showed two indicated definite, 12 some, and 15 no problems in obtaining training stations for ag. occupations.

Instruction in the training stations in towns under 2,500 indicated there were no definite problems, ten some, and two none. In towns 2,500 and over, there were three who expressed a definite problem, eight some, and six none. The total responses showed three definite, 18 some, and eight no problems for instruction in the training station.

In towns under 2,500, three replied that visitation time was a definite problem, three some, and six none. In towns 2,500 and over, four indicated visitation time was a definite problem, nine some, and four none. The total replies indicated that seven had definite, 12 some, and ten no problems for this area.

One respondent indicated that in towns under 2,500 there was a definite problem with minimum wage, two replied some, and nine none. In towns 2,500 and over, six respondents expressed minimum wage as a definite

problem, two some, and nine none. The total replies showed seven definite, four some, and 18 no problem in regard to the minimum wage.

The instructors were asked to specify any other problem they encountered with the program. Three instructors designated labor laws and liability as a problem with one instructor designating it as some, and two as a definite problem.

### Summary of Findings

The aim of this study was to examine the ag. occupations program in the high schools of Kansas during the 1969-70 school year. Ag. occupations programs in Kansas high schools, as indicated by the findings, are small in terms of numbers. Twenty-nine of the 165 (17.5%) departments indicated that they had programs in operation during the 1969-70 school year.

Most of the teachers, 20 of 29 (68.9%) held the Bachelor of Science degree. This could probably be explained by the fact that younger teachers are conducting the programs at the present time. The teacher length of service in their present position was 6.7 years.

The number of college hours in ag. occupations courses of the teachers conducting programs were small with 5.3 college hours as the average. The number of years the program had been conducted by the instructor was small with 2.6 years as the average. The average high school credits given for the programs was 1.7. The number of training stations as expected was higher in towns 2,500 and over. However, percentage of training stations in agriculture areas was higher in towns under 2,500.

The classroom instruction for ag. occupations during the junior

year was very uniform from the first six week to the sixth six week period with approximately 25 percent of the schools having it each six weeks. The instruction in the senior year showed more schools having it the first half of the school year. This was especially true in some towns under 2,500 population.

The occupational experience during the junior year was given basically the last semester on a non-pay basis. The senior year in towns under 2,500 showed a higher percentage on a non-pay basis while in towns 2,500 and over a higher percentage was on a pay basis, and more evenly distributed during the year.

The hours of classroom instruction were incomplete the junior year as 18 instructors did not complete the questionnaire. In towns under 2,500 the trend was to have 60 to 120 hours of instruction, while in towns 2,500 and over, the trend was to have over 120 hours of instruction the senior year.

The hours at the training station was incomplete for the junior year as 20 of the instructors did not complete the questionnaire. In towns under 2,500, 41.7 percent of the schools had 30 to 60 hours at the training station on a non-pay basis for the senior year. In towns 2,500 and over, 52.9 percent of the schools had over 120 hours at the training station on a pay basis during the senior year. This indicated the smaller towns preferred an exploratory-type program, and the larger towns preferred a placement-type program.

It was interesting to study Table 9 which showed the acceptance of the program by the students, employers, parents, teacher-coordinators, and administration. The obvious conclusion that was drawn from this table



was that the program was an overwhelming success in both the small and large towns by all the people involved. The over-all total indicated the degree of success with 79 excellent ratings, 60 good ratings, eight fair ratings, and one poor rating which came from the teacher in a town over 2,500 population. The table also indicated that the programs in towns under 2,500 had a greater degree of success with over 50 percent of the ratings excellent. The parent support of the program had the lowest rating which could be explained by the fact that the parents know the least about the program.

The problems encountered with this program, illustrated in Table 10 were student placement, scheduling, transportation, discipline, obtaining training stations, instruction in class, instruction in the training station, visitation time, minimum wage, labor laws, and liability. Visitation time was indicated as the most difficult problem, with seven definite responses and 12 some responses. Scheduling was the next most difficult problem, when six listed it as a definite problem and 12 indicating it as some problem. Next was the minimum wage laws where seven indicated it a definite problem and four as some problem. Instruction in the training station had three who indicated a definite problem and 18 some problem. Instruction in the classroom had three who listed a definite problem and 15 some problem. Obtaining training stations had two instructors who listed it as a definite problem and 12 some problem. Transportation to the training station had two who indicated a definite problem and nine some problem. Discipline was not listed as a definite problem and ten listed it as some problem. Labor laws and liability was as a definite problem by two instructors and one indicated it as some problem.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study was developed to investigate ag. occupations in Kansas high schools. It was restricted to the 1969-70 school year. The purpose of this study was to determine what type of programs were being conducted: exploratory- or placement-type; the six week period they were offered; the acceptance of the programs; and the problems encountered with the program. To gather the information needed for this investigation, a questionnaire was sent to the high school vocational agriculture teachers conducting such programs.

Thirty-five questionnaires were sent to the vocational agriculture teachers of the schools presumed to be conducting the program. Of these, 16 (48.6%) were in towns under 2,500 with only 12 (85.7%) conducting the program; 19 (51.4%) were in towns 2,500 and over, with only 17 (89.5%) conducting the program. The questionnaire covered only 17.5 percent of the 165 vocational agriculture departments in Kansas. The towns surveyed are listed in Appendix D.

Factors affecting ag. occupations such as the six week periods in which the classroom instruction and the occupational experience was given, the acceptance of the program, and the problems encountered with the program, were all considered in the questionnaire. The final questionnaire is in Appendix B.

### Conclusions

The following conclusions are indicated by the findings of this study:

1. Agricultural occupations programs in the state of Kansas are small in terms of the number of schools conducting programs.
2. Most of the teachers have a Bachelor of Science degree with very few college hours in agriculture occupations courses.
3. Agricultural occupations programs in Kansas are in the early stages of development.
4. The classroom instruction is evenly distributed during the junior year while most of it is the first semester during the senior year.
5. The small towns are utilizing the exploratory-type program while in the larger towns more are involved with the placement-type program.
6. According to the responses of the teachers, the acceptance of the program was noted highest by students followed by administrators, employers, teachers, and parents.
7. The program appeared to have a greater acceptance by the smaller towns.
8. In order of frequency, the problems encountered were as follows: visitation time, scheduling, minimum wage, instruction in the training station, instruction in the classroom, student placement, obtaining training stations, transportation, and lastly, discipline.

9. The problems encountered were uniform between towns under 2,500 and those 2,500 and over.
10. The teachers maintained good public relations in conducting ag. occupations programs.

### Recommendations

The recommendations were based upon observations made during the period of the study and the author's interpretation of the data. They were as follows:

1. More college hours be offered in the area of agricultural occupations.
2. The State Department of Vocational Education place more emphasis on agricultural occupations programs.
3. The teachers should be more aware of the problems encountered with scheduling, visitation time, and minimum wage problems connected with the program.
4. The Kansas vocational agriculture teachers should be informed of the acceptance and success of the ag. occupations programs in Kansas.
5. More research and study should be implemented in this area by the use of the following suggestions:
  - a. Send questionnaires to administrators as well as to teachers.
  - b. Survey the schools to determine the number of students in the programs.
  - c. Survey teachers to obtain information on the materials used in the programs (training plans, books and teaching aids).

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## APPENDIXES



## APPENDIX A

## Copy of Letter of Explanation

Hoxie FFA Chapter  
Hoxie High School  
Hoxie, Kansas 67740  
May 21, 1970

Dear Vocational Agricultural Instructor:

I am a candidate for the Master of Science Degree in Agricultural Education at Kansas State University, Manhattan, Kansas.

In partial fulfillment of the requirements for the degree, it is necessary that I complete a research paper. I have selected the problem, "Orientation and Initiation of Ag. Related Occupations in the curriculum of Hoxie High School."

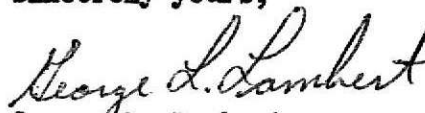
I am gathering data for the report by mailing survey forms to the vocational agriculture teachers who have conducted an Ag. Related Occupations Program in Kansas.

I solicit your cooperation in the accumulation of the data. I am enclosing one survey form and a self-addressed, stamped envelope. The form is self-explanatory. It asks primarily that you state the amount of time spent in classroom instruction and on-the-job experience. I would like to know the acceptance of the program by the students, employers, parents, teacher-coordinator, and administration. I would also like for you to indicate any problems which you have encountered. I ask only that you check the appropriate blanks on the survey form.

I sincerely hope you will complete the form and return it to me at your earliest convenience.

Thanking you for your cooperation, I remain,

Sincerely yours,

  
George L. Lambert

## APPENDIX B -- Questionnaire

Agricultural Related Occupations Programs in Kansas  
Survey FormI. General Information: Check or complete the following as it applies  
to your status.

## A. College Degree:

☐ Bachelor of Science  
☐ Master of Science  
☐ Hours above degree  
☐ \_\_\_\_\_

## B. Size of City:

☐ Under 2,500  
☐ 2,501 to 5,000  
☐ 5,001 to 7,500  
☐ Over 7,500

## C. Training Station:

☐ Total Number  
☐ Number in Ag. areas  
☐ Number in Professional areas  
☐ Others \_\_\_\_\_

## D. Other Information:

☐ No. of yrs. taught (include present year)  
☐ Yrs. in present school system  
☐ No. of college hours in Occupational education  
☐ No. of years you have conducted an occupational ed. program  
☐ No. of high school credits given for the program.

II. Occupational experience and classroom information: Check or complete  
the following as it applies to your occupational program.

## A. When do the students have classroom instruction:

<u>Six Weeks</u>						
1st.	2nd.	3rd.	4th.	5th.	6th.	Other
<u>Junior Year</u>						
<u>Senior Year</u>						

## B. When do the students get their work experience:

(Observation--none pay: X)  
 (Paid employment: )

<u>Six Weeks</u>						
1st.	2nd.	3rd.	4th.	5th.	6th.	Other
<u>Junior Year</u>						
<u>Senior Year</u>						

C. Complete the following: (Observation--none pay: X)  
(Paid employment: )  
(Combination of above: 0)

Hours in Classroom:

Jr.	Sr.	
_____	_____	None
_____	_____	Less than 30 hours
_____	_____	30 to 60 hours
_____	_____	60 to 120 hours
_____	_____	Over 120 hours

Hours at Training Station:

Jr.	Sr.	
_____	_____	None
_____	_____	Less than 30
_____	_____	30 to 60 hours
_____	_____	60 to 120 hours
_____	_____	Over 120 hours

III. Acceptance of the program: (Check)

	Excellent	Good	Fair	Poor
<u>Students</u>				
<u>Employers</u>				
<u>Parents</u>				
<u>Teacher-Coordinator</u>				
<u>Administration</u>				

IV. Problems: (Check)

Problem:	Definite	Some	None
<u>Student placement</u>			
<u>Scheduling</u>			
<u>Transportation</u>			
<u>Discipline</u>			
<u>Obtaining training stations</u>			
<u>Instruction in class</u>			
<u>Instruction in training station</u>			
<u>Visitation time</u>			
<u>Minimum wage</u>			
<u>Other (specify)</u>			

## APPENDIX C -- Advisory Council Constitution

CONSTITUTION FOR  
VOCATIONAL AGRICULTURE ADVISORY COUNCILSection A. Purposes and Name

- Article I      The above named council shall be advisory to the \_\_\_\_\_ vocational agriculture department and exist only during such time as it may be authorized by the local high school administration and board of education.
- Article II      Operating field of council:  
                 The above named council shall operate in those fields directly included in the vocational agriculture department of the \_\_\_\_\_ high school.
- Article III     Purposes and duties of council:  
                 The purposes and duties of the above named council shall be to:
1. Study the needs of the town and community which may be related to the work of the department of vocational agriculture.
  2. Acquaint the board of education with the objectives of the school's program of agricultural education.
  3. Help in developing a program of agricultural education tailor-made for the \_\_\_\_\_ community.
  4. Sponsor classes for young farmers and adult farmers (helping to choose subjects and teachers, enrolling class members, planning arrangement as to time and place, and advising and assisting the teacher).
  5. Offer constructive criticism of the instruction offered and the instructional facilities available.
  6. Assist in evaluating the success of the courses offered, in light of the objectives previously selected.
  7. Advise regarding the program of work and the activities of the FFA chapter.

8. Provide a continuing program of work when teachers change and prevent frequent changes of teachers whenever possible.
9. Correlate the work of the department with that of other agencies such as Agricultural Extension, with which council and committee members may have close relationships.
10. Study the programs of agricultural education in other communities with the idea of encouraging the use of those practices which may be applicable to the local community.
11. Revise the objectives of agricultural education as warranted by study and experience.
12. Serve as an avenue of communication between the local department of vocational agriculture and the community.
13. Estimate or measure annually the progress made toward accepted objectives.

#### Section B. Membership

- |             |  |
|-------------|--|
| Article I   | Number of council members:<br>The number of council members shall be 9 (nine).   |
| Article II  | Members shall be selected to represent a cross section of the community served by the department of vocational agriculture.  |
| Article III | Prospective council members shall be nominated from names submitted to the school board by the advisory council and the vocational agriculture teacher.  |
| Article IV  | Each appointment of an advisory council member shall be for 3 (three) years, except when the appointment is to fill an unexpired term.   |
| Article V   | The term of a new council member shall begin on June first.  |
| Article VI  | An individual shall automatically lose membership in the council if he fails to attend 3 (three) successive meetings without presenting, in advance, to the president of the council a valid reason for his absence. |

- Article VII      It shall be resolved that all advisory council members agree to serve as substitutes after their term has expired. Be it also resolved that all members agree to be present at all meetings whenever possible. If unable to attend, they will notify the vocational agriculture teacher as soon as possible.
- Article VIII     The teacher of vocational agriculture shall attend all council meetings but is not to be considered a council member.
- Article IX       A council member may not serve continuously for more than three years, except that he may be appointed for a full term after serving out the unexpired term of a member who has left the council.
- Article X        After a lapse of a year, a council member who has served a full term may be reappointed to membership in the council.

#### Section C. The Constitutional Changes

- Article I        The constitution, articles, and bylaws may be amended or added to by a two-thirds majority vote of active members at any regular council meeting.

#### Bylaws

#### Section A. Meetings

- Article I        Regular meetings of the advisory council shall be held during the first week of each month except June and July at the agriculture building unless other arrangements are made by the council or its executive committee.
- Article II       Advisory council or its executive committee may call special meetings of the council.
- Article III      Written notices of council meetings shall be mailed to all members before each meeting by the vocational agriculture instructor.
- Article IV       As the need arises for standing and special committees, such committees may be appointed by the chairman.

## Section B. Officers and Their Duties

- Article I      The officers shall be a chairman, vice-chairman, and a secretary.
- Article II      Officers shall be elected annually by a majority vote of the council members at the August meeting.
- Article III      The chairman shall be elected from among those members who have served on the advisory council for at least one (1) year. His duties shall be:
1. To preside at the meetings of the advisory council.
  2. To serve as chairman of the executive committee.
  3. To appoint special committees which may include persons other than council members.
- Article IV      The vice-chairman shall perform the duties of the chairman when the chairman is unable to perform them.
- Article V      The secretary shall:
1. Keep records of the attendance of members at meetings.
  2. Keep a record of discussion and recommendations.
  3. Maintain a permanent record file of council activities.
- Article VI      The executive committee shall consist of the chairman, vice-chairman, and secretary, and the teacher of vocational agriculture as an ex-officio member. It shall:
1. Act on urgent council matters between council meetings.
  2. Prepare agenda for council meetings if requested to do so by the advisory council.
  3. Call special meetings of the advisory council as they are needed.<sup>1</sup>

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<sup>1</sup>State Board of Vocational Education, Sample Constitution for A Vocational Agriculture Advisory Council, Topeka, Kansas, four pages.

## APPENDIX D -- List of Towns Surveyed

Towns Under 2,500 Population

- |                  |                |
|------------------|----------------|
| 1. Buhler        | 7. Kiowa       |
| 2. Chapman       | 8. Oberlin     |
| 3. Council Grove | 9. Quinter     |
| 4. Frankfort     | 10. Riley      |
| 5. Hanover       | 11. Washington |
| 6. Hill City     | 12. Waterville |

Towns 2,500 and Over in Population

- |                  |  |
|------------------|--|
| 1. Abilene       | 9. Lawrence                            |
| 2. Arkansas City | 10. McPherson                          |
| 3. Belleville    | 11. Paola                              |
| 4. Clay Center   | 12. Phillipsburg                       |
| 5. Columbus      | 13. Sabetha                            |
| 6. Dodge City    | 14. Salina                             |
| 7. Emporia       | 15. Topeka (Highland Park High School) |
| 8. Herington     | 16. Topeka (Seaman High School)        |
|                  | 17. Wakeeney                           |



ORIENTATION AND INITIATION OF AGRICULTURAL RELATED OCCUPATIONS  
IN THE HIGH SCHOOL CURRICULUM

by

GEORGE L. LAMBERT

B. S., Kansas State University, 1962

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971

The aim of this study was to investigate the ag. occupations programs in Kansas high schools. It was restricted to the 1969-70 school year. The purpose of the study was to determine what type of programs were being conducted: exploratory or placement, the six weeks period they were offered, the acceptance of the program, and the problems encountered. To obtain the needed information, a questionnaire was sent to the high school vocational agriculture teachers conducting the programs.

The study compared the programs in schools located in towns with under 2,500 population with those in schools located in towns of 2,500 and over. Thirty-five questionnaires were sent to the vocational agriculture teachers of the schools who had conducted such programs. Of the thirty-five schools 16 or 48.6 percent were in towns under 2,500 with 12 of the 16 or 85.7 percent who were conducting programs. The remaining 19 of the 35 or 51.4 percent were located in towns of 2,500 and over with 17 of the 19 or 89.5 percent who were conducting programs. The completed questionnaires included 29 or 17.5 percent of the 165 vocational agriculture departments in Kansas.

Twenty of 29 or 68.9 percent of the teachers held the Bachelor of Science degree. The teachers had 5.3 college hours in ag. occupations courses. The number of training stations was greater in towns over 2,500; however, the percentage of agricultural training stations was larger in towns under 2,500.

Approximately 25 percent of the schools indicated classroom instruction was held the junior year and this was evenly distributed by six week periods throughout the year. Approximately 90 percent of the

schools had classroom instruction the senior year with most of the schools having it the first semester.

The ag. occupations programs in towns under 2,500 indicated an exploratory type while towns of 2,500 and over indicated the placement type.

The ag. occupations program had been declared a definite success by all the people directly connected with it. In towns under 2,500 the teachers perceived a greater degree of success than did teachers in towns 2,500 and over.

The problems encountered with the ag. occupations programs in Kansas had been few in number as indicated by the results of the questionnaire. The teachers listed, in order, the following problems: visitation time, scheduling, minimum wage, instruction in the training station, instruction in the classroom, student placement, obtaining training stations, transportation, and discipline.

#### Recommendations

The recommendations were based upon observations made during the period of the study and the author's interpretation of the data. They were as follows:

1. More college hours be offered in the area of ag. occupations.
2. The State Department of Vocational Education place more emphasis on ag. occupations programs.
3. The teachers should be more aware of the problems encountered with visitation time, scheduling, and minimum wage.

4. The Kansas vocational agriculture teachers should be informed of the acceptance and success of the ag. occupations programs in Kansas.
5. More research and study should be implemented in this area by the use of the following suggestions:
  - a. Send questionnaires to administrators as well as to teachers.
  - b. Survey the schools to determine the number of students in the programs.
  - c. Survey teachers to obtain information on the materials used in the program (training plans, books, and teaching aids).